

RESEARCH REPORT

DEVELOPMENTAL SOCIAL WORK EDUCATION IN SOUTHERN AND EAST AFRICA

Tessa Hochfeld | Lisa Selipsky | Rodreck Mupedziswa | Christopher Chitereka



2009

Centre for Social Development in Africa



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**CENTRE FOR SOCIAL DEVELOPMENT IN AFRICA
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This study was a collaborative research project between the following partner institutions:

University of Johannesburg	 The logo of the University of Johannesburg features two stylized birds facing each other, with their wings forming a central shield-like shape. To the right of the birds, the text "UNIVERSITY OF JOHANNESBURG" is displayed in a serif font, with "OF" in smaller letters between two horizontal lines.
University of Botswana	 The logo of the University of Botswana consists of a stylized bird with its wings spread upwards, resembling a flame or a leaf. Below the bird is a banner with the motto "THUTO KE THEBE". Underneath the banner, the text "UNIVERSITY OF BOTSWANA" is written in a sans-serif font.
The National University of Lesotho	 The logo of The National University of Lesotho is a shield-shaped emblem. The shield is divided into four quadrants by a cross. The top-left quadrant shows a mountain range, the top-right shows a sun, the bottom-left shows a book, and the bottom-right shows a torch. Below the shield is a banner with the motto "THUTO KE THEBE".

Acknowledgements

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Introduction and Objectives

Introduction

It is widely accepted that a social development paradigm is both appropriate and necessary for the African context, and social development has significantly influenced social work theory, policy and practice on the continent (Cox and Pawar, 2005, Patel, 2005a, Gray and Fook, 2004). However, it is not always clear exactly what is being referred to with this term. What is also unknown is how much of this debate has positively influenced the training of new social workers across the region. Further, no data exists on how the social development approach is actually being used by the individual schools of social work in the region. In fact, very little is known about social work education in Africa at all. This research project therefore aimed to contribute to knowledge development in this field in Southern and East Africa through primary empirical research.

This document reports on the objectives of the project, the conceptual and theoretical framework, the methodology, the results of the study, and conclusions drawn by the researchers.

Objectives

This project had both research objectives and relationship building objectives.

The research objectives of the project were:

- To investigate and determine the nature of social work education (with a particular emphasis on developmental social work education) in Southern and East Africa
- To generate tentative ideas for a regional indigenous social work education approach

The networking and relationship building objectives of this project were:

- To establish an accurate list and supportive regional network of schools of social work functioning in Southern and East Africa, which can also be useful for the promotion of the Association of Schools of Social Work in Africa (ASSWA)

Conceptual and Theoretical Framework

Conceptual and Theoretical Framework

The history of social work as a profession and social work education and training is both Western and colonial. Even today, social work education across the globe continues to emphasise Western ideas, often inappropriately (Hochfeld, forthcoming; Askeland & Payne, 2006). 'Indigenous social work' is a growing theme in the literature which attempts to move away from the use of inappropriate Western models in the teaching and application of social work. In Africa, indigenous social work has taken different forms, but is most commonly associated with social development (Hochfeld, forthcoming; Osei-Hwedie & Rankopo, 2008; Gray & Fook, 2004).

Social development is defined by Midgley (1995: 250) as "a process of planned change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development". According to Patel (2005a), the social development approach encompasses the five following aims:

- It is a pro-poor approach to welfare and service delivery
- It promotes participation of those who are socially excluded
- It aims to achieve social and economic justice through strengthening people, and their communities' livelihood capabilities
- It emphasises partnerships and collaboration with a range of actors
- It promotes social solidarity and active social citizenship

When applied to social work education, a social development approach is holistic and incorporates equal inclusion of educational content, process, and context. All models of social work education from a social development perspective (Gray and Lombard, 2008; Askeland and Payne, 2006; Cox and Pawar, 2005; Patel, 2005a and 2005b; Sewpaul and Lombard, 2004; Lombard, 2002; Mupedziswa, 2001; Midgley and Livermore, 1997; Midgley, 1996; Osei-Hwedie, 1993) feature both curriculum related activities and extra-curricular activities. Therefore, issues other than content are crucial when using a social development approach to social work education.

In this research, Mupedziswa's (2001) conceptual model of developmentally based education was used, which describes curriculum related and extra curricula activities.

Curriculum related activities include:

1. Continuous curriculum review
2. Relevant field placements
3. The use of relevant concepts
4. Progressive teaching methodologies
5. Ensuring relevance of student projects

Extra-curricular activities include:

6. The generation and use of indigenous materials
7. The generation and use of local research
8. Networking with other African institutions
9. Localization of staff complement
10. Relevant graduate employment patterns
11. Meaningful contributions by staff towards local social policy

This framework was used to guide the development of the research tool and also forms the basis of the conceptual analysis of the findings. The following three aspects of the model could not be investigated in this study due to the limitations of the self-reported quantitative descriptive methodology: the use of relevant concepts; ensuring the relevance of student projects; and relevant graduate employment patterns.

Methodology

Methodology

This research was quantitative descriptive in design. Through this design the researchers were able to conduct a quantitative study while still being able to gain certain qualitative perceptions and insights. A questionnaire was developed in consultation with local and international experts. The questionnaire was produced in English for Anglophone countries in the region and was translated into French for use in Francophone countries. Language barriers thus only excluded one known school of social work as we did not translate the questionnaire into Amharic (Eritrea). The questionnaires were self-administered and were e-mailed or faxed to participants.

Gravetter and Forzano (2003: 86) define research validity as, “the degree to which the measurement process measures the variable that it claims to measure”. Reliability exists when there is stability or consistency of the measurement. In this study, the piloting and development of the instrument was done using a team approach by people who themselves are members of the respondent group, and this significantly increased the validity and reliability of the questionnaire. It enabled greater insight into the respondent group and thus ensured the questionnaire was trustworthy.

The participants included in this study were all the heads of departments (or if they were unavailable, senior staff members) of the schools of social work in the Southern and East African regions. Any institution which provides social work education was invited to participate, even if they do not have an exclusive social work school.

The sample was the entire population of schools of social work in the Southern African Development Community (SADC) and East Africa that could be identified by the research team. Across the 21 countries in this region, 42 schools were identified in 15 countries, and all of these were sent a questionnaire (see Table 1 below). This excludes the one school found in Eritrea.

COUNTRY	NUMBER
Botswana	1
Ethiopia	1
Kenya	7
Lesotho	1
Madagascar	1
Malawi	1
Mauritius	1
Namibia	1
Rwanda	2
South Africa	17
Swaziland	1
Tanzania	1
Uganda	4
Zambia	1
Zimbabwe	1
Total	42

Table 1: Number of questionnaires distributed by country

The response rate was good. Of the 42 questionnaires that were distributed, a total of 25 (60%) respondents returned their questionnaires. This response rate was encouraged by an intensive follow up period following the dissemination. The following graphic and table identifies where the returned questionnaires were from and how many were received from each country:



Figure 1: Countries from which returned questionnaires were received

COUNTRY	NUMBER
Botswana	1
Kenya	4
Lesotho	1
Madagascar	1
Namibia	1
Rwanda	2
South Africa	11
Swaziland	1
Uganda	2
Zimbabwe	1
Total	25

Table 2: Number of questionnaires returned by country

The following list outlines the nations from whom no response was received despite the positive identification of one or more schools of social work in that country:

COUNTRY
Ethiopia
Malawi
Mauritius
Tanzania
Zambia

Table 3: Countries with one or more schools of social work from which no response was received

The following ethical considerations were considered prior to the dissemination of the questionnaire:

- a. Cultural and social differences: The researchers carefully considered applicability and clarity of the questionnaire in relation to possible alternate cultural or social interpretations of questions.
- b. Relevance of approaches and methods: This ensured relevance to the social work education context across the broad spectrum of social work schools.
- c. Anonymity and confidentiality: Participants were clearly informed that the questionnaire was not anonymous, so that the building of networks across social work schools could be accomplished. Similarly, the findings were not confidential, so as to share the information across the schools of social work.

Several challenges presented themselves through the data collection process:

- a. Schools in remote areas were difficult to locate, especially in the northern SADC and northern East African countries as well as those schools situated in smaller rural areas
- b. A lack of resources in some countries meant that participants were unable to access the questionnaire, and communication with them was challenging
- c. Language barriers led to miscommunication and difficulty in motivating people to complete the questionnaire
- d. Participant time constraints meant some people did not have the time to complete the questionnaire

Findings

The findings are presented in three sections. The first discusses the different models of education that seem to be prevalent amongst the schools, the second discusses issues related to curriculum related activities, and the third discusses extra-curricula related activities.

Part 1: Different models of education

The majority of schools (19) are situated in public institutions (for example, a public university). Five are privately funded (3 by a religious denomination and 2 commercially).

The 'bread and butter' qualification offered by the vast majority of schools (22) is the BA / BSW, with 15 schools also offering an MA / MSW, and 12 offering a doctorate in social work. Targeted short courses, undergraduate diplomas and post-graduate diplomas are also offered. This is reflected in figure 2 below.

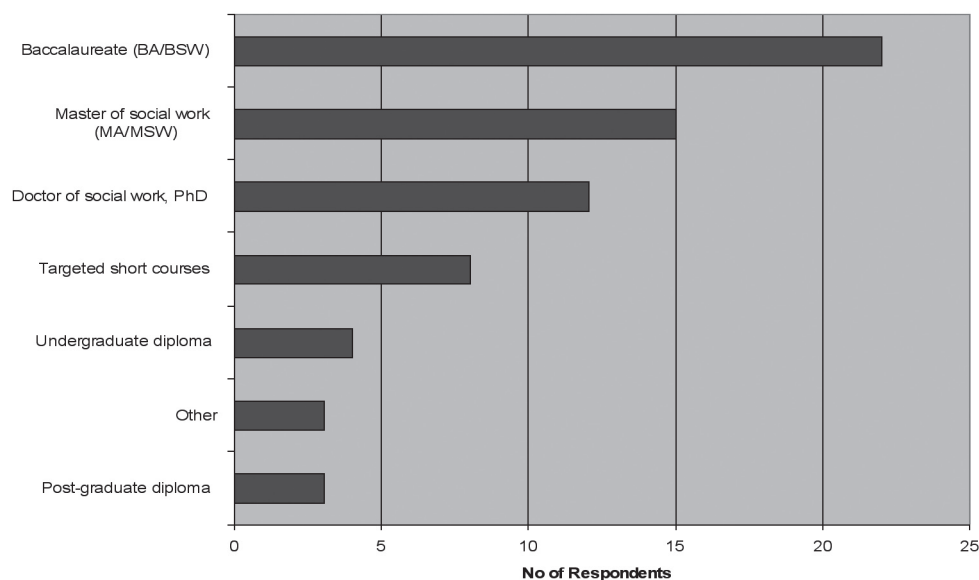


Figure 2: Qualifications offered by schools

It appears that amongst the schools there are three distinct models of entry-level education if differentiated by:

- Student volume (numbers); and
- Type of qualification.

A few schools use a combination of these models or fall slightly outside this framework. The three models as drawn from the data gathered are:

1. Traditional university degree: Smaller numbers of students in a programme focusing on theory and practice in a traditional academic style. This is still the most common model (11 schools).
2. Mass university degree: Relatively large numbers of students completing a BA or BSW degree each year. This model reflects a small minority of schools (3). These schools had the following number of students completing a BA over the last year:

NUMBER OF STUDENTS GRADUATING WITH BA IN PAST YEAR	
School A: Madagascar	130
School B: Uganda	200
School C: Kenya	800

Table 4: Social work education model 2: Number of students graduating with a BA in past year in mass university degree

3. Diploma courses: Very large numbers of students in non-degree programmes. A minority of schools conform to this model (5). The student numbers are reflected in the table below:

NUMBER OF STUDENTS GRADUATING WITH DIPLOMA IN PAST YEAR	
School D: Uganda	60
School E: Kenya	100
School F: Kenya	120
School G: Madagascar	200
School H: Uganda	1200

Table 5: Social work education model 3: Number of students graduating in past year in diploma qualification

The reason for the diversity of models was not explored in this research. It is possible that the larger numbers in some programmes, especially non-degree programmes, is a proactive response to the needs in these countries. However, it is also possible that these programmes function largely for purposes of commercial gain. Verifying the existence of these models requires follow up research. If it is the case that these models are reflective of social work education in the region, then it would be important to grapple with the pedagogic and practice implications.

There is no benchmark of optimal qualification type and student volumes in Southern and East Africa. Using traditional Western models of social work education as a frame of reference is unhelpful as the African context differs too greatly from developed nations.

On the other hand, developing countries which have pioneered alternative models are hard to identify due to the colonial influence on social work education around the world. India, for example, has a distinctive curative social work curriculum and Western model of education, which took shape under British colonial and American influence. Social work educators have expressed their dissatisfaction with the shortcoming of the inadequate emphasis on broader developmental issues. Many believe that curriculum should be remodelled to include social development and social action orientation (Nanavatty, 1997). While Brazil's social work curriculum is highly pragmatic and skills oriented and has a strong development focus, its qualification structure remains traditional university degrees (Cornely & Bruno, 1997).

Part 2: Curriculum related activities

(a) The social development approach

Social development as an approach to social work practice can be taught in three possible ways (Patel, 2005b). A combination of the following is also possible:

- it can be mainstreamed throughout the social work programme and thus is the overarching approach of the school or degree;
- it can be taught as a separate subject or specialisation; or
- it can be taught in on a more ad hoc basis where it is neither mainstreamed nor a specialisation, but is conveyed within the content of other courses.

Seventeen schools (68%) have social development incorporated into their curriculum overtly, that is, mainstreamed or as a specialisation:

- Twelve schools use social development as an overall approach to social work (that is, it is mainstreamed).
- Of these 12, half (six) schools also teach social development as specific subject or specialisation. This is arguably the most effective way to reach a social development approach, combining specialised knowledge with an overall social development 'lens' through which all social work theory and practice is viewed.
- Five schools who do not have social development as an overall approach do teach social development as specific subject or specialisation.

If the remaining schools do teach social development, it is likely to be on an ad hoc, piece-meal basis. Overall, however, social development seems to be an aspect of the majority of programmes, with the six schools (24%) mentioned above making the approach key to their programme. The social policy context in a country is likely to have a strong influence on the social development emphasis in the curriculum, South Africa being the most obvious example (White Paper for Social Welfare, 1997).

(b) Curriculum

The following three graphs illustrate the required course content of the undergraduate BA/BSW programmes offered by the research participants. Figure 3 illustrates the theory courses required, and shows there is common consensus around the core theoretical content.

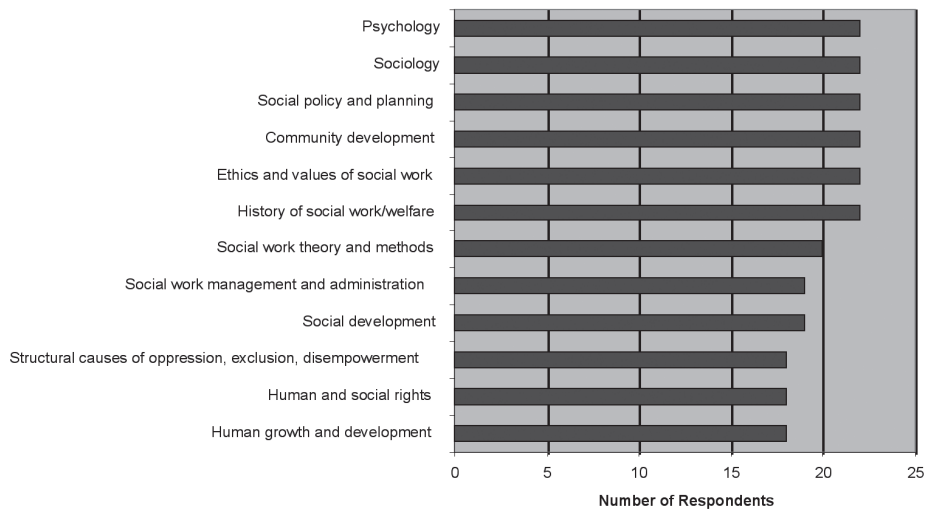


Figure 3: The theory courses required for a BA/BSW

Figure 4 (below) illustrates the methodology courses required, where there is slightly more variation. The dominant social work method courses included in the curriculum are community work and casework, and group work to lesser extent. Research methods and social policy are also taught widely.

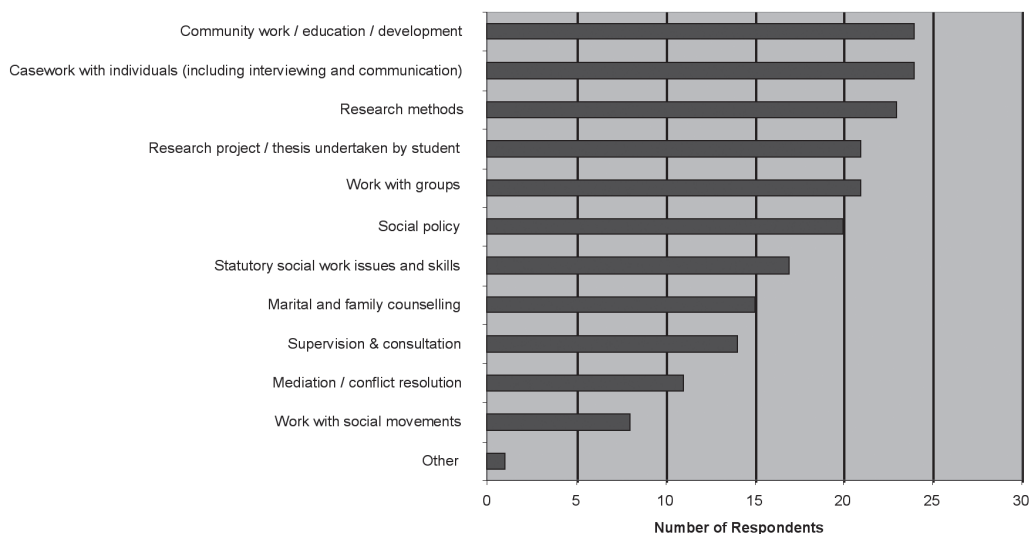


Figure 4: Methodology courses required for a BA/BSW

Figure 5 (below) illustrates the problem / service related courses required, with child and family services and HIV/AIDS services most prevalent in the BA curriculum. Gender studies and disability also feature strongly.

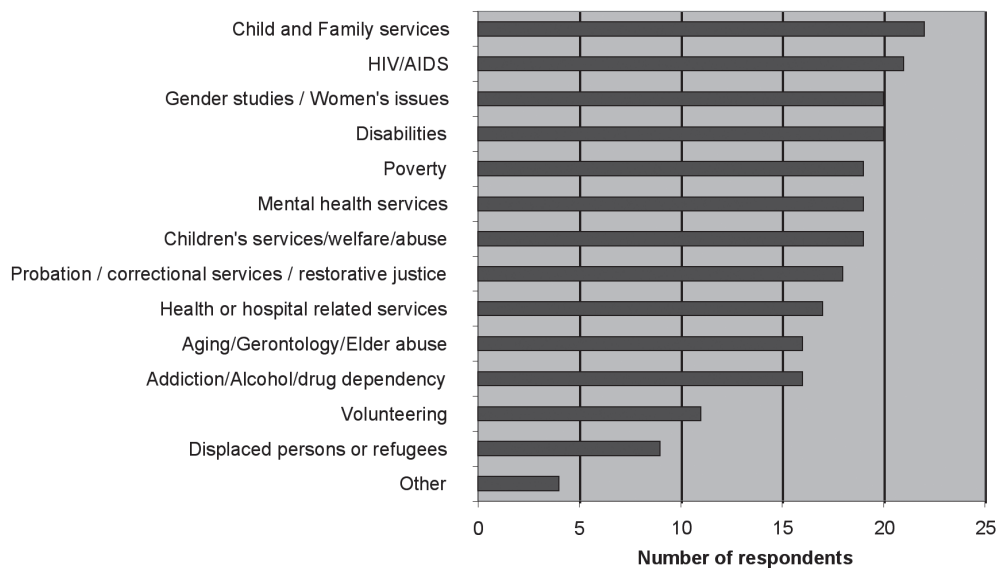


Figure 5: The problem or service related courses required for a BA/BSW

It is apparent that the core curriculum of the schools in this sample generally resonate with global standards, as much of the curriculum is similar to the universal expectations of course content as articulated in the social work global standards document adopted by the IASSW in 2004 (Sewpaul and Jones, 2004). Reported course content covers global standards such as (but not exclusively):

4.2.1. Domain of the social work profession:

Amongst other items:

- A critical understanding of social work's origins and purposes
- Knowledge of social welfare policies

4.2.3. Methods of Social Work Practice:

Amongst other items:

- Sufficient practice skills in, and knowledge of, assessment, relationship building, and helping processes to achieve the identified goals of the programme for the purposes of social support, developmental, protective, preventive, and/or therapeutic intervention
- The application of social work values, ethical principle, knowledge and skills
- Supervised field work education

In addition, there is evidence of developmental aspects that are specific to the region. For example, figure 6 indicates that content in relation to community development, HIV/AIDS, gender studies, social development and poverty appears in the BA programme of between 19 and 24 schools in the region, by far in the majority. These topics are highly relevant for the socio-economic cultural context of the region. Reflected to a lesser extent in the curriculum are aspects of social development that are less traditionally associated with social work as a field, such as: democracy and civil participation (taught by 13 schools), environmental studies (taught by 10 schools), and economic theory (taught by 9 schools).

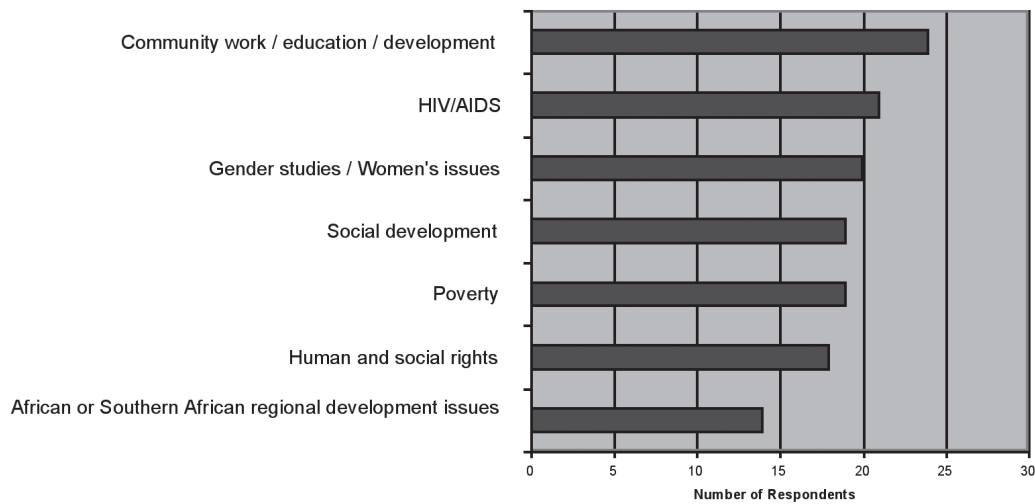


Figure 6: Social development aspects required in the BA courses

Further, the two most common post-graduate courses offered by coursework are development social welfare / social development and community work/ development (see figure 7. below):

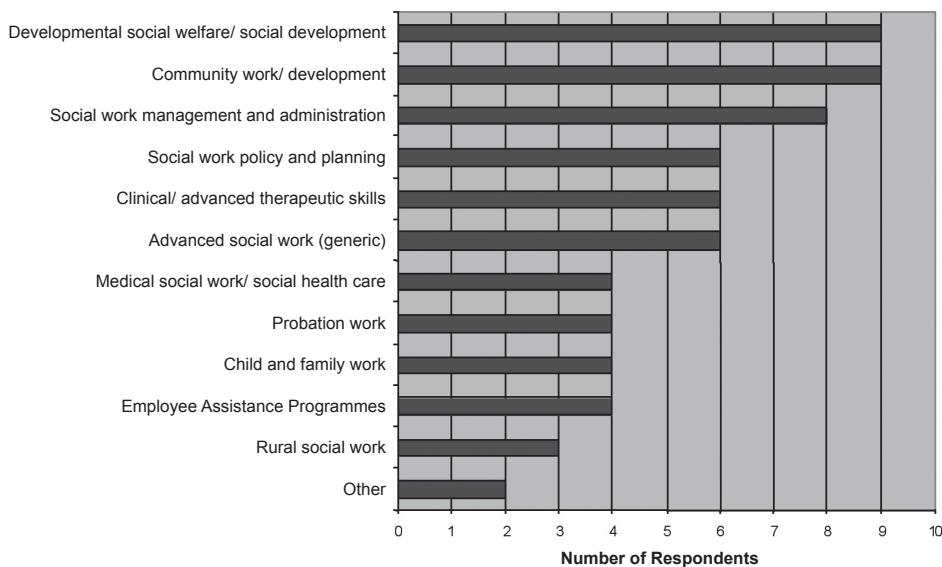


Figure 7: Post-graduate qualifications offered by coursework

Therefore a social development focus seems to be dominant amongst the schools in the region.

In relation to updating and reviewing the core curriculum, 23 of the 25 respondents stated they had conducted a curriculum review within the last 5 years. This reflects responsiveness to social changes and current social conditions amongst the schools.

(c) Teaching methodology

The graph below indicates that schools use a range of teaching methodologies in their courses. This is encouraging.

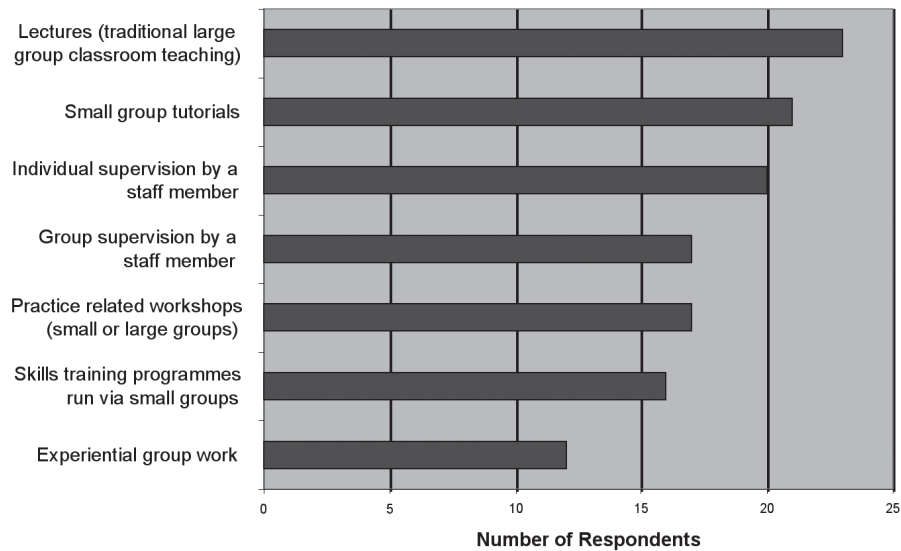


Figure 8: Range of teaching methods used by schools

When asked to identify their *primary* teaching methodology, 19 schools (76%) said it was traditional lectures, leading to the conclusion that a didactic pedagogy is dominant in the region. This finding is significant as there is a disjuncture between a didactic pedagogic style and social development principles, which rather privilege local experience, engagement with prior knowledge, and progressive teaching methods (Hochfeld, forthcoming). Didactic teaching methodology is both a limitation of the university system that expects and cultivates this kind of one-way transfer of knowledge, as well as a limitation of the pedagogic skills of staff.

(d) Field work

Field work practice is conducted in the majority of programmes, and to the largest extent in the BA undergraduate (or BSW) programmes. Responsibility for fieldwork supervision is most commonly shared by the field agency and the school, as seen in the figure below:

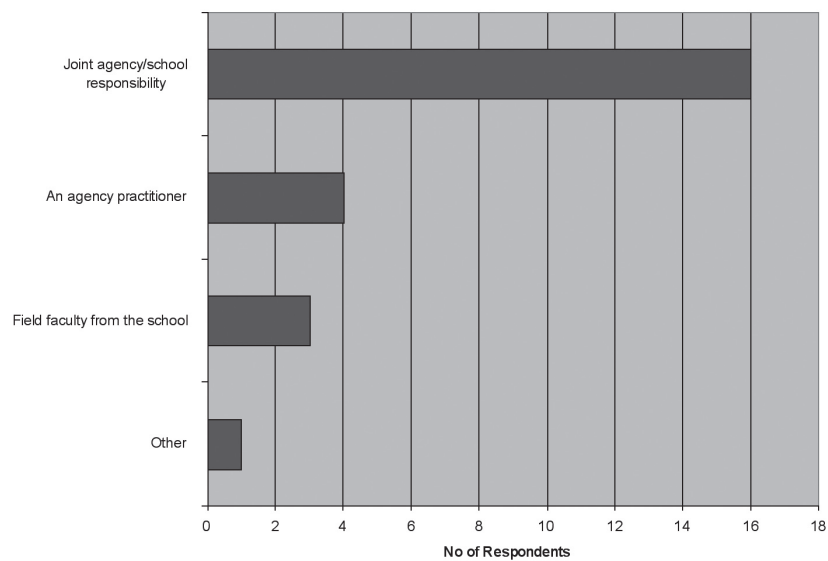


Figure 9: Responsibility for field work supervision

A vast majority (22) of participants are positive about the field work to which their students are exposed. However, the field work component does raise educational challenges, such as inadequately trained supervisors (15), a shortage of relevant placements (14), problems of timing of the field component (11), and poor quality of field supervision (9), as shown in the graph below.

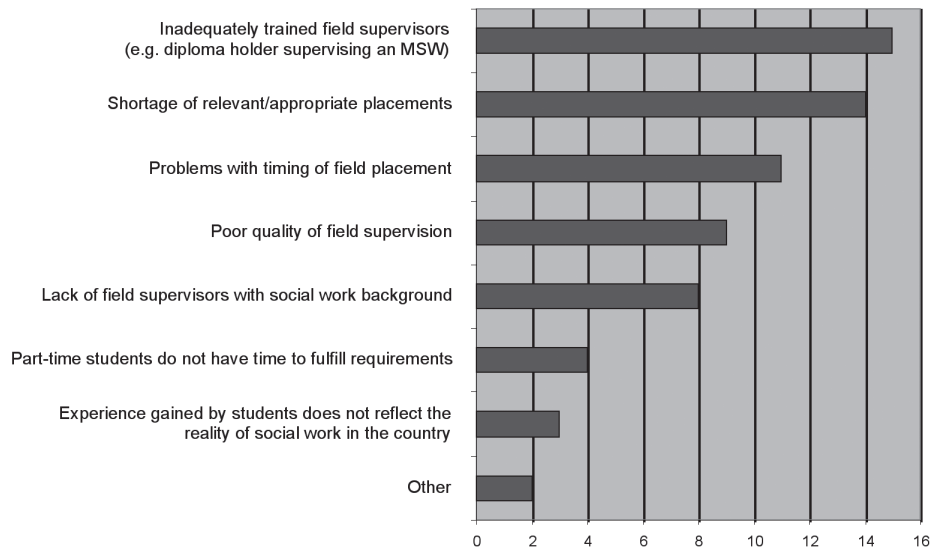


Figure 10: Most common challenges faced in field work

In figure 11 below, the kind of opportunities for the development and training of field work skills are depicted, with the most prevalent (24) being field supervision in a field placement agency, followed by lectures on social work skills (21).

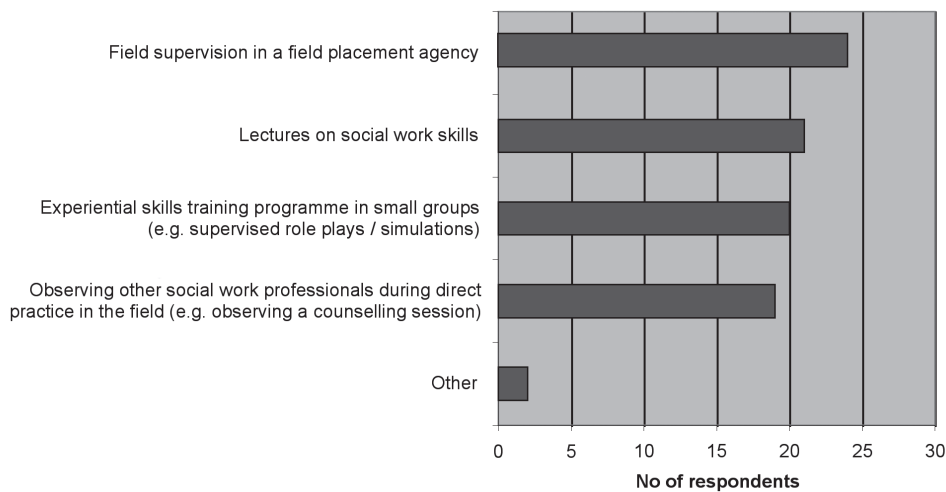


Figure 11: The types of skills training opportunities to which students are exposed

The challenge contained in the most prevalent model of training (on site field supervision) is its dependence on field supervisors when their training and knowledge might not be aligned with the school's approach or standards. Respondents have identified this difficulty as common (see Figure 10).

(e) Curriculum Related Summary

The following points summarise the findings regarding curriculum related activities. Firstly, there are different models of education that relate to the type of qualification and numbers of graduates from the range of schools. Secondly, there is a positive trend towards social development orientated social work teaching in the region. Thirdly, curriculum content seems to be appropriately focused, using global standards as a guide. Fourthly, social work pedagogy has not yet sufficiently shifted away from traditional didactic educational delivery. Lastly, while it is positive that schools consider practical

training for a social work qualification to be central to the delivery of quality social work education, variations in the approach and standards of field supervision can be a challenge in the educational package offered.

Part 3: Extra-Curricular activities

(a) Staff Profile

There is a total of 413 staff members employed to teach social work amongst these 25 schools in the region, of which 309 are full time and 104 part time. Sixty five percent of the staff is local, that is, from the country in which the school is situated.

Overall, 27% of staff have MA degrees as their highest qualification, and a further 22% have completed doctoral degrees. While the number of PhDs is encouraging, figure 12 (below) shows that over half (58%) of all the staff in these programmes have as their highest qualification a BA, honours, or post-graduate diploma. A basic principle of all teaching programmes is that the educators should be more qualified than their students, and therefore it is concerning that so many educators in the region have only a basic undergraduate qualification.

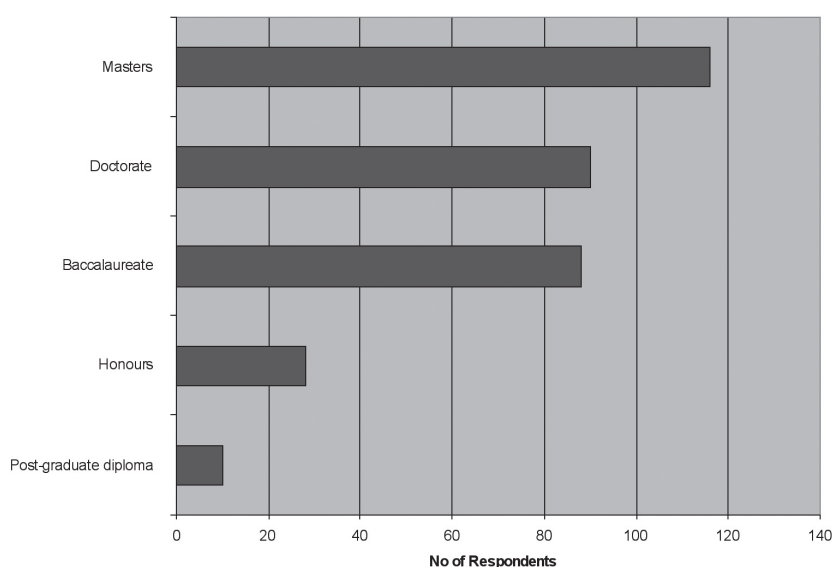


Figure 12: Number of staff by their highest qualification

Furthermore, only 47% (196) are qualified specifically in social work as a field. Considering the professional status of social work and its specific skill and knowledge set, it is worrying that fewer than half of the teaching staff are themselves trained in the field of social work. In addition, only 28% have at least one year's social work practice experience which has potentially negative consequences as this lack of practice experience will impact directly on the quality of field practice training.

(b) Socio-Political Context and Social Policy Contributions

A large proportion (75%) of participants described their political climate as free and democratic, while 30% experienced their political climate as tense. Schools expressing a tense climate came from countries such as Kenya, Swaziland and South Africa. It would be beneficial to follow up negative reports in order to explore the nature of these tensions (for example, is the climate tense nationally, or locally, or even at the university or professional level). Also, it would be important to explore the repercussions of a tense climate on social work education in these particular schools.

Seventy two percent of participants said that a favourable climate facilitates a high level of staff participation in policy debates which is extremely positive. However, participation in discussion and debates does not necessarily directly impact on social policy development or change, which is largely politically driven. The barriers that *prevent* people from playing a role in social policy debates and development are, for example, a high work load, and a lack of access to political decision making networks. The types of policy contributions reported in this study include providing input or working in

collaboration with the state, consultant or research work, and work at national or ministerial level. The contribution of social work educators to social policy debates is often not seen as central to a social development paradigm, but is a key aspect if using Mupedziswa's (2001) model. As this seems to be a strength in the region, it would be useful to explore how this involvement can be harnessed to benefit social work education more directly.

Respondents were asked to identify their level of satisfaction with a list of possible general trends in their school or country that could have an impact on social work education. They were most satisfied with the commitment from agencies in providing field opportunities for students, the range of job opportunities for graduates, the standing of the school in their educational institution, and the number of applications for entry level social work programmes (see figure 13 below). This seems to indicate that the profession of social work is well established and that there is both an interest in and a need for the ongoing training of social work professionals in the region.

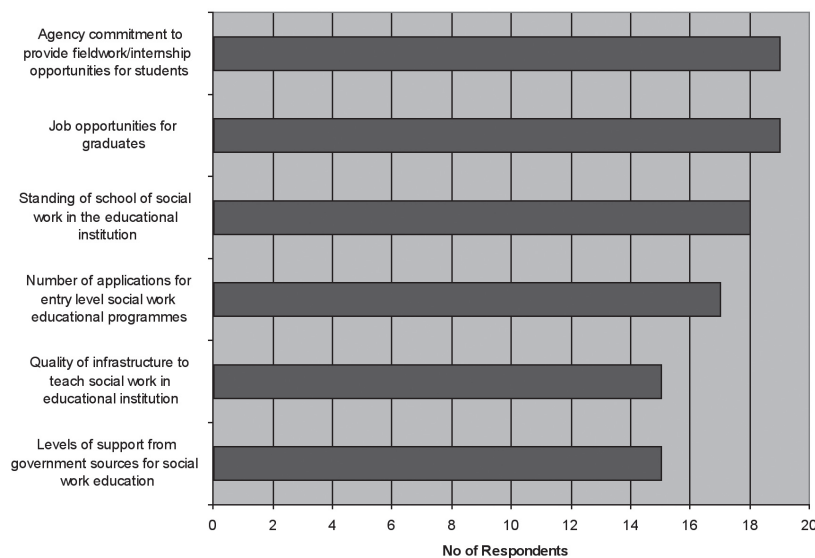


Figure 13: School / country trends with which respondents were most satisfied

On the other hand, respondents were least satisfied with the availability of resources necessary for social work education, such as the small range of locally generated social work teaching materials, the limited availability of social work educated field staff for student supervision, the poor quality of library resources, and the limited supply of scholarships to support social work students.

Nineteen schools stated there is a national association of social workers in their countries, and 13 said there is a national social work regulatory body. These regulatory bodies influence curriculum development to a large extent (9), while national associations have little influence on curriculum development (10), as depicted in figures 14 and 15 below.

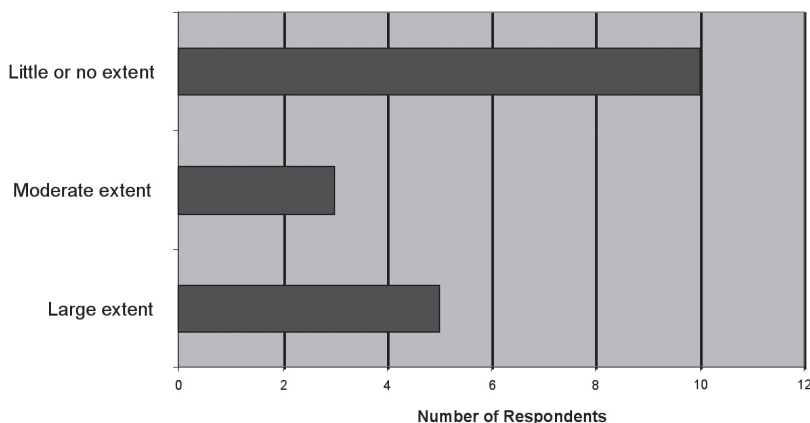


Figure 14: The influence a national association has on curriculum development

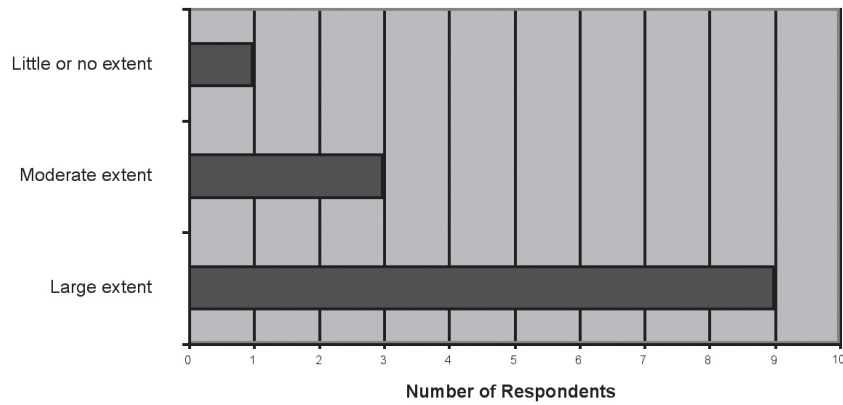


Figure 15: The extent to which a Social Work regulatory body influences curriculum development

(c) Indigenous Materials

Analysis of the responses related to learning materials showed that there is a clear need to produce and distribute more local teaching material. Displayed in figure 16 below, the most commonly used books are from the United Kingdom and the United States, while South African institutions indicated that they also regularly use South African books.

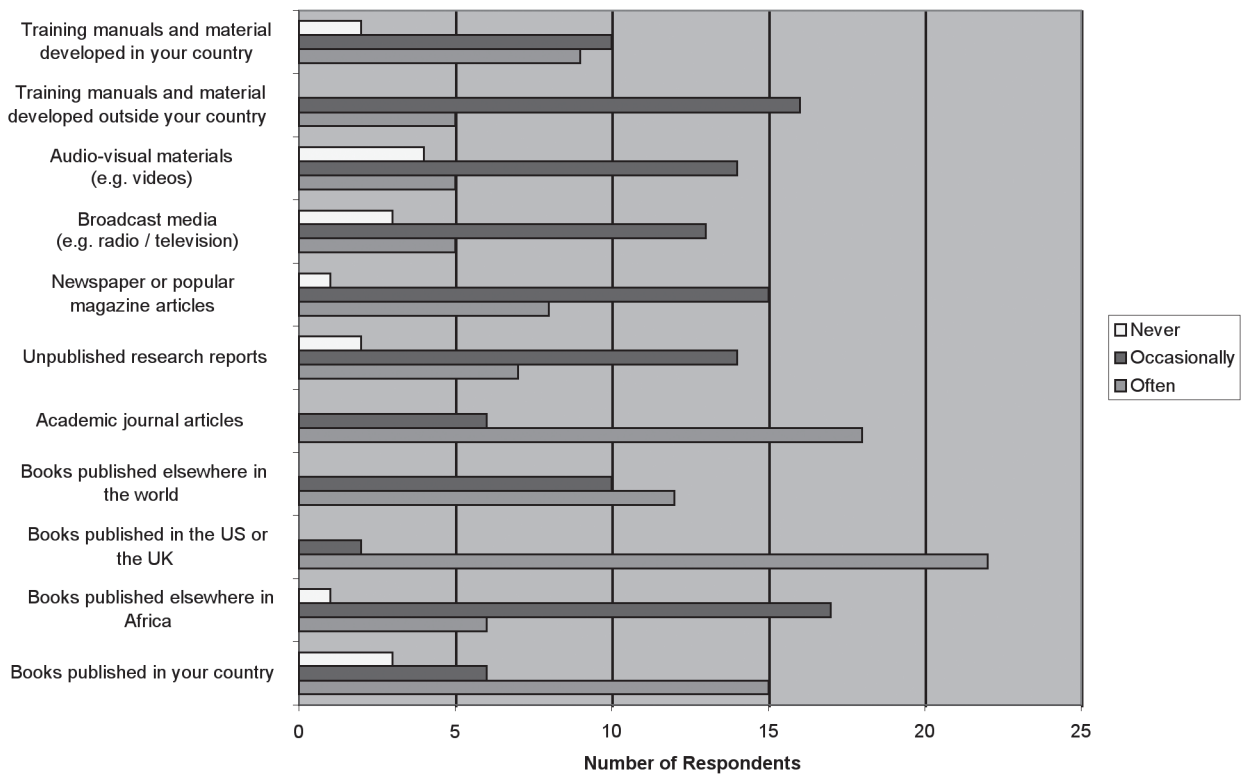


Figure 16: The kinds of learning materials used in schools and the frequency with which they are used

Frequent use is made of academic journal articles (see figure 16). Follow up research on the kind of articles used and their origin, would illustrate further the balance in the use of Western vs. regional or local literature. Considering the predominance of journal articles as learning material, it is also worth exploring whether increasing the journal publication rate of educators in the region is a quick and effective way to share and develop regional social work knowledge.

Sixty-three percent of schools reported deliberate efforts to generate their own, local learning material, including case study videos, course packs, E-learning tools, textbooks and journal articles by staff members, and training manuals. While in a small number of cases there are arrangements in place for the exchange of teaching material through workshops, sharing textbooks and reading manuals with others, and via the use of external examiners, most of this valuable learning material can be accessed only within the school in which it was developed. As this material is not widely distributed or easily available to others, it cannot help to advance regional knowledge development and exchange on social work education issues.

(d) Regional Relationships

Resources appear to be available for staff to attend workshops and conferences in 64% of cases, which is very encouraging for a resource-poor region. Despite these opportunities, just over half (52%) of respondents felt isolated with no regional and local relationships. Forty four percent are not members of ASSWA (Association of Schools of Social Work in Africa). A primary reason for this feeling of isolation is attributed to a lack of funding and a lack of communication between the schools. Most of the participants stated that ASSWA might be useful to them as a means to share information, as well as engage in student-staff exchanges.

Suggestions from respondents on how regional relationships could be enhanced included the following: carrying out joint research; sharing resources and personnel; maintaining open communication channels between schools and academic staff members in the region; through the African School of Social Work Association (ASSWA) and its list serve; attending international conferences, workshops and training seminars; maintaining regular contact and thereby encouraging meetings to plan research activities; and securing funds to start building relationships.

(e) Extra-Curricular Summary

Firstly, staff members are significantly local, which is a positive factor in terms of promoting relevance of the curriculum to the local context. While nearly a quarter of staff have doctoral degrees, around 50% are not educated beyond a basic entry level university qualification which compromises their ability to teach higher degrees. Further, staff are not sufficiently educated in the field of social work nor do they have sufficient prior practice experience.

Secondly, the schools are based in predominantly free and democratic societies, resulting in the flourishing of social work education and significant policy involvement by staff. Thirdly, the status of opportunities available for social workers are favourable but the availability of various resources related to social work education remains unsatisfactory. Fourthly, there is an evident need to both produce and distribute more locally based teaching material. Fifthly, regional relationships are clearly underdeveloped and require a conscious effort to promote their growth and establishment. Relationships between schools can be enhanced through conferences and meetings, joint research efforts and better funding to facilitate the building of relationships.

Conclusions and recommendations

Conclusions

Curriculum related activities, to a large extent, appear to meet the benchmarks of social development social work education. The main limitation is teaching methodology, which as indicated, is not sufficiently progressive. Curriculum review is irrelevant if teaching practices do not generate creative, innovative and critical thinking skills in students. Progressive pedagogies are those that emphasise experiential learning, conscientisation, democratic and anti-authoritarian practices, intensive skill rehearsals in a supportive environment, and value congruence between teaching material and methods. Without these, curriculum review results in new information learned but not necessarily new ways of practice.

In addition, the curriculum reflects features common to social work programmes globally in relation to theory, methods and fields, but with elements of social development (for example, HIV/AIDS, Community development, social development, poverty, regional development, human rights, gender and women's studies). The curriculum also reflects social problems on the continent but some areas of social development are reflected to a lesser extent, such as economics, environmental studies and democracy and civic participation.

In terms of the extra-curricula sphere, there are some strengths that emerged, such as educators' ongoing participation in social policy debates and the development of indigenous teaching material within schools, but there are certainly activities that need far more attention. The qualifications staff hold need upgrading in a large number of cases, and it seems that staff are not adequately trained or experienced in social work as field. Resources available for social work education are insufficient, there is a need to further develop and share information and material, and effective networks and relationships between the schools of social work across Africa must be built and sustained.

Using the social development model (Mupedziswa, 2001) as a benchmark, it appears that social work education in the region has begun to engage meaningfully with curriculum-related activities, but lags behind somewhat when it comes to extra-curricular activities. While this is clearly influenced by resource scarcities, the development of functional regional networks would go a long way towards fulfilling needs such as reducing isolation, sharing ideas, expertise and material, pioneering new and innovative approaches and models, and ensuring that standards and programmes relate directly to regional and local needs.

Recommendations

Schools of social work in the Southern and East Africa region should consider:

1. Actively training staff in alternative teaching methodologies that resonate with social development principles.
2. Taking on more responsibility for the training of field supervisors to improve the quality of supervision given to students in the field.
3. Providing opportunities and incentives to upgrade the educational level of staff who have only entry level qualifications.
4. Encouraging academic staff to become involved in field practice to add to the body of field experience in the school.
5. Harnessing in a more proactive way the positive contributions staff are making to social policy debates and policy development.
6. Actively developing local teaching material, and finding ways of sharing and distributing this.
7. Improving resources and access to these resources (such as library collections) via collective and innovative means.
8. Increasing the journal publication rate of educators via co-publishing and regional collaboration.
9. Actively using ASSWA and other means to form effective and meaningful networks.
10. Initiating more research to further study social work education in the region, focusing on models of education appropriate and suited to the local context.

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Appendix A: Questionnaire

SOUTHERN AND EAST AFRICA | SOCIAL WORK EDUCATION REVIEW, 2008

This questionnaire is not anonymous as we are hoping to build relationships and networks amongst the schools of social work in Southern and East Africa. We would like to encourage you to complete all the questions, but if there is any question you find offensive or inappropriate, you are welcome to not answer it.

PLEASE NOTE we use the term “school of social work” but intend this to be read as the social work programme or unit you work within, whether it is called a department of social work, a social work education programme, a school of social work, or a school or department of social welfare or social development.

Section 1: About your school of social work

1. What is the name of your school of social work?

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2. Please provide your name and other identifying details.

Name of person filling out questionnaire	
Email address	
Phone & fax numbers	
Your position / job title in the school	
The name of the country where your school is situated	
If you are NOT the head of school please give the name and email address of the head of school.	

3. What year did social work education begin in your institution?

Year social work education began	
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4. Of the following mark the one answer which best describes how your institution is supported.

Public, supported by the state (e.g. university)	
Private, religious (e.g. funded by a religious denomination)	
Private, non-religious (e.g. private independent college)	
Other (please specify)	

5. Which academic year does your school use?

	Calendar year (e.g. February – November)
	British / European academic year (e.g. September – July)
	Other (please specify)

6. Mark those degrees or diplomas your school offers:

	Baccalaureate (BA/BSW)
	Undergraduate diploma
	Post-graduate diploma
	Master of social work (MA/MSW)
	Doctor of social work , PhD
	Targeted short courses
	Other, please specify

7. Please give the approximate number of students who completed each of the degrees or diplomas in the past academic year.

	Number of students who completed in past year
Baccalaureate (BA/BSW)	
Undergraduate diploma	
Post-graduate diploma	
Master of social work (MA/MSW)	
Doctor of social work , PhD	
Other, please specify	

8. How many staff members do you have in your school **excluding** administrative staff?

	Number of full-time staff in department
	Number of part-time staff in department

9. How many of your staff have a formal social work qualification?

	Number of staff with formal social work qualification
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10. Please indicate how many of your staff (full and part time) have the following as their HIGHEST qualification (in any discipline).

	Number of staff with the qualification as their highest
Baccalaureate (e.g. BA, BCom, BSW)	
Honours (if this is not part of BA)	
Post-graduate diploma	
Masters (e.g. MA, MSc, MSW)	
Doctorate (e.g. PhD, DPhil, DSW)	

11. How many of your staff have **more than one year's** prior work experience in social work practice?

	Number of staff with social work practice experience
--	--

12. How many of your staff are:

	Local (i.e. from the country where your school is situated)
	From the region (i.e. Southern Africa or East Africa)
	From the rest of Africa
	From outside Africa

13. Has your school undergone a curriculum review process within the last 5 years?

	Yes
	No

Section 2: About social work education in your country

14. We would like to identify to what extent the following trends / issues are satisfactory in your school and country. Please mark the applicable block for each issue.

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
Levels of support from government sources for social work education				
Levels of support from government sources for social work services				
Number of applications for entry level social work educational programmes				
Job opportunities for graduates				
Availability of social work educated professional staff in agencies to supervise students				
Agency commitment to provide fieldwork/internship opportunities for students				
Advanced social work practice and masters level educational opportunities in your country				
Doctoral level social work education opportunities in your country				
Quality of infrastructure to teach social work in educational institution				
Standing of school of social work in the educational institution				
Quality of library resources in the educational institution				
Range of available locally generated social work teaching materials (e.g. books)				
Supply of scholarships to support social work students				

15. Have any of your staff been formally involved in social policy development since 2000?

	Yes
	No

15.1. If yes, in what capacity have they been involved?

16. Please comment on the political climate in your country and how this facilitates or blocks staff involvement in social policy debates / development.

17. Is there a national association of social workers or a social work regulatory body in your country?

	Yes	No
National association		
Social work regulatory body		

17.1. If yes, to what extent do these bodies influence curriculum development in your school, either on the basis of recommendations or requirements?

	Large extent	Moderate extent	Little or no extent
National association			
Social work regulatory body			

Section 3: About your social work approach

18. How would you describe the overall social work approach that dominates all your social work courses, in other words, the dominant overarching perspective used by the school? Please mark the ONE approach listed below that is most dominant.

	Therapeutic
	Social development
	Social change / social justice
	Rural development / services
	Urban development / services
	Social policy, planning and administration
	Community development
	Other (please specify)

19. Do you teach social development as a separate / specific module or subject?
(if yes, please attach a course outline or short course description if available)

	Yes
	No

20. Please identify whether you agree that your students are able to demonstrate the following competencies at the end of their training in your entry level social work qualification (usually undergraduate degree) by marking the appropriate block in the scale provided.

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Our graduates use a developmental approach in all methods of social work practice					
Our graduates are able to implement high impact intervention strategies (high impact is when a large volume of people are assisted via a single intervention)					
Our graduates have a community based approach to service delivery					
Our graduates can use a generalist practice approach (holistic and multi-method)					
There is a strong emphasis on poverty alleviation in our programme					
Our graduates are able to integrate social and economic development					
Our graduates have skills to increase social participation and citizenship in communities					
A key role our graduates are able to undertake is the protection and promotion of social and other rights of individuals and communities					
Our graduates are able to work with partners in delivering welfare services			X		
Our graduates have experience in working with other service personnel (e.g. social auxiliary workers, youth workers, etc.)					
Our graduates can be effective social and public advocates for their client systems					

Section 4: About your curriculum

21. Which of the following **theory courses** do you **require** of all students in your entry level programme? This is usually a BA or BSW. Please also answer for the Honours year **if Honours is required** for their professional qualification as a social worker but is **offered separately** from their BA / BSW. Mark all applicable.

Course content required of all students	BA / BSW	Honours (only if course separate from BA)
History of social work/welfare		
Ethics and values of social work		
Community development		
Social work theory and methods		
Human growth and development		
Social policy and planning		
Environmental studies		
Social development		
Race, ethnic or cultural issues		
Sociology		
Psychology		
Organisational theory		
Economic theory		
Law		
Human and social rights		
Structural causes of oppression, exclusion, disempowerment		
Democracy and civil participation		
African or Southern African regional development issues		
Social work management and administration		
Other (please specify)		

22. Which of the following **problem / service related courses** do you **require** of all students in your entry level programme? This is usually a BA or BSW. Please also answer for the Honours year **if Honours is required** for their professional qualification as a social worker but is **offered separately** from their BA / BSW. Mark all applicable.

Course content required of all students	BA / BSW	Honours (only if course separate from BA)
Aging/Gerontology/Elder abuse		
Addiction/Alcohol/drug dependency		
Children's services / welfare/abuse		
Child and Family services		
Mental health services		
Health or hospital related services		
HIV/AIDS		
Displaced persons or refugees		
Probation / correctional services / restorative justice		
Poverty		
Disabilities		
Gender studies / Women's issues		
Volunteering		
Other (please specify)		

23. Which of the following **methodology courses** do you **require** of all students in your entry level programme? This is usually a BA or BSW. Please also answer for the Honours year **if Honours is required** for their professional qualification as a social worker but is **offered separately** from their BA / BSW. Mark all applicable.

Course content required of all students	BA / BSW	Honours (only if course separate from BA)
Work with groups		
Casework with individuals (including interviewing and communication)		
Marital and family counselling		
Work with social movements		
Community work / education / development		
Mediation / conflict resolution		
Supervision & consultation		
Social policy		
Research methods		
Research project / thesis undertaken by student		
Statutory social work issues and skills		
Other (please specify)		

24. Please mark all the applicable post-graduate degrees or diplomas (e.g. MA) you offer **by coursework** (i.e. structured teaching programmes).

	Advanced social work (generic)
	Community work / development
	Occupational social work
	Employee Assistance Programmes
	Clinical / advanced therapeutic skills
	Play therapy
	Child and family work
	Youth work
	Probation work
	Medical social work / social health care
	Gerontology / social work with the aged
	Rural social work
	Developmental social welfare / social development
	Social work policy and planning
	Social work management and administration
	Other (please specify)

Section 5: About your field work programme

25. Mark the applicable programmes that require a supervised practice / fieldwork / internship experience.

	BA/BSW programme
	Honours programme (if course separate from BA)
	MA/MSW programme
	PhD programme

26. Who is responsible for the day to day supervision of students in that fieldwork learning experience? Mark one.

	An agency practitioner
	Field faculty from the school
	Joint agency/school responsibility
	Other (please specify)

27. What kind of skills training opportunities do you provide for **students** in the field instruction component of the course? Mark all applicable.

	Lectures on social work skills
	Experiential skills training programme in small groups (e.g. supervised role plays / simulations)
	Field supervision in a field placement agency
	Observing other social work professionals during direct practice in the field (e.g. observing a counselling session)
	Other (please specify)

28. Do you think your field placements give satisfactory exposure to the most prominent social problems in your country?

	Yes
	No

28.1. Why or why not?

29. What are the problems / difficulties / obstacles you face in the field work component of the programme? Mark all applicable.

	Shortage of relevant/appropriate placements
	Lack of field supervisors with social work background
	Inadequately trained field supervisors (e.g. diploma holder supervising an MSW)
	Poor quality of field supervision
	Problems with timing of field placement
	Experience gained by students does not reflect the reality of social work in the country
	Part-time students do not have time to fulfil this requirement
	Other (please specify)

Section 6: About your teaching methodology

30. Which of the following teaching methods are used in your school? Mark all applicable.

	Lectures (traditional large group classroom teaching)
	Small group tutorials
	Skills training programmes run via small groups
	Practice related workshops (small or large groups)
	Individual supervision by a staff member
	Group supervision by a staff member
	Experiential group work
	Other (please specify)

31. What is the most common method in your school? Please mark ONE of the following list.

	Lectures (traditional large group classroom teaching)
	Small group tutorials
	Skills training programmes run via small groups
	Practice related Workshops (small or large groups)
	Individual supervision by a staff member
	Group supervision by a staff member
	Experiential group work
	Other (please specify)

32. Does your school or your institution offer training in teaching methods?

	Yes
	No

32.1. If yes, how many of your staff have been on this training over the past two years?

	Number of staff who have been trained in teaching methods over last 2 years
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Section 7: About your learning materials

33. How often do you use the following kind of learning materials in your school? Mark each kind of material according to the scale below.

	Often	Occasionally	Never
Books published in your country			
Books published elsewhere in Africa			
Books published in the US or the UK			
Books published elsewhere in the world			
Academic journal articles			
Unpublished research reports			
Newspaper or popular magazine articles			
Broadcast media (e.g. radio / television)			
Audio-visual materials (e.g. videos)			
Training manuals and material developed outside your country			
Training manuals and material developed in your country			

33.1. Please specify any other materials you use that are not reflected above.

34. Have there been any deliberate efforts at generating teaching materials by the institution, since year 2000?

	Yes
	No

34.1. If yes, please describe briefly.

Section 8: About regional relationships

35. Is your school a member of ASSWA (the Association of Schools of Social Work in Africa)?

	Yes
	No

36. Whether or not you are a member, how do you think an organisation such as ASSWA can serve you best?

37. Are there any concrete arrangements in place for exchange of teaching material with sister institutions at regional level?

	Yes
	No

37.1. If yes, please describe these arrangements briefly

38. Are there resources available for staff to attend workshops, conferences etc. organized at regional level?

	Yes
	No
	Part support available

39. Do you have formal or informal relationships with any other school of social work in Southern or East Africa?

	Yes
	No

39.1. If yes, please list the schools

40. What in your opinion are the main obstacles to regional relationships?

41. Please list suggestions for how you think these relationships can be enhanced

42. Please list the names and contact details of any other schools of social work you know of in **your country** (ASASWEI members need not answer this question).

43. Please note any additional comments below

MANY THANKS FOR YOUR ASSISTANCE – WE GREATLY APPRECIATE YOUR TIME AND INPUT

Tessa Hochfeld, University of Johannesburg, South Africa
Prof Rodreck Mupedziswa, University of Botswana
Christopher Chitereka, National University of Lesotho
Lisa Selipsky, University of Johannesburg, South Africa

Appendix B: Contact details of Southern and East African Social Work Schools

Country	Name of School	University	Contact Numbers	Head of Department
Botswana	Department of Social Work	University of Botswana	T: 267 355 2682 F: 267 318 5099 E: lucastu@mopipi.ub.bw	Dr Taolo Lucas
Ethiopia	Graduate School of Social Work	University of Addis Ababa	F: 251 1 11 23 97 68 E: abyetas@aau.edu.et	Prof Abye Tasse
Kenya	Kenya Institute of Social Work and Community Development	Kenya Institute of Social Work and Community Development	T: 254 020 247539 F: 254 020 247539 E: mutie@kiswcd.co.ke	Mr Benjamin Mutie
Kenya	Environmental Studies and Community Development	Kenyatta University	T: 254 810 901/17	Dr Fuchaka Waswa
Kenya	Department of Sociology and Social Work	University of Nairobi	E: wairire@mail.uonbi.ac.ke	Dr. Gidraph Wairire
Kenya	Department of Criminology and Social Work	Masinde Murilo University of Science and Technology	E: frinjeru@yahoo.com	Ms Fridah Njeru
Kenya	Department of Social Sciences	Catholic University Eastern Africa	T: 254 891601/6 F: 254 891084 E: ndongabob@cuea.edu	Mr B. N. Ndonga
Kenya		Daystar University	T: 254-722-319165 F: 254 -045-22420 E: dayaa@daystar.ac.ke	Mr Dominic Ayaa
Kenya	School of Social Work	Moi University	T: 254 724 505 922 F: 254 321 43047 E: philiprono2002@yahoo.com	Dr Philip Rono
Lesotho	Department of Social Anthropology, Sociology and Social Work	National University of Lesotho	T: 266 223 40601 x 3668 F: 266 223 40000 E: pt.tanga@nul.ls	Dr. Pius Tanga
Madagascar	Ecole de Service Social	University of Fianarantsoa	E: hrasamoe@yahoo.fr	Henrira Rasamwelina
Malawi	Centre for Social Research	University of Malawi	T: 265 152 7299 F: 256 1 524 578 E: csrbasis@malawi.net	Dr Charles Chilimampungu
Mauritius	Faculty of Social Studies & Humanities	University of Mauritius	T: 230 4541041 x 1265 F: 230 456 184 E: roukaya@uom.ac.mu	Dr Roukaya Kassenally

Namibia	Department of Social Work	University of Namibia	T: (+264 61) 206 3704 F: 264 61 2063806 E: mmaree@unam.na	Mrs Maretha Maree
Reunion		Institut Regional du Travail Social de Reunion (IRTS)	T: 0262929777 E: monique.girier@irtsreunion.asso.fr	Madame Monique Girier
Rwanda	Department of Social Sciences	National University of Rwanda	E: jhahirwa@nur.ac.rw	Prof Joseph Hahirwa
Rwanda	Département des Sciences sociales Option de Travail Social	Institut Polytechnique De Byumba	E: Nyombas.Faustin@web.de	Prof Dr Nyombayire Faustin
South Africa	Department of Social Development	University of Cape Town	T: (021) 650 3493 F: (021) 689 2739 E: viviene.taylor@uct.ac.za	Prof Vivienne Taylor
South Africa	The Huguenot College	The Huguenot College	T: (021) 873 1181 F: (021) 873 2377 E: reynocc@huguenote.co.za	Dr C Reynolds
South Africa	School of Social Work and Community development	University of Kwazulu Natal	T: (031) 260 2032 F: (031) 260 2700 E: sewpaul@ukzn.ac.za	Prof Vishanthie Sewpaul
South Africa	Department of Environmental Health and Social Development Professions	Nelson Mandela Metropolitan University	T: (041) 504 2353 F: (041) 504 2574 E: blanche.pretorius@nmmu.ac.za	Dr Blanche Pretorius
South Africa	School for Psychosocial Behavioural Sciences: Division: Social Work	North West University Potch Campus	T: (018) 299 1677 E: herman.strydom@nwu.ac.za	Prof Herman Strydom
South Africa	Department of Social Work and Criminology	University of Pretoria	T: (012) 420 2325 F: (012) 420 2093 E: antoinette.lombard@up.ac.za	Prof A Lombard
South Africa	Department of Social Work	University of Johannesburg	T: (011) 559 2804 F: (011) 559 2800 E: hannan@uj.ac.za	Prof J B S Nel
South Africa	Department of Social Work	University of Fort Hare	T: (043) 704 7032 F: (086) 622 8034 E: mmaistry@ufh.ac.za	Mrs M Maistry
South Africa	Department of Social Work	University of Stellenbosch	T: (021) 808 2070 F: (021) 808 3765 E: sgreen@sun.ac.za	Prof Sulina Green
South Africa	Department of Social Work	Walter Sisulu University	T: (047) 502-2290 F: (047) 502 2200 E: nmbandazayo@wsu.ac.za	Prof. NP Mbandazayo
South Africa	Department of Social Work	UNISA	T: (012) 429 6642 F: (012) 429 6973 E: vdykac1@unisa.ac.za	Mrs A C van Dyk

South Africa	Department of Social Work	University of Limpopo	T: (015) 268 3589/2921 F: (015) 268 2866 E: selwanad@ul.ac.za	Mrs D T Selwana
South Africa	Department of Social Work	University of the Free State	T: (051) 401 2356 F: (051) 401 3581 E: reynrp.HUM@ufs.ac.za	Dr Roelf Reyneke
South Africa	School of Human and Social Sciences	University of Venda for Science and Technology	T: (015) 962 8337 F: (015) 962 8443 E: thabeded@univen.ac.za	Dr Dumisani G Thabede
South Africa	Department of Social Work	University of the Western Cape	T: (021) 959 2277/2848 F: (021) 959 2845 E: vbozalek@uwc.ac.za	Prof V Bozalek
South Africa	Social Work (East Campus) School of Human & Community Development	University of the Witwatersrand	T: (011) 717 4472 F: (011) 717 4473 E: Eleanor.Ross@wits.ac.za	Prof Eleanor Ross
South Africa	Department of Social Work	University of Zululand	T: (035) 902 6663 F: (035) 902 6082 E: tapgumbi@pan.uzulu.ac.za	Prof TAP Gumbi
Swaziland	Faculty of Social Sciences	University of Swaziland	T: 268 51 84011 F: 268 51 85276 E: kanduzae@uniswacc.uniswa.sz	Mrs. Esther Kanduza (Sociology)
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