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Seminar on Social Work Training in Africa
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21 October - 1 November, 1963

REPORT OF THE SEMINAR ON SOCIAL WORK TRAINING IN AFRICA

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INTRODUCTION

The Seminar on Social Work Training in Africa, which was jointly sponsored by the Economic Commission for Africa and the United Nations Department of Economic and Social Affairs, took place in Lusaka, Northern Rhodesia, at the Oppenheimer College, from Monday, 21 October to Friday, 1 November, 1963. A list of participants is given in Annex I.

2. The Seminar was convened as a result of recommendations made by the Workshop on Extension of Family and Child Welfare Services within Community Development Programmes, which met in Accra, Ghana, in December 1960 and by the Meeting of the Standing Committee on Social Welfare and Community Development, which met in Addis Ababa in February 1962. Its purpose was to bring together directors of schools of social work and administrators of national social welfare in-service training programmes, for an exchange of knowledge and information on methods of training for social work and on patterns developed in the various African countries for in-service training, the training of auxiliary social workers and formal professional social work education. The Seminar further gave opportunity to the participants to exchange views on the basic content of training programmes for social work and the relationship between practical field work and theoretical classroom work.

3. The following substantive subjects on the agenda were adopted for discussions:

- (a) Patterns of development of social work training programmes in Africa.
- (b) Essential conditions for the development of a school of social work - the utilization of available resources, such as universities and institutes; development of curricula; recruitment of students and staff, and field placements.
- (c) The relationship of field work to course work.
- (d) The role of in-service training programmes for social work, and the relationship of such programmes to schools of social work.
- (e) The relationship of social work training to other related programmes - community development, health, home economics, adult education, treatment of juvenile delinquency, etc.

ORGANIZATION OF THE SEMINAR

4. After a welcoming ceremony and a formal opening ceremony performed by His Excellency, the Governor of Northern Rhodesia, Sir Evelyn Home and the Honourable Dr. Kenneth Kaunda, Minister of Local Government and Social Welfare, respectively, Mr. William Clifford (N. Rhodesia) was elected as Chairman, Mlle. Julienne Razairinoro (Madagascar) as First Vice-Chairman, and Mr. J.N. Kawuki (Uganda) as Second Vice-Chairman. Ten full plenary sessions were held, during the first at which brief country statements were presented by the participants. These statements were followed by discussions on the substantive subjects of the agenda. The Seminar then broke into two working groups, under appointed leaders, to examine the subjects in greater detail and to draw draft conclusions and recommendations which were subsequently submitted through a drafting committee to the final plenary sessions for consideration and adoption. Leaders in discussions at plenary sessions and of working groups were appointed from participants (experts and consultants) who had contributed specific working papers. (See Annex IV for Organization of the Working Groups).

5. The report which follows embodies the main issues in the discussions which took place and the findings, conclusions and recommendations drawn from them.

CHAPTER I. PATTERNS OF DEVELOPMENT OF SOCIAL WORK TRAINING IN AFRICA

6. The Seminar considered the nature and types of social work which have developed in the African countries to meet the needs and problems of governments; the influence of foreign culture and administration on the patterns of social work which have developed in Africa; the problems encountered by African governments and others responsible for social work training programmes, and noticeable trends in the development of social work education.

7. Evidence was given, by participants, of the trends in national policies of African governments to introduce social welfare services to meet urgent development needs and to assume greater responsibility for these services. Most governments in Africa, it was observed, are confronted with urgent tasks of implementing national development programmes which call for maximum mobilization of human and material resources, in order to achieve substantial improvement in the levels of living and in the productive capacities of their people. There is consequently an urgent need and a growing demand for personnel qualified not only to advise on social policies but also to administer and implement such policies.

8. In many African countries, social service and community development^{1/} programmes are increasingly becoming a direct government responsibility. Ministries concerned with Social Affairs, Housing, Community Development, Labour, Health, Education, Youth and Sports and Agriculture, as well as separate agencies for national development planning, social security and family allowances are all assuming increasing responsibilities for social welfare and related activities.

9. Although there are many variations, two rather distinctive patterns may be identified at this time. One of these patterns has appeared where social work had been initiated by the government to deal with specific social problems, such as relief of distress, juvenile delinquency and the care of children. From this emphasis on remedial services, social work has developed into the provision of constructive and preventive services in both urban and rural areas; and the trend is now to conceive such services as part of the total programme for the development of human resources.

10. The second pattern can be identified in countries where social work had from the start been very closely related to medico-social matters and the provision of social welfare services for beneficiaries of family

^{1/} These are programmes through which the efforts of communities are stimulated and united with those of governmental agencies to achieve needed socio-economic improvements.

allowances. Countries in which this pattern prevailed appear to have developed social welfare services and training programmes concerned mainly with maternal and child welfare, the prevention of contagious diseases, in particular tuberculosis and leprosy, and education for women.

11. Despite these differences in approach and emphasis in the patterns of social work development, the participants agreed that there was ample evidence of general purposeful efforts being made by most countries, through urban and rural community development and rural animation programmes and through various extension services, to help communities to raise their standards of living and achieve satisfactory adjustment to changing conditions and modern living.

12. Problems with which those responsible for training social workers are confronted, in their efforts to meet the urgent need for expansion and improvement of social work were outlined as follows:

- (a) Shortage of trained social work personnel with requisite knowledge and experience of social work principles and practice, at all levels of social work administration.
- (b) Problems and difficulties involved in establishing professional standards for social work training and practice.
- (c) Problem of procuring appropriate literature and training material suitable for and relevant to local situations.
- (d) Problems of language in connection with in-service training, literature and text-books and practical field work.
- (e) Problems of obtaining adequate financial resources to ensure improvement and expansion of training facilities.
- (f) Problems involved in determining curricula-content.
- (g) The question of the place and extent of research activities undertaken by training institutions.

13. Note was taken of the following variations in training courses available in the countries represented at the Seminar:

- (a) Short courses of varying lengths, from three to twelve months - may be regular or ad hoc or part-time - either as in-service training for workers, as pre-service training for new entrants or as preparatory courses for entry into schools of social work.

- (b) Special ad hoc or regular courses of varying lengths designed for personnel transferring to or entering particular fields of social work, e.g., mass education workers, probation officers and case-workers.
 - (c) Voluntary leadership training courses, designed to acquaint voluntary social workers with general principles and organization of modern social work.
 - (d) Professional social work training (usually of longer duration and at university level), preparing personnel for posts as supervisors, administrators, and agency workers.
 - (e) Post-graduate courses, preparing personnel for posts as teachers, supervisors, administrators and research workers.
14. The Seminar took note of a progressive tendency to provide social work training in Africa for Africans. At the same time it was recognized that training abroad of selected numbers (in the advanced level) was being widely used.

CHAPTER II. ESSENTIAL CONDITIONS FOR THE DEVELOPMENT OF A SCHOOL OF SOCIAL WORK

15. This chapter covers, inter alia, the development of curricula, recruitment of students and staff, siting of the school, administration, finance and teaching materials.

16. The first three points considered by the meeting were:

- The need for trained personnel to staff the school.
- The priority of needs.
- The type and standard of social workers needed by the country to staff its social services.

17. Taking these together, it was clear that to reach any useful decisions on the establishment and objectives of a school of social work, a survey of the country's needs would be required. Only then would it be possible to assign priorities and to make full use of available resources. In order to do this, it would be necessary to

conduct a survey to discover the type and level of social work required, the numbers of social workers needed in each field of development, the numbers and types of persons available to be trained and the availability of qualified people to teach in the school of social work. It was appreciated that even when the survey had been carried out, when priorities had been determined and when social work objectives had been defined in accordance with these, it might still not be possible to meet the requirements for some time to come.

18. It is essential for the adequate development of a school of social work that there should be close liaison between the school authorities and the government of the country to integrate this survey and the social work training programme with the country's general development programme. Not only would the national development schemes determine the demand for and availability of students for training in social work - they would also help to determine the size of the school and its ability to supply the social workers to meet the country's needs.

19. It was clear from the discussions that each country would have a need for social work administrators as well as for social workers. Although professional social workers are normally trained for such administrative duties, it emerged that they were all too often excluded from administrative posts in the social services. In this connection, the Seminar agreed that training for professional social work should prepare social workers for administrative and supervisory positions in the social services as well as for field work. Where such administrative training does not form part of social work courses, it was recommended that it should in future be included, the ideal being that social workers should be available and prepared for social administration duties.

20. The fourth and fifth points considered, together, were:

- The recruitment of students.
- Admission requirements.

Clearly, the general educational system of a country and the academic level of the students it produced would affect the levels at which students would be required for admission to social work schools. At the highest level would come schools of social work taking students able to satisfy university entrance requirements or ultimately for graduate work. But below this, for years to come - perhaps permanently - there would be a need to prepare students at lower educational levels for social work. These might well be graded so that there would be schools with higher entrance requirements producing the fully professional social worker at a university level as well as other schools with less exacting educational requirements for entry, which would produce social work auxiliaries to undertake the more limited duties not normally requiring the full university training for social workers. Just what educational requirements there should be for entry to these two types of training programmes would be determined by the number of school leavers at the different educational levels as well as by the needs of the country as a whole. These two factors would need to be balanced in order to decide what types of social work schools would be required and what entrance requirements would need to be imposed. The aim should, however, be to provide facilities for as full and as wide a professional training as the circumstances would permit.

21. The feeling of the Seminar was that it was necessary to keep the entrance requirements high in order to preserve the professional nature of social work. However, there might be older, more mature candidates for training who could not satisfy fully the educational requirements for entry to a school of social work. Such mature applicants might occasionally be considered for admission but only if in all other respects it can be shown that they are capable of benefiting from the course. Standards of entry should not be lowered in such cases but work experience, maturity and intellectual ability might be taken into account in assessing whether these older candidates without the necessary school leaving or educational certificates were, in fact, at the level required for entry to a school of social work.

22. On admission to schools of social work generally, it was agreed that not only educational attainment, but also character, personality and physical as well as mental health should be the determining factors. Those qualities might be assessed by means of personal interviews and by references to or confidential reports from headmasters, employers and others.

23. As to the age of applicants for entry to schools of social work, it emerged that those schools which took students at 16 years of age had found this very unsatisfactory; the students are generally too young and immature to acquire the understanding and personal balance needed in social workers. The Seminar therefore wished to recommend that students under 18 years of age should not, as a rule, be admitted to schools of social work. Where the general educational system in a country made the adherence to this suggestion impossible, and where students under 18 years of age have to be considered, they might be given an opportunity to work in the social services until they have attained the minimum age of 18.

24. The problem of languages was the sixth main point discussed. There are language difficulties where a school of social work is admitting students from more than one country or where field work placements require students to work with people who do not speak their language. In this respect, the Seminar recommended that facilities should be provided to give intensive language training to those needing it.

25. The seventh point considered was that of the curriculum required for the training of professional social workers and also for the training of social work auxiliaries. Clearly, the social sciences and other basic subjects have to be taught at the professional or university level more extensively and intensively than is necessary at the auxiliary level. However, it was thought that at both levels there was the danger of the social sciences being taught in the abstract and too far removed from their practical application as required in social work. Whilst the practice of social work at all levels calls for a knowledge of the social sciences these should always be taught within the context of social work.

Moreover the depth at which the social sciences should be taught would depend upon the different educational backgrounds required for different levels of training. It would be necessary to grade the degree of training and to bring the academic subjects into relationship with case work, group work and community work.

26. This discussion led to a consideration of the methods of teaching. It was stressed that ultimately it was not only what the teacher taught but also what the student learned which mattered; and that schools of social work at the university level might hold vacation courses on the methods of teaching for the benefit of instructors at the lower levels of social work training. The staff of social work training centres at all levels should be encouraged to compare their own methods with those of other members of the staff so as to develop in them an awareness of the problems of communicating effectively with students, and of the need to improve teaching methods. Though outside lecturers should be used occasionally, it was thought undesirable that there should be too much dependence on outside lecturers. As far as possible social work schools should be so staffed as to allow all basic courses to be taught by regular members of the staff. It was also thought that every effort should be made to bring all teachers together regularly to help to plan the curriculum and to allow both social work and social science teachers to prepare integrated teaching for the benefit of the students. In this regard, the Seminar considered and endorsed the following six recommendations made by the UN/UNESCO joint meeting of experts on the Contribution of Social Sciences in Social Work Training:^{1/}

1. Content in the human and social sciences can be selected for its relevance to social work education and taught in courses which integrate what is selected from related disciplines. This means that the members of this meeting concur: for purposes of social work education, each scientific discipline need not be taught in its own right, as a separate discipline.

^{1/} Report of a United Nations/UNESCO Meeting of Experts on the Contributions of Social Sciences in Social Work Training, Paris, 1960. (pages 20 & 21).

2. Content bearing upon an understanding of 'man' as a bio-psycho-social being might be organized in an integrated way for teaching social work students. Another starting point for integration might be the concept of 'society':

The over-all aim of the teaching of content on man and society is an understanding of human behaviour.

The issue of how appropriate content is to be selected is considered in section E of these conclusions^{1/}. Responsibility for the integration of appropriate content on man and society may have to rest primarily with social scientists.

Integration of content on man and society should take into account the desired goal of the student's emerging from his training with a global understanding of man-in-society - that is, the relationships between man and society.

3. There are both advantages and disadvantages in teaching the social sciences as either separate disciplines or in an integrated way. In-so-far as the disadvantages of the integrated approach can be made explicit, their deleterious effects may be minimized. Some of the possible disadvantages are:

- (a) Integration is a challenge to the specialized scientist and requires greater preparation in his teaching. He must know and be able to draw upon many related disciplines. If he does not, integration will be spurious.
- (b) Attention to different schools of thought and to key concepts in the disciplines drawn upon may have to be incomplete.
- (c) There may be a tendency toward over-simplification in the treatment of some complex problems.

^{1/} E. Selection of Social Science Content. It is assumed that the guiding principle in selecting social science content should be what social workers need to know in order to function intelligently and sensitively in their work with individuals, groups, institutions and communities. More specifically, social workers must be able to make accurate assessments of need and to plan and participate in executing preventive and remedial action, taking into account essential psychological, social and cultural (as well as political and economic) forces in any situation.

4. Where circumstances require temporary compromise with less than complete and diverse presentation of complex problems, it is assumed that teachers of integrated social science content, in the scientific spirit, will still allude to the fact that there are other schools of thought and ramifications of the problems discussed which cannot be fully presented. Students should emerge with an awareness that they are being merely introduced to a field of knowledge. They will have much more to learn after their formal education is over. Similarly, the social sciences will continually develop new knowledge, modifying their earlier formulations.
5. Whereas the introductory integrated courses in the social sciences will consist largely of presentations by the instructor of descriptive and analytical material, the advanced course should provide opportunities for students to discuss and to get information on specific problems of theory and method in different social science disciplines as they are related to social work training.
6. Integrated social science content, in social work education, should be visualized as having three stages: (a) provision of fundamental knowledge; (b) integration of this knowledge with the teaching and learning of social work knowledge, methods and skills; (c) training which provides for a careful analysis of the two-way relationship between social science and other background knowledge, and social work knowledge, methods, skills and related experience. In a given educational situation, of course, any of these stages may be omitted because of circumstances peculiar to the training setting.

27. There appeared to be general agreement that the areas of knowledge to be covered in social work education should, where appropriate, include:

- (i) The study of man - his psychological and physical growth and development.
- (ii) The study of man in society - sociology, anthropology, economics, political science.
- (iii) Social philosophy or social ethics - the study of professional standards.
- (iv) Social work methods - social case work, social group work, community development and organization, social administration, social research.
- (v) Types of social work such as Family Welfare, Child Care, Medical Social Work, the Social Work of the Courts.
- (vi) Social Structure - social services, social legislation.
- (vii) Field Work under supervision.
- (viii) Ancilliary subjects such as typing, office management, first aid.

Whilst these areas are generally covered in social work training it was recognized that these would have to be adapted to meet the needs of particular countries; and definite recommendations were therefore avoided.

28. Despite the differences in practice which were considered to exist among the countries represented at the Seminar, it seemed that there was a common focus. Although the length of the courses varied, it seemed that the two levels already defined -

- (a) the professional training of social workers at a university level; and
- (b) the training of social work auxiliary personnel in shorter courses,

were generally applicable to all countries. Whilst the curricula, in some countries, had placed the emphasis on health matters, a more general approach had been adopted in others. There was evidence, moreover, that these distinctions were beginning to disappear.

29. The discussion of levels of training led to a consideration of the danger of trying to crowd too much into the shorter training programme for social work auxiliaries. The general feeling was that courses offered within a shorter period should aim at giving greater opportunities for the teaching to be more concentrated on social work functions and to be more specialized, i.e. having relevance to the particular tasks the auxiliaries would be asked to perform.

30. Turning to the question of staffing schools of social work, it was thought that attention should be given to associating local people with the training of social workers; and the participants wished to recommend that, where available, qualified local staff of the country in which the social work training is being given, should be employed to train social workers. This was felt to be especially significant in field work supervision and in relating the principles of social work to local circumstances. The employment of local staff might have to be a long term policy in countries where even trained social workers - quite apart from social work educators - are not yet available. Again, it was stressed that in engaging staff, teaching ability was as important as qualifications in social work education.

31. The problems of administration, financing and the siting of the school, were next considered together. It seemed clear that although these would be difficult to deal with apart from such questions as level of the course, the number of students, the policy of the government and the total resources available, yet a school of social work would require:

- (a) adequate staff to teach social work skills and to supervise field work;
- (b) adequate staff to teach social sciences and other background courses;
- (c) adequate staff to provide for the administration of the school; and,
- (d) adequate finance to provide for all this.

32. The problems arose when the above-mentioned factors were studied in greater detail since the varied needs of the countries had to be taken into account. However, there were some general points which could be made. While a link with a university or a ministry might help to solve some of the difficulties of staffing, administration and finance, the aim should always be - both financially and administratively - to achieve as much freedom as possible in order that the school can develop its own policy, teaching methods and research. The aim should be to help the school to make an independent contribution to all fields of social welfare and community development.

33. One way of achieving this might be to set up a consultative - if not an executive - body of the employers of social workers to help colleges and universities to understand their needs in the field. There may be other forms of communication with employers and agencies which might be equally valuable.

34. On the siting of a school of social work, it was generally felt that a social work school would be cheaper to operate, easier to organize, and easier to staff if it were in an urban area and close to the many facilities it would need. However, this may make it necessary for field work, or bursary schemes or employment conditions to be so arranged as to require students to give some period of service to the rural areas.

35. The meeting discussed the need for textbooks. It was thought that schools of social work should exchange teaching materials including unpublished material. Translation might present some problem, but it was hoped that international agencies could be approached to assist in solving this problem.

36. The background of social services and the history of each school were also areas which required documentation and which would provide useful material for teaching.

37. The idea of a journal of African Social Work and Community Development was broached and this found general support. It should be at least a quarterly journal to be of real value.

38. The question of discipline in schools of social work was discussed but the variety of circumstances was so great that it was not possible to reach a general solution. Instead, the experiences of the directors of different schools were related to the Seminar. This question was obviously related to the maturity of the students, the understanding of professional work and the enthusiasm for their work generated by the staff. Much would depend upon how far the students themselves could be given greater responsibilities and be involved personally in the maintenance of discipline.

CHAPTER III. THE RELATIONSHIP OF COURSE WORK TO FIELD WORK

39. This chapter briefly sets out the criteria which should determine the suitability of an agency for the field work supervision of students of schools of social work.

40. It is axiomatic that social work education must combine theory with practice. In order to achieve a proper balance between theory and practice a number of factors affecting the relationship between school and agency need to be considered.

41. The choice of an agency to assist in field work training will depend largely upon the following:

- (a) the agency's willingness and interest in training students;
- (b) a well-defined programme of service and practice which meets a real need of the community;
- (c) an efficient administrative set-up as well as a competent executive;
- (d) the existence of qualified agency personnel or the availability of qualified outside help; and,
- (e) an effective working relationship between the agency and the school.

42. The choice of an agency should be determined solely by the prior need of students to achieve a recognised degree of competence in field work. In order to achieve this, every school of social work should have a staff member responsible for placement, supervision and direction of the students in field work. The day-to-day supervision of students in the field would normally be the direct responsibility of the agency to which the students are attached, but the staff members should remain in close consultation with the agency in order to assess the degree of progress of the student as well as to evaluate the relevance of the agency programme to the school programme. For example, when block placement of students for field work is necessary or desirable, the staff member responsible for training should either accompany the students on their assignments or pay frequent visits in order to determine their progress. Such an arrangement would not preclude other members of the staff of the school with specific interests from taking an active part in the students practical work supervision.
43. It is important from the outset that both agency and student should understand what is expected of them in the training process. In order to avoid confusion and possible conflict of opinion, it must be made clear that the student is attached to the agency for training and not as an additional member of the staff. At the same time, the student must understand that while he remains responsible to the school authorities, he must conform to the working conditions, policies and objectives of the agencies.
44. There are various devices which have been used to ensure co-operation and happy working relationships between agency and school in the supervision of field work. For example, there might be frequent discussions between agency supervisors and staff of the school. Again, narrative reports required from students describing their field work experience can be used through classroom discussion to evaluate field work practice. Some schools have found that the preparation of field work manuals in consultation with the supervising agency concerned, have

been beneficial in ensuring co-operation and also in keeping training methods up to date.

45. More formal contacts between school and agency should be maintained, for example, through agency representation on school councils and committees. Where councils of social service have been set up, the school of social work should be represented on them. The staff of schools should also be prepared to serve on agency committees if they are asked to do so.

46. The duration of field work in relation to course work will depend largely on the length of the entire course. It was generally agreed, however, that at least 3 months of practical work should be set aside in a course lasting 12 months. An initial period of orientation before placing students should always be provided for. The duration of such orientation will depend on the needs and requirements of the individual or group of students.

47. The need to train agency workers as field work supervisors so that they can competently supervise as well as train students is important. It may be difficult immediately to reach a level of competence which all schools consider necessary. It may, therefore, be necessary for schools of social work to make the best use of the agencies immediately available through more direct help and supervision in the field from their staff. At the same time schools should provide courses in field work supervision for agency workers. Meetings at which agency field work supervisors are briefed should be held as often as is practicable.

48. It is advantageous to associate field work agencies with the overall planning of social work courses in order to lend a practical background to theoretical courses. Representation of field work agencies on curriculum committees or boards would help to ensure that the needs of the students and the facilities and requirements of the agencies are given due consideration. One method which has been used to help maintain co-operation is the periodic submission, from agencies, of

answers to questionnaires prepared by the school to ascertain the effectiveness and the relationship between theory and practice as understood by the agencies. A study of such questionnaires could influence the design of the curriculum. Care must be taken not to attach too much influence to such subjective assessment.

CHAPTER IV. IN-SERVICE TRAINING FOR SOCIAL WORK AND ITS RELATION TO SCHOOLS OF SOCIAL WORK.

49. This chapter deals with in-service training, its objects, organization, duration and content, as well as its relationship with schools of social work.

50. Learning is a continuous process and workers in any field require training throughout their working careers. It follows from this, that in-service training forms an integral part in the training of social workers. In the absence of formal training courses for professional workers, in-service training assumes an even greater significance and, in some countries in Africa where professional social workers are scarce, the major part of training will have to be given by in-service methods. It should be noted here that in-service training is not a substitute for professional training, and where such training is not available, in-service training alone must be considered as a temporary expedient.

51. The aim of in-service training programmes should be:

- (a) to provide continuous training for staff and to train an effective cadre of field workers in methods, techniques and skills in the various social work fields such as casework, group work and community organization and development;
- (b) to provide a background of training for those who may not have had the opportunity to acquire formal education; and,
- (c) to help in the preparation of training material based on practical experience within the context of the tradition and culture of the country.

52. The responsibility for providing in-service training rests with the welfare agency whether public or private. Where there are ministries and departments of social affairs in the public sector, provision should be made for a section or a division to deal with in-service training. In the private sector, every agency employing social workers should designate experienced workers to undertake in-service training for all members of its staff. In countries where councils of social services are established, such councils should advise on and assist in in-service training programmes, and may in some cases act for agencies in providing in-service training courses.

53. In-service training is a continuous process but the amount of time given to new entrants will depend on the need and type of job and the structure of the agency. It is clear that a new entrant to the field of social work should have a sufficiently intensive period of in-service training under competent supervisors.

54. In-service training should provide opportunities for further training courses for all kinds of workers. This could be done through periodic short courses, seminars and conferences. These continuous training courses are not only intended to improve skills or to develop new skills, but also to provide opportunities for those who are able to benefit from more formal professional training.

55. The content of the programme of in-service training should include both theory and practice, but the amount of theory in most cases, should be less than the practical work. Teaching should be undertaken by demonstration rather than by precept and should be related strictly to the realities of the job. It therefore follows that in-service training courses should be designed according to an agreed programme.

56. One of the problems of establishing in-service courses for new entrants is that appointments are not always made at the same time. In the public sector this difficulty is not so apparent, so it is suggested that whenever possible new entrants to private agencies should share in the courses with new entrants to the public sector.

57. With regard to the relationship that should exist between in-service training courses and schools of social work, various suggestions were made. It was generally agreed that there should be a definite link-up between such programmes and the schools. Whether or not the link should be formal or informal would depend on the set-up in each country. Examples were given in which schools of social work had a formal arrangement for training supervisors of private agencies and in some cases undertook in-service training through their own staff.

58. As in-service training for such staff is purposive, it is necessary to provide adequate machinery for assessing the progress achieved by the trainee and the relevance of the course. Reference has already been made to methods for assessing the value of in-service training.^{1/} So far as the trainee is concerned, he should be obliged to submit to his school supervisors periodic reports showing what kind of work he has been doing and what he feels he has got out of it.

59. In order to make in-service training programmes effective, there is an urgent need for the provision of teaching materials and aides such as study kits, handbooks, audio-visual aides, staff bulletins, manuals, etc. The preparation of such teaching material should be undertaken by those responsible for in-service training in conjunction with schools of social work. Reading material should be simple and explicit and should be adapted to the needs and language of the country or area.

60. In the case of small numbers of trainees attached to an agency, it may only be possible for periodic reports by trainees to be submitted. In the case of large numbers, periodic meetings and supervisory conferences between supervisor and employing agency should be held and the students' progress noted.

61. An assessment of the trainee is to be made on the basis of all reports of agencies to which he has been attached. Trainees should be

^{1/} Vide paragraph 42.

guided on the method of writing such reports. Supervising agencies should keep in close contact with training agencies to discuss trainees' needs and follow up their progress.

62. It should be borne in mind also that in-service training does not mean only attachment to an agency but also an opportunity to work directly under a more experienced officer in the trainees own agency. Trainees should be encouraged to express their views as to the content of the courses and the methods used in order to help the training centres in planning for the programmes or in modifying the existing ones as needs indicate. Questionnaires could be used in this respect also.

63. Countries should avail themselves of multi-lateral and bi-lateral aid in the form of advisers, training material, equipment, fellowships and study tours, regional and sub-regional seminars, particularly for persons from countries of the same background. Where advisers are used there should always be a local counterpart to carry on when the adviser leaves. One of the problems and difficulties in running an in-service training programme is lack of adequate funds to pay out-of-pocket expenses of outside lecturers and supervisors. While this should be a legitimate charge on the government there may be circumstances in which international aid either through the United Nations specialized agencies or the international voluntary societies could be sought.

64. Extra-mural departments of universities may assist materially in setting up courses of in-service training and together with schools of social work should be encouraged to participate in training schemes. They also have staff available or can obtain them from outside for running short courses which could be of value in the training of social workers.

CHAPTER V. RELATIONSHIP OF SOCIAL WORK TRAINING TO RELATED FIELDS.

65. In this chapter the nature of the relationship between social work training and a number of allied fields is considered. These fields include Community Development, Health Services, Housing, Agricultural Extension and Home Economics, Social Defence and Rehabilitation of the handicapped. Consideration was given by the Seminar to the contribution which social work training could make to training in these fields. In addition to the fields for which social workers are recognized as essential, as, for example, Family Case Work, there are a number of other services, e.g. Health, Justice and Education, in which a social worker performs complementary functions for which social work training is necessary. In these related fields, social work training has both relevance and value for members of their staff.

66. Community Development. Many governments in Africa, faced with the urgent problem of national development and reconstruction, have embarked upon community development programmes, as a means of involving the people themselves in their own development, in order to facilitate the task of promoting national economic growth and social advancement. The efforts of planners, administrators and the leaders are thereby made more effective.

67. By its very definition, community development has a considerable social work content. The most important qualification of the community development worker is his ability to work with people so as to develop their capacity to form judgements, to determine goals to be achieved, and to help them to adapt to rapid economic, political and social change.

68. In some of the countries represented at the Seminar, social workers and community development workers were already receiving a common basic training, at professional levels. In others, social workers were increasingly being called upon to assist in the training of community development workers. The Seminar agreed generally that there was the need for a common basic training for community development and social workers and that schools of social work were the obvious centres to give

background training for community development. The participants wished to recommend that where such schools were already established, the training for community development officers should be provided in such schools. As far as community development assistants (village-level workers) were concerned, whilst full professional training might not be necessary, these workers should have the advantage of some training in social work and that their training should include a knowledge of social work principles and practice. It was stressed that where a team approach was necessary, social workers should form a part of the community development team. It also seemed to the participants that there was the need to distinguish between community development as a movement which would include a great variety of services, and community development as a method, where social work skills, i.e. skills in working with people and a knowledge of human relations are of great importance.

69. In this respect, the Seminar recalled the following recommendations from previous United Nations meetings, which it fully endorsed:

"African countries engaged in social welfare and community development programmes should establish schools of social work and community development able to give the same basic training to all social welfare and community development personnel irrespective of their special field, i.e. whether they are urban or rural welfare or community development workers."^{1/}

The United Nations Asia and Far East Seminar on Training for Community Development and Social Work defined the functions of community development workers and recommended that the United Nations should encourage Governments -

"to utilize fully the services and resources provided by the schools of social work in the training of community development workers."^{2/}

^{1/} United Nations Report on the Workshop on Urbanization (E/CN.14/MO: ST/TAO/Ser.C/57: ST/ECA/Ser.T/4).

^{2/} Report of the UN Asia and Far East Seminar on Training for Community Development and Social Workers. (TAM/AFB/4/21 July, 1958).

70. Informal adult education, as a process for imparting skills, influencing attitudes and for providing the frame of mind conducive to self-improvement, is essentially an aspect of community development. Informal education may include everything from mass literacy to the possibility of more organized training courses and demonstration in craftsmanship, home economics, citizenship and various other methods and technical skills.

71. Agriculture and Home Economics. The extension services of agriculture and home economics, as has already been pointed out, do rely to some extent upon processes of informal "out-of-school" education and social group work methods to bring assistance to rural communities, in the improvement of agricultural and livestock production, home utilization of farm produce, improvement of nutritional levels, child-care and training and the organization and management of resources within the home. The Seminar considered that since both home economics and social work were concerned with the improvement of home life, but were often separated administratively as well as un-coordinated in practice, the value of coordination of the training for social work and home economics could not be over-stated. This might be done by an interchange of teachers between institutions and schools of social work and home economics training courses, respectively, and in planning of the curricula. It was appreciated by the Seminar that more detailed planning would be needed to achieve this co-ordination and it recommended that a closer study of the problem should be given at local, national and international levels.

72. Health Services. The Seminar accepted from the outset the fact that health workers are also engaged in forms of social work in much the same way as social workers often are involved in community health programmes. Participants from some countries explained the various ways whereby aspects of social work had been introduced into the training of doctors, nurses and public health workers and, similarly, in bringing aspects of health work into the training of social workers. The

suggestion was made that the health component in the curricula of social work schools should be taught by professionally qualified people. There was also a general feeling that social workers and public health workers should be given the opportunity of joint training and experience. The attention of the Seminar was particularly drawn to the effects on individuals and the family of social problems arising from urbanization and in particular the problem of working mothers. Reference was made to a report of UN and WHO Joint Expert Committee on Day Care Centres and Institutions for the Care of Children, which stressed the importance of the training of personnel for those services.

73. Social work training in preventive components of health work is needed at all levels by workers. The WHO representative observed that an expert committee in obstetrics and gynaecology had called for more social work training in courses which had up to now been largely clinical; and that the role of social work training in programmes of rehabilitation of physically and mentally handicapped persons also called for closer co-operation between medical and health workers on the one hand and social workers on the other. Only a very narrow division exists between the medical and social components in much of the work for the handicapped; and in all rehabilitation programmes, social work training is essential.

74. An aspect of rehabilitation which also received consideration was the whole range of institutional care and treatment. Participants felt that whereas in the past, training for institutions had been largely a matter of housekeeping and custodial care, there was an obvious need for workers in institutions to receive training that included the relevant aspects of social work and health.

75. The Seminar stressed the urgent need for a more systematic study of the way in which social work schools and medical and health training institutions could co-operate in their training programmes. Where schools of social work are already established, they might co-operate with health training institutions wishing to impart social subjects to their students and might themselves wish to take an active role in encouraging the use of the school's facilities by health institutions.

76. Social Defence. There seemed no doubt that social work training was needed for all aspects of social defence. This would be at various levels according to the functions to be performed. Full professional training would be needed for some aspects of social defence, whilst shorter courses could be devised for prison, police, after care and other welfare workers concerned with the social work of the law courts and departments of justice.

CHAPTER VI. RECOMMENDATIONS OF THE SEMINAR.

A: Under "ESSENTIAL CONDITIONS FOR THE DEVELOPMENT OF A SCHOOL OF SOCIAL WORK".

1. (Establishment of Schools)

The Seminar,

- (i) Recognizing the need for determining the particular needs of each country, in order to assign priorities and to utilize fully the available resources;
 - (ii) Recommends that before a decision is taken on the establishment and objectives of a school of social work, the country concerned should undertake a survey, to discover the type and level of social work required, the number of social workers needed in each field of development, the numbers and types of persons available to be trained and the availability of qualified people to teach in the school.
2. The Seminar recommends that training for professional social work should prepare social workers for administrative and supervisory positions in the social services, as well as for field work.
 3. The Seminar recommends that, as a rule, students under eighteen years of age should not be admitted to schools of social work; and that where students under eighteen years of age have to be considered, they may be given some experience of working in the social services, with the idea of providing on-the-job training, until they attain the minimum age of eighteen and can be admitted.

4. The Seminar,

- (i) Recognizing the language difficulties which are likely to arise where a school of social work admits students from more than one country or where field placements require students to work with people who do not speak their language,
- (ii) Recommends that facilities should be provided to give intensive language training to those students who need it.

5. The Seminar recommends that, as far as possible, social work schools should be so staffed as to allow all professional social work courses to be taught by qualified and regular members of the staff; and that, where available, the services of qualified local staff of the country in which the social work training is being given should be utilized in the training programme of the schools.

6. The Seminar,

- (i) While recognizing the advantages to be derived from an established relationship with a university or ministry,
- (ii) Recommends that the objective should always be to give as much freedom as possible for the school to develop its own policy, teaching methods and research, with the view to helping the school to make an independent contribution in all fields of social welfare and community development.

7. The Seminar,

- (i) In considering the need for integrating social science content in social work training,
- (ii) Endorsed the following conclusions made by the UN/UNESCO joint meeting of experts on the Contribution of Social Sciences in Social Work Training:

1. Content in the human and social sciences can be selected for its relevance to social work education and taught in courses which integrate what is selected from related disciplines. This means that the members of this meeting concur: for purposes of social work education, each scientific discipline need not be taught in its own right, as a separate discipline.
2. Content bearing upon an understanding of 'man' as a bio-psycho-social being might be organized in an integrated way for teaching social work students. Another starting point for integration might be the concept of 'society':

The over-all aim of the teaching of content on man and society is an understanding of human behaviour.

The issue of how appropriate content is to be selected is considered in section E of these conclusions ^{1/} Responsibility for the integration of appropriate content on man and society may have to rest primarily with social scientists.

Integration of content on man and society should take into account the desired goal of the student's emerging from his training with a global understanding of man-in-society - that is, the relationships between man and society.

3. There are both advantages and disadvantages in teaching the social sciences as either separate disciplines or in an integrated way. In-so-far as the disadvantages of the integrated approach can be made explicit, their deleterious effects may be minimized. Some of the possible disadvantages are:

- (a) Integration is a challenge to the specialized scientist and requires greater preparation in his teaching. He must know and be able to draw upon many related disciplines. If he does not, integration will be spurious.

^{1/} E. Selection of Social Science Content. It is assumed that the guiding principle in selecting social science content should be what social workers need to know in order to function intelligently and sensitively in their work with individuals, groups, institutions and communities. More specifically, social workers must be able to make accurate assessments of need and to plan and participate in executing preventive and remedial action, taking into account essential psychological, social and cultural (as well as political and economic) forces in any situation.

- (b) Attention to different schools of thought and to key concepts in the disciplines drawn upon may have to be incomplete.
 - (c) There may be a tendency toward over-simplification in the treatment of some complex problems.
4. Where circumstances require temporary compromise with less than complete and diverse presentation of complex problems, it is assumed that teachers of integrated social science content, in the scientific spirit, will still allude to the fact that there are other schools of thought and ramifications of the problems discussed which cannot be fully presented. Students should emerge with an awareness that they are being merely introduced to a field of knowledge. They will have much more to learn after their formal education is over. Similarly, the social sciences will continually develop new knowledge, modifying their earlier formulations.
5. Whereas the introductory integrated courses in the social sciences will consist largely of presentations by the instructor of descriptive and analytical material, the advanced course should provide opportunities for students to discuss and to get information on specific problems of theory and method in different social science disciplines as they are related to social work training.
6. Integrated social science content, in social work education, should be visualized as having three stages: (a) provision of fundamental knowledge; (b) integration of this knowledge with the teaching and learning of social work knowledge, methods and skills; (c) training which provides for a careful analysis of the two-way relationship between social science and other background knowledge, and social work knowledge, methods, skills and related experience. In a given educational situation, of course, any of these stages may be omitted because of circumstances peculiar to the training setting.^{1/}

^{1/} Report of a United Nations/UNESCO meeting of experts on the Contribution of Social Sciences in Social Work Training, Paris, 1960 (Pages 20 and 21).

8. The Seminar recommends that a study be undertaken of existing literature and training material available to schools of social work in African countries with a view to determining their suitability and relevance to the African situation, and to find ways and means of adapting such material for use in the African setting; that more concentrated effort be made to develop local professional literature and training material based upon local experiences and conditions and suited to the educational levels of the training. It is further recommended that, where indicated, international assistance be sought for such efforts.
9. The Seminar recommends that consideration be given to the establishment of sub-regional institutions for training senior level personnel for administrative, teaching and supervisory responsibilities in social work.

B: Under "RELATIONSHIP OF COURSE WORK TO FIELD WORK"

10. The Seminar,
 - (i) Recognizing the importance of field work in relation to social work training and the need to ensure that a minimum period of practical work for students will be provided in social work training courses,
 - (ii) Recommends that at least three months of practical field work should be given in a training course lasting twelve months.

C: Under "IN-SERVICE TRAINING FOR SOCIAL WORK"

11. The Seminar recommends that in-service training as a continuous process forming an integral part of the training of workers, should be provided for all types and levels of personnel engaged in social work.

D: Under "RELATIONSHIP OF SOCIAL WORK TRAINING TO RELATED FIELDS".

12. The Seminar recommends that ways and means of developing closer co-operation and communication between training institutions of social work and training establishments of allied disciplines, with the purpose of creating better understanding and ensuring co-operative action, should be explored at national and international levels.

13. The Seminar endorses fully the following recommendation:

"African countries engaged in social welfare and community development programmes should establish schools of social work and community development able to give the same basic training to all social welfare and community development personnel irrespective of their special field, i.e. whether they are urban or rural welfare or community development workers".^{1/}

^{1/} UN Report on the Workshop on Urbanization (E/CN.14/MO:ST/TAO
Ser. C/57: ST/SOA/Ser.T/A)

ANNEX I

LIST OF PARTICIPANTS
LISTE DES PARTICIPANTS

| | |
|----------------------|-----------------------|
| Chairman | Mr. W. Clifford |
| First Vice-Chairman | Mlle. J. Razaiarinoro |
| Second Vice-Chairman | Mr. J. Kawuki |

1. Experts

- | | |
|-----------------------|--|
| (1) Ethiopia | Miss Hirut Imru, School of Social Work, University College, Addis Ababa. P.O. Box 1170, Addis Ababa. |
| (2) Ivory Coast | Madame Mari Loure Briore, Directrice de l'ecole d'aides sociales, Abidjan. B.P. 2525, Abidjan. |
| (3) Kenya | Mr. Richard M. Douglas, Vice-Chairman, Advisory Council on Social Services, P.O. Box 17050, Nairobi. |
| (4) Mali | Madame Harva Diallo, Directrice de l'ecole d'aides sociales, Bamako. |
| (5) Madagascar | Mlle. Julienne Razaiarinoro, Directrice de l'ecole d'assistances sociales, Tananarive. Ecole d'Infirmieres, 4 Av. Marcel Olivier, Tananarive. |
| (6) Nigeria | Mr. Ezekiel Ladipo Jogede, Senior Social Welfare Officer in charge of In-Service Training, Ministry of Labour, Lagos. 18, Fashoro Street, Suru-Lere, Lagos. |
| (7) Northern Rhodesia | Mr. W. Clifford, Principal, Oppenheimer College of Social Service, Lusaka and Commissioner for Social Affairs, Northern Rhodesia Government. |
| (8) Senegal | Madame Marie Toure, Directrice de l'ecole des infirmieres sociales, Direction des affaires sociales, Dakar. |

- (9) Togo Madame Marie Sivomey, Directrice des Affaires Sociales, Ministère des Affaires sociales, Lomé.
Service des Affaires Sociales, Lomé.
- (10) U.A.R. Dr. Badrawy M. Fahmy, Director-General, Training Department, Ministry of Social Affairs, Cairo.
3, Muhamad Ramzi Street, Haliopolis, Cairo.
- (11) Uganda Mr. J.N. Kawuki, Department of Social Welfare, Ministry of Community Development, Kampala.
P.O. Box 3136, Kampala.
- (12) East Africa Dr. Rosemary Mills, Organizing Tutor, Social Work, Makerere University College, Kampala.
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2. Consultants

- (1) Miss J. Sylvain
Social Welfare Adviser to the Ivory Coast
c/o Directeur des Affaires sociales
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- (2) Mr. W.H. Chinn
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- (3) United Nations Children's Fund and Specialized Agencies
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4. Representative of the Department of Economic and Social Affairs

Miss Martha Branscombe
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5. Liaison Officer

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Principal Social Welfare Officer,
Ministry of Local Government and Social Welfare
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Northern Rhodesia

6. Members of the secretariat
Membres du secretariat

Mr. E.W. Mathu
Special Assistant to Executive Secretary
Economic Commission for Africa
representing the Executive Secretary

Mr. J. Riby-Williams
Chief
Social Affairs Section
Seminar Secretary

Mr. Nikom Chandravithun
Social Affairs Officer
Assistant Secretary

Miss D. Barrack - Interpreter

Miss C. Mardon - Interpreter

Miss M. Poffet - Interpreter

Miss J. de Mosa - Interpreter

Miss R.M. Borlat - Translator

Mr. R. Pickering - Translator

Mrs. Carolina Beer - Secretary/Stenographer

Mrs. Paula Buchanan - Assistant to Liaison Officer

Mrs. Rosa Ferreira - Assistant to Liaison Officer

Mrs. Judy Lynn - Assistant to Liaison Officer

Mrs. Beryl Nicholson - Assistant to Liaison Officer

Mrs. Mary Aitken - Secretary

Mrs. Coral McKenna - Secretary

ANNEX II

AGENDA

- I. Opening Addresses
- II. Election of Chairman and two Vice-Chairmen
- III. Adoption of Agenda
- IV. Agreement on Working Groups, Drafting Committees and Seminar Steering Committee
- V. Country Statements on development of social work training programmes
- VI. Patterns of development of social work training programmes in Africa.
- VII. Essential conditions in the development of a school of social work - the utilization of available resources such as universities, institutes; development of curriculae, recruitment of students and staff, field placements, etc.
- VIII. The relationship of field work to course work.
- IX. The role of in-service training programmes for social welfare; and the relationship of such programmes to schools of social work.
- X. The relationship of social work training to other related programmes - community development, health, home economics, adult education, etc.
- XI. Adoption of the report of the Seminar.

ANNEX III

DAILY PROGRAMME OF WORK

Monday, 21 October, 1963

10.00 a.m.

Formal Opening Session

Official Opening by H.E. the Governor

Address by Dr. Kenneth Kaunda

Statement by Mr. Mathu

(representing Executive Secretary
of ECA, Addis Ababa)

Statement by Miss M. Branscombe

(UN Department of Economic and
Social Affairs)

Response by Participants

(Break for tea)

11.30 a.m.

Plenary Session (Chairman -
Mr. E.W. Mathu)

Agenda item II: Election of Chairman
and two Vice-Chairmen

Agenda item III: Adoption of Agenda

Agenda item IV: Agreement on Working
Groups, Drafting Committees and Steering
Committee.

(Break for lunch)

4.30 p.m.

Official Opening of Oppenheimer
College Hall and Library, by
His Worship, The Mayor of Lusaka.

Tuesday, 22 October, 1963

8.30 a.m. - 12.30 p.m.

Plenary Session

Agenda item V: Country Statements

(Break for lunch)

2.30 p.m. - 4.30 p.m.

Plenary Session

Agenda item VI: Patterns of development
of social work training programmes in
Africa. Introductory Statement by UN
secretariat on general field of social
work training (Working Papers to be
introduced by (1) Dr. R. Mills and
(2) Madame Briere and Miss Sylvain and
(3) Mr. W. Clifford - to be followed by
general discussion.

Wednesday, 23 October, 1963.

8.30 a.m. - 12.30 p.m.

Plenary Session.

Agenda item VI: Patterns of development of social work training programmes in Africa (continued)

(Break for lunch)

2.30 p.m. - 4.30 p.m.

Plenary Session.

Agenda item VII: Essential conditions in the development of a school of social work - utilization of available resources (Institutes, universities, etc.) curriculae recruitment of students and staff, field placements, etc. (To be introduced by Miss Imru)

6.30 p.m. to 7.30 p.m.

Cocktail Party - Government House given by H.E. the Governor

Thursday, 24 October, 1963

8.30 a.m. - 10.30 a.m.

Plenary Session.

Agenda item VIII: The Relationship of Field Work to Course Work. (To be introduced by Dr. M.F. Badrawy)

(Break for coffee)

11.30 a.m. - 12.30 p.m.

Plenary Session

Agenda item IX: The Role of In-service Training Programmes for Social Welfare; and the Relationship of such programmes to schools of social work. (to be introduced by Mr. J. Kawuki)

(Break for lunch)

2.30 p.m. - 4.30 p.m.

Working Groups Session.

Working Group A: Agenda items VII and VIII: Essential Conditions in the Development of a School of Social Work; and Relationship of field work to course work.

Working Group B: Agenda item IX: In-service Training Programmes and their Relationship to Schools of Social Work.

Friday, 25 October, 1963
Morning

Plenary Session.

Agenda item X: The Relationship of Social Work Training to other related programmes - community development, health, home economics, social defence, adult education, etc. (to be led by a panel including Mr. W.H. Chinn, WHO Representative, FAO Representative and Mr. W. Clifford). Working paper on Social Defence prepared by Mr. W. Clifford.

Working Group Sessions.

Afternoon

Saturday, 26 October, 1963
Morning and Afternoon:

Working Group Sessions

Tuesday, 29 October, 1963
Morning and Afternoon:

Working Group Sessions

Evening:

Civic Reception in Mayor's Parlour

Wednesday, 30 October, 1963
Morning and Afternoon:

Drafting Committees

Evening:

Dinner Party by Oppenheimer College

Thursday, 31 October, 1963
Morning:

Individual Study of Draft Reports

Afternoon:

Plenary Session

Consideration of Draft Report

Evening:

Cocktail Party, Ridgeway Hotel by UN
ECA from 7.00 p.m. to 8.00 p.m.

Friday, 1 November, 1963
Morning:

Plenary Session

Agenda item XI. Consideration of Draft Report (continued) and Adoption of Final Report

11.00 a.m.

Formal Closing Session.

ANNEX IV

ORGANIZATION OF THE WORKING GROUPS

GROUP A.

SUBJECT FOR DISCUSSION:

Agenda Item VII. Essential Conditions in the Development of a School of Social Work.

LEADER: Miss H. Imru

Madame Briere, Dr. R. Mills, Mlle J. Razaiarino, Miss Sylvain, Mr. W. Clifford, Dr. E. Alexander, Miss J. Bouman and Mr. Kaboha, and Miss Branscombe

GROUP B.

SUBJECT FOR DISCUSSION:

Agenda Item VIII. Relationship of Field Work to Course Work. Agenda Item IX. The Role of In-service Training Programmes for Social Welfare and the relationship of such programmes to schools of social work.

LEADER: Dr. M.F. Badrawy

Mr. J. Kawuki, Mr. E.L. Jegede, Mr. R. Douglas, Madame M. Sivomey, Mr. Chinn, Mr. Riby-Williams, and Mr. N. Chandravithun.

ANNEX V

List of Documents for the
Seminar on Social Work Training in Africa

| <u>Document No.</u> | <u>Title of Documents</u> |
|-----------------------------|---|
| A. <u>Working Papers</u> | |
| E/CN.14/SWTA/1 | Agenda |
| E/CN.14/SWTA/2 | Patterns of Development of Social Welfare Training Programmes in the English-speaking Countries. Dr. R. Mills. |
| E/CN.14/SWTA/3 | Essential Conditions in the Development of a School of Social Work. Mrs. H. Castel. |
| E/CN.14/SWTA/4 | Social Work Training in Africa. Mr. W. Clifford. |
| E/CN.14/SWTA/5 | Relationship of Social Work Training to Social Defence. Mr. W. Clifford. |
| E/CN.14/SWTA/6 | Essential Conditions in the Development of a School of Social Work. Madame H. Diallo. |
| E/CN.14/SWTA/7 | Patterns of Development of Social Work Training Programmes in the French-speaking African Countries. Miss J. Sylvain. |
| E/CN.14/SWTA/8 | Daily Programme |
| E/CN.14/SWTA/8/Rev.1 | Daily Programme |
| E/CN.14/SWTA/8/Rev.2 | Daily Programme |
| E/CN.14/SWTA/8/Rev.2 | Corrigendum of Daily Programme |
| E/CN.14/SWTA/9 | Provisional List of Participants |
| E/CN.14/SWTA/9/Rev.1 | Final List of Participants |
| E/CN.14/SWTA/10 | Cancelled |
| E/CN.14/SWTA/11 | The Role of In-Service Training Programmes for Social Welfare and the Relationship of such Programmes to Schools of Social Work. Mr. J. Kawuki. |
| E/CN.14/SWTA/12 | The Relationship of Field Work to Course Work. Dr. M.F. Badrawy. |
| E/CN.14/SWTA/12/Corrigendum | |

| | |
|-----------------------|--|
| E/CN.14/SWTA/13 | List of Documents. |
| E/CN.14/SWTA/13/Rev.1 | List of Documents. |
| E/CN.14/SWTA/14 | Order of the Day. |
| | Monday 21 October 1963. |
| E/CN.14/SWTA/15 | Opening Speech by Dr. Kenneth Kaunda, the Minister of Local Government and Social Welfare at the opening session on 21 October, 1963. |
| E/CN.14/SWTA/16 | Address of Welcome by His Excellency the Governor of Northern Rhodesia at the opening session on 21 October, 1963. |
| E/CN.14/SWTA/17 | General information for participants. |
| E/CN.14/SWTA/18 | Statement on behalf of the Executive Secretary of the Economic Commission for Africa by Mr. E.W. Mathu, Special Assistant to the Executive Secretary. |
| E/CN.14/SWTA/19 | Order of the Day, Tuesday, 22 October, 1963. |
| E/CN.14/SWTA/20 | Proceedings for the Meeting on 21 October, 1963. |
| E/CN.14/SWTA/21 | Cancelled. |
| E/CN.14/SWTA/22 | Order of the Day, Wednesday, 23 October, 1963. |
| E/CN.14/SWTA/23 | Proceedings for the Meeting on 22 October, 1963. |
| E/CN.14/SWTA/24 | Organization of the Working Groups. |
| E/CN.14/SWTA/24/Rev.1 | Organization of the Working Groups. |
| E/CN.14/SWTA/25 | Order of the Day, Thursday, 24 October, 1963. |
| E/CN.14/SWTA/26 | Proceedings for the Meeting on 23 October, 1963. |
| E/CN.14/SWTA/27 | Order of the Day, Friday 25 October, 1963. |
| E/CN.14/SWTA/27/Rev.1 | Order of the Day, Friday 25 October, 1963. |
| E/CN.14/SWTA/28 | Proceedings for the Meeting of 24 October, 1963. |
| E/CN.14/SWTA/29 | Order of the Day, Saturday, 26 October 1963 |
| E/CN.14/SWTA/30 | Proceedings for the Meeting of 25 October, 1963. |
| E/CN.14/SWTA/31 | Order of the Day, Tuesday 29 October, 1963. |
| E/CN.14/SWTA/32 | Order of the Day, Wednesday 30 October 1963 |
| E/CN.14/SWTA/33 | Order of the Day, Thursday 31 October 1963 |
| E/CN.14/SWTA/34 | Order of the Day, Friday 1 November, 1963. |
| E/CN.14/SWTA/35 | Draft Report. |

B. Background Papers

1. Training for Social Work in Africa - E/CN.14/SWCD/7, E/CN.14/SW/3
2. The Organization and Administration of Social Welfare Services in African Countries - E/CN.14/SWCD/16
3. International Social Service Review, No. 4, 1958 - ST/SOA/Ser.Q/4
4. International Social Service Review, No. 6, 1960 - ST/SOA/Ser.Q/6
5. International Social Service Review, No. 8, 1961 - ST/SOA/Ser.Q/8
6. Report of the Seminar on Training for Community Development and Social Welfare, held in Lahore, Pakistan, December 1957. TAA/AFE/@
7. The Third International Survey on Training for Social Work. E/CN.5/331, ST/SOA/37
8. Report of the UN/UNESCO Expert Group Meeting on the Contribution of Social Sciences in Social Work Training.
9. Report of the Seminar on Training of Social Welfare Personnel. (Moutrouge, France, 1962).

ANNEX VI

Opening speech by Dr. Kenneth Kaunda,
the Minister of Local Government and
Social Welfare at the Opening Session
on 21 October, 1963.

Your Excellency, Ladies and Gentlemen,

This is, for me, a very proud occasion. To have here the United Nations, not merely in one of its sections but in three - the Economic Commission for Africa, the United Nations Bureau of Social Affairs, and the Technical Assistance Board - to have them as well as such a distinguished body of consultants and experts come here to our Oppenheimer College to discuss the future of social work training in Africa is indeed an honour for this country, a signal privilege for this College, and, I trust, a mark of the very real esteem in which Northern Rhodesia and its progress in social work training is held internationally. I join therefore with His Excellency in extending to you all a very warm welcome to our country.

Before you proceed with your discussions on the training programmes, I would ask you to reflect that this College - this institution in which you are now meeting - is in itself a striking example of the self-help, the social improvement and the social leadership which it preaches. Nothing is taught at this College which is not practised and, as the Minister responsible for the Oppenheimer College, I have good cause to know that here you have an imaginative voluntary organization which is formed of the people and for the people - you have here an organization which has moved - both by instinct and by design - in the direction most beneficial to this country and to its neighbours.

Starting with evening lectures in one back-room in Cairo Road only three years ago, this College has developed in harmony with the aspirations and the wishes of the people of Northern Rhodesia. It has brought to this country a sense of the importance of its social as well as its economic development. It has kept firmly before us that our policy for

the future must be based on the people rather than plans. It keeps us aware that whatever we do in the Government is a success or failure by the extent to which it helps the ordinary man and woman to lead a better life and to improve his or her own conditions. It reminds us continually that independence has a personal and family meaning as well as a national or political significance. The College is working solidly to produce not only for Northern Rhodesia but for a number of other African countries, the trained people who will carry the responsibility for social policy and for finding the solution to those profound social problems which are by no means the least of the many obstacles to our future progress.

When you begin to discuss social work training, therefore, I hope you will not lose sight of the vital importance of practising what is being taught. The people want to see what can be done and not only to appreciate what happens to be known. We have here in Africa too many prophets and not enough pioneers. We have too many advisors and not enough workers. We have too great a dependance on slogans and not enough on practical solutions to our problems. Our people belong to the land and they belong to the industry which is going to develop here: but as our children sit in classrooms and fill their notebooks they all too often grow away from the realities of their own country, they grow away from the very land which is their hope for the future. They grow away from the people who have worked to give them the opportunity to study. Our great need is to educate people for Africa and not merely to educate people from Africa. That is why training here in Africa becomes so vital to our future progress. Above all, it is important that we should not teach without practice. It is important that our education should be not merely in knowledge but also in doing what is necessary.

Here in Northern Rhodesia we have no doubt about the problems which lie ahead. At any time we can get a team of experts or a number of learned individuals to tell us in perhaps more technical detail or in more academic terms what every man and woman knows from his or her own experience. We know that there are social problems in our growing towns. We know that the land is being denuded of its people. We know that a

balanced economy and a large number of secondary industries based on a greatly enlarged agricultural programme will be necessary for our future growth and advancement. It is necessary that we be told at times how this situation arose. It is, of course, necessary that it be outlined for us quantitatively and according to the cultural, economic, psychological and sociological factors which are involved.

But we should not be satisfied with reports and recommendations. We will not meet our needs with pen and ink. We still have to turn our attention to the practical solution to our great problems. We therefore need even more than advice from the teams of people who will help. We need our own people - every one of them - to join in the great effort to improve themselves and their country. We need to build our country with our hands as well as with our heads and by the use of tools as well as by the use of tongues. We should be proud of hard work and proud of manual work. We should be prepared to make our own contribution to the development of our country not merely from behind a desk but also amongst the people on the land, in the factories, and with the chiefs and their tribes. The challenge before us is not merely to unite but to unite in action. Our task is not only to consider but to create and this by our own efforts.

We are glad that you have joined us for this Seminar because it shows that this policy of making a practical contribution through social work education - of having students doing a practical job as well as their classroom work, of building the social services as well as teaching the methods - that this policy, which is the keystone of our work here at the Oppenheimer College, is one which has commended itself to you, and one about which you want to know more.

We are glad you have come too, because we would never suggest that this College and this country do not have a great deal to learn. Your combined wisdom and experience will help us to see what we should be doing. Your combined experience will give us the insight into our own limitations and, true to the tradition of social work education, we will be able to

examine critically our own contributions and to discover the factors which are hampering our growth. Indeed, you are beginning what I believe the social workers would call a "case conference", but your case is Africa - an Africa which needs your help not merely to develop but to develop itself. Self-reliance is your aim for clients. Self-reliance is the basis of social work and you will make a notable contribution if you go forward to help Africa stand on its own feet - independant not only in name but in fact. And you begin with a great disadvantage in that the vast majority of people have no idea of what you are trying to do.

We welcome you as brothers and colleagues in a drive for better conditions throughout this Continent. We share our problems of unemployment, of family disintegration, of under-production and increasing populations with nearly all the independant countries of Africa. We all need vast development programmes. No one of our countries can depend upon politics or economics alone to give our people the vision of a better life which they can achieve if they pull together. We all need the deeper, more human and more personal attention with which social workers are concerned.

I would urge you, however, to look not only at the narrow professional needs of Africa in social work but at the importance of social work for our total development in these countries. The first social workers - the social workers of the 19th century - may not have been fully professional but they were people of deep conviction and determined action. They made social action a very real part of the national development. It seems to me that whilst we must ensure that we do not lag behind in Africa in the production of social workers with high professional standards we should also try to recapture some of that early reforming spirit which gave birth to social work: we should seek the spark of devotion to the people and the dedication and self-sacrifice which marked the advent of social work in America and in Europe if we are to help Africa in this crucial period of its growth. His Excellency has referred to the motto of this College "No man is born of himself alone". This is a slogan we

could well adopt for the tremendous effort which each one of our countries is to make to develop its resources for the benefit of everyone. Our drive should bring in everyone in a deep spirit of service to his neighbour. We must all pull together.

In Europe and America, social work grew naturally out of the people's demand for better conditions, out of their disgust with the old economic system and their revulsion from its social consequences. In the African tradition, we have never had need of social workers; social problems have been (especially in the rural areas) family problems to be handled within the family, within the village, within the kinship group. When we come to towns and see the degradation, when we see our people demoralized, when we see the families broken and men and women confused and bewildered, there is a great danger that we may accept this as a natural or necessary consequence of Westernization and of education. There is a danger that we may accept the urban jungle of selfishness as an opportunity to seek our own advancement and we might leave the less able to fend for themselves. There is already a tendency for some people to despise their own traditional standards or customary ways of life. This is a danger we should avoid. Our urbanization can be better to the extent we are prepared to see that it is better.

Social work and social workers do not then come easily within our African perspective. We look to the Government to supply our individual wants; we look to politics as the solution to many of our problems. Whilst no one could doubt that politics has, in fact, brought the African people to a position of dignity, there is no politician of my acquaintance who believes, that therefore, politics can answer all our problems. We need your expertise, therefore, not merely to solve our problems but to help us to see them in their true light, to help us to know their real consequences for society, and to help us to use social work skills not only for problem solving but also in developing our country effectively for the benefit of the people.

Economic progress - even political progress - is empty if it does not add to the happiness, the contentment and the prosperity of the people themselves. It is just not true that we have to tolerate this chaos of standards in our communities. It is not true that happiness lies in helping ourselves and not others. The evils exist only because we are not yet adequately organized to do something about them. We have to mobilize our traditional co-operative spirit and our kinship loyalties to the service of our people in modern conditions. We have to help them to see what they can achieve if they will but try and keep trying. We look to our social workers to give a wholeness to these development efforts. We look to our social workers to make family sense and human satisfaction out of our broad national schemes.

But the social workers can only do this if they are trained in a way which puts them in touch with the people and helps them to feel, to think and to act as true members of their own community. The social workers can only do their part of the job by understanding just how much the body of our effort needs the spirit of service to infuse it.

We believe we have gone some way in this direction in this country and especially at the Oppenheimer College. We believe that in combining casework, groupwork and community development in our training we have brought a realistic approach to social work and social development which is both powerful in and necessary to our future growth. We look to this Seminar to help us now to evaluate this effort, to help us to identify our weaknesses and to gather further strength for the years ahead.

May I say again, therefore, how deeply I appreciate the kindness of the United Nations in choosing Lusaka as its venue and how grateful I am to each one of you, the experts in social work training, for joining us here and sharing with us the benefit of your great skill and experience in this particular field. I wish you all the very best of good fortune and every success in the discussions that lie before you. If your success and achievement in the next few days match the great hopes which we in Northern Rhodesia have for it then this distinguished gathering in our capital will be indeed a landmark in the advancement of our African countries, and I hope you will have the satisfaction at the end of this Seminar of knowing that your coming here was worthwhile.

It is with great pleasure, therefore, that I declare your proceedings open.

ANNEX VI

Closing Speech by Mr. Sikota Wina, Parliamentary Secretary
to the Minister for Local Government and Social Welfare.

Mr. Chairman, Mr. Mathu, Miss Branscombe and Distinguished Members of this Seminar:

When you have been gathered together for a meeting of this kind, there is always a note of sadness in the final session. Without you realizing it, something has grown up between you and you have become a group in the real sense of the word. The sadness is increased when you have been grappling with some very difficult problems and have reached effective solutions. In the striving together to reach an understanding you have been getting to know each other and binding yourselves closely together. The things which are common between you eventually assume more importance than those things which divide you. And, finally, it is always difficult to accept the breaking up of a group of people who have worked as a team, as I know you have been working during the past few days.

But we must now return to our respective countries to put into practice what we have talked about. You will be strengthened by the knowledge that others in your position and the other countries of Africa are working with the same objectives, facing the same difficulties and sharing the same sense of achievement, even in small things.

It is my duty to bring this seminar to a close. In doing so I would like to express my appreciation that the Economic Commission for Africa has used Lusaka and the Oppenheimer College for this very important gathering. We are honoured that you have come. We are proud that you have achieved so much; and we look forward to more gatherings of this kind when this country becomes a full member of the Economic Commission some time next year.

This meeting has enabled us all to make friends in other countries. In closing this Seminar, I have the hope that those friendships will continue and that they will be of great value in bringing together the countries of Africa to solve their social problems. I know that a number of you have not had much of an opportunity to see Lusaka and the other parts of Northern Rhodesia. To you I would say that we look forward to welcoming you here in, we hope, the not too distant future for a variety of other events which would enable you to see more of our country and to give you a deeper understanding of what we are doing.

I bring to you the good wishes for the future of my Government and my Government's assurance that it will do everything it can both to implement your proposals and recommendations and also to cement and extend the understanding which has grown up between you at this meeting.

I am, therefore, sad but appreciative as I formally close this United Nations Seminar on Social Work Training.