



Tutorial Letter 201/0/2018

**Examination preparation
Feedback on Assignment 01 and 02**

SCK3703

Year module

Department of Social Work

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BARCODE

EXAMINATION PREPARATION

FORMAT OF THE PAPER

Duration: 2 hours

Mark: 50 X 2=100%

The October/November 2018 and January/February 2019 examination papers consist of five (5) short essay type questions with 10 marks each. The examples of questions are; name and discuss or discuss (concept, process, principles, perspectives, features, requirements of the community work practitioner, etc.). Discuss (give a fact-based reasoning of a concept, process, principle, perspective, features, requirements of the community work practitioner, etc. and include your own interpretation). All the questions must be answered on a booklet provided in the examination centre. Should you not obtain 40% in the written examination you will fail irrespective of what you have obtained for the assignments.

The material that should be studied for the paper:

- Louw, H.2007. Participatory community development in social work and the social service professions. Only study guide for SCK3039. Pretoria. University of South Africa.
- Weyers. M.L. 2011. The Theory and Practice of Community Work: A Southern African Perspective. 2nd edition. Keurkopie, Potchefstroom, South Africa.
- SCK3703 Tutorial letter 102

The final mark is earned as follows:

Examination	60%	TOTAL	100%
Assignments	40%		

GENERAL FEEDBACK ON ASSIGNMENTS

Please take note of the following:

- Most students did well in both assignment 1
- Some students just copy what is written in the textbook or study guide without reflecting understanding.
- Some students plagiarise and do not cite references as expected. Students do not reference sources. Some students are generally still struggling with in-text referencing submit assignments with no in-text referencing at all.
- Some students do not understand the concept of a “table of contents” and that it is based on the headings and numbering used within the assignment.
- Some students do not present a bibliography with correct punctuation and the bibliography is not written in alphabetical order.
- Some students also do not seem to understand that the bibliography is based on the referencing done in the assignment and list sources in the bibliography, which they did not reference.

ASSIGNMENT 01

Below is the summary of critical points

Questions

- 1. Discuss and distinguish the concepts of community work and community development (15 marks)**

Community work is the method of social work *that consists of* the various processes and helping acts of the social worker *that is targeted* at the community system, as well as its sub-systems and certain external systems, with the purpose of bringing about required social change with the help of especially community development, social planning, community education, social marketing and social action as practice models (Weyers.2011: 28).

Community development (CD) is the method, process, programme and strategy by means of which change agents, with or without the help of external systems: speed up the tempo at which a community develops, provide direction to the development process in order to realise

objectives purposefully within the economic, psychosocial, bio-physiological, technological, spiritual-cultural, political, environmental, educational and other spheres of life, make the goal attainment process as cost-effective, streamlined and sustainable as possible so that both human and environmental resources are used optimally and contribute to human growth and the unlocking of human potential by empowering community members to take responsibility for their own, as well as the whole system's development (Weyers.2011: 39).

Relationship between community work and community development

When the ecosystems perspective is used as a basis to compare community work with community development, it becomes apparent that the difference between the two *is a question of focus and scope*. The domain of social work practice implies that it is this profession's primary purpose to improve people's social functioning. In order to achieve this result, it has to enable people to fulfil their roles more effectively, reform the environment in which they live and change the transactions between the two. Community work has exactly the same field of practice. It, therefore, focuses on the psychosocial sphere of community life.

Community development does not have such a narrow psychosocial focus. Its field of practice rather encompasses all eight spheres of community life Economic, psychological, bio-physical, technological, spiritual-cultural, political, environmental and educational. Its primary purpose is to change the conditions within which people live in order to, basically, improve their overall standard of living and quality of life (Weyers.2011:47).

2 Discuss the vision, mission, purpose and goals of community work (20 marks)

The vision and mission of community work

Community work's vision and mission is the same as that of social work. In other words, represents only one of the ways in which this profession could produce the results it strives for. Social work vision is the "good society", while others depict is as a "*just society*". Such a society would, *inter alia*, provide for everyone:

- warm and safe housing,
- an adequate supply of water and nutritious food,
- challenging jobs,
- loving and caring friends and family,
- access to the services and resources they need,
- the will and skills to deal effectively with life's daily challenges,

- minimal stress, crime and suffering,
- the opportunity to participate in the plans and policies that effect their lives,
- the opportunity to live satisfying and fulfilling lives, and
- a balance between individual and collective rights and responsibilities.¹

Social work mission is basically in the trifocal 'business' of enhancing individual's social functioning, reforming society and increasing the adapted fit between these two types of systems (Weyers.2011:30).

The purpose of community work (5 marks)

The *specific* contribution community work make to achieving the profession's envisaged end result (i.e. a 'good/just society') entails social change on three levels. They are:

- to enhance people's problem-solving, coping and developmental capacities
- to create and maintain the opportunities, resources and services that people need and
- to link people with the systems that provides them with the required resources, services and opportunities (Weyers.2011: 31)

The goals of community work

A distinction is often drawn between three types of community work goals. They are the so-called task goals, process goals and operational goals.

Task goals

Task goals essentially denote some type of intended change in the circumstances or environment of a community. They cover, amongst others, the creation of circumstances in which community systems are empowered to perform their problem solving, needs fulfilment, resource/service utilisation and environmental modification tasks in a more effective way.

- There is a myriad of goals that could be categorised as '*situation-changing*' in nature. These include those aimed at the:
 - establishment of new or improved social work and other services,
 - development of facilities, infrastructure and resources (*e.g. homes for the aged, day care centres and emergency relief funds*),
 - improvement of co-ordination between existing services and resources and influencing of social and other types of policies, as well as the practices of institutions and organisations.

Process goals

Process goals essentially denote a '*people-changing*' type of outcome. They especially cover the bringing about of some or other form of change in people's knowledge, attitudes and behaviour (KAB)'. Process goals can also take on various forms. These include those aimed at:

- enhancing people's problem-solving, coping, self-help, leadership, negotiation, conflict management, entrepreneurial and a wide variety of other skills,
- changing people's feelings of apathy, powerlessness, insecurity, fear and irresolution, people about their circumstances and empowering them with the knowledge and skills they need to change these circumstances,
- preventing social dysfunctioning by identifying and strengthening individuals, groups and communities inherent potential,
- improving peoples support for and participation and involvement in groups, organisations and community life in general,
- creating and improving intra-organisational, inter-organisational, intergroup and interpersonal relationship and co-operation,
- sensitising organisations and government institutions to the needs and circumstances of communities,
- educating people with regard to their rights, responsibilities, the nature of their communities, their community's latent and active problems and needs and the ways in which problems could be prevented and solved, and needs met,
- marketing services, facilities and ideas and
- improving the image of social workers, the organisations that employ them and the client system that they serve.

Operational goals

The operational goals denote the type of change that a practitioner needs to bring about in his employer organisation in order to make it a more effective service delivery system. These *organisation-changing* goals are more administrative and technical in nature¹⁶³ and include those aimed at:

- improving the financing of the organisation and its services,
- ensuring that the organisation and its services meet legal requirements and are managed effectively,
- changing its services in order to respond more effectively to community needs or policy

dictates,

- acquiring appropriate staff and improving their capabilities, and 9 ensuring that services are of an acceptable standard, adheres to scientific principles and is supported by appropriate infrastructure. (Weyers.2011:31-33).

3. Briefly discuss Weyers (2011) five (5) steps of the community work process (20 marks)

Situational analysis

The basic purpose of situational analysis is to gain understanding of the nature of the practice situation. This step will prepare the practitioner to select the practice model or models that would be used as a basis of intervention. Three tasks that are to be completed during this step are, to analyse the context in which services will be rendered , to ascertain the expectation of main role players of the practitioner and change and to compare the results of the first two steps with the main characteristics of the of the available practice model .

Task 1: Analyse the context: The aim of this broad angle scan is to familiarize the practitioner with the elements of the practice situation that might impact on the nature of the service delivery. The broad angle scan should cover important components, namely, the community, the context within which action takes place and the nature of the employer organization.

Task 2: Analyse the expectations: The aim of this task is to analyse the expectations of important role-players in service delivery identified in the contextual analysis.

Task 3: compare findings with practice models: The aim of this task is to compare the results of the previous two tasks with the context of the practice models (Weyers.2011: 91- 96).

Discuss identification and analysis of impediments

The purpose of this step is to identify and 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 attention. This should be combined with a preliminary feasibility study. The three core tasks for this step are, to identify the impediments that should receive attention, define, analyse and prioritise the impediments and do a preliminary feasibility study.

Task 1: Identify the impediments that should receive attention: The task aims to identify the specific impediments that would be the focus of service delivery.

Task 2: Define, analyse and prioritise the impediments: The task aims to clearly demarcate, define, analyse and prioritise a list of different concerns, needs, problems and wishes. The task can be performed best with input from other role players to enhance the validity of the final product. The final product should be an assessment or diagnosis of each of the impediments

and some indication of their relative priority ranking.

Task 3: Do a preliminary feasibility study: The practitioner needs to do a preliminary feasibility study before the formulation of a plan of action. Feasibility study entails the testing or evaluation of all the relevant systems, individual and combined ability to deal with the impediments. The result of the preliminary feasibility study should be a list of impediments with regard to which there is a reasonable chance of success to make a difference to the consumer system's quality of life or standard of living. (Weyers.2011: 96- 103).

Formulation of a plan of action

The selected practise model (s) determine the nature and format of the action plan largely. There are three generic tasks, namely, verify and operationalise the practise model (s), select the operational elements of action and formulate programmes and projects.

Task 1: Verify and operationalize the practice model: The preliminary decision on the type of practice model should be verified before the actual plan of action is formulated. Once the final choice of a practice model has been made, the model should be operationalized. The chosen practice model coupled with results of the situational analysis (step 1) and analysis of impediments (step 2) would to a large extent, determine what the operational elements of action will be and who will be involved.

Task 2: Select the operational elements of action: The second main task during planning is to select the operational elements of action. They represent the minimum elements that have to be covered by a programme in order for it to be a functional entity. They entail the action system, goals, client system, impediments, objectives and services. The chosen model would to a larger extent determine both who the potential members of action system would be and how they would be mobilised. The intended composition of the action system would determine how its members would be mobilised. Identify specific factors that would motivate each of the potential members of action system and utilise this knowledge in the process.

Task 3: Formulate a programme and projects: The final task involves the phase where all the identified and selected elements are brought together in some or other form of coherent, integrated and preferably written plan of action. The format of the plan of action will vary greatly from practice situation to practice situation, as well as in terms of practice models that are utilised (Weyers.2011: 103- 107).

Implementation of a plan as step in the community work process

The step encompasses the phase where practice models are operationalized, material and human resources are mobilised, change is brought about, goals and objectives are attained and impediments are eliminated. It is the phase where ideas become action and dreams become

reality. The procedure that would be followed when implementing the plan of action will to a large extent be determined by the chosen practice model and the unique characteristics of each practice setting. Three tasks that are common to each model in this step are; legitimization of the plan, implementation of the plan and the execution of change inducing acts.

Task 1: Legitimize the plan: It entails gaining the relevant role players consent to proceed with attempts to change some facets of community life. These role players include the employer organization, governmental bodies and the community itself. Get the employer. The commitment should include both material support and the willingness to take responsibility for any consequence the action might have. Government bodies play an important role in the legitimisation. The community is the third important role player. The model utilised would to a large extent, determine the community members and groups that would be involved.

Task 2: Implement the plan: Once the plan has been legitimised, the practitioner would be in position to start implementing it. Implementation of the plan include, mobilizing the organization members and resources, mobilising community members, community resources and external resources and people, allocating resources and tasks, coordinating activities and monitoring progress, controlling operations and resources, adapting plans and revising objectives , giving feedback, motivating people and changing people's circumstances and environment.

Task 3: Execute change-inducing acts: The implementation step is one phase of the community work process that will place the greatest demands on the practitioner's ability to win support and influence people. The outcome will depend on the practitioner's ability to execute change inducing behavior and activities (roles and techniques) in an effective way (Weyers.2011: 128-129).

Evaluation of the process, results and sustainment of change

Evaluation represents an ongoing responsibility that start at the beginning of a process, continues throughout and is usually the forrunner of a new follow up process. The change process will be directionless without evaluation. The three main tasks are the evaluation of the process, the evaluation of the results that have been achieved and sustainment of these results.

Task 1: Evaluate the process: Evaluation during the process and control over the process go hand in hand. It is aimed at answering the questions, what is going on? Are we still on the right track and? What is needed to keep us on track? This evaluation entails the continual gathering of applicable information, its interpretation and the communication of findings to the right persons at the right format.

Task 2: Evaluate the results: The evaluation of results entails the continual gathering of applicable information, its interpretation and the communication of findings to the right persons at the right format. Also evaluate the undertaking of comprehensive overview of the total process

by taking a penetrating look into the past in order to determine where and why the process has succeeded or went wrong, taking a penetrating look at yourself as the practitioner and taking a penetrating look into the future in order to gain a vision of what must still be achieved and the best way to go about it . .

Task 3: Sustain change: if intervention had been successful, part of the penetrating look into the future would include considering how the changes that had been induced could be maintained in the long run. If intervention had been unsuccessful, one of the two tough choices will have to be made. The first is to start the process all over again and utilizing the experience that had been gained-improve on the previous strategy and the way in which tasks are performed. The second would be to forgo an own attempt to deal with the situation and to refer it to another system for their attention. Whatever the choice, the community must never be left at lurch (Weyers.2011: 143- 145).

4. Discuss the community as a component of community work (10 marks)

A community is a social system which originates when a population of individuals localised in a specific geographic area, establishes and utilises structures and relationships to deal with impediments and at the same time develops a sense of communal thinking, identity and activities. The dimensions of a community are social, spatial, functional and cultural-symbolic dimensions. The demarcations of community are contextual, geo-spatial and geo-functional (Weyers.2011:56- 61)

The social dimension of a community

It goes without saying that, when defining a human community, it will essentially describe some or other form of social entity. The 'building blocks' of such an entity will, if viewed from an ecosystems approach, consist of both individuals (with their demographic characteristics) and the social relationships that they form with each other and with their environment. These relationships could be of a formal nature such as those found in business corporations, governmental units, schools, churches and social welfare agencies. They could also be informal such as in the case of family, household, kinship, peer, social and self-help groups. ⁴ To understand a given community fully, it would be necessary to understand both the formal and informal relationships that exist within that system.

The spatial dimension of a community

The criteria used to define the spatial dimension of a community could be narrow or broad, specific or general. It is, consequently, possible to conceptualise a neighbourhood, village, town, city, region, nation or even the planet (*i.e. the 'world community'*) as such a geographic entity.

This, however, tends to be very confusing. In most instances, some form of legal or physical criterion would be used by the practitioner to demarcate the area on a map. It includes the fences that ring a farm, the streets that demarcate a neighbourhood or suburb, or the municipal area or magisterial districts that are described in law.

The functional dimension of a community

The definition implies that functional dimension of a community covers the purpose of such a system. There are two questions that should be answered in this regard. The first is: '*why do people form communities?*' The basic answer would be 'to address the broad spectrum of problems and needs that they must individually and collectively cope with in order to survive'. Following on from this the second would be: '*how do they address these problems and needs?*' The answer is 'by establishing and utilising various types of systems'. These systems include those of an economic, psychosocial, bio-physiological, spiritual-cultural, technological, environmental, educational and political nature. Their purposes could include:

- the provision and distribution of goods and services (*e.g. water, food, housing, transportation and social services*),
- the creation of employment opportunities and wealth through business activities,
- the delivery of public safety services (*e.g. protection from criminal behaviour and hazards such as fires and floods*),
- the creation of opportunities for socialisation (*e.g. opportunities to interact, to develop a sense of identity and to learn from others*),
- the provision of learning and developmental services (*e.g. providing educational and skills development opportunities*)
- the rendering of mutual support services (*e.g. providing tangible assistance and social support beyond those provided by families*),
- social control (*e.g. establishing and enforcing laws, rules and norms to govern people's behaviour*) and 9 political organisation and participation (*e.g. providing governance related to local matters and access to such decision making*).⁶

The cultural-symbolic dimension of a community

The cultural-symbolic dimension refers to the 'entity' with which people identify or have a shared emotional connection. It could be the general geographic location (*e.g. "I come from Mamelodi/Cape Town/Windhoek/etc."*). More often than not, it also includes a 'sense of connectedness'⁷ with more specific systems within this location. These could include: a school, university or employer, a similar service provider (*e.g. the local municipality or hospital*), an ethnic or language group; a religion and its institutions; a sub-culture or gang; or even the same

problems or disabilities (*e.g. blindness*).⁸ The feelings associated with this shared identity are often referred to as one of 'communality'. It is, strictly speaking, not possible to describe a population of individuals as a community until they at least have a feeling of shared identity or communality.⁹

THE PRACTICAL DEMARCATION OF COMMUNITIES

An understanding of the theoretical nature and dimensions of a community will only be of conceptual value to you as a practitioner. For effective service delivery, you will have to take it a step further by *demarcating* and *analysing* the *specific community* that would form the context of your intervention and the *specific systems* that should be changed and benefited. The criteria that you could use in this demarcation could consist of various combinations of community dimensions. Some of the most important of these will be looked at next.

The 'contextual' community

The 'contextual community' basically refers to the *setting* in which you operate and that would have a direct or indirect effect on your endeavours. It includes both the employer organisation and the geographical community or communities in which it operates. Effective practice requires the demarcation of and some research into the nature of these systems. It typically results in the compiling of an organisation and a community profile report.

Geo-spatial communities

Geographical boundaries refer to all systems that can be separated from other systems on the basis of a specific geo-physical and/or socio-political criterion. Geophysical boundaries include - amongst others - rivers and fences (*e.g. in the case of farms*) and streets (*e.g. in the case of neighbourhoods and suburbs*). Most sociopolitical criteria also have a spatial implication. Therefore, when criteria such as an electoral district, municipal area and magisterial district are used, they refer to the area of influence of the particular system within identifiable geographical boundaries. What all geographical communities thus have in common is simply the possibility to demarcate them on a map. The practical value of demarcating communities in terms of geo-spatial boundaries is that it gives an indication of the intended sphere of influence of a community work project. It, therefore, answers questions such as: which geographical area will be targeted for change, how big will this area be and where will the borders of the area be drawn?

Geo-spatial boundaries can be used to differentiate between the suburbs, settlements, towns, etc. that would be included in and excluded from action, to demarcate the spheres of influence of different service delivery systems and to delineate the areas that would be targeted for further

investigation and analysis. It does, however, have one main drawback. It is that it cannot be used as an instrument to identify specifically *who* should be influenced. This drawback could be overcome by combining geo-spatial criteria with the criteria derived from the other dimensions.

Geo-social communities

The combining of geo-spatial with social criteria is especially useful in the demarcation of a consumer/client system (i.e. the system that would benefit from the practitioner's intervention).¹² The social criteria usually comprise one or more of the demographic characteristic that people have in common. These include: age (*e.g. the elderly of Maatla¹³*), d language (*e.g. Tswana-speaking residents of Ikageng*), status (*e.g. the rich industrialists of Houghton*), culture (*e.g. the Bafapeng tribe of the Northern Province*), marital state (*e.g. the single parents of Windhoek*), social problem (*e.g. the drug addicts of Hillbrow*) and affiliation (*e.g. the patients of Weskoppies Hospital, students of the North-West University, employees of Escom and clients of the Bellville Child Welfare Society*).¹

Geo-functional communities

Geo-spatial and functional criteria are usually combined in cases where there is a need to identify specific target systems (i.e. systems that need to change in order to benefit the consumer system). The latter criteria usually consist of one or more of the functions that communities should fulfil. These include the provision of goods and services (*e.g. the welfare organisations of Port Elizabeth*), employment (*e.g. the Toyota Motor Company of Durban*), public safety (*e.g. the SAPS of Wellington*), political organisation and participation (*e.g. the CD Party in Umtata*).

Other types of community demarcations

Although feelings of communality (or the lack of it) could be combined with geo-spatial criteria (*e.g. 'dropouts' from Cape Flats gangs*), they usually form part of the selected social criteria. They are also useful for dividing target communities into smaller systems (*e.g. the blind of Reiger Park who associate and disassociate themselves from other blind residents*). It should also be kept in mind that any combination of criteria could be used to differentiate between groups. The principal being that practitioners should select those criteria that would best enable them to identify those individuals, groups, organisations, etc. that should become part of their field of practice. The rule of thumb is that effective demarcation is a prerequisite for successful service delivery.

(Weyers.2011:56- 61)

5. Discuss the knowledge and attitudinal requirements of the practitioner facilitating community work (15 marks)

Knowledge requirements: The practitioner should possess theoretical and practical knowledge of wide range of subjects. Some elements that should form part of the practitioner's knowledge from level 1 to level 5 could be summarised as follows:

Level 1: Knowledge of the broad environment within which the practitioner is operating and nationwide. The economic, psychosocial, biophysical, spiritual-cultural, technological/professional, educational and political trends. The practitioner must have some understanding of how these trends impact the local community. **Level 2:** Knowledge of social work as a science and a profession and the theories, models, typologies and processes available to the practitioner. **Level 3:** Knowledge of the contextual and target communities and their impediments, as well as the available resources and potential allies and opponents, **Level 4:** Knowledge of the nature, policies, services, resources and the strong and weak points of the employer organisation, as well as the contents and implications of the practitioner's job description. The employer organisation is the most important tool at disposal, **Level 5:** Knowledge of the operational elements of action. It includes the goals, client system, impediments, programme objectives and services that could potentially become part of service delivery. The practitioner must have self-knowledge especially strong and weak points (Weyers.2011:65).

Attitudinal requirements: The practitioner should be guided by the values of his profession as espoused in its code of ethics, Community work principles derived from professional code of ethics informs the community worker's attitude towards himself and practice. **Principle 1: Do community work.** The practitioner should stay focused on social work's domain of practice. Use the goals as criterion. If it is not aimed at improving people's social functioning in some way, it is not community work, **Principle 2: Be objective.** The practitioner should maintain his professional objectivity and respect human diversity, **Principle 3: Do no harm.** The practitioner should think carefully before starting a community work process and once committed, should follow it through at all costs, **Principle 4: Treat people with dignity.** Treating the community and its members with dignity goes hand in hand with showing respect and showing confidentiality. **Principle 5: Build on the community 'strengths.** The practitioner must build

on the client system strengths and not focus on weaknesses to be effective, **Principle 6: Empower people.** The practitioner must empower the community by teaching them self-directed problem-prevention and problem-solving skills, **Principle 7: Be a change agent.** The community work practitioner should be a change agent and not a passive observer, **Principle 8: Be accountable.** The practitioner should be accountable unto himself and his clients, his employer, the community and the social work profession. Accountability means you should do what is right in all instances, **Principle 9: Lend a vision to others.** The practitioner should help communities to discover their unique vision of the future, which is a constant reminder for where they are going and help them not to lose hope in their efforts to attain it (Weyers.2011:65 - 71)

6. Discuss the contexts as a component in community work. (15 marks)

The employer organisation/Change agent system: The employer organisation also known as the change agent system. Encompasses the agency, the organisation, institutions or group that directly employs the practitioner and pays his or her salary or fee. This entity provides the means and the sanctioning for intervention. Its field of practice and policies also places a restriction on the nature and type of services that may be rendered. It also forms the parameters within which the community worker will have to function (Weyers.2011:77).

Macro-socio economic factors: South Africa has made progress towards complying with some of the Millennium Development Goals. South Africa in terms of the human development index was worse off in 2005 than in 1990 and on the par with the 1980. Areas of current concern include the income poverty levels that have worsened, the widening discrepancies between income levels, high HIV infection rates, etc.

Poverty is mainly rural with about two thirds of the country's poor people living in rural areas. Women also form a greater percentage of poor people than men. In 2006, 60% of female-headed households were poor Weyers.2011:78-80).

Political factors: The post 1994 South African Government has played a role in formulation of new social work and community development paradigm for the country. It took the form of the Reconstruction and Development Programme (RDP) that was later embodied in various white papers and legislation. One of the most important developments for community work is the White paper for Social Welfare and its accompanying introduction of the concept developmental social welfare. The government original aim is to create a society in which each citizen's basic needs will met. The strategy adopted to achieve the goal was cash transfers in the form of social assistance grants and assistance package that included free primary health care, compulsory education for those aged 7 to 13 and subsidised housing, electricity, water, etc. Another

government's aim is to create a people centred society. This rights based approach is enshrined in the constitution and informed the White Paper on Social Welfare. The nature of community work and the government vision and mission are directly in line with each other. The development of human capacity, self-reliance, collective action and sustainability are core values in community work. Therefore, community work is one of the mechanisms that could be used to achieve the government vision (Weyers.2011:82 - 84)

ASSIGNMENT 02

Below is the summary of concise critical points Questions

1. Summarise the project in the case study according to Weyers (2011) five (5) steps of community work. (25 marks)

Describe the situational analysis and apply the case study. Discuss identification and analysis of the impediments and apply the case study. Describe formulation of a plan of action and apply the case study. Describe implementation of a plan and apply the case study. Describe evaluation of the process and results coupled with sustainment of change and apply the case study.

2. Briefly describe the following five practice models: community development; social planning; community education; social marketing and social action. Indicate the practice model applicable to the case study

Community development is a planned partnership between external organisations (government, non-profit organisations, etc.) and local people. Community development aims to enable people to address material and non-material challenges confronting them. People should take responsibility for their own development. One of the principles states that community members are in the best position to develop themselves and their own communities – and to eliminate the challenges that obstruct this process. Community development is based on the developmental approach (Weyers, ML. 2011: 153–154).

Social planning focuses on establishing new services where these are lacking. The social planning model improves the quality of existing services or facilitates the community's access to services. It is based on the pathology perception that any community member can be affected by a social problem. It brings about a progressively more effective adjustment between social welfare resources and needs. The new or improved service can target any type of social

pathology. The social planning model may be a somewhat top-down approach, based on the perception of the community. The community perception is that they require the services of experts to help them prevent or resolve social problems and to create opportunities that will enable them to satisfy their needs (Weyers.2011: 14 & 219).

Community education aims to eliminate ignorance by empowering individuals, groups and communities with the knowledge, attitude and skills that they require to take control of their lives and to contribute effectively to the environment in which they live. There are eight broad fields of domains of human functioning that can be targeted by knowledge, attitudes and skills-focused empowerment, namely the intellectual, emotional, physical, social, occupational, environmental, financial/ material and spiritual/cultural domains. The effectiveness of a community's social functioning is primarily determined by its members' social attitudes and associated behaviour and by the fact that these can be changed by employing the same principles used in selling commercial goods and services (Weyers.2011: 16 & 251).

Social marketing is the systematic application of marketing principles and techniques to achieve specific behavioural goals for a social good. It can be distinguished from other forms of marketing in terms of its non-profit nature. It aims to change people's behaviour to the benefit of the individuals involved and society as a whole. The effectiveness of a society's social functioning is determined by its members' social attitude and associated behaviour (Weyers.2011: 16; 17 & 303).

Social action is a coordinated effort to achieve institutional change to meet a need, solve a social problem, correct an injustice, or enhance the quality of human life. The basic aim of social action is to address the socio-political barriers, inequities and injustices that exist in a community or society so that it would contribute more fully to the common good of all citizens. Social action has power focus, conflictual in nature and is mainly aimed at structural change. The social action model is both a reaction to the more paternalistic forms of community work and a response by relatively powerless groups to increase their effectiveness. The central idea is that social problems are often the results of the abuses that stem from the inequitable distribution of power and authority within a social system, be it an organisation, a community, a country or globally (Weyers. 2011: 17–18 & 347).

3. Discuss the ecosystem perspective and strength based perspective

The strength perspective represents a mindset that the practitioner should adopt when working with the community. Everything the social worker does should be based on the principle of helping the community discover, explore and exploit their strengths and resources. The perspective should assist them to achieve their goals, realise their dreams. All interventions

should focus on strengths. The strengths are personal abilities, resourcefulness and creativity. As well as resources in interpersonal relationships, culture, organisational networks and community connections. Human strengths are grouped into six categories namely experience which includes everything that people have learned about themselves, others and the world as well as the failures and disappointment, personal qualities, character and traits and virtues, knowledge of the world, talents, culture (Weyers.2011: 22 -23).

All communities have strengths, can convert their struggles into a source of power, do have the capacity for growth and change, can collaborate with internal and external role-players to achieve their goals, and are full of untapped human and physical resources. All the various human strengths can be grouped into the following six categories: experiences, personal qualities, character traits and virtues, knowledge of the world, talents, culture and community.

Ecosystem perspective

Ecosystem perspective has the ability to provide a clear conceptual lens through which human behaviour and social structures could be viewed and analysed. This perspective draws on selected concepts from both the sciences of ecology and general systems theory. People and the environment are interrelated. The interrelatedness of man and the environment examples are institutional environment which are organisations, institutions, etc., economic environment which are employment opportunities, etc., cultural/religious environment which are art, culture, church, religions, values, etc., physical environment which are infrastructure, etc., technical/professional environment which are expertise, technology, etc., social environment which are crime, violence, health care, etc. and political environment which are political parties, human rights, etc.(Weyers.2011:20-21).

From the systems theory developed the ecosystems perspective. In the ecosystems perspective, persons and environments are not separate but exist in ongoing connections with each other. The ecosystem perspective describes the ways that environment affect people and the ways people affect their environment (Tut letter 102).

Discuss the person centred approach that have or could have been applied in relation to the case study

Description of PCA theory and application into the case study. Application of 19 propositions in case study. Application of person centred values in case study.

Discuss the ABCD development model that have or could have been applied in relation to the case study

The Assets Based Community Development Approach was developed by Kretzmann and McNight. The ABCD emphasises the strength and assets approach in working with communities. It encourages appreciation and mobilization of the positive assets and strengths in communities. ABCD is optimistic, it is internally focused, it starts with what is present in the community and builds on existing capacity and assets in the community. It is relationship driven and depends on collaboration between individuals across different sectors. It acknowledges and embraces community-rooted traditions and aims to promote sustainable growth in a community. Assets include objects or things, qualities, conditions or entities, resources or sources of strength. Assets may be person, physical structures, natural resources, institutions, business or informal organisations. Assets also include recognised rights, capacities, capabilities and access to resources (physical, economic, political, social and cultural) in a community. ABCD focuses primarily on social assets such as individual assets (gifts, skills, talents and capacities of all citizens). The quality of relationships among individuals, families, groups and associations (churches, culture groups, clubs, neighbourhood association) and networks. In ABCD approach, we choose to consider the strengths/ assets as a frame or chosen perspective or construction through which to initially see the community. The ABCD approach building block is the recognition of social capacity of the community. It is a people centred participatory approach to development based on the principles of empowerment and ownership. ABCD approach assumes that community development uses internal strengths and assets and encourages positive action for change (Shenck.2010: 60-63).

The basic premise of Asset Based Community Development Model perception of the community is that all communities, no matter how poor possess strengths, assets and energies that can contribute tremendously to self-sustained improved quality of life. The ABCD approach points out that communities are both subjects and objects of change. This means that they need not only be viewed as a social and geographical place where change can take place but the people's understanding of their situation in itself can serve as a considerable strength in the change process. The primary assets of the community are the social aspects. Communities are built on assets. Communities become more capable as they are increasingly able to apply their strengths and assets to improve the overall wellbeing of the community (Schenck et al.2010: 6-7).

The ABCD approach encourages an awareness and mobilization of the assets and strengths in communities. An asset-based approach moves beyond what low-income volunteers lack and instead draws on the resources present within low-income volunteers and their communities.

Assets are typically viewed as stocks of wealth in households and communities that sustain economic security and provide a foundation for upward mobility, and include a range of intangible and nonfinancial resources. ABCD approach capture the diversity and differences that characterise the reality of people's everyday lives and places the focus not on what people lack, but rather on how they cope and survive, in spite of constraints, lacks and shocks. The ABCD approach assumes that as people become aware of their strengths and resources, the likelihood of reaching their goals and realising their potential increases. This change is facilitated by the professionals, in cooperation with action committee members from the community, by surfacing or uncovering, reaffirming and enhancing the sometimes hidden abilities, interests, knowledge, resources, aspirations and hopes of individuals, families and groups in communities (Mathie & Cunningham, 2003; Green & Haines, 2008). The ABCD approach should be led by the community, they decide what they want to do, how to do it and when. As a facilitator, you need to enable the process but always following the community's lead, gently supporting and facilitating.

Describe Max- Neef six kinds of poverties and specify the poverties that transpired in the study

Poverty of subsistence (due to insufficient income, food and shelter), poverty of protection (poor health systems, violence), poverty of affection (due to oppression, exploitation of the natural environment), poverty of understanding (poor education), poverty of participation (marginalisation and discrimination), and poverty of identity (imposition of alien values, exile).

4. Discuss collecting stories and SWOT analysis technique (PRA/PLA) that have been used (or could have been used) in the case study. Provide a detailed illustration of the technique (10 marks)

Collecting stories: The community should be able to tell its story in a way that leads to a vision for a better future. As the community learns about itself, the facilitator learns about the community. This process of learning together leads to facilitation and the community learning its way to a better future. At an early meeting of interested people, stories can be used to find common and generative themes. Knowing stories about previous community development efforts and why they did not succeed could be important, as the following story told by a community worker illustrates.

SWOT analysis: SWOT stands for strengths, weaknesses, opportunities, and threats. A SWOT analysis can be either highly formalised, or informal procedures may be followed that take only hours. The process involves gathering information about the community, which is then sifted

and sorted. The participants compare their perceptions and conclusions, a list of strengths and weaknesses is compiled, and opportunities and threats in the broader context are listed. The goal is to develop various strategies that would help the community to maximise its strengths, overcome the weaknesses, make the most of the available external opportunities, and neutralise external threats.

Discuss the application and lack of application of the three principles of participatory development in the case study (15 marks)

Human orientation

Human orientation can be operationalised in community development by using a theoretical orientation that explains people's behaviour from their frame of reference. The values of community development workers must be respect for people, their values, experiences, skills and potential. Human orientation is operationalised by listening to the people in need in their social, economic and political context and responding with acceptance to the people's needs. People are experts in their own lives and experiences. Human orientation also implies that the scale of development efforts or projects should correspond with the capacity of the community so that the community can manage and sustain the effort or project itself (Louw 2007:90). One of the advantages of human orientation is that people's capabilities are recognised and increased.

Participation

Participation as a principle emerges from the principle of human orientation. Participation refers to people being involved as equal partners. Participation entails more than merely involving or including people. Participation is the active involvement of ordinary people in the determination, implementation and evaluation of social development programmes targeted at benefiting them. In working with a community, involvement mean allowing the community to take part in what an outsider may be thinking and planning and may want to accomplish in that community. Real participation implies that people are not passive spectators of something such as their development, but share fully and have an equal voice in every effort directed towards change. They also decide what should change and how it should change. One of the advantages of participation is that it contributes to ownership and sustainability of the development process and project (Louw 2007:91-92&94).

Empowerment

Empowerment is a process of human development or the development of the person to be able to make his own choices, develop the capacity, and take responsibility for those choices.

Empowerment begins by taking people who are voiceless and without choice seriously and listening to them with empathy and understanding (Schenck et al.2010:94). Empowerment means enabling people to demonstrate and increase their ability or capacity, and to influence and control their decisions that affect their life space for their own benefit and the benefit of others, it also means an increase in the power to act, to change and prevent the recurrence of problems. True participation brings empowerment. (Louw 2007:96).

Ownership

Ownership refers to knowing and experiencing that something belongs to oneself, not to someone else. It also refers to being in control and responsibility, being accountable and being capable of responding to what is required. Ownership is applied through people centredness, supporting the initiative of people, facilitating cooperation, facilitating collective planning, action reflection, amongst others. Ownership is a consequence of participation and empowerment (Schenck.2010: 95).

Best wishes with your examination

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