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Trends in social work education and training: The case of Zimbabwe

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Abstract

This article examines the trends in social work education and training in Zimbabwe based on literature review. The article argues that Zimbabwe, like any other developing country, has been using the remedial approach in assisting clients which was gained through education and training. The adoption of a developmental approach was observed as the appropriate method to deal with major problems affecting the country. The social work training institution by then, in Zimbabwe, was therefore geared to transform its curriculum to suit this requirement by introducing a number of training programmes since its inception in January 1964. Political meltdown which affected the country acted negatively in the trend which has been forwarded later by education and training institutions of social work education. The profession of social work has been hard hit as trained social workers moved into the Diaspora. The article looks at the progress made and the challenges faced by the profession and solutions are suggested as a way forward.

Keywords: Zimbabwe, Social work, Development, Education, Values, Ethics, Field work

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1. Introduction

The profession of social work is considered a relatively young profession in Zimbabwe and was heavily influenced by colonialism in its formation. The practice in most developing countries mirrors that of the colonial master. That is, the practice in Francophone countries mirrors the French practice and likewise the English speaking countries were influenced by the British welfare system (Darkwa, 2007). Therefore Social Work has been absorbed differently in most developing countries. This helped the two main social work bodies to come up with an international definition of social work. The two bodies are the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW). At its meeting in Montreal in July 2000, the IFSW noted a new international definition of social work which replaced the previous version of 1982. The IASSW also adopted the same definition at its General Assembly. At the IASSW-IFSW meeting in Copenhagen in June 2001, both organisations agreed to formally adopt the definition of social work as a joint international definition, (Chitereka, 2010).

According to IFSW (2000) “the social work profession promotes social change, problem-solving in human relationships and the empowerment and liberation of people to enhance their well-being, utilising theories of human behaviour, social systems, social work intervenes at the points where people interact with their environments”. The role of Social work is to provide alternatives to the coping capacities of individuals, families, groups and communities and also to promote the interest of minority groups. Chitereka (2010) argues that social work practice is based on the understanding of human behaviour and development including complex social structures and processes. It is against this background that the paper will discuss the transformational trends in social work education and training which took place in Zimbabwe to address the fundamental needs of Zimbabwean nationals who needed welfare services to meet their basic needs in life.

2. Brief background information on Zimbabwe

Zimbabwe is one of the countries in Southern Africa. It shares borders with South Africa, Mozambique, Zambia and Botswana. It also covers a total surface area of approximately 390,757 square kilometres. It is a former British colony as from 1965 when Ian Smith declared independence. It has an approximate population of 13 million people. Zimbabwe gains its independence from the British on 18 April 1980 after a protracted war of liberation which lasted for over 15 years. Zimbabwe was colonised into Southern Rhodesia in 1890 as part and parcel of the partitioning of Africa at the Berlin Conference of 1884-1885 and gave Rhodes after him the country was named, in dreaming of a British empire which stretched from ‘Cape to Cairo’. The colonisation process turned to be bloody, rapid and almost total in its impact on the entire colony (Mandaza, 1995). In three years time, from 1890, the Ndebele Kingdom was destroyed. The Shona-Ndebele uprisings were suppressed in brutal ways.

Later, there arose African Nationalism which openly challenged colonialism. This led to the demand for national independence. The bloody and bitter war which was fought culminated into the Lancaster House Conference on Zimbabwe which was convened during the last quarter of 1979. The role of frontline states

consisting of Tanzania, Zambia, Mozambique and Botswana necessitated the Lancaster House Conference. This was because the economies of the frontline states were disrupted and their political stability were threatened especially Zambia and Mozambique. The settlement was then agreed upon by all members leading to the independence of Zimbabwe in 1980.

The country was involved in an economic crisis for almost a decade since 2000. This economic crisis led the majority of professionals to leave the country including social workers. Poor conditions of service and political intimidation worsened especially in rural areas towards the March 2008 Parliamentary and Presidential elections and led many teachers and other health professionals to leave the country (Chitereka, 2010). This necessitated a run-off after March 2008 because no clear winner was declared in the Presidential elections between the Zimbabwe African National Union Patriotic Front (Zanu-PF) candidate, Robert Mugabe and the Movement for Democratic Change (MDC) candidate, Morgan Tsvangirai, had won. Chitereka (2010) notes that excessive political violence marked the 27 June, 2008 Presidential elections, perpetrated by the former ruling party Zanu- PF supporters. This led the then opposition leader, Morgan Tsvangirai to boycott elections citing intimidations and torture on his supporters. The Southern African Development Community (SADC) and African Union (AU) brokered a peace accord leading to the formation of the Global political Agreement (GPA) paving way for a Government of National Unity (GNA) on February 13, 2009. Mugabe was made its President and Tsvangirai as its Prime Minister. There were still problems of unemployment estimated at 75% and the manufacturing sector still shedding jobs, since the formation of the GNU, though the economy is slowly picking as the adoption of multicurrency regime seemed to have worked well for the country (Newsday, 2013).

Table 1. Education and Training of Zimbabweans living abroad

| Field of study | % | Qualification | % | Age Group | % |
|---------------------------------|----|-----------------------|----|-----------|------|
| Teachers | 26 | First Degree | 34 | 20-29 | 25 |
| Doctors, Nurses and Pharmacists | 25 | Polytechnic education | 28 | 30-39 | 40.8 |
| Engineers and other scientists | 23 | Masters Degrees | 20 | 40-49 | 23.7 |
| Accountants | 17 | Vocational Training | 9 | 50 | 10.5 |
| Farmers | 5 | Diploma | 2 | | |
| Bankers | 2 | None | 2 | | |
| Clergy and others | 1 | | | | |

Source: Scientific and industrial Research and Development Centre (2003)

Since independence in April 1980, Zimbabwe experienced a number of emigration waves which include the out-migration of disgruntled whites following majority rule (Kanyenze et al, 2011).

UNDP (2008) observes that as many as 19,300 skilled and professional personnel emigrated, mainly to South Africa, Australia and the UK. Although estimates of the size of the Zimbabwean Diaspora differ from study to study, it probably ranges from three and four million, with South Africa accounting for the largest group (over one million), followed by the UK, Botswana, the USA, Canada, Australia and New Zealand; Zimbabwe becoming one of the ten emigration countries in Sub-Saharan Africa (Maposa,2004).

3. Pre-independence education and training of social work in Zimbabwe

The School of Social Work, as the only school training Social Workers by then, was first established in January 1964 in Harare by Jesuits Fathers of the Roman Catholic Church. It was initially known as the school of social services. Before its establishment, Zimbabwean social workers were receiving their education and training in Britain, South Africa and Zambia (Hampson, 1995).

In pre-independence Zimbabwe, indigenous populations were relying on kinship ties for support since social welfare provisions were discriminatory in nature (Moyo, 2007). The first move to provide social welfare services in Zimbabwe, then Southern Rhodesia, was in 1936 when the Probation and School Attendance officer programme was introduced. The first probation officer was recruited from Britain due to lack of trained personnel in Zimbabwe. This was followed by the establishment of the Department of Social Welfare in 1948. This was targeted at addressing the problems within the white community and to deal with social ills such as unemployment, overcrowding, destitution, juvenile delinquency, prostitution, social disintegration and family breakdown among black community members (Kaseke, 2002).

The first stream of social workers since January 1964 was trained in Group work at the school of social work and only eighteen students received the training. The course was designed to deal with group activities in clubs and welfare centres. This means that social work in Zimbabwe was developed as a response to urban social ills such as destitution, prostitution and crime. This was also a period during which political consciousness was taking root such that government would sense the need for communities to be controlled through groups. The philosophy of colonial policy makers was that such social ills, if left unattended, would undermine order and stability. Social work then was viewed as an instrument of social control and never seriously addressed itself to the root causes of social problems (Kaseke, 1991). The school of social work in Zimbabwe then came at a time when discrimination was taking place affecting indigenous people. This led to the reconceptualization of social work education and training to have a strong influences of Paulo Freire and the radical political need which had arisen due to poverty, unemployment and exploitation (Moyo, 2007).

The colonial social work education led to the graduation of the first group of social workers of a three year Diploma in social work in 1966. The school had to change its name from School of Social Services to School of Social Work in 1969. It was also the first associate college of the University of Rhodesia and Nyasaland (now University of Zimbabwe) awarding students a Diploma in social work after three years of training.

Hampson (1986) notes that the first year of study for students of the School of Social Work consisted of casework, group work, community work, social administration, socio-economic development and public health. The second year incorporated University courses in Sociology, Psychology as well as further courses in health and ethics taught at the school of social work. In their final year students completed higher level subjects they would have studied in their first year. The training of field work was incorporated in all the three years.

The school of social work complemented its focus on specialized and professional social work education and training in 1978 by introducing a one year certificate programme for paraprofessional workers to help refugees and other displaced groups.

Despite the training of social workers since 1964, graduates from the school of social work have been employed in urban settings whereas the majority of its people are in rural areas. The profession of social work remained unknown by the generality of the population in Zimbabwe (Mupedziswa and Ushamba, 2006). The scenario had to gradually change, though at some point it was affected by social workers moving *en-masse* to different countries, focusing more on attachments in NGOs based in rural areas.

4. Post-independence education and training of social workers in Zimbabwe

Zimbabwe gained its independence on 18 April, 1980. Mupedziswa and Ushamba (2006) noted that the profession of social work became more organised after independence. It was fairly sophisticated and well resourced. With the coming in of the new government, it was committed to redressing imbalances of the past and social services were viewed as an effective instrument to redistribute wealth (Kaseke, 2002). Considerable investment was made in the social work profession. The Zimbabwean government embarked on economic recovery programmes resulting in investing sectors like health, education and social services with little help from donors (Sichone, 2003). Social workers had support staff including social welfare assistants, clerks and office orderly and could afford to make several home visits to clients (Mupedziswa and Ushamba, 2006). During this period, the profession of social work could reach to the most vulnerable groups in rural areas.

The advent of independence in Zimbabwe brought in a new era resulting in the re-examining of the curriculum, to make it more responsive to the needs of the majority. This was also in line with the government's policies which were social democratic in orientation (Hampson, 1995). The school of social work also introduced a certificate in youth work in 1980 to train youth leaders who were leading youth programmes throughout the country.

The Bachelor of Social Work Honours Degree in Clinical Social Work for hospital Social Workers, was introduced in 1982, followed by a Master of Social Work Degree in 1983 and Bachelor of Social Rehabilitation Degree in 1985. The Bachelor of Social Rehabilitation was an International Labour Organisation (ILO) sponsored programme which led to its short existence and later on stopped. The Masters programme was to equip graduates with skills to assume leadership positions in social work agencies in government and voluntary organisations. The programme specialised in research, social work education and social policy and

administration (Chogugdza, 2009). Non-governmental organisations complemented Government efforts in providing services to the poor.

Despite the gap they have been filling, non-governmental organisations were banned from operating in Zimbabwe by the then ruling party in the lead up to the 2008 Presidential elections (Chogugdza, 2009), a situation which compromised the position of trained social workers in the country.

The socio-economic and political climate in the country had a negative impact on social work education and training due to lack of resources (Chogugudza, 2009 and Kaseke, 2002). Over the years many social workers resorted to migration as a means of survival (Chogugdza 2009, Mupedziswa and Ushamba 2006). It has been estimated that Zimbabweans arriving in the United Kingdom (UK) were at 200 000 (Pasura, 2008) to 1.2 million (Mbiba, 2004). The migration by Social Workers to the UK left the country without qualified Social Workers in the country to offer quality services to the majority of people with an estimated migration figure of 350 social workers (Council of Social Workers-Zimbabwe, 2005).

The minority groups were not spared either. There have been complains from minority groups like the Shangaan, Kalanga, Tonga and Venda as having been marginalised from the country's economy. They complained of being dominated by the Shona and Ndebele politically and socially (Muzondidya and Gutsheni-Ndlovu, 2007). While there has been polarisation in Zimbabwe, both the state and society has been silent about it as ethnic tension continues to be overshadowed by economic and political crisis (Muzondidya and Gutsheni-Ndlovu, 2007). These economic and political challenges have destabilised the country resulting in deterioration of services offered to its people, including those provided by previously well established sectors like the Department of social services, which was the major employer of social workers before they migrated to different countries (Mupedziswa and Ushamba, 2006). The University of Zimbabwe School of Social Work adopted to train social workers more on the developmental approach which targeted the majority of the poor in Zimbabwe (Hall, 1990).

There has been a shift in social work training in Africa trying to place more emphasis on social development approaches which also place greater significance on macro intervention to reach the individual or group (Kaseke, 2001). In Zimbabwe changes have been noticed in curriculums which tend to focus on land reform and rural development focusing on developmental theories. A number of reasons have been put forward in support of the developmental approach to the social work profession as opposed to the remedial approach. The most compelling one was the general lack of resources. Zimbabwe or even Africa as a whole, can hardly afford continuing to employ the residual strategy. The developmental approach has proved to be suited to social work education and training in Zimbabwe as it discourages dependency (Mupedziswa, 1998).

Therefore, continuing to employ the remedial strategy in developing countries including Zimbabwe will mean neglecting the dire need of the majority of the population who experience poverty. Helping the needy individuals in society as Kaseke (1991: 34) noted "is no longer seen as an end in itself, but rather a means towards a desired end, that of self reliance and the realisation of potential". The developmental approach will call for tracing the root causes of the problem hence the Chinese saying 'give a man fish and you feed him for the day; teach him how to fish and you feed him for a life time'. The developmental approach entailed training social workers or communities to fight dependency and deal with problems of unemployment, mass

poverty, poor housing, high population growth and malnutrition on their own a sign of being proactive. The remedial approach would mean that social work was geared to concentrate on treating emotional and personal maladjustments of individuals which was a reactive approach. The education and training of social work in Zimbabwe has since been geared towards the developmental approach in trying to meet the needs of locals. Most students' dissertations and fieldwork placements were to concentrate on work towards solving problems of the rural populations. This was meant to facilitate the requirements of the developmental approach which discourages dependency and promotes active and productive involvement of clients in their own development (Mhiribidi, 2010). Therefore, the approach aimed at the elimination and prevention of poverty and recognises the linkages between welfare and economic development. The indicators for the implementation of the developmental approach include activities that empower clients through the provision of opportunities for capacity building and self reliance, the ability of clients to be involved in planning for productive employment and self-employment and the number of clients who become self reliant as a result of the assistance given.

Staff at the school of social work were all Zimbabweans who, among some of them were trained abroad and made sure the developmental approach was well adhered to locally and internationally. The General Social Care Council (GSCC) in the United Kingdom (UK), Canadian Social Work Council and Australian Social Work Council and other developing countries like South Africa, Botswana, Lesotho, Swaziland and Malawi have approved the school of social work education and training as meeting regional and international standards and has registered hundreds of social workers in the UK and these other countries today validating the appropriateness and universality of the training (Chogugudza, 2009). The applicability of social work education and training at the school of social work to meet international requirements can be viewed as some form of imperialism at its best. The developmental approach entails using local means and resources to meet international standards. This is the local means which Zimbabwe managed to take advantage intraining their students to meet international requirements. According to Eborall and Griffiths, (2008), 85% of the overseas qualified social workers registered by GSCC by end of 2007, came from Austria, Canada, Germany, India, New Zealand, the Philippines, Romania, South Africa, USA and Zimbabwe. Social work training needs to be universal and accredited in any other country where it is being practiced. This is a sign that each country responsible for training social work is adhering to the requirements of the Global minimum standards for the education and training for the Social Work profession.

5. Challenges experienced in education and training in Zimbabwe

The extreme economic problems have led hundreds of social workers including lecturers, to move into the UK, Canada and Australia. Some have moved into neighbouring countries like South Africa, Botswana, Namibia, Malawi, Lesotho, and Zambia where conditions of service are relatively better. The school of social work has not been spared either as it lost two of its Professors to South Africa and Botswana and five other lecturers in the UK and Lesotho. This led the University of Zimbabwe to remove the training of the Masters degree in social work indicating that there were no longer enough qualified personnel to teach the

programme thereby affecting the development of social work in the country (Council of social Workers, 2005). Mupedziswa (2005) notes that recruitment of social workers from African countries to industrialised countries, has not only helped to render social welfare systems in developing countries vulnerable, but in some cases, completely making it dysfunctional. The fact that more qualified Lecturers left the country for greener pastures meant that the transformational trend in training of social work in Zimbabwe has been slowed down.

Jackson and Mupedziswa (1998) observed that local Zimbabwean cultural and traditional values have to some extent brought about questioning the universality of social work values. The conservative Zimbabwean values on homosexuality have been seen as discriminatory in promoting this minority group in social work training. This will lead to a challenge in promoting the interests of minority groups who needs protection. Though Zimbabwean values seem to be conservative, social work education and training should try and transform these barriers to make life easier for the minority groups in the country. Social work education and training should embrace elements of multiculturalism and diversity. Multiculturalism and diversity recognises the broad scope of dimensions of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation and other cultural orientations (Barak and Travis, 2010). All these are critical aspects of an individual's ethnic and personal identity and social workers are encouraged to take cognizant of issues related to all these dimensions of culture in their education and training.

Two more Universities have been opened in Zimbabwe to train social workers. One of them is offering a two year Diploma in social work and the other is offering a four year degree in social work. Both social work training institutions in Zimbabwe are yet to meet the basic requirements of the Zimbabwe Council of Higher Education (Zimche) standards on quality education and training in the country. Zimche requires institutions of higher learning to operate with well furnished libraries and or internet connectivity to access books on line. The other basic requirement is that of having fully qualified personnel to teach the basic courses in the said department. The introduction of the two institutions will add value to the education and training of social workers in the country though there are challenges of employing fully qualified personnel to teach the course.

Zimbabwe as a country has adopted a policy of having a University in each of its ten provinces. This has led to competition on field work placements by students. Most organisations do not know what social work is all about (Hall, 1991). The developmental approach for placing students in rural areas help transform the profession's horizons in those places provided the agencies would accept the social work students for attachment. Most of such agencies are led by non social workers. This has also led to lack of proper support to social work training in the practice field. Students end up having attachments in remedial agencies which are accessible for supervision where there are social workers.

The concept of fighting unemployment, underemployment and poverty has been affected as most recent graduate social workers who are in the country are unemployed. This has slowed down the transformational approach to social work's desire for a developmental approach.

According to a recent assessment carried out on the capacity of the Department of Social Services in their service delivery, it was observed that one social worker in Zimbabwe services 48000 children (Unicef and Government of Zimbabwe, 2010). This is a clear sign that there is serious burn-out at social work workplaces if the social worker has to do his job well using the remedial approach. The social worker is busy applying the curative approach which Hall (1990) saw as reactive and remedial in nature.

The introduction of continuing professional development will help to propel the transformational trend in social work education and training besides doing a Masters in Social Work. The council of social workers is therefore supposed to run such programmes to help transform social work education and training in the country.

6. Way forward for social work education and training in Zimbabwe

The muted idea by USAID that they would want to capacity build National Association of Social Workers – Zimbabwe (NASW-Z), Council of Social Workers, Department of Social Services and Schools of Social Work, would be considered a welcome idea as this might bring back most social workers in the Diaspora. The idea would transform the profession of social work and make it visible at all necessary *fora* including education and training.

The need to improve on field work placements for students might require that the school of social work, in collaboration with other universities teaching social work in the country, convene workshops with agencies which take students for attachment. Fieldwork as defined by Hall (1990) as quoted in Kaseke (1986:56) is:

“A consciously planned set of experiences occurring in a practice setting, designed to move students from their initial levels of understanding, skills and attitude, to levels associated with autonomous social work practice”.

This definition implies that the provision of a set of practice-related experiences will enable students to deepen and develop their understanding of what social work entails. Though much of the education and training of social work is assumed to be concerned with the acquisition of academic and theoretical knowledge, it is through actual experience in the field of practice which is more real. Emphasis should be on placements in rural areas as much as research should be encouraged through dissertations to concentrate in rural settings of the country.

Supervisors from such agencies will be educated on the expectations of the social work requirements for the placement.

Council of social work, through its education and training committee, should be seen to promote professional development courses for its members to be updated with current information and global trends on social work education and training which is in line with the global minimum standards for the education and training of the social work profession. On the other hand, schools of social work should endeavour to have a comprehensive provision for the continuing professional development of its staff, particularly in areas

of emerging knowledge. This means that schools of social work should strive to constantly send their members of staff for various in-service training courses conducted locally, nationally and internationally. This would continue to transform the profession of social work and enable it to meet the minimum requirements for the training of social work education and training in any given country.

The education and training of social work in Zimbabwe should be seen to facilitate the inclusion of marginalised, socially excluded, dispossessed, vulnerable and at-risk groups of people who include homosexuals in their curriculum such that when it comes to practice, such groups have professionals to support them. Knowledge of historically derived approaches that have viewed cultural differences as deficits and have not valued certain social identities help social workers to understand the underrepresentation of ethnic minorities in the profession and affirms and values the role of ethnicity in developing personal identity. It therefore means that recognition of ethnic group membership with other dimensions of identity like gender, age, sexual orientation, educational and disability enhances the understanding and treatment of all people.

As schools of social work in Zimbabwe, imitation of other institutions in the region will help us transform and become better but not to be the best. This can lead us to competitive parity but not to the creation of competitive advantage. What is very clear is that intelligent copying through benchmarking cannot create competitive advantage for our institutions; it can only help us to catch up. There is need for a developmental approach to get more popularity and provide new services capable of rewriting new rules in the training of social work. Hampson and Wilmore (1986:7) comment:

“The question now facing social work education is how social workers can be trained as social development workers, social development workers who can recognise the problems of mass poverty and underdevelopment, and contribute to the solutions of these problems”.

Social Work should usher in a wave of spirit of innovation and entrepreneurship to bring about favourable transformational change for the profession of social work in Zimbabwe. African governments, after independence from colonial rule, have been investing very heavily in western education and skills with very little economic return on their investments. In many cases, western education with its emphasis on the middle class values of obedience, dependence on employment and clerical jobs, as well as career mentality did more than good (Mbigi,2000). Western education destroyed the desire to acquire practical useful skills and the emphasis on living together and team work which is the hall mark of indigenous education. Western education has become an obstacle to social development in Africa and the emerging economies, because it discourages entrepreneurship and encourages a wage slave mentality. The encouragement of carrying out research will enable social work researcher to work towards the prevention and elimination of unemployment and poverty.

All schools of social work should aspire to work towards the development of a core purpose statement or mission statement which

“reflects aspiration towards equity with regard to the demographic profile of their institution’s locality. The core purpose or mission statement should thus incorporate such issues as ethnicity, differential ability and gender representation within the faculty, school, or department, as well as in recruitment and admission procedures for students.” (Sewpaul and Jones, 2004: 4)

All schools of social work should make sure they strive to train students for excellence. A certificate in social work, which is the basic qualification in social work in Zimbabwe, should be awarded to students who have successfully completed at least one academic year of study. The certificate should have a component of field work placement of not less than twelve weeks. A Diploma in social work, which the basic qualification for one to be registered as a social worker, should be awarded to a candidate who has demonstrated both academic and professional competence within a period of not less than three years. The Diploma should have a component of field work placement of not less than fifteen weeks. The Bachelor of Social Work Honours degree to be awarded to a candidate who would have fulfilled the requirements of a Diploma in social work or who would have passed at least 2 “A” level passes and has successfully completed a field work placement of not less than fifteen weeks which is equivalent to a semester.

In view of the recognition that social work values, principles and ethics are the main components of the profession, schools should consistently aspire towards ensuring that every social work student involved in field work education, and every professional staff member should be aware of the boundaries of professional practice and what might constitute unprofessional practice conduct in terms of the code of ethics. Ethical conduct of social workers is enhanced by knowledge of differences in beliefs and practices that emerge from socialization through ethnic group affiliation and membership and how these beliefs and practices will necessarily affect the education, training, and practice in the field of social work. Where students violate the code of ethics, supervisors or lecturers may take necessary and acceptable remedial and/ or initial disciplinary measures.

In addition to the above minimum requirements, prospective students must obtain police clearance to avoid enrolling individuals who were once found guilty and convicted of such crimes as child abuse, rape as well as general abuse of human rights.

As a way of ensuring quality education and training in social work, schools should ensure that every lecturer is registered as a practitioner with the council of social workers. The head of the school of social work should also be someone who has demonstrated administrative, scholarly and professional competence in the profession of social work. He or she should be a registered social worker with the primary responsibility for the co-ordination and professional leadership of the members of staff.

The non-governmental organisation sector should complement government by recruiting social workers for employment and also recruit interns for attachment. Social workers’ knowledge about the roles of such organisations, including employers and professional social workers’ associations, is a potential source of behavioural practices that encourage discourse, education and training, institutional change and policy development that reflect rather than neglect, cultural differences. Social workers should recognize that organisations can be gatekeepers of the status quo, rather than leaders in a changing society with respect to multiculturalism.

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