SCK3703 Community work summaries

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POVERTY AND THE POOR AS CONTEXT

Poverty and the poor

- Basic needs not being met, lack of sufficient means of subsistence.
- Perception of poverty influence how we respond to deprived people- "poverty" & "poor" are "labels.
- Poverty: condition experienced by groups of people referred to as "the poor", reflected by economic indicators.
- Absolute poverty: next meal/absence thereof means difference b/t life & death.
- Relative poverty: basic needs met, experience disadvantage i.t.o their social environment.
- **THEORIES ON CAUSES OF POVERTY:**
    - o 2 categories: 1- personal responsibility & personal dysfunction; 2- blame society, created & damaged by oppression.
- **VIEWS OF UNDERSTANDING POVERTY:**
    - o *Max-Neef: Poverties of unmet, fundamental human needs-*
        - ▪ Economic concept of poverty inadequate.
        - ▪ Any fundamental need not adequately satisfied = poverty.
        - ▪ Types of poverty:
            - • Subsistence- income, food shelter
            - • Protection- health systems, violence, arms race
            - • Affection- oppression, exploit natural enviro
            - • Understanding- poor education
            - • Participation- marginalisation, discrimination
            - • Identity- alien values, exile
        - ▪ Destroyer- supposed to satisfy 1 need, destroy community's ability to meet other needs
        - ▪ Pseudo-satisfier- create false sense of satisfaction
        - ▪ Inhibiting satisfier- can prevent fulfilment of other needs
        - ▪ Singular satisfier- only satisfy one need
        - ▪ Synergic satisfier- satisfy 1+ need at the same time
        - ▪ Human scale developmental approach: economic growth isn't enough to alleviate poverty. Is people-centred, so sees people as change agents in their own future. Satisfy all needs, not just economic.
    - o *Chambers: Poverty as entrapment-*
        - ▪ Poor: households trapped in a cluster of disadvantage.
        - ▪ People easily exploited & vulnerable, have insufficient skills & resources.
        - ▪ Households experience:
            - • Material poverty- lack of food
            - • Isolation- unable to pay for school/ travel
            - • Vulnerability- insufficient assets
            - • Powerlessness- low status
    - o *Freire: Poverty as oppression-*
        - ▪ oppressed people within a culture of silence.
        - ▪ They become "beggars without choice"
        - ▪ They have no decision-making power- so they protest & react w/ aggression.
        - ▪ They confront the system to say they're still human.
- **"THE POOR":**
    - o Label given by outsiders & creates distance. Ignores their individuality.
    - o Poverty becomes an impersonal phenomena- label makes them nameless & faceless = "us" & "them".
    - o Lost their self-determination & become dependent.
    - o Not a homogenous group w/ common interests.

Poverty, women and development

- Male development at expense of women's
- Women are most NB change agents- give decision- making power & authority
- Change occurs when women become empowered
- Women more open to change & their needs differ from men's

- Change oppressive practices & traditions.

Responses to poverty

- Understanding & causes of poverty develops as follows:
    - Defined as shortage of things
    - Shortage of skills, local motivation & initiative
    - As a failure of different systems
    - Insufficient mobilising vision
- 4 stages of development
    - *Generation 1: Welfare & Relief*
        - Direct service delivery to meet immediate shortage.
        - Provide short-term assistance to help them get back on their feet/ stimulate the economy.
        - Related to the individual/ family.
        - Assistance depends on funds, staff, admin of the organisation.
        - Eg. Faith—based organisations.
    - *Generation 2: Small-scale, self-reliant local development*
        - Endeavour to build capacity/ empower self-help, self-reliant local action that will continue beyond the period of assistance.
        - Assist organisations to mobilise groups and focus on development of human resources, to satisfy their own needs through self-reliant, local action.
    - *Generation 3: Sustainable Systems Development*
        - Focus beyond local community, attempt to effect changes in policies & institutions.
        - Aim to change existing systems, to provide Generation 2 w/ links to supportive national systems.
    - *Generation 4: Development Strategies*
        - Seeks to address deficiencies of 3rd Generation & facilitate global action.
        - Communicate ideas & info through mass media to energise voluntary actions.

Stakeholders in community development

- **1st sphere: National government**
    - Formulate policy & legislation, plan national strategies.
    - Address problems through socio-economic legislation, poverty alleviation programmes, welfare & development projects
- **2nd sphere: Provincial government**
    - Formulate provincial policy & structures.
- **3rd sphere: Local government**
    - Municipalities responsible for social development in their sphere.
- **NGO's & CBO's**
    - Independent, private & voluntary. Provide aid & relief, initiate developmental work.
    - Direct efforts to communities suffering great poverty, political inequality & isolation.
- **The private sector**
    - As part of social responsibility, they develop & fund initiatives especially where their workers reside/ where business in located.

PRACTICE MODELS

Community development

- A planned partnership b/t external organisations & locals.
- Aims to enable people to address material & non-material challenges.
- People should take responsibility for their own development because community members are in the best position to develop themselves & their community & eliminate challenges.
- It is based on the developmental approach.
- **THE NATURE OF COMMUNITY DEVELOPMENT:**
  - o Prevents the development of domination by external systems, stagnation, feelings of powerlessness, insufficient resources and excessive conflict.
  - o Can get help from government or nongovernment organisations.
  - o Strive to involve as many community members as possible in small, task-oriented self-help groups as they are the instrument od change.
  - o Work on grassroots level. Negotiate entry, mobilise members into task groups, enable groups to identify, prioritise & take ownership of their problems/ needs. Help them develop the will & ability to eliminate impediments.
  - o Actively involve local power structures and leaders.
  - o Your goal is to empower them with the appropriate attitudes & behaviour patterns.
  - o Role of practitioner: catalyst, facilitator/enabler, guide, consultant, motivator.
- **WHEN TO USE COMMUNITY DEVELOPMENT:**
  - o After doing situational analysis factors will indicate to use it.
  - o When the community is badly organised, dominated by external systems, conflict & poor co-operation, they don't have self-help or problem-solving skills, they are stagnated & lack a positive vision of the future, they are powerless, overly dependent on outside resources & have inadequate infrastructure.
  - o Change all 8 environments, provide opportunities, resources & services, help them develop to their full potential, enrich their lives and prevent dysfunction.

Community education

- Aim to eliminate ignorance by empowering with knowledge, skills & attitudes (KAS) required to take control of life & contribute to the environment.
- KAS empowerment targets 8 domains: intellect, emotion, physical, social, occupational, environmental, financial/material & spiritual/cultural.
- Effectiveness of social functioning determined by members' social attitudes & associated behaviour- can be changed.
- **THE NATURE OF COMMUNITY EDUCATION:**
  - o Develop KAS through socialisation, education & training inputs of formal institutions.
  - o Will bring out more resilient individuals & in turn more resilient communities.
  - o People can be ignorant about anything.
  - o No limit to level at which community education can be targeted.
  - o Engage power structures in collaborative effort to bring about required services.
- **WHEN TO USE COMMUNITY EDUCATION:**
  - o When they didn't receive the required socialisation, education & training.
  - o When they show deficiencies in functioning in 8 domains.
  - o Due to inefficient KAS they don't contribute to wellbeing of people/ ecological systems around them.
  - o Eliminate ignorance, change their attitude, equip them w/ skills for effective functioning.
  - o Role of practitioner: Educator

Social planning

- Establish new services where they're lacking & improve quality of existing services/ facilities.
- 3 ways to bring about more effective adjustment b/t social welfare resources & needs:
  - o Establish services where lacking
  - o Improve quality of existing services
  - o Facilitate community's access to services
- New service can target any pathology.

- Community's perception: they need services of experts to solve their problems & create opportunities to enable them to satisfy their needs.
- **THE NATURE OF SOCIAL PLANNING:**
  - Focus on social needs & pathology as any member can fall prey to social problems & require therapeutic services & experts to help them.
  - Research to find evidence of the need & use research to gain support, plan/organise new service & ensure they use it.
  - 3 approaches: personal social service, empowerment, basic needs approach.
  - Role of practitioner: researcher, planner, administrator.
  - Strive to reach task & operational goals.
- **WHEN TO USE SOCIAL PLANNING:**
  - Community doesn't receive required social services/ infrastructure, their available services don't function effectively/ aren't relevant/ can't be accessed/ cooperation b/t services deficient.
  - Prove service is needed & set about to create it.
  - Mobilise resources to meet needs, improve co-operation b/t services.

Social marketing

- Systematic application of marketing principles & techniques to achieve specific behaviour goals for a social good.
- Distinguished from other marketing: non-profit.
- Aims to change people behaviour to the benefit of the Individuals involved and society as a whole.
- Effectiveness of a society's social functioning determined by its members' social attitude & antisocial behaviour.
- **THE NATURE OF SOCIAL MARKETING:**
  - Change behaviours by employing same principles as those to sell goods.
  - Benefits individuals and society as a whole.
  - Design, implement & control programmes that seek to increase use/ support of a social idea.
  - 5 main components:
    - Customer
    - Commodity
    - Cost
    - Channel
    - Communication
- **WHEN TO USE SOCIAL MARKETING:**
  - Community doesn't know about/ fully accept new idea/ practice.
  - They cling to inappropriate ideas, perceptions & attitudes.
  - Don't know about social work organisation, service or programme.
  - Not familiar w/ nature of social work/ have a negative image of it/ service organisation.
  - Don't use/ support/ are involved in any of your organisation's services.
  - Role of practitioner: relations officer & marketer.

Social action

- Coordinated effort to achieve institutional change, to meet a need, solve a social problem, correct an injustice or enhance the quality of life.
- Aim: address socio-political barriers, inequalities & injustices in a community.
- Has power focus, is conflictual in nature & aimed at structural change.
- **THE NATURE OF SOCIAL ACTION:**
  - Focus more on power than problems, is conflictual.
  - Effectiveness of social functioning determined by extent to which society is just/equitable.
  - Professionals to make them self-aware political subjects & empower them to create a more just society.
  - Ensure resources & power equitably distributed.
- **WHEN TO USE SOCIAL ACTION:**
  - Victims of unjust socio-political dispensation.
  - Unjust practices & policies due to inaction.
  - Use political processes to mobilise the community & exert pressure on power structures to change it.

- o   Role of practitioner: organiser, supporter, activist, mediator, broker, advocate, negotiator & agitator.

COMMUNITY WORK: AN OVERVIEW

Origins of community work

- The roots of community development falls outside that of community work.
- **COMMUNITY DEVELOPMENT:**
  - o   The process by which efforts of peoples themselves, united with those of government authorities to improve economic, social & cultural conditions of a community, to integrate the community into the life of the nation & enable them to contribute to national progress.
- Community development focusses on all spheres of community life, social work is limited to social functioning – a sectoral contributor to social development in general & community development in particular.
- **2 SCHOOLS OF THOUGHT:**
  - o   *Community based:*
    - ▪ Social work's involvement is a direct service strategy implemented in the context of the local community.
    - ▪ The scope of practice: working in and with the community in order to benefit the participating community members directly and, in a lesser, indirect way, non-participating members.
    - ▪ Represents the processes traditionally associated with community organisation & development practice.
    - ▪ Eg: grassroots level organising, empowerment-centred interventions, citizen participation & a local leadership emphasis and a focus on local self-help, self-sufficiency & teamwork.
    - ▪ Deficiency: views the broader societal contexts within which people live as somewhat inconsequential and not a direct target for change.
  - o   *Community centred:*
    - ▪ Includes direct work in and with the community.
    - ▪ It also encompasses the work that social workers do on behalf of and to the benefit of communities & their members.
    - ▪ Aims to change society that it would be more conductive to the effective social functioning of its members & ensure that resources & services that they require are made available by outsiders.
    - ▪ Represents the processes traditionally associated w/ social planning, social reform, social education & influencing of policies & practices.
    - ▪ No limit to the size of units that could receive the social worker's attention.
    - ▪ Different types of intervention, including community development, could be utilised.
- **THE FIVE PRACTICE MODELS OF COMMUNITY WORK:**
  - o   Community development
  - o   Social reform
  - o   Social action
  - o   Community education
  - o   Social marketing
- **ORIGINS OF COMMUNITY DEVELOPMENT THOUGHT:**
  - o   *Macro level-*
    - ▪ Modernisation/ growth-centred approach:
      - • Move from a pre-industrial state to a mature capitalist state. Modernisation & economic growth are most NB & social development would be a positive spin-off.
    - ▪ Statist social development approach:
      - • Social development is the state's primary responsibility- top down approach.
    - ▪ Popular participation approach:
      - • Ordinary people are mobilised & involved- bottom up approach.
  - o   *Mezzo level-*
    - ▪ Communitarian approach:
      - • Focus on man's ability for self-fulfilment
    - ▪ People-centred approach:
      - • People in control of their own resources
    - ▪ Human resources approach:
      - • Improvement of a population's quality

- Collectivism approach:
  - People own resources & share authority
- Asset-based community development (ABCD):
  - Strengths perspective- Mobilise local individual & collective assets. Participatory approach & principles of empowerment & ownership.
  - *Micro level-*
    - Community problem-solving approach:
      - People can act together to achieve change.
    - Neighbourhood empowerment approach:
      - After the family, the neighbourhood is the 1st building block of a community.
    - Community support systems approach:
      - Members w/ the same problems are mobilised to offer each other practical assistance & psychological support.
- Community development boils down to a planned partnership b/t external organisations & local people aimed at enabling the latter to address the material & non-material challenges that they face. People should take responsibility for their own development.

Relationship between community work and other social work methods

- The methods are likened to the points of a five-pointed star. Each point (method) represents a distinguishable part of an integrated whole.
- The five methods:
  - Clinical social work/ social casework
  - Social group work
  - Community work
  - Social work research
  - Social work management
- Impediments:
  - Any type of social problem, social need or un-/ underutilised potential that hampers effective social functioning.
  - Obstacles can be in the environment, individual's service delivery, unresolved social problems, unfulfilled needs, underutilised potential.

Relationship between community work & community development

- Social work:
  - Aims to improve people's social functioning.
  - Could still do community work if they utilise community development as one of their modes of intervention; precondition: this type of involvement must primarily be aimed at improving social functioning, &v their involvement in other spheres could only serve as a mechanism to achieve this goal.
- Community work:
  - Focusses on the psychosocial sphere of community life (has the same field of practice as social work)
- Community development:
  - Its field of practice encompasses all 8 sphere of community life.
  - Its primary purpose is to change the conditions within which people live in order to improve their overall standard of living & quality of life.

The nature of community work
- **CORE THEORIES, PERSPECTIVES AND MODELS:**
  - *Ecosystems perspective:*
    - Man & environment are interdependent
    - Change in one system = change in other systems. The actions of an individual/ group can impact the entire system & vice versa.
    - Systems are defined as a combination of elements w/ mutual reciprocity & identifiable boundaries that form a complex or unitary whole.

- 4-part social systems model consists of:
  - Change agent system-
    - Social worker & his/ her employer
  - Target system-
    - The system that must change
  - Client/consumer system-
    - The system that directly benefits from the change
  - Action system-
    - The system that brings about the necessary change
- Focusses on individuals, their environment & the transaction/ relationships between them
- The nature of social problems explained as a lack of adaptive fit between the 2- inability of people to adapt to/ cope with the demands of their environment OR the existence of an environment that cannot sufficiently accommodate people's needs, capacities & goals.
- Nurturing environment:
  - Systems w/ whom person interacts frequently & have profound effect on their identity & functioning.
- Sustaining environment:
  - Wide range of institutionalised/ less intimate services, resources & opportunities that can sustain, enhance, aid or damage a person's wellbeing aka the community.
- *Strengths perspective:*
  - More of a mindset.
  - Help client system discover their strengths & resources to achieve their goals.
  - Requires that all forms & all levels of professional intervention should focus on strengths.
  - Various human strengths:
    - Experience
    - Personal qualities, character traits & virtues
    - Knowledge of the world
    - Talents
    - Culture
    - The community
  - Practice principles:
    - 1- all individuals/ groups/ communities have strengths
    - 2- trauma, abuse, illness & struggle could be a source of power
    - 3- don't underestimate individual/group/community's capacity for growth
    - 4-we best serve the client system by collaborating with them
    - 5-every environment is full of resources
  - The goal is to improve the resilience of individuals/groups/communities, success= fully adapt & recover.
  - Change the way people react to trauma by empowering them to deal w/ it more effectively.
- *Practice models:*
  - A set of concepts and principles that guide intervention.
  - Represent ideal types intended to give direction to practitioners' service delivery by bringing order & clarity
  - 12 core practice variables:
    - Perceptions of the nature of target communities
    - Suppositions about the causes of impediments
    - Goals
    - Objectives
    - Demarcation of the client system
    - Levels of intervention
    - Strategies to achieve goals
    - Media/ instruments to use
    - Roles of practitioners
    - Techniques
    - Roles of communities

- Attitudes toward the power structure
- **SOCIAL WORK'S DOMAIN OF PRACTICE:**
  - Social functioning, social reform & adaptive fit
  - 3 main functions:
    - Strengthen performance, skills, competence & coping abilities
    - Promote social change to improve societal conditions
    - Change the interactions b/t people & their environment
  - Primary domain:
    - Social reform- change the environment to fit people's needs
- **DEFINING COMMUNITY WORK:**
  - Refers to the processes & skills that could be used by a social worker to bring about necessary changes in especially the environmental facet of the person-in-environment domain of social work.
  - Is a method of social work that consists of the various processes & helping acts of the social worker that is targeted at the community system & its subsystems & certain external systems w/ the purpose of bringing about required social change w/ the help of the 5 practice models (especially community development).
- **PURPOSE, GOALS & OBJECTIVES OF COMMUNITY WORK:**
  - *Vision & mission:*
    - The long range & overall intent of the practitioner's efforts & have a more general focus/ subject matter.
    - The end results of efforts
    - A good & just society w/ housing, food, water, jobs, loving family, success to services & resources, minimal stress, opportunities, balance b/t right & responsibility.
    - Enhance social functioning, reform society, increase adopted fit b/t these 2 systems.
  - *Purpose:*
    - The specific contribution community work makes entails social change on 3 levels:
      - Enhance problem-solving, coping & developmental capacities
      - Create & maintain opportunities, resources & services that people need
      - Link people w/ systems that provide them w/ the required resources, services & opportunities.
    - Benefits directly contribute to effective social functioning & improved living conditions.
- **GOALS:**
  - *Task goals-*
    - Intended change in the circumstances of environment/ community
    - Creation of circumstances in which community systems are empowered to their tasks in a more effective way
    - Called "situation changing goals" b/c : improve services, develop facilities, infrastructure & resources, improve coordination & influence policies & practices.
  - *Process goals-*
    - "people changing" outcome
    - Change people's knowledge, attitudes & behaviour (KAB)
    - Enhance skills, change feelings, conscientizing & empowering people, prevent social dysfunction, participation & involvement, cooperation, sensitising, educating, marketing, improve image of social worker.
  - *Operational goals-*
    - Change that practitioner has to bring about in his employer to make it a more effective service delivery system
    - Organisation changing goals (administrative & technical in nature)
    - Improve finances, meet legal requirements, change services to respond more effectively, acquire appropriate staff, ensure an acceptable standard of services.
  - *Factors that influence goal choice-*
    - Urgency, practitioner's skills & time; stumbling blocks & opportunities linked to the worker & organisations mandate, role & status; chosen practice model.
- **OBJECTIVES:**
  - The specific change the practitioner wants to bring about by means of a series of steps/ activities.
  - Objectives are linked to goals- break each goal into specific task/ process/ operational objective.

Nature of community development

- The conscious efforts of change agents to bring about change within all 8 spheres of community life.
- **COMMUNITY DEVELOPMENT AS A NATURAL PROCESS:**
  - Man's inherent drive to improve standard of living & quality of life through individual & collective action- most NB positive force- our innate ability to develop is often encountered by obstacles that hamper development.
  - Ecosystems: the extent to which each community subsystem contributes to the improvement of standard of living & quality of life indicates which community will develop & which will stagnate.
  - A competent, self-developing community in which its various parts collaborate effectively can achieve a working consensus on goals & priorities & implementation.
  - *Vicious cycles of underdevelopment-*
    - Cause: past political systems. Solution: constitutional reform & democracy.
    - Cause: lack of resources & economic growth. Solution: increase productivity, jobs & GDP
    - Cause: lack of individual empowerment. Solution: education, training, guidance.
    - Underdevelopment is caused by interlinking factors, causes could be conceptualised as vicious cycles which, occurring in combination, could impede development
    - 8 cycles: economic, psychosocial, bio-physiological, spiritual-cultural, technological, environmental, educational & political.
- **COMMUNITY DEVELOPMENT AS A FORM OF INTERVENTION:**
  - Community development as a natural process was often too slow, directionless, cost ineffective & communities had no ability to develop from within.
  - The aim is to speed up the natural process & make it more cost effective.
  - Entails a conscious effort by a development agent in which partnerships among & between local people & external systems are established to improve material & non-material facets.
- **DEFINING THE CONCEPT "COMMUNITY DEVELOPMENT":**
  - The method, process, programme & strategy by means of which change agents with or without help of external agents speed up community development, provide direction to the process, make the goal-attainment process cost-effective, streamlined & sustainable; contribute to human growth- unlock their potential, empower members to take responsibility of their own development
  *community development is not a social work method**
- **PURPOSE, GOALS & OBJECTIVES OF COMMUNITY DEVELOPMENT:**
  - *Purpose:*
    - Bring about substantive, sustainable change in all spheres of community life in order to improve its members' standard of living & quality of life.
  - The 8 categories of goals & objectives are aimed at breaking cycles of underdevelopment (focus on macro and mezzo levels)
  - *Economic goals-*
    - Macro: socio-economic plan, democracy, morality, economic justice, innovativeness, competitiveness.
    - Mezzo: dualistic approach, community contribute to economy & become self-sustaining
  - *Psychosocial goals-*
    - Macro: motivated, highly organised society
    - Mezzo: independent, motivated to take responsibility
  - *Bio-physiological goals-*
    - Macro: provide food, health services
  - *Technological goals-*
    - Mezzo: establish & use appropriate technology.
  - *Spiritual-cultural goals-*
    - Macro: change worldview & value system, move to internal locus.
    - Mezzo: self-management belief that they can control their own lives.
  - *Political goals-*
    - Macro: government should have a vision & a will to achieve it
    - Mezzo: improve participation in local government & establish a positive community vision
  - *Environmental goals-*
    - Macro: family planning programme, environmental education
    - Mezzo: responsibility, accountability

- o *Educational goals-*
    - Macro: new paradigm & approach
    - Mezzo: empower members w/ knowledge, willpower & skills.
- **CHANGE AGENTS IN COMMUNITY DEVELOPMENT:**
    - o *Generalist community development worker-*
        - Employed by government departments, their sole purpose is to render developmental services to communities.
    - o *Specialist/sectoral developers-*
        - Directly contribute to the development of a specific sector/sphere of community life, e.g. social worker, teacher.
    - o *Experts & consultants-*
        - Don't enter into direct interaction w/ member of the community, provide expert advice. Employed by national boards, unions, state departments, social work institutions.

    - o

THEORETICAL CONTRIBUTIONS

Person-centred approach

- A way of thinking about & valuing people.
- Is relevant b/c a community consists of people & community practice is about changes in people's actions/behaviour.
- Social worker is a facilitator who is a part of the change process.
- Respect the community & operate from their reality & their frame pf reference
- Believe in their potential to grow & develop & allow them to make decisions for themselves.
- Facilitate self-determination -don't try to change them from the outside, they're able to do it for themselves
- Create non-threatening conditions to build a relationship
- Facilitate conditions & create opportunities for participation in decisions & for experiential learning & skills development.
- The community has a unique identity/self, that's both consistent & fluid
- Identity reflected in norms, actions, behaviours, values & attitudes.
- Will only change if it's consistent w/ their identity- imposed change= resistance & rejection.
- Identity formed by interaction w/ their context & significant others.
- Perceptions form & are formed by their reality- their reality is subjective.
- Community is holistic- change in one aspect= change in others
- Behaviour is goal-directed, accompanied by emotion & values
- People have vast resources for self-understanding; change is a process over time, is goal directed, holistic & complex.

Social construction

- Reality is a subjective social construct
- It facilitates an understanding of the processes by which people in interaction make meaning, describe, explain or account for the world in which they live.
- Qualities that promote change:
    - Relationships & context are central to the change process.
    - Appreciate strengths & resources
    - Trust, respect & a willingness to cooperate
    - Relational responsibility
    - Absence of blaming & shaming
    - Belief that the past doesn't determine the future
    - Accept that memories are constantly being revised
    - Comfortable w/ uncertainty
    - Confident about the future
- People are meaning generating beings, meaning created during interaction
- Realities emerge for collective meaning making within a social context.
- Realities are constituted by means of language
- People organise realities into coherent accounts/narratives.
- Some realities are valued more & become dominant- social problems arise when the accepted reality becomes problematic.
- Change is a continuous & evolving process, can be sudden/gradual.
- Change will be more effective if people agree to interact & coordinate their actions.
- As people construct their realities they shape their future.
- Change is made possible when alternative perceptions & meanings about the present situation are constructed in interactions w/ people.

Critical theory

- Has a social & personal focus. Key concepts: knowledge, power, awareness & agency.
- Requires us to step back & examine our presumptions.
- Focus is on the entire social system, exposing domination & promoting emancipation- domination is often revealed by labels.
- Examine societal contradictions & develop a critical consciousness.

- Constantly question why things are as they are.
- Knowledge isn't an objective reflection of external reality, but is constructed by people & can be deconstructed/ reconstructed.
- Knowledge is power-related & society is structured around power relationships.
- There's a connection b/t structural dominance & personal self-limitation.
- Domination/ oppression is created structurally but experienced personally.
- When people are exploited they think social inequalities are natural, b/c they accept things as they are.
- Emphasise people's agency, capacity to achieve change by being critical.
- Awareness creates the possibility of change.

Assets-based community development

- Sustainable, community-driven development that's not primarily dependent on external resources/ agencies
- Encourages positive action for change rather than focussing on needs/ shortcomings/ problems
- Increase self-reliance & develop community achievements
- Local knowledge & skills recognised & assets mobilised. Identify their strengths & capacity.
- Recognise social capacity. Uses a participatory approach to development based on principles of empowerment & ownership.
- Uncover hidden 'gifts' through appreciative inquiry. Inherently optimistic
- Is internally focussed, relationship driven, acknowledges & embraces tradition, promotes sustainable growths, build on existing capacity.
- Individual assets, relationships, local associations, networks.
- Identify strengths through strengths mapping
- Community is both subject & object of change
- Aware of resources & strengths-> potential of reaching goals increases
- Facilitate change by uncovering strengths & resources
- Should be led by the community, they decide what to do.

Appreciative inquiry

- Organisations change in the direction in which they inquire.
- A strategy for purposeful change that identifies the best of 'what is' to pursue dream & possibilities of 'what could be'.
- Cooperative search for strengths, passion & life-giving forces- factors that hold the potential for inspired, positive change.
- Is effective b/c it's holistic & allows for emotional responses.
- Create provocative propositions to build on their current achievements
- Questions that evoke positive emotions contribute to more long-lasting & effective change
- Look for strengths, what's working & successful
- Situation analysis used as alternative for needs assessment
- Is an application of the ABCD model.
- Meanings are created by our inquiries & influence the direction of future action
- An appreciative stance enhances relationships, facilitates participation & connects people
- Members recognised as experts in their situation
- Facilitates change in 4 stages:
  - Discovery, dream, design, delivery
- Appreciative situational analysis is a participatory tool used

Sustainable livelihoods

- Way of thinking about the objectives, scope & priorities for developmental activities
- Helps formulate developmental activities that are people-centred, responsive, participatory, multi-level, dynamic, sustainable & conducted in partnership w. public & private sectors
- Facilitates the identification of practical priorities for actions that are based on the views & interests of those concerned
- Makes the connection b/t people & the overall enabling environment that influences the outcomes of livelihood strategies

- Brings attention to potential of people i.t.o their skills, networks, access to resources & ability to influence core institutions. Is strength-based, people centred & participatory.
- Attempt to strengthen how people already cope & aim to make livelihoods sustainable.
- Participatory learning action(PLA) is associated w/ sustainable livelihoods, it's empowering & belongs to the community.
- Livelihood is sustainable if it can cope w/ & recover from shocks & stress & maintain/enhance its capabilities & assets while not undermining natural resources.

Developmental approach
- Process of planned social change designed to promote the wellbeing of the population as a whole in conjunction w/ a dynamic process of economic development.
- Focusses on integrating economic & social development for the benefit of all members of society.
- Integrated socio-economic development based on strengths of the individual/ group/ community to embark on activities that contribute to planned socio-economic development initiatives. Should promote the capacity for growth & development.
- Focus on grassroots involvement
- One of the approaches on which community development model is based
- Develop people toward their self-reliance according to their potential strengths.
- **DEVELOPMENTAL SOCIAL WORK:**
  - Goes beyond micro-level, utilises strengths, asset-based & non-discriminatory approaches to enhance social functioning, prevent social problems, develop human potential & social capital & help people realise the full potentials that already exist within them.
  - Enhance wellbeing in a social context.

Social development approach
- Same definition as first point of developmental approach
- Developmental focus on the social economy, provides interdisciplinary basis for analysing & dealing w/ current social problems & promote social welfare.
- Promotes citizen participation & strengthens the voice of the poor in decision making & building democratic & accountable institutions
- Multidisciplinary
- Goals: promote social & economic development, participation of the socially excluded in development efforts, improve quality of life, promote human development & social wellbeing.
- Harmonise social & economic policies
- Development is 1st & foremost a social process
- In SA the official approach to welfare & social services.

Basic needs approach
- Believe it's necessary for government & private sector to mobilise resources & create measures that would protect citizens against economic hardship
- Social security/ financial protection system e.g. grants & pensions.

Systems perspective
- Focus on connections b/t people & environment & the potential of the transactions for enhancing/ diminishing the capacity of individuals to gain satisfaction from life & promote the satisfaction of others.

COMPONENTS AND PARTICIPANTS IN COMMUNITY DEVELOPMENT

- Development of a project is mainly influenced by its environment, the community worker's organisation & the community worker as change agent.

The Environment

- The context, conditions or circumstances that affect people's lives.
- People experience & respond to their environment (PCA)
- The environment must be considered holistically
- Interaction w/ the environment influences the self
- **PHYSICAL ENVIRONMENT:**
  - Natural and man-made environment
  - Mountains, rivers, climate etc.
  - Man-made: creative & destructive attempts to change the context. May include population density, infrastructure, transport, traffic etc.
  - May include intentional boundaries, e.g. provinces & unintentional boundaries e.g. railway line
  - Contains resources & issues of concern
  - Natural environment NB in rural areas- soil type, water, climate, rainfall
  - Sustainable development of the natural environment NB
- **POLITICAL ENVIRONMENT:**
  - Who has the power/ are the significant people?
  - Administrative politics: services offered
  - Business & labour: is it organised/not? Unions.
  - Elective politics: political parties
  - Civic/community politics: powerful organisations in the community
  - *Leadership in the political environment-*
    - Hereditary leadership (leaders w/ power)
    - Elected leader (leaders w/ authority)
    - Not an official leader but has power (leaders w/ opinion)
- **SOCIAL ENVIRONMENT:**
  - Who are the people, how are they connected & how do they communicate?
  - How is the social environment structured?
  - Encompasses what people have in common, their norms & values.
  - NB to consider when getting to know a community
  - Only way to get to know their social context: talk to members & get to know how they perceive their community.
- **ECONOMIC ENVIRONMENT:**
  - Production, distribution & consumption of goods/ services.
  - Labour, capital, energy, management.
  - Relevant legislation & policy
  - Type of economic activity in the community will influence income etc.
  - Insufficient employment, instability, inappropriate skills & education influence economic stability
  - Distribution of basic services & infrastructure provide resources & indicate local needs.
- **CULTURAL ENVIRONMENT:**
  - Every aspect of life. Influences how people adapt to life/context.
  - The way the community learnt to satisfy its fundamental needs
  - How people structure their experience so it can be transmitted as knowledge from person to person & generation to generation.
  - Includes spirituality
  - NB links b/t responsible well-being & the individual & the collective.
  - Respect their culture/religions
  - Interdependence
- **PSYCHOLOGICAL ENVIRONMENT:**

- o NB to develop relationships w/ the people- you need to understand them first
- o Their "experiential world"
- o Needs, behaviour, emotions, values, perceptions.
- o What makes them happy/sad/angry etc? answer indicates community's concerns.

The community and the action group

- ▪ **THE COMMUNITY:**
  - o Exists in 3 broad categories:
    - A shared/ common geographical locality
    - Shared/ common interests
    - Shared/ common condition/problem/bond
- ▪ **THE ACTION GROUP:**
  - o An effective action group must develop features that are characteristic of effective communities, but on a smaller scale.
  - o Could be the entire population/ an interest group(s) of 15-20 people.
  - o Must have a common interest to work together to improve their lives and emerge from the larger community as principle actors in the process of participatory development.
  - o Worker must facilitate the group to act effectively to achieve their desired change.
  - o *Suitable action groups-*
    - An existing interest group
    - An ad hoc group of individuals united by a common concern
    - A potential ad hoc group
  - o *Dynamics of action groups-*
    - Knowledge of group processes NB to be better prepared
    - Facilitator must bring interested individuals together to the point where they're self-reliant.
- ▪ **THE COMMUNITY WORKER & GROUP LEADERSHIP:**
  - o Don't take over leadership

The community worker's organisation

- • NB to understand the organisation you represent
- • Organisation's policy, mission & functions determine the possibilities & limits of the worker's activities
- • Understand their geographical service area, administrative & decision-making structures, funding, services, resources & support.
- • Be aware of: why the organisation does community work, which population is served by the organisation, the method of the organisation, funding policy, the organisations relation to the wider community & how much support & cooperation he/she can expect from the organisation

The community worker

- • Operation within the following relationships:
  - o w/ the action group
  - o b/t action group & other organisations
  - o w/ their agency/ organisation
  - o w/ other organisations
- • Work w/ the community, NOT on its behalf
- • **ROLES OF THE COMMUNITY WORKER:**
  - o Guide
    - ▪ Leads & shows the way
  - o Advisor
    - ▪ Recommends future action
  - o Enabler/facilitator
    - ▪ Assist people to fulfil their fundamental needs, increase their learning opportunities & to gain experience by becoming more empowered
  - o Advocate
    - ▪ Supports/ speaks in favour of, pleads for/ defends others.
- • **SKILLS & QUALITIES:**

- o *People-centred communication-*
  - Being present, listening skilfully & responding appropriately. Basic & advanced empathy, probing, questioning
- o *Wide-angled orientation-*
  - Awareness of the wider context within which interaction takes place.
- o *Self-awareness-*
  - Self-knowledge & self-awareness
- o *Attitudes & values-*
  - Be aware of own attitudes & values, clear about their own frame of reference
- o *Facilitator awareness-*
  - Aware of issues w/ the potential to harm/benefit.
- o *Process/ product orientation-*
  - Recognise whether they're interested & inclined to promote self-development of people through participation or whether they tend to focus on achieving specific tasks.
- o *Creating a safe space-*
  - Respect
  - Non-judgemental acceptance & trust
  - Congruence
  - Individualisation
  - Openness, transparency & inclusivity
  - Self-determination
  - Empathetic understanding
  - Confidentiality

- **REFLECTION & A REFLECTIVE PRACTITIONER:**
  - o *Reflection-*
    - An internal process of conceptualisation & reasoning.
    - The results of reflection are awareness, symbolisation, conceptualisation & articulation
    - Creates understanding & motivation for how to take action/intervention.
  - o *Becoming a reflective practitioner-*
    - Checking/taking stock of our actions
    - Evaluate how effective we are in our role
    - Ensuring we're consistent in our work
    - Enable us to identify gaps in our knowledge/skills & improve it
  - o *Assistance in being reflective-*
    - Description by an observer
    - Reflection in groups
    - Feedback
    - Journaling/ process notes

COMPONENTS OF COMMUNITY WORK

The community

- Community as a:
  - Setting- geographical location
  - Target-specific community that must be changed
  - Instrument-community involvement
- **THE CONCEPT "COMMUNITY":**
  - A social system which originates when a population of individuals localised in a specific geographical area establishes & utilises structures & relationships to deal w/ impediment & at some time develop a sense of communal thinking, identity & activities.
  - *Social dimension*- a social entity whose building blocks are: individuals & relationships between selves & environment (formal/informal).
  - *Spatial dimension*- could be neighbourhood, town, nation, village etc. criteria used to define could be narrow/ broad, general/ specific.
  - *Functional dimension*-the purpose of the system. Form various types of systems to provide services.
  - *Cultural-symbolic dimension*- the entity w/ which people identify/ have a shared emotional connection. Eg. The general geographic location/ a system in the location, eg. A school.
- **COMMUNITY CHANGE:**
  - Change to benefit involved system(s).
  - *Causes of community change-*
    - External change-inducing forces:
      - Those over which community has little control.
      - Could come from any source/ macro trend.
    - Internal change-inducing forces:
      - Those over which community has some control, often emanates from individual members, groups & organisations.
      - Develop a new vision/goal; make rational deliberate decisions; paradigm shifts; learn new behaviour/ coping strategies; conform to/ challenge wishes of others; adapt to change.
      - Will struggle toward desired change if believe it to be attainable & beneficial-voluntary change/ pull of hope.
      - Will change if they believe it would eliminate discomfort- forced change/ push of discomfort.
      - Community work: external intervention that utilises pull & push factors to bring about planned change to the community/ subsystems.
  - *Reactions to community change-*
    - Change often seen as a crisis as it forces people to try new ways of coping.
    - To induce change you must first u/stand how they will react to it on psychological level.
    - It causes crisis because they discover their customary problem-solving processes aren't affective.
    - Stages of change:
      - 1- doubt, fear, anxiety
      - 2- discomfort & a reaction
      - The crisis- when customary reactions fail
      - 3- crisis forces them to cope w/ change

The practitioner

- **KNOWLEDGE REQUIREMENTS:**
  - Theoretical & practical
  - Knowledge of 5 levels (from general to specific:
    - Level 1-knowledge of the broad environment in which operating.

- Level 2-knowledge of social work as a science & profession
- Level 3-knowlegde of the contextual & target communities, their impediments & resources.
- Level 4-knowledge of the nature, policies, services, resources etc of employer organisation.
- Level 5-knowledge of operational elements of action.

- **ATTITUDINAL REQUIREMENTS:**
  - Aware of & guided by values, code of ethics.
  - South African council for social service professionals
  - 9 of the most NB community work principles:
    - 1- You should do community work: don't claim domain of other professions
    - 2- You should be objective
    - 3-Do no harm
    - 4-Treat people with dignity
    - 5-Build on the community's strengths
    - 6-Empower people: teach them self-directed problem prevention & solving skills
    - 7-Be a change agent: get involved
    - 8-Be accountable
    - 9-Lend a vision to others: positive vision can motivate & remind them where they're going.

- **SKILLS REQUIREMENTS:**
  - Habit 1- They strive to understand their position within the greater scheme of things: understand you position
  - Habit 2-They continually empower themselves: mastery over KAS, utilise opportunities to sharpen & improve
  - Habit 3-They spend time on self-renewal: enhance their personal wellness
  - Habit 4-They first seek the moral support of their employer and colleagues: gain trust, get managers involved
  - Habit 5-They build & utilise partnerships/ coalitions: intersectoral collaboration
  - Habit 6-they use management & planning as empowerment tools: use problems that arose as empowerment tools
  - Habit 7-they activate the push of discomfort & the pull of hope in others
  - Habit 8-they instil an internal locus of control in others: unlearn learnt helplessness, take ownership

The context

- Factors could mould/ impact the service.
- **THE EMPLOYER ORGANISATION/ CHANGE AGAENT SYSTEM:**
  - Field of practice/ policies restricts services rendered.
  - Its position within a larger structure forms parameters within which the worker has to function.
- **MACRO SOCIO-ECONOMIC FACTORS**
  - Areas of concern: poverty, income discrepancy, HIV infection rates, economic growth rate, growing need for education, health & social services, housing & infrastructure backlogs, poor nutrition, inadequate healthcare, high levels of social problems, high crime rate.
  - Tackle huge poverty problem
  - Most NB role-players: the government.
- **POLITICAL FACTORS: SA GOVERNMENT POLICY**
  - Aims: basic needs met, social grants, free health care, compulsory education, subsidies.
  - Aims to create a people-centred society & protect the rights of individuals.
  - Democratic rights based approach
  - Facilitate the development of human capacity & self-reliance, within a caring & enabling socio-economic environment.
  - Developmental social work goes beyond the micro-level rehabilitation, counselling, protection & care but also includes it.
  - Strengths, assets-based & non-discriminatory approaches used to enhance social functioning.
  - Help people realise the fullness of the potentials that already exists within them.

PARTICIPATORY DEVELOPMENT METHODS AND SKILLS

Introduction

- Techniques used to facilitate communication, critical thinking, reflection on their own situation, creation of new meaning & new realities towards changed behaviour & action.
- Connecting & discovering in the change process.
- Participatory learning action (PLA) closely related to sustainable livelihoods approach
- PLA= umbrella term; is empowering & belongs to the community
- Approaches, methods & techniques have their own functions- choice depends on what the practitioner is trying to accomplish, the context, number of people participating, available resources & participants' level of interest.

Broad-angle scan

- To get an initial idea of the potential community- best way is to make an unobtrusive visit: street walk, speak to people & collect info, scan the media, look at organisation records/ statistics, consult official census.
- Make contact w/ relevant leaders & organisations to gain an understanding of local structures & resources
- Look for strengths & assets
- Done before you begin community development & before the community knows you
- Use someone who knows the community to show you around

Listening survey

- Listen to unstructured conversations, should take place at people's familiar environments, where they're relaxed to discuss concerns
- Hear the emerging themes & generative themes, their strengths, assets & gaps
- Empathetic & challenging responses to what practitioner hears increases people's awareness of their situation & the factors & relationships that contribute to it.
- As understanding develops interested people will emerge-could indicate possible action groups
- When there's an action group participatory learning about the community takes place- includes existing & potential resources of which people are unaware.

Collecting stories

- Stories are co-authored & constantly changing
- Inquire about the creativity & strength = make the positive story dominant
- Informal discussions & interview that draws out people's experience of successful activities & projects build confidence b/c the people become aware of their gifts, skills & talents
- Makes people interested in exploring other community assets
- Should be able to tell their story in a way that leads to a vision for a better vision
- Learn together= community learns about itself & facilitator learns about it
- Know stories about previous community development efforts

Appreciative inquiry

- Aim is to create a culture of positive thinking & learning for both community & practitioner
- Focus on past successes
- Help them see the connections between various assets & strengths
- Create awareness of the reasons for successes
- Part of the ABCD approach
- You change into the direction into which you inquire
- Assumes meanings are created by our inquiries & influence the direction of future action

Mapping

- Ask the community to create a picture/ map of itself (after they trust you)
- Makes participation of anyone possible
- **PARTICIPATORY RURAL APPRAISAL (PRA) MAPPING OF RESOURCES:**
  - Ask community to make a large picture/ map of itself- any material can be used

- o Allows discovery of which skill the group/people can use to express themselves
  - o Practitioner & community learns about the community
  - o Try help every member take part
  - o Practitioner encourages, but doesn't get involved
- **DRAWING A TREE**
  - o Useful way to facilitate mapping. Draw tree w/ roots, trunk & branches.
  - o Past + present in branches
  - o Cause of situation in the roots
  - o Interpret & reflect
- **ABCD MAPPING**
  - o Document the community's resources
  - o Start w/ what they have & make inventory of assets & capacities – community members gather the data
  - o By mapping itself: build relationships, learn about contributions, identify potential linkages
  - o Stimulate a vision for the future & leverage internal & external resources to support the vision
  - o Types of maps:
    - ▪ Individual gifts; skills & capacities; associations; local institutions & their assets & natural resources; local economy

Community self-surveys

- Participatory action research (PAR) and community self-surveys
- Aim is to collect quantitative data about specific issue
- Done by interested people in community
- Used during discovering & connecting phase
- Info not factual unless confirmed
- **ADVANTAGES:**
  - o Local people & resources used
  - o Encourages communication rapport
  - o Prepares people for collective action
- **DISADVANTAGES:**
  - o Answers may be influenced by interviewer's opinions/views
  - o People may not want to be questioned by local people they know
  - o Time consuming
  - o Research may create expectations

Swot analysis

- Strengths; weaknesses; opportunities; threats
- Can be formal/informal
- Brainstorm & sift info according to the four categories- participants compare perceptions & conclusions
- Goal: develop various strategies that would help the community maximise its strengths, overcome its weaknesses, make the most of opportunities & neutralise threats.

Social analysis

- Help community & worker learn about community
- Get to know & reflect on community in a participatory way
- Empower community to develop social analysis skills & become active participants in their own development
- Recognise people as experts on their own situation
- Opportunity to discover skills & express creative potential & appreciate each other
- Look at available resources & how they're used.

ETHICS, PRINCIPLES, FEATURES & OUTCOMES OF PARTICIPATORY DEVELOPMENT

Ethics for social workers

- Values, norms & moral judgements that guide behaviour.
- Protects clients & practitioners, prevents malpractice & ensures quality of service & professional competence
- Community is a non-expert, the client (community) is the expert & the worker listens to & learns from them

Principles of community development

- **ETHICAL PRINCIPLES:**
  - *Human orientation-*
    - Development is about people & becomes human development
    - Human development is holistic
    - Development is a process of self-development
    - Human orientation can be operationalised by listening to the person
    - Development efforts should correspond w/ the capacity of the community
  - *Participation-*
    - Allowing the community to take part & be active in the process
    - Involve people as equal partners
    - Collective action
    - Cooperation
    - Communalism
    - Eight conditions that promote participation:
      - Effective leadership
      - Collective awareness
      - Self-organisation
      - Supportive networks
      - Small-scale projects
      - Less dependence
      - Reduced risks
      - Cooperation
    - Advantages of participation:
      - Contributes to ownership & sustainability
      - Encourages creativity & improvisation
      - Increases elf-reliance
      - Leads to community building
      - Can contribute to a learning opportunity
      - Allows participants to exercise control over their own resources/lives
      - Is essential for human development
      - Respects the dignity of people
      - People are the most NB resource for development & should be accessed
  - *Empowerment-*
    - Enable people to demonstrate & increase their ability/capacity & to influence & control the decisions/forces that affect their life space for their own benefit & the benefit of others
    - Increase in power to act, change & prevent the recurrence of problems
    - Not power that is handed down to people, but comes from within
    - Give people a say, listen to them w/ empathy & understanding
  - *Ownership-*
    - Knowing & experiencing that something belongs to oneself
    - Without ownership, there won't be responsibility
    - Facilitating ownership begins when worker introduces themselves
    - Facilitated by:
      - Relevance, time, supporting people's initiatives, cooperation, people's management, collective decision making, experiential learning, starting small.

- o *Release-*
  - To set free/liberate, allow to move from a fixed position.
  - Liberating people from all that holds them back
  - An outcome of radical transformation that's holistic & complex
- **PRACTICAL PRINCIPLES:**
  - o *Learning*
  - o *Adaptiveness-*
    - Flexibility & creativity
    - To adapt to changing conditions & survive fluctuations
  - o *Simplicity-*
    - Small-scale & micro development

Features of community development

- **COLLECTIVE ACTION:**
  - o *Definitions-* (a collective is an interest group made up of individuals)
    - Collective action:
      - The joint operation of an action group for the purpose of achieving a jointly determined goal.
    - Action group:
      - Collective action at a grassroots level is carried out by an action group
      - An organic whole
      - Not recruited & organised from the outside but formed spontaneously
      - Members grow together by communicating & discovering their commonality
      - Collective reflection, analysis & planning
      - Have a common concern/ need
      - Formed when a number of individuals who share a common interest want to do something about their shared situation
  - o *Conditions for collective action-*
    - Experience common problems, have unsatisfied needs, have experience of acting together effectively, framework available, aware of available resources, recognise necessary knowledge, willing to take a risk
  - o *Advantages of collective action-*
    - Aware of needs, citizen participation, collective fund of human resources, care, collective knowledge, collective self-reliance
- **SELF-RELIANCE:**
  - o The way out of dependency.
  - o Act of people mobilising themselves to meet their felt needs, & relying primarily on local resources & strengths
  - o Comes from within, but directed outwards
  - o Is an attitude & state of mind. Develops through acquisition of knowledge & skills.
- **NEEDS ORIENTATION/RELEVANCE:**
  - o The needs should be relevant & community itself should define relevance
- **OBJECTIVE ORIENTATION:**
  - o Goal must be clearly & consciously shared & set by the action group
  - o After goal (destination) has been set, action group must formulate objectives (milestones to pass to reach the destination).
  - o Deciding what must be done to reach the goal
- **GRASS-ROOTS ACTION:**
  - o Respect for & recognition of local & indigenous knowledge & perceptions.
- **PROCESS:**
  - o Composite & complex, is responsive, process unfolds as themes of action

Outcomes of community development

- **AWARENESS:**
  - o Individual awareness

- o Group awareness
- o Global awareness
- **COMMUNITY DEVELOPMENT LEADS TO FURTHER DEVELOPMENT:**
  - o Development is an ongoing, progressive process
- **DEMONSTRATION EFFECT:**
  - o After experiencing success, they action group may be encouraged to extend goal & direction to meet other needs.
- **COMMUNITY BUILDING:**
  - o Increased capability, capacity & competence.
- **SUSTAINABILITY:**
  - o The responsible wellbeing of people, being able to support this wellbeing adequately for an extended period. Closely related to self-reliance.
  - o Change that development brings should be economically, socially, institutionally & environmentally sustainable.

THEMES OF ACTION

- Themes of action refers to the unfolding and successive occurrences in improving the living situation of a community. Themes of action are dominant themes in the actions of a facilitator and interaction with an action group at a particular time.

Initiating the project

- To realise the goal of starting a project the following objectives have to be attained:
    o Clearly identify & formulate one issue/need as a starting point for the project
    o Identify resources
    o Holding the first meeting
    o Forming a committee
- Get to know a community's needs by doing a thorough analysis of their solutions
- Reach consensus on the most NB issue/need; formulate the issue/need; determine how common & intense it is
- A felt need can be identified by the emotion that accompanies the experience. This emotion can facilitate goal-directed behaviour
- Be culturally sensitive & respective to people's values
- Types of resources: human, natural, manufactured or organisational-human resources are most NB.
- Always give feedback in a positive way to mobilise & motivate the community.
- Facilitate the action group's participation. Identifying the specific need represents the beginning of collective action.
- Group meetings are important to contribute to group cohesion & unity.
- When an action group decides to take responsibility for further action, the relationship has to be formalised.
- Organise the group to perform its management tasks and function effectively
- Recognise official leaders in the community
- The committee should develop its own leaders, worker can help identify potential leaders in the action group
- **ROLE OF THE WORKER:**
    o Community worker should get people together who are interested in functioning as an action group & facilitate the building of the group's capacity & give support & guidance

Planning

- A process of future-oriented thinking about a path that will cover the distance between where we are & where we want to be.
- Planning must be incremental, short term, attainable, simple, written down & participatory
- **TECHNIQUES FOR FACILITATING PLANNING:**
    o Facilitating questions
    o Scheduling
    o Brainstorming
    o Story without a middle
        ▪ Draw/describe the current situation then draw/describe the desired situation. Then brainstorm ideas of how to get to the desired situation
    o Force field analysis
- **ROLE OF THE ACTION GROUP & WORKER:**
    o Committee/ team management group has to meet regularly for planning purposes
    o Worker should facilitate the planning process & trust & enable the group to make informed & carefully considered decisions
    o provide the group w/ relevant info

Implementation

- A series of events & actions to put a plan into effect in order to reach the objective
- executing the required actions w/ the available resources until the need has been met.
- Must come as soon as possible after planning.
- The action group, including the committee, usually performs the task of implementing the project

- Implementation should be a social learning process
- Community worker has to facilitate the action group's management of implementation
- Implementation should not be delayed for lack of managerial skills- their attitude & motivation are more NB
- **ROLE OF THE FACILITATOR:**
- Permission
- Leadership
- Group maintenance
- Building & maintaining external relationships

Evaluation/reflection & control

- **ASSESSMENT:**
    - Assessment/ situation analysis is the worker's & action group's process of learning about the environment
- **MONITORING:**
    - Continuous process of interim evaluation to improve effectiveness during action, provides early feedback to inform project adjustments before problems show up
    - Should be a participatory process of reflection on what they're doing-motivate & promote ownership
- **FINAL EVALUATION:**
    - Takes place after the action to establish the outcome of the action- investigate the successes i.t.o. its objectives.
    - Effects of the project, the process, the worker's performance & further issues/ needs that emerged
    - Group should evaluate its own experience
- **EXTERNAL & INTERNAL EVALUATION:**
    - Controlled by people who were not participants in the project
- **PARTICIPATORY EVALUATION:**
    - Controlled by the parties who are directly involved in the project-they reflect critically on their own efforts. Increases their understanding of the outcomes

Termination

- **ENDINGS:**
    - *Ending group activities or meetings-*
        - They should know about endings & have time to prepare for it
    - *Ending group participation*
    - *Termination when the community worker leaves-*
        - Reasons why a worker may have to terminate interaction:
            - Set objectives have been achieved, action group can continue independently, transfer of community worker, community worker decides to leave, project failure
- **TERMINATION EXPERIENCES:**
    - *Common reactions-*
        - Denial
        - Regression
        - Clinging
        - Recapitulation
- **DEALING WITH TERMINATION:**
    - *Before termination-*
        - Introduce termination
        - Evaluation
        - Disengagement
    - *Stabilising achievements & building sustainability-*
        - Promote group members' confidence in their ability to continue their own assessment of progress & specific changes that have been achieved.

THE COMMUNITY WORK PROCESS

- The implementation of community work is a planned, problem-solving process- also described as intervention

- Deliberate action intended to alter a situation or interfere w/ an expected or usual course of action.
- Involved individuals, groups & organisations:
    - *Action system-*
        - The practitioner & the people he directly works with/through in order to bring about necessary change
    - *Target system-*
        - The people & organisations that must be changed
    - *Consumer/client system-*
        - The system that would directly benefit from the change
    - *Employer organisation/change agent system-*
        - The entity that directly employs the practitioner

Step 1: Do a situation analysis

- To gain an understanding of the nature of the practice situation. Prepares you for the selection of practice model(s).
- **TASK 1- ANALYSE THE CONTEXT:**
    - Familiarise yourself w/ the elements of the practice situation that might impact on the nature of your service delivery. It should cover the community & the context within which action will take place.
    - *Employer organisation-*
        - Its structural dimension; its management, staff & resources; the nature of its services
    - *Contextual community-*
        - Familiarise yourself w/ the system that will be the target for/ instrument of change
    - *Socio-economic trends-*
        - Would impact on your service delivery- requirements to be met
    - Use direct observation: drive/ walk through community, streetwalking surveys, interviews w/ key informants
- **TASK 2-ANALYSE THE EXPECTATIONS:**
    - *Employer expectations of you-*
        - Job description, policies, models & tactics, client system etc.
    - *Community expectations of you-*
        - Gained from key informants/analysis.
        - Image they have of employer, expectations of employer & worker, extent to which they're prepared to become involved, their views of the power structure.
    - *Expectations of community regarding change-*
        - Would they welcome/ resist change inducing forces?
        - Do their already exist change inducing forces in the community?
        - Would they accept your involvement?
        - Would they react positively/ negatively to change interventions?
- **TASK 3- COMPARE FINDINGS WITH PRACTICE MODELS:**
    - Compare the results of the previous 2 tasks w/ the contents of the practice models- comparison should focus the various role-players' views. The practice models represent analytically different ways in which community work could be done & provide broad guidelines/indications of the approaches that could be followed to reach identified goals.
    - *Compare the dominant perception of the nature of the community w/ the variables of the practice models*
    - *Compare the dominant suppositions regarding the etiology of the impediment(s) w/ the variables of the practice models*
    - *Compare the dominant demarcation of the consumer/client system w/ the variables of the practice models*

Step 2: Identify & analyse impediments

- Identify & gain understanding of the nature of the social problems, social needs and/or the unutilised potential in the community that should be the focus of your attention- should be combines w/ a preliminary feasibility study.
- **TASK 1- IDENTIFY IMPEDIMENTS:**

- o Aims to identify the specific impediments the would be the focus of service delivery.
- o Analyse employer organisation's existing services
- o Do research in the community
- o Comply w/ responsibilities i.t.o your organisation's field of service
- o React to events/trends that require a community work response
- o React to external demands that other systems place upon you
- **TASK 2- DEFINE, ANALYSE & PRIORITISE:**
  - o Clearly demarcate, define, analyse & prioritise problems identified in task 1 w/ the help of other role-players to enhance the validity of the 'final product'.
  - o The 'final product' should be an assessment/diagnosis of each of the impediments & some indication of their relative priority ranking
  - o Elements of the impediments to be covered in assessment:
    - ▪ Clinical elements, etiological elements, consequences, priority rating.
  - o Find out what the consumer/client system's views are of the impediments, how other significant role-players view them & come to your own conclusion.
  - o Take note of the difference between the community's 'felt needs' (something somebody wants to have) and 'real needs' (something that would make a substantial contribution to their survival, well-being & self-actualisation).
- **TASK 3- DO A PRELIMINARY FEASIBILITY STUDY:**
  - o Texting or evaluating of all the relevant systems' individual & combined ability to deal w/ the impediments.
  - o Four areas of concern:
    - ▪ The systems readiness & willingness to deal w/ the impediment
    - ▪ The availability of resources (manpower, infrastructure, time, costs)
    - ▪ The impact that dealing w/ the impediment would have on the systems involved
    - ▪ The workability of the process (what are the chances of a successful outcome, will it be cost-effective?).

Step 3: Formulate a plan of action

- The nature & format of the plan of action will be determined by the chosen practice model(s).
- **TASK 1- VERIFY & OPERATIONALISE THE PRACTICE MODELS:**
  - o Once the model has been chosen (after the feasibility study) is should be operationalised.
  - o Variables of the chosen model(s) are used as criterion to identify & select the specific elements that will be used to attain set goals.
  - o Mix & phase models & accompanying strategies so that that services would be tailor-made for the specific practice situation.
- **TASK 2- SELECT OPERATIONAL ELEMENTS OF ACTION:**
  - o The minimum elements that have to be covered by a programme in order for it to be a functional entity
  - o They entail the action system, the programme's task, the client system, the specific impediments, the specific objectives & the services that it would encompass.
  - o The chosen practice model(s) would determine both who the potential members of the action system would be & how they will be mobilised.
  - o The intended composition of the action system would determine how its members would be mobilised:
    - ▪ Community development: non-direct & informal process of negotiating entry, ordinary members involved in the self-help process
    - ▪ Social planning & community education: formal process of identifying role-players
    - ▪ Social marketing: practitioner & members of employer organisation function as sole action system
    - ▪ Social action: system usually consists of aggrieved/ concerned citizens
  - o The selection of appropriate operational elements could best be achieved through a deductive process ('fishbone analysis'). Moving from the general to the specific.
- **TASK 3- FORMULATE PROGRAMME & PROJECTS:**

- o Phase where all the identified & selected elements are brought together in a form of coherent, integrated & written plan of action- E.g. A community work programme.
- o A community work programme is a structured, mezzo level & written plan of action that usually consists of two or more projects- provides an overall picture of the organisation's intended service delivery.
- o The general designs principles- the programme logic model (PLM):
  - PLM is in essence a strategic planning, management & reporting framework or tool that will assist practitioners to map out the relationships among problems, inputs, activities, outputs, outcomes & environmental factors
  - Provides a simplified diagram of a programme; shows the logical relationships among the resources invested, activities & benefits/changes; can be used as an organising principle; is flexible enough to use in a variety of interventions.
  - Its 8 basic components:
    - The problem statement; a list of the inputs/resources; the activities & who will be involved; intended outputs; long term outcomes; the environmental factors; the assumption; the format of the review
  - Types of communication opportunities/media that could be utilised:
    - Interpersonal media (person to person), intermediate media (small group-visual/ audio-visual, auditive), mass media (person to impersonal masses- visual, auditive, audio-visual)

Step 4: Implement the plan of action

- The phase where practice models are operationalised, material & human resources are mobilised, change is brought about, goals and objectives are attained, and impediments are eliminated.
- The phase where ideas become action and dreams become reality.
- The procedure that would be followed when implementing the plan of action will be determined by the chosen practice model & the unique characteristics of each practice setting.
- **TASK 1- LEGITIMISE THE PLAN:**
  - o Gaining the relevant role-players' consent to proceed w/ attempts to change some facet of the community life (employer organisation, governmental bodies & the community itself).
  - o Get your employer's final approval of the plan, their permission to start w/ its implementation & their commitment to support the process.
- **TASK 2- IMPLEMENT THE PLAN:**
  - o Mobilise members & resources, allocate responsibilities & tasks, coordinate activities, monitor progress, control operations & resources, give feedback, adapt plans, motivate people, changing circumstances & the environment.
- **TASK 3- EXECUTE CHANGE INDUCING ACTS:**
  - o *Community work roles-*
    - Primary roles in community development
      - Catalyst, facilitator/enabler, guide, consultant, motivator
    - Primary roles in social planning
      - Researcher, social planner, programme developer, administrator, networker
    - Primary roles in community education
      - Educator, conferee
    - Primary roles in social marketing
      - Marketer, public relations officer, spokesperson, public speaker
    - Primary roles in social action
      - Mobiliser/organiser, activist, advocate, agitator, negotiator, mediator, broker
    - Generic community work roles
      - Committee member, fund raiser, proposal writer, coordinator, leader, empowerer
  - o *Community work techniques-*
    - A *set of acts & procedures that are aimed at eliciting a predetermined response/result*
    - *Consists of certain acts combined in a way to form a systematic procedure aimed at bringing about predetermined change.*

- Education techniques
  - Create a learning experience aimed at teaching people how to react to different situations
- Group capacity building techniques
  - Contracting, maximising group efficiency, data dissemination, giving guidance, dealing w/ group dysfunction, group motivation & encouragement
- Influencing techniques
  - Media campaigns, protest letters, lobbying/bargaining, lawsuits
- Consultation techniques
  - Expert places his knowledge & insights at the disposal of others. Giving advice & counselling
- Dispute settlement techniques
  - Mediation, arbitration (practitioner makes final decision), negotiation
- Funding techniques
  - Street collections, levy service fees, profit-making projects
- Organising techniques
  - Activities where practitioner creates, mobilises, co-ordinates or controls resources.
  - Inter-organising or intra-organising
- Research techniques
  - Quantitative, qualitative & mixed methods research
- Public relations techniques
  - Aimed at improving his own, his professions or his employer's image
- Marketing techniques
  - Communicative activities of the practitioner aimed at the promotion/selling of a social cause, practice or service
  - Advertising, idea marketing, service marketing, organisation marketing, person marketing, personal selling, networking

Step 5: Evaluate the process & results & sustain change

- An ongoing responsibility that starts at the beginning of the process, continues throughout & is usually the forerunner of a new, follow-up process.
- Without it change would become directionless & everyone will be uncertain.
- **TASK 1- EVALUATE THE PROCESS:**
  - What's going on? Are we still on the right track? What is needed to keep us on the right track?
  - Continual gathering of applicable info, its interpretation & the communication of the findings to the right person at the right time and in the right format (gather info, interpret info, communicate findings, act on findings).
- **TASK 2- EVALUATE THE RESULTS:**
  - Same procedures as task 1 used to evaluate the final results: look at the past, look at yourself, look into the future.
- **TASK 3- SUSTAIN CHANGE:**
  - What next?
  - If intervention had been successful, part of a look into the future would include considering how the changes that had been induced could be maintained in the long run