

MODULE 3

Social Work



SWAZILAND

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Co-ordinator: Winsome Gordon
Editors: Wilma Guez and John Allen
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MODULE 3

SOCIAL WORK

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FOREWORD

African Ministers of Education have long been aware of the growing number of social problems which affect the lives of young Africans, particularly girls, and determined some time ago that their education systems had to play a much more active and positive role in promoting the growth and development of the young people entrusted to their care.

Before taking action, they took into account the declarations and recommendations of the Pan African Conference on the Education of Girls (Ouagadougou, Burkina Faso, 1993) and the Fourth Conference on Women (Beijing, China, 1995) and other international gatherings on matters related to women. They then convened a series of technical meetings in English and French-speaking countries, at both the regional and the national level, to decide in greater detail what should be done. The consensus reached was that Guidance and Counselling should be an integral part of the education of children and should be included in the teacher training programmes.

This co-ordinated effort resulted in the establishment in April 1997, of a Board of Governors, made up of African Ministers of Education, who would be responsible for policy decisions and for establishing procedures in the development of the Guidance and Counselling Programme. In preparing the programme African countries would collaborate so that it would benefit from the best of African expertise. It was also agreed that the **Guidance Counselling and Youth Development Centre for Africa**, designed to provide training for teacher trainers and youth and social workers from all over the continent, would be set up in Malawi. While this programme was intended for use with boys and girls, its content and organization are such that special attention is given to the needs and requirements of girls.

Assistance is being given by a number of international and regional agencies such as UNESCO, UNICEF, UNFPA, FAWE (the Forum for African Women Educationalists), DANIDA, the Rockefeller Foundation, and from countries such as Finland and USA.

A Training Package on Guidance and Counselling has been prepared by African specialists from various countries in consultation with other competent persons. It consists of eight training modules – *Guidance, Counselling, Social Work, Behaviour Modification, Gender Sensitivity, Guidance and Counselling Programme Development, Adolescent Reproductive Health, and Workshop Administration and Conduct Guidelines*. The modules encourage the use of non-threatening approaches, particularly with regard to sensitive issues, and are accompanied by charts, transparencies and video films as teaching aids. Supporting materials are also drawn from relevant programmes being implemented in the respective countries. Although intended for use in the training of trainers, the suggested activities are also generally suitable for use with school-age children. Each module is comprised of units and sets out objectives and activities for small and large groups. Because of the shortage of appropriate relevance materials for Guidance and Counselling, each module includes additional reading.

This Module on 'Social Work', prepared in Swaziland in collaboration with Lesotho and Zambia, defines the basic principles of social work and gives detailed guidance for the social worker. It gives careful consideration to the role of the family in society, and describes the various types of family organization, the problems that may arise in families, and how possible solutions to them may be found. The means by which the social worker can take the cultural background into account are reviewed and details relating to the different types of social welfare services needed are provided. The methods of managing social work programmes are also described.

Colin N. Power
Deputy Director-General for Education
UNESCO

Acknowledgements

Miss Della Nsibande, Director of Guidance and Counselling for Training of Trainers in Swaziland, led the team, which prepared this module. The members comprised:

Mr Penyani – Ministry of Education, Zambia
Mrs D. D. Nsibande – Ministry of Education, Swaziland
Mrs E. Thupane – Ministry of Education, Lesotho
Mrs A. H. Mtetwa – Ministry of Education, Swaziland
Dr R. Mathews – University of Swaziland, Social Sciences
Dr Lily Chu – Consultant, Ministry of Education, Swaziland
Departmental Staff – Educational Testing, Guidance and Psychological Services,
Ministry of Education, Swaziland
Department of Social Welfare – National Curriculum Centre, Swaziland
Ms Atticia Dladla – National Curriculum Centre, Swaziland
Ms Lenrose Dube – Secretary, Swaziland

The co-ordinated effort of this team is reflected in the scope and quality of the Module. Ms Nsibande has guided its preparation and testing, through various stages. Her dedication and competence in undertaking this task have been commendable. She has been the trainer in the regional programme for the trainers of trainers, which is held in Malawi each year. She also alternates with another specialist in the same field, Ms Agnes Mtetwa.

I wish to take this opportunity to thank her and her team for their contribution, and I hope that it will continue to benefit from their expertise.

I must also say thanks to the Danish International Development Agency (DANIDA), UNICEF, UNFPA and UNDP for their contributions, both in cash and in kind, to the development of this module.

Winsome Gordon
Programme Co-ordinator
UNESCO

MODULE 3

Social Work

INTRODUCTION

As a teacher, you will sometimes need to play the role of a social worker in your school and the community. This module will introduce you to Social Work.

Social work is a discipline within human services. Its main goal is to assist individuals and families with their needs and solve their problems using a multi-disciplined approach. In order to be effective, social workers work closely with many agencies and professionals.

Social work is usually a part of the Human Services Department of a government. It serves as a link between the government's clients and other government resources, such as: manpower training leading to employment, welfare payments towards financial assistance, legal consultation in dealing with legal problems, food and water relief at times of drought, famine and war, etc.

As a social worker, you will also work closely with medical professionals in order to provide medical care for clients; with school personnel to identify children who are in need of help, and with counsellors and psychologists in order to provide psychological counselling. Today the problems faced by individuals and families are often complicated, and assistance from many agencies is needed.

Social work provides an important service to society. Individuals and families in need of help are the focus of it, and are referred to as clients. As social workers, our goal is to help clients live a productive life in their own community. In order to reach this goal, we often enlist the assistance of family members, relatives, local religious leaders, tribal leaders and elders, and other influential members of the community. Although institutionalization may be necessary at times, it is a temporary solution. The goal is to help clients return to normal life in a natural setting.

Today, social workers are not only the bridge linking clients to other helpers, they also provide their clients with hope, and encourage their first steps towards a new life.

Social workers usually stand in the front line, and reach out to the clients soon after problems occur. They provide an initial assessment of the situation and mobilize other needed services.

Social work uses a team approach and is multi-disciplined. Its goal is to provide a service to those who need help, especially the old, young, poor, abused, mistreated, handicapped, jobless, the sick and the homeless. Its approach is to use available resources to solve problems in order to empower clients to help themselves in the long term.

**Basic Principles in
Social Work*****RATIONALE***

This unit discusses the basic principles of social work, and the ethics of a social worker. It gives a clear view of how a social worker is expected to carry out his duties. It also specifies the demands made by social work, and provides important reminders for the social worker.

LEARNING OUTCOMES

By the end of this unit, you should be able to:

- provide guidelines for social workers;
- practise the art of building a helping relationship;
- specify the ethics of a social worker; and
- identify the problems faced by social/community workers.

CONTENT

This unit includes the following:

- Topic 1. Guidelines for Social Workers
- Topic 2. Ethics of a Social Worker
- Topic 3. Demands on Social Work

Topic 1.

GUIDELINES FOR SOCIAL WORKERS

These are guidelines on how social workers operate.

1. Establishment of a counselling relationship
 - See the relationship as a process of giving the client an opportunity to grow, develop, and ultimately to understand and discover himself, and make appropriate choices.
2. Acceptance
 - Recognize the worth of the individual regardless of his/her circumstances, status, religion, race, politics, behaviour, and wish to foster human dignity and self-respect.
3. Self-determination
 - Encourage self-help as a means of growing in self-confidence, and the ability to take on more responsibility for one's own affairs.
4. Freedom to choose
 - The client must be able to make appropriate choices, and consider how his/her choice may affect others.
 - Be able to respect and care for clients as individuals without ridicule.
5. Confidentiality
 - The relationship is based on trust. You must recognize that what passes between you and your client is confidential. Assume that all information is given in trust, and therefore confidential, unless permission is given to use it in another context.
6. Being empathetic
 - You must be sensitive to the client's feelings. Put yourself in the client's position. It helps if you understand your strengths and weaknesses. If you accept yourself as you are, you may be able to accept others.
7. Genuineness
 - You must be genuine and not defensive. Be open, real and honest. Studies indicate that positive outcomes can be achieved if the client sees in you empathy, genuineness and a positive regard.

The Art of Building a Helping Relationship

- Make yourself approachable, genuine and warm.
- Be sensitive, listen attentively.
- Spend time listening to, and talking with, your client.
- Disapprove the act, not the person.
- Be firm and friendly.
- Try not to use threats.
- Explain the rules of the relationship.

Activity 1.1: Building a Helping Relationship

1. Role play a situation where the social worker displays an unhelpful response in a relationship session.
2. Role play a scenario depicting an effective counsellor in a relationship session.

Topic 2. ETHICS OF A SOCIAL WORKER

The following are the ethics of a social worker:

1. Respect the dignity of the individual as the basis for all social relationships.
2. Have faith in the capacity of the client to advance towards his/her goals.
3. Base your relations with others on their qualities as individuals, without distinction as to race, creed, colour, or economic or social status.
4. Recognize that your greatest gift to another person may be to give an opportunity for him/her to develop and exercise his/her own capacities.
5. Do not invade the personal affairs of another individual without his/her consent, except in an emergency, where you must act to prevent injury to him/her or to others.
6. Believe and accept the differences and individuality of others, and endeavour to build a useful relationship on them.
7. Base your opinion of another person on a genuine attempt to understand the whole person, his/her situation, and what it means.
8. Constantly try to seek understanding and control yourself, your attitudes, and the prejudices which may affect your relationships.

(Adapted from the Social Worker's Creed.)

Topic 3.

DEMANDS ON SOCIAL WORK

It is common to find clients who expect much from you. Usually they expect immediate material assistance. For example, if they experience financial difficulties, they expect to be given money.

It is important for you to explain to your clients what your roles are, instead of raising false hopes. It is important for you not to take on the personal problems of your clients as your own, as this could cause problems for you. You should present yourself as a person who can assist them to understand their concerns and manage them. While you, your clients, and the general public, may see social work as the embodiment of social services, you are dependent on public sponsorship.

Social work is not about providing solutions to problems, but it provides an arena in which clients can review their concerns, and see how they can manage them best and live an effective life. Social work links clients with services, resources and opportunities, which might provide them with the help they need. This contributes to problem-solving for clients. It is important to recognize in social work the fact that it is an adaptable service, and one which is more responsive and accountable to a particular locality and its people.

Social work is concerned with the provision of welfare services, when people's capacity for responding to the demands of life is strained, when capacity growth seems unattainable, and when important decisions elude resolution. Social work should assist clients to deal with life, engage in growth-producing activities, and make effective decisions.

Naturally when people have a problem, they look for help. Usually, they think they have no capacity to solve their problem unless someone helps them to do so. And even when help comes, they expect the helper to produce the magic which will solve their problems. Social workers must make the role of their work clear when they are approached by a client. Their role is to assist the client to know why they need help and where they can get it.

Expectations of Clients

Naturally, the presence of a social worker, when there is a problem, raises hopes in a client. Clients usually think that someone with a solution to their problem has come. As a result, they may present themselves as people who are completely helpless, even when they are able to do something themselves to resolve their concerns. A social worker should not take over the problem of the client. Instead, he/she must assist the client to re-examine it and consider possible solutions to it.

Activity 1.2: Case Study

Mpho is an 18-year-old girl working at Maluti Hotel. She is very shy and with no positive self-image. Her friends try to convince her that she is capable of doing good things and, therefore, should concentrate on things she can do best, and not on those she cannot. A friend refers Mpho to you.

1. Identify Mpho's problem.
2. How are you going to tackle her problem?

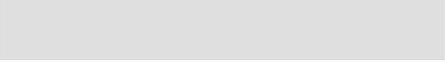
People who experience difficulties/problems require assistance that should help them deal with them, and live more effectively. It is important that people who experience difficulties/problems are helped to overcome them.

Children who experience difficulties require support. As children cannot present their own interests, it is the responsibility of the state, through social welfare services, to take special responsibility for them. Social work plays a key role in family conflicts with children. It serves children whose parents neglect or abuse them.

Social work is also important in schools, because it is in the schools where the inaccessible population is to be found. Social work in schools should be the application of social work principles and methods to the purpose of the school. Goals should centre upon helping pupils attain a sense of competence, a readiness to continue learning, and an ability to adapt to change. Increasingly, the focus of school social work should centre on cognitive areas such as learning, thinking and problem-solving, as well as traditional areas of concern, like relationships, emotions, motivation and personality. It is important for the school social worker to be concerned with the relationship of the school to other social institutions in the community.

Activity 1.3: Social Work Services

1. What is your vision of Social Work Services in the 21st century?
2. Looking at the needs in your country, how do you think the following should contribute to the development of Social Welfare Services?
 - a) the people/the community;
 - b) the government;
 - c) the non-governmental organizations (NGOs).



Summary



In this unit, we discussed the basic principles of social work which included guidelines for social workers to follow, the ethics of the social worker, and the art of building a helping relationship with clients.

We also discussed the various demands on social work, the sometimes unrealistic expectations of clients, and the reasons for intervention.

The Family

RATIONALE

This unit defines the family as a basic social unit which exists in all societies. The family provides important support for the individual in society. It caters for the physical, effective and emotional needs of the individual. It provides the individual with social and educational support.

The family is also responsible for rearing and protecting children. It is the basic unit of socialization and cultural transmission, since children acquire their fundamental values and attitudes from their families. Indeed, it is the social cell in which human beings are born, and where they learn to become members of a wider human society. However, the family is also where many interpersonal conflicts occur, problems develop, and individuals suffer. All families have difficulties from time to time. Some families have resources to solve their problems while others do not.

When a family is no longer able to deal with its problems, and cannot provide the basic physical, security, effective and emotional needs of its members, we call this kind of family 'dysfunctional'. There are many reasons why a family becomes dysfunctional. Among others, they are alcoholism, drug addiction, physical illness, death, war, poverty, unemployment, mental illness, spouse abuse, child abuse, divorce and separation, and polygamy.

This unit aims at enhancing the participants' knowledge and understanding of the basic concepts related to family life. As we discuss the importance of the family, we also note the problems that may prevent the successful functioning of the family.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- define the organization and structure of the family;
- identify the two types of family;
- discuss the functions of the family;
- discuss the variations of family composition;
- identify the problems in families;
- describe the strategies for solving these problems.

CONTENT

This unit includes the following:

Topic 1. Organization and Structure of the Family

Topic 2. Family Composition

Topic 3. Problems in Families

Topic 4. Strategies for Solving Problems in Families

Topic 1.

ORGANIZATION AND STRUCTURE OF THE FAMILY

Activity 2.1: Family

1. What is your understanding of the family?
2. Trace your family line or tree.
3. List the values and attitudes you may have acquired from your family.

What is the difference between a sister and a sister-in-law? There are two types of family relationships. One is brought about by blood ties, and the other is brought about by marital ties. Blood ties are biological relationships established by birth, while marital ties are family relationships established by marriage. Relatives by marriage are also relatives by law (in-laws). There also exists another type of relationship where legally adopted children, who have no biological or marital relationship with the family, are full members of the family.

Activity 2.2: Structure of the Family

1. List your relatives by blood and by marriage.
2. Discuss: 'Blood ties are stronger than marital ties'.

Types of Families

The two basic types of families are the nuclear family and the extended one.

The **nuclear family** is made up of the father, mother and children living together under one roof. In nuclear families, although individuals have more autonomy and freedom in making their own decisions, they also tend to be burdened by the demands of a busy life, without the support and assistance of a big family. Children's care is often a serious problem, especially if both parents work. Some children grow up in a nuclear family without much knowledge of their grandparents, family origin, history and traditions. When there are problems and stresses, nuclear families tend to have limited help because of the small number of family members.

The **extended family** is made up of all members of a nuclear family, plus the grandparents, aunts, uncles, and/or cousins, all living together as one family. In traditional African societies, most families are extended. A generation ago in our society, families lived closer and more intimately together. Today, more and more families are becoming nuclear, especially those living in urban areas. Urbanization is, in fact, one of the main reasons for the increase in nuclear families.

A lot of people drift to urban areas in search of jobs, and newly-formed couples find it more and more difficult to support the extended family from their meagre resources. Indeed, the extended family has many more members who need to be supported. Apart from this, different needs and personalities of so many people living under one roof tend to cause conflict. But on the other hand, an extended family also means more help and support for one another in times of crisis.

Activity 2.3: Types of Families

1. List some of the extended family responsibilities you have had.
2. Discuss the merits and demerits of the nuclear family and the extended family.
3. Why is the nuclear family becoming popular in Africa?

Topic 2.

FAMILY COMPOSITION

Now you know how family types develop. The ideal family for a child is one which is intact, meaning both biological parents are present. Unfortunately, in reality, many children today are not so privileged. Many children have either only one parent, live with step-parents or relatives, are abandoned in the streets, or orphaned at a young age without a family to care for them. Each of these forms of family or non-family composition is becoming more and more commonplace today, and each has unique characteristics. Below are the different types of family composition in more detail.

1. Polygamous Family

In some parts of the world, such as in Muslim countries and some African countries, men are allowed to have more than one wife. These multiple wives may live together in one household, with the husband visiting them occasionally. Even under the best conditions, jealousy, and competition for the husband's attention and wealth, are unavoidable between the wives.

In this kind of family, children often have only limited access to their father's attention. They may develop resentment and distrust towards others for taking their father away. Even though they have a biological father, in many ways their life is similar to that of the single-parent family.

2. Single-Parent Family

The single-parent family is headed by one parent. This single parent is usually the mother. More than 90 per cent of single-parent families are headed by women. There are different reasons why a family has only one parent. Teenage pregnancy, out-of-wedlock pregnancy, marriages dissolved by divorce or separation, the loss of parents through death or desertion, or simply, choice.

Most single parents tend to be economically disadvantaged. In addition, they lack emotional support.

3. Step Family

The step-family is also known as a reconstituted or blended family. Along with the increase in divorce and re-marriage, the number of step-families is growing rapidly. Children end up in a step-family through their parents' remarriage or polygamous marriages. They often have step-brothers and step-sisters, and other step-relatives as well.

Family relationships in a step-family are more complicated than in the normal family, as there are often different sets of norms, values, disciplines and expectations. Arguments, conflicts and abuse among members of a step-family are common. Step-parents need to work harder to love all children equally, whether they are biological children or step-children. A parent's favouritism towards certain children tends to create hard feelings between step-children. The incidence of street children and child abuse sometimes originates here.

4. Adoptive Family

Some children are adopted by their relatives. In the past, adoptive parents were told to hide the fact of adoption from their children. They believed that if children did not know about the adoption, they would grow up without any problem. Research, however, showed that when adopted children eventually found out that they were adopted, they often felt cheated and outraged. Nowadays, we believe that it is better to let the child know that he/she was adopted, and that he/she was specially chosen for adoption. We now know that if adopted children are loved and treated with honesty, they will grow up into healthy and well-adjusted adults. Whether they are adopted or not makes little difference. What is important is the adoptive parents' attitude towards the adopted child.

Activity 2.4: Foster versus Adoptive Family

1. What is the difference between a foster child and an adopted child?

5. Foster Family

Some children are placed with foster families because they do not have a family of their own, or because their family does not meet their safety and welfare needs. In extreme cases, children are taken out of their biological families and put into foster care because of the severe and abusive conditions in the home. Often, these children are placed in a foster family only for a short time, until social workers are able to help reunite the family again. However, it sometimes happens that children are moved from one foster family to another, because the biological family cannot solve its problems, and is unable to care for the children properly.

Because of the transient nature of the placement, children may have difficulty in the foster family. If children are moved too frequently they are not able to form an emotional attachment with foster parents. However, if foster parents are loving and the placement is a stable one, children often benefit from it.

6. The Child-Headed Family

In your culture who is the head of the family? Recently, a new family composition has emerged. This is the family where a number of children have lost both parents. These children may not have relatives to take care of them, or are too many for someone to take in. In these circumstances, the eldest child becomes the head of the family.

Activity 2.5: Family Composition

Note to the Facilitator:

1. Divide participants into 6 groups. Each group should take one kind of family composition and discuss questions 1 to 3.

Group Work

1. List any unique characteristics of children coming from the following family compositions:
 - a) Polygamous family
 - b) Single-parent family
 - c) Step family
 - d) Adoptive family
 - e) Foster family
 - f) Child-headed family
2. List the problems that are likely to be faced by each of these families.
3. Discuss how you, as a social worker, can help this kind of family.

Topic 3. PROBLEMS IN FAMILIES

You have seen how a family develops, and the different compositions of a family. Now, you will learn about problems that arise from these relationships.

There are severe problems that need immediate attention. These are where families can no longer cater for the physical, effective and emotional needs of its members. They are called dysfunctional families. There are many causes of dysfunctional families. Some are inter-related and others are isolated. We will describe the problems that affect today's families which concern you. They are: child abuse, teenage pregnancy, alcoholism, drug abuse, domestic violence, death/divorce/separation in the family, homelessness, poverty, and the uprooted family.

1. Child Abuse

The family is where a child is supposed to receive love and care, to build up a basic trust of the world and of other people. However, the cruel reality is that millions of children throughout the world each year have been abused by the people they love and trust the most - their own parents. This is the ultimate betrayal of trust.

There are many kinds of child abuse. There are physical abuse, sexual abuse, emotional abuse, and verbal abuse. Physical abuse may produce the ‘battered-child syndrome’. In this case, a child's growth and development is seriously traumatized by harsh and cruel physical treatment. Emotional abuse and sexual abuse can be even more destructive than physical abuse in the long run. Often, they go undetected and unrecognized for many years, partly because the family tries to keep it a secret, or partly because some people simply do not believe that sexual abuse of a child can happen in the family. Victims of emotional or sexual abuse often have interpersonal problems as adults. They may go into fits of depression and have outbursts of hostility and anger that they cannot control or understand.

Incest is a form of child abuse where the parent or parent-like figure has sexual contact with the child. In many cases, a girl is the victim. The shame and guilt associated with this form of sexual abuse are so severe that they inevitably leave everlasting scars on the child's psychological adjustment.

Child neglect is also a common form of maltreatment, and the most destructive. Many deaths, injuries and long-term problems have been due to child neglect. In some cases, for example, infants are starved to death or undernourished. Some are undernourished emotionally - their parents rarely touch, talk or play with them. Finally, many childhood accidents, which are the leading causes of childhood death and serious injury, can be traced to neglect.

Because children are dependent upon the care of parents, they usually have nowhere to turn when their own parents abuse them. Often social workers are the only support and hope they have.

Activity 2.6: Problems in Families

1. List common examples of the following in your community:
 - a) Physical abuse
 - b) Sexual abuse
 - c) Emotional abuse
 - d) Verbal abuse
2. Make a list of possible solutions to child abuse.
3. Failure to provide children's rights is a form of child abuse. See Module on Guidance for a detailed discussion on children's rights.

2. Teenage Pregnancy

Adolescence is the stage when someone reaches sexual maturity while he/she is still dependent upon his/her parents for shelter and support. During adolescence, the person's social and emotional development usually lags far behind that of sexual development. In other words, their thoughts may not be as ready for sex as their bodies are.

There are two major contemporary issues involved in teenage sexual behaviour. The first one is sexually transmitted diseases, AIDS included, and the second one is teenage pregnancy.

Teenagers may be physically ready to have sexual relationships, though often they do not have the psychological and mental maturity to handle the responsibilities and consequences. Today when AIDS is widespread, teenagers have to be alerted to the danger of sexually transmitted diseases.

The second major contemporary issue involved in teenage sexual behaviour is teenage pregnancy. Although teenagers are physically ready to be parents, they do not have the financial means, nor the psychological maturity, to be responsible parents. Unwanted pregnancies often disrupt family life, and create a major obstacle in a teenagers' life. This is especially so when teenage girls bear the burden of caring for the child. Teenage mothers often drop out of school, are unemployed or settle for low paying jobs. In consequence, their children do not receive adequate care.

In the traditional African family, teenage parents could leave children with grandparents. In modern society, however, grandparents are becoming younger and younger, and are themselves working. They have little time to care for their grandchildren. Teenagers and their children tend to be poor and without family support. They usually need social welfare services.

Activity 2.7: Teenage Pregnancy, A Case Study

Group work

Jannie, one of your most brilliant female students, has not attended school lately. You are told that she is pregnant and her parents are hostile.

1. Discuss how you would address the problem taking into account the following:
 - a) Jannie's future;
 - b) Jannie's child;
 - c) the parents' reaction; and
 - d) the reactions of the community.
2. What measure could you take to prevent a recurrence of such an event in your school?

3. Alcoholism

While alcoholism is generally recognized as a problem, it is not as widely recognized as a family problem. In reality, it is one of the major family problems. The consequences reach far beyond the alcoholic to the spouse, children, and others. Some of the debilitating effects of alcoholism are job loss, alienation of friends, abandonment by family, imprisonment, institutionalization, and even death.

Alcoholism is a serious family problem. In most instances, it results in child abuse and spouse beating. When one parent is alcoholic, the lives of all members of the family are seriously affected. Spouse abuse and beating, financial difficulty, and emotional conflicts associated with alcoholism, all contribute to the long and silent suffering of the spouse.

The children of alcoholics are also affected in many ways. The children of mothers who drink heavily during pregnancy can be born with Foetal Alcohol Syndrome. Children with this syndrome tend to have a higher risk of infant mortality, are born prematurely, grow up with delayed motor development, disfigurement, immature physical development, hyperactivity, and learning problems. In addition, Alcohol Syndrome is the third largest cause of mental retardation. Physical problems may also occur when the father is alcoholic, although the evidence may be indirect and more subtle.

Alcoholism also affects the children's emotional development. Those reared in alcoholic families are often neglected, abused, and lack proper care and interaction with their parents. The alcoholic family is often volatile, repressive or inconsistent. One of the most basic needs of children, the need for security, is often unsatisfied. An inadequate sense of security, in turn, diminishes the quality of the children's interactions and personal relationships with others.

4. Drug Abuse

What may have appeared a distant problem - drug abuse - is now a painful reality in African societies. Abuse of drugs takes place in school premises, in the playground outside school hours, and even in the home. Commonly abused drugs include Indian hemp and, increasingly, hard drugs like Mandrax and cocaine.

The effects of drugs can be observed in such things as petty thieving among the young, disobedience, violent individual and group behaviour, sustained delinquency leading to probation, as well as an inability to concentrate on studies. Drug abuse also leads to the many physical and emotional problems faced by families with an alcoholic member.

As a social worker, you will have to recognize the problems and be able to find solutions to them within your school system.

Activity 2.8: Alcoholism and Drug Abuse

1. List the problems brought about by alcoholism and drug abuse in the family.
2. How would you help a child who comes from an alcoholic family?
3. What strategies would you use to help an individual who has an alcohol/drug abuse problem?

5. Domestic Violence

Domestic violence often accompanies alcoholism in the family. Domestic violence and spouse beating can be instigated by either the husband or the wife. However, the wife is often the victim of the violence. Beaten wives carry a variety of psychological scars, including an extremely low self-image, a lack of self-confidence and security, a sense of hopelessness and helplessness, and a feeling of guilt that they provoked the alcoholic, and deserved the punishment. Children from violent families suffer many emotional traumas.

Domestic violence happens more often when there are strong gender stereotypes, and unequal status, between men and women. In societies where men are supposed to 'rule' and to 'keep their wives in order' through physical means, there are serious consequences, such as the creation of dysfunctional families.

As social workers, we need to be sensitive to the women and children. We need to guard against our own gender biases. We need to be cognizant of the unjust social and environmental forces that make women and children victims of the system. Women's rights are human rights. We have to work towards ways and means of empowering women and girl-children to achieve equality and development, as declared in the Fourth World Conference on Women in Beijing, September 1995.

Activity 2.9: Domestic Violence

1. List the behaviour characteristics of a child who comes from a violent home.
2. Make a list of possible solutions to domestic violence.

6. Death, Divorce and Separation in the Family

Death of a loved one in the family creates deep emotional grief. It is hard for adults to accept the loss of a spouse through death. The financial hardship, that often follows the loss of the wage earner in the family, can be devastating for the surviving spouse.

For children, the death of a parent is even more traumatic, as their understanding of death is very limited. They are often confused by the reasons for death, and experience a period of depression. Even though they often cannot put their sorrow into

words, they still have a profound sense of loss. They feel insecure and fearful. Their school performance usually suffers for a year or more after the death of a parent. Many parents prefer not to mention the dead parent in the presence of the child in order to spare the child sorrow. However, the child needs to have a chance to talk about his/her loss, and to express its grief and confusion. This is the time when the child needs a lot of support, love and communication, in order to deal with death.

Divorce is the dissolution of a marriage. It is the disintegration of a legally recognized state of marriage. **Separation** is when a couple formally live apart without going through the legal procedure of divorce. Divorce and separation signal the death of a family relationship, and therefore, create much emotional trauma in the family similar to that of the death of a spouse. Perhaps divorce and separation are actually more difficult than widowhood, as the couple, who harbour emotional resentment towards each other, may still have to face each other when dealing with their children and making financial settlements.

Studies show that children view the separation and divorce of their parents as extraordinarily stressful. Fewer than 10 per cent were relieved by a divorce decision, despite considerable exposure to intense marital conflict or physical violence between their parents. The stress a child suffers during, and after the divorce, ranks closely to the trauma of losing a parent through death.

Typically, children may be flooded with feelings they cannot fully understand or talk about. These include anger at being caught in a situation they cannot change, guilt from the feeling they may have somehow contributed to the break-up, and sadness over the loss of a parent who no longer lives with the family.

In school, a child's behaviour and ability to achieve is affected if the child is under great stress - whatever the cause. The death of a parent, or the divorce of parents, may result in inattention, absent-mindedness, behavioural problems, and withdrawals from class activities.

Divorce and separation break the family apart, and result in single families, step-families, and sometimes, homeless children.

Activity 2.10: Divorce and Separation

1. What behavioural characteristics would help you identify a child in such circumstances?
2. What would you do to help the child?

7. Homelessness

War, poverty, unwanted pregnancy, and family break-up, are common causes of child abandonment. In many developing countries, children as young as six or seven years old roam the streets, forming their own gangs, living on begging, stealing and scraping from rubbish dumps, because their families do not want them.

In the urban centres of many developed countries, a similar phenomenon has appeared in recent years. Homeless people are everywhere, young and old alike. They loiter in the streets, sleep on pavements, in train stations or in parks. They have no place to go, nobody to turn to, no job to do, and no money. For adults, the main causes of homelessness are unemployment, alcoholism, mental problems, poverty, old age or illness. Homelessness usually leads to prostitution, early marriages, or loveless affairs in a homeless person's bid to obtain love and affection.

In many parts of the world, war and political turmoil, bloody tribal conflicts and ethnic hostilities, have pushed millions out of their traditional homelands. They are homeless refugees who live marginally on the courtesy of the host countries. However, most are less lucky. They have not only lost their homes but their families as well. The brutal experience of war and the harsh reality of living as a refugee make these people desperately in need of social services.

Activity 2.11: Homelessness, Two Case Studies

Group work

Case Number 1

You have been assigned the responsibility by local leaders to resettle twenty street children in your local town.

1. Discuss the strategies you would employ considering the following:
 - a) education of the children
 - b) bad habits already developed
 - c) lack of trust they have for the community
 - d) resources available in your community.

Case Number 2

A young lady of 18 visits your office one day and tells you that she has just arrived in the country. She looks very scared. She comes from Angola and is not very familiar with your country. She tells you that, in Angola, she went to primary school but had to stop because after school one day, she found that her home was burnt down and her parents were no longer there. She does not know what happened to them. She went to report to her nearest relatives but they could not be of any help because they were scared of the situation and were thinking of leaving. With no one else to turn to, and fearful of the situation in Angola, she decided to flee the country. She does not know what to do now and is asking for your advice.

1. If you were asked to handle the case as a social worker, what would you do?
2. Identify the problems that you need to deal with.

8. Poverty

Have you ever been without money? How did you feel? Nothing makes a man more humble and unsure of himself as poverty. It wrecks personal happiness and interpersonal relationships.

When a family is poor it means that basic necessities and other needs cannot be provided. Often a poor person seeks refuge in alcohol, which only compounds the problem.

As a social worker you have to work with families to improve their economic conditions. You can find information on how to go about this in Unit 3 of this module, and in the Guidance module.

9. The Uprooted Family

Are you living in the community in which you were born and raised? A number of families, for various reasons, need to move and resettle. This means leaving their community, their relatives and friends and, often, it also requires changing outlooks or ways of doing things. Effective adjustment requires a new set of behaviour, manners and beliefs. An example of uprooted families are refugees. Can you name others?

Activity 2.12: Resettling Refugees, A Case Study

There has been an influx of refugees in your area. The local leaders assigned you the duty of resettling the refugees.

1. Discuss how you would go about your task considering the following:
 - a) the education of their children;
 - b) the provision of food, medical care, and shelter;
 - c) the anxiety and resentment of the refugees and the local community;
 - d) the environmental impact of these refugees; and
 - e) the main line of government ministries and other relevant agencies.

Topic 4.

STRATEGIES FOR SOLVING PROBLEMS IN FAMILIES

We shall now discuss strategies that can help you solve some of the problems mentioned above. Some of the strategies are preventive while others are rehabilitating. Your choice of strategy will depend on the extent of the problem.

Preventive Strategies

1. Provide relevant education to clients.
2. Train peer counsellors to give information .
3. Invite speakers to talk about relevant topics. Use traditional community resources, and those from NGOs.
4. Avoid total seclusion between boys and girls, by allowing protected interaction and socialization.

Rehabilitation Strategies

1. Provide counselling to the client in order to recover from emotional trauma.
2. Provide counselling to family members.
3. Seek professional assistance from other specialists.
4. Seek assistance from agencies such as NGOs, churches, and law enforcement authorities, where necessary.
5. If necessary, recommend foster care.
6. Provide options as a solution.

Activity 2.13: Strategies for Solving Problems in Families

Note to the Facilitator:

1. Assign the strategies to the groups. Ensure that all strategies are covered.

Group Work

1. Provide concrete examples for at least two of the preventive strategies and two of the rehabilitation strategies.
2. What are the tasks that you need to carry out for your strategies to be effective in solving problems in families?
3. Choose and read from a newspaper, an article which is an example of the contemporary issues presented in this unit, i.e., drugs, violence, teenage pregnancy, etc.
 - a) Identify the problem.
 - b) Suggest strategies that may be of help in solving the problem.
 - c) What would you do, as a social worker/guidance officer, to assist?

What Schools Can Do to Support Diverse Family Structures

1. Ensure that information about the child's home situation is regularly checked.
2. In case of separation, schools should try and inform both parents about the child's progress.
3. Know the policy for dealing with possible disputes between parents.
4. Be sensitive to significant changes in the child's behaviour.
5. If possible, cater for the child's practical needs, i.e., eating well, shelter, clothing, activities to keep the child busy, etc.
6. Attempt to break down the stigma felt by many parents and their children, i.e., making cards for father's/mother's day may not be appropriate for some children.
7. Avoid the attitude of expecting less from some children, especially if they come from dysfunctional families. All children should receive the same treatment.
8. Make information available, especially on financial resources and help.
9. Parental involvement should be encouraged. If necessary, start support groups.
10. When you talk to groups of parents, do not assume all to be from a two-parent family.
11. Encourage girls to pursue subjects which are likely to make them more financially independent when they grow up.
12. Educate children about the responsibilities of parenthood.

Summary

In this unit, you learned about the organization (through blood ties and marital ties), and the types of families (nuclear and extended), that exist in Africa. You have also looked at the composition of families which may be polygamous, single-parent, step, adoptive, foster, or child-headed.

We also discussed the problems currently faced by contemporary African families, which include child abuse, teenage pregnancy, alcoholism, drug abuse, domestic violence, death/divorce/separation in the family, homelessness, poverty, and the uprooted family. Then, we learned about the strategies that can help you when you encounter socially related problems. Some of these strategies are preventive, while others are rehabilitative. As a social worker, you will need to teach and assist the children and adults, in your school and community, to deal with these problems. We further looked specifically at what schools can do to alleviate some of these problems.

Evaluation

CASE STUDIES

Case Study 1

Thato is the only girl among three boys in her family. She is a hard-worker and is sure to gain admission to university at the end of her high school year.

Her two elder brothers are drug abusers and do not attend school regularly. Thato begins to worry about what will happen to her brothers and family in the future. Because of her worries, her concentration in her studies has dropped. Her teacher noticed the immediate change in her school work.

The teacher came up with the following solutions to Thato's worries:

1. Try to convince Thato that her brothers' problems are not hers, and that she is not responsible for their behaviour;
2. Tell Thato to work hard in order to achieve her aim of becoming a doctor one day;
3. Ask Thato to put herself in her parents' place, who have worked so hard to save money for their children's education, only see them all fail; and
4. Approach the brothers and pose the above questions to them. Make them aware of the consequences of their behaviour.

Case Study 2

Mpho is a 12-year-old girl in Form B at St. John's High School. She is an active girl, and a class monitor in her form. Her teacher thinks Mpho can be moulded to be a leader. However, Mpho gradually changed. She became passive in class, and started to neglect her duties as class monitor. The teacher began to worry and started to find out what Mpho's problem was.

1. What do you think is Mpho's problem? Use the information you have gained so far, and from your own experiences.

Case Study 3

Lineo is a 17 year old girl, the second of 7 children in the family. She has just completed Form Four and has passed. During the Christmas holidays, while preparing

for the school opening, she lost her father who was the sole breadwinner of the family. As her class teacher, Lineo tells you her story in the hope that you can do something for her.

1. How would you deal with the above situation?

Case Study 4

Themba is a form C student in Kabelo High School. Recently, he has been showing signs of depression because his parents have separated. His father is staying with another wife, and his mother has a mental illness. Themba starts selling sweets at school during the lunch and tea breaks. However, what he gets from selling them is not enough. He is still in desperate need of money. The examination period is approaching and you know that Themba is hard-working and sure to pass the examinations. But you also know that unless he pays the R200 examination fee, he cannot sit for his examinations.

1. How do you think this problem can be solved?

Culture, Society and Social Work Theory

RATIONALE

You have learnt how the family forms the social cell in which children are born, grow up with, and develop, and become effective members of society. Each society has its own culture. Culture consists of norms governing behaviour and other knowledge, to which an individual is socialized from birth. A group of people living together for some time will develop a culture. Institutions of learning themselves form part of a common culture.

It is important to understand the concept of culture, and how it influences the family, community, and society as a whole. In this unit, you will examine what culture is, how members of the society learn a particular culture, and how these members contribute to the development of new forms of culture.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- define culture;
- explain the process by which people learn about culture;
- discuss the importance of the family and community in the transmission of culture;
- explain social stratification and social mobility;
- explain the purpose of theory in social work;
- discuss the four theories helpful for the understanding of man and his behaviour;
- explain the application of theory in practice.

CONTENT

This unit includes the following:

- Topic 1. What is Culture?
- Topic 2. Social Stratification
- Topic 3. Social Work Theory

Topic 1. WHAT IS CULTURE?

Culture is learned behaviour. This includes knowledge, belief, art, morals, law, customs, and capabilities and habits acquired by man as a member of society. It is passed on from generation to generation. Culture gives people an identity. It affects the thought and behaviour of people. Because of culture, people can be identified by outward characteristics, such as dress or actions.

In some societies family lineage is passed on from the mother to the daughter, and women are the decision-makers, responsible for the upbringing of children, and major supporters of the family economy. This is called a matrilineal society. However, most contemporary societies are patrilineal, in the sense that the lineage is passed from father to son, and men have a higher status and power than women. In Africa, patrilineal society is common. Sons inherit their father's land and possessions. Daughters marry to become their spouses' wives. Children carry the father's surname rather than the mother's.

Activity 3.1: Patrilineal/Matrilineal Society

1. Is your society a patrilineal or a matrilineal society?
2. What are the advantages/disadvantages of having the kind of society (patrilineal/matrilineal) that you have now?
3. Discuss how children are named in your country.

Transmission of Culture

How do people acquire their culture? What institutions are involved in this process? People acquire culture by a process called socialization. Socialization is the process whereby individuals in a society learn values, standards of behaviour, and the beliefs current in a particular society. Some of these standards relate to particular roles for men and women, parents, the chief. People become socialized through agents of socialization, which include the family, the school system, the church, the mass media, and other institutions which have an effect on the individual from childhood to adulthood. These institutions do not necessarily work in isolation. After the child has come into contact with other members of the community, and learns independently, all these agents begin to influence him/her.

The family is the most important agent of socialization. It is the basic unit of society, and the place for reproduction, child-bearing and child-rearing. It is in the family that the young child first learns the rules of behaviour (i.e., norms), and to cherish similar objects and behaviour (i.e., values). The family is the basic social institution in a community or society, and is important for the transmission of culture.

Communities are an extension of families in the same way as societies are an extension of communities. A particular community and a particular society develop, and pass on, similar norms and values. Culture influences the family, community and societies, basically because all norms, values, beliefs, including language, are passed on during interactions between their members.

It is important to note that culture is not stagnant. As we have emphasized in the above section, culture is always changing. Cultural dynamism is the secret of the survival of society. Cultural change is the people's way of adapting to new situations created by nature, or often by people themselves.

In modern societies, the school has likewise become another major institution influencing the behaviour of young people and young adults. The education received through the interaction of learners with teachers, and communities, in learning institutions, has a great influence on youth.

Activity 3.2: Transmission of Culture

1. Discuss, and give examples of the major areas of culture transfer that the family performs.
2. In what ways does culture determine values, beliefs and thought?
3. What role does the school play in influencing culture?

Activity 3.3: Your Culture

1. On a blank sheet of flipchart paper, illustrate your culture (i.e., put in ideas, beliefs, values, knowledge or material things, which you think typifies your specific culture).

Culture Change

Culture, being a way of life, is dynamic and always changing. It changes because people are in contact with other cultural systems. It changes through the exchange of material things, knowledge and beliefs. It also changes as society develops new behaviour, and adapts socially, economically and technologically. These changes in culture lead to changes in outlook, possessions, and general behaviour.

In one sense, cultural change is what we call development. The acceleration of population growth has happened as a result of major social and technological changes.

In the twentieth century, the entire population has more than tripled, the rate being higher in the poor countries than in the rich ones. This is a result of the control of many epidemic diseases, huge increases in our capacity to transport food, and great improvements in our general level of well-being. The average standard of living of human beings is much higher than in the past, and this is what has allowed us to live longer and produce more. (Chirot 1994).

There has been much movement from one country to another, and from rural areas to cities, etc. Elements of culture are transferred from society to society through direct, or indirect, contact among groups. This process is known as diffusion. Because of such developments, no culture is exactly the same as it was in the past, even though some aspects of culture survived and others did not.

Activity 3.4: Effects of the Mass Media on Culture

1. Give examples of culture transfer in your community.
2. Discuss the effect of radio and television on your culture.
3. List aspects of your society that you consider important in understanding culture.
4. Explain why, and how, culture is always changing. Give examples from your community.
5. Discuss the effects of culture on guidance and counselling.

Topic 2. SOCIAL STRATIFICATION

Social stratification refers to the way members of a society are organized in ranks or class, according to status. There is a social stratification in all societies. In some societies, there are kings and princes. These are of royal blood and rank high in the hierarchy. Chiefs come close. In some countries there are merely classes, but they nevertheless provide a social stratification. A person's social class is usually determined by his level of education, or the amount of money that he earns.

Activity 3.5: Social Stratification

1. What are the social stratifications in your country? Discuss situations you can observe or are familiar with.
2. What causes these situations, and how do you think they affect the people in your society?
3. How does social stratification affect the lives of children coming from different backgrounds?
4. How does social stratification affect the guidance and counselling programme in schools, or in our countries?

Social Mobility

This refers to movement on the ladder of society. It could be a rise to a higher status, or a demotion to a lower one. Because of education and income, many people move to a higher status. This means that anybody who is willing to work hard, and be dedicated, can rise to a higher status.

As a social worker, it is important that you try to undo the damage caused by the belief that some jobs have a higher social status than others, and that these high-status jobs should be occupied by men. Jobs for managers and entrepreneurs have always been dominated by men. It has been the same with professional occupations, such as doctors, lawyers and engineers.

It is important that you encourage girls to enter these previously male-dominated occupations. Women can own their own businesses and be confident in them. They can become engineers, or progress to become managers. They can do jobs which were previously male-dominated, and excel in them. Emphasize respect for one another and all jobs, because they are all important.

Activity 3.6: Women's Empowerment

1. Suggest ways of encouraging women to enter previously male-dominated occupations.
2. Discuss the idea that 'all jobs are important'.
3. What are the ways in which low social status may affect self-help and the social development of communities?

Topic 3. SOCIAL WORK THEORY

The word theory means a way of looking at a field of evidence, with a view to extracting principles from it. In trying to understand man's thinking, his development and his behaviour, it is important to have some theoretical knowledge to provide a basis for this understanding.

Purpose of Social Work Theory

The purpose of theory in social work is four-fold:

1. Social workers need to understand a number of issues related to the field of human relationships. Theory provides the system of rules, assumptions, and the logical bases for these issues.
2. Social workers work with doctors, sociologists, teachers, and other professionals. The contribution of social workers will be ignored if they cannot show a theoretical understanding of their field.

3. Social workers, like counsellors, constantly find themselves faced with the need to predict. Reliable prediction is rooted in social work theory. Theory facilitates the capacity to predict.
4. Theory provides a framework for general ideas. It permits a broad and cohesive view of complexities that may be involved in any given human interaction. Theories can be used to organize our assumptions and guesses into hypotheses, that can be tested and proved valid, or invalid. This is an important step in the scientific method. In fact, theories arise from experience. Once a theory is formulated, it leads to practical applications.

Types of Theories

Many theories are relevant to the study of development. They originate from psychology, sociology, or biology. In this unit you will learn about the most comprehensive, influential, and useful theories that you can use as you do your social work. There is the Psychoanalytic Theory, which will help you be aware of the importance of early childhood experiences, and which will show you the effect that the immediate environment has on behaviour. You will also learn how the Humanistic Theory gives us an encouraging vision of the goals of human development. Lastly, the Cognitive Theory gives us a greater understanding of how our thinking and beliefs affect our actions.

Note: Refer to the Modules on Counselling and Behaviour Modification to learn more about the theories.

These theoretical approaches/models facilitate the understanding of the concerns of one who requires social welfare interventions. Social work needs ways of understanding situations. They need tools and techniques for helping clients:

1. reinforce their approaches to human relations;
2. reinforce their self-exploratory behaviour;
3. eliminate their specific anxieties or fears; and
4. reinforce their positive self-images and self-evaluations.

Activity 3.7: Social Work Theories

Note to the Facilitator:

Ensure that the four theories are covered.

Group Work

1. Illustrate the role of theory in social work.
2. Discuss extensively a type of social work theory (i.e., psychoanalytic, learning, humanistic or cognitive). Include how they relate to, and aid, your social work.
3. Present the results of your discussion in class.

Implications of Culture to Guidance and Counselling

1. The family and school are important agents of socialization. Therefore, we must:
 - socialize children from birth;
 - help children develop acceptable codes of conduct, i.e., language, dress;
 - give children freedom to make their own decisions.
2. Culture is dynamic. It changes and we need to adapt to new situations.
 - Talk about abstinence versus the use of contraceptives;
 - Note changes in outlook, possessions, and the general behaviour of students.
 - clothing – shoes, uniform
 - food – do all children come to school with/without?
 - shelter – where do students come from?
 - transport – how do they get to school (i.e., bus or cars), long distances
 - students with luxurious extras (i.e., money, watches, expensive shoes, cars)
 - language, music, etc.
3. Some cultures have changed but others have survived.
 - Sex education/family life education versus indigenous structures (i.e., instead of telling children a baby comes from the river, we need to tell the truth.).
 - Effect of exposure to TV and other media in influencing change.
4. Socialization agents (i.e., the family, school, church, mass media, and other institutions) should work closely together.
 - Reproductive health/family life education should start within the family, and be supported by the school and by other institutions.
 - Promotion of safer sex, using condoms versus non-traditional practices.

5. Attend to problems of disability. There were no institutions for the disabled in the past. Families took care of them. There is a need to educate both families and children in schools on how to assist individuals.
6. Social stratification – the way members of a society are organized, in ranks or class according to status.
 - Some children carry their social class to the classroom, and their behaviour may be unique (i.e., they make a show of coming in cars, some may resist discipline).
 - Being in a group confers social status. Not being a member of a group can be associated with social stigma.
7. Social mobility – one's movement in the social ladder.
 - Children need to know that they can climb up or down the ladder, depending on their determination, behaviour, and their goals in life.
 - Children must be willing to work hard and behave acceptably in society.
 - Education can raise their status in society regardless of gender.
 - Encourage girls to take subjects like mathematics/science, or enter professions that will encourage upward mobility and independence.
 - Encourage girls to aim high so they can be promoted to managerial positions.
 - Encourage girls to participate actively in business. They should think of self-employment as an option, even if this is dominated by men. Women are usually engaged only in market selling.
8. Accept children who come from diverse cultural backgrounds. Identify children who risk dropping out. Assist and support them.

Summary

To summarize, we first looked at culture as a people's way of life. We said culture was transmitted by many agents, of which the family and learning institutions were paramount. Because culture influences thought and behaviour, it also helps to explain some of the social and economic problems a society may experience.

For effective social work and guidance and counselling, it is important to do basic analyses in communities. Interventions can only be relevant and realistic when there is a basic understanding of the culture and its effects on the family, community, and society in general.

We also looked at the role that social work theories play in providing these interventions. Theory in social work provides assistance in the conduct of investigations, and it provides the direction for social work. However, no single theory can be applied to all human behaviour. Nor can one theory be used to understand, and help solve, a client's problems. As a result, you can use the eclectic approach. This means that instead of adopting one theory, you use all or more than one of them. Your social work must be preceded by a comprehensive understanding of the different theories of social work. This will help you understand man's development, thinking, capacities and behaviour.

We finally looked into the implications of culture to guidance and counselling. We learned that schools are agents of socialization and affect culture. As guidance counsellors, we must examine all aspects of culture and relate them to our guidance and counselling.

Evaluation

CASE STUDY

Case Study 1

Sphiwe is eighteen years old, and an only child. She grew up in a home environment characterized by constant conflict between her parents. Both tried to influence her to take their side, and neither spent time to understand, or even know, her point of view. Instead, she was constantly humiliated.

Her father drinks heavily. Her home atmosphere is characterized by anger, tension, and unhappiness, with rare glimpses of fun. Sphiwe is now shy, tense, depressed and fearful of intimacy.

Case Study 2

Sipho is a married man in his mid-forties with two boys, aged fifteen and thirteen. He is increasingly concerned about his deteriorating relationship with his sons. He resents the fact that they spend so much time away, and complains that they treat a good home like a hotel. His wife tells him that she wishes that he would control his anger with the boys.

Case Study 3

Themba, aged sixty-seven, has recently lost his beloved Sitani. Themba has been brought up to control his feelings and keep a stiff upper lip. He has bottled up his feelings of grief, pain and anger, and wonders if he can go on.

1. Discuss or role play the above cases, and determine which theory would be most suitable to help solve the problems.
2. Read the next two irrational beliefs, and give examples of cases or stories to suit each belief.
 - a) The idea that one should be thoroughly competent, adequate and achieve in all respects, if one is to consider oneself worthwhile.
 - b) The idea that one should become upset over other people's difficulties.

Social Welfare Services***RATIONALE***

Economic development in recent years has transformed the social and economic order for most societies in the world. While some groups of people find necessities like money, hospitals and food, easily accessible, other groups have found themselves economically disadvantaged. The absence of adequate funds for families and communities has led to an increase in the need for social welfare centres.

As a social worker, you have to deal with numerous problems that confront young people and society. These problems may be educational, social, financial, psychological, and even unemployment. What manifests itself as an educational problem may be the result of a social problem. For example, if a child's school performance suddenly falls, it may be the result of a divorce in the family, or he/she might be worrying about the payment of school fees.

This is just one example of the numerous problems which you will encounter as a social worker. Therefore, you have an important role to play in helping individuals in a community to adjust socially and economically. They should become fully integrated members of the community, capable of engaging in productive economic activities that contribute to family income and the development of the country. You cannot perform all these functions alone. This is an inter-sectoral approach.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- identify problems faced by the community that require the help of social service workers;
- discuss the objectives of social and community services;
- discuss the basic principles of the social work profession;
- relate the services provided by the social/community workers in your country.

CONTENT

This unit includes the following:

Topic 1. Social Welfare Services

Topic 1. SOCIAL WELFARE SERVICES

Because our communities face a variety of problems, countries have realized that there is a need for social welfare services. This refers to formally organized, and socially sponsored institutions, agencies and programmes, to maintain or improve economic and social conditions, health or personal competence in some, or all, parts of the population. The provision of welfare services is called social work. Let us look at the aims of social work services.

Aims of Social Work Services

1. Enhance problem-solving and capacities of people to cope;
2. Assist children, young people and adults with social problems;
3. Provide rehabilitation services for individuals in prison, the physically handicapped, parents and their communities;
4. Assist the community to initiate useful programmes for people using available community resources;
5. Link people with systems that provide them with services, resources, and opportunities;
6. Promote the effective operation of these systems;
7. Carry out research (i.e., case study, survey, observation, etc.); and
8. Contribute to the development and improvement of social policy.

The Basic Principles of Social Work

According to William E. Gordon (1962), the philosophical foundations of the social work profession are based on several propositions. These form the basic principles of social work.

1. The individual is the primary concern of society.
2. There is interdependence between individuals and society.
3. Individuals have social responsibility for one another.
4. There are human needs in each person, yet each person is essentially unique and different from others.

Many countries have established social services through their Departments or Ministries of Social Welfare Services. These formal structures initially assumed major responsibility for personal and social services. Later, the expansion of such services included rehabilitation and community development programmes.

Recently, there has been an influx of refugees in many countries, and there is a need for the further expansion of social welfare services. Because of an increase in crime and juvenile delinquency, there is a need to provide social work correctional services within departments or ministries. Big industries, too, provide their workers with services, so that they have advice on their social or health-related problems.

Vulnerable and Marginalized Groups

These are groups that require strong social welfare services in your country:

1. The children and young people;
2. The elderly;
3. The disabled and handicapped;
4. The unemployed;
5. The needy families; and
6. The sick and injured.

Activity 4.1: Vulnerable and Marginalized Groups

Project

1. Find out how many people in your community fall into these categories:
 - a) the children and young people
 - b) the elderly
 - c) the disabled and handicapped
 - d) the unemployed
 - e) the needy families
 - f) the sick and injured
2. Which Ministry/Department is responsible for these groups in your country?
3. List some helpful government or non-governmental institutions in your country which help these marginalized groups.

1. Children and Young People

Many children live under conditions of poverty with inadequate housing, clothing, supervision and love. One contributing factor to this is the migration of families from rural to urban areas, where they face not only economic difficulties, but also a lack of the traditional support system offered by the extended family unit. Urban migration results in cultural diffusion, and a loss of the values and norms that used to govern society.

There is also a trend for the traditional family structure to break down. This has grave consequences, especially for the children and youth, who comprise more than 50 per cent of the population in most African countries. Some by-products of the lack of a family support system and guidance for youth are teenage pregnancy and AIDS-related cases. These are increasing, despite advanced health services and modern methods of family planning.

For the benefit of the children and young people, governments provide a variety of institutions, such as schools, colleges and universities, where young people can be socialized. But because these institutions are becoming increasingly expensive, many children are deprived of such opportunities. Except where education is free, some governments help brilliant, but disadvantaged children, and young people, through bursaries and scholarships, to continue and complete their education.

To help children and young people, some countries also offer foster care. Some have children's villages. Most of the institutions which offer help to young people belong to non-governmental organizations such as the church.

The need for social services to help children and young people cannot be overemphasized. They need all the help and guidance they can get, especially in the face of the challenges that life offers them. There is the lure of drugs, or pre-marital sex, both of which lead easily to sexually transmitted diseases including HIV (AIDS). The choices the young make may have grave consequences for their lives and their future. This is why support and counselling are important. It is important that the young receive adequate social services.

2. The Elderly

Traditionally, the family insured a person throughout life. Young family members had to provide for the elderly. However, because of an increase in paid employment, young members of the family migrate to towns and cities. The result of this is that the number of people, upon whom the elderly can depend, has become smaller. Industrialization has attracted the young, and the not-so-young, to urban areas leaving the elderly relatively alone. It must be noted, however, that this does not mean that extended family obligations are not observed. During such events as births, marriages and deaths, members of the extended family still return home, and discuss their needs and plan together. This shows that the elderly still hold a special position in the traditional family structure.

Times are changing, and it will not be long before the elderly are left to fend for themselves. This is why it is becoming important among the working population to have a fund established to provide for them when they retire and no longer work. Such insurance includes retirement benefits, provident funds, and pension benefit schemes. Other personal social services are provided by both governmental and non-governmental organizations providing social services for communities.

There are only a few old people's homes in Africa. The belief remains that the extended family system continues to work, and is encouraged to provide and care for the elderly.

Activity 4.2: The Elderly

1. What is your country doing for the elderly?
2. What can be done for the elderly who are left with nobody to care for them? Should institutions for the aged be developed?
3. Consider the past contribution of the aged to society vis-a-vis the strong bond between parents and children. Who should take responsibility for the elderly?

Our career education programmes must support and encourage the ties that exist between the young members of society and the old. They must teach respect for the elderly.

Everyone should be taught to consider the offers of financial institutions, such as retirement benefits, life policies, etc., to reduce dependency later in their lives. Of particular importance is girl's education in this regard, because women have a longer life span than men.

Activity 4.3: Old Age

1. Discuss the methods used by different countries to prepare for old age.
2. What can women do to ensure that their lives are more independent and self-sufficient after the death of their spouse?

3. The Disabled and Handicapped

The disabled and the handicapped have the same needs as others. They need friendship, a satisfying job, an adequate income, recreation and comfortable housing. Unfortunately, the prevailing social attitude towards them is unhealthy. This stems from the stigma attached to the family with a disabled or handicapped member. Some families do not have the love and patience needed for such a child. Originally, a disabled person was the sole responsibility of the family. Now, many governments recognize their rights, and make efforts to provide formal and informal education services for them. These services are provided by co-operative efforts between voluntary agencies and ministries.

Natural disablement is common. Counselling for the disabled is important, since some disabled people have problems in accepting themselves as they are. Some need to build up their self-image. A handicapped girl usually worries that she may not find a husband. This reduces her self-image even further.

Families whose children attend a school where there is a handicapped child also need counselling. It is important that these families teach their children to accept, and understand, the disabled or handicapped child who goes to their school.

There are many countries which have institutions where children/people with the same disability live together, to receive formal or informal education and training. They have institutions like schools for the blind, deaf, mentally handicapped, or vocational rehabilitation centres for the handicapped, etc.

Activity 4.4: The Disabled and Handicapped

1. What facilities exist for the disabled and the handicapped in your country?
2. Do you think the disabled and handicapped people should have their own institution, or should they be integrated into normal society or the normal school? Give reasons for your answer.
3. Discuss how the school performance of a handicapped child can be affected.
4. As a social worker, what role do you play in assisting the handicapped?

4. The Unemployed

Some may say that unemployment is not a social worker's concern. Unemployment in Africa continues to be a problem. Among those affected are the rural migrants to urban areas, the rural unemployed and underemployed (unskilled), young school-leavers, the retrenched, and recently the educated unemployed.

Young school-leavers leave school without proper skills to do any kind of work. They need special attention, as most of them leave school with high expectations that the government will provide them with jobs.

There is also the retrenched worker who needs crisis counselling. This means that not only career counselling is required, but also social counselling. Often, a retrenched person is desperate when he loses his job. He does not know what to do. It is like death. And his family is affected by the loss.

In many countries, career or vocational counselling for workers is done by the Ministry of Labour, while the Ministry of Education is responsible for the school-going population. However, the social worker remains in contact with all types of people in your area, whether they require career/vocational counselling, or whether they are the school-going population requiring help. You will listen to their needs and concerns, and work with other ministries to solve their problems. In some cases, you will need to provide career information, or information about where the client can register for a job. You may need to improve the client's job-seeking skills. You may also need to work with the family of the unemployed, as the burden of feeding, housing and clothing their family members still rests with them, even though they are jobless. The family of the unemployed likewise needs counselling, and this may include advice on financial matters, to help them embark on a small business enterprise.

Activity 4.5: Unemployment

1. What are the problems which affect an unemployed person and his family? Discuss.
2. Discuss policies in your country that are aimed at solving the problem of unemployment.
3. List strategies that help the young unemployed.

5. Needy Families

As a result of the rapid population growth experienced by many countries in Africa, the proportion of needy families has increased. The family unit in Africa is primarily responsible for its own welfare. Many governments play a limited role when it comes to providing for needy families. One reason for this is that they have difficulty in identifying needy families.

Usually, the government depends on the Department of Social Services to identify these needy families. This is why the Department encourages such people to come forward and register with them. These could be old people in the community, the widowed, and children, who need money to go to school or buy food.

Natural disasters have also contributed to an increase in needy families. These include drought, a cyclone, or a similar natural calamity. These are shocking experiences. In such cases, people not only need counselling but help with their basic needs like shelter, clothing, and food. The refugees are another group of needy people. They also need a lot of help and support.

Activity 4.6: The Needy

1. What other groups of people could be classified as needy in your country?
2. As a social worker, explain how such people need help, and what you would do.

Summary

In this unit, you learnt about some social welfare services. We identified vulnerable and marginalized groups that are more likely to need social welfare services. This includes children and youth, elderly citizens, the disabled and the handicapped, the unemployed, needy families, and the sick and injured.

Methods of Conducting and Managing Social Work Programmes

RATIONALE

In the preceding units, you studied the different groups that need assistance, and methods of community development. In this unit, you will examine the methods you can apply when dealing with these groups.

To conduct social work effectively, it is important that you become conversant with the knowledge, skills, and procedures for doing social work. The use of inappropriate procedures and strategies might cause uncertainties on the part of the client, which could affect the result of the intervention. In social work, clients look for specialized skills, which enable them to obtain services to help them deal with feelings about themselves, or assist them to deal with their problems and concerns.

In this unit, you will learn skills for managing a social work programme. Social work becomes effective when the social worker demonstrates an ability to manage it.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- explain the methods for doing social work;
- justify the purpose of social work;
- set schedules and programmes for social work;
- identify agencies relevant to social welfare.

CONTENT

This unit includes the following:

- Topic 1. Approaches in Doing Social Work
- Topic 2. Management of Social Work Programmes

Topic 1.

APPROACHES IN DOING SOCIAL WORK

Before we discuss the various approaches in doing social work, it is important to note that as a social worker, you first need to understand the nature of the problem of the client, before you decide on the method of intervention. The intervention you use must be appropriate to the client, and effective for the situation. Some of the methods of intervention you may use are counselling, family therapy, general interviews, data collection/analysis and report writing, intervention strategies, and referrals.

Social work emphasizes four major approaches. They are the case work approach, institutionalization, the group work approach, and the community work approach. Each of these approaches is discussed in detail below.

1. Case Work Approach

Case work is when you are involved individually with a client who has a problem. It involves interaction between you and your client or a family unit. Case work incorporates the following methods:

- a) **Problem-Solving.** The emphasis is on releasing the client's fears and anxieties, and motivating him to deal with his problems.

Example: A worried student who has failed to join the course of his/her choice but has other alternatives.

- b) **Functional Casework.** This puts emphasis on giving and receiving help. It is built on the basis that human beings use human relationships, including the relationship with you, to find and strengthen their own purpose, and move towards its realization.

Example: A student who wants to join an institution on which she has no information.

- c) **Crisis-Oriented Short-Term Casework.** This realizes the vulnerability of individuals in dealing with personal crisis. Its primary value lies in helping the client deal with his/her emotional upset. In this case, the brevity of the social worker's service, and evidence of its effectiveness, are important.

Example: Helping someone who has lost a relative, especially if the death was sudden.

- d) **Task-Centred Casework.** This method incorporates crisis intervention, problem-solving, and functional approaches. It involves identifying the problem, sharing the task of problem-solving with your client, and setting a deadline for achieving your goals.

Example: A student who is a good athlete but is fearful of competition. You will counsel him, and the trainer will give him more training.

Elements for Successful Outcomes in Case Work

1. Identifying the specific aims and goals to be achieved, usually short-term definite goals.
2. Clarifying what the worker and agency have to offer.
3. Structuring the role and what is expected of the client.
4. Specifying the tasks which need to be accomplished in order to reach the goals.
5. Using time, usually a short specified period.

Major Emphasis in Case Work

There are certain problem areas in social casework. You need to focus on those areas to guide you in determining from what social problem your client is suffering. You will have to isolate these factors in a problem situation, and determine how best to work with the client to achieve an equilibrium effectively. The following are the areas you need to focus on:

a) **Individualization**

This aspect of casework recognizes the client as the focus of attention. It maximizes the client's participation in finding a solution to his own problems, without running the danger of showing disinterest, and lack of concern, on your part.

b) **Communication**

This aspect recognizes a person's difficulty in asking for help, and you should try to create a climate which is not threatening, and which helps the client discuss his/her problem.

c) **Information**

This aspect recognizes the fact that most clients do not know what alternatives are open to them, and how they can avail themselves of these alternatives, let alone how to make informed choices once they are known. You need to provide the client with information which is helpful.

A Case Study is one way of studying a client for a long time. The counsellor may make his/her own format for carrying out the study. The format may include: personal and family history, school records, information on employment and medical history, if necessary.

In carrying out a case study, the counsellor must gather all the necessary information about the client, information that may help the counsellor to determine the causes of the client's problem, and help him work out ways of helping the client.

Activity 5.1: Task-Centred Casework

The head teacher of a school refers a student to you for help. When the student joined the school in her first year of secondary school, she obtained a merit. She is now among the bottom ten students in her third year. The head teacher fears that the student may fail, and asks you to help her.

1. List the information you may require in order to help this child.

Activity 5.2: Functional Casework

A student has just come to your training college. Most of the time, she/he is alone and does not look happy. Sometimes she/he misses classes.

1. Explain how you would help your student. What information would be necessary to find the reasons for this behaviour?

2. Institutionalization

In some cases, a handicap, illness, or problem, may be so intense that the client needs to be referred to an institution. The institution should be able to deal with the problem and should provide assistance. There may be a number of people affected by the same illness, which will make it easier to obtain treatment. It is important for all counsellors and social workers to obtain a list of names of institutions that deal with certain problems. This should help you refer your clients to these institutions if a problem is beyond your control.

Activity 5.3: Institutionalization

1. Give a list of institutions in your country or community that admit individuals and treat them.
2. Who brings these clients for help?
3. What kind of help do these clients receive?

Many countries are now moving away from the idea of institutionalization in favour of community-based outreach programmes. There is the belief that family support and a familiar environment may bring about faster recovery, because even family members receive help and support from the social worker.

Can you think of such problems at home? Who helps the family? Video-Hospice at Home Services, etc.

Activity 5.4: Disability

1. Role-play a family's attitude towards disability.
2. Role-play a community worker counselling a family.

TRANSITION: We have just discussed the case work approach and institutionalization. The third major approach in conducting social work is the group work approach.

3. Group Work Approach

The group work approach refers to a technique where you deal with groups of people either in centres or institutions, as opposed to individual persons or individual families. The group work approach, therefore, involves interaction between a client and a group of people with the same needs. Examples of social services using a group work approach are the institutions for the elderly, programmes for single parents, correctional centres, street gang work, residential or day camping, alcohol abuse support groups, and AIDS support groups.

Activity 5.5: Group Work

1. In small groups, discuss the advantages and disadvantages of working in groups.

Value of Working with Groups

- a) People are enriched by interpersonal experiences structured around collectively defined goals.
- b) People satisfy peer relationships, and share decision-making tasks pertaining to the group.
- c) The leader helps individual members to use group discussions and activities to negotiate, and then fulfil, behavioural and developmental contracts.
- d) Achieve a socially desirable but highly individualistic growth.
- e) Opportunity for lonely persons to belong to a purposeful social organization, where they have a sense of belonging and identity, and where they share problems and aspirations.

Activity 5.6: Community Groups

1. How would you motivate community members to form groups, and use them to develop themselves?
2. Are there any groups in your community working for the same purpose?

Purpose of Groups

The formation of groups in any society has a purpose. Some of these purposes are:

a) Recreation groups

The activities are purely for enjoyment. Such groups often operate without a leader, and the community simply provides the premises and some equipment.

b) Recreation-skill groups

These are instruction- and task-oriented groups, but the emphasis is still on socialization and enjoyment. These have an additional dimension from recreation groups, because they enhance social and recreational learning purposes. Competitive team sports may be an outgrowth of such groups.

c) Education groups

These are groups for the learning of more complex skills, often in an instructional manner. It may resemble a class where there is interaction and group-planned agendas. Leaders of such groups are able to deal with diverse groups of people. The leader focuses on the group agenda, and creates an atmosphere conducive to learning.

d) Self-help groups

The emphasis is on personal involvement, and groups are antagonistic to professional leadership. Examples of self-help groups are Alcoholics Anonymous to help alcoholics, Parents Anonymous for parents of the mentally retarded, and so on.

Many of these operate as community programmes, and spend much time raising funds. These are usually started when community programmes are absent, or provide inadequate service. While self-help groups reject professional involvement in principle, social workers are instrumental in promoting the creation of such organizations.

e) Socialization groups

They are viewed as the primary focus of social group work, since their goal is behaviour change, increased social skills in its members, and re-entry into society. Youth groups are organized to increase social skills, reduce isolation and conflict, and enhance co-operation. They also create developmental opportunities to supplement family and neighbourhood life.

f) **Therapeutic groups**

These groups require strong leadership skills in a group setting. They cater for conflict and maladaptive social responses. Therapeutic groups usually require the presence of a therapist, and the group leader is usually a nurse, a social worker, a psychologist, or a psychiatrist.

The leader uses the group to assist in direct observation of the patient's behaviour, his perceptions of situations, and expression of feelings. This permits the explicit diagnosis of the patient's interpersonal needs and problems, and sets the stage for the therapist and other group members to intervene directly when recommended.

Basic Requirements in Starting a Group

What are the basic requirements in starting a group? The following are the things to consider:

1. Assess the need.
2. Identify the problem.
3. Identify the strategy that the group intends to use to achieve a goal.
4. When the group can implement its strategies.
5. Evaluation of the results achieved.

Activity 5.7: Organizing a Support Group

You are informed by the Health Educator in your community that there are many HIV-positive people in the community. This is based on a recent study.

1. As a social worker, how would you start a support group for these people?
2. What would you do with these people if they came to you?

Principles in Group Work Approach

For any practice to be successful, it must follow certain principles. Just like the case work approach, the group work approach has principles and techniques which are used as guidelines, in order to guarantee success in the delivery of guidance and counselling services. The guiding principles of the group work approach are the following:

a) **Decision-making**

You have to recognize the worth, dignity, and uniqueness of group members, and enable them to assume increasing responsibility and control in group deliberations and planning. Each individual member must be encouraged to support the group's efforts. This will lead to a better level of self-direction.

b) **Initial concern**

Particular attention is given to the group's initial concerns and resistance, usually by acknowledging that most beginnings tend to evoke conflicting feelings of hope and uncertainty, or excitement, and fear of the unknown. You should begin by dealing with parts of the total problem, rather than attempt to solve whole problems within a short period of time, as clients might expect.

c) **Individualization**

The problems and needs of individual members lead to their participation in the group. Their individual problems and needs may emerge as they seek their identity within the group. Often, group members require special support, confrontation or reinforcement, for contributions to the group, as a means of acknowledging movement towards change and self-realization.

Activity 5.8: Group Assessment

1. Think of other groups of people who may need help. How would you help them to start a support group?

TRANSITION: We have just discussed case work, institutionalization, and group work approaches, in conducting social work. We will now go on to the fourth and last major approach, the community work approach.

4. Community Work Approach/Community Development

a. Community Development

Community development is an integrated development process aimed at improving the overall economic, social, and cultural conditions of a community. It is an attempt to equip people who are unemployed or underemployed, with skills which will bring them a better life. In many African countries, community projects have been initiated by women, to enable them generate income. Different agencies support these efforts, especially if such efforts attempt to empower women to contribute towards economic development.

In some countries, such projects for women are financially supported by UN agencies, such as UNDP, UNFPA, and WHO. These include community gardens, dressmaking, handicrafts, block-making, health education, etc. Such projects are highly appreciated by women in rural communities who are often the breadwinners. They form the majority in their communities, since men join the workforce in towns. This is in addition to their normal workload.

Community organizations generally include the co-ordination of existing services, action to expand and modify services, and the creation and organization of new services. Community organizations are involved in many social issues, such as education, housing, health, leisure-time services, alienation of youth, economic and

social control, labour relations, minority-group employment, child care, and immunization programmes.

Social issues develop from citizens' interest in, and concern about, the imbalance between the needs of people, and the provisions for these needs. From issues, citizens who become caught up in the cause, develop programmes or action to address those problems.

The role of the social worker in community development is important. It is not to tell the community what to do, or what they need. It is to help the community identify their needs, and find ways of satisfying them. This involves a lot of planning, hard work and good communication skills.

Activity 5.9: Community Development

1. Discuss the role of women in income-generating activities in rural areas.
2. Give examples of projects in your country of origin.

b. Community Work Approach

To be effective in community work, you need to do community analysis. This component of social work can be likened to family assessment in the case work approach. Community analysis is done in two ways: by horizontal and vertical orientations.

The **horizontal** orientations are the structural and functional relationships of the community's various social units and sub-systems with each other. For example, the relationships among racial and ethnic groups, or between capital and labour, within the community.

The **vertical** orientations are the structural and functional relationships of the community's social units to forces outside the community. Such assessment will assist in learning the outside resources being given to the community. There may be unusual difficulties in making decisions, for example, because the local sawmill is a branch of a company in another town.

A Profile Outline for Community Analysis

A community worker will be assisted in his analysis through these topics:

- background and setting, including history, geography, and government
- demography
- communications
- economic life
- government politics, law enforcement

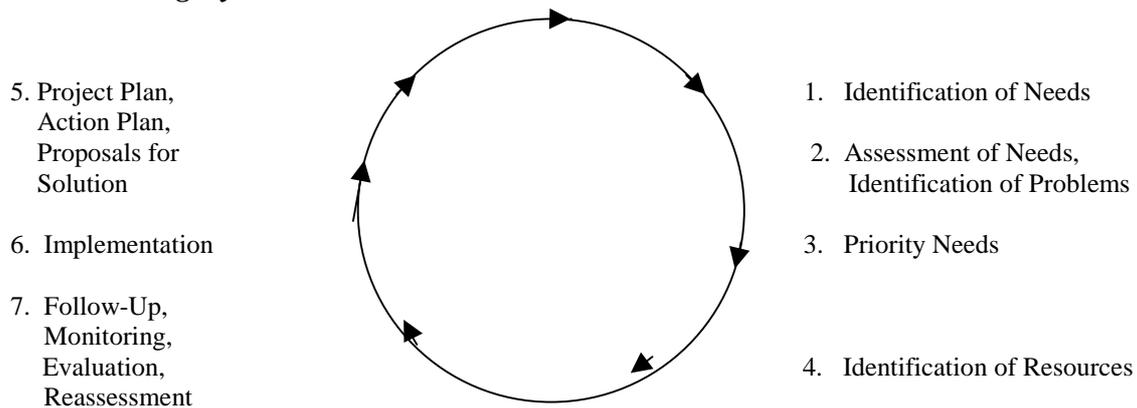
- housing
 - education
 -

Activity 5.10: Community Analysis

1. Refer to a community you are familiar with, and do a brief analysis in terms of:
 - a) demography
 - b) economic life
 - c) education
 - d) health facilities
 - e) religious patterns

TRANSITION: Why carry out a community survey? This will help you learn about your community, the work they do and the problems they face, and their basic needs. You need to know the people you work with in your community. This way, you will understand their needs, and work together on activities that will help solve their problems. The following planning cycle will help you understand how you may set up a community work programme.

The Planning Cycle



In such instances, planners and organizers need to understand the social fabric of society, community sociology, social problems, community psychology, social planning and social policy in relevant areas, such as health, housing, child care, mental health and leisure services. Equally important is the knowledge of social welfare organizations, communication theory, fund-raising, and public relations technology. Finally, skills and business management, social law, and human behaviour are useful tools.

Strategies for Community Development

Quite often, in your duties as a social worker, you have to go beyond the identification of problems to suggesting practical solutions. The strategies you choose will depend on the nature of the group you are dealing with, and the nature of the problem. The following are some of the strategies you can employ:

1. Organising Credit Groups

These are groups or associations of women, young people, or men. They come together for the purpose of pooling financial resources. Though the money contributed per month by each member is little, it amounts to a sizeable amount when pooled. This money is then lent to members at an interest.

Activity 5.11: Research on Credit Groups

Do research in your community on:

1. How many credit associations are there?
2. What are their weaknesses?
3. How can you help these groups become stronger?

2. Revolving Funds

Unlike the credit group, where the capital is raised by the members themselves, in a revolving fund, the initial capital is secured from another source. This capital is then lent to one person, and after he/she has paid it, it is lent to another. The group members act as supervisors. The funds thus continue to revolve around the group. As a social worker, you have a duty to help them secure funds from relevant agencies.

Activity 5.12: Revolving Funds

In your community, there are ten High School leavers. They cannot find the right jobs and do not have enough money to pursue their education further.

1. Discuss how you can go about creating jobs for them.

3. Enterprise Education

Are you engaged in any money-generating activity? Does it require special skills? How did you acquire these skills?

To stimulate the unemployed, or underemployed, to self-employment, education is often necessary. This education should seek to build the following:

- a) **Desire.** You cannot achieve anything unless you have a strong desire for it. Enthusiasm is very important in enterprise education. You can stimulate desire by calling attention to the business opportunities available, and the benefits of self-employment.

Activity 5.13: Desire

1. Explain how the following can stimulate the desire for self-employment among the unemployed in your community.

- study tours
- visits to financial institutions
- newspapers and magazines

- b) **Faith.** This can also be taken as confidence. This is the foundation for risk-taking, which is important in business. Faith is knowing that what you believe in will come true. You should believe that business ideas will grow into business enterprises. Faith is the basis of all miracles and all mysteries that cannot be analyzed by the rules of science.
- c) **Vision.** This is the mission they want to achieve. They should be able to visualize what they want to achieve. The more specific the vision, the higher will be the chance of achieving it. For example, how much money do you want to earn per month by the end of this year? You have to set off for somewhere if you are to get anywhere.
- d) **Action planning.** Your clients will need skills to transform their vision into action plans. How do they want to realize their dreams?
- e) **Specialized knowledge.** Action planning usually leads to a desire to acquire the knowledge and skills necessary for your vision. Accurate information can be acquired through:
- Your own experience and education
 - The co-operation of others who are skilled, that is, your business partners.
 - You can employ others who are skilled
 - You can acquire this information from relevant books and other reading materials.
 - You can take a special training course.
- f) **Constructive associations.** In life it is rare to achieve goals without the help of others. Often you need others to realize your ambitions. You have, therefore, to form a master group. These can be business partners or employees. You need to gather around yourself a skilled, knowledgeable and enthusiastic group. You are very lucky if another person is your wife or husband. This is the most important person in your life. He/she can build you up or destroy you.

g) **Starting your own business**

The following are some of the questions which you may need to ask yourself in enterprise education (starting your own business):

- Do you want to be self-employed?
- Which business do you want to engage in?
- How much capital do you need?
- How do you intend to raise this money?
- What is the existing market? How many people want your goods or services?
- Are there other people with whom you have to compete? Are there any other similar undertakings?
- Where do you intend to locate your business? Is it strategic enough?
- Do you have the necessary knowledge, skills and information to provide the goods or services? How do you intend to acquire them?
- You can start planning your business today! Good luck.

Note: For a detailed discussion on enterprise education, refer to the module on Guidance.

4. Viable Economic Activities

You can help in community development by mobilizing the people to participate in activities that pay. Sometimes traditional activities are not economically viable. You have a duty to alert people to alternatives. You can achieve this by working with local leaders and other relevant agencies. Education in the form of seminars, workshops and conferences is of great help.

In instances where social work needs the advice of elders, this should be welcomed and encouraged. Problem-solving is not an issue one person can handle alone. It requires the support of all those considered vital in solving a problem.

Social work helps to extend guidance services outside the schools, which means children's homes, parents, and communities.

Topic 2.

MANAGEMENT OF SOCIAL WORK PROGRAMMES

Traditional Ways of Managing Social Problems

Throughout history, men have tried to help one another solve difficulties. In African societies, the wisdom of elders has always played a significant role in assisting members of communities to resolve problems. Today, their advice or counsel still has a big role.

Activity 5.14: Drug Abuse

You are invited to visit a group of people undergoing rehabilitation for drug abuse.

1. Write an outline of strategies you would share with them to help their efforts.

Setting Schedules and Programmes for Social Work

The nature of the problem determines the schedules and programmes for social work.

1. Establish clear lines of communication.

Before embarking on social work, it is important first to establish clear lines of communication, and delegate authority to the agencies concerned (i.e., health institutions and other agencies that deal with the disadvantaged in society). Only then can social work draw support from the community it serves.

2. Make services accessible to the public.

It is essential to stress the importance of making services accessible to the public. In this way, the public will know where to go for help. Given that social services have limited resources, this inevitably raises questions about how far they should be involved with the early identification of need, and to what extent services can be distributed equitably between geographical areas and different social groups.

3. Social services staff need to see themselves, not as a self-contained unit, but as part of a network of services to the community.

In the administration of social services, effective co-ordination with other services and individuals, and the mobilization of community resources (especially volunteers), are important.

4. Co-ordination.

Co-ordination is another important aspect of managing social work. Co-ordination is about the relationship between staff within, and outside, the agency.

There should be a mechanism for co-ordinating the activities of field workers with other service groups. Where social work is a single individual's responsibility, it reflects the absence of a formal co-ordinating mechanism.

Structure of Social Work Within and Outside the Government

Each country in the sub-Saharan region of Africa has its own organizational structure for social work. Participants from the respective states can best explain the structure of social work within their country.

It is important to note that outside the recognized government structure, there are a number of organizations, such as churches and other non-governmental organizations, which provide social work services. Such non-governmental organizations need to work hand in hand with government structures, to ensure the success of their work.

Programme Evaluation

Social counsellors, guidance counsellors, and human service professionals, are increasingly called upon to justify the effectiveness of services. This is an age of accountability and transparency. Tax-payers want to know whether social service programmes are really worthwhile.

Programme evaluation is important. It is an attempt to assess the extent to which a programme reaches its objectives. This can be done at two levels.

1. At one level, social workers can assess the services they provide to each client, to be able to understand the effectiveness of the work, and measure the impact of the programmes on their clients. They can ask themselves the following questions:
 - Is there an improvement in behaviour? If so, what strategies were used?
 - Was there fair recording and record-keeping?
 - How about the accuracy of information and the suggested treatment?

This type of evaluation is called formative evaluation.

2. At the other level, a social worker might ask:
 - What are our activities?
 - What are our goals, and how can we relate activities to goals?
 - Are we reaching our goals?

This type of evaluation is called a summative evaluation.

Activity 5.15: Evaluation

1. A non-governmental organization offers Family Life Education to your students. What would you do to find out whether the programme is effective in your school?

Summary

In this unit, you learned about methods which are useful in social work practice. The major methods discussed were the case work approach, institutionalization, the group work approach, and the community work approach.

Social work is important in schools, just as it is important in the larger community. It represents a response to knowledge about individual differences among children. It helps you understand the place of school and education in the lives of children, and it attempts to make education relevant to the child's life at home and in the community.

You have also learned how to manage a social work programme.

Evaluation

1. Discuss how social work should include the distribution of services.
2. What is the purpose of co-ordinating social work?
3. If you wanted to carry out an evaluation of your social work programme, who would you talk to, to obtain information about the effectiveness of your programme?