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A SOCIAL WORK CURRICULUM DESIGN FOR A NATIONAL
SCHOOL OF SOCIAL WORK IN SIERRA LEONE
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DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Alfred Abioseh Jarrett, A.A., B.A., M.A., M.A.

**********

The Ohio State University
1984

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Dr. Milton Rosner-Advisor
College of Social Work
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1984
This dissertation is dedicated to my Mother -

Madam Damoh Jarrett
ACKNOWLEDGMENTS

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Major Field: Social Policy Analysis and Planning


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INTRODUCTION

The Department of Social Welfare (DSW) was adopted by the Ministry of Social Affairs and Rural Development (MSARD) in 1944, during the Second World War, due to the escalation of juvenile delinquency. Before then, only the Department of Prisons, the National Sports Council and The Sierra Leone National Dance Troupe had existed, leaving Social Welfare operations in the hands of the local communities. Of course, one should realize that prior to the establishment and the integration of the DSW into the MSARD, traditional social welfare activities (i.e., mutual aid) were practiced, especially in the provinces.

The goal of the mutual aid concept is the improvement of communities and social living conditions for individuals. This approach towards social development is not new to Sierra Leoneans. Even before the European discovery of Sierra Leone in 1462, it was deeply rooted in the rich traditions of Sierra Leoneans, who always have deeply believed in and practiced the ageless custom of mutual aid and communal assistance. Evidence abounds in Sierra Leonean traditional literature and oral traditions of how communities have for generations successfully organized themselves to build roads, bridges, dwelling houses and other social amenities. The modern concept of DSW as an institution designed to accelerate the social development process among Sierra Leoneans is based on this tradition (CDBS Document 1978, p. 6).

1
Though the DSW was instituted to combat juvenile delinquency, the social authorities in 1944, following the mutual aid tradition, also advocated to the Sierra Leone government that the social quality of Sierra Leoneans must be improved by:

1. establishing a solid foundation, a rational program of community development and social welfare;
2. building an institution that will combat social problems, both by preventive and remedial measures;
3. promoting, encouraging and developing sports in Sierra Leone;
4. improving and expanding the services and institutions dealing with crime, prevention, old age welfare, women's work, and family case work;
5. expanding the existing nutrition programs; and
6. establishing facilities for the training of social practitioners and staff for planning, implementation and evaluation of programs at all levels of government and voluntary agencies (NDP 1979, p. 273).

However, the implementation of the sixth objective above, i.e., instituting a social training center at BO, which was to be the primary training center for social workers in the nation, was achieved in 1978. The NDP (1979) states that the social worker's training tenure is approximately three months, which means that individuals desiring advance training in social welfare (e.g., bachelor's and master's degrees) have to migrate to other countries, such as Britain and America. However, the Shawky Report suggested that the Sierra Leone
government upgrade the center's curriculum to accommodate the academic desires of Sierra Leoneans who otherwise go abroad for advance studies in social welfare. The literature indicated that the center is presently in no position to provide adequate training, as suggested by the Shawky Report in 1978 (p. 274). The rationale for the delay in upgrading the curriculum can be attributed to:

1. the lack of qualified staff to design and implement such a high level curriculum (NDP, 1979, p. 275); and
2. the lack of funds to research the national social issues which the curriculum should reflect (NDP, 1979, p. 277).

The NDP of 1979, however, states that the lack of an academically adequate curriculum can be blamed on the government's inability to rehabilitate the social welfare institution. The inability to rehabilitate the social welfare institution is also partly blamed on social service practices monopolized by traditional humanitarian views of man, i.e., that individual social living conditions must take priority over political and economic activities, etc. The penetration of western technology into our rich traditional technology forced the government to revert its priority-strategy and to advocate the designing of an attractive social education curriculum for Sierra Leoneans desiring advance training and the establishment of a decentralized National School of Social Work (pp. vii, 274, and 275). This study reflects the government's proposition to design a social education curriculum at the advance level and to establish a national School of Social Work.
Chapter I deals with the background of the study, and especially with the services of the MSARD to its citizenry and its contribution to the national social development. Other areas of focus are:

1. MSARD interorganizational relationships with national and international social-related organizations and with departmental divisions (e.g., a community development and social welfare, prisons and sports);
2. the residual ideology of the MSARD and its consequences;
3. the functions of the current social work training center;
4. proposed changes in the current social work curriculum;
5. structure-related changes that the proposed pilot social work curriculum will generate; and
6. content-related changes.

Further, Chapter I deals with some research aspects such as:

1. significance of the problem the MSARD faces and the potential impact on individuals' social growth, with special focus on the key factors that generate the problems: demographic and urbanization problems, inadequate census data, the encroachment of western civilization, inadequate services for infants and young children, and poor housing conditions.
2. Significance of the study to the entire Sierra Leonian community as well as to the international community;
3. statement and analysis of the problem;
4. the purpose and objective of the research project;
5. working objectives;
6. curriculum as part of the research;
7. research project statement; and
8. delimitation of the study.

In Chapter 2 the investigator's attention turns to the literature review. Generally, the focus is on key viewpoints that help the reader understand the content and formation of the chapter, and on social indicators as they affect curriculum policy, design, implementation and evaluation. Similarly, the investigator examines the effects of indicators and educational curricula on participants and, finally, the significances of the reviewed indicators to the suggested pilot curriculum.

Chapter 3 addresses the methodology and procedures relating to the study, especially the rationale for utilizing the Secondary Data Analysis tool in the study. In Chapter 4, the focus is on the analyses of the data from a general system approach. Generally, the focus of analysis is on eight (8) institutional factors, such as health, economic, housing, industrial, development, political, climate, population, labor force, and education.

Chapter 5 focuses on the implications for the pilot curriculum design, which includes recommendations, the rationale for utilizing a Micro and Macro Social development model, and suggested curriculum professional requirements and concentrations. This chapter also deals with recruitment and promotion of faculty, and with resource allocation and organizational structures of Njala University and the
proposed School of Social Work. Chapter 6 contains a summation of preceding chapters, a conclusion, and research suggestions.

Appendix I contains a map of Sierra Leone that shows its educational establishments, including the Njala University where the proposed School of Social Work will be instituted. Appendix II suggests social work courses to be offered if the School is established. Appendix III provides definition of concepts, and Appendix IV provides a list of schools and institutions of social work in Africa to be utilized for possible faculty recruitment.
I. BACKGROUND OF THE STUDY

Sierra Leone is an emerging country with numerous national problems that require authorities to focus on social, political, educational, and environmental issues. Colonialism in Africa, as in many parts of the world, left behind a legacy of social welfare systems with irrelevant educational curricula and social strategies. These were originally designed to meet not the needs of the colonies, but those of the colonial masters (Kounnotifa, 1978, p. 197). Such educational systems are mostly incapable of producing citizens with the sound social, political and environmental characteristics to think reflectively or to make rational, defensible decisions in problem solving situations (Okunnotifa, p. 203).

Despite the colonial legacy, one of the moves taken by the Sierra Leone government subsequent to its independence in 1961 was to adopt an inherited set of methods to meet the manpower needs of the nation's development. However, since independence from Britain, Sierra Leone authorities have seen the need to modify the inherited colonial social welfare strategies at the national level in order to make social welfare services more relevant to contemporary national development. Social work education and social service delivery are areas which have received some attention within the Ministry of Social Affairs and Rural Development since independence. Some examples of accomplishments are: the establishment of the National Council of Social Services in 1972 to
coordinate and channel the work of government agencies and volunteer organizations; the Sierra Leone Federation Women's Organization, engaged in community development and family projects in the mid 1970's (Kaplan, 1976, p. 119); and the establishment of a Development Studies Center at the Njala University College, University of Sierra Leone. The functions of the Development Studies Center are to teach and undertake research in the fields of sociology, anthropology and history relative to the development of a rural economy (Njala University Catalog: 1976).

These organizations influenced the Ministry of Social Affairs and Rural Development to sponsor women's institutes and other groups interested in child welfare and domestic affairs, to promote youth groups, and to set up programs for the care of the aged, the blind, and the mentally deficient, in addition to training staff and voluntary workers (Worldmark Encyclopedia of the Nations - Africa: 1980, p. 283). Further, the Ministry of Social Affairs and Rural Development (MSARD) sponsored social development programs in the 13 districts and established community development and youth centers in each district and chiefdom (UN, 1964: 64, and Kaplan, 1976: 118).

These attempts by the present authorities should be appreciated for the fact that a "milestone" has been reached, which would have been impossible under the colonial regime. The progressive attempts authorities have been making influenced the formulation of the statement in the National Development Plan (1979) that:

the basic thinking behind the provision of social services is the recognition by modern 'welfare
states' that the community as a whole has the responsibility both to help its fortunate members and to secure for all citizens those services which they cannot provide themselves as individuals. Social Services are no longer regarded as a form of charity, but rather as one of the natural benefits available to the citizens of a civilized state, ranking equally with (other institutions) . . . . In a similar manner, Social Services in general cannot be discussed in quantitative or monetary terms (p. 275).

However, little attempt has been made to systematically examine: (1) the strengths and weaknesses of the MSARD and other institutions within the national boundaries of Sierra Leone; (2) systemic effect of other institutions on the MSARD; (3) the functions and delimitations of the current social service training institutes; and (4) the need for a National School of Social Work, with a "Macro-Structural" and "Micro-Structural" curriculum content to train social developers. It is the intention of this study to examine (1) the background of the MSARD; (2) the systemic effect of other institutions on the MSARD; (3) functions and delimitations of the existing Social Service institute(s), and (4) the national social issues, social needs, and a pilot "Macro-Structural," and "Micro-Structural" curriculum content to train social developers in the near future. First and foremost, this study examines a structural description of the MSARD and structural changes of the BO National Training Center curriculum content.

Background Ministry of Affairs and Rural Development

The structure of the social welfare system in Sierra Leone is organized into (1) community development and social welfare services, (2) prisons, and (3) sports. The community development and social
services basically develop urban and rural areas and social welfare services; the prisons provide protection and rehabilitation; and sports division provides recreational facilities for its citizens. The social provisions for citizens are ascertained through the foci now pursued by social welfare authorities to improve citizens' conditions. Such foci are cited in the National Development Plan of 1979. According to the Plan, efforts have been made to establish a network of Community Development and Youth Centers during the Plan period. Currently, a development project to institute thirteen such centers, one in each district and in the Western Area with district branch offices and Social Development Offices in charge, is almost near completion. In addition to these, the Ministry of Social Affairs and Rural Development (MSARD) and Catholic Relief Services (CRS), with the help of Oxford Famine Relief (OXFAM), are in the process of establishing twenty community development centers at the chiefdom levels. The ultimate objective is the construction of one Community Development and Youth Center for each of the one hundred and fifty-two (152) chiefdoms. All these centers work in collaboration with local groups - non-governmental as well as government agencies - engaged in related programs. The youth programs do cover illiterates, drop-outs, and primary and secondary school classes, so that they can make an effective contribution to the social and economic development of their urban and rural communities (NDP, 1979, p. 274).

Currently, the National Training Center for social developers at Bo is under physical and academic expansion in order to accommodate and conduct courses required by the MSARD itself, as well as by other
ministries (UN, 1974, p. 116 and NDP, p. 275). Further, a home for boys at Wellington and similar ones for the Northern, Eastern and Southern Provinces are now under construction. There are plans for the reconstruction and improvement of the Wellington Approved School and for the reconstruction of the Prison Officers Training School in Freetown (NDP, p. 276/6).

Other chief functions of the MSARD consist of the implementation of Community Development and Social Welfare, Prisons, and Sports and Recreational Programs.

Community Development and Social Welfare

The functions of this division are to aid Sierra Leoneans, particularly the socioeconomically and culturally deprived, and to resolve the social problems brought about by rapid economic and social change in Sierra Leone. In order for the Community Development and Social Welfare division to reach its goals, it utilizes the proposal stated by the National Development Plan (1979):

1. The improvement of community development programs extended to the entire nation through Community Development and Youth Centers. The rationale for such an improvement is not only for meetings, demonstrations, community activities, and youth work, but also for the administration, storage of equipment, and day care for preschool children;
2. Collaborating on and coordinating issues such as planned parenthood and adult education with other institutions,
3. Improving the quality of probation, social case work, child care, family consultation, and care for the aged and the handicapped;

4. Forging strong links with voluntary organizations and youth clubs to ensure their effective participation in the development process;

5. Improving training facilities for newly-employed staff by offering refresher courses for existing staff and by using bilateral and other available scholarships to train staff and to acquaint them with programs in other countries; and

6. Enhancing the role of the National Coordinating Committee in rural and urban development (p. 160).

In the Prisons Industries

1. Restoring self-respect and sense of responsibility to rebuild detainees' morale and to encourage and enable detainees to live a productive life when discharged; and

2. Moving to replace some of the obsolete training equipment used in the workshop to reduce illiteracy in the prisons' schools and to improve the ratio of the cadre of prison officers to prisoners.

In the Sports Industry

Pursuing suitable accommodations for indoor and outdoor sports throughout the nation.
In summary, the objectives of the social welfare system are to establish a solid foundation for a national program of community development and social welfare, to combat social problems by both preventive and remedial measures, to promote, encourage and develop sports, to improve and expand law enforcement institutions, old age welfare, women's work and family case work; and finally to expand the existing nutrition programs (NDP 1979, p. 273).

More explicitly, the Social Welfare System is responsible for increasing the welfare of the broad mass of the population as the ultimate aim of development and to that end to achieve more equitable distribution of wealth and income (National Development Plan, 1979, p. 31).

The efforts of MSARD authorities, however, could be improved in order to decentralize the social delivery system of the nation (Conteh, 1974, p. 6). The analysis of the MSARD has led the researchers to pose this question: what model is the MSARD operating by and why?

The literature suggests that the Sierra Leone social welfare system is residual, based on its service delivery strategies.

Gilbert and Specht (1974) define residualism in the following way:

Social Welfare Services serves mainly a residual function wherein its activities are perceived as necessary only when those who are served by the "moral" institutional (religious, political and economic) channels are unable to benefit either through personal failings and exceptional needs or when these "normal" channels fail to perform appropriately (p. 6).

Their definition seems to align with Wilensky's (1958) conceptualization of the concept of residualism which:
holds that social welfare services only should become available when there is a breakdown in the family and market supply. Moreover, a residual social welfare state serves a minute percentage of the population in need over a short period of time and provides inadequate social services to citizens. The inadequacy of the residual social welfare system may at times result in the disruption of family and community life, respectively (p. 138 and p. 5).

Wilensky's definition is similar to Meenaghan's and Washington's definition; but with slight modification, i.e., the usage of the concept "dependency" in place of "residual." From their view:

... social welfare is seen as an institution that operates in time and importance after the other institutions. Further, its content (that is the norms and values of Social Welfare) would be derived from the values found in other institutions. It suggests that, after the person had demonstrated the existence of a problem and incapacity to solve it, either personally or through family, then Social Welfare institution could respond. But the response would take place in the context of an assumption that, if the person had acted appropriately, relative to some other institutions, there would be no problem (p. 8).

These authors cite that when an individual is "disappointed" by other institutions the social welfare institution offers help, with the interplay of values and norms associated with other institutions often stressed, in the belief that major industries in society, e.g., family, the economy, and capable individuals provide for the needy (p. 8). This leads Meenaghan and Washington to further conceptualize dependency as a concept that has these characteristics:

1. ... social institution will tend to relate to selected individuals and groups - those who clearly demonstrate specific problems and inability to solve such problems;
2. ... help or service is provided ideally for fixed periods of time to ensure that the individual and/or the front line institutions of the family and economy can effectively deal with the problem;

3. terminally, residual/or dependency welfare does not have much conceptual appreciation for notions of prevention, that is, for helping people to remain free of potential problems (p. 8).

In concluding their conceptualization, the authors cite that the dependency conception of social welfare "acknowledges the fact that individuals experience the effects of certain arrangements in our society, but lack a corresponding appreciation that individuals are not the main causes of such effects" (p. 8).

From Kahn's (1973) view, a residual conception of social welfare gives almost sole emphasis on case "services" or "social intervention". Case services are made available by individual diagnosis or evaluation. But this hardly describes the total social reality of an industrialized, or a part of, an industrialized society. Kahn further cites that case services do not encompass all the necessary societal response, which means that community development, policy formation and planning, etc., are also essential (p. 16).

In summary, the above authors unanimously conceptualize the residual concept of social welfare as: (1) providing services on an emergency basis and for limited numbers of people, (2) providing centralized social services, (3) perpetuating the disruption of individuals' lives or the family institution, and (4) terminally, the functions of the Social Welfare institution are shaped by other institutions, e.g., religion, economy, education, etc.
The analysis of the residual concept of social welfare contributed to the formation of the question on page 13. What model is the MSARD operated under and why?

The MSARD is under the residual social welfare concept.

The National Development Plan (1973-1979), Worldmark Encyclopedia of the Nations-Africa (1970) and the CSWE (1969) cite several reasons to explain why the MSARD is residual:

1. Limited funds allocated to the MSARD qualifies the statement made by the United Nations experts that the acceptance of the MSARD as a contributor to the national development is very recent. At present, finances and staff are vital problems. Money is required to train and employ officers of the necessary academic background and quality to implement welfare programs (UN, 1964, p. 66).

2. The decentralization of the social service delivery system is a potential indicator. The National Development Plan 1973-1979 indicates that social service agencies and service delivery systems are limited to Freetown and urban-rural areas. This makes it at times impossible for rural dwellers to utilize social services provided.

3. There is lack of a comprehensive social work training plan that would identify all types and levels of social developers needed in the country and that would specify the different types of training programs required (Plan, p. 274).
4. In-service training courses are not lengthened to equip social developers with useful skills for working in rural communities.

5. The National Training Center at Bo which, is the only training institution for social developers in the country, is currently in no position to provide adequate training for workers to implement some of the programs recommended by Showky Report (Ridd, 1979, p. 312).

6. Transportation facilities and adequate equipment are insufficient and may restrain the execution of present and future programs.

7. Malnutrition, especially among children, pregnant and lactating women, has been recognized as a major problem, but the extent of its severity and the incidence of its occurrence in the rural population has not been adequately estimated and addressed (Plan, p. 273).

8. The machinery for obtaining information from the field is not strengthened to ensure changes that occur at a grassroots level or is not reflected in the MSARD's policies.

9. The Plan cites that prison buildings are very old and do not facilitate the training and classifications of inmates. Facilities for after-care and follow-up are not improved to ensure released inmates' successful readjustment to society (p. 276).
The residual social welfare practices in Sierra Leone are not unique to this nation alone. They are also practiced in well-developed nations, e.g., the United States of America. The social welfare systems of America not only practice the residual social welfare concept, but also thrive on it. To support this allegation Wilensky and Lebeaux (1967) cited that:

The residual concept is popular in the United States . . . . That it is consistent with the traditional American ideology of individual responsibility and by-your-own bootstrap progress is readily apparent. But does not reflect the radical social changes accompanying advanced industrialization, or fully account for various aspects of contemporary social welfare activity (p. 139).

They further cite that the residual social welfare in the United States is based on the premise that there are two channels through which an individual's needs should be met: through the family and through the market economy. It is when the individual's needs cannot be provided for by those channels that the social welfare system comes into play, withdrawing only when the regular family and economic systems are again functioning adequately (p. 139).

However, the residual social welfare approaches practiced by both Sierra Leone and the United States also have their advantages, though authors like Wilensky, Lebeaux, Mennaghan, Washington and Kahn neglect to address their advantages. The investigator assumes that the residual social welfare approach has these advantages:

1. It limits citizens' dependency upon the government for social support.
2. It provides economic advantages for the government and the policy makers, because less money is required to implement such programs.

3. It forces individuals under such a system to be dependent upon the mutual aid concept, i.e., upon using individual expertise to improve or address their social needs. This encourages a community to cohesively develop and utilize its local resources.

Though this system has its advantages, its implications for individuals' social status and for a nation's social development outweigh its effectiveness. Viewing the residual social welfare practice, influences on both the Sierra Leone and the United States social welfare systems, it is evident that such a strategy is inappropriate when it comes to fulfilling societal needs. Further, it violates the objectives of the National Development Plan (1979) that state that:

> the basic thinking behind the provision of social services is the recognition by modern welfare states that the community as a whole has the responsibility both to help less fortunate members and to secure for all citizens those services which they cannot provide themselves as individuals. Social services are no longer (to be) regarded as a form of charity, but rather as one of the natural benefits available to the citizens of a civilized state, ranking equally with other (industries)(p. 273).

The residual concept further violates the philosophy which says that the building of the welfare system must strive to include these basic objectives:
1. to establish, on a solid foundation, a rational program of community development and social welfare;
2. to combat social problems, both by preventive and remedial measures;
3. to improve and expand the services and institutions dealing with crime prevention, old-age welfare, women's work, and family casework;
4. to expand the existing nutrition programs;
5. to establish facilities for the training of staff for the administration and implementation of programs at all levels, (both government and voluntary agents); and
6. to actively involve social practitioners in the policies formulation process, both in higher and lower levels of the government (p. 273).

It is important at this point to stress the fact that the MSARD has contributed to the national development of Sierra Leone in a positive way and that it will continue to contribute to the positive social growth of Sierra Leoneans. However, the MSARD's contributions to the national social growth is beyond the expectations of the National Development Plan of 1979 and other scholars, due to its residual approach.

Another contributing factor to the MSARD residual approach can be blamed on the functioning of the Bo Training Center. This institution, which is analyzed below, is responsible for training social practitioners to address the national social issues of Sierra Leone. There is
no doubt that the Center is performing its functions, but it is not meeting the expectations of the Social Planning Committee. The Committee's dissatisfaction led to a proposal to restructure the curriculum content of the Center from a "Direct-Service" centered curriculum to a "Social Treatment" and "Social Development" centered curriculum.

The Bo National Training Center's Attempts at Curriculum Implementation

As a result of the apparent inadequacies of the existing social educational system in Sierra Leone, a curriculum change has been proposed by the Plan of 1979. Even though these much desired changes will eventually affect the current social welfare education disciplines, the areas that have received greatest attention so far are in child care, social welfare services, and nutrition. These areas are covered by the Social Training Institute in Bo. The curriculum currently utilized was jointly designed by the MSARD and various foreign social institutions, such as the YWCA, YMCA, and Red Cross. Without attempting to describe the existing curriculum content in any detail, it can be said that it was intended for direct-services with emphasis on crisis management.

The curriculum is designed in such a way that social practitioners are trained to think reflectively and relate what they learn to direct service situations in their interactions with clients. Meanwhile, the curriculum places little emphasis on social policy and planning, social work administration, community organization and welfare, and community health (Simbo, 1981, p. 2).
Proposed Changes in the Social Work Curriculum

One of the major criticisms of the existing social work curriculum is that it is exclusively academic in a narrow sense and too dependent on direct services training and implementation. The rationale for the proposed curriculum changes, therefore, include the intent to meet the country's developmental needs. The intent requires an educational social welfare institution which will permit the introduction into the curriculum of "Social development" materials that take into account the National Development Plan proposal for developing the MSARD. The proposal states that, "the socioeconomic needs of Sierra Leoneans should be improved in order to improve their living conditions and the overall national development (Plan, 1979, p. 60). These changes, at the college level, can be classified as social development and social treatment related (Simbo, 1981, p. 3).

Structure Related Changes

The proposed changes in the structure of the educational social work curriculum includes test introduction of a core program in the first two years, a diversified program in the last two years of the BSW program, and a replacement of the two six-weeks certificate program by a two year Associate in Arts degree (A.A.). The social treatment and social development programs, it is hoped, will provide for the social work student the continued acquisition of basic social work skills, important knowledge through social treatment and social development courses, and subjects pertinent to national development. The
diversified curriculum program is intended to provide social work students with the options of continuing extensive work in the master's and doctoral programs, when such programs are instituted. In addition to the certificate and BSW curriculum contents, the scope of social work education will be widened to provide continuing education and academic staff improvement training to social work practitioners (Ministry of Education, 1970, p. 4).

Content-related Changes

In reference to the changes in the curriculum content, the key rationale is make the curriculum content professionally relevant and worthwhile to social work students. Thus, at the same time the structural changes are proposed to take place, curriculum content changes also will be made.

A curriculum revision unit was sanctioned to revise the curriculum in social treatment and social development in accordance with social development changes and the National Development Plan. To facilitate this operation, the National Social Welfare Planning Committee recommended that social welfare professionals collect and analyze detailed information about all subjects presently taught in the National Training Center in Bo, the nature of these courses, the number of student participants, and needs for staffing, equipment, and instructional aids (University of Sierra Leone Catalogue, p. 25). The plan proposed is part of a response to this invitation.

If all these proposed changes are implemented, the social work manpower needs of Sierra Leone could be met at the professional level,
where the shortage is most acute in the public sector.

The proposed changes pertaining to social work education at the college level and modification of the curriculum are of particular interest in this study. These changes involve the substitution of the two six-weeks certificate programs to the Associate of Arts and Bachelor of Social Work levels, which are two and four year programs, respectively. These changes initiated the proposal to modify the content of the social work curriculum. This study purports to address that proposal. This proposal qualifies the reasons for studying the significance of the problem, the significance of the study and the analysis of the problem. Also, a listing of the working objectives, curriculum aspects of the research project, research project statement, and limitations of the research and the curriculum design is addressed.

Significance of the Problem

According to Worldmark Encyclopedia of the Nations - Africa, the MSARD in Sierra Leone is among the least-funded ministries (p. 282). The limited funds allocated to the MSARD confirms the statement made by the Sierra Leone delegation to the September 1968 Conference of Ministers Responsible for Social Welfare, which took place at the United Nations Headquarters in New York. It cites that:

... there is need for high quality both in training programs and in the caliber of individuals selected for training. (Further) ... it is no exaggeration to say that in all categories of personnel engaged in social welfare programs, only the best possible in character, education, and adaptability are good enough. The work is so demanding, and those served stand in need of so much self-assurance in the first instance, that only really
capable people of good character and sense of vocation should be entrusted with responsibility of ministering them (CSWE, 1969, p. 3).

The CSWE publication (1969) further cites that:

In Sierra Leone, the Ministry of Social Welfare (now the Ministry of Social Affairs and Rural Development) carries the responsibility of policy formulation and introduction of legislation changes and also gives heavy emphasis to training local and national staff. Scholarships and fellowships for study abroad are provided. But... trained personnel are so scarce that the government cannot let top-level workers go abroad to study, even when funds are available for this purpose (p. 20).

The Sierra Leone delegation's focus on social work education is noted as follows: "government special responsibility is to be concerned about social work education and to give active support to a school of social work and in-service staff development programs" (CSWE, 1969, p. 21). Further, the CSWE (1969) stressed the lack of curriculum, adequate training material, and skilled writers to rewrite and adapt materials for all levels of personnel as a major handicap in social work education in emerging countries like Sierra Leone (pp. 21, 40 and 41).

The limited funding and lack of manpower for establishing a National School of Social Work are not the only significant factors affecting the national development of social welfare in Sierra Leone. There are other equally significant factors as well:

1. **Demographic and urbanization factors:** The urban population of Sierra Leone is growing rapidly as a result of migration, especially among youths. This rapid migration generates
change in family living styles and breaks the mutual aid programs within the extended family. The mutual aid program is affected because youths and skilled adults have moved to large towns and cities, leaving their older relatives behind.

2. Lack of adequate census data: Most people in the provinces do not register their children at birth and, prior to Sierra Leone's independence, the colonialists failed to enforce the birth registration law. This failure contributes to inadequate census data, and consequently, makes it difficult for the Minister of Social Affairs and Rural Development to know how many people need social services.

3. The encroachment of western civilization: A trend towards westernization has created industries, different styles of dress codes, and different values, which are changing the perceptions of Sierra Leoneans, especially those of the younger generation.

4. Services for infants and young children: Medical examinations, school food services, recreation (both individual and group facilities) and unsuitable student employment are other serious gaps in human need fulfillment.

5. Adolescent services: Services for adolescents and young workers are not adequately available.

6. The threat of poverty: Poverty is a great threat to most Sierra Leoneans. It causes poor sanitation, overcrowding, and poor diet and contributes to serious diseases, health hazards, and family disorganization. The Ministry of Social
Affairs and Rural Development is serving a population that has a high percentage of poor individuals. According to United Nations' documents, 80% of the youths and about 50% of the adult population are unemployed and/or dependent upon either parents or petty businesses such as selling kola nuts (1964, p. 11).

7. Poor housing: Poor housing in both urban and rural areas is reflected by poor environmental sanitation and by a high death rate. The life expectancy is 42 years for men and 45 years for women (Kaplan, 1976, p. 42).

In summary, the residual approach adopted by the MSARD and the attempts by the National Planning Committee to modify the present curriculum content are factors needed to be addressed. Also, the issues of rural-urban migration, inadequate census data, western encroachment, poor services for school children, poverty and poor housing highlight the importance for curriculum design to train students that are professionally equipped to help in the rehabilitation of the social services system.

Significance of the Study

The result of this study should be of considerable interest to social work professionals, the MSARD, concerned members of the public of Sierra Leone, as well as to social work professionals in Africa and abroad. It is imperative that those who make social policies and who develop, implement, evaluate and follow up on social welfare programs
have the professional background and skills necessary to conceptualize and provide adequate social services.

As Sierra Leone is in need of social practitioners (UN Document, 1964, p. 16), the School of Social Work, if established, will train and provide professionals with the knowledge of design and implement programs that are compatible with the "value climate" of Sierra Leone. Further, the School of Social Work will provide officers of a higher caliber to carry out welfare and community development programs throughout Sierra Leone (UN Document, 1964, p. 16; and Document E/CN.14/SWSA, 1964, p. 67).

This study will contribute to the availability of information to social welfare planners in the Ministry of Social Affairs and Rural Development (MSARD) regarding action necessary to improve rural and urban social service programs. The study focuses on the policies that the MSARD might be designed to encourage more effective instruction in social work and provides base-line data for future studies on social work education in Sierra Leone. Also, this study may serve as a guide for social reform in other institutions. Moreover, since the general criticism of the current social welfare system in Sierra Leone is that it is ineffective in contributing to the nation's development, the author of this study believes that curriculum modification should take into account that:

1. An emerging nation needs social practitioners who are capable of affecting its development.
2. The production of such social practitioners requires a curriculum which considers issues associated with the
economic, cultural and traditional social realities of the nation's development.

3. In order to produce social practitioners who are capable of effecting national development, the curriculum should provide knowledge, skills, and the expertise that would be applicable outside the classroom. That is, social practitioners should be able to understand environmental social issues, their impact, and methods of solving them.

4. Social treatment and social development curriculum content should have a place in providing knowledge and skills that are relevant to the social rehabilitation of citizens and the positive development of Sierra Leone (Simbo, 1981, p. 10).

In summary, the significances of the study will be beneficial not only to the social rehabilitation of Sierra Leoneans, the MSARD, the Bo Training Center and the overall national development of Sierra Leone, but also to the social programs in other countries and institutions, especially in African countries.

Statement and Analysis of the Problem

This study aims to design a curriculum for a National School of Social Work in Sierra Leone. In so doing design factors will be related to needs and the conditions and stages of development of the human service delivery system in Sierra Leone. It is the contention of this study that the designing and implementation of a social work curriculum should contribute to the improvement of social work
education and the national development of Sierra Leone. One may say that the quality of social service practitioners depends largely upon the quality of the curriculum, the academic level of professionals produced, and the receptiveness of the government to pursue such a challenging and beneficial goal.

The Purpose and Objectives of the Research Project

This section is directed toward the purpose and objectives of the research projects. The chief purposes are:

1. To study the structure and functioning of the Ministry of Social Affairs and Rural Development in human services delivery.

2. To relate sets of findings or the variables in connection with human services delivery to the rationale for a new curriculum design in social welfare at a National School of Social Work.

3. To design a pilot curriculum with a "Macro-Structural" and "Micro-Social" content to train social developers in policy, planning, administration, community organization, and social health.

Working Objectives

In pursuance of the purposes as here outlined, the main theme of this study envisages these working procedures:
1. To locate, identify and determine the relevance of data on human services delivery as related to curriculum building needs;

2. To attempt to assemble data from other African nations relative to the match between human service needs and curriculum development; and

3. To integrate this data toward the pilot task of curriculum design.

Curriculum Aspects of the Research Project

The main purpose of this aspect of the study, aside from the comments above, is to design a social work education curriculum through which the social welfare system may be enhanced:

1. In connection with social needs and human service planning and delivery competencies;

2. By the advancement of learning and development of social work education standards; and

3. By the attempts to disseminate the benefits gained from social work training at national levels to all social sectors and programs.

Research Project Statement

The investigator is assuming that in order to adequately meet human needs, a national curriculum of social work education must consider:
1. The direction of the national development plan and its impacts; and
2. The state of development of the national economy, the population density, and the political and cultural climates;
3. The relatedness of curriculum to the social infrastructure needs;
4. The potential contributions to educational needs of other African nations.

Limitations of the Research and Curriculum Design

This section is divided into two parts:

1. limitations of the study, and
2. problems in implementing the curriculum.

The latter will become effective during the actual implementation process of the pilot curriculum.

A. Limitations of the Research

This study was limited to "needs assessment" as a statistical tool for analyzing the data utilized in this research project. For instance, the data in Chapters I, II and IV was reviewed for the purpose of assessing the needs or rationale for a curriculum design for Sierra Leone. Moreover, the existing data was obtained and reviewed from available literature in the analysis of the social welfare system and served as the base for the suggested pilot
Further, the reliability of the data's quality was based on existing data available to the investigator.

B. Limitations of the School

The national School of Social Work and the suggested pilot curriculum will be limited to individuals wanting to become social developers at the certificate and bachelor's levels and wanting to address the national social issues of Sierra Leone. The curriculum will be implemented only within the geographical boundaries of Sierra Leone. Though the School of Social Work will have branches in all neighboring communities as it progresses, the headquarters will be located at the Ngala University College at Tiama in Sierra Leone (See Appendix 1). There are problems, such as funding, finding qualified faculty, and obtaining accreditation of the National School of Social Work, that will likely occur before and during the implementation process of the curriculum. These issues and the implementation process are addressed in subsequent chapters.
II. THE REVIEW OF RELATED STUDIES

Introduction

This section addresses factors that curriculum designers should take into account in the designing of a curriculum, what a curriculum should consist of and why economic, social, cultural factors, etc., should be included in the curriculum design. Before exploring the related studies that address these points, the investigator should alert the reader to these key viewpoints:

(i) The literature utilized in this chapter was written mostly by American authors. As such, the data found on the factors to be addressed in this study influence educational curricula in the United States. However, literature from Asian, African and European scholars and their views are utilized in this study as well.

(ii) The issues that affect educational curricula are not unique to the United States alone, though they have made significant contribution to the curriculum issues in the U.S.A. In fact, Simbo (1981) states that social changes/social influences and economic, value, cultural, planning and population issues confront curriculum designers, implementors and evaluators in every country, developed or developing (p. 8). Simbo's suggestion was supported by Washington (1980) that the issues
above must be looked at in the content of the traditional technology and the political, economic, social and educational climates of the nation for which the curriculum is designed (p. 1).

(iii) In reviewing the literature, it was discovered that the issues influencing curriculum design, implementation, and evaluation were theoretically raised, but never used in the building of innovative curriculum or never put into practice. Also, the reviewed studies were found to be philosophical rather than empirical.

(iv) This chapter also serves as one of the guides to the development of a suggested pilot curriculum and of future restructuring and evaluation of the curriculum, in the event that the curriculum is implemented.

(v) Finally, the authors raised several suggestions and rationale as to how and why curricula should be designed. However, there was no evidence in their studies as to how curriculum were designed in the past, though the issues of the inadequacy of educational curriculum were continuously raised.

Having identified the viewpoints as they affect the curriculum designer and the curriculum scholars who address the issues of curriculum content, it is vital to move to the second phase of this chapter, which consists of the related studies.
Related Studies

Reviewed publications utilized for this study were categorized into the following groups: (a) data on values, particularly regarding the transferrence of values and cultural forces in the building and implementation of educational programs; (b) publications dealing with the impact of social changes/social influences on the development and implementation of social work education; (c) data on the significances of long-range planning and their contributions to curricula, and (d) the economic condition data. Materials on the Ministry of Social Affairs and Rural Development and other systems within the suprasystem of Sierra Leone were retrieved and reviewed in Chapters I and IV. Literature on the empirical technicalities are mentioned in Chapters III and V. The data pertaining to the fieldwork procedures are retrieved, reviewed, and assessed in Appendix II. It is imperative to know that the data in this chapter mainly deals with the constraining factors of curriculum building implementation, and evaluation.

Studies on Factors on Values and Culture

This subsection addresses two of the factors selected for utilization in this study, values and cultures. Authors who studied these factors as influences on curriculum design focused on the political aspects of curriculum buildup and the lack of curriculum representiveness to the values and culture for the population it is designed. Further, this section focused on the tendency for decision makers and curriculum planners to generalize the applicability of curriculum
designed for a studied population to an unstudied population. The authors suggest that it is essential to incorporate values and culture into the curriculum content. To appropriately address how values and culture influence curriculum, the investigator analyzes these factors sequentially.

A. Values

Sadler (1982) in his study found that scrutiny of basic value-advocates draw the curriculum designer into a politically delicate area, and it would not be surprising to find that it is the curriculum designer who is most sensitive to criticism.

The value impinging on the designer make some of the curriculum strategies less effective, make it difficult for curriculum designers to accept some of the principles' applicability, and cause the curriculum ideal to not be widely appreciated in the competing constituencies (p. 47).

Sadler also outlined two other findings: that curriculum designers seen to judge the "strength" of the curriculum (based upon their values) by their perception of how representative the curriculum is of society. Secondly, he alluded to the problem of representativeness of curriculum based on designer's values:

Relying too much on assumed representativeness is not normally a problem when the generalization is strict relationship to a few (forget group). But it is a problem when the relationship is a 'quasi law' which admits variations and exceptions, especially if the curriculum designers obtain the data (p. 47).
Sadler referred to Bar-Hillel's finding, that judging from the trustworthiness of information obtained from a small sampling data based on value selection, the designer is intuitively more sensitive to the interpretation of sample size to the population or universe than to the absolute size of the sample (p. 47). Sadler (1982), alluding to Tversky and Kahnman's findings, cites that differences in curriculum is because of differences in values and in the "ease with which they would retrieve or imagine examples, search for confirming or disconforming instances, understanding rationale or isolate key properties" for curriculum design (p. 46).

Shower's (1969) study was suggestion-oriented; that is, he came up with suggestions that "affective domain" (social values) should be included in curriculum building. He suggested that with increasing subject matter specialization in secondary and elementary schools (particularly in mathematics and the sciences), it is necessary to include curriculum and course objectives related to the affective domain. Why? Because subject matters are made meaningful to a social work student when related to his own life and culture.

He further suggested that the current trends in curriculum building (also education in general) must be carefully assessed in value terms. Curriculum builders must appraise intelligently their societal values and consider anew what is both quality curriculum for social work students and quality preparation for instructors of these students (pp. 46-61).

Franssen and Reints (1981), in an effort to find out whether values do shape the development of curriculum models, developed a system for
evaluating implicit and explicit curriculum designers' beliefs. The system was centered on comparing a number of curriculum statements from research participants to ascertain value perspectives. Findings from the implicit beliefs versus implicit value-beliefs indicated that implicit beliefs were much more important than had previously been realized to have impact on curriculum design.

In their conclusion, they argue that those designing curriculum models will be more successful if they integrate implicit and explicit values in all phases of curriculum building (pp. 1-15).

Harmans (1980) was concerned with the fact that values penetrate the existence of an informal curriculum to develop alongside the formal curriculum. The author cites that:

Informal curriculum develops alongside the formal curriculum design, which is an expression of individual interests, enthusiasm and points of view of the faculty members. Students who tap into this informal system have their own "course catalogue," and advise each other on different emphases in the different sections of the same course. Norms relating to the desirability of consistency, sequence, and accountability to the whole encourage faculty to stay with syllabus, whereas norms concerning faculty growth, knowledge development, and academic freedom press toward innovation and change (p. 102).

Taba (1962) outlined vital characteristics of values as they relate to curriculum in his analysis of culture. These characteristics (p. 69) are included:

1. The value of curriculum in education is the task to develop criteria other than adjustment in helping individuals to accept their culture and to acquire an experimental attitude
toward it;
2. curriculum designers need to understand the functioning of the human being in processes of culture and the ways in which teaching and learning operates in culture;
3. curriculum content needs to include the learning of values through socialization processes in culture and includes the quality of interpersonal relations between actors (designers and students) and the degree of attention to individual and societal needs (p. 70).

B. Culture

Johnson's (1981) work was on developing a K-12 Navajo Language and culture curriculum for Navajo children at Rough Rock and other schools on and off the reservation. During his study he came up with these suggestions for developing a culture-oriented curriculum:

1. getting community support, including what a community perceives to be its needs and problems (including a sample needs assessment survey), and assessing available native-based curriculum materials; and
2. discussing and developing a philosophy of education, setting up a curriculum model, and translating the needs assessment survey into ideas for curriculum (pp. 16-21).

According to Kirkness (1976), curriculum should utilize the concept of cultural relevance to obtain its academic ends and must encompass traditional patterns of learning, which emphasize independence, self-
reliance, observation, discovery, practicality, and a respect for
culture. To reach such a cultural accomplishment, goals should be
stated for providing a curriculum that will develop a positive cultural-
image of the students. A curriculum to implement the above goal should
be outlined with objectives and planned results in the areas of lang-

guage, social studies, native and adult studies (pp. 1-13).

The intent of the Multi-Ethnic Curriculum literature (1975) is to
aid educators/curriculum planners by providing some of the strategies
and criteria in planning and implementing multi-ethnic curricula for
the fact that:

1. most of the urban and suburban schools are racially and
   ethnically isolated - not multi or multi-racial. Conse-
   quently, curricula need to be improved for cultural diverse
   population which may or may not be in culturally and ethnically
   diverse schools; and

2. the development of criteria for evaluating materials dealing
   with the culture and traditions must be stressed (p. 11).

Underwood (1980) examines the conceptualization of the Chamorro
culture and its role in the interpretation of the languages, history,
and ethnic and social differences of the Chamorro people. He also
examined the stereotypes and misconceptions about the Chamorro culture
that are the result of social prejudices and ignorance of the Chamorro
language. The author suggests that curriculum developers/educators
include guidelines for defining objectives, and for teaching, selecting
and preparing curriculum content about the history and people of the
Chamorro culture, with emphasis on Chamorro children's cultural backgrounds and views of culture (pp. 6-12). In Brabson's (1975) study on the impact of culture on curricula, he suggests:

1. "that the ethnographic approach to studying a culture provides an adequate knowledge base" for designing a curriculum that reflects the target population's culture;

2. that the curricula "content pertaining to a given culture should include a historical overview of that culture study of cultural patterns, and a study of the social forces influencing those cultural patterns;" and

3. that curricula should be designed to train workers to work with or plan with individuals of specific cultural groups to remove social constraints, be they internal or external, that retard individual social, economic, and educational developments (pp. 133-135).

Brabson (1975) further suggests that curriculum designers should organize the concept of culture into two levels, generic and specific:

Generically, the content is integrated throughout the curriculum by showing how concepts when [operationalized], will affect various cultural patterns of different groups in a given community. Specifically, the content would focus on a given culture and special attention would be given to removing the constraints placed on the culture groups growth and development (p. 136).

The curriculum should reflect internal cultural perspective. As opposed to making comparisons with other cultures, human behavior and social environment curriculum should incorporate for all participants
appropriate analysis, and application of content concerning society from a cultural and social perspective (Brabson, pp. 136-7).

Williams (1968) writes that very few things will have greater influence on the destiny of our nation than the curriculum reforms, which should include teaching not only new materials but also some of the cultural traditions in a more meaningful way. In Williams' study, he recommends that curriculum designers and implementors be aware of the:

1. interconnectedness of culture in all fields; and
2. potential difficulties of verbalization of curriculum content during instructions in getting social practitioners to learn, when a good number of them come from a cultural background where there is very little or no verbalization, and the fact that curriculum design is an interweaving of cultural, traditional, and academic materials (pp. 1-4).

Taba (1962) analyzes the implications of culture on curriculum design and implementation in the United States. Among his analyses he shows that:

1. a school's culture can serve as a planned addendum and a corrective to the socializing processes of society and other character-training institutions of powerful source of transmitting culture through curriculum design and implementation;
2. social work educators need to consider ways in which to integrate learning from the socializing process with learning that occurs as a result of its curriculum without confusing
Taba further cites that cultural perspective on curriculum should not be thought of as an accidental product of blind social and cultural forces, but should be thought of as an agent in the educational institution (pp. 69-70).

In summary, the foci of the literature are:

1. that curriculum builders should take into consideration the influence of values and culture on curriculum design;
2. that curriculum builders' values and culture are subconsciously influencing the curriculum content;
3. that curriculum builders should be skillful enough to include values and culture into their curriculum plans; and
4. that curriculum authorities should guide themselves away from the impact of politics and generalizations and try to focus on the representatives of curriculum content to diverse cultural values.

**Studies on Factors on Social Changes/Social Influencing Factors:**

**Transfer of Technology**

This section is divided into three categories:

1. social changes;
2. social influences; and
3. transfer of technology.

The above concepts are viewed by scholars as contributing factors to
the appropriate and inappropriate designing, implementation, and evaluation of curricula in social work education. Further, the focus of the literature is on the voluntary and involuntary adjustments curriculum designers should make in the planning and implementation process of curricula, due to the unpredictable political, social, and technological changes occurring in society.

A. Social Changes Factors

The rapid social changes in society have made curriculum an open system which "moves toward" negative entropy or "increased differentiation as the system is available to new inputs, new influences, and new information." The imbalance of social changes that occur in society (Hartman, 1980) interestingly enough:

leads to interesting discrepancies. The formal structure of a school's curriculum - that is, the names and arrangements of courses and the requirements printed . . . often changes rather slowly. While . . . faculty as a whole tend to change more rapidly. This comes to be a disfunction between the names and even the course statements and the actual content taught by the faculty (p. 102).

Van Manan (1977) argues that, because of the contemporary social changes in society, curriculum builders should extend the concept of critical thinking to social criticism. Van Manan's suggestion is for the purpose of social criticism to foster a society that is characterized by community, freedom, and equality. As such, Van Manan argues that the curriculum builders include the following into curriculum models:

1. an open minded orientation;
2. veracity and comparison;
3. social action by seeking emancipatory values in everyday life;
4. knowledge of relevant information;
5. awareness of analytic concepts derived from critical social science;
6. reflective awareness of methods of logical concepts; and
7. understanding common categories of critical reasoning (pp. 101-12).

Ward Morehouse (1981) cites that transfer of technology can influence the developments of inequalities existing between developed and developing nations in these areas: material deprivation, economic and political power, and science-based problem-solving capacity. He further cites that developing nations are becoming:

increasingly dependent on developed nations,
(transfer) of technology is emerging as a major instrument for domination and that technology facilitates social change.

Dr. Bond (1981) develops a Marxist view of transfer of technology in Third World nations by citing that the adaptation and dependency of colonial education in India is due to colonial penetration of India through the introduction of English education in the 19th century. He further alludes to the western diffusionists contributing to the elimination of indigenous schools (that reflect the indigenous culture), already developed in the 19th century (pp. 202-15).

Naduka (1981) cites that since the nineteenth century the moral education in Africa's traditional societies is now generally presented in schools as Christian instruction. This, according to his view, has
increased difficulties inherent in colonial situations, has hampered attempts to integrate Western and indigenous values into curricula. He further suggests that success of implementing the transfer of education is evident only if there is cooperation between school curriculum builders, homes, and society at large in Third World nations (pp. 153-70).

John Galtung's (1980) study focuses on the impact of transfer of technology as it impacts curriculum design; there are negative consequences that Western technology has upon the culture, curriculum and social structure of developing nations. From his view:

The major problem is that western technology carries with it a code of economic, social, cultural, and cognitive structures which are often not easily integrated into non-western nations (pp. 1-5).

Still alluding to the impact of technology transfer, Fuller (1980) supports Galtung's (1980) view that technology transfer contributes to the curriculum entropies of developing nations. His view is that technology transfer perpetuates the contamination of curriculum design and implementation because imported ideologies are most of the time too irrelevant to the cultural, social, educational, and economic orientations of the host countries' curriculum content to be "functional."

Conteh (1974) cites these findings:

1. curriculum content is influenced by government goals;
2. the main sources for deriving curriculum objectives are the students, society, and the issue in question, and
3. curriculum designing is an on-going process (p. 385).
Morehouse (1980) advocates that leaders in developed and developing countries give priority to the "indigenous technologies in designing curricula for developing nations," and accelerate the transition away from exploitation and oppression of developing nations and toward equality of all individuals. This also includes creating autonomous Third World structures for educational, economical, and technological intelligence and revitalizing indigenous technologies in curriculum building in the Third World. More or less, Morehouse advocates that technology should be recognized as an extremely potent force which should be judged and integrated into curricula in terms of its contributions to and harmony with social, physical, educational, economical, and political changes in Third World nations (pp. 16-21).

Atchia and Pugh (1982), in their examination of the influence of Western technology and culture upon the African environment, cite that curriculum models should be designed to ensure educational and environmental preservation and a balance between humans and the coexistence of traditional modern culture in Third World nations (pp. 25-32).

Galtung's (1980) study alerts us to possible solutions to the entropy created by transfer of technology. He suggests that:

people responsible for [curriculum models] in developing and developed nations and in international organizations should seek to combine elements of the two theories so that true human and social development take precedence over political objectives (pp. 10-14).
Bogal and Singer (1981) examine how social changes created by the industrialization impact curriculum design for baccalaureate degrees in social work. In their study of 131 accredited BSW social work programs they concluded the following findings:

1. during the past 20 years the 131 institutions have incorporated research content into their curricula; and
2. "research is accepted as a legitimate part of baccalaureate social work education curricula" within those institutions (pp. 45-49).

In fact, the Council on Social Work Education (CSWE) also requires research for accreditation. The integration of research into curriculum is not only to key social issues raised by scholars but also women's issues.

Roseman and Ruckderchel (1981) explore some of the traditional sexual biases underlying research models accepted in social work and the implications that these non-empirical assumptions have for the development of research based knowledge about women into the curricula. The study reveals that curriculum designers not only have ignored issues relevant to women's lives, but also have been lax in this regard.

The negligence of curriculum designers to incorporate female issues into research curricula instigated:

... in 1977 the Board of Directors of the Council of Social Work Education to adopt the Standard 1234B. This requires that Schools of Social Work demonstrate special efforts at incorporating material on women into their [curricula]. As stated: Special effort shall also include the integration of appropriate curriculum
content related to women and the encouragement as well as the provision of opportunities for students to select freely any area of study provided in the curriculum (p. 5-9).

Roseman and Ruckderchel (1981) further states that, in order to impact current "sexual imbalance curricula," inclusion of these recommendations should be given priority:

1. integrating subjects that focuses specifically on women,
2. researching sex differences prior to designing the curriculum, and
3. integrating into the design separate courses dealing with women's issues (p. 6-10).

In Martinez-Brawley's (1981) study, he cites a longitudinal study of years of genesis (1908-1927), the Depression and New Deal decades (1933-1940), the war years and the metamorphosis of rural life (1942), the civil liberties progress and reform (1940-1950), and the 1960's and 1970's eras to indicate that social changes brought about by those historical times influenced curricula designed to address the social problems that are generated. For instance, the historical eras influenced curriculum designers during the Depression years to incorporate social work methods. The personal and professional characteristics of the social practitioner influence the curricula designed, including courses from other disciplines (pp. 43-49).

Conteh (1974) examines factors that influenced the improvement of curriculum in Sierra Leone. Among the factors studied were:
1. the educational system, development plans, number and qualifications of manpower, and supportive services;
2. the manpower needs and the middle-level occupation; and
3. the needs, interests, attitudes, and aspirations of students to maintain social welfare education (p. 386).

B. Social Influencing Factors

Whereas in the past, innovations in the education of younger children have led to changes in the education of older children, the direction of influence now appears to have reversed due to social influences. For instance, Spodek (1981), in his study of social influences that promote schemes in kindergarten, came up with these findings. The influence on the kindergarten by the primary grades seems to be changing kindergarten practice. In reconstituting the kindergarten to make it more responsive to the needs of primary education, a number of strategies have been adopted by curriculum designers and other educational authorities. One is to adopt prescribed prepared educational programs that are a downward extension of textbook series in academic design to ensure that children will learn prerequisites necessary for success in later school learning. According to Spodek's further finding, a number of social influences have led to the present situation. Among the influences are the following:

1. legally, kindergarten attendance has become the rule rather than the exception in the U.S.;
2. societal demands of educational institutions have led to major shifts in the orientations of early childhood curriculum;

3. there have been parallel shifts in developmental theories used to justify early childhood curriculum;

4. there has been a societal press to offer academic instruction at an early age;

5. there has been an increase in the use of standardized achievement tests in evaluating the educational progress of young children; and

6. many kindergarten teachers are inadequately prepared to be effective early childhood curriculum makers (pp. 1-24).

Alpren (1972), in his study, took the position that schools have been poorly equipped to deal with affective concerns in terms of any prompt solutions to serious problems that affect major problems in curriculum instruction. He based his position on the fact that:

there is much confusion in . . . advocations about problems that are not directly of a curriculum and instructional nature and those that are. The advocates of dealing with humane and effective concerns frequently attack on all fronts and most often without resolutions that might lead to specific changes. When some apparent changes in practices are revealed, they are quite temporal (p. 627).

Alpren further took a pessimistic position of curriculum by citing the difficulty in seeing how curriculum offers solutions to ongoing problems or other social issues perpetuated by societal
influences. For instance, in his study he concluded that:

curriculum can help in terms of dealing with gangs - but it will not necessarily halt the gang problem and its deleterious effect on children and youth (1972, p. 628).

In order to help correct the entropy Alpren identified, these suggestions were made:

1. efforts requiring interdisciplinary developmental tasks
   need to be joined by curriculum designers who are more concerned about substance, or the curriculum developed is likely to be weaker, temporal, and loose impetus for change; and

2. curriculum . . . changes

are less likely without recognizing the need to rethink and revise teacher preparation and in-service education programs. On the other hand, caution is needed in such reexamination. If we are to teach (practitioner) to deal more with values and attitudes . . . (p. 630).

Boyd (1979) studied the politics of curriculum change and discovered that the increasing complexity and politicization of curriculum policy-making and restraints upon policy innovation impede innovative policy initiatives. To support his statement he came up with these findings during his study:

1. The curriculum policy-makers are confronted with the dilemma of the school being asked to simultaneously preserve and to change society. And whether they attempt to preserve or reshape society, curriculum policy-makers are inescapably involved in a political act for their positions will
have some bearing upon "who gets what, when and how" now and in the future;

2. The accelerated pace of [social influence] has exacerbated the tension between pressures for societal maintenance and for societal change, and with the upsurge of 'ethnic, and minority consciousness' and the pursuit of equality, curriculum policy has drastically politicized;

3. The school curriculum becomes an issue in communities and societies that are undergoing significant change. Such change calls into question the adequacy or appropriateness of existing curricula; and

4. The curriculum policy-making system is now more complex, legalized, centralized and bureaucratized and includes more veto point. These characteristics, plus their tendency to become more pronounced and to reinforce one another, seem likely to make non-incremental curriculum policy-making increasingly difficult (pp. 12-13, 17).

Giroux (1977) cites in his article "The Politics of the Hidden Curriculum" that schools teach much more than the traditional curriculum. They also teach a "hidden curriculum" -- those unseated norms, values, and beliefs promoting hierarchic and authoritarian social relations that are transmitted to students through the underlying educational structure. The "hidden curriculum," Giroux further argues, affects the student's value orientation and in fact at times completely destroys it, reshaping student's academic values. He finally urges teachers to spot those effects on their students (pp. 42-3).

Curriculum design is much the same now as 25 years ago; a main source of change in curriculum and instruction is in instructional materials. The instructional materials are largely neglected when discussing curriculum development and strategies. Curriculum is
overwhelmingly influenced not by the planning methodology, but by external social forces, such as family composition and television. It would seem that curriculum design should focus on those areas where external forces have the greatest impact on its implementation. Two areas that should receive priority in curriculum design, therefore, are the social changes and developments and successful implementation (Eash 1977, p. 1-15).

C. Transfer of Technology Factors

Bacchus (1975) examined transfer of technology as a factor influencing curriculum design and implementation in Guyana. Among the factors listed are:

1. the originally English system curricula that provide education for only a small percentage of the population;
2. lack of reflection on social development; and
3. lack of reflection on host nations' culture, the lack of diversification of curricula to include practical subjects such as social policy, community development, and planning, and unwillingness to focus more on the arts (pp. 99-110).

Bacchus (1975) found that the implementation of a workable curriculum in Guyana is less likely due to the financial constraints the nation is forced to operate under and the relative costs and benefits which are involved in the introduction of new subjects in the curriculum (pp. 110-111).
Fyle's (1968) survey of the implications of technology transfer (i.e., English language) to the school's system in Sierra Leone found that:

In many areas of the country, especially in university areas, the classroom situation is a multilingual one. This is to say that ... about thirty students, as many as ten of the country's first languages may be represented ... [implementor] however qualified he may be. His own native language may be none of these - he might even be a non-Sierra Leonean - and thus there are cultural experiences and values possessed by his pupils which cannot draw upon because these experiences and values are outside the field of his own cognition (p. 8).

The concerns raised by Fyle (1968) are:

1. that technology transfer in the form of a curriculum has perpetuated the diversity of language background;

2. that the traditional solution to the problem has been to avoid the local knowledge and language in place of European knowledge and language;

3. that English is seen as a language of worldwide currency and a great language of culture in designing and implementing curriculum:

The scholar who is fluent in the utilization of English has open to him vistas and great opportunities that are forever denied to the [scholar] who has no command of English at all (pp. 8-9).

Collision (1978) cites that a significant colonial heritage of most curricula in developing countries of the world is the extensive
incorporation of European knowledge and neglect of the traditional knowledge. The continued use of a foreign knowledge in curricula design and implementation limits education within the constraints of an alien system. Hence any reform in curriculum design and implementation must incorporate the selection of traditional knowledge (or technology), which will be intellectually advantageous for developing countries (p. 9).

Collison's study of the influence of curriculum content with traditional technology proved to be positive:

The design for the experiment made it possible for each pupil to use both English and vernacular (Ga or Tuii) in class discussions or colloquia in two independent series of lessons.

The analysis revealed that learning science in the vernacular resulted in higher-level conceptualized thinking compared with learning in English . . . (p. 62).

This study was also conducted in Puerto Rico and the Philippines simultaneously. Collison drew the conclusion from the studies that:

1. learning in foreign tongue resulted in underachievement;
2. the linguistic attainment of bilinguals were inferior to unilinguals in either language;
3. learning in the mother tongue is educationally advantageous.

Therefore, curriculum designers and implementors should accommodate traditional technology during planning and implementation of curricula (p. 9).
Roseman (1980), in his study of the Schools of Social Work in Australia, cites that the curricula content in Schools of Social Work are either American or British in origin. To be more specific, the material on human growth, practice methods, research methodology, and administration tended to be American, while social policy materials use a synthesis of British and American theories. The study indicated that the continuing importation of educators and ideas has perpetuated the colonization of the schools and the curricula. Also, the social work models have probably slowed the development of social work that arises from the needs and problems of effective curriculum designers and social work education of Third World nations (pp. 115-118).

An issue now confronting Third World social work educators is the designing of curricula that would replace those that have been limited to Western and European reality. In Haynes' (1980) study, which focuses on the impact of Western involvement in social work education of Third World nations, he cites that the curriculum model's design of foreign professional social educators, supposedly reasonably autonomous and highly skilled, bears little resemblance to the reality of social work in Third World countries or to their national needs. He further adds that the curricula that allow for the description of problems, assessment of organizational capabilities, and possible strategies are limited to foreign reality (p. 26).

From Roseman (1980), adaptation of foreign curriculum models of social work has led to a social work profession that is micro-level practic oriented and which fosters a non-politicized profession that has become problems-focused rather than societally focused. As
such, the foreign curriculum models contribute to the isolation of social work from society and make the models somewhat irrelevant to the bulk of the population (p. 116).

Also, the development of curriculum models in universities tends to make social work training an upper-middle class phenomenon. The tendency to adopt and adapt foreign curricula, even if only in a comparative way, has led to a failure by social work to address particularly local issues. The background of authorities/faculties is identified as a typical example. The authorities/faculty determine the curriculum content, the texts to be taught, and the ideological viewpoints to be transmitted to students. Their educational backgrounds doubtless affect their orientations (Roseman 1980, p. 114).

Haynes (1980) also identifies key suggestions curricula designers for Third World nations should take into consideration when designing curricula models. Such suggestions are to include participation in the planning and administration of national programs, involvement in ameliorating the consequences of rapid change, and designing models for specialized groups with regard for national development. More specifically, curriculum planners must take into account national development priorities as they design social service programs and determine objectives (pp. 17-18). Further the level of education from secondary through doctoral should be structured such that basic and transferable skills are taught at the first level. Such a level should be considered a preparation for direct service work. Further, training of administrators and planners should be assumed to be for educators at the master's degree or second level. Also, it is
imperative that curricula being designed for the social developers take place within the emerging nations so that training of educators is not done entirely outside their boundaries. In fact, it may be fairly appropriate and effective to import consultants to help revise and redesign social welfare programs, rather than to send professors and students abroad for training. Haynes projects that exporting professionals and students for further training increases rather than decreases the cultural gaps between them and their countries and creates entropy within the social welfare and national systems (pp. 25-28).

Khinduka's (1971) studies of social services in Third World nations came up with the following suggestions that curriculum designers and other social work educators should consider when relating to the transfer and the implementation of social work education:

1. To the extent that social workers are socialized through a system of professional education, it is of the utmost importance to reorient social work education in the emerging nations. If the preceding discussion has any merit, it follows that social work curricula should stress such subjects as social change, planning, economic growth, public administration, community development and political interorganizational systems;

2. Social worker educators of emerging countries must be committed to the goal of modernizing society. Modernization is, of course, not to be thought of as a diplomatic
course, not to be thought of as a diplomatic substitute for "Westernization." Rather, it should be viewed as a process representing the primacy of reason and science over tradition, superstition, and ignorance about life, the world, and other human beings (p. 70);

3. Social work curricula should be designed to address a field of social work that does not exist as such in the Western countries but that is of great value to emerging countries. Further, social work students should be trained and organized to mobilize citizens and should try to emancipate them from the disease of backwardness. They should educate citizens so that they can play in increasing constructive part in the society and what is equally important, can take the message of modernity to their families. This means that social work educators should put greater emphasis on family welfare;

4. Social work educators should include in their curricula industrial social work in order to help students/workers contribute to the economy of the nation by increased productivity and to save them from exploitation by unscrupulous industrialists. To be explicit, social work educators must train development oriented social workers who should be concerned both with the increase in national wealth and with its national and equitable distribution among all sections of the population (Khinduka, 1971, p. 70);

5. Social work educators should incorporate into their curricula the essence of economic growth, which is a condition
for social well-being, and ideas for rapid and responsible industrialization such as modes of irrigation, agriculture, health, and education;

6. Khinduka's (1971) message to social work educators in emerging countries is that they should act as the indefatigable agents of modernization and development by designing and implementing curricula that direct social developers to the national social problems of their countries, not to those of developed nations. Such a strategy will necessitate not an abdication of helping or of the remedial function of the social work profession, but rather a deliberate reordering of its priorities in which a macro developmental thrust receives its rightful place. It is such an orientation of the profession that could give social work education and social welfare institutions legitimate places in the mainstream of development; and

7. Social work educators in emerging countries need, besides proficiency in pathological and rehabilitative treatment, to have a competence for interorganizational and developmental tasks, such as preventive types of programs in their curricula. Since the post-industrial social work educators have not yet sufficiently stressed or adequately pursued the developmental wisdom, social work educators in emerging countries should look upon it at best for inspiration, but never for imitation (Khinduka, 1971, pp. 11, 68-71).
Curriculum designers should collectively bring to the awareness of industrialized nations an idea of the extent to which their social work strategies are primarily based on the values of their own social and economic structure, since cross-national comparisons have a reflection on the structure of one's own society. Further, curriculum designers in emerging countries should look to our own imaginations, adapt material from overseas to suit our needs, and stop blaming foreign countries from which the literature, ideas, trained individuals emanate for their domination of the country's culture. What this does is conveniently remove the blame on ourselves for the paucity of ideas and the lack of identity and self-knowledge that cause the importation of ideas in the first place. Also, social work educators should adopt and adapt the process of "conscientization", which is a process that creates an awareness of one's place in nature and society. For such an analysis to be carried out, the knowledge of the culture of those countries is fundamental. This calls for taking into more comprehensive account the history, political structure, economy, and geography (Roseman p. 117-118).

Ang (1976) cites that social developments put curriculum planners into:

constant reassessment of what constitutes the social realities in the communities in which their social developers will be finally developed.

He further suggests that in the process of designing curriculum models for Third World nations these issues must be reflected in the curriculum content:
overpopulation and underpopulation; absolute and relative poverty as it exists in different communities; problems associated with affluence; immigration and emigration; well-being of young and the aged; unemployment of both unskilled workers and highly trained professionals; and preoccupation with economic development as an end in itself (p. 152).

Ang (1976) further cites that:

Social development content in social work curriculum (which includes social policy and planning, administration, and programme evaluation) should be reinforced by strong research component . . . (p. 154).

Furthermore, in the planning and implementation of policy and administration, curriculum planners and educators should teach students that decision making does not necessarily follow the typical textbook presentation:

Considering the fact that people do successfully influence policy during garden parties and through unscientific methods, the question could be raised as to whether it might not be possible for us to systematize [a curriculum] area of teaching which imparts skills of self-presentation, techniques of persuasion . . . . (p. 154).

Asamoah (1976) of the University of Ghana cites that in designing curriculum in a country that faces social developments, designers should ask these questions and integrate the results into their curriculum models:

1. What is the skilled social worker in the context of a given country's needs and priorities, and
2. What does it take to produce such a person? (p. 158).

He further suggests to curriculum designers that:

more flexibility should be allowed in the educational structures to allow for innovations and changes in the curriculum in order to meet new changes. Also, there should be a need to consider not only the context of curriculum but also the methods to be used in communicating that content to students . . . (p. 158-160).

The various studies conducted by authors as to how social changes, social influences, and transfer technology affect the design, implementation, and evaluation of curricula focused on the following:

1. On suggestions that curriculum builders should take into consideration, such as understanding social changes and social influences;

2. On the irrelevance of transferred winter curricula to developing nations and on suggestions on how to make them relevant to the traditional issues in developing nations, such as rural-urban migration, poor housing, etc.; and

3. On the essence of understanding that the traditional value, cultural, social, educational, economic and political climates are factors that contribute to the social changes and the social influence in society and how the above factors may influence curriculum contents and participants.
Studies on Long Range Planning

The principal foci in this section are:

impact of national and local development plan on the
design and modification of social work curricula and
why it is essential for curriculum builders and imple­
mentors to utilize suggestions cited in the National
Plan of developing nations.

A regional seminar on "Lifelong Education: The Curriculum and
Basic Learning Need" in Chaingmai, Thailand, June 7-15, 1976, focused
on the concepts of lifelong education and on planning and its impli­
cations for curriculum, with particular reference to basic learning
needs. The seminar planning sessions agreed that long-range planning
and lifelong education directly or indirectly influence curriculum
content. A typical example is of the Asian learning needs (e.g.,
community education or educating the masses). The committee also
suggests that curriculum planners analyze the implications of long­
range planning on curriculum design and content to consider lifelong
education for the following:

1. as a development of societies and individuals,
2. as an energizing force for the reform of education systems
   and as an organizing principle by which the various components
   and types of education are brought in a coherent strategy
   for educational action, and
3. as a guide to considerations for curricula strategy and
processes of development, including objectives and content, methods of learning and evaluation (p. 16).

Hughes' and Terry's (1980) study reflects on the implications of long-range curriculum planning when various educational institutions in the U.S.A. are not monitored. Hughes and Terry quote Iru Moskowitz, author of "The Road from Curriculum Theory to Practice," that the problem of long-range curriculum planning is "too many courses being added in patchwork." They then suggest that long-range curriculum goals should be based on community priorities. Further, Hughes and Terry outline suggestions for curriculum planners in the 80's:

1. They encourage the fostering of the allegiance of students to the program they are being offered (or their rejection of it);
2. They suggest continued expansion of the demand for diverse kinds of knowledge and skills; and
3. They call for familiarization with trends in community developments (e.g., technological and national needs)(pp. 22-27).

Mitchell (1979) explores the theory of comprehensive educational development in terms of a plan for its implementation at Des Moines Area Community College (DMACC). The rationale for such an exploration follows a discussion of the then current status of educational development at DMACC, which was characterized by unorganized efforts that resulted in the inefficient use of resources in the planning process, disagreement about standards for curriculum development, and lack of faculty commitment to development.
The above implications can be explained by the poor long-range planning strategies at the DMACC. Alternative long-range curriculum planning and educational development objectives are then outlined, as are short-range planning proposals for designing activities in a comprehensive curriculum model:

1. definition of the "product" of the educational development,
2. establishment of a structure for its implementation,
3. development of strategies to marshal financial and human resources in the development process and to test the process on a pilot basis (pp. 88-98).

Hamlin (1979), in his study of curriculum design and long-term planning, cites that teachers in higher education must provide the social practitioner student with the knowledge of the importance of long-range planning. He suggests that, to attain this objective, a curriculum should be designed to fulfill a systematic approach to organizational structure and long-range planning. He further suggests that curriculum design should reflect long-range planning concerning:

1. problem resolution and decision-making;
2. resource planning and allocation procedures;
3. evaluation of units within the institution;
4. effective organizational communication; and
5. the impact of curriculum planning and, similarly, planning on curriculum (pp. 1-10).
Anderson (1970), in his study of curriculum identifies three steps for a national curriculum development. He cites "that a national curriculum ... must pass through three phases of development:"

1. to identify acceptable broad national guidelines to which local staff can refer for appropriate objectives for their programs;
2. to establish a structure or body of knowledge and competencies appropriate to national social work practice; and
3. ... to provide for a reservoir of instructional content or a storehouse of instructional packages from which local instructors would draw upon to fulfill curriculum objectives (p. 33).

In Brooks' (1980) study of the Zambia social work educational system, he suggests that in designing a curriculum the designers must familiarize themselves with the National Development Plan because social work education must address the national issues in the Plan. Also, the Plan is the only way that a social work curriculum in a Third World nation can achieve its goals. The rationale for curriculum designers in Third World nations to commit themselves to the National Development Plan is that:

Ninety-eight percent of social workers are employed by the government or parastatal organizations .... Developing countries just do not possess private capital of the kind that provided the Western voluntary organizations who experimented and perfected psychoanalytic casework .... [A curriculum] ... must be channelled into services to serve the masses and here the generalist services are the most
appropriate. It is in harmony with the National Development Plan that a social work curriculum should be designed (pp. 44-45).

Studies on Population Influence on Curriculum

This section focuses on the voices of the population as influences on the building, implementation, and evaluation of curricula. Jelinek's (1978) document states that the increasingly independent curriculum builders must consider the social development as they develop and implement a well equipped curriculum. Also, students must deal effectively with the present and future issues perpetuated by social changes such as population increases and migration. Further, curriculum builders should examine the impact of science and technology on society, discuss factors which may limit advances of society, such as population and develop curriculum models that reflect the global dimensions of citizenship. It is realized that people will have to live with some major uncertainties and problems that have no solutions will have to respond to social problems caused by population pressures (e.g., overcrowded housing, crime rates, etc.) and yet must develop major educational objectives to encourage reflective reasoning, accelerate change, and develop practitioners' ability to think critically of population (pp. 88-92).

The Japan Report on Social Education focused on:

1. the problems in social education for each life stage as a result of social change;
2. the present situation and direction future efforts should take with respect to the content, methods, organizations,
facilities, and leaders of social education; and

3. the role and major problems of social administration.

As a result of the study, it was found that curriculum builders (or social educators) are confronted with various new problems due to such social changes as increase in middle- and old-age population, the concentration of the population in urban areas, and the growing tendency toward the nuclearization of the family.

The Japan Report lists suggestions for curriculum builders and social educators. The report states that, due to the growing population and other problems, curriculum builders should deal with:

1. broadening the concept of social education;
2. systematizing social education from the viewpoint of life-long education;
3. improving educational content and methods for meeting the variety of demands;
4. promoting organized activities and voluntary activities; and
5. increasing emphasis on social education administration, community development, policy formulation and analysis, social planning, and community health (pp. 61-8).

In summary, the literature states that when comparing population increase or decrease, population increase is the generator of social problems such as crime rates, overcrowded housing, unemployment/underemployment, juvenile delinquency, etc. The suggestion by the
authors is that curriculum designers should be aware of the social issues caused by population increase or decrease in the designing, implementation, and evaluation process of curricula. More or less, authorities should modify the curriculum contents in order to train practitioners who are professionally able to address population issues.

Studies on Economic Factors

The focus of this section is on the influence of economic factors on curriculum aspects. The document "Curriculum Decisions and a Further Exploration of Bases" (1966) refers to steps in developing a curriculum model to address issues generated by socioeconomic changes. The first step in developing curriculum plans is to consider the basis of the curriculum decisions in terms of their implications for objectives, learning experiences, teaching aids, and evaluation. These bases include beliefs about socioeconomic conditions of society and about students and curriculum. The document indicates that several socioeconomic constraints which remain basic even in a changing society should serve as guidelines in curriculum building:

1. the importance of family economic-life;
2. the material aspects of family life, such as food, shelter, and clothing;
3. the basic human needs, such as security, affection, recognition and creative expression;
4. the home as the economic center of material and culture; and
5. living together in human dignity and decency.

Furthermore, the document cites that socioeconomic changes such as the problems of poverty and social stratifications also affect curriculum decisions (p. 118).

Puglinit's (1979) study in developing an economic curriculum makes key suggestions that are essential to curriculum designing. Some of the suggestions made are:

1. curriculum designers should understand the limited economic realities, such as the school budget and Gross National Product, from which framework the academic institutions operate;

2. the designer must take into consideration the financial limitation of the academic institutions, i.e., the school is financially mandated on what to do and not to do in terms of implementing curriculum;

3. the designer must be alert to the new economic developments (e.g., industrial development, etc.) and the government's priority to financially invest in designing curricula to educate professionals who will perpetuate the goals of the economic plans (pp. 155-57).

In summary, the authors address "economic" factors as an influence on the designing of curriculum buildings, implementation and evaluation and urge curriculum authorities to diagnose how socioeconomic factors have great influence on the objectives, learning
experiences, teaching aids, and evaluation of curriculum and student participants. In retrospect, curriculum must be designed only when the family economic life and the basic human and societal needs are considered as vital factors to be integrated into the curriculum content.

Other severe deterrents to curricula building, implementation and evaluation that need to be taken into consideration in dealing with curricula are:

1. the economic realities Puglent (1979) mentioned, such as school budget and gross national products of the nation for which the curriculum is to be built;
2. new economic developments and the government's financial priority to the institution which "houses" the curriculum.

The factors debated in the literature review (e.g., values, culture, social changes and social influence, transfer of technology, planning, population, and economics) have convinced the investigator that they influence the designing, implementation and evaluation of curricula in all institutions of learning. Also, the reasons for curriculum builders to integrate the factors in curriculum contents were outlined.

In reviewing the literature, this question was raised by the investigator - what are the significances of the reviewed studies to the suggested social work curriculum? This question is the generator of the section below concerning the significances of the reviewed studies to the suggested pilot curriculum.
Significance of the Reviewed Studies to the Suggested Pilot Curriculum

The studies above and in earlier chapters are relevant to the designing of the suggested pilot curriculum because they provide the guide essential for curriculum building. The ideas suggested by their research, methods of analysis, and suggestions have been adopted for this study. The philosophies, suggestions, and views in the data reviewed, retrieved, and adopted are assumed to be unanimously shared by the authors and are therefore applicable to the designing of a suggested pilot curriculum for a National School in Sierra Leone (Simbo, p. 26, 1980). These studies, especially those of Sadler, Shawver, Taba, Johnson, Brabson, and Williams support the view that values and culture in an academic community and in society in general have bearings on the decision making, designing, and implementing of curricula. The investigator adopted most of the views and suggestions in the reviewed studies with the intention of utilizing them in the study.

Studies by Hartman, Van Monan, Morehouse, Galtung, Bogal and Singer, Roseman, Conteh, Giroux, Bacchus and Brooks on social changes, social influences, and transfer of technology attest that these factors must be taken into consideration by all participants in curriculum issues. The above authors' views were integrated into the study because the investigator felt that integrating such suggestions is essential for curriculum revisions and future evaluation (Simbo, p. 26, 1980). Hughes and Terry, Mitchell, Anderson, Jelinek, and Puglists state that long-range planning and population and economic conditions should be
considered in the analysis of the impact of long-range planning on curriculum modification because of social and technological development changes and because of the economic investment involved in designing and implementing an "academically prolific" curriculum for a society.

The above findings are relevant to the suggested pilot curriculum, especially in designing and implementation processes (See Chapter VI, Subsection II for the curriculum model).
III. METHODS AND PROCEDURES

This chapter highlights the procedures and methods for utilizing the needs assessment approach to data analysis, for collecting the research data, and for analyzing and interpreting the research data. Likewise, the investigator has attempted to analyze data relative to the national social needs of Sierra Leone and how they impact the MSARD, other human service institutions, and the social living conditions of Sierra Leoneans. In addition, the study focuses on the location, the identification, and determination of the relevance of the findings as contributions to the designing of the suggested social work curriculum for Sierra Leone at the certificate, BSW and MSW levels.

Since it was stated in the preceding chapter that the social needs of a nation must be assessed or analyzed and taken into account in the designing of a social work curriculum, the investigator has seen the need to utilize government secondary data in the analysis of the human systems in Sierra Leone. Other rationale for the analysis of the government secondary data are:

1. to assess the relatedness and impact of other institutions as they influence the MSARD;

2. to determine the social needs of Sierra Leoneans and the identification of various classification of social needs in order to design the suggested pilot social work curriculum model.
To accomplish the above objectives, a structural outline has been
designed that emphasizes the methods and procedures pursued in the re-
search study. The structural outline is as follows:

1. Why the needs assessment model is the most appropriate
   statistical instrument for this study;
2. What data was ideal;
3. What data was available;
4. Where was the data available;
5. How adequate and qualitative was the data;
6. Development of data collection;
7. Data collection procedure;
8. Data analysis procedure; and
9. Limitation of the research.

Since Sierra Leone was specified as a delimitation area from which
the data analyzed in the subsequent chapter was retrieved, it was ap­
propriate to indicate that only key documents addressing the social
issues and needs of Sierra Leone qualified for inclusion in the study.
The effort was made to retrieve the most appropriate and available data
that met the needs of the study.

However, the exhaustive search for the appropriate data encountered
difficulties, because Sierra Leone had not considered data collection
an utmost priority, like other African countries (Kaikai 1978, pp. 185-6). The lack of the required data, however, did not deter the
pursuance of the study's objectives. The objectives were accomplished
through these procedures.
The Rationale for Utilizing Secondary Data Analysis (SDA)

The SDA is a needs assessment statistical tool which deals with existing social data from human service institutions (e.g., social welfare, education, etc.). The SDA procedure further necessitates proper collection, organization, and aggregated and appropriate analysis of social data retrieved from human service institutions.

In general, the SDA statistical tool proved to be the most useful guide for the following reasons:

1. it helped the investigator to ascertain the locations and severity of various types of social problems and of the social services designed by target agencies to address those problems;

2. the investigator used it to assess the context in which various problems occur. For instance, the data on transfer of technology from developing nations was different from traditional technology in Sierra Leone and for this reason, it was appropriate to require different plan prescriptions; and

3. it was used to identify possible target areas for service development and/or expansion. For instance, the rural-urban migration generated urban overcrowding and poor agricultural productivity, thus indicating that some social rehabilitation response is essential.
However, use of SDA for analyzing existing data from various government institutions presented some problems because of the nature of the data required.

**Selection of the Data**

The foci of retrieving the data for this study were twofold:

1. Data for the related studies, and
2. Secondary data for needs assessment analysis.

The data from related studies was limited to the literature that addressed the cultural value domain and cultural changes, social changes and/or social influences, transferability of technology planning, and population and economic factors as they influence curriculum design, implementation, and evaluation. Also, the data retrieved serves as a basis for the design of an appropriate social work education curriculum that will equip social practitioners to address the contemporary social issues in society, and especially the social issues of Sierra Leone.

Secondary data was retrieved from the Sierra Leonean government's existing data on the economic, education, health, housing, work force, population, political and industrial development documents for a needs assessment analysis.

Sierra Leone government documents were used in this study only because of the nature of the statistical tool utilized in the study - secondary data analysis. The secondary data analysis mandated that the data utilized for needs assessment be retrieved from the same
geographical area and systems within that area for analysis.

This subsection dealt with strategies utilized in collecting the data. Also, the locations of both the literature reviewed data in Chapter II and existing data (i.e., secondary data) are highlighted below.

1. Strategic approach. In order to retrieve the appropriate data, the investigator interviewed leading scholars in the field of curriculum development, implementation, and evaluation. At The Ohio State University College of Social Work, conferences were held with six faculty members who had international knowledge on curriculum design, of social issues in developing African nations and on the impact of transfer of social work education from developed to developing nations. Similar conferences were held with academic professors in other colleges, schools, and departments within The Ohio State University campus.

Upon arrival in Texas and Illinois, similar procedures, prior to retrieving the data, were conducted with one faculty member from each institution.

The investigator developed three basic strategies during the data collecting process. The first strategy was a minimum 30 minute interview with the respective academic professors to obtain the following kinds of information about their perceptions of the study:

1. knowledge of the subject matter,
2. suggestions leading to the improvement of the study;
3. development for long-range plans for implementing curriculum design, and
4. relevancy of the data to the study.

The second strategy was utilized by the investigator during his visit to each institution to record perceptions of the professors contacted.

The third strategy was utilized to contact librarians for assistance in retrieving the appropriate data. This strategy was utilized to obtain detailed information about the availability and location of the required data.

The strategies utilized in retrieving the data were analyzed several times based on the advice of the investigator's academic advisor, dissertation committee, and scholars familiar with the study. Prior to going to the respective institutions, the strategies were presented to some professors and African graduate students who were familiar with social welfare issues in developing nations and with curriculum design and implementation. The purpose of presenting the strategies before implementation was to determine if the three strategies were clear and would produce the appropriate information. These strategies were subsequently utilized during the investigator's visits to the respective institutions.

2. Locations of the literature review and secondary data.

i. The literature review data was located at The Ohio State University and the State Libraries in Columbus, Ohio and surrounding academic institutions, at the University of Illinois in Urbana, Illinois, at the University of Houston, Houston, Texas, and at the University of Texas in Austin, Texas.
The above institutions have a wealth of data on curriculum issues that made it possible for the investigator to select national and international literature as well as curriculum data from developed and developing countries. The selection of this data helped the investigator be aware of curriculum design, implementation, and evolution, and other social issues from developing countries, especially the suggested social work education curriculum for Sierra Leone.

ii. Secondary or existing data was located at the Sierra Leone Embassy in Washington, D.C. in the United States of America. The library at the embassy was equipped with the government documents required for the needs assessment analysis in this study.

The existing government social data which was selected for this study proved to be adequate (i.e., the documents fulfill the requirements of the SDA model) because they have these qualities:

1. The existing data was used to ascertain the location and severity of various types of social problems and the location and concentration of formal services designed to address those problems. Also, the data indicated areas and institutions where problems are currently severe but where services are working, thus indicating where resourcing should be directed.
2. The data was selected from the same geographical area (i.e., from Sierra Leone). They assess the same needs for social reform in Sierra Leone.

3. The data provide some elementary evaluation strategies that measures changes in the service implementation of various institutions in their relation to program or service objectives.

4. The data provides the context in which various social problems occur. For instance, rural-urban migration in rural communities are different from that found in strictly urban or strictly rural urban communities.

5. The data identifies possible areas for target and institutions' service development and/or expansion. For instance, the data targets the need for the training of social practitioner manpower (CSRD 1974, p. 16-17).

However, the existing social data utilized in the analysis presented some conceptual problems, since the social data existed prior to the conceptualizations and proposal of this study. Further, the data represents multidimensional problems, some of which are unique to the mentioned institutions. These problems include the discrepancy between actual and desired states and the lack of availability of mechanisms to limit the discrepancies. Also, the multidimensionality necessitates the combination of several data sources into the concept of needs assessment, as all of the necessary data was available for analysis or utilization. The CSRD (1974) study
states that most existing data cannot be utilized to assess individual, community, and national needs or to identify multisocial issues because of data disaggregation problems (p. 27).

The data analyzed is fraught with methodological problems because the investigator was forced to rely on the "best available" rather than the most conceptually valid data. Since the data utilized was originally produced for administrative purposes by individual institutions rather than for empirical purposes, much of the data was accidentally used. Thus discrepancies in the data between the institutions is an artifact of the reporting process of issues rather than a true reflection of differences in the actual social dysfunction and needs.

The Available and Ideal Data for the Study

This section dealt with the most available and ideal data for assessing the social needs of Sierra Leoneans and the need for the design of a social work curriculum:

1. The most available data for this study were documents that addressed the issues of the various ministries selected for this study. The data available consisted of:

(a) documents on the educational, and health dilemmas and their influences (positive and negative) on the MSARD;

(b) the documents on housing and population, which focused on social dilemmas such as overcrowding of housing, crime
escalation, rural-urban migration, etc., and the strategies utilized to combat confronting dilemmas;

(c) the documents on the political and industrialization, which reflected on the political changes that have crippled industrial development, the economic progress, and the hopes for increased employment in the nation. Further, the strategic measures to achieve industrialization, which were centralized (and still is), contribute to the dysfunction of other systems, especially the MSARD. For instance, the centralized industrialized analogies contributed to the rural-urban migration, which is a social burden to the MSARD and other human service institutions, because of overcrowding, the crime rate, etc., and

(c) the documents on the work force, which state the percentage of the work force (both male and female), trades, unemployment and employment, and the efforts made to improve working conditions. Also, the impact of the labor institution on the MSARD were highlighted.

In summary, government documents selected for this study state the social issues and factors confronting the various systems, the citizens of Sierra Leone, and their hopes for contributions to the national development. This more or less qualifies the above available data to be as ideal as possible for the study.
2. Further, the data is ideal because it has led to the identification of needs for designing a social work curriculum to train practitioners that will challenge the contemporary social problems of Sierra Leone. Furthermore:

(a) The data provides descriptions of the problems recognized by social practitioners, both national and international, and allows assessment of the relationships between institutional characteristics and recognized problems;

(b) They identify multi-social problems their characteristics;

(c) They provide information on the extent to which ministries experiencing problems utilize or are willing to utilize formal services as well as identify perceived barriers to service utilization;

(d) They also provide information on perceived community problems and on professional attitudes towards the service delivery. Furthermore, they provide data particularly vital in identifying social problems which tend to occur on a system level, and in assessing the social problems or service needs as perceived by professionals.

(e) The data was available across the selected institutions analyzed. Much so, the data was collected in the same manner and at approximately the same period;
(f) The data now analyzed will be available on an ongoing basis, for longitudinal studies of services and/or program effectiveness, because most of the data was retrieved from the National Development Plan - the plan which served as a key government document in the analysis of the social needs and the dilemmas the institutions addressing the human services needs in society - which is reviewed every four years. So the key document will serve as a guide in the longitudinal studies on the implementation of the curriculum and on the effectiveness of trained practitioners, as well as on what changes will be made.

(g) The government social data collected and analyzed for this study was reliable because it was related to the concerns of the decision makers rather than being used only because it was available.

Data Collection Procedure

To collect the data for this study, the investigator went to these institutions' libraries and to embassies in four different states. Upon arrival at the libraries and embassies, the investigator contacted and briefed the appropriate authorities on the essence of the study and sought approval and assistance in utilizing their facilities. To reinforce the investigator's research mission, a letter supporting the study's intention was obtained from Dr. Milton Rosner, academic advisor. Prior to the visits to the various libraries and embassies, the
investigator sent letters indicating intent and indicating the data needed for the study to the appropriate authorities.

During the visits to the respective institutions the researcher:

1. held conferences with the librarian to explain and answer questions about the study and the rationale for collecting the specified data;
2. identified reference documents that led to the target data;
3. secured information on other potential institutions in the event that the library or embassy visited did not carry the pursued documents, and
4. xeroxed copies from retrieved data.

For catalogues from African schools of social work, letters were written to ten institutions requesting copies.

**Data Analysis Procedure**

In the analysis of data, the investigator developed the scenario that the data utilized in the study, being demographic data, justify the use of a statistical tool which is based on the concept of normality in the analysis (Simbo 1982, p. 33). As the data utilized was demographic and/or existing data, the most appropriate statistical analysis was secondary data analysis (SDA). The justification for the scenario is grounded in the fact that secondary data analysis is the best statistical tool for analyzing the data utilized in this study. It was emphasized earlier that analysis of the data was for
use only in identifying the social needs of Sierra Leone and for designing the pilot social work curriculum.

It was not necessary to pursue the traditional statistical analysis of the data, since this study was more needs assessment oriented rather than statistics oriented.

**Limitations of the Research Study**

In this study SDA was utilized as a statistical tool for the analysis of social needs and social issues in Sierra Leone.

Therefore, government data was selected for analysis and the reliability of the data was based on the information which was available to the investigator.
IV. ANALYSIS OF DATA

As already indicated, the Ministry of Social Affairs and Rural Development, like other national institutions, is faced with severe problems to solve. The identified problems should be brought to the attention of responsible politicians, academicians and community members for analysis and possible solutions, since the Plan (1979) states that:

the community as a whole has the responsibility both to help its less fortunate members and to secure for all citizens those services which they cannot provide themselves but has to be ascertained (p. 273).

This section, therefore, deals with the indicators (or institutions) currently contributing to the development or underdevelopment of the MSARD (see Figure 1).

Also, in this section, the investigator takes the position that analyzing the institutions from a general system perspective is imperative. Why? In order to identify the impact other institutions or systems within the supra-system of Sierra Leone have upon the functions or operations of the MSARD.

The social indicators selected for analysis contain the information on social issues and strategies to improve the social living conditions of Sierra Leoneans needed to design a social work curriculum. In general, the social indicators shown relate to the social needs and revealed the relative approach necessary to address the social demands of the nation. To ascertain the above objective the indicators in
FIGURE 1. IMPACTING INDICATORS ON THE SOCIAL WELFARE SYSTEM FROM A GENERAL SYSTEMS VIEW.

*The above indicators were analyzed in order to assess their contribution to the growth and development of the MSARD and also their deterrent to its progress.
Figure 1 were analyzed for the purpose of assessing their influence on the MSARD, their objectives in addressing the social dilemmas of the nations, and what progress is being made. The investigator has developed the scenario that, if the indicators are looked upon from a general systems perspective, each of them has a systemic effect upon the other. As stated by Bartalanffy (1968), the general system theory is a general science which allows for an indicator (or system) to be analyzed in terms of its relatedness to other systems within their suprasystem (p. 16). In fact, Goldman further states the essence of the general systems theory (GST) approach in the needs assessment of social needs in social institutions. Goldman's view is that using the GST approach in assessing influences of social indicators on each others is essential in planning. This is because the practical analysis of social institutions and the encouragement of growth-oriented system processes provides for a relatively unique blend of national social development of any nation (p. 7).

However, it is imperative to alert the reader to the fact that the MSARD is not analyzed in this section, as it was already assessed in Chapter I. Moreover, the main focus of this section is strictly on analyzing the effects the social indicators have on the operation of the MSARD, and on developing key ideas to improve the operation of the MSARD.

**Health Status**

The status of the Sierra Leone Health Institution can first be described in terms of health dilemmas, such as:

1. multiple diseases;
2. under-developed medical facilities;
3. shortage of medical personnel, and
4. limited bed capacity.

As Kaplan (1976) states, the above health problems are not only creating a deterrent to the health conditions of Sierra Leoneans, but are deterrent to their social wellbeing as well. The battle to obtain proper health conditions is usually prolonged in Sierra Leone because of the inadequate medical services provided to individuals, which limits one's potential to attain social competency. In more simplistic terms, the duties to find a job, improve one's economic condition, and socialize, are temporarily abandoned in the struggle to improve health conditions (pp. 114-126).

In support of Kaplan's statement, the National Development Plan (1979) states that the Ministry of Health is faced with a severe problem – it must eradicate diseases if Sierra Leoneans' health and social conditions are to improve.

Sierra Leone is geographically located within the humid tropics, which means that its inhabitants are in contact with a wide variety of diseases. Listed below are some of the health problems impacting Sierra Leoneans, especially those in the provinces where the death rate is 186 to 1,000 persons.

1. Lack of understanding of obstetrical care: Newborn children are susceptible not only to childhood diseases, but are also affected by diseases like diarrhea.
2. Syphilis: This is not only a factor in sterility, miscarriage and still-birth, but also a significant cause of infant mortality.

3. Smallpox: Although nearly under control, smallpox still contributes to infant mortality in Sierra Leone.

4. Intestinal and respiratory diseases, including malnutrition of school children.


6. Additional diseases that Sierra Leoneans are affected by are: tetanus monatorum, amoebic and bilarry dysenteries, leprosy, tuberculosis, measles, tetanus, schistosomiasis, onchocerciasis, river blindness, cholera, gastro-enteritis and lelminthie, and yellow fever diseases (NDP, p. 258).

Other severe deficiencies confront the health institution. These deficiencies were analyzed by Conteh (1981), author of "The Callousness of Bureaucrats." He cites that:

Sierra Leoneans die every day due to negligence, incompetence, inefficiency and callous indifference on the part of hospital personnel, whether they are doctors, nurses, porters or messengers. A man is given the wrong injection by some quack and is thereby rendered paralyzed for the rest of his life; there is a shortage of ambulances so
patients wait in excruciating pain indefinitely (p. 547).

These are familiar cases not only in urban areas, but also in rural areas where this aspect of our nation's health problems are even worse.

The severity of the diseases and the difficulty in decreasing the numbers affected by such diseases could be blamed on the:

1. lack of medical facilities,
2. lack of medical personnel, and
3. bed capacity.

Table 1 provides information on the number of government and privately owned health facilities in a nation of about 28,000 square miles with approximately 4 million population, excluding illegal aliens, which number in the two millions. Between 1962 to 1978 there were only 19 government owned and general and two specialized hospitals to serve the entire nation. According to Kaplan (1976), there is one government hospital to each of the 12 districts, excluding the Western Area, which has eight, including a specialized medical center for tuberculosis in Laka village. The missions in Sierra Leone were built between 1962 to 1978 and provide six general hospitals in the province and two specialized hospitals. More or less, there are 25 general hospitals and 4 specialized hospitals built by the government and missionaries to serve a population of approximately 4 million.

Table 1 further provides information on the total government health and medical community health, and dispensaries and/or treatment
### TABLE 1. MEDICAL FACILITIES BY OWNERSHIP AND TYPE. END OF YEARS 1962, 1972 and 1978.

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<td><strong>Dispensaries and Treatment Centers</strong></td>
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</table>

Grand total of 191 health facilities as of 1978. This figure is expected to increase to 200 by 1985.

centers. Also, the facilities are limited in number and are poorly equipped to serve the population in need of such services. For instance, as of 1978 there were 41 government health centers, 12 medical community health centers and 109 dispensaries to serve the entire population. The severity of the lack of medical facilities is perpetuated by the government's poor planning strategy. Such a strategy calls for the centralization of medical facilities in the urban areas and urban-rural areas (Plan 1979, p. 258-264). This strategy of centralization is making it impossible for the population in need of health treatment to reach such services, because of these factors:

1. lack of adequate transportation,
2. lack of money,
3. the severity of the illness on the individual, which may make it difficult to walk to the nearest health center or the area where transportation is available.

One of the handicaps to the nation's health improvements and growth is the lack of adequate work forces to tackle the health dilemmas confronting the nation. Table 2 provides information on the medical doctors (this includes dental, nursing and midwifery, SRN and SEN); subprofessionals such as medical health inspectors; endemic diseases control assistants; maternal and child health assistants; and village maternity assistants.

As of 1978, Sierra Leone had 187 medical doctors and 26 dentists to serve a population of approximately 4 million. Interpreting this into the number of individuals per physician (this is inclusive of
### TABLE 2. NUMBER OF HEALTH PERSONNEL. END OF YEARS 1962-1978.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Professional Medical</td>
<td>79</td>
<td>97</td>
<td>112</td>
<td>127</td>
<td>142</td>
<td>157</td>
<td>172</td>
<td>187</td>
</tr>
<tr>
<td>Professional Dental</td>
<td>8</td>
<td>13</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>Professional Others</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Nursing and Midwifery (SRN and SEN)</td>
<td>681</td>
<td>575</td>
<td>630</td>
<td>685</td>
<td>740</td>
<td>805</td>
<td>876</td>
<td>946</td>
</tr>
<tr>
<td>Sub-Professional, Medical</td>
<td>507</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Inspectors</td>
<td>16</td>
<td>44</td>
<td>50</td>
<td>56</td>
<td>64</td>
<td>72</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Assistant Health Inspectors</td>
<td>76</td>
<td>73</td>
<td>79</td>
<td>85</td>
<td>95</td>
<td>105</td>
<td>115</td>
<td>125</td>
</tr>
<tr>
<td>Student Health Inspectors</td>
<td>38</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
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<tr>
<td>Endemic Diseases Control Assistants</td>
<td>124</td>
<td>204</td>
<td>204</td>
<td>264</td>
<td>304</td>
<td>324</td>
<td>324</td>
<td>324</td>
</tr>
<tr>
<td>Maternal and Child Health Assistants</td>
<td>25</td>
<td>50</td>
<td>125</td>
<td>200</td>
<td>275</td>
<td>350</td>
<td>425</td>
<td></td>
</tr>
<tr>
<td>Village Maternity Assistants</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,023</td>
<td>1,484</td>
<td>1,189</td>
<td>1,418</td>
<td>1,623</td>
<td>1,818</td>
<td>1,999</td>
<td>2,625</td>
</tr>
</tbody>
</table>

It is approximately 3228.41 persons per 1 medical doctor. The current population is rounded to 4 million.

dentists), there were 18,772.34 persons per 1 medical doctor. According to Conteh (1981), Sierra Leoneans die daily due to the inability of medical personnel to reach them when a medical emergency arises (p. 548).

In 1978, the nursing and midwifery (SRN and SEN) totaled 946 for the entire nation. This figure, according to Conteh, is expected to decrease in the 80's because of the migration of professionals to Nigeria and other West African countries that are experiencing economic and health growth. Another disturbing situation is that 946 nurses and midwives are not able to serve a population of approximately 4 million due to these reasons:

1. There is only one medical person to 4,228.33 individuals in need of medical treatment. Such individuals are not located in one geographical location, but are decentralized within Sierra Leone;

2. The medical facilities where nurses and midwives should practice are not decentralized nationally, but locally, which makes it difficult to reach and provide for individuals' adequate health care; and

3. This group of medical personnel are not trained to work in the remote areas of Sierra Leone. Even those that are trained are reluctant to practice in remote parts of Sierra Leone, because of the lack of medical facilities to treat patients (Plan 1979, p. 203).
The most numerous medical staff in the Ministry of Health (MH) is the health inspectors group. As of 1978, there were 575, with a ratio of 2:1 to the number of doctors in the nation. The health inspectors are not normally health specialists. Some of them inherit such positions due to political affiliations (Conteh 1981, 5 and 6), while the ratio of subprofessionals to doctors is 4:1.

According to the Plan (1979), the number of endemic diseases to mental and child health assistants and village maternity assistants (VMA) were 324, 425, and 50, respectively. In fact, the number of villages with VMAs decrease by one-fourth (i.e., 200 to 150). The reason for this decrease is not explained in the literature. Finally, in the health related issues, the national bed capacity in the medical facility is presented. According to Table 3, the number of government hospital beds in 1978 increased 1.6% from 1,926 in 1972 to 3,167, and the number of mission hospital beds showed no increase between 1972 and 1978, the number was 911. This number is expected to decrease by 1985 due to the closing of some missionary health institutions in the country (Conteh 1981, p. 548).

Though the number of beds have increased according to Table 2, the increase is not tremendous. In fact, the MH still faces a bed shortage nationally, as of 1978, there were 980.87 persons to a bed nationally.

The lack of beds, medical personnel and facilities create such problems that the Plan (1979, p. 260; and Kaplan 1976, pp. 113-114) states that in:
### TABLE 3. MEDICAL FACILITIES BY OWNERSHIP. BED CAPACITY 1962-72-78.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Hospital Beds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In General Hospitals</td>
<td>1,015</td>
<td>1,575</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,606</td>
<td></td>
</tr>
<tr>
<td>In Specialized Hospitals</td>
<td>265</td>
<td>351</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>561</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In General Hospitals</td>
<td>-</td>
<td>580</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>In Specialized Hospitals</td>
<td>-</td>
<td>331</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>331</td>
<td></td>
</tr>
<tr>
<td>All Hospital Beds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In General Hospital</td>
<td>1,015</td>
<td>2,155</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3,167</td>
<td></td>
</tr>
<tr>
<td>In Specialized Hospitals</td>
<td>265</td>
<td>682</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>911</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,560</td>
<td>5,674</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4,078</td>
<td></td>
</tr>
</tbody>
</table>

There are 980.87 persons to a bed if the current population is rounded up to 4 million.

the mid-70's Sierra Leone health infrastructure was characterized by a lack of medical facilities, too few doctors, nurses, other medical personnel, and insufficient supplies of medicine and equipment. As such, this contributes to the 42 and 45 years life expectancy for men and women, respectively.

Economic Status

The objectives outlined by the Plan (1979) have brought a growth in the social expenditures which is unparalleled in the Sierra Leone social welfare history. It can be inferred from Figure 2 that Le 21.3 million was allocated to the MSARD in 1980, while the Ministries of Education and Health accustomed to receive the most budget, received lesser amounts for the 1979-1980 year.

During the 1978-1979 budget allocation, the MSARD, as shown in Figure 3, received Le 4 million, while the Ministries of Education and Health were allocated Le 8.5 million and Le 13 million, respectively. The MSARD received the highest budget in 1979-1980 because of the government's decision to rehabilitate the subdepartment within the MSARD, such as welfare social services, community development, prisons, and sports.

The literature analyzes the investment projects under the auspices of the MSARD. Such investments are:

1. Social Welfare: The total amount of the development expenditure foreseen for the period of the Plan period 1985 is 568,000.00. The projects are:
   a. Twenty community development and youth centers with a total of 396,000.
The investment in social welfare includes government financing of self-help projects amounting to Le 10 million as well as a sports stadium in Freetown.

FIGURE 2. INVESTMENT IN SOCIAL SERVICES 1974-1979/80.
Contribution/
Breakdown of
the GDP for
Development of
Social Sectors
1973-1979
(in million
leones)

Education = xx
Health = —
Social Welfare = •••
Housing and Country Planning = — —

FIGURE 3. GROSS DOMESTIC PRODUCT AND PRODUCTION BY SECTIONS - DEVELOPMENT OF SOCIAL SECTORS ONLY.
b. Four remand homes, one each in Bo, Kenema, Makeni, and Sefadu: Total cost - $92,000

c. Development of the National Training Center at Bo. This is an ongoing project with a total cost of $100,000.

2. Prisons: The prison institution has a $2,508,600 investment program, $745,600 of this total is for implementation of the development program. The following investment projects are currently included in the Plan:

a. Development of Masanki Prison to accommodate 500 prisoners and to develop agricultural industries. Total cost is $329,000;

b. Development of the Freetown Central Prison. Total cost is $2,800; and

c. Development of Mofanta, Bo, Makeni, Kabala, and Kailahun prisons to accommodate 200 prisoners each, and reconstruction of Prison Officers Training School. Total cost is $309,400.

3. Sports: During the Plan period, the sports division of the MSARD received the highest investment of a total of Le 10,000,000. Included in the Investment Plan is the construction of a stadium in each of the three provinces (East, North and South) and in the Western Area. However, the increased investment will not meet the demands in the field of social welfare, education, health, and housing. (See the composition of investment in social services - NDP 1974-1979, p. 25,
Although the government has tried to nationally rehabilitate the social welfare industry, the magnitude of the social dilemmas have outweighed the government's efforts. As such, the social problem continues to escalate, and to inflict social pain on Sierra Leoneans, simultaneously slowing the growth and development of the MSARD and the nation (Fy 1980, p. 50).

**Housing**

Shelter is one of the basic necessities of man. According to the Plan, (1979), plans are made to improve the housing conditions of the country. For instance, the Ministry of Housing has carried out low-cost housing programs in Freetown, Bo, Makeni and Kenema. Also, there has been an upward trend in the construction of private residential buildings. The figures of Le 6.5 million in 1964-65 to Le 13.9 million in 1970-79 are indications of a newly developed interest on the government side. Further, private investment escalated from Le 1.0 million in 1964-65 to Le 2.5 million in 1970-79.

The Plan (1979) cites that positive measures have been taken to revitalize urban areas. For instance, Freetown received Le 6,710,000 for the rehabilitation of "run-down" buildings in the metropolitan area; construction of 10,000 dwellings units for the whole country (5,000 in urban areas and 5,000 in rural areas) per year as per estimated total needs of the country would require
Le 20,220,000 per year, Le 17,720,000 for urban and Le 2,500,000 for rural areas out of the total of Le 20,220,000 estimated by the Plan Committee. The private sector has to invest Le 5,320,000 per year when the program is fully developed for low and middle families. Upper-income families in the urban and rural areas would invest Le 14,900,000.

However, there is a concern over the government's participation in the housing development. First of all, the above figures are based on a modest approach for the low/middle income families. Second, houses for these families have to be larger or they will degenerate into slums. If housing costs are to be provided, say Le 10,000 on the average, the total investment needed for the urban areas alone would be Le 50,000,000 per year according to the National Development Plan 1974-1979. This would come to about 12% of the GDP (Gross Domestic Product) and would obviously be too high for the nation's resources (282-283).

It was projected that difficulties are inherent in the housing sector. These difficulties include a lack of adequate community facilities, shortage of local capital for investment, the high cost of building materials and construction work, the shortage of technical staff to plan and supervise activities, and the inadequate planning and building regulations. The constant migration from rural to urban areas intensifies the acute shortage in urban housing, especially in the Freetown area, with consequent congestion, deterioration of living conditions, and higher demand for social services (NDP 1974-1979).
Industrial Development

Most of the industrial development took place ten years after the colonial administration in Sierra Leone. In the 60's a number of import-substituting industries were established, mostly in Freetown, Kissy, and Wellington. The rationale for the "centralized" industrial development is due to the well-developed land and the infrastructure facilities readily available to the industries. In the 70's (1970/71) 6% of the Gross Domestic Product and 5% of employment were provided by manufacturing and handicrafts. In 1971, 12.1% and 87.8% of the labor were in manufacturing and arts and crafts, respectively. For instance, most of the factories employed less than 100 workers.

However, the industrial survey conducted in 1973 by the Central Planning Unit for the group of industries classified as "modern factory-type" industries showed that during 1970/71-1973/74, this group was growing at the rate of 11.2%, amounted to Le 17.5 million, output of Le 57.4 million and employed 3,600 workers. This accounted for about 6% of the national employment for that period.

In order to further develop the exchange saving, create employment and foster development of local managerial and technical skills, import-substituting industries were established. Such industries are food industries, agricultural products processing, beverage industries producing beer, liquors, soft drinks, tobacco and chemicals. This new development in factories increased the working population in factories from 5,100 to 6,800 in 1967. But there is a consistent decline to only 5,500 in the 70's. This decline is blamed on the economic
recession and political instability. This leads the investigator to respond to the constraints influencing future development of industries:

1. There is a shortage of raw materials. The Plan cites that the lack of production of crops like sugar cane and fruits like pineapple, tomatoes, citrus, etc., and the lack of plantations and processing plants are joint constraints on future development (p. 172);

2. Infrastructure facilities are also contributing factors. The inadequacy of infrastructure facilities is a serious handicap to industrial development. Further, the concentration of industries in Freetown area is creating a burden on the urban population. People are attracted to the capital for better facilities and greater employment opportunities.

3. The lack of entrepreneurial, managerial, and labor skills is also a factor. This deficiency of entrepreneurship is partly due to the attitudes and values fostered during the colonial era when a career in government services, law, or medicine was more highly regarded than one in business or social welfare.

4. The market size: The small size of the domestic market limits industrial development because it restricts the range of products that can be manufactured economically. However, the size of the market justifies manufacturing of a much larger range of goods than being produced currently; and

5. Finally, concentration and centralization of economic activities contribute to the slow development. The need to
develop minimum number of industries, the available infra-structural, financial and other facilities, as well as the ready market for finished products and trained workers were responsible for the location of industries in Freetown. The concentration and centralization of economic activities strategy creates undesirable consequences to the nation's social and economic conditions. However, it has become clear that industrial development should be balanced and planned (NDP 1974-1979, p. 176).

Political Climate

Sierra Leone like most other African countries, has been characterized by political instability. In March 1961, the wind of military rule sweeping across Africa for the first time touched down in Sierra Leone. The rationale for such a takeover was justified on the grounds that the constitution, tribalism, corruption, and economic mis-management (Mowoe & Kaikai 1980, p. 374) called for intervention. This takeover was engineered by the then Force Commander, David Lansana. In 1968, the second military takeover occurred for the same reasons stated above. This time it was headed by Lt. Juxon-Smith.

The efforts of the two military coups to revive the economy had a minimum success. Their purpose was to respond to unemployment, rapid decrease of foreign investments, political unrest, killings, economic regression, and social deprivation.

The change of political leaders and the political unrest did not end when Dr. Siaka Steven, currently president of Sierra Leone, took
over. In fact, Frank Ly (1980) projects that the political instability under Dr. Stevens affected all institutions in the nation, e.g., economy, education, business and trade, health, social welfare, etc. (p. 11).

In Ly's words, the Sierra Leone national accounts statistics, under Siaka Stevens, read like the local temperature chart. For instance, in 1970-1978 Gross Domestic Product grew at constant prices by 10 percent, i.e., from Le 343.8 million to Le 379.2 million, but they declined in 1979.

Further, Ly (1980) cites that:

In 1974 production of iron ore - formerly contributing 10 percent of exports - ceased altogether, and production of diamonds - the largest sector - fell to one third of its 1970 level since Dr. Stevens assumed office (p. 11).

This entropy is caused by the decreased foreign investment and the national political instability. Also, the killing of political rivals is a contributing factor that deters foreign business investors from investing in Sierra Leone.

The decrease in foreign investment was also attributed to the political leaders endeavoring nationally to boost the collapsed or crumbling economy:

For instance (Metrowich 1977, p. 45), in 1970 the Sierra Leone government decided to nationalize the companies. In the process, the decision was to acquire a compulsory 50% of shares in all mining companies. Also, the government indicated that it would purchase a majority interest in all such companies and that compensation would be met out of future dividends.
This was interpreted as meaning that the government might require, through enactment of legislation, that it should receive a larger percentage of the profits made by the companies (p. 45). The government demands of the private investors was responsible for the "down-hill" foreign investment of Le 80 million in 1973 to Le 68 million in the following years (Metrowich 1977, p. 58).

The political instability not only affects the national economy and foreign investments, but contributes to internal instability. In 1977, at Fourth Bay College University, the students, after a long tenure of frustrations and disappointments engendered by the government, revolted against the president. Their demands were: to improve education, to stop mismanagement of the nation's money, and to provide jobs and adequate social amenities. Unless these demands are met, the president must resign. The students' demands resulted in the closing of the University for three months. This was followed by urban protests by parents and high school and college students. The entropy caused by the political instability did not end after the student protests. In fact, it was perpetuated by tribalism before and after the students protested.

Kaikai (1980) cites that the intent of the government to avert bloodshed caused by tribal conflicts escalated for these reasons:

1. the election reflects trivial and geographic support for political groups;
2. elections are held only periodically, so that any attempt to fight tribalism must take into account its pervasiveness (and the politicians are tribalistic) (p. 399).
Kaikai (1960) further cites other key factors that helped to perpetrate the tribal unrest and deter the nation's progress:

1. the instant attempt of Juxon-Smith to declare tribalism dead, without successive approximation temporarily damaged the social welfare system;
2. the disbandment of political parties and organizations that were tribally based; and
3. the abolishing of tribal headsmen and the transfer of their "culturally inherited" power to various government departments, the police, and the judiciary (pp. 399 - 400). However, the government's attempt to abolish tribalism has its positive effects - erasing the "visible" tribal barriers that once existed in the government and private industries. But these democratic-nationalist (abolishing tribalism) strategies:

again failed the war. While measures were helpful ... they were quite inadequate. The undercurrent of tribal animosity surfaced again in the first year of the succeeding civilian government, under Dr. Siaka Stevens, costing many lives. The situation was so grave that the government had no alternative but to declare a nationwide state of emergency in several occasions, so as to put the lid back on tribalism (Kaikai, p. 401).

Population

It is estimated that the population of Sierra Leone is currently increasing at an average of 68,000 per annum. According to the NDP,
for the periods 1975-80 and 1980-85, the annual increases are estimated at 81,000 and 98,000 respectively. The rapid increase in population aggravates many economic and social problems. The increase in the demand for food, clothing, housing, sanitation, medical care, and other social services are determined by the growth rate of the population. As projected by the Plan, if the population growth accelerates too rapidly, income and consumption per head slows down. More explicitly, the increase in the national consumption caused by rapid population growth tends to reduce the share of the national product available for investment in physical and human capital for the development of the nation (p. 20).

Further, acceleration of the population growth during a twenty-five year period (1960-1985) has been high and is expected to continue in the foreseeable future. The blame for this increase is projected on an almost stable high birth rate and increase in life expectancy and on a falling death rate (see tables and graphs). The life longevity and higher birth rates are leading to an increase of children and consequently, an increase in dependency ratio. The estimated dependency ratio increased from 1.25 in 1950 to 1.51 in 1970 and will further increase to 1.78 by 1985 (NDP, p. 20). For instance, 126,000 babies are born every year. The number of children in the population, of persons aged 0-14 increased from 1,240,000 in 1974 to about 1,430,000 in 1979, and is expected to accelerate by 1985 to over 1,900,000.

The dependency caused by the population increase is carefully summarized by the United National Experts as follows:
The population of Sierra Leone increased from 2,136,000 in 1960 to 2,367,000 in 1965, and a projection for 1965-85, after taking the mortality and fertility rate into consideration, will reach approximately 3,877,000-4,000,000. For the twenty year period the population will increase 1,510,000 (or 38.94%). This overall growth is brought about by falling death rate in combination with an almost constant birth rate (see Table 4). However, the projected population increase is incorrect, because not every Sierra Leonean is registered at birth/death (NDP, p. 20).

It can be inferred from Table 3 that from 1965 to 1979 the birth rate has been 2.9 and is projected to stay at this rate in 1985 when compared to other regions. In fact, the entire African continent is experiencing a steady increase in birth rates and has the highest when compared to other regions on earth. For instance, the birth rate for developed nations is at 1.3 reproduction rate and is projected to remain at 1.3 until 1985. The steady increase in birth rate in Sierra of 2.9 may have contributed to the increase in life expectancy, as indicated in Table 4.

The life expectancy for males and females between 1965-1970 was 29.4 and 42.6, respectively, while in 1975-1980 it was projected to be 44.4 for men and 47.6 for women. In fact, it was projected to be 46.9 and 50.1 for men and women, respectively, by 1985.

**Steady Increase in Life Expectancy**

The life expectancy of Sierra Leoneans when compared to developed and other developing regions, is beyond world expectation. For instance, the average life expectancy for men and women in 1965/1970 and 1975/
TABLE 4. GROSS REPRODUCTION RATES (World, Africa and Sierra Leone).

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>World Total</td>
<td>2.3</td>
<td>2.3</td>
<td>2.2</td>
<td>2.1</td>
</tr>
<tr>
<td>More Developed Regions</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Less Developed Regions</td>
<td>2.8</td>
<td>2.7</td>
<td>2.6</td>
<td>2.4</td>
</tr>
<tr>
<td>Africa</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>Western Africa</td>
<td>3.2</td>
<td>3.2</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>Eastern Africa</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>Middle Africa</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
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</tr>
<tr>
<td>Northern Africa</td>
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<td>3.2</td>
<td>3.2</td>
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<td>Southern Africa</td>
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<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
</tbody>
</table>

1980 for Sierra Leonean were 36 and 46, respectively; while the world life expectation was at 53.1 in 1965/1970 and 60.4 in 1975/1980.

However, the steady increase in birthrates and the prolonged life expectancy have contributed to the increase in the population and the dependency rate (Plan 1979). This is a social issue in a sluggish Sierra Leone economy, because the government is unable to meet the social demands of the growing population. There are other population factors that are contributing to social dilemmas of Sierra Leone.

The lack of adequate census data and uneven geographical distribution of population (rural to urban) are emphasized. Researchers cite that most individuals in the provinces did not register during the census period, prior to Sierra Leone's independence. Further, the rapid rural-urban migration currently has contributed to the uneven geographical population distribution. In fact, the severity of this problem led Ghana, Kenya, Egypt, Tunisia and Sierra Leone to launch a massive campaign of family planning and reversed-migration programs. Authorities have realized that failing to address these issues when they first became known consequently has made it difficult for MSARD to document how many people are in need of social services in Sierra Leone and has made the effort to solve the social issues confronting the MSARD and Sierra Leone almost fruitless.

**Labor Force**

The literature read indicated that the labor employment and unemployment factors seem to have consequential effects on the growth
and development of the MSARD and the improvement of social living conditions for Sierra Leoneans. In support of this statement, the International Labor Organization document (1979) states that the Sierra Leone labor force, though it has increased from 899 in 1965, to 971,000 in 1979, still does not contribute to the well-being of the majority of the eligible Sierra Leonean labor force. For instance, over 2/3 of the eligible workers are either unemployed or engaged in petty trades, which do not provide the work incentives received by those working for the government and private enterprises (p. 22). The Plan (1979) also reflects on the effects generated by the labor employment and unemployment factor. The plan states that, though by 1985 the active labor force will have leveled almost to 1,400,000, as inferred in Table 5, only 1/3 of eligible workers will be engaged in the work force, from a national population of approximately 4,000,000. Furthermore, the Ministry of Labor poses these problems for the MSARD:

1. excluding the 19,000 youth population, approximately 50% of the active work-force is not engaged in meaningful employment; and

2. the higher unemployment rate has contributed to the increase in adult dependency rate upon the society for socioeconomic support, thereby forcing the MSARD to provide alternative social resources for those dependents.

However, some improvements have been made and others have been forecasted in order to increase the national work-force, especially in
TABLE 5. EXPECTATIONS OF LIFE AT BIRTH (World, Africa and Sierra Leone).

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>World Total</td>
<td>53.1</td>
<td>55.5</td>
<td>58.1</td>
<td>60.4</td>
</tr>
<tr>
<td>More Developed Regions</td>
<td>70.4</td>
<td>71.2</td>
<td>71.9</td>
<td>72.2</td>
</tr>
<tr>
<td>Less Developed Regions</td>
<td>49.5</td>
<td>52.3</td>
<td>55.3</td>
<td>58.0</td>
</tr>
<tr>
<td>Africa</td>
<td>43.3</td>
<td>46.6</td>
<td>48.6</td>
<td>51.2</td>
</tr>
<tr>
<td>Western Africa</td>
<td>39.2</td>
<td>41.8</td>
<td>44.3</td>
<td>46.8</td>
</tr>
<tr>
<td>Eastern Africa</td>
<td>42.3</td>
<td>44.9</td>
<td>47.4</td>
<td>50.0</td>
</tr>
<tr>
<td>Middle Africa</td>
<td>39.3</td>
<td>41.8</td>
<td>44.3</td>
<td>46.9</td>
</tr>
<tr>
<td>Northern Africa</td>
<td>49.9</td>
<td>52.8</td>
<td>55.9</td>
<td>58.8</td>
</tr>
<tr>
<td>Southern Africa</td>
<td>48.0</td>
<td>50.4</td>
<td>52.7</td>
<td>55.2</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>29.4</td>
<td>41.9</td>
<td>44.4</td>
<td>46.9</td>
</tr>
<tr>
<td>Females</td>
<td>42.6</td>
<td>45.1</td>
<td>47.6</td>
<td>50.1</td>
</tr>
</tbody>
</table>

government and private sectors. It can be inferred from Table 6 that progress has been made between 1960-1980 in increasing the male and female participation in both government and private work-force, and an effort to increase it will be pursued in between 1980-1985. For instance, the total male-female government and private working population increased from 899,000 in 1960 to 1,258,000 in 1980, which was an increase of 359,000 individuals. In fact, the projection made for 1985 suggests that the work-force will increase. According to Table 6, the male and female work-force in government and private professional jobs will increase to 928,000 and 422,000, respectively. This will bring the total work-force to 1,396,000. In summary, the projection of the labor is that in:

1960-1985 the growth of the labor force will increase from 1.55% per annum in 1960-65 to 2.10% per annum in 1980-85. For the five year Plan period 1974-1979 the labor force will grow from 1,130,000 to 1,236,000, i.e., by 106,000 or 1.8% annually. The number of new entrants to the labor force is clearly related to the number of birth 10-20 years (NDP, 1979).

The increase in the work-force has contributed to an improved socioeconomic condition for Sierra Leoneans and to the national development of the country because of the increase of new industries and job openings as well as of government jobs. However, the unemployment rate has been projected to be 55%, which means the socioeconomic luxuries enjoyed by the active work-force are deprived from those who are unemployed.
TABLE 6. SIERRA LEONE LABOR FORCE (in thousands).

<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>578</td>
<td>628</td>
<td>686</td>
<td>754</td>
<td>830</td>
<td>928</td>
</tr>
<tr>
<td>Females</td>
<td>391</td>
<td>397</td>
<td>403</td>
<td>409</td>
<td>415</td>
<td>422</td>
</tr>
<tr>
<td>Total</td>
<td>899</td>
<td>971</td>
<td>1,054</td>
<td>1,151</td>
<td>1,258</td>
<td>1,396</td>
</tr>
</tbody>
</table>

This is a summary of the Sierra Leone Labor Force as compiled by the International Labor Organization (NDP, 1979, p. 22).
Education

The Ministry of Education has been given the topmost priorities by the Sierra Leone government in terms of budget allocation. For instance, it can be inferred from Figure 2 that Le 13 million was allocated in the fiscal year 1978-1979 to this institution. It was stated in the plan that the priority given to the Ministry of Education in terms of budget allocation contributed to the escalation of student enrollment in the lower and upper brackets of education in Sierra Leone. It can be inferred from Table 7 that in a period of eighteen years of our independence the national student enrollment increased in:

1. primary school from 88,978 in 1960 to 199,425 students in 1979;
2. while the population of teachers college enrollment escalated from 608 in 1960, to 1,075; and
3. the number of university enrollments also increase for both universities, 300 in 1960 to 1,145 (the figure for the 1960 student enrollment was for nursing at Njala University).

However, the technical institutes faced a decrease in student enrollment, from 950 in 1960 to 924 in 1979, the literature did not state what contributed to such loss. In summary, there was an increase of approximately 111,515 in the eighteen-year period. This total excluded the Njala University enrollment because the differences could
### TABLE 7. REPORT GROWTH OF SCHOOL, COLLEGE AND UNIVERSITY ENROLLMENT 1960-79.

<table>
<thead>
<tr>
<th>Agencies</th>
<th>1960</th>
<th>1979</th>
<th>Increase in Enrollment of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Schools</td>
<td>81,881</td>
<td>166,107</td>
<td>84,296</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>7,097</td>
<td>33,318</td>
<td>26,221</td>
</tr>
<tr>
<td>Teachers Colleges</td>
<td>608</td>
<td>1,075</td>
<td>467</td>
</tr>
<tr>
<td>Technical Institutes</td>
<td>950</td>
<td>924</td>
<td>-26</td>
</tr>
<tr>
<td>Fourah Bay College/University</td>
<td>300</td>
<td>829</td>
<td>529</td>
</tr>
<tr>
<td>Njala University</td>
<td>-</td>
<td>316</td>
<td>316</td>
</tr>
</tbody>
</table>

not be determined.

One would say that the increase in school enrollment is a positive step towards national development. Certainly it is, because it has at least increased the school enrollment and increased the percentage of literate from 25%-35%. However, the Institute of Education has major problems to resolve:

1. The educational amenities in the interior are at a very low rate,
2. A low level of literacy,
3. High failure and drop rates,
4. The small number of qualified teachers, e.g., non-graduates without professional qualifications, remained unchanged at 24% since 1965-70. However, graduates without professional teaching qualifications increased from 35% in 1965 to 48% in 1979, and the number is escalating.
5. The academic nature of curricula,
6. The inadequacy of sixforms,
7. The imbalance of male and female students,
8. The need for more vocational and technical schools,
9. The high cost of education, and
10. Its residual structure.

The above dilemmas facing the Ministry of Education no doubt slows its growth and development and likewise contribute to the escalation of national social issues that confront the MSARD. This conclusion was drawn from Miller's (1979) view of systemic effects. He states
that the above institutions, according to general system theory, affect other systems like social welfare within the suprasystem. Therefore, the social welfare system has an obligation to provide alternative services once an entropy is caused by another system (like an educational institution) within the boundaries of the suprasystem (p. 901).
V. IMPLICATIONS FOR CURRICULUM DESIGN

This section is divided into three phases: one deals with recommendations leading to the designing of the curriculum model at the certificate, BSW and MSW level. In phase two, the relationship of the curriculum designed to the National Development Plan and the implementation strategies of the curriculum model (i.e., faculty and resources needed) are addressed. Finally, phase three addresses the political implications that may affect the implementation of the designed curriculum model and the possible accreditation problems for the National School of Social Work.

Recommendations

The recommendations formulated by the investigator were based on the knowledge gained while reviewing the literature discussed in Chapters I, II and IV and on feedback from social welfare authorities who have been contacted.

Taking into consideration that the lack of adequate social services delivery systems, policy formulation, and planning are severe impediments on the quality of the social welfare system, as indicated by the literature, it is recommended that the MSARD takes the necessary steps to improve the national social conditions. In doing so, the Ministry may want to consider the following:

1. the government should invest in the MSARD and launch a national campaign on the social issues affecting citizens;
2. citizens, social practitioners and other professionals should be involved in the assessment procedures and the utilization of needs assessment materials; and

3. participants should be trained to utilize the range of the assessment materials, with special references to low-cost assessment strategies, and with opportunities for adaptation and improvisation according to local circumstances.

Based on the direct or indirect influence that other institutions within the Sierra Leone suprasystem have upon the MSARD, it appears that the general systems approach (i.e., taking into consideration consulting and adopting knowledge essential to the positive growth of MSARD) should be adopted in the policy formulation, planning, implementation, and evaluation processes. The curriculum model to be developed for this will have to be interpreted broadly to include the kinds of experiences that extend beyond the school and MSARD walls into the fabrics of other institutions and societies. The general systems approach may involve varieties of system strategies through which social practice students may engage in general systems dynamics.

Based on the observations made by the investigator as he endeavored to retrieve data for the study, it seems that fewer efforts have been made to collect data that will assist researchers in their studies. In view of these circumstances, the investigator recommends that:

1. provisions be made by the School of Social Work to establish a research center, whereby data retrieved
locally, nationally and internationally is stored for scholars to utilize in their studies. For this to be fruitful, it is vital that the MSARD and the National School of Social Work collaborate with other institutions in collecting data. The purpose of this process will be to find out what data is currently available within various institutions and how the data can be collected, stored, and utilized. Also, social practitioners (including scholars) should be encouraged or mandated to contribute to the literature by publishing; and

2. a system of literature loan should be established within member institutions when data is needed by the member institutions.

Analysis of the data concerning transfer of technology to developing countries like Sierra Leone, reveals that most of the time the knowledge from Western and European nations is of a social, economic, academic, and cultural disadvantage to the host country for which it is meant. Consequently, the investigator recommends that, before implementing transferred technology the MSARD assess the positive and negative effects of the transfer of technology on the above mentioned factors and on the country as a whole. The purpose of this would be to deter further entropy that transferred knowledge may have upon the MSARD, other institutions, and the citizens.

The primary recommendation to be made is based on the scenario that Sierra Leoneans are faced with multiple social problems with
limited professional staff to adequately address those social issues and currently, there is no national school of social work in Sierra Leone to train social practitioners at degree levels. The training institutions available are below the academic expectations of other social welfare schools or centers in other African countries, and the government concern to train more professional social work staff within the boundaries of Sierra Leone has instigated the investigator to recommend that a social work curriculum be designed, which has a "social development" curriculum focus in order to train social practitioners. Further, a pilot curriculum should be designed and implemented for the training of future potential social practitioners.

Social Work Curriculum Model at the Certificate, BSW and MSW Levels

This is in response to the recommendations stated in subsection one, especially recommendation number five. Recommendation number five suggested that a social treatment and a social development pilot-curriculum model be designed and implemented in Sierra Leone as one of the means of addressing the national social issues and of contributing to the national development of the country. It has, therefore, been suggested by the investigator that because Sierra Leone is a Third World nation and the social issues deter the progress of the MSARD and citizens, the "social development" model is an appropriate curriculum tool for the National School of Social Work to be utilized in training social practitioners. The suggested social curriculum model is divided twofold:
1. social treatment, and
2. social development.

The social treatment section of the model will consist of the community direct services, while the social development will consist of social policy and social planning, social work administration, community organization/welfare, and community social health (See Figure 4).

Rationale for Utilizing A Social Development and Social Treatment Model

The imperativeness of social treatment and social development or curriculum is based on the rationale that the National School of Social Work is designed to educate social practitioners. Such a stand is based on the curriculum objective that there is a need to provide higher education to social workers in order to produce social practitioners with these professional standards:

1. generalist understanding of and competence in interventive methods common to all areas of social work practice;
2. advanced knowledge of and competence in either social treatment or social development methods of intervention;
3. either specialized knowledge of a current or emerging area of human services or general knowledge of several of these areas;
4. an understanding of and sensitivity to the forces of politics and social and economic deprivation impinging upon the social functioning of individuals, groups and communities or societies (The University of South Carolina College of Social
The above curriculum objective may have influenced authors like Washington and others to insist that contemporary social work institutions should utilize social treatment and social development curriculum content instead of the traditional curriculum content. For instance, the curriculum content of the Ohio State College of Social Work, which is "PMI" oriented has been proven by Washington (1981) that it does not address current social issues, nor capable of preparing social practitioners to face the contemporary challenging social issues in developed as well as developing nations.

Washington (1981) cites Irving A. Spergal's (the University of Chicago) conceptualization of "social development" practice as a:

practice which focuses upon institutions of community and society and their social impact on individuals (p. 2).

Washington believes that social development practice should emphasize the social relationships of communities to other communities, individuals to other individuals, and groups in various situations--family, school, work, neighborhood, correctional, health, and educational institutions:

conceptually, social development is the integration of community organizing social policy formulation and analysis, social planning administration is [evaluation] (Washington 1981, p. 2).
In another analysis of social treatment and social development models, Whittaker:

suggests that one can distinguish between the social development at four different levels: client systems, goals, knowledge base and strategies of change. The client system for social development intervention may be a neighborhood, an organization, an entire community, or even a total society. The client system in social treatment intervention is always an individual, family and group (Washington 1981, p. 2).

In a final conclusion, Washington states that social treatment and social development practice play the following functions:

1. Social development intervention tends to be based on theories of "complex systems" change (formal organization theory, community theory) drawn from sociology, economics, and political science;

2. Social treatment intervention tends to be based on theories of individual change drawn from psychology, small group sociology, and human development. [Also] social treatment intervention typically relies on more circumscribed strategies directed at direct counseling, individual advocacy actions and crisis intervention (p. 2).

In supporting this position that social development and social treatment practice should be a major task of social work education in our contemporary societies, especially in the Third World nations, Roberts (1982) has made these contributions:
that the political economy perspective is proposed as a framework to enhance the integration of the social treatment-social development-track curriculum. Since this theoretical perspective enables social practitioners to act across the various technologies (Social Policy/Planning, Community Administration and Social Health and Clinical) and provide a conceptual unity to the curriculum for understanding organizational behavior and change within the political and economic environments of human service organizations (Abstract).

The major task of social educators is to appreciate the fact that "political economy perspective may be one useful approach to enhancing the integration" of the social treatment and social development track curriculum, since:

1. economic considerations are sometimes ignored in courses involving micro-macro content. This is because of the failure of social educators to conceptualize human service organizations obtaining new materials (e.g., funds) from an economic environment and processing or converting them into products (e.g., services) offered to clients/consumers;

2. external pressures have created tension within the internal economy of our human service organizations. Social educators must educate students to continually adjust to meet the new requirements for managing and reporting program outcomes and for being accountable to provide information on the effectiveness of social programs. The accountability pressures put upon the social agencies leads to the rationale that social work practitioners should be aware of the political
ramifications. Thus, social practitioners need skills in building coalitions, especially at the macro-level of social work practice, and need to be knowledgeable on how to utilize the power resources (i.e., political figures) and capabilities available to the organization from its relevant others in the environment; and

3. Social practitioners must know how to generate issues, mobilize a coalition of forces, and gain the support of key actors in the policy and political subsystems. More or less, social practitioners must realize that change may occur through political exchanges by:

(a) coalition of a group of relevant others who attempt to affect the organization's domain, or

(b) an organization which manipulates its relevant others in order to alter its legitimacy and other magnitude of resources, and thus its overall goals and direction (Robert, 1982, pp. 6-7).

Meenaghan, Washington, and Ryan (1982) came up with the scenario that social development practice enables social professionals to understand, utilize, and use social policy, social planning, administration, community organization and health to participate in the national changes/adjustments required of all human services programs, and in particular, a National School of Social Work (p. 6).

In adopting the social development practice, scholars in the above disciplines should develop these techniques during
their tenures as social work students and even beyond that:

A. A Policy Analyst student should be more geared towards policy management, especially when the social work curriculum to be designed is "social-development" and "social treatment" oriented. In fact, policy management is conceptualized as:

the performance on an integrated, cross-cutting basis of the needs assessment, good setting, and evaluation functions of management; the establishment of priorities; the mobilization and allocation of resources; and the initiation and guidance of the planning, development, and implementation of policies, strategies, and programs that are related to sustaining or improving the physical, socio-economic, or political well-being of the [Society] (Human Services Monograph Series No. 13, April 1979, p. 84).

Based on the above conceptualization, the social policy practitioner should become aware of the techniques required in building the national welfare of Sierra Leone communities, according to the Human Services Monograph No. 13, (1979):

1. Expanding opportunities for the national social welfare institutions or agencies and other national institutions to participate more fully in the design, development, and evaluation of national and local policies and programs, thereby building a capacity for more effective interorganizational and institutional partnerships.

2. Strengthening the capacity of provincial district and local agencies to manage and operate government programs by streamlining the national burden placed on the agencies,
FIGURE 4. SOCIAL TREATMENT AND SOCIAL DEVELOPMENT CURRICULUM CONCENTRATION AREAS - MATRIX STRUCTURE.
thereby building a capacity for national policy and program management.

3. Strengthening the capacity of provincial, district and local government policies to;
   (a) exercise newly acquired responsibilities for making choices;
   (b) design integrated policies and programs with citizen involvement in the needs assessment and evaluation process, and
   (c) manage policies, programs, and operations on the basis of jurisdictional (or "place") rather than functional (or "program") criteria, thereby building a capacity for resource and policy management (p. 85).

As a policy practitioner, it is imperative to understand the national, provincial, and local policy formulation strategies when analyzing social policies. This is named by some scholars as policy space, which can be described "as the areas in which policy leadership is developed, through the ... judgment of [authorities], as to what they can affect and what they cannot or can affect only in symbolic ways" (Human Services Monograph Series No. 13, April 1979, p. 87).

The Monograph (1979) further cites that the social development practitioner must be aware that "the limitations on policy space may emanate from a variety of sources, including":

1. The workings of the Sierra Leone national economy as it affects the resources available to provincial, district, and local social policymakers;
2. The deliberate results of national policies or regulatory policies requiring social impact statements;
3. The individual effects of national policy, such as the support for suburbanization or rural-urbanization which results from the National Development Plan;
4. The role of the provincial, district, and local governments in establishing social policies;
5. The role of public opinion in constraining social practitioners and local actors;
6. The views of outside political actors themselves—unions, interest groups, and individual citizens;
7. Geography of the communities and provinces;
8. Demographic makeup of population;
9. The community or local jurisdiction's own resources in light of both actual fiscal and social strength;
10. Time as a constraint on short-range policymaking; and
11. Judicial decisions as they set the legal boundaries of community and local policies (87).

B. A Student Planner should:

1. be aware of the present condition or state of affairs;
2. specify the current condition, especially in terms of problems and dysfunctions;
3. identify goals which are related to the present condition and realistic given the resources available;
4. define specific objectives which should be pursued within time frames (e.g., long and short range) by mobilization of resources;
5. design alternative programs to meet objectives;
6. implement a particular program design;
7. evaluate the program design relative to its degree of performance; and then
8. work with and interact with significant others so as to make planning relevant and capable of being implemented (Meenaghan and others, 1982, p. 9).

C. A Social Administrator Student should be aware of a set of activities primarily geared to insuring that processes, personnel, and other resources within an organizational context function in an integrated way to achieve desired outcomes. Also, the scholar in social administration practice will be associated both with activities of administration and with their connection with program implementation activities (Meenaghan and others, 1982, p. 13).

In a further description of the function of a social administrator in a social development practice, Meenaghan and others (1982) cite that such scholars have to be aware of:

the need to make adjustments and changes to the environments in which they operate. These environments can include the community (ies) in which an organization operates, other agencies with which they interact, and external power and resource bodies. [Since] administrators who understand the factors associated with such environmental forces obviously can and have to
define their roles in broader terms—than activities geared to program implementation [alone]; perhaps, can participate more conservatively in the actual change process (p. 13).

D. A Community Development Organizer Student in a social development practice should be capable of understanding:

a set of activities designed to build or maintain groups so that groups (people/or organizations) can subsequently define what their [community issues] or concerns are, what they want to achieve, and how they might go about it . . . . On maximizing the capacity of groups as primary practice goal (Meenaghan and others, 1982, pp. 14-15).

Further, the student with community development skills should be capable of accomplishing such skills as:

sanction and legitimacy for change activities;
relevant information for problem specifications;
the selection of feasible goals and objectives;
maximum utilization of resources; and development of a core of relevant leaders and decision makers.

More simplistically, a scholar in administering activities often has to secure support from significant others in the process of performing his duties—community skills facilitate that process (Meenaghan and others, 1982, p. 15).

E. Social Community Health Practitioner. The student in community health will be provided with:

1. the rudimentary training in community health factors;
2. training on the essential elements of integrating traditional health care with western health care;
3. information on the community approach to social health service provisions and potential obstacles to the execution of an effective social health program; and
4. training on how to identify social health issues unique to the communities, Sierra Leone, and the neighboring countries and the progress being made to combat such health problems.

The social health practitioner student will be expected to demonstrate the qualities of social health research for collecting and analyzing health data based on community health records and issues. For instance, the social health practitioner will be equipped with:

1. basic training in the collection of social health data, in interviewing and in processing that data;
2. techniques in social health needs assessment, and techniques of utilization of data for local and national planning, as well as the procedures for retrieving and documenting information to be used in the planning process; and
3. finally, the techniques of analyzing social-health policies as they contribute to the growth and development or deter social health, as well as techniques in how to participate in the designing of local and national social-health policies.
F. **Social-Treatment Practitioner.** The scholar in social treatment practice will be provided with:

1. the rudimentary training in the mental and emotional problem individuals encounter in their communities;
2. training on the essential elements of an integrated community services system;
3. information on the family-oriented community approach to clinical social service provisions; and
4. training on effective community outreach.

Also, the social treatment students will demonstrate the use of clinical research for collecting and analyzing clinical data about community needs and mental and emotional problem solving. For instance, clinical practitioners will be provided with:

1. the basic training in clinical data collection, and in interviewing and data processing;
2. training in client needs assessment;
3. rudimentary training in human service planning;
4. training in how to utilize needs data for local and national planning; and
5. the procedures for documenting and retrieving information to be used in human services planning (Washington, 1979, p. 26).

The clinical literature (Washington, 1979) further cites that the clinical practitioner should demonstrate the skills
to identify and develop services needed in their community,
to introduce the concept of case management as a strategy for advocacy and brokerage services, to study and analyze rules and procedures governing services rendered to clients, and to utilize processing forms for management control and evaluation (p. 27).

Finally, clinical students should demonstrate in practice the utilization of new selected services in providing training on new strategies of child, family, and group development and the translation of human and community needs into programs.

The description of the above disciplines has helped to generate this question: If students are to receive the education described, what will be a suitable "Suggested Curriculum - Professional" requirements of the certificate, BSW and MSW levels? This question is responded to below (see Appendix II for suggested social work subjects to be taught).

Suggested Curriculum--Professional Requirements
Certificate, BSW and MSW Qualifications

Requirements for Admission to Degree Programs: Certificate, BSW, and MSW Program

Applicants will be expected to undertake a rigorous program of graduate studies that "is focused on social work education for practice. The school will emphasize competency-based education. Students will be informed of specific course objectives and means of evaluation, and should be able to demonstrate mastery of knowledge and
Academic preparation will be only one of the factors in considering the qualifications of the applicants. Breadth and evidence for growth of professional competence will also be evaluated. Applicants must be intellectually able, emotionally mature, and capable of self-understanding. Qualities of open mindedness, flexibility, and creative thinking will be valued highly. Essentially, the social practitioner must demonstrate concern and warm sympathy for people in need, respect for the differences that arise from various background experiences, a capacity for clear-minded judgment in face of the complexities of life in today's world, and a general interest in social problems. Also, the planner will be concerned with neighborhood, community, and organizational problems and will be encouraged to carefully analyze problems and to develop rational planning for the better utilization of Sierra Leoneans' social resources. In addition to the above, social students should recognize the potential for a positive change. They should realize that successful planning and programming involve the combination of professional and nonprofessional knowledge, as well as practice by and participation of those who are the recipients of the professional services in the communities in which they live.
Requirements for Admission to Certificate Programs in Social Work -
Two Years

Certificate candidates will be expected to have completed the 12th grade and display practical interest in social work. Upon admission to the Certificate program, participants will be assigned to the program coordinator for certificate studies who will help the student select courses that will satisfy student's needs.

Requirements for Certificate Completion

Candidates will be required to complete 72 credit hours in their areas of interest and to exhibit qualities of a social practitioner.

Admission Requirements

The school will be established in response to the social needs of Sierra Leoneans. "Educated manpower" is urgently needed if current social problems are to be solved. Therefore, there will be no rigid set of entrance requirements which will deny admission to qualified and ambitious individuals. Though admittance to the school is open to candidates with the required qualifications, provision will be made to consider admission to individuals not meeting such requirements who may be trained as paraprofessionals (College Prospectus, 1976, p. 18). These special provisions could be arranged with respective program coordinators.

Those seeking admission to the school for degree programs must fulfill both the school and Njala College University admission
requirements. Both application forms must be obtained from the registrar. Application and supporting documents must be at the registrar's office two months in advance in the year in which admission is sought.

Bachelor of Science in Social Work (BSW)

Rate of Completion 4-5 Years

BSW applicants are required to meet the following qualifications; students who meet the requirements may be permitted to complete the course work in three years and spend the remaining year in their fieldwork placements. Those who need more time to complete their course work may take four years, but they will have to spend another year in the field practicing before degrees can be awarded.

Basic Requirements

Either (1) at least five G.C.E. (General Certificate of Education) passes, including English language, government and civics, will be desirable, but lack of these courses will not necessarily hinder applicants for admission into the program.

Or (2) Higher School Certificates with at least two passes at the principal level and at least three credits at School Certificate level, which must include English language.

Or (3) students who have successfully completed the 3 years in Higher Teachers Certificate program in education, government, or an equivalent with a grade point average of 2.5 or higher may be admitted into the program. A Higher Teachers Certificate (HTC) holder may request
a maximum of 1-1/2 years to be waived provided the student has taken courses in his previous studies that are considered acceptable both by the University and the School of Social Welfare.

Or (4) other individuals who have qualification other than the above may apply, but may have to make up the differences. This will be done through special arrangements.

Requirements for Master in Social Work (MSW) 2-3 Years

The requirements for a Master's in Social Work are as follows:

1. "Prerequisites for admission include a bachelor's degree from a recognized college or university, with a strong background in the social sciences. Persons with unconventional academic backgrounds which do not fulfill these prerequisites but who might profit from the program are invited to apply" (Bulletin of Washington University School of Social Work, 1978/1980, p. 20).

2. Students will be required to complete 2-3 years of intensive studies with courses in the following areas: policy, planning, social work administration, community organization/welfare, and community social health and clinical services. Students might concentrate and specialize in two of the areas (maximum). Upon admission the student will be assigned to an academic advisor who is familiar with students' area(s) of interest. Students will, with their advisor, select an area of the student's choice. Once a
program is selected, it must be approved by a graduating committee for individual programs. Upon approval, students will be expected to select courses within and outside of the program boundaries. If a situation arises where a student wants to change concentration, his first contact should be his academic advisor, and both the student and his advisor will petition the Graduating Committee for Individual Programs. Such a petition can only be made during the first year of student's tenure in the school.

3. Once admitted to the school and oriented to the programs, the students will be directed to the course offerings in their concentration areas. Students will be expected to fulfill core requirements at the initial stage of their studies.

4. Evidence of satisfactory performance in the courses during a student's tenure must be shown.

5. Thesis: Students whose works are up to a defined standard at the end of the course work are eligible to write their thesis. If the thesis is completed satisfactorily, the MSW will be awarded at the end of the student's tenure. Graduation procedures would be similar to those of the Njala University College.
Credit Hours - Requirement for Certificate (AA), BSW and MSW

Certificate Students

Certificate students are expected to complete a minimum of 72 credit hours of course work. To be in good standing in the program, students must maintain an average grade of "C" or better in all work taken toward the certificate.

BSW

A minimum of 120 credit hours is required for the BSW degree. To be in good standing in the program, students must maintain an average "C+" or better in all work taken toward the BSW degree.

MSW

A minimum of 60 credit hours work is required for the MSW degree above the BSW or equivalent. To be in good standing in the program, students must maintain an average of "B" or better in all work taken toward the MSW degree.

Financial Aid for Sierra Leone Students

The National School of Social Work will subscribe to the philosophy that a student is entitled to an education regardless of his financial condition. The Financial Aid Committee will have an extensive program of student financial aid which includes scholarships, grants, loans, and employment. Awards will be based on need. Each application will be given individual attention.
In order to qualify for aid, a student must be admitted to the school either in the certificate or degree programs. Interested students may contact the Office of Financial Aid Committee.

Foreign Students

As the Njala University and other Sierra Leone institutions of higher learning are nationally and internationally recognized, foreign students may apply to the Institute for advanced studies. Such students are expected to have strong financial support. Students must exhibit financial capabilities which should be approved by the Sierra Leone Educational Officer in the student's native country. Neither the school nor the Sierra Leone government will be financially responsible for any foreign students.

The Foreign Student Advisor may have alternative resources in the case there is need for foreign student aid. Even this will be minimal.

Foreign students will be encouraged to live in on-campus housing provided by the University. This may alleviate some of the inconveniences foreign students encounter in other countries. Exceptions will be made for those who desire to stay off-campus, but it will be at their own risks.

For further information contact the Foreign Student Coordinators Office: c/o The Registry, Njala University College, Private Mail Bag, Freetown, Sierra Leone.
Concentrations

The School of Social Work offers five key areas of social work and development: Social Policy and Planning, Social Administration, Social Health, Community Organization/Community Welfare, and Clinical Services. In all of the concentrations students will be expected to engage in both classroom and field learning. It is possible for students to change from one concentration to another during a student's first year. In some instances this may necessitate additional course work and fieldwork or a delay in the expected graduation date. Students considering transfer of concentration should consult their advisor as early as possible (School of Social Work and Community Planning Catalogue, University of Maryland, 1977-1979, p. 18).

Social Policy and Planning

This course prepares students to participate in policy formulation, implementation, and analysis addressing private, local, and governmental agencies and organizations which affect the entire Sierra Leonean community.

The social policy/planning concentration represents a fusion of pure and applied social science approaches to social policy and planning issues. From the social services, students receive a solid grounding in the nature of sociopolitical systems. The focus is on the development of social policies, the operation of social services network, the policymaking process, and the identification of vital points of influence. From planning, social work, public administration and
Other applied social services, students analyze current social policies and develop policy prescriptions and alternative intervention strategies. The purpose of the curriculum is to prepare students in policy/planning, research, and evaluation and analysis methods, while at the same time developing their knowledge of policy in a particular area (extended family welfare, community, etc.) and conveying the general values of social policy (Bulletin of the University of Wisconsin-Madison, 1978-79, pp. 17-18).

### Social Policy and Planning (Curriculum Requirements) for Certificate, BSW and MSW Students

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Certificate (Curriculum requirements) 62 credits</td>
<td></td>
</tr>
<tr>
<td>Social Policy &amp; Planning Methods</td>
<td>8 credits</td>
</tr>
<tr>
<td>Human Behavior &amp; Social Environment</td>
<td>6 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>20 credits</td>
</tr>
<tr>
<td>Research - Social Policy &amp; Planning</td>
<td>10 credits</td>
</tr>
<tr>
<td>Field Instruction</td>
<td>18 credits</td>
</tr>
<tr>
<td>2. BSW (Curriculum requirements) 130 credits</td>
<td></td>
</tr>
<tr>
<td>Other University courses</td>
<td>60 credits</td>
</tr>
<tr>
<td>Social Policy &amp; Planning Methods &amp; Policy Analysis &amp; Implementation</td>
<td>20 credits</td>
</tr>
<tr>
<td>Social Services &amp; Policy</td>
<td>8 credits</td>
</tr>
<tr>
<td>Human Behavior &amp; Social Environment</td>
<td>18 credits</td>
</tr>
<tr>
<td>Social Research - Social Policy &amp; Planning</td>
<td>4 credits</td>
</tr>
<tr>
<td>Fieldwork Instruction - Social Policy &amp; Planning</td>
<td>16 credits</td>
</tr>
<tr>
<td>Other Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td>3. MSW (Curriculum requirements) 78 credits</td>
<td></td>
</tr>
<tr>
<td>Social Policy &amp; Planning Methods</td>
<td>20 credits</td>
</tr>
<tr>
<td>Social Services/Public Policy</td>
<td>8 credits</td>
</tr>
<tr>
<td>Human Behavior &amp; Social Environment</td>
<td>8 credits</td>
</tr>
<tr>
<td>Other Practice Methods</td>
<td>8 credits</td>
</tr>
<tr>
<td>Research - Social Policy &amp; Planning</td>
<td>18 credits</td>
</tr>
<tr>
<td>Field Instruction - Social Policy &amp; Planning</td>
<td>16 credits</td>
</tr>
<tr>
<td>Thesis</td>
<td>0 credits</td>
</tr>
</tbody>
</table>
Conclusions

Based on the findings in section A, the following conclusions regarding the research statement can be drawn:

1. There are reasons to believe that:

(a) government authorities are aware of the social issues confronting the nation and are endeavoring to improve nation's social conditions;

(b) the services provided by the MSARD are residual, and centralized in nature rather than institutional and decentralized in nature;

(c) the health, education and social conditions need national improvement if they are to contribute to modern national development;

(d) the literature views the social welfare institution as an essential system that aids in the progress of Sierra Leone;

(e) the literature reveals that social services are being delivered in some areas and poorly delivered in other areas;

(f) the government has the desire to rehabilitate the social welfare industries; and

(g) it is to be desired that the other systems within the national suprasystem contribute to the progress or entropy of the MSARD.
Social Administration

This area will develop its program in social administration to respond to the need for trained individuals capable of administering the complex organizations which comprise the social welfare system: education, health, employment agencies, etc. The program is designed to provide BSW and MSW personnel with excellent administrative skills to assure effective service at the chiefdom, district, provincial, and national levels.

The social administration curriculum will focus on these areas: program management, staff development and training, supervision, program development/program evaluation and grant writing. Program management will involve administration as well as implementation of existing services and introduction of innovative services desired by Sierra Leoneans. Staff development and training will concern both in-service training of professional and paraprofessional personnel and their development within agencies. Supervision will stress the administrative aspect of supervision in a social welfare environment or organization. Program development and program evaluation will involve skills in establishment of agency policy and the evaluation of program performance and accountability (Catalogue of the University of Maryland at Baltimore, 1977-1979, p. 24).

Students completing this area will be able to apply their knowledge and skills on case work, law, medicine, management, public relations, and statistics to the solution or mitigation of the social problems of individuals, groups, and communities.
Social Administration (Curriculum Requirements) for Certificate, BSW and MSW Students

1. Certificate (Curriculum requirements) 62 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Grantmanship</td>
<td>6</td>
</tr>
<tr>
<td>Social Administration Methods</td>
<td>8</td>
</tr>
<tr>
<td>Organizational Behavior &amp; Social Environment</td>
<td>20</td>
</tr>
<tr>
<td>Social Research - Social Administration</td>
<td>10</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>18</td>
</tr>
</tbody>
</table>

2. BSW (Curriculum requirements) 134 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grantmanship</td>
<td>4</td>
</tr>
<tr>
<td>Other University courses</td>
<td>60</td>
</tr>
<tr>
<td>Social Administration Methods</td>
<td>20</td>
</tr>
<tr>
<td>Social Policy &amp; Social Planning</td>
<td>8</td>
</tr>
<tr>
<td>Organizational Behavior &amp; Social Environment</td>
<td>8</td>
</tr>
<tr>
<td>Social Research - Social Administration</td>
<td>18</td>
</tr>
<tr>
<td>Field Instruction - Social Administration</td>
<td>16</td>
</tr>
<tr>
<td>Other methods</td>
<td>4</td>
</tr>
</tbody>
</table>

3. MSW (Curriculum requirements) 78 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grantmanship</td>
<td>4</td>
</tr>
<tr>
<td>Social Administration Methods</td>
<td>16</td>
</tr>
<tr>
<td>Social Policy &amp; Social Planning</td>
<td>8</td>
</tr>
<tr>
<td>Organizational Behavior &amp; Social Environment</td>
<td>8</td>
</tr>
<tr>
<td>Research - Social Administration</td>
<td>18</td>
</tr>
<tr>
<td>Field Instruction - Social Administration</td>
<td>16</td>
</tr>
<tr>
<td>Thesis</td>
<td>0</td>
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</tbody>
</table>

Community Social Health

Students in this area will be expected to have a knowledge in mental, physical, and community health issues, assessment and diagnosis techniques, evaluation techniques, and social treatment approaches. Also, individuals majoring in community social health will be encouraged to have knowledge of the medical aspects of social work from a practical and theoretical standpoint in order to work with
physically and mentally disabled clients. Students will be expected to assess the social impact which certain physical and mental dysfunctions have upon individuals and the community and to develop strategies for addressing the impact. They must also know the strategies for communication with the client and family without any serious threat to life or the family relationship.

Students entering this area must be willing to do their fieldwork placement in a health institute starting from the second quarter of student's tenure at the school. The reason for this is to orient students to the various physical and mental problems in the health field and the community, in both the classroom and on site. Students must complete the required credit hours of fieldwork before graduating.

Social Health (Curriculum Requirements) for Certificate, BSW and MSW Students

1. Certificate (Curriculum requirements) 62 credits
   - Social Health Methods 20 credits
   - Human Behavior & Social Environment 14 credits
   - Social Research - Community Social Health 10 credits
   - Fieldwork 18 credits

2. BSW (Curriculum requirements) 142 credits
   - Other University courses 60 credits
   - Social Health Methods 30 credits
   - Social Policy & Social Planning 8 credits
   - Human Behavior & Environment 8 credits
   - Social Research - Community Social Health 18 credits
   - Field Instruction 20 credits
Community Organization/Community Welfare

The curriculum leading to the degrees Bachelor and Master of community organizing will equip students to function as organizers in a broad range of settings at the local chiefdom, district, provincial and national levels. Community organizing is perceived as a function to be done for people and with people. Therefore, students are enabled to understand organizing in the wider context—for its social, physical, economic, and political interrelationships. By applying the organizing process to ever-changing problems and opportunities, and by effecting the particular solution to a wide range of urban and rural problems, students come to understand organizing as a comprehensive way of thinking and acting and as a way by which the quality of Sierra Leoneans' lives (and lives in other African countries) would be improved (Catalogue University of Maryland, 1977-1979, p. 22).
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Research - Community Organization</td>
<td>10</td>
</tr>
<tr>
<td>Field Instruction</td>
<td>18</td>
</tr>
<tr>
<td><strong>2. BSW (Curriculum requirements) 134 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Other University courses</td>
<td>60</td>
</tr>
<tr>
<td>Social Administration</td>
<td>20</td>
</tr>
<tr>
<td>Social Service &amp; Social Planning</td>
<td>8</td>
</tr>
<tr>
<td>Community Behavior &amp; Social Environment</td>
<td>8</td>
</tr>
<tr>
<td>Social Research - Community Organization</td>
<td>18</td>
</tr>
<tr>
<td>Field Instruction - Community Organization</td>
<td>16</td>
</tr>
<tr>
<td>Other Methods</td>
<td>4</td>
</tr>
<tr>
<td><strong>3. MSW (Curriculum requirements) 78 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Community Organization Methods</td>
<td>16</td>
</tr>
<tr>
<td>Social Service &amp; Social Planning</td>
<td>8</td>
</tr>
<tr>
<td>Community Behavior &amp; Social Environment</td>
<td>8</td>
</tr>
<tr>
<td>Social Research - Community Organization</td>
<td>18</td>
</tr>
<tr>
<td>Field Instruction - Community Organization</td>
<td>16</td>
</tr>
<tr>
<td>Thesis</td>
<td>0</td>
</tr>
</tbody>
</table>

**Clinical Services**

This area will focus on the following: services for the extended family (including children, adults and the elderly) services for the economically handicapped, services for the socially, physically and mentally handicapped community services services for groups and services within the framework of other disciplines including school counseling, vocational placement and related services (UN Document, E/CN.14/SWA/2, 1964, p. 3).

Students in this area also must realize that the key to a better life for other individuals lies upon them. They should be able to generate an adequate level of support for successful implementation of programs for the betterment of individuals, groups, families and communities. This phase of the student's tenure is what is called "Social
Action." Social action is when a student is trained to turn to groups, communities and governments to achieve objectives for those that need services, rather than relying on the initiative of the client or needy group.

The second phase of the student's requirements is based on the postulation that man is a social being before he is either a political or an economic being, and as such, most of his needs are satisfied in a social milieu. Therefore, students are expected to know that, whether they are involved with casework, group work or community welfare and organization, the aim should be to devise the best ways to satisfy the immediate needs of society (UN Document, E/CN.14/SWA/2, 1964, p. 3).

Clinical Service (Curriculum Requirements) for Certificate, BSW and MSW Students

1. Certificate (Curriculum requirements) 62 credits
   - Direct Service Methods 14 credits
   - Human Behavior & Social Environment 20 credits
   - Social Research - Community Clinical Service 10 credits
   - Fieldwork Instruction 18 credits

2. BSW (Curriculum requirements) 134 credits
   - Other University courses 60 credits
   - Direct Service Methods 24 credits
   - Social Environment 4 credits
   - Social Service & Social Planning 8 credits
   - Social Research - Community Direct Services 18 credits
   - Field Instruction - Community Direct Services 16 credits
   - Other Methods 4 credits

3. MSW (Curriculum requirements) 78 credits
   - Direct Service 20 credits
   - Social Environment 4 credits
The Relation of Curriculum Model to the National Development Plan

The Plan (1979) states that

... the formulation of a [social work model] is only the first step in the planning process. Moreover, there is now a widely accepted view that the major problem in planning is not the plan formulation but the implementation. Therefore, there are no tangible benefits from [a curriculum model] if it is not followed by a wide range of systematic activities and measures aimed at the realization of the designed model objectives and tangents (p. ix).

In view of the above statement, one sees that the curriculum model and the National Development Plan share some objectives. The objectives showed by both are:

1. to improve the external community development programs to all parts of the country through the establishment of a national social work institution for the purpose of implementing a social work curriculum model;

2. to collaborate with and coordinate the social efforts of other ministries and agencies working in areas relating to social development;

3. to strengthen the training of social work practitioners, and offer refresher courses for existing social work staff;
4. to produce social practitioners that will establish strong links with local voluntary organizations and youth clubs to ensure their effective participation in the national social development process;
5. to provide practitioners that are able to coordinate and help develop projects; and
6. to increase the welfare of the broad mass of the population (Plan 1979, pp. vii and 274).

The above objectives that will be adopted in the implementation of the curriculum model are mandates that the National Development Plan required of any social program designed by (or for) the MSARD. This means that the social curriculum model will relate to the mandates of objectives of the plan of 1979.

Implementation Strategies of the Curriculum Model, Recruitment of Faculty, and Necessary Resources

For the pilot curriculum to be implemented the investigator recommends these implementation strategies be utilized:

1. Upon arrival in Sierra Leone, the investigator will contact the appropriate authorities in the MSARD, Ministries of Education, and Finance, all educational institutions (e.g., Fourah Bay College University, Njala University), social welfare agencies and other related institutions in order to legitimize the implementation of the pilot curriculum model;
2. The investigator will familiarize those persons with the essence of the establishment of the school and secure their approval as well as missives of endorsement;

3. In the event that the study is approved, the investigator will concentrate on instituting the School of Social Work. At the MSARD and Education, the following tasks will be executed:

(a) Submit the study to the officials for suggestions or modifications leading to strengthening the intent of the establishing the school for implementation of the pilot curriculum;

(b) Identify suitable locations in the thirteen (13) districts for appropriate decentralization of the school;

(c) obtain a list of all social service agencies and service components;

(d) obtain a profile of the clientele receiving social services, their geographical location and statuses;

(e) obtain a list of the number of social practitioners and their geographic and educational backgrounds;

(f) arrange with the Ministries of Social Affairs and Rural Development, Education and others for the utilization of schools and institutions for teaching and training centers. Further, negotiate and establish other social work educational centers in areas where the
School of Social Work may want to extend a branch;

(g) Arrange for national publicity through the media, universities, training colleges, institutes, secondary and primary schools, and local communities; and

(h) Make arrangements for the merging of the School of Social Work with the Social Development Studies Center at Njala University.

Other areas of vital significance are the recruitment of faculty and resources needed for an appropriate implementation of the designed curriculum model. However, for implementation of the curriculum to be successful, an in-depth summary is needed which addresses the organizational structure of the Njala University, which will "house" the National School of Social Work (NSSW), the structure of the proposed NSSW, the responsibilities and qualifications of the social work staff, and the recruitment of the faculty and staff.

The Organizational Structure

The framework for the proposed organizational structure of the School of Social Work is adapted and added to the existing Njala University programs based on the Academic Year 1976 Njala University Catalog.

The Department and Faculty: Programs currently offered at the University are with the Faculty of Agriculture, the Faculty of Education, and the Faculty of Basic Science. Upon establishment of the National School of Social Welfare, the Faculty of Social Welfare will be
added to the University's present faculties. Presently, Njala University maintains a School of Development Studies, and its functions are to teach and research in the field of Sociology, Anthropology and History, relative to the development of a rural economy.

Upon the implementation of the curriculum, the School of Development Studies is expected to merge with the NSSW.

The University also offers an Educational Services Center. The functions of this center are twofold:

1. provision of educational materials and equipment to the University, and
2. the provision of courses in Educational Technology.

The latter are at present being revised to merge with the Faculty of Education, although special in-service courses and workshops continue to be offered.

At the present time, the center is strongly service-oriented and is capable of producing a wide range of educational materials and offering a variety of services. These include letterpress and silk-screen printing, extensive graphic, photographic and sound recording facilities, and a mobile projection service.

The following organizational charts describe the administrative structure of the entire University, the Dean of Faculties Department and the Department of Social Welfare which the NSSW will absorb (See Figures 5 and 6).
FIGURE 5. DEPARTMENTAL STRUCTURE OF THE NJALA UNIVERSITY INCLUDING THE SOCIAL WELFARE DEPARTMENT.
FIGURE 6. CONCENTRATION AREAS AND FACULTY HEADS INCLUDING THE SOCIAL WELFARE DEAN OF FACULTY.
Responsibilities or Qualifications

DEAN: The head of the Faculty of Social Welfare and Development, who reports to the Principal of the University. His functions and duties will be (Figure 7):

1. He deals with the political, economic and social aspects of Sierra Leone nationally and internationally in order to find resources for the promotion of the image of the School as well as the University;

2. He sees to it that the program coordinator designs or restructures the various programs for maximum School goal achievement; and

3. He sees to it that appropriate faculty are hired, and that administrative staff and committees perform their designated functions effectively and efficiently. Also, he is responsible for the structuring of the entire School and, if so desired, implements the design proposal, evaluates and follows up on a continual basis.

PROGRAM COORDINATOR. He is in charge of various areas of concentration within the program. He assures that students specializing in any of the areas on the chart fulfill their and the School's requirements. Also, he oversees redesign of concentrations when necessary and encourages design of new areas of concentration when need is indicated. Such an area must benefit both the students and ultimately Sierra Leoneans. Under no circumstances can the individual program
FIGURE 7. STRUCTURAL PLAN OF DEAN OF THE FACULTY OF SOCIAL WELFARE.
committee, graduate committee and students effect new designs and/or pursue new areas of concentration or individual graduate programs without the involvement and confirmation of the coordinator. This necessitates that the coordinator have a vast knowledge of curriculum and program design in order to advise the above parties of what is appropriate. If faculty desire a concentration or a course to be modified or new courses to be included into the area of concentration, they must do so in collaboration with the program coordinator.

FACULTY BODY: Faculties implement the courses designed and participate in various other functions within the School, the university and community. Some of these functions are: Individual Program Committee, Graduate Committee, Grant Proposal Committee, Public Relations Committee, Faculty Search Committee, Assessment of Institutional Needs Committee and Evaluation Committee.

DIRECTOR OF ADMINISTRATION AND COMMITTEE DEPARTMENT: This department will be operated under the auspices of the Director of Administration and Committees. The Director's responsibilities are:

1. Organizing honorary committees;
2. Organizing Individual Program Committee;
3. Organizing Faculty Committee;
4. Organizing Student Committee;
5. Being responsible for public relations;
6. Writing grants and proposals;
7. Offering scholarships;
8. Continuously monitoring committee for the implementation
of the curriculum, monitoring the overall operations of the school, and suggesting changes in the curriculum in order to address the current social demands of society appropriately.

The public relations staff works for the Director of Administration and Committees. Its objectives are to promote the image of the Institute of Social Welfare and Development nationally and internationally—via the media, newspapers, and community education, for example.

SOCIAL WELFARE AND DEVELOPMENTS LIBRARY RESEARCHER SPECIALIST:
The head Librarian will be responsible for the opening and operation of a Library of Social Welfare. No library of its kind exists in the country. It is imperative that the Library Researcher Specialist have current expertise and knowledge in this area and also understands contemporary social, economic, political and health issues facing Sierra Leone and other African countries. Such knowledge will aid him in establishing an adequate Social Welfare Library that will be beneficial to faculties, students and citizens. The head librarian will be responsible for the ordering of books, audio visual materials, microfilm and cards, periodicals and magazines, and all necessary equipment of hard and soft variety.

Recruiting of Faculty and Staff

Currently, Sierra Leone does not have a department of social work at any of her universities, colleges and teachers' training institutes. Though there are some qualified social work professionals, the number is very small. Therefore, faculties will be recruited from other
countries such as Britain, U.S.A., Australia, France and Africa. It is intended that 90% of the faculty body be recruited from African countries because twenty-one African countries now have social welfare institutions in their universities that train professionals up to Ph.D. levels (See Appendix IV).

Faculties employed will have to fulfill the requirements set by the Faculty Search Committee. Such requirements are as follows.

Lecturers are expected to have the following backgrounds:

1. M.A. or Ph.D., or equivalent experience in the field of social work or related field. Ph.D. applicants will be given priority.
2. Must have had three to five years experience in the social welfare arena.
3. Have a strong research background in social research, policy design, community development and organization, counseling and social administration.
4. Have strong knowledge of current social, political economic issues affecting Africans, especially Sierra Leoneans, and possess strategies for combatting such factors.
4. Must have made significant contribution to his profession, such as designing programs, publications, workshops, conferences, T.V. and radio appearances that have aided other professionals and citizens.
6. Have an institutional social welfare philosophy. Evidence(s) of such a philosophy can be brought forth through past
publication or projects undertaken during applicant's graduate or doctoral studies, such as thesis or dissertation, etc.

7. Be familiar with or be willing to learn at least one of Sierra Leone's major languages: Temne, Mende and Creole or two of the other 14 languages if applicant is not a Sierra Leonean.

8. Must be willing to travel to the interiors of Sierra Leone or stay there if appointed as the resident faculty for such a region.

9. Applicants must be dedicated to their profession and must be adaptable and flexible.

10. Applicant is expected to conduct himself in a professional manner in and out of the Institute.

11. Faculty should participate in at least two committees and serve as an advisor to students.

12. Faculty must be involved in community organization and help generate a positive view of institutional social welfare.

13. Faculty has to be innovative and endeavor to publish articles pertinent to the Social Welfare Institution, particularly Sierra Leone social issues.

Promotion

Promotion will be based on individual work performance with the School. Other qualifications for promotion are the same as those of the other faculties--teaching skills, publication, etc.
The above requirement and promotion procedures apply to the Dean, the Coordinator, Head of the Faculty and Instructors. However, the Dean of the Faculty of Social Welfare and the Program Coordinator must be Sierra Leoneans.

Political Factors/Implications Hindering the Implementation of the Curriculum Design

Implications

The recommendations that emerged from this study are summarized below as a starting point for discussing the implications of utilizing them as a basis for instituting the School and implementing the pilot curriculum in Sierra Leone.

1. The implementation of the pilot curriculum should emphasize subject content and methods that will make social education increasingly beneficial to other institutions such as education, health, etc.;

2. The School should include an examination of the quality of education current practitioners possess, and the types of professionalism they practice;

3. The School should include examination of the quality of service (educational and implementation of services) the current social service institutes are capable of providing in order to upgrade social conditions;

4. The institutes currently providing semi-educational instructions to social practitioners should adopt the standards of
the School of Social Work and also collaborate or close, especially if the former duplicate the curriculum of the latter;

5. The School and MSARD should provide the academic manpower and research strength needed to address the national issues of Sierra Leone.

Instituting a School of Social Work based on the above recommendations has implications on the social welfare system and other systems within the supra-system of Sierra Leone. Listed below are some of the anticipated implications.

1. The existing social training institutions are dependent (or operate) on foreign technology and utilize social practitioners with foreign professional backgrounds, which reflect ideologies of the Western or European social and academic communities. Their syllabi are for the most part, brief and vague in their descriptions of a curriculum content and methodology relative to Sierra Leone social issues. In particular, the syllabi do not include activities that facilitate practitioners thinking through problems and issues central to traditional knowledge in social work; nor do they include exercises that promote the understanding of values and beliefs geared to the examination and utilization of cultural values and beliefs indigenous to the environment of practice. The School of Social Work, in trying to implement the practice of traditional social work, may face resistance
from institutions that still adopt the "colonialist" or "neo-colonialist" social work practice strategies.

2. The monopoly in the education and delivery of social services currently established by existing training institutes may contribute to the resistance those institutes may put up in the collaborative effort with the School to improve the social welfare system. The recommended changes, emphasized by the investigator after examination of the quality of social work education in the existing institutions, may create a conflict between these institutions and the School due to "institutional-egocentrism," since such changes may involve critical examination of current curriculum content, implementation strategies and effectiveness. Also, the academic capability of the School of Social Work may be questioned due to its "immaturity" compared to already existing training institutes.

3. Another problem which may deter the reforms recommended is the lack of qualified social work manpower and teaching faculty to implement the pilot curriculum and the lack of social practitioners in the delivering of social services that will be provided by the school. The MSARD should invest more in providing faculties and social practitioners equipped to execute professional functions.

4. The fact that the MSARD is one of the least-funded systems creates a disadvantage for the School in receiving adequate funding and quality decentralized social work
education. The school may pose economic and political threats to the MSARD and other systems in its financial demands to implement the pilot curriculum.

5. The School may cause (or force) current social training institutions to unwillingly collaborate or be eliminated. Such a forceful change may generate an unfavorable political atmosphere for both the existing training institutions and the School during its initial implementation stage.

6. Social changes or instabilities such as political and economic areas may create severe difficulties for the School, especially if the social changes occur rapidly (Cohen, p. 6, 1976).

7. The cultural view (e.g., the extended family orientation) adopted by the Sierra Leoneans when accepting or rejecting programs or social services (e.g., Planned Parenthood) may deter the successful performance of the School, if cultural content and other social issues are not integrated into the curriculum and utilized to train social practitioners or social developers in transferring technology to the multiple indigenous communities.
VI. SUMMARY AND CONCLUSIONS

Outlined in this chapter are the Summary and Conclusions for curriculum planning and implementation based on the findings of the study. The first section of the study summarizes the growth and development, the deterrents on the MSARD and/or the factors influencing the planning, implementation and evaluation of educational curricula. The second section contains a summary of the data-collecting procedures and content of the analyzed data in Chapter IV, and the third section summarizes the implications of the implementation of the curriculum model and states suggestions for future research.

Chapter I Summary

It was evident from the National Plan (1979), that government authorities sanctioned the basic functions of the Ministry of Social Affairs and Rural Development as:

1. to promote individual and community social welfare conditions. This is made possible by opening the avenue to both national and international social organizations whose interests are to promote social conditions;
2. to ascertain the government's social sanction, MSARD focuses on three social divisions: (a) Community Development and Social Welfare, (b) Prison Industries, and (c) Sports Industries;
3. the literature also indicated that the national social services provided by the MSARD are residual and are contributing to its inadequate functions and poor social service delivery;

4. the entropy of the MSARD development is perpetuated by the allocation of limited funds, lack of government interest in social service delivery, centralization of social service delivery, social administration, and lack of sufficient and quality social work manpower; and

5. another indication is that the social amenities currently provided to urban and rural-urban cities and towns are centralized. This uneven distribution of social amenities helps to perpetuate the inappropriate responses of the MSARD to the basic social needs of Sierra Leoneans.

Chapter II Summary

In retrieving the data on literature review, the investigator found that the findings listed below influenced the design of the curriculum, its implementation and evaluation:

1. most of the studies reviewed were found to be philosophical rather than empirical;

2. there were limited data on the population, the economic and the social welfare structure as they influence the designing of curriculum, its implementation and evaluation; and

3. the constraining factors utilized in this study are found to have effects on the design, implementation, and evaluation of
curriculum.

However, there was abundant literature on social changes/social factors as they influence curriculum policies, design, implementation, and evaluation. Though the data on literature review are abundant, most of them are philosophical rather than empirical, which influenced the conclusions and recommendations made by the investigator.

**Chapter III Summary**

The investigator found:

1. the unavailability of curriculum, social welfare, and economic data from developing nations, especially Africa, in the United States;
2. the data available was outdated and at times poorly managed;
3. the data was available for some developing nations, but not for others.

Further, it was almost impossible to retrieve data by mail from embassies and home countries. For instance, of the 14 African embassies contacted by mail, only the Egyptian Embassy responded positively, and even that literature made available to me was in Arabic. The investigator concluded that interpreting the Egyptians' data from Arabic may have affected the validity of the analysis, since the researcher had no knowledge of Arabic. Instead, I relied upon the interpretations of someone else.
Chapter IV Summary

The findings retrieved from this chapter were divided into these sub-categories: (a) health, (b) economy, (c) housing, (d) industrial development, (e) political climate, (f) population, (g) labor force, (h) education. The investigator would like to make the reader aware that this section focuses on general systems perspectives; i.e., a progression or regression of either system affects the other systems positively or negatively. It is from this standpoint that the investigator develops the scenario that the above institutions and factors do impact the MSARD. Therefore, the retrieved findings projected how other systems influenced the MSARD.

1. Health Factor. The health literature indicated that, as of 1978, there was a total of 191 health facilities and 2,625 medical staff. These figures will increase by 1985 to 200 and 2,800, respectively (National Plan, 1979, p. 260);

2. Approximately 3228.41 persons per one medical doctor - this includes dentists and others (see Table II). The literature further cites that there are a total of 4078 medical beds rotationally which is equivalent to 980.87 persons per bed;

3. The lack of social health practitioners in the health work force and the lack of adequate and qualified manpower to implement health plans;

4. The centralization of medical facilities, staff and service delivery contribute to the 42 and 45 years life expectancy for men and women, respectively (Kaplan 1976, pp. 113-4); and
5. Sierra Leone is situated within the humid tropics and therefore its inhabitants are in contact with a wide variety of diseases such as syphilis, smallpox, etc. These problems contribute to the perpetuation of the problems the MSARD faces in planning and implementing social services to a nation that has inadequate health facilities (Conteh 1981, p. 547).

Economic Factors

The economic literature retrieved for this study projected these findings:

1. The government is investing money into the rehabilitation of the three sections of the MSARD - social services and rural development, sports and prisons nationally;

2. The MSARD is one of the least-funded of the ministries though funding escalated from Le 0.5 million in 1973/74 - 1974/75 to about Le 1.5 million in 1978/1979;

3. The increased government investment did (and will) not meet the demand in the field of social welfare even though it was projected by the plan that funds allocated to social welfare would increase to Le 21.3 million by the fiscal year 1979/80, since most of the allocated funds will go into the construction of sports stadiums nationally (Plan, 1979, p. 52).
Housing Factor

The housing literature utilized for this study projected these findings:

1. Funds have been allocated for the national rehabilitation of the housing industry, in order to improve living and social conditions. For instance, the government allocated Le 20,220,000 to rehabilitate slums in urban and rural urban areas;

2. The government's effort to rehabilitate the housing industry and improve living conditions is projected by the Plan of 1979, to be ineffective, based on these reasons:
   
   (a) the government investment is based on a modest approach for the middle income families; and
   
   (b) to rehabilitate the housing industries and improve social living conditions, the government housing or public housing has to be larger to accommodate large families, or the houses will degenerate into slums. This will perpetuate poor social living conditions (Plan, 1979, p. 282-3);

3. Housing and social planners failed to integrate social facility centers into the public housing plans; and the constant rural-urban migration intensifies the acute shortage in urban housing, especially in the Freetown area, with consequent congestion, deterioration of living conditions,
and higher demand for social services.

**Industrial Development Factor**

In reviewing the data on Industrial Development the key findings that emerged are: the industrial infrastructure developed in the western area (e.g., in Kissy and Wellington) has created a social burden on both the Freetown area and the rural urban and rural areas. Sierra Leoneans migrate to the industrial urban areas not knowing the industries' employment capacity, which was 36,000 up to 1979. This perpetuated the overpopulation, the urban crime rate, poor sanitation, unemployment and other poor social and health conditions in the industrial sites and surround vicinities. Likewise, the attractions of the industries in the Western Area contribute to the poor rural social conditions and creates an entropy in the extended family structure, because the able-bodied population, those able to cultivate the land for farming and participate in and contribute to the social and economic development of rural areas, have migrated to the urban areas.

**Political Climate-Factor**

Mowoe and Kaikai (1980, p. 374), Ly's (1980, p. 11), and Metrowich (1977, p. 45) indicate that the political revolution from 1967 to the present date affected major national institutions such as education and welfare, for example, because the government priority in funding and investments was focused on "self-political" security rather than national welfare. According to the political literature, the political strategy adopted by past and present government officials contributes
to the slow progress of the MSARD and the social instability of Sierra Leoneans. For instance, the political unrest disrupted the economic institution responsible for social progress. Further, the "downhill" foreign investment of Le 80 million in 1973 to Le 68 million in the following years (Metrowich 1977, p. 58), was followed by internal economic and social disruptions - unemployment and rural-urban migration skyrocketed.

**Population Factor**

The population data retrieved projected these findings:

1. the population of Sierra Leone is on the increases at 68,000 or more per annum;
2. the rapid population increase aggravates economic and social problems;
3. the population increase reduces the availability of social amenities (Plan, p. 20);
4. the stable birth rate and falling death rate, which has increased the ratio of dependent children upon the system for social needs. For instance, the dependency ratio increased from 1.25 in 1950 to 1.51 in 1970 and should further increase to 1.78 in 1985 (Plan, p. 20);
5. the lack of adequate census data, the uneven geographical distribution of the population, and, finally, the failure to register children at birth in some parts of the nation has
made it almost impossible for the MSARD authorities to address the national social problems appropriately and effectively, since they do not know the actual population in need.

**Labor Force Factor**

It has been predicted by the Plan (1979) that 1/3 (1,4000,000) of national population will be employed and 2/3 will still be unemployed. This has forced the MSARD to come up with alternative resources for those depending upon the system for social assistance. The Plan further projected that, in recent years (e.g., 1960-1980), female participation in the work force is on the increase, from 89,000 to 99,000. It was also projected by the Plan (1979) that the labor force will grow from 1,130,000 to 1,236,000 between 1974-1975. This will be an increase of 106,000 or 1.8 percent annually. The increase may decrease social welfare dependency, but not tremendously, since over 50% of the population is unemployed and may still need social assistance.

**Industrial Factor**

The educational literature retrieved projected that the student enrollment, especially in the primary and secondary school levels, have increased. For instance, enrollment increased from 90,197 in 1960, to 344,181 in 1970, and the Plan projected a 20 percent or 68,836 yearly student enrollment nationally. Also, the increase of student enrollment increased the literacy rate from 25 percent in 1960, to 35 percent
in 1970, and is on the increase according to the Plan of 1979.

Though the ministry of education has taken a positive step, it is faced with a series of problems that have been some of the determining factors in the expected development of the Ministry of Education:

1. high drop-out rate, lack of qualified and adequate staff, though the percentage of professional teaching staff increased from 37 percent in 1965 to 48 percent in 1970, and it is escalating;
2. the imbalance of male and female student enrollment;
3. lack of vocational and technical institutions; and
4. the high cost of education in the past.

Chapter V addressed five key sections concerning the implications for curriculum design:

1. The recommendations focus on the appropriate ways of addressing the social dilemmas, assessing the needs of all systems that address social issues in Sierra Leone, establishing a research center to resolve the lack of current social data, assessing the impact and transfer of technology, and designing a curriculum model that will train social practitioners and will promote better social living conditions for Sierra Leoneans.
2. Section two is a designed curriculum model with a social development and social treatment concentration at the
certificate, BSW and MSW levels. This section further reflects on social planning, social work administration, community social health and community direct services as areas of students disciplines.

3. Section three emphasizes the fact that the designed curriculum model must integrate the objectives of the Plan of 1979, which are meant to improve the social status of the country and train social practitioners that will challenge and address the social dilemmas "paralyzing" our nation, if the planned curriculum is to receive government recognition.

4. Section four emphasizes the implementation of the planned curriculum model; such processes includes contacting legitimate authors in order to obtain authority, submitting the plan, and obtaining a statistical report of the social practitioners, social work recipients and social issues by subgeographical regions. Further, the recruitment of faculty and staff and their assigned duties were also addressed in section four.

5. Section five addresses the political implications of implementing the planned curriculum model. Some of the assessed implications concern the struggle of government institutional acceptance of the planned curriculum objectives, and the seeking of funds for implementation, and finally, the cultural and accreditation implications of the planned curriculum model were addressed as critical factors in the implementation process.
Conclusions

Based on the findings in section A, the following conclusions regarding the research statement can be drawn:

1. There are reasons to believe that:

   (a) government authorities are aware of the social issues confronting the nation and are endeavoring to improve nation's social conditions;

   (b) the services provided by the MSARD are residual, and centralized in nature rather than institutional and decentralized in nature;

   (c) the health, education and social conditions need national improvement if they are to contribute to modern national development;

   (d) the literature views the social welfare institution as an essential system that aids in the progress of Sierra Leone;

   (e) the literature reveals that social services are being delivered in some areas and poorly delivered in other areas;

   (f) the government has the desire to rehabilitate the social welfare industries; and

   (g) it is to be desired that the other systems within the national suprasystem contribute to the progress or entropy of the MSARD.
2. There is reason to believe that the following may have contributed to the poor development of the Ministry of Social Welfare and Rural Development:

(a) the social welfare technology transferred;
(b) the limited professional manpower and the government values; and
(c) funding priority of other government institutions.

3. There is reason to believe that the cultural beliefs and poor social welfare strategies adopted by the MSARD officials may have been responsible for citizens' lack of participation in the social services offered.

4. In fact, Kaikai alludes to the fact that obscurantist cultural attitudes have contributed to the underdevelopment of most (if not all) West African institutions (1979, p. 309).

As was projected by the literature, working materials and facilities for practical skill training are limited. Likewise, social services/social programs are limited, particularly in the interior agencies. The availability of adequate training in social work skills appears to be a serious factor in many instances. The lack of modern social work teaching techniques and direct service strategies is also a severe impediment to the quality of the social work training and service delivery system (Kaikai 1978, p. 110). Unless the above issues are addressed the growth of the social welfare system is yet "unborn." Likewise, the social dilemmas that are determining the growth and
The development of MSARD will escalate.

The implementation of the designed social work curriculum is a vital step in improving the social welfare status and contributes to the national development of Sierra Leone. However, the investigator urges that further social research projects be conducted if the quality of social welfare systems and social conditions are to be fulfilled. It is this view that influences the investigator to list the future research projects below.

**Suggestions for Future Research Studies**

1. A study on the factors influencing the performance of social practitioners in social work practice in Sierra Leone.

2. An examination of policies and plans needed to implement quality social services programs in Sierra Leone.

3. A study on the advantages and disadvantages of and the utilization of traditional and transfer technologies in the Sierra Leone social welfare system.

4. A study how to institute a West African Social Welfare Research Institute. Its main functions will be researching the social issues of individuals and communities, collecting social welfare data, encouraging scholars to contribute to the West African Social Science literature through publication and participation in research, and conducting workshops, seminars and conferences on social issues and the state of the art (i.e., of social welfare systems).
5. Study on the correlations and significance between community development and volunteerism.
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APPENDIXES
APPENDIX I

EDUCATIONAL ESTABLISHMENTS INCLUDING THE NJALA UNIVERSITY AT TIAMA
WHERE THE SCHOOL OF SOCIAL WORK IS PROPOSED TO BE INSTITUTED
APPENDIX I

Source: J. I. Clarke, 1972
APPENDIX II

SUGGESTED SOCIAL WORK COURSES TO BE OFFERED
PENDING ESTABLISHMENT OF THE SCHOOL
SUGGESTED SOCIAL WORK CURRICULUM COURSES

Course Descriptions

FIELD INSTRUCTION: BASIC CONCURRENT CLINICAL SOCIAL WORK PRACTICE, 8 Credit Hours. Students will be assigned to community agencies for practice and instruction in advanced clinical social work methodologies. Prerequisite: is to be taken concurrently with Social Health concentration option.

INTRODUCTION TO SOCIAL WELFARE, 4 Credit Hours. Studying the basics of social welfare.

INTRODUCTION TO ETHICS, 4 Credit Hours. Studying the basics of ethical standards for the social work profession.

INTRODUCTION TO SOCIAL RESEARCH, 4 Credit Hours. Understanding the general basics of research design techniques.

INTRODUCTION TO SOCIAL HEALTH, 4 Credit Hours. Basic issues of social health locally and nationally. Emphasis on various communities and extended families.

INTRODUCTION: DIRECT SERVICE SEMINAR, 4 Credit Hours. Studying the basics of direct services.

INTRODUCTION TO SOCIAL ADMINISTRATION, 4 Credit Hours. Studying the basics of social administration.

INTRODUCTION TO SOCIAL POLICY/PLANNING, 4 Credit Hours. Studying the basics of social policy/planning.

INTRODUCTION TO GRANTMANSHP, 4 Credit Hours. Studying the basics of fiscal management and grantwriting.
INTRODUCTION TO COMMUNITY DEVELOPMENT, 4 Credit Hours. Studying the basics of community development.

INTRODUCTION TO COMMUNITY ORGANIZATION, 4 Credit Hours. Studying the fundamentals of community organization.

CHARACTERISTICS OF THE PROFESSIONAL PARTS 1, 2 & 3, 6 Credit Hours. This is a 12 month course divided into three sessions to prepare students for all professional levels or settings. Strong emphasis will be upon the qualities of a social worker, such as self-awareness, communication skills, interviewing techniques, ethical issues, etc. At the completion of this course, students would not only be aware of their professional obligations, but also have in their repertoire knowledge of how to interact with other individuals and agencies.

ABNORMAL BEHAVIOR, 4 Credit Hours. Dealing with the basic concepts of abnormality and its behaviors.

UNDERSTANDING THE FIELD OF SOCIAL WORK, 4 Credit Hours. Nature, purpose, function and organizational content of the social work profession. Includes historical development of social work, a consideration of the development of social welfare policies and their impact on practice, and the role of the social work professional.

INTRODUCTION TO SOCIAL WELFARE INSTITUTIONAL MANAGEMENT, 4 Credit Hours. The objective of this course is to prepare human service practitioners to function effectively in various institutions. They will focus on the structure, processes, and values involved in institutions. This course is intended to help students develop a sophisticated and more flexible range of responses to institutional pressures and opportunities. Finally, students will be encouraged to give priority
to the extended family institution over the nuclear family in this
course.

METHODS OF SOCIAL WORK INTERVENTION PART I, 4 Credit Hours.
Examination of the methods of social work intervention (case work,
group work, community organization and community development) utilized
in various social work agencies and social welfare settings, with
emphasis on understanding the values, knowledge, principles and proces­s­
es of social work practice.

METHODS OF SOCIAL WORK INTERVENTION PART II, 4 Credit Hours.
Skill development and practice in social work with individuals, ex­tended families, small groups, within a community and organizational
context, with emphasis on the extended families and agency settings.
Prerequisite: Part I.

UNDERSTANDING SOCIAL WORK PRACTICE IN SIERRA LEONE, 6 Credit Hours.
Students will be allowed to select one of the provincial areas in
Sierra Leone and will be able to exhibit knowledge of social work prin­
ciples and policies regarding cultural structure, norms, family roles,
assessment of individual and family needs, values, expectations and
dysfunctions that are predominant in the student's area of choice.
Students will make critical assessments of provincial government struc­
ture, its consequences on the individuals living within that environ­
ment and develop strategies for modification.

SPECIAL NATIONAL PROBLEMS IN SIERRA LEONE, 6 Credit Hours. A
small group seminar for independent study of topics of special interest
to the student in the field of social welfare, with emphasis on examina­
tion and discussion of significant and contemporary social welfare
issues and problems. Students will be expected to come up with alternative solutions for such national problems.

SOCIAL POLICY & PLANNING, 4 Credit Hours. Analysis of specific contemporary policy issues and policy formulation in areas such as housing and native Sierra Leonean issues. Students will define and generate solutions to problems through studying planning models and through planning simulations.

SOCIAL POLICY ANALYSIS, 4 Credit Hours. Study of conceptual frameworks for the analysis of social development policies, of the role of social policy in income distribution, decision participation, and national integration, of translation of social policies into programs and services, and feedback. Main focus will be on the analysis of social policies for making contributions to their development, modification and reformulation.

COMPARATIVE SOCIAL POLICY FOR TRIBAL COMMUNITIES IN SIERRA LEONE, 8 Credit Hours. The background and formulation of social policy for tribal groups. Emphasis is placed on the characteristics of tribes, policy making for and by groups and policy purposes and contents. Students will be required to select at least one tribe from each of the provincial geographical areas, Northern, Southern, Eastern provinces and the Western Area.

NATIVE LANGUAGES, 4 Credit Hours. Students may take one or more of the 14 languages of Sierra Leone. It will be advisable to take a language that is predominant in the region where the student wishes to practice.
BELIEFS & VALUE SYSTEMS INHERENT IN SOCIAL WORK PRACTICE, 4 Credit Hours. Study of major theoretical positions and how they relate to skill in investigating, understanding and synthesizing values and beliefs systems, especially in casework and psychotherapy.

COMMUNITY NEEDS IDENTIFICATION & SOLUTION, 4 Credit Hours. This course will require students to spend at least four months in a community of their choice and identify the needs of that community, assess them and find strategies for modification. Special emphasis will be on innovative program development and implementation. Also, students will be required to promote the extended family image and involve families in program development, assessment and implementation effectively enough that the community would be capable of pursuing the program after the student's fieldwork tenure.

SOCIAL PLANNING, 4 Credit Hours. Social planning will be related to developmental planning, a study of planning methodology as adapted in different communities in Sierra Leone and countries in West Africa. Implementation and evaluation of the planning process. Students will define and generate solutions to problems through study of planning models and planning simulations.

SOCIAL PROBLEMS/SOCIAL POLICY, 4 Credit Hours. Study of selected major social problems and social strategies for modifying or coping with such issues (SSU Graduate Catalogue 1979-1980, p. 83).

UNDERSTANDING THE TECHNIQUES OF COUNSELING, 4 Credit Hours. Students will cover the various counseling approaches and develop an individual counseling approach.
ADVANCED COUNSELING TECHNIQUES, 4 Credit Hours. Students will examine their personal values and how they affect their counseling approach. Emphasis will be on "ACTION COUNSELING," where the student will compare and contrast his counseling approach to other theories.

PREVENTIVE SOCIAL POLICY PROGRAMMING, 4 Credit Hours. Students will study the models for conceptualizing preventive programs. They will also design and when possible implement a preventive program in the community (SSU Graduate Catalogue, 1979-1980, p. 83).

DYNAMICS OF VOLUNTARISM, 6 Credit Hours. Designed for those who wish to utilize more effectively volunteer help in social programs. Exploration of theories of voluntarism, volunteers' motivation, recruitment and training of volunteers, uses of volunteer help, and new trends in volunteerism, such as organizing the power of volunteers to influence agency policy.

HISTORICAL AND PHILOSOPHICAL PERSPECTIVES OF SOCIAL WELFARE SERVICES IN SIERRA LEONE, 4 Credit Hours. This course is a sequential and cumulative analysis of social welfare and the changing role of social work due to the industrial revolution taking place in Sierra Leone. The focus will be on creating awareness about the extended family in relation to the question: How do we want to live, instead of how do they want us to live? "They" means the colonialists.

HISTORY OF SOCIAL WELFARE FROM THE GAPEX, COLONIAL & THE PRESENT NEO-COLONIALISTS ERA IN 1979, 4 Credit Hours. The course enables students to describe the emergence and expansion of social welfare programs in Sierra Leone and other African countries with special emphasis on Sierra Leone.
HUMAN SERVICES ADMINISTRATION, 4 Credit Hours. Theory and practice of social welfare administration: bureaucratic models, interorganizational relations, developing organizational objectives, management skills, service programming and implementation, governmental relations, funding, budgeting, use of information systems.

SOCIAL WELFARE ADMINISTRATION, 4 Credit Hours. Prepares the professional social worker for the legal, administrative and sociological characteristics of major Sierra Leonean welfare systems, with primary attention to the Aid to Communities and Families programs. Also, strategies for reforming the direction of social welfare agencies will be covered.

SOCIAL WORK PRACTICE WITH THE NEIGHBORHOOD AND COMMUNITY, 4 Credit Hours. Neighborhoods: Social action as a social work method, its importance and effectiveness for neighborhood or small population extended family groups functionally or geographically defined within the community. Communities: Community relationships in public voluntary social services; principles of community organization and social welfare administration; role of community organization worker and social welfare administrators in Sierra Leonean society.

INTERORGANIZATIONAL ANALYSIS, 4 Credit Hours. Theories of interorganizational behavior; issues of service coordination and delivery; models of service integration in agencies and communities.

COMMUNITY ORGANIZATIONAL CHANGE, 4 Credit Hours. The structure and dynamics of formal community organizations, with special attention to community interorganizational situations and to planned change processes in community organizations.
ORGANIZING HUMAN RESOURCES FOR EDUCATION, 4 Credit Hours. Contemporary issues in schooling with special emphasis on organizing an interdisciplinary collaboration in planning and managing an educational program in local communities.

DAY CARE CENTERS IN THE WESTERN AREA, 4 Credit Hours. Individuals will view day care for children from a social, historical perspective: current issues, methods of operation, social work involvement, problems, income and politics. Individuals will also make comparison between day care centers and the extended family child care unit from the same factors above.

ALTERNATING TO DAY CARE CENTERS, 4 Credit Hours. Day care centers in Sierra Leone are part of the residual social welfare system; students will design an alternative to day care centers that will be implemented within the extended family unit. Emphasis will be on educating families concerning the potentials of developing a child care program in their environments utilizing community and government resources.

SOCIAL SERVICES FOR CHILDREN, ADULTS, AGED & EXTENDED FAMILIES, 4 Credit Hours. This course will encourage students to understand child, adult, aged and family welfare policies and practice in relation to social services which support the extended family concept. Also explored are practice and policy issues in relation to the national responsibility for guardianship, juvenile court, employment of children and adults, and regulation of child and aged care facilities, and consideration of trends and issues in the extended family as an institution of welfare planning.
DYNAMICS OF THE EXTENDED FAMILY BEHAVIOR IN THE SOCIAL ENVIRONMENT, 4 Credit Hours. This course will examine the psychosocial foundations of social work practice emphasizing the analysis of factors affecting the extended family development and functioning in relation to social systems.

SOCIAL WORK PRACTICE WITH THE EXTENDED FAMILY, 4 Credit Hours. Social work intervention in extended family problems within the social context, focusing on social work treatment aimed at the restoration of social functioning within the family unit.

ORGANIZATIONAL DYNAMICS AND ADMINISTRATION IN HEALTH, EDUCATION, CORRECTION AND WELFARE, 8 Credit Hours. Students will choose one of the above institutions and examine the structure and function of its organization as a sociotechnical system on families and small groups. This subject will also lay emphasis on the functions that will enhance organizational effectiveness (SSU Catalogue, 1979-80, p. 136).

PROFESSIONAL ETHICS, 4 Credit Hours. A study of the ethical implications of social workers.

LEGAL RIGHTS OF THE EXTENDED FAMILY & THE POOR, 4 Credit Hours. Currently evolving areas in poverty, law and individual rights. Participants might engage in individual or group investigations of problems faced by the family and the individual in areas such as public assistance, health, housing and education.

INDUSTRIALIZATION & THE EXTENDED FAMILY, 4 Credit Hours. This course is geared towards the establishment of the industrial institution in Sierra Leone, social changes surrounding its establishment and its social implications for the mutual aid concept of social welfare and
the extended family tie.

SOCIAL WORK & LAW ENFORCEMENT & ETHICS, 4 Credit Hours. The problems of crime, characteristics of offenders, and components of the criminal justice system as a foundation for social work practice in the local, district and provincial correctional settings.

GOVERNMENT & PRIVATE HEALTH SERVICES, 4 Credit Hours. Institutions developed to provide for financing medical services directly or indirectly under the government and private auspices, legislative histories, administrative structure, financing arrangements, utilization and public response to the programs.

SOCIAL SERVICES IN MENTAL HEALTH & RETARDATION, 4 Credit Hours. Students will be encouraged to compare the native community mental health with western civilization mental services: the problems and changes in national, provincial and chieftancy social policy; the concept of normalization and its criteria for program evaluation; and changing roles of mental health professionals (this includes the native medical professionals), paraprofessionals and consumers in policy making and service delivery.

SOCIAL ASPECTS OF HEALTH DELIVERY, 4 Credit Hours. The potential for greater coordination and integration of health and social services will be explored. National, provincial, district and local health planning and legislation will be analyzed in the light of their social impact. Relevant social-health issues (national health expenses and drug abuse, etc.) will be discussed and analyzed.

COMMUNITY MENTAL SERVICES, 4 Credit Hours. Changing role of social work in mental health settings. The influence of new
institutional approaches on the care and treatment of the mentally ill or psychiatric determined disability.

NATIVE HEALTH CARE, 4 Credit Hours. Students will be expected to research the potential of native health care and educate Sierra Leoneans on its positive and negative consequences. Also, students will undertake projects that will help promote native medicine; emphasis will be on promoting, organizing and educating native doctors on their significant participation in the field of health.

SOCIAL PROBLEMS OF MENTAL RETARDATION, 4 Credit Hours. The nature of mental retardation, its social implications, and community resources for prevention and amelioration.

THE SOCIAL PROFESSION AND ALCOHOLISM AND DRUG ABUSE, 4 Credit Hours. Theories of causes and survey of social consequences, various interventive models for working with the alcoholic, and drug evaluation of treatment approaches.

SOCIAL PROBLEMS ASSOCIATED WITH NEUROLOGICAL AND SENSORY DISORDERS, 4 Credit Hours. Nature of the problem, its social implications, and the community resources for prevention and amelioration of social dysfunction.

ADVANCE: PLANNING & INTEGRATION OF SOCIAL SERVICES, 6 Credit Hours. This course is for graduate students only who are specializing in social welfare administration, policy design and organization. Students will examine general policy and draw up the main plans for the promotion and coordination of education, health, labor and social services in order to realize social development in conformity with the supreme policy of the nation, which is "to evaluate the services
rendered by the government to the public and elevate them to the highest standard of efficiency and success."

"To follow-up the execution of various projects by changing individuals and committees to undertake particular studies and researches and submit reports to the class."

"To look into the activities of non-governmental bodies engaged in social welfare work in Sierra Leone, order to coordinate mutual efforts and utilize them to the utmost" (UN Document E/CN.14/SWSA/2, 1964, p. 35).

ADVANCE: COMPARATIVE SOCIAL POLICY FOR WEST AFRICAN COUNTRIES, 4 Credit Hours. This course addresses the background and making of social policy for West African countries. Emphasis is on policy-making for a decolonialization of welfare states. Students should have knowledge of policy issues of at least three West African countries; one of them must be Sierra Leone.

SKILL DEVELOPMENT WORKSHOPS, 6 Credit Hours. Development of skills in any of the following: community organization, research, administration, social policy planning, social welfare, etc. Emphasis will be on those skills which students most need in their concentrations or field projects. Intensive workshop format will be utilized to accommodate those students engaged in projects outside of the University's town (Njala) area.

SPECIAL TOPICS IN SOCIAL WORK, 6 Credit Hours. A proseminar on contemporary topics of concern to students and faculty about Sierra Leone. Specific course content will be announced in class schedule.
SEMINAR ON AGING & THE EXTENDED FAMILY, 6 Credit Hours. Exploration of concepts and theories for understanding aging, the aged, and their roles and problems with the extended family unit including implications and applications for reinforcing the Statute of the Aging in the extended family environment.

ADVANCE SOCIAL STRUCTURE, COMMUNITY ORGANIZATION, 6 Credit Hours. Examination of interrelationships among various social systems and their implications for community organization. Organizing strategies for influencing these systems (family, neighborhood, community or formal organization) will be examined in light of the objectives of social development.

SPECIAL PROJECTS IN SOCIAL DEVELOPMENT, 8 Credit Hours. Students may, with the approval of the advisor and field coordinator, take from 1 to 12 credits for a social development project in community organization, research, direct services, social health, social policy and planning, community development, or community social welfare. Projects selected by student may be selected in close coordination with other courses in the curriculum or may be in the area of interest independent of any course being offered at the time.

SEMINAR IN SOCIAL WORK RESEARCH I, 6 Credit Hours. Advanced research design and analysis appropriate for testing hypotheses relevant to social welfare knowledge.

SEMINAR IN SOCIAL WORK RESEARCH II, 6 Credit Hours. Evaluation of selected research reports with reference to their relevance to social welfare soundness of methodology.
SEMINAR IN SOCIAL RESEARCH III, 6 Credit Hours. Planning research designs and feasible administrative procedures for testing hypotheses relevant to social welfare knowledge.

SOCIOCLOGICAL & PSYCHOLOGICAL TESTS & MEASUREMENTS IN SOCIAL SERVICES, 4 Credit Hours. Students in mental health or clinical settings will explore strengths and weaknesses of evaluation instruments. Includes principles, construction, and interpretation of representative psychological tests and measures. Emphasizes demonstrated in-depth comprehension of theories and techniques of evaluation; prerequisite Abnormal Psychology.

INTERVENTION IN INSTITUTIONAL SETTINGS, 6 Credit Hours. Comparative analysis of goals, functions and organization of institutions such as mental hospitals, children and adult treatment centers, homes for incurables, prisons and juvenile training schools. Focus on structuring the institution's social system and effecting organization change to promote desired institutional goals.

ADVANCE SOCIAL IMPLICATION OF DEVELOPED NATIONS INVOLVEMENT IN SIERRA LEONE, 8 Credit Hours. In-depth analysis of the positive and negative consequences of world power involvements in Sierra Leone, with emphasis on program modification strategies.

PROGRAM EVALUATION (Prerequisite Introduction to Statistics), 8 Credit Hours. Research design and the process of conducting human service program evaluations: types of evaluations, identification of program evaluation objectives, operationalizing and measuring program effects, the administrative-political-ethical context of program evaluation, critical analysis of published evaluation studies.
RESIDUAL & INSTITUTIONAL CONCEPTIONS OF SOCIAL WELFARE SYSTEMS, 6 Credit Hours. Students will be involved in analyzing the functions of welfare systems in Sierra Leone, other West African countries, the United States, Russia and China. Emphasis will be on critical thinking, in-depth discussions of services offered, and their dysfunctions and understanding the social, political, economic, religious, family, and labor functions in such systems. By the end of this course students will know the positive and negative impact of both systems, and be able to design a system of their choice.

INFLUENCING THE RESIDUAL POLITICAL SYSTEMS FOR SOCIAL CHANGE, 6 Credit Hours. Exploration of concepts of social change, drawing on relevant theoretical material from sociology, economics, psychology, political science, law. Identification and description of the sequence of events that occurs when change takes place; analysis of selected programs designed to affect specific change; the concept of social workers as "change agent" is central to the course.

ADVANCE COMPARATIVE ANALYSIS OF APPROACHES TO CASEWORK, 8 Credit Hours. Students will focus on systematic and critical examination of approaches to casework: conceptualizations, procedures, techniques, assessment in casework theory and practice; includes the employment of a framework for the analysis and assessment of various approaches, study of relation to process and outcome, and identification of practice issues.

ADVANCE SEMINAR ON SOCIAL WORK PRACTICE, 8 Credit Hours. Opportunity to integrate knowledge of methods of working with extended families, groups, individuals and other different client systems,
special interventive approaches and processes with local communities and agencies.

ADVANCE ANALYSIS OF INSTITUTIONS FROM AN AFRI-EQUALITARIAN PERSPECTIVE, 8 Credit Hours. This course is designed to provide students with understanding the context, principles and tools of social program evaluation from an Afri-equalitarian point of view. Focal points are on conceptualizing what should be evaluated, the purposes of the evaluation, the appropriate methodologies and the significance of the evaluation. Students will focus on critical decision-making from evaluation research, evaluation study design and the development of related information systems. Particular attention will be given to the problematic issues associated with the conduct of evaluation research, with the intent of assisting students in developing strategies and methods of dealing effectively with these issues.

DELIVERY OF HEALTH CARE: PROBLEMS & PERSPECTIVES, 6 Credit Hours. This course is the same as Health Education. The wide range of factors—ecological, social, cultural, medical, organizational, economic and political—which influence health care in Sierra Leone and other West African countries will be studied.

ADVANCE: SOCIAL SERVICES FOR HEALTH & REHABILITATION, 6 Credit Hours. An in-depth study of the psychological and sociological impact of illness and disability on the individual, the family, the community and the government, emphasizing the social worker's role in medical and rehabilitation settings.

ISSUES IN COMMUNITY ORGANIZATION POLICY, 4 Credit Hours. A pro-seminar on contemporary issues in community organizational policy and
related community organization. Specific topical area will be announced prior to each of the courses.

SOCIAL POLICY: ISSUES & PERSPECTIVES, 8 Credit Hours. This course deals with social policy issues in social welfare programs on the macro level. The objectives of this course are: (1) to familiarize social work students with issues and problems related to social welfare programs, and (2) to help students understand how social values (or ideology) of the time are translated into the articulation of a social problem, the formulation of social policy, and the implementation of such into social welfare programs. Thus, this is a knowledge-building course, essential for prospective social workers.

PERSPECTIVES ON SOCIAL WORK, EXTENDED FAMILY EDUCATION, Doctoral Level. A seminar with particular focus on the evaluation of extended family education as part of the offerings of the Institute of Social Welfare. Primary attention is given to issues related to extended family, including the challenge to design adequate programs for extended family communities. Prerequisite MSW degree or equivalent.

THESIS RESEARCH. Developing research competence in social research method, research technology, and analysis of compiled data relevant (as an initial stage) in the development and completion of the doctoral thesis.

UNDERSTANDING THE SOCIAL ASPECTS OF FOLK MEDICINE & SUPERSTITION, Doctoral Level. Students will study the status of native medicine before the arrival of Western medicine in Sierra Leone. Students will also design a research study to identify the factors influencing the effectiveness of folk medicine and design a program that will help
promote its image. The program designed must be implemented in one of the communities in Sierra Leone. It should also attract national attention.

FIELDWORK REQUIREMENTS FOR BSW AND MSW STUDENTS, 16 Credit Hours. The following material is taken from the booklet published by Temple University School of Social Administration, September, 1977.

The curriculum for the Institute was derived from the philosophy that social welfare services should be institutionally distributed and not residually distributed. This means graduates of the Institute must be familiar with the needs of communities and agencies. This training could be obtained through fieldwork experience. Therefore, emphasis is focused on this area. It is the faculty philosophy that no degree student should complete his tenure without this experience.

The fieldwork program is divided into two parts: community and agency. Students are expected to complete both areas prior to graduation.

The community fieldwork will be on-site experience working in communities of student choice. The agencies' fieldwork will be working in an agency in which the community fieldwork experiences could be integrated to bring positive change. This change must be beneficial both to the agencies and Sierra Leoneans nationally. The planning and the evaluation of fieldwork will specify the detailed expectations of the fieldwork participant.
Planning and Evaluation for Fieldwork

The fieldwork curriculum will be implemented through the use of an educational plan. This plan will be developed jointly by the student, the field instructor and the faculty liaison. The faculty liaison will take responsibility for providing the field instructor with information about the student's background and experience, and any other information deemed relevant.

The plan identifies Community Organization experience on which concentration will be focused during the student's placement. To the extent possible, the organizing experiences ought to provide at least exposure, and at best opportunity for serious development, in the major analytical and core skill areas outlined below. While it may not be possible for any one placement to touch each of these areas, the major thrust of the student's work must be within the central boundaries of the curriculum outlined. Each plan is tailor-made for the individual student. It ought to identify major tasks to be undertaken in the semester for which it is written, and ought to clearly specify goals to be achieved within that time period (goals for both the student and for the carrying forth of the organizing tasks). These goal statements then form the basis for evaluation at the conclusion of each semester.

The student's fieldwork experience will be evaluated and graded in accordance with the criteria for grading established by the Graduate School of Njala University. These criteria are: "A" indicates work of superior quality, "B" indicates work of satisfactory quality, "C"
indicates work of marginal quality and "F" indicates failure. Although the final responsibility for assigning a grade rests with the faculty liaison, the evaluation process should involve the liaison, the field instructor and the student. The field instructor will be expected to evaluate the student's performance in each of the areas covered by the educational plan, and recommend a grade for each area to the faculty liaison. This should be accompanied by a narrative statement describing the student's work in each area. The student should be actively involved with the field instructor in this evaluation process and has the right to append a dissenting statement to the fieldwork evaluation should there be a difference in judgment between the field instructor and the student.

Fieldwork Learning Areas

The distinguishing focus for the Community Organization and Community Direct Services specialization is to develop practitioners skilled at bringing diverse people and groups together for common efforts of social action and community development. Within this broad mandate, three general areas of learning, each with sub-parts, have been identified. These are Analytical Practice, Core Skills for Practice, and Specialized Skills for Practice. One responsibility of both the classroom and fieldwork components of the program is to provide students with theoretical and practical exposure to each of the major areas within the Analytical Practice and the Core Skills. Education in specialized skills areas will not necessarily be developed by all students, but will be available as student schedules and interest
permit. The investigator also recognizes that at the present stage of development of this curriculum model, only rudimentary judgments about the differential levels of development expected of first versus second year students, and of advanced standing students, can be made. In general, the investigator believes that by the end of the first year, students ought to have achieved a level of competence that permits skilled work under supervision in each of the major areas outlined in their educational plan. By the end of the second year, or by the end of one year for advanced standing students, the expectation is for skill at a level which will allow beginning independent professional practice.

The following develops more specifically areas of skills which the fieldwork setting ought to help the student to develop.

A. Analytical Foundations

1. Philosophy of Practice

Students are expected to work towards developing an overall philosophical and political stance toward their work as social practitioners within the field of social work. This larger stance must be developed in general and in relationship to the particular sponsoring organization and task within the organization. It involves:

A. Developing a framework for analyzing the micro and macro role and effects of the fieldwork setting;

B. Analyzing the limiting and/or oppressive functions of this setting and the liberating potential of the setting;

C. Locating their fieldwork setting historically, politically, economically, sociologically and philosophically; and
D. Developing an overall perspective on the limitations and possibilities for this setting and for their involvement in the setting.

2. **Goal Setting**

   A. Analyze the situation within which one is working in order to identify:
      a) key problems
      b) problems that are viable foci for organizing.

   B. Identify potentially attractive and mobilizing short and long term goals, as viewed by each of the following:
      a) those being organized
      b) the worker him/her self
      c) other workers
      d) the sponsoring organization
      e) persons and/or institutions to whom the sponsoring organization is accountable
      f) other relevant persons or institutions.

   C. Establish short and long term goals as appropriate for the organizing effort, within the context of the above set of forces.

   D. Establish criteria for assessing the extent of movement toward these goals over time.

   E. Evaluate the appropriateness of the goals over time, establish new or modified goals as required.
3. Models of Organizing
   A. Be familiar with a variety of organizing models, i.e.,
      Alinsky style social action, social movement organizing,
      agency based inter-agency coordination, urban community
      development.
   B. Be aware of strengths and weaknesses of each model and of
      the applicable arenas for implementation.
   C. Develop the ability to select appropriate overall models
      of organizing in any particular situation.
   D. Develop the ability to utilize more than one model of
      organizing, as the situation permits and requires.

4. Strategy Analysis
   A. Be aware of the range of strategic possibilities in any
      given situation.
   B. Assess various strategic possibilities, informed by the
      following:
      a) the larger philosophy and politics within which one
         operates
      b) larger perspectives on the nature of the social change
         process and of theories of social change
      c) the specific goals which inform a given organizing
         project
      d) the possible costs of employing a given strategy
         within a given context
      e) available resources
f) needs, abilities and motivations of those being organized

g) goals, philosophy, etc., of the sponsoring organization

h) the worker's own skills, abilities, motivations, etc.

C. Develop one or more specific strategy alternatives, within the context of the above considerations. Short and long term strategies and their relationships must be developed as part of this plan.

D. Be able to analyze strategy in conjunction with others, and be able to move others to new viewpoints.

E. Develop criteria for evaluating the effectiveness of strategies used.

F. Periodically review and evaluate strategies, and be willing and able to modify them as necessary.

B. Core Skills

1. Organizing

The process of organizing is not separate from considerations of goal setting, choice of organizing model and strategy analysis, each informed by the larger philosophy. For example, goals are set, in part, in conjunction with others as part of the organizing process. The organizing process itself, as a category, subsumes all other categories. In this section, however, the discrete activity of organizing itself is categorized into its component parts.

A. Develop appropriate methods of entry into an organizing situation, with awareness of the ways in which the many
variables concerning entry affect organizing work.

B. Initially, and as an ongoing process, establish goals, select organizing model, develop strategies, as above.

C. Identify potential constituencies. Motivate, recruit, educate and ultimately bring together persons, communities and organizations appropriate to the particular effort.

D. Facilitate the work of the core group, with attention to developing effective relationships among member institutions, encouraging a sense of belonging among participants, and maintaining ultimate focus on change objectives.

E. Facilitate the work of the groups/institutions in moving toward objectives.

F. Assess the point at which a given organizational structure and organizing task has come to an appropriate ending point.

G. Develop appropriate methods for withdrawing from an organizing situation, with awareness of the ways in which the many variables concerning withdrawal affect the organizing work.

2. **Group Skills**

A. Facilitate appropriate balance of task and maintenance focus of group.

B. Be aware of motivational level and intervene to help maintain motivation as appropriate to the task.
C. Develop skills in training a group to help group and communities function more effectively, including helping a group and communities learn to evaluate their own group process, develop group maintenance skills in others, develop appropriate leadership.

D. Develop appropriate structures for tasks at hand.

E. Grow in appropriate use of self, especially learning when to intervene and when not to intervene, when to play a key or minor role, how to use oneself in the role of staff.

F. Help facilitate the process of goal setting.

G. Help resolve conflicts that arise within the groups and communities.

3. Interpersonal Skills and Use of Self

A. Be aware of the key aspects of one's personality that have a bearing on the ability to organize.

B. Develop flexibility in using oneself in a variety of roles, in relationship to a variety of others.

C. Develop skills in interviewing.

D. Develop appropriate balance of personal need expression and expression of self in the ways called for by the particular project.

E. Develop ability to be self-evaluative and self-corrective in relations with others.
4. **Creative Use of Conflict**

A. Develop comfort with the use of conflict as a strategy of change.

B. Recognize the actual and potential conflict situations within an organizing situation and their potential as an organizing tool.

C. Recognize situations in which moving to the use of conflict is potentially undesirable or damaging.

D. Facilitating understanding of and comforting others with the use of creative conflict.

E. Develop skills in the management of any particular situation for the maximum gain of client and community.

5. **Organizational Development**

A. Facilitate development of organizational leadership, organizational ideology and appropriate structure and structural change, as required.

B. Develop appropriate resources for ongoing organizational work.

C. Facilitate development of organizational linkages with other organizations and people. Develop competence in representing the organization to other organizations, analyze competing interest patterns, negotiate desired ends.

6. **Research and Evaluation**

A. Identifying needs or organizing projects for information gatherings.
B. Develop familiarity with available data sources relevant to project needs. Gather data as required from these sources.

C. Develop facility with empirical and non-empirical research and data gathering where project requires developing a source of data not currently in existence.

D. Develop skills of data processing and application, as relevant.

E. Develop methodologies for evaluating ongoing work of organization. This may include record keeping and/or formal research methods.

F. Develop skills in integrating research and evaluation processes into ongoing planning and strategizing within project.

7. Administration

A. Develop familiarity with expenditure patterns within organization. Monitor these expenditures, influence them as required.

B. Analyze staffing needs of organization, identify and implement training needs for staff, including self, as required.

C. Develop familiarity with federal, state and local policies, programs and regulations and their impact on the organizing effort.
C. **Specialized Skills**

1. **Lobbying**
   
   A. Develop familiarity with legislative processes, with particular reference to persons, committees and processes most relevant to the organizing issues at hand.
   
   B. Develop skill in approaching legislators and legislative assistants, in both an informational and a pressure posture.
   
   C. Develop training for constituency in the skills and attitudes requisite for effective lobbying.
   
   D. Facilitate the development of ongoing legislative links between the organization and appropriate political bodies, as desirable.

2. **Resource Development** (Both money and other, as expertise, sanction, etc.)
   
   A. Identify issues of resource development relevant for the particular organizational effort.
   
   B. Become familiar with resource potentials relevant to this effort.
   
   C. Become familiar with limitations imposed by particular funding sources.
   
   D. Develop skills of proposal writing and other means of approaching funding sources.
   
   E. Develop skills of fund-raising outside of the conventional government agencies and private foundations, i.e., the possibilities of organizational membership fees, community
3. Communication Skills

A. Develop skill in identifying the various publics that affect the organizing effort; develop different strategies for dealing with these publics.

B. Develop skill in relating to media, i.e., holding press conferences, writing press releases, learning to use Public Service Announcements on television.

C. Develop skills in production of newsletters, pamphlets, and so on.

All courses will be subject to change and modification once the faculty body is hired. Faculty will be allowed to design courses relevant to the philosophy of the School, to the social profession, and to social changes.

Field Instruction Agencies

The following key departments will serve as field instruction agencies:

1. Government and private hospitals all over the nation.
2. Government and private elementary, primary and secondary schools.
4. Teachers' colleges and universities.
5. Government departments such as education, social welfare, health, correction juvenile centers, etc.
6. Organizations such as Young Women's Christian Association (YWCA) and Young Men's Christian Association (YMCA).

7. Other related agencies and communities.
APPENDIX III

DEFINITION OF CONCEPTS
Definition of Terms

Bachelor of Social Work: The degree conferred by a higher institution of learning for the completion of a comprehensive four years curriculum in social work.

Certificate in Social Work: A certificate awarded to a person who successfully passes or completes a training pertaining to social work.

Curriculum Disciplines: These include social policy planning, community development and community health, administration, research and clinical areas to be integrated into the curriculum design for the National School of Social Work in Sierra Leone.

Cultural Climate/Values: Patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their traditional ideas, especially their attached values.

Economy: The national gross product and the allocation of funds to the various ministries and the impact of the National Year Plan on Sierra Leoneans.

Foreign Impact: The consequences of foreign involvement/contribution to the development of the Ministry of Social Welfare.

Investigator/Researcher: The author of this study.

Ministry of Social Affairs and Rural Development: The government agency responsible for community development and social services for the entire nation.
Master of Science in Social Work: The degree conferred by a higher institution of learning for completion of a comprehensive six years curriculum in social work.

National Development Plan: A document compiled by the Sierra Leone government, which describes government priorities in developing the country.

Njala University College: An institution of higher learning that the National School of Social Work will be affiliated with.

Political Impacts: The national government decisions or strategies on the MSARD and the National School of Social Work to be designed.

Professional Manpower: The current status of social work professionals and its consequences on the social welfare system.

Sierra Leone: Sierra Leone (Mountain of Lions) is 28,000 square miles in area, with a population of approximately 4,000,000 located on the west coast of Africa. It is where the investigator wishes to implement the design social work curriculum.

Social Amenities: Recreational and social, educational, health and economic opportunities available in centralized areas.

Social Change and Social Needs:

(a) Social change is the significant alteration within Sierra Leone of its national structure, which is perpetuated by these factors: political institutions, external factors (foreign impact), and internal changes.

(b) Unmet social needs are those needs (social, educational, economic, health, etc.) that are unpaid to individuals, groups, and communities, because of either centralization (urban or national),
decentralization, lack of resources, or priority in funding and service delivery. Or, unmet social needs are those needs that are lacking in means to cultivate livelihood for citizens, due to lack of social amenities, technological skills and equipment, because of the mechanism of the system.

**Social Indicators:** Refers to demographic characteristics such as population, family, education, income, work, health, and nutrition, age, divorce, and death rates, data as related to socioeconomic well-being.

**Social Welfare Structure:** Is defined as a system which encompasses the following subsystems: social welfare as an institution, as a policy oriented institution, as a manpower training institution, as an institution with voluntary agencies and organizations (internal, international, and local) and as an institution with a target population.

**Supporting Data:** Literature from countries with schools of social work to be used for reference purposes only.
APPENDIX IV

LIST OF SCHOOLS/INSTITUTIONS OF SOCIAL WORK IN AFRICA
TO BE USED FOR FACULTY RECRUITMENT
Algeria: Ecole d'Aljointes Sociales et d'Assistants Sociales d'Algerie;
Basutoland: Pius XII University School of Social Work;
Central African Republic: Ecole d'Assistantes Sociales;
Chad: Ecole Nationale d'Infirmieres, Sages - Femmes et Assistantes Sociales;
Ethiopia: School of Social Work of the Haile Selassie I University;
Ghana: The Social Administration Course, University of Ghana; The School of Social Work, Department of Social Welfare & Community Development;
Ivory Coast: Ecole de formation sociale d'Abidjan;
Guinea: Ecole des Aides Sociales;
Kenya: Community Development Training Centre, Kenya - Institute of Administration; Kenya - Israel School of Social Work;
Madagascar: L'ecole de formation sociale;
Mali: Ecole des aides sociales de Bamako;
Rwanda: Ecole d'Assistantes Sociales Auxiliares de Bretare;
Senegal: L'ecole de service sociale;
Tanzania: Tengeru Community Development Training Centre;
Tunisia: Ecole Nationale de la Saule Publique;
Uganda: Makerere University College School of Social Work; Nsamizi Community Development Training Centre; and