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REPORT OF EXPERT GROUP MEETING ON SOCIAL WELFARE TRAINING AND ADMINISTRATION (TEACHING MATERIALS)

Addis Ababa, 15-23 March 1971

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(Sponsored by the ECA
in co-operation with the Friedrich-Ebert-Stiftung
and the Association for Social Work Education in Africa)

Chapter I. ORGANIZATION, PURPOSE, PARTICIPATION AND METHOD OF WORK

1. In response to the wishes of the member States of the Economic Commission for Africa, as expressed in ECA resolution 116(VI), on Training for Social Work, this third Expert Group Meeting on Social Work Education and Administration was organized. The resolution, inter alia, drew the attention of Governments in the Region to the need for co-ordinating their efforts with those of the Commission and other international agencies to strengthen existing schools of social work training.

2. In pursuance of this resolution, the ECA has undertaken a number of projects in the field of social work training. In 1963, the secretariat organized a seminar on social work training in Africa in Lusaka (Zambia). In 1964, a field study of selected schools of social work in Africa was undertaken by a team of international consultants, with a view to assessing their needs and making recommendations regarding international assistance which might be required to strengthen them. In 1965, a second regional meeting for social work educators was organized in Alexandria (UAR).

Sponsorship

3. The meeting was organized by the Economic Commission for Africa, in co-operation with the Friedrich-Ebert-Stiftung and the Association for Social Work Education in Africa.

Place and date

4. The meeting took place at the Africa Hall, Addis Ababa (Ethiopia), from 15 to 23 March 1971.

Purpose

5. The Meeting had three main objectives:

- (a) To examine the extent of social welfare teaching materials relevant to the African situation, and to explore ways of promoting their production, dissemination and use;
- (b) To provide a chance for the Association for Social Work Education in Africa to hold its first general assembly;
- (c) To examine some of the recommendations made by earlier expert group meetings.

Participation

6. Participants were invited as technical experts in training for social work at all levels. Nineteen social work educators from Ethiopia, Ghana, Ivory Coast, Kenya, Libya, Mali, Sierra Leone, Sudan, Tanzania, Togo, Tunisia, UAR, Uganda and Zambia. Observers from Ethiopia, Tanzania, the Democratic Republic of Congo and Zambia also attended. Representatives of FAO, ILO, UNESCO, UNICEF, WHO, International Association of Schools of Social Work and International Council on Social Welfare were also present (see annex I - list of participants).

Programme of work: 7. See annex II.

Method of work

8. In preparation for the meeting, the International Association of Schools of Social Work and the ECA, in co-operation with UNICEF and the Haile Selassie I University, organized an Expert Working Group in 1969, where the problem of social welfare teaching materials was explored.

9. As a direct follow-up of this 1969 meeting, the ECA, in co-operation with the Friedrich-Ebert-Stiftung and the Association for Social Work Education in Africa, conducted a survey of the social welfare teaching materials situation in Africa.

10. To assist participants so that they may be able to contribute fully during the Meeting, they were requested to prepare country statements about the social welfare teaching materials situation in their own countries. Copies were made available to other participants.

11. During the meeting, two main papers were presented and discussed in plenary sessions:

- Development and use of Teaching Materials in Social Work Training with special reference to the African Region;
- Pilot Study on Teaching Material for Schools for Social Work in Africa.

12. In two sub-groups participating experts considered two questions:

- Teaching materials, including audio-visual materials;
- International co-operation for the promotion of local teaching materials, including the role of the association for social work education in Africa.

The meeting then considered the question as a whole in a plenary session.

13. In addition to the plenary sessions and discussion groups, a social welfare teaching materials exhibition was organized by the Association for Social Work Education in Africa. Fourteen African countries participated. The Exhibition was used to demonstrate the different types of teaching materials that are used in different schools of social work and community development training centres in Africa.

14. Regarding the meetings of the Association for Social Work Education in Africa, two and a half days were used for this purpose.

15. Concerning the follow-up of recommendations made by earlier expert group meetings, participants were provided each with a set of those recommendations and a report on what the ECA has been able to do to fulfil some of those recommendations. Participants reported about what they were able to do in their own countries regarding some of the major recommendations. They then developed several proposals about the most effective ways of following up such recommendations in the future.

Elections

16. The following officers were elected at the opening session to conduct the meeting:

Chairman:	Mr. Seyoum G. Selassie, Dean, School of Social Work; Addis Ababa, Ethiopia.
1st Vice-Chairman:	Dr. Ahmed Kamal Ahmed, Dean, Higher Institute of Social Work; Cairo, UAR.
2nd Vice-Chairman:	Mr. Diango Cissé, Professeur et Directeur à l'Ecole normale supérieure; Bamako, Mali.
Rapporteur:	Mrs. Pearl W. Jones-Quartey, Lecturer, Social Administration Unit, University of Ghana, Accra, Ghana.
Assistant to Rapporteur:	Mme. Léontine Ayayi, Assistant Sociale, Centre National de Formation Sociale, Lomé, Togo.

For the two discussion groups, the two Vice-Chairmen acted as discussion group leaders. The two consultants acted as resource personnel. Messrs V. Nyirendra and B. Lyamba were elected as rapporteurs.

Chapter II. SOCIAL WELFARE TEACHING MATERIALS IN AFRICA

17. To help participating experts in their deliberations about Social Welfare teaching materials in Africa, two basic papers were presented during the meeting.

- (a) United Nations Secretariat's paper on the "Development and Use of Teaching Materials in Social Work Training with special reference to the African Region";
- (b) Fredrich-Ebert-Stiftung paper titled "Pilot Study on Teaching Materials for Schools for Social Work in Africa".

18. The first paper, which was read by Mr. J.F.X. Paiva, of the Social Development Division, United Nations Secretariat, brought up several issues and emphasized a number of points. The paper recognized the lack in teaching materials in the field of social work relevant to the African situation and suggested that among the reasons for this lack were the following: (a) lack of resources, (b) lack of time among social work educators, (c) a lack of publishers willing to take up this "seeming uneconomic proposition", and (d) a lack of technical know-how in communicating concepts and methodologies of the newer dimensions of social welfare that were emerging in developing countries.

19. The paper not only looked at the form and content of teaching material, but also suggested that possible sources of obtaining teaching materials are to be found in the use of student-staff experiences, and books, reports and research material on Africa and its people. In summary the paper recommended:

- the development of teaching materials for social work education needs to be undertaken as an essential component of a manpower policy for social welfare;
- 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;
- 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;
- a concern for training materials must be an essential component of international co-operation for social welfare;

- policies for creating needed teaching materials must be a routine procedure in the administration of all social welfare programmes;
- 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;
- 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 expenditure;
- teaching personnel should be assigned time for producing teaching materials and released from other obligations;
- a definite financial allocation should be set aside for such purposes particularly in institutions where training is a full or part-time goal;
- 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;
- 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;
- training materials for supervisors and teachers of social work practice must be recognized as a crucial aspect of the general problem;
- 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;
- the regional or sub-regional training centre could be regarded as a crucial resource in the development of training materials.

20. During the discussion, participating experts were concerned about the fact that the bulk of teaching materials available had been developed outside the context of the African situation. Hence, such material could not present the reality of the social milieu in which problems develop and with which the social worker deals with. This posed for the trainers of social workers the problem of translating, adapting and interpreting this material to students with the use of local examples in order to achieve the maximum effect of such teaching materials.

21. The meeting felt that little exploration had been made by the social workers of indigenous communication media or of media being used by other change agents. Such an approach might open other ways of presenting material to students apart from the text-book. The question of whether the text-book is really the most efficient way of transferring knowledge was brought up. It is one of the most heavily used methods although it is recognized by all persons who teach that it is not the only way of imparting knowledge. Participating experts expressed the opinion that it is important in training to present material that has meaning to the student and that encourages him to see that he will often have to adapt what he has learned in the classroom to the specific field situation.

22. In the final analysis, it was recognized that the constant references made by participants to the need for indigenous material and for getting over the problem of the low status accorded to such material when developed, is testimony to the fact that for too long non-relevant material from overseas has been in use.

23. The second paper titled "Pilot Study on Teaching Material for Schools for Social Work in Africa" was read by Mr. W. Karberg of the Friedrich-Ebert-Stiftung. It brought up several basic issues. After presenting an outline of the approach to the study and a summary of the findings, the paper concentrated on the types of teaching materials that are most used, what was the raison d'être for their use and whether or not educational objectives were being achieved by their use. On the basis of this examination, the paper suggested four propositions important for the development of teaching materials:

- that a clear formulation of the tasks of social work is a prerequisite for fixing meaningful educational objectives;
- that a variety of well selected teaching methods is always necessary to achieve these educational objectives;
- that teaching material is closely connected with the didactic concept behind the training;
- that teaching material will only be suitable for local needs to the extent that the educational concepts are suitable.

24. On the basis of the study, the broad proposals were made:

- (a) those intended to improve social welfare teaching methods, like the production of booklets that explain the learning process, and the organization of seminars, and in-service training programmes that assist instructors to improve their teaching abilities;
- (b) Those intended to promote the production of teaching materials like:
 - assigning one staff member in each school to the task of promoting more and better teaching materials;
 - encouraging the development of teaching materials like case records - particularly groups and community records - books of "Readings", manuals, etc.;
 - trying out the materials developed in a different setting other than that in which it was developed;
 - giving a wide distribution to the materials developed.

25. Out of the many issues raised by the survey, participants chose to concentrate on the effectiveness of teaching methods used, the suitability of teaching materials available, and the need to change the authoritarian image the students hold of their instructors.

Concerning teaching methods, participants suggested that they should reflect the outcome of such queries as: (a) What should be the objectives of social work education? (b) What should be the role of social work in the particular country? (c) Who are to be the clientele of the social worker? (d) What problems will the social worker be dealing with and what end results are being sought?

Concerning the suitability of teaching materials, participants indicated a concern over how to judge the suitability of material for the various levels of training. Criteria for how to select material do not exist, but delegates felt that the process of selecting appropriate material could be assisted by (a) the knowledge of learning patterns of different age groups, (b) the knowledge of one's students and their capacity for absorption, (c) the understanding of what social work entails.

Concerning the authoritarian image of the trainer, participants felt that the teaching situation in social work should provide the students with a learning experience that is different from the traditional one which holds the image of the teacher as being an all-wise and all-knowing person. As the social work situation is one of a partnership between client and worker in finding solutions; it then

demands flexibility. Thus, the social work teaching situation should seek to create this partnership atmosphere between student and trainer. Participants recognized that this requires effort on the part of the trainers due to the fact that many social institutions in African society - as the case in many other developing societies - are still authoritarian in nature and that educational institutions from childhood are also authoritarian in approach. To promote a healthy learning atmosphere, the following was suggested:

- (a) encouraging projects in which the instructor participates as a learner, rather than a teacher;
- (b) use of small discussion groups where it becomes difficult for the student to adopt a passive role;
- (c) promoting critical thinking by engaging the student in field activities that require evaluation and assessment;
- (d) use of courses that emphasize logical thinking and problem solving;
- (e) encouraging opportunities where students feel more like colleagues to the trainer.

26. It was evident from the Exhibition mounted by the Association for Social Work Education in Africa that there are teaching materials in existence that are adapted to the African situation. One or two problems were raised, however, in relation to their use, usefulness as well as their dissemination. There was first the question of the suitability of material that is devised for a particular setting for use in new settings apart from the obvious that it can be used to illustrate how others approach similar problems. The suggestion that adaptation was a necessity in such a situation was considered in the light of the fact that instructors are already overloaded and find little time to read such publications and then to devise a means for adapting and using them. It was stated that an African instructor might prefer sometimes to adapt from overseas sources as he feels that the bases upon which these were produced have already been tried and tested.

27. In view of the fact that there are many different levels of training and trainers in Africa, some of the teaching materials produced tended to be addressed to certain specific levels. The problem arises mainly in the case of those materials, that are not addressed to a particular level and thus call for imaginativeness and inventiveness on the part of the trainer if he is to use them.

28. Participants suggested that the lack of production of sufficient teaching materials stems from the lack of incentives to write as well as the lack of the knowledge of how to put such ideas into a readable form.

Chapter III. CONCLUSIONS AND RECOMMENDATIONS

29. As stated earlier in Chapter I, the main topic "Teaching Materials" was divided into two sub-topics:

- (a) Teaching materials including audio-visual materials;
- (b) International co-operation for the promotion of local teaching materials, including the role of the Association for Social Work Education in Africa.

Participants discussed those two topics first in two sub-groups then considered the conclusions and recommendations of both sub-groups in a plenary session. The following are the conclusions and recommendations as adopted by the Expert Group Meeting in its plenary session.

CONCLUSIONS

30. To provide participants with basic background information needed during their deliberations, the group explored the different types of social work training programmes available in Africa. It was apparent from the statements made that most of the African countries represented have three levels of training: orientation (usually in-service), intermediate and university levels. Course duration range from few months to four years. The majority of the courses, however, range between one and two years. For admission, most of the schools of social work required a minimum of 12 years of schooling. In those countries where no school of social work existed, in-service training courses are organized to develop the requisite skills and the competency of staff. Teaching methods used are: lectures and discussing with the help of visual materials developed locally or imported. Some schools produced their own teaching materials to meet their specific needs. Most of the schools, however, depend on foreign materials after some adaptation to suit the local situation.

31. In the light of these facts, the group examined the teaching materials developed by schools of social work in the African region, and discussed their usefulness for other schools in the region. The group observed that since adaptation of teaching materials from overseas sources was already in practice, there was no reason why this might not be continued in the case of materials produced in the African region. It might, in fact, be an easier process. The group felt that the ASWEA should give consideration to the suggestion that training institutions in Africa be invited to prepare studies on different social welfare subjects, which can then be circulated and assessed by other institutions.

32. The group discussed at some length the difficulties involved in the collection and production of teaching materials in Africa. The problems foreseen were: (a) lack of time on the part of social work educators, (b) lack of funds for the publication of such materials, and (c) lack of qualified staff for the development of such materials. The group felt that interested and capable social work educators should be encouraged to invest time and effort in the area of teaching materials by providing them with the necessary incentives - financial or otherwise. Assistance should be sought from ASWEA, ECA, UNICEF and other United Nations agencies for this purpose.

33. Participants, after examining the materials exhibited in the Teaching Materials Exhibition organized by the Association for Social Work Education in Africa, found out that several items of locally developed social welfare teaching materials were already available. The group felt that something should be done to compile, classify and publish these materials in book form.

34. On the subject of teaching methods raised in Mr. Karberg's report, the group was of the opinion that as social work educators in Africa are not sufficiently knowledgeable about the dynamics of the teaching and learning processes, it was therefore difficult for them to prepare educationally sound teaching materials and use it in the most effective way possible. The concluding view was therefore that knowledge of the teaching and learning principles and processes was a prerequisite for the good production and good use of teaching materials.

In this connexion, the group noted with interest that the Makerere University Department of Social Work and Social Administration was to publish later this year a manual on teaching methods and welcomed its plan to distribute this manual to all institutes of social work training in Africa.

35. The group welcomed a suggestion that social work educators, at all levels, should have training on how to teach, and proposed that such a programme should be included in the curricula of schools of social work, particularly those training for higher-level manpower. While considering approaches to the training of social work educators on how to teach, the group discussed the pros and cons of the seminar, the workshop and on-the-job training methods. While recognizing the unique contribution of each method, the group thought that learning through regular daily supervision by an experienced teacher, can be most advantageous. Records developed by both starting and experienced social work educators on their teaching experiences can be of use while training other social work educators.

36. While considering ways and means of promoting the preparation, production and use of suitable teaching materials for African schools of social work, the group thought that while action at the local and national levels are of basic importance, co-ordinated action at the whole Africa regional level is also of strategic importance. For this, the group felt, that schools of social work in the Africa region, should co-operate among themselves on one hand and co-operate with international agencies active in the field of social work training on the other hand.

RECOMMENDATIONS

Improving teaching methods

37. To promote the use of more effective teaching methods in the region, the following was recommended:

- (a) that the manual on teaching techniques about to be published by the Department of Social Work and Social Administration at the Makerere University College, be made available by ASWEA to all social work educators in the region;
- (b) that one or more experimental workshops for training social work educators in a single school or institution should be conducted by ASWEA in co-operation with ECA. This should then be evaluated by ECA in consultation with ASWEA and interested United Nations specialized agencies. Sub-regional workshops and/or seminars for social work educators should be considered by ASWEA in the light of the experiences gained from the experimental workshops conducted at the local level.

Production and use of teaching materials

38. The group noted that the recommendations made repeatedly by the various meetings and expert group since 1963 on promoting local teaching materials, had at long last resulted in a Pilot Study on Teaching Materials for Schools of Social Work in Africa which had been submitted to this meeting.

It was further noted, from this Pilot Study as well as from the materials brought by the delegates for the ASWEA exhibition on teaching materials, that there is a great deal of raw material, which could be used as a basis for the development and production of local teaching materials. Indeed such material is more than anyone had expected.

In view of this, it was recommended:

- (a) that in every school and/or institution one staff member should be made responsible for stimulating and providing technical know-how to his colleagues in order to facilitate production of teaching materials. He should further be responsible for collecting and collating such materials as may be available. Such a person should also be responsible for arrangements whereby his colleagues have access, readily, to materials produced by other relevant institutions as well as by his own;
- (b) that staff members in individual schools of social work should be invited regularly and frequently to meetings where the production and use of teaching materials can be discussed;
- (c) that at least one special seminar for social work educators should be organized by the Association of Social Work Education in Africa at the earliest opportunity with the aim of training one staff member of each social work school in the collection, production and use of teaching materials;
- (d) that schools of social work in co-operation with ASWEA should provide every available incentive (including monetary) to teachers to produce teaching materials;
- (e) that as an immediate step all schools of social work and community development training centres should collect more case studies on community development, community organization and group work and send them to the projected Information Centre of the Association, for publication;
- (f) that the Information Centre - to be developed by ASWEA - should give priority to the support of practical projects designed to develop and test new strategies of intervention in social developmental problems in the region with immediate reference to the on-going projects;
- (g) that out of the existing materials dealing with certain basic subjects, the possibility of standardization of teaching materials and courses should be explored, and that Information Centre should - in co-operation with schools - undertake to make use of existing materials with a view to their revision and later publication in the form of text-books or readers on certain themes;
- (h) that schools should collect and keep, for use by the teaching staff, a variety of audio-visual materials to ensure their effective use. There should be someone available to the staff to help in the promotion of production and use of these materials.

39. Measures to promote production and use of teaching materials

- (a) Schools of social work, institutes and training centres, should be encouraged to make use of all existing resources for use in the production of indigenous teaching materials;
- (b) An inventory of teaching materials should be compiled at national, regional and international levels in order to avoid duplication of effort and facilitate communication. National and regional bodies (ASWEA, for example) should be responsible for such a programme;
- (c) National and international organizations should foster, among their programmes and activities, the production of teaching materials. Such programmes should be in conformity with national objectives.

40. Measures to promote exchange of teaching materials and better co-operation

- (a) Each African State should establish a national committee to act as a clearing house for the exploration, collection and evaluation of teaching materials within its territory in the fields of social welfare services and social development. Whenever it is found suitable, such materials should be published or reproduced for teaching and training purposes.

If possible, such committees, should function as part of National Councils of Social Services and social development or professional associations and their membership should be drawn from existing schools of social work and other training institutions as well as professional associations.

- (b) The service of ECA regional adviser with experience of working in the field of training and teaching materials should be widened (for example, expanding such services in order to include the French-speaking countries of Africa).
- (c) The possibility of exchange of experts in training and in the development of teaching materials within countries, and between countries in Africa should be further explored including the exchange of staff members and students through such organizations as the secretariat of African Universities and the ASWEA.
- (d) The Association for Social Work Education in Africa should review all case records submitted by the participants to the Third Expert Group Meeting and any additional ones sent in by the Schools of social work and publish those found suitable.

Chapter IV. CONSIDERATION OF RECOMMENDATIONS MADE AT PREVIOUS REGIONAL SEMINARS ON SOCIAL WORK EDUCATION IN AFRICA

41. The meeting considered the paper prepared by the ECA secretariat which summarized the conclusions and recommendations made at four social welfare and community development training events. As the meeting could not discuss all the recommendations, it was decided to examine four of them to see how various countries had endeavoured to implement them.

The role of social work in national development

42. On the whole, with the exception of perhaps three countries, it would seem that social welfare personnel were not included in planning machinery boards where policy was formulated. However, since emphasis was now being given to planning for social as well as economic development, it would appear that government planning bodies had become aware that the social worker had a contribution to make. Much of the difficulty of making apparent the social contribution to development lay in the seeming inability of social workers to express themselves in terms of the formulas demanded by the economists who dominated planning boards. The meeting suggested the need for social workers to become more familiar with planning processes, so that they would not only be better able to make their objectives clear, but would also speak a language that others understood.

Delegates indicated their understanding that professional organizations were a means of pressing for social reform in their countries. However, many countries had been experiencing difficulties in setting up national associations. One great stumbling block seemed to be the existence of social workers of different levels who had experienced different forms of training. The main question was how to bridge the gap between the non-professional social workers and those workers who considered themselves professionally trained. While no concrete suggestions were made on that point, delegates did observe that there were other means of making themselves heard by governments in the area of social reform. The creation of national councils of social service constituted such another avenue through which social service agencies could express themselves on social reform measures. Some delegates suggested that personal influence was still the major channel used.

On the whole, it would appear that there was movement in that area, even if it was very slow.

Admission requirements

43. Three basic points were discussed under the above heading, namely, minimum age required, the number of years of schooling prior to admission to the social work course and the use of selection committees.

As regards age requirements, most countries tended to prefer their students to be older than eighteen, thus implying the need for some maturity in the social worker. The UAR stated that eighteen years of schooling was the criterion applied on a country-wide basis for all levels of professional training, and that therefore that standard was adhered to.

There was some measure of disagreement on the length of schooling required; it appeared, however, that the countries were moving away from the position of accepting people with less than ten years' school attendance. It had been found that too minimal a level of schooling did not equip the student with the necessary background to absorb the content of social work education. There was recognition of the problem of the reluctance felt by persons with many years of formal school to work in rural areas. That had tended to force schools and training centres into accepting those with a less adequate educational background.

The use of selection committees was reported to be widespread, which reflected the endeavour to select persons with a sufficient feeling for the job.

On the whole, although some disagreement with the three basic points of the recommendation existed, it was agreed that the spirit of the recommendation was calculated to raise the level of education of social workers and to ensure that persons contemplating that profession were sufficiently mature and dedicated.

Training social work educators

44. As regards schemes for improving social work training personnel, those took the form of universities' and governments' international and bilateral sources providing finance for further studies up to graduate or the equivalent level. Overseas courses for such further training were used very widely and there was recognition of the fact that the said approach posed one major problem. It was felt that background subjects in the social sciences presented in such courses had not been developed in the African environment; thus the social worker returning after such training needed to address himself to finding out what comparable material existed in his own country.

Other ways of promoting the competence of social work trainers existed in the form of special seminars and workshops held at a regional level. While that system appeared to have taken root in the East African countries, nothing comparable had emerged on the west coast of Africa. There had been repeated attempts by ECA to encourage the establishment of such regional centres for higher-level training, but as yet they had not met with much enthusiasm.

Some countries were still in a position of not having any form of school for social work training, whilst on the other hand one country, had a programme up to the Master degree level. Generally speaking, the meeting recognized that the need existed for advanced training of the "trainer" and that there was a great need in Africa for suitable institutions to be created.

Field work

45. A combination of block and concurrent placements were used. In some cases field work was introduced after the student had received instruction in the methods courses. Teaching supervision was the ideal, but this had not been achieved in most cases. To some extent, the use of university social work personnel for supervision and their close contact with field supervisors provided one way of approaching the problem. Another was the exposure of students and staff alike to problems that the social worker would face, so that both student and staff could explore together the relevant areas.

RECOMMENDATIONS

46. In conclusion, it was observed that there was some difficulty on the part of countries in implementing recommendations made at earlier meetings intended to help countries over their problems. Among the observations made to ensure more effective follow-up of recommendations were the following:

- (a) Conferences, meetings or seminars needed not only to set goals but also to provide examples of measures that could be taken to achieve them;
- (b) There should be a proper definition of the problems raised, so that solutions might be put forward. The difficulties of implementing suggestions should also be taken into account;
- (c) The United Nations body sponsoring the meetings, etc., should institute a follow-up survey in the particular relevant department in each of the countries. That would have the effect of bringing the recommendations to the notice of those who were in policy-making positions and who had the power to put into effect such recommendations;
- (d) The use of United Nations agencies or other sources of finance (e.g., foundations) for help with implementation of such recommendations was not often possible. There was always the problem that a country might put social work low on its list of priorities for the help required. Some United Nations agencies (and foundations as well) tended to have a pet bias and therefore did not offer assistance if the request did not seem to fit into the programmes they

Chapter V. ASSOCIATION FOR SOCIAL WORK EDUCATION IN AFRICA

History

47. One of the recommendations of the Seminar for Social Work Educators in Africa, organized by the Economic Commission for Africa in Alexandria in 1965, was that an Association for Social Work Education in Africa should be established. To implement this recommendation, participants elected an interim working committee to explore ways and means of forming such an Association. In co-operation with the ECA, the committee was able to produce a draft constitution for the proposed association. The draft was circulated to social work training institutions in Africa. Sixteen schools of social work, community development training centres and in-service training departments showed interest in becoming members.

48. In 1969, social work educators attending the Expert Working Group of Social Work Educators, convened in Addis Ababa took up the matter and elected a provisional committee to communicate with social work training institutions in Africa and prepare for a general assembly during the third Expert Group Meeting on Social Work Training and Administration expected to be held during the following year.

First General Assembly

49. On 15 March 1971, on the morning of the opening day of the third Expert Group Meeting on Social Work Training and Administration, the first General Assembly for the Association was held. Representatives of fifteen social work training institutions attended. During this meeting, the draft constitution was discussed, amended and formally adopted and thus the Association was declared a reality.

During the meeting, it was decided that "Schools of social work and institutions carrying out national social welfare in-service training programmes in Africa, who will first ratify the constitution within the first two months of issue, shall constitute the Foundation Members of the Association".

Executive Committee

50. Later a second General Assembly was held and nominations for the executive committee - prepared by a nominating committee - were considered. All nominations were approved unanimously.

51. Members elected for the executive committee were the following:

President:	Mr. Seyoum Gabre Selassie, Dean, School of Social Work, Haile Selassie I University, Ethiopia.
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- Two Vice-Presidents: Dr. Diargo Cissé, Professeur et Directeur à l'Ecole Normale Supérieure, Mali.
- Dr. Ahmed Kamal Ahmed, Dean
Higher Institute of Social Work, UAR.
- Treasurer: Miss Hirut Imiru, Assistant Professor, School of Social Work, Haile Selassie I University, Ethiopia.
- Member: Mrs. Pearl W. Jones-Quartey, Lecturer in Social Administration, University of Ghana, Lagon, Accra.
- Member: Mme. Antoinette Achy Bokossa, Directrice des études et des programmes, Institute de Formation Sociale, Ivory Coast.
- Member: Mlle. Leila Saieb, Inspectrice de la jeunesse, Tunisie.
- Member: Mr. E.P. Kibuka, Lecturer, Department of Social Work and Social Administration, Makerere University, Uganda.

52. As stated in the constitution, the ECA is represented on the Executive Committee of the Association as an ex-officio member.

Agreement with the Friedrich-Ebert-Stiftung

53. Before the first General Assembly, the Provisional Committee, in co-operation with the ECA, started negotiations with the Friedrich-Ebert-Stiftung of West Germany, to provide the Association with assistance to develop its secretariat and establish an information centre to promote the production, distribution and use of local teaching materials in the field of social work in Africa. A provisional agreement was developed.

54. During the Expert Group Meeting, the agreement was considered in both an Executive Committee Meeting and a General Assembly Meeting. The agreement was amended and then adopted. The Executive Committee was charged with the responsibility of following up the matter with the Friedrich-Ebert-Stiftung.

55. Among other things, the proposed agreement specifies the responsibility of the Association as follows:

(a) Secretariat of the Association

- The production and distribution of a magazine, a newsletter, etc.;
- The promotion of student and staff exchange programmes among schools of Social Work;

- Providing Schools of Social Work and Training Centres with information about new books in the field of social work;
- Answering all enquiries about social work education in Africa;
- Organizing meetings, seminars, conferences, etc., in the area of social work education;
- Encouraging the participation of African Schools of Social Work in international meetings;
- Making arrangements for the representation of Schools of Social Work in the continent of Africa whenever the need arises.

(b) Information centre:

In addition to the main responsibilities of the secretariat of the Association, the information centre shall be responsible for the promotion of local teaching materials through:

- Encouraging social workers and social work educators in Africa to record their field experiences and put them in a form which will be useful for teaching purposes;
- Encouraging social workers and social work educators in Africa to write monographs, text-books, etc.; in the field of social work and related fields and causing them to be published;
- Promoting the development of audio-visual materials suitable for social work education;
- Creating opportunities for social work education in Africa to exchange ideas and experiences about the effective use of teaching materials that are available by organizing periodic meetings.

The secretariat and the Centre of the Association shall promote and organize other activities which shall be deemed necessary.

Other questions

56. Other questions like programme, budget, subscriptions, and selection of an executive secretary were also discussed in both the Executive Committee and General Assembly meetings. Resolutions were taken concerning each of those items.

Annex I. LIST OF PARTICIPANTS AND OBSERVERS

Annexe I. LISTE DES PARTICIPANTS ET DES OBSERVATEURS

MEMBERS / MEMBRES

Ethiopia/Ethiopie

Mr. Seyoum G. Selassie, Dean, School of Social Work and Director,
Ethiopian University Service (Head of the delegation), Addis Ababa

Miss Hirut Imiru, Assistant Professor, School of Social Work, Addis Ababa

Mrs. Nardos Tessema, Lecturer, School of Social Work, Addis Ababa

Mr. Mebrahtu Yohannes, Legal Adviser to the Ministry and Chief
of Social Defence Section in the Social Welfare Department, Addis Ababa

Ghana

Mrs. Pearl W. Jones-Quartey, Lecturer in Social Administration,
University of Ghana, Legon, Accra

Ivory Coast/Côte d'Ivoire

Mme Antoinette Achy Bokossa, Directrice des études et des programmes,
Institut de Formation Sociale, Abidjan

Kenya

Mrs. Angela W. Gethi, Acting Head, Social Development Department,
Kenya Institute of Administration, P.O. Lower Kabete, Nairobi

Libya/Libye

Mr. Taher M. Sherlala, Assistant Director-General, Ministry of Labour
and Social Affairs, Tripoli

Mali

M. Diango Cissé, Professeur et Directeur à l'Ecole Normale Supérieure
B.P. 241, Bamako

Mlle Hawa Diallo, Conseiller technique, Chargée de la Formation
du Personnel, Bamako

Sierra Leone

Mrs. Marian J.T. Kamara, Social Development Officer, Department
of Social Welfare and Community Development, Freetown

Sudan/Soudan

Mr. Hassan Ahmed Yousif, Assistant Under-Secretary, Ministry of Instruction and Higher Education, Khartoum

Tanzania/Tanzanie

Mr. B.S. Lyamba, Senior Social Welfare Officer, Ministry of Health and Social Welfare, P.O. Box 1949, Dar-es-Salaam

Togo

Mme Leontine Ayayi, Assistant sociale, Centre national de formation sociale, B.P. 1745, Lomé

Tunisia/Tunisie

Mlle Leila Saieb, Inspectrice de la Jeunesse, 7, Place de l'Ecole Israélite, Tunis

UAR/RAU.

Dr. Mohsen Abdel-Hamid Ahmed, Director-General, Ministry of Social Affairs, Cairo

Dr. Ahmed Kamal Ahmed, Dean, Higher Institute of Social Work, 3, Kamal Eldin Salah Street, Garden City, Cairo

Uganda/Ouganda

Mr. E.P. Kibuka, Lecturer, Department of Social Work and Social Administration, Makerere University College, P.O. Box 7062, Kampala

Zambia/Zambie

Prof. Mary E. Duren, Head, Oppenheimer Department of Social Service, University of Zambia, P.O. Box 2379, Lusaka

Mr. Vukani G. Nyirenda, Assistant Lecturer in Social Work, University of Zambia, P.O. Box 2379, Lusaka

OBSERVERS/OBSERVATEURS

Congo (Democratic Republic)/Congo (République démocratique du)

M. Ilangwa,
Premier Conseiller d'Ambassade de la République démocratique du Congo,
Addis-Abéba

Ethiopia/Ethiopie

Mr. R.A. Weatherley, Associate Professor,
School of Social Work, Haile Selassie I University,
Addis Ababa

Miss Maria van Poll, Lecturer,
School of Social Work, Haile Selassie I University,
Addis Ababa

Mr. Hailu Abatena, Lecturer,
School of Social Work, Haile Selassie I University,
Addis Ababa

Mrs. Alassebou G. Selassie, Lecturer,
School of Social Work, Haile Selassie I University,
Addis Ababa

Mr. Mengesha Haile, Supervisor,
Urban Community Centre, Community Development Department,
Ministry of National Community Development and Social Affairs,
Addis Ababa

Mr. Asrat Belaye, Assistant Superintendent,
Probation Office, Ministry of National Community Development
and Social Affairs, Addis Ababa

Mr. Ammannuel Ambaye, Probation Officer,
Ministry of National Community Development and Social Affairs,
Addis Ababa

Mrs. Askale Makonnen, Probation Officer,
Ministry of National Community Development and Social Affairs,
Addis Ababa

Tanzania/Tanzanie

Mr. Sidney McArton, Director of Training,
P.O. Box 9193, Dar-es-Salaam

Annex II. PROGRAMME OF WORK.

Monday, 15 March 1971

8.30 a.m. - 9.30 a.m.

Registration

9.30 a.m. - 1 p.m.

Item 1: Meeting of the Association for Social Work Education in Africa: study of the constitution - elections - inauguration of the Association

4.30 p.m. - 7 p.m.

Item 2: Opening Session: opening speeches - election of officers - adoption of Agenda and Daily Programme

Item 3: Opening of the Teaching Materials Exhibition and reception

Tuesday, 16 March 1971

9 a.m. - 1 p.m.

Item 4: Follow-up of recommendations of previous African Seminars on Social Work Education

3 p.m. - 5.30 p.m.

Item 5: Consultant paper on teaching materials

Discussion of Consultant paper

Wednesday, 17 March 1971

All day

Item 6: Presentation and discussion of progress report on Local Teaching Materials in Africa

Discussion of report

Thursday, 18 March and
Friday, 19 March 1971

All day

Item 7: The group will break into two sub-groups to discuss:

- (i) Teaching materials for background courses, social work methodology courses

Specialized fields such as youth, child care; also teaching aids.

Annex III. LIST OF DOCUMENTS
Annexe III. LISTE DES DOCUMENTS

<u>Symbol/ Symbole</u>	<u>Title/Titre</u>
	Aide-mémoire
E/CN.14/SW/ INF.33	Provisional agenda Ordre du jour et programme des séances quotidiennes Provisional programme for the opening session Programme provisoire de la séance d'ouverture Statement by the President, Dr. Aklilu Habte, Haile Selassie I University Statement by Mr. Walter Karberg, Representative of the Friedrich-Ebert-Stiftung Statement by Mr. Seyoum Gebre-Selassie, on behalf of the Association for Social Work Education in Africa Statement by the Executive Secretary, ECA Discours du Secrétaire exécutif, CEA Provisional guiding questions for the two sub-groups Sujets de discussion proposés pour les deux sous- groupes
E/CN.14/SW/34	The development and use of teaching materials in social work training with special reference to the African region Elaboration et utilisation de matériel pédagogique pour la formation au service social, eu égard en particulier à la région africaine Pilot study on teaching material for Schools for Social Work in Africa (W. Karberg) Etude pilote concernant le matériel d'enseignement dans les écoles de formation sociale en Afrique (W. Karberg)
E/CN.14/454	Report of the Expert Working Group of Social Work Educators (Addis Ababa, 27 March - 2 April 1969) Rapport du Groupe de travail d'instructeurs en service social (Addis-Abéba, 27 mars - 2 avril 1969)

Symbol/
Symbole

Title/Titre

ST/SOA/97

Report of the Inter-regional Meeting of Experts
on the Training of Social Welfare Personnel for
Participation in Development Planning
(Geneva, 11-22 August 1969)

Rapport de la Réunion inter-régionale d'experts
sur la formation du personnel de protection
sociale en vue de sa participation à la planifica-
tion du développement (Genève, 11-22 août 1969)

Summary of conclusions and recommendations of four
social welfare and community development training
events

Résumé des conclusions et recommandations de trois
réunions d'étude et de formation à la protection
sociale et au développement communautaire et d'une
mission d'étude dans le même domaine

Report on efforts made by the Social Development
Section to implement recommendations made during
four events on social work education organized
by the Section

Rapport sur la suite donnée par la Section du
développement social aux recommandations adoptées
dans le cadre de trois réunions et d'une mission
consacrées par cette Section à la formation au
service social

E/CN.14/SW/
INF/34

Provisional list of documents

Liste provisoire des documents

E/CN.14/SW/
INF/35

Provisional list of Participants and Observers

Liste provisoire des Participants et des Observateurs

Country statement/Exposé par pays

Ghana
Ivory Coast/Côte d'Ivoire
Kenya
Libya/Libye
Mali

Sierra Leone
Tanzania/Tanzanie
Togo
Zambia/Zambie