MODULE 3

Social
Work

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MODULE 3

SOCIAL WORK

CONTENTS

FOREWORD

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

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

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

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

A training package on Guidance and Counselling has been prepared by African specialists from various countries in consultation with other competent persons. It consists of eight training modules – *Guidance, Counselling, Social Work, Behaviour Modification, Gender Sensitivity, Guidance and Counselling Programme Development, Adolescent Reproductive Health,* and *Workshop Administration and Conduct Guidelines.* The modules encourage the use of non-threatening approaches, particularly with regard to sensitive issues, and are accompanied by charts, transparencies, and video films as teaching aids. Supporting materials are also drawn from other relevant programmes being implemented in the respective countries.

Although intended for use in the training of trainers, the suggested activities are also generally suitable for use with school-age children. Each module is comprised of units, and sets out objectives and activities for small and large groups. Because of the shortage of appropriate reference materials for Guidance and Counselling, each module includes additional reading.

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

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Social Work

INTRODUCTION

A teacher sometimes needs to play the role of a social worker in the school and community. This module is an introduction to social work.

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

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

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

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

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

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

Social work uses a team approach and is multi-disciplined. Its goal is to provide a service to those who need help, especially the old, young, poor, abused, mistreated,

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handicapped, jobless, the sick, and homeless. Its approach is to use available resources to solve problems in order to empower clients to help themselves in the long term.

Social Work Services and Basic Principles of Social Work

RATIONALE

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

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

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

In order to deal effectively with social injustices and problems, there is a need to train social workers. Training arms social workers with basic principles and the ethics of social work. This unit will give a clear view of how a social worker is expected to carry out his or her duties. The demands made by social work will also be considered.

LEARNING OUTCOMES

By the end of this unit, it should be possible to:
- Identify social work services
- Provide guidelines for social workers;
- Practise the art of building a helping relationship;
- Specify the ethics of a social worker; and
- Identify the problems faced by social and community workers.

CONTENT

This unit includes the following:

Topic 1.   Social welfare services
Topic 2.   The basic principles, guidelines and ethics for social workers
Topic 3.   Demands and challenges of social work, including vulnerable groups.
Topic 4.   Vulnerable groups

Topic 1.
SOCIAL WELFARE SERVICES

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

The Aims of Social Work Services

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

Topic 2.
THE BASIC PRINCIPLES, GUIDELINES AND ETHICS FOR SOCIAL WORKERS

A social worker is a professional who is guided by principles, ethics and guidelines. Some of the ethics and guidelines used by social workers are as follows;

The Basic principles of social work

According to William E. Gordon, (1962), and Huber Charles and Baruth Leroy, (1985) the philosophical foundations of the social work profession are based on several propositions. These form the basic principles and ethics of social work.

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1. The individual is the primary concern of society.
2. There is interdependence between individuals and society.
3. Individuals have social responsibility for each another.
4. There are human needs in each person, yet each person is essentially unique and different from others.
5. Competence and professional development is what every social worker should strive for, to become and remain proficient in professional practice and the performance of professional functions.
6. The social worker should maintain high standards of personal conduct in the capacity or identity of a social worker
7. The social worker should regard as basic the service obligation of the social profession.
8. The social worker should not act to promote practices that are inhumane or discriminatory against any person, or group of persons.
9. The social worker should act in accordance with the highest standards of professional integrity and impartiality
10. The social worker engaged in research should be guided by the conventions of scholarly inquiry.

Guidelines for Social Workers

These are guidelines on how social workers operate.

1. Establishment of a counselling relationship
- See the relationship as a process of providing the client an opportunity to grow, develop, and ultimately to understand and discover himself or herself and make appropriate choices.

2. Acceptance

- Recognize the worth of the individual regardless of his or her circumstances, status, religion, race, politics, behaviour, and foster human dignity and self-respect.

3. Self-determination

- Encourage self-help as a means of growing in self-confidence, and the ability to take on more responsibility for one's own affairs.

4. Freedom to choose

- The client must be able to make appropriate choices and consider how his or her choice may affect others.
- Be able to respect and care for clients as individuals without ridicule.

5. Confidentiality

-   The relationship is based on trust. It must be recognized that what
    passes between the social worker and client is confidential. Assume that all
    information is given on trust, and is therefore confidential, unless
    permission is given to use it in another context. Confidentiality though is
    not absolute. If there is a threat to life or property, it will be broken. This
    must be explained to the client at the onset of the counselling session

6. Being empathetic

-   The social worker must be sensitive to the client's feelings. Put himself or
    herself in the client's position. It helps if he or she understands your
    strengths and weaknesses. If he or she accepts himself or herself, it may be
    possible to accept others.

7. Genuineness

-   The social worker must be genuine and not defensive, and open, real and
    honest. Studies indicate that positive outcomes can be achieved if the client
    sees in the social worker empathy, genuineness and positive regard.

The Art of Building a Helping Relationship

-   Be approachable,
-   Be genuine
-   Be warm.
-   Be a sensitive listener
-   Be available and care for clients.
-   Do not condone, practise, facilitate or collaborate with any form of discrimination
    on the basis of race, colour, sex, sexual orientation, age, religion, marital status,
    national origin, political affiliation, mental or physical handicap.
-   Terminate services when they are no longer necessary
-   Do not exploit professional relationships for personal gain.
-   Be non-judgmental
-   Build a positive rapport with clients

Activity 1.1: Building a Helping Relationship

1. Role play a situation where a social worker gives an unhelpful response in a
    relationship session.
2. Role play a scenario depicting an effective counsellor in a session.
3. Role play a situation where a social worker takes advantage of a client.
4. Role play a situation where a client is manipulating a social worker.

Ethics of a Social Worker

The following are the ethics of a social worker:

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

(For a complete text of social work principles and ethics see Appendix 1).

Topic 3.
DEMANDS AND CHALLENGES IN SOCIAL WORK

It is common to find clients who become dependent on a social worker. Usually, they expect immediate material assistance. For example, if they experience financial difficulties, they may expect to be given money.

It is important to explain to clients what the social worker's roles are, instead of raising false hopes. It is important not to take on the personal problems of clients, as this could cause problems. The social worker should be a person who can assist, and as the general public may see social work as the embodiment of social services you are dependent on public sponsorship.

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

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

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

Expectations of Clients

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

Activity 1.2: Case Study

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

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

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

Children who experience difficulties require support. As children cannot present their own interests, it is the responsibility of the social worker to see to it that the children's are taken care of. Social work plays a key role in family conflicts with children. Social workers act as a go-between for children whose parents neglect or abuse them.

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

There is also a group of people who pose a challenge and demand the services of a social worker. These people need to show their ability to do things for themselves. These groups of people are a real challenge to the social worker because they are also members of the community. They are usually referred to as *Vulnerable Groups*.

Topic 4 .
VULNERABLE GROUPS

These are groups that require strong social welfare services in a country. They are as follows:

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

1.   Children and Young People

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

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

For the benefit of the children and young people, governments provide a variety of institutions such as schools, colleges and universities where young people can socialize.

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But because these institutions are becoming increasingly expensive, many children are deprived of such opportunities. Except where education is free, some governments help brilliant, but disadvantaged children, and young people, through bursaries and scholarships to continue and complete their education.

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

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

2. The Elderly

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

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

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

Activity 1.4: The Elderly

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

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

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

Activity 1.5: Old Age

1. Discuss the methods used by different countries to prepare for old age.
2. Should institutions for the elderly who have nobody to care for them, be established?
3. Who should take responsibility for the elderly?
4. Discuss in groups the methods used to prepare for old age.
5. What can women do to ensure that their lives are more independent and self-sufficient after the death of their spouses?

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3.   The Disabled and Handicapped

All people have a disability of some kind. Some deformities are more pronounced than others. Those people who have pronounced deformities are unfortunately labelled as disabled. These disabled and handicapped people have the same needs as others. They have a need for friendship, a satisfying job, an adequate income, recreation and comfortable housing. A negative social attitude towards them is unhealthy. It deprives them of the love of family and peers; it discriminates against them, and kills their self-regard. This stems from the stigma attached to the family with a disabled or handicapped member. Some families do not have the love and patience needed for such a child. Originally, a disabled person was the sole responsibility of the family. Now, many governments recognize their rights and make efforts to provide formal and informal education services for them, and make sure services are provided by the cooperative efforts of voluntary agencies and ministries.

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

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

There are many countries, which have institutions where children and older people with the same disability live together, to receive formal or informal education and training.

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They have institutions like schools for the blind, the deaf, the mentally handicapped, or vocational rehabilitation centres for the handicapped, etc.

Activity 1.6: The Disabled and Handicapped

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

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4. The unemployed

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

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

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

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

5. Needy Families

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

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

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

6. The Women

Women, especially African women are vulnerable in a number of ways. Traditionally and legally, women have no right over their reproductive health; hence the high birth rate in most African countries. Men in African countries have a right to have more than one spouse. This together with a lack of reproductive health rights makes women easy targets for STIs and HIV/AIDS. This is why the rate of HIV/AIDS amongst women is high.

At all stages of their lives, women's identity is by association with a male relative, who is either her father or her husband. In some African countries women, especially married women, have no right to inheritance in their parental homes.

Single women are the most vulnerable because, the fathers of the children they bear hardly maintain their children. The bigger load of social welfare work is dealing with maintenance issues.

Patriarchy gives men all the power over women. Men can inherit and can have access to land and other resources in their own right. Women, especially married women,

cannot have access to resources such as land, unless they are assisted by their male relatives.

Activity 1.8: Women
1. Discuss the main problems encountered by women in your country.
2. What is your country doing in an effort to address these problems?
3. Are there any organizations in your country that advocate women's welfare?

Activity 1.9: Vulnerable and Marginalized Groups

Project
1. Find out how many people in your community fall into these categories;
   a) The children and young people
   b) The elderly
   c) The disabled and handicapped
   d) The unemployed
   e) The needy families
   f) The sick and injured
2. Which other groups would be classified under the needy in your country?
3. As a social worker, how would you help these people?
4. Which Ministry/Department is responsible for these groups in your country?
5. List some helpful government or non-governmental institutions in your country, which help these marginalized groups.
6. Are the efforts made to help people with special challenges enough? What more would you like to see happen?

Summary

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

The various demands on social work were discussed, which included the marginalized or vulnerable groups, the sometimes unrealistic expectations of clients, and the reasons for intervention.

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

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

The Family

RATIONALE

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

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

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

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

LEARNING OUTCOMES

By the end of the unit, it should be possible to:

• Define the organization and structure of the family;
• Identify the two types of family;
• Discuss the functions of the family;
• Discuss the variations of family forms;
• Identify the problems in families;
• Describe the strategies for solving these problems.

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CONTENT

This unit includes the following:

Topic 1. Organization and Structure of the Family
Topic 2. Family Composition
Topic 3. Problems in Families
Topic 4. Strategies for Solving Problems in Families

Topic 1.
THE ORGANIZATION AND STRUCTURE OF THE FAMILY

Activity 2.1: Family: Case Study

Lindiwe is a fifteen year old girl who lives with her mother. Jabulane Motsa, Lindiwe's father does not stay with them. In fact Jabulane and Lindiwe's mother, Ntombenhle, separated, and each went his or her way when Ntombenhle was in her third month of pregnancy. Lindiwe and her father have never met.

There are over twenty people in the homestead where Lindiwe lives with her mother. There is a maternal grandmother and a grandfather. Ntombenhle's three brothers and their wives also live in the homestead. Ntombenhle's eldest sister Thobile, who is widowed, also lives in the home with her three sons and four daughters. Thobile has five grandchildren who live with her.

Gcina who was adopted by Ntombenhle's parents, also lives in the homestead with his wife and two children.
   1. Is there any relationship between these people?
   2. What ties these people together?

There are two types of family relationships: blood or marital ties. Blood ties are biological relationships established by birth, while marital ties are family relationships established by marriage. Relatives by marriage are also relatives by law (in-laws). There also exists another type of relationship where legally adopted children, who have no another type of relationship but legal adoption, are full members of the family.

Activity 2.2: Structure of the Family

   1. On your family tree, identify blood relations or relations through marriage.
   2. What do you value most about having a family?
   3. Discuss at least three reasons that can deny a person the pleasure of having a family.

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Types of Families

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

The **nuclear family**:

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

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

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

Activity 2.3: Types of Families

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

Topic 2.
FAMILY FORMS

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

1. Polygamous Family

In some parts of the world, especially in some African countries, and countries where the Muslim religion is practised, men are allowed to have more than one wife. These multiple wives may live together in one household, with the husband visiting them occasionally, or each wife will have her compound a distance away from the others. Even under the best conditions, jealousy and competition for the husband's attention and wealth are unavoidable between the wives. A polygamous family is one where the woman is also allowed to have more than one husband or sexual partner. This is not a very familiar phenomenon.

In this kind of family, children often have only limited access to their father's attention. They may develop resentment towards each other. Even though they have a biological father, in many ways their life is similar to that of a female-headed family.

2. Single-parent Family

One parent heads the single-parent family. This single parent can either be a father or a mother. In more than 90 per cent of single-parent families, the head of the family is the mother. There are different reasons why a family has one parent. Teenage pregnancy, out-of-wedlock pregnancy, divorce or separation, the loss of parents through death or desertion, or simply by choice.

If Lindiwe's mother chooses to leave her extended family and take Lindiwe with her, her home would be called a woman-headed family. If Lindiwe's father did the same, the home would be called a man-headed family. Both families are examples of a single-headed family.

Single parent homes lack emotional support from the absent partner, and are in most cases economically disadvantaged.

3. Step Family

If Lindiwe's mother gets married, her husband will be Lindiwe's step-father. Also the woman who will be married to Lindiwe's father will be her stepmother. Any children from these marriages will be Lindiwe's stepbrothers or stepsisters. The stepparent is also known as a reconstituted or a blended family. Along with the increase in divorce and remarriage, the number of stepfamilies is growing rapidly. In remarriage, partners bring their children from the previous marriages. These children become stepsiblings, the couple then decides to have their own, and these become half siblings to those who were brought into the marriage by their parents.

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

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4. Adoptive Family

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

5. Foster Family

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

Because of the transient nature of the placement, children may have difficulty in the foster family. If children are moved too frequently they are not able to form an emotional attachment with foster parents. However, if foster parents are loving and the placement is a stable one, children often benefit from it. In a typical African way of life, children always had a home, but with the winds of change blowing from the west, thus changing the way of life, today African children have to go either into a foster home or be legally adopted. With the advent of HIV/AIDS more and more children are orphaned, and need foster or adoptive homes. Unfortunately, a lot of families in Africa live below the poverty line; hence such families (foster or adoptive) are hard to find, hence the increase in child-headed families.

6. The Child-Headed Family

This is a new form of family, which is a result of an increase in the deaths of parents due to accidents, sickness and especially the HIV/AIDS pandemic, which is leaving millions of children orphaned. In such cases, especially if there are no members of the extended family to take care of the children, one of the children, usually the eldest child, assumes the responsibility for looking after siblings.

7. Same Sex Parents:

The winds of change are also blowing. It is important to acknowledge that same sex love relationships are on the increase, and such couples are marrying and adopting children.

8. Institutional Families:

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With the advent of the HIV/AIDS pandemic, other diseases and accidents, there is a rapid increase in the number of orphans that could comfortably be absorbed, had extended family structure not been highly eroded and are now threadbare; and unable to absorb the hundreds and thousands of orphans. As a result, institutions such as S.O.S. Children's Homes absorb some of these orphans, and provide a refuge of safe homes for them.

Activity 2.4: Family forms

Note to the Facilitator:
Divide participants into six groups. Each group should take one kind of family composition and discuss questions 1 to 3.

Group Work
1. List any unique characteristics of children coming from the following family compositions:
   a) Polygamous family
   b) Single-parent family
   c) Stepfamily
   d) Adoptive family
   e) Foster family
   f) Child-headed family

2. List the problems that are likely to be faced by each of these families.
3. Discuss how you, as a social worker, can help this kind of family.

Topic 3.
PROBLEMS IN FAMILIES

Though people live together as a family, there are times when they do not see eye to eye on certain issues. In such instances tension usually builds up because of the differences in views. Sometimes problems are caused by the simple fact that people are different and unique.

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

1. Child Abuse

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

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

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

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

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

All countries signed the Convention on the Rights of the Child. Failure to observe the rights of children is a form of child abuse.

2. Teenage Pregnancy

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

There are two major contemporary issues involved in teenage sexual behaviour. The first one is sexually transmitted infections (STIs), HIV/AIDS included, and the second one is teenage pregnancy.

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

The second major contemporary issue involved in teenage sexual behaviour is teenage pregnancy. Although teenagers are physically ready to be parents, they do not have the financial means or the emotional and psychological maturity to be responsible parents. Unwanted pregnancies often disrupt family life, and create a major obstacle in a teenager's life. This is especially so when teenage girls bear the burden of caring for the child. Teenage mothers often drop out of school, are unemployed or settle for low paying jobs. In consequence, their children do not receive adequate care.

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

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3. Alcoholism

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

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

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

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

4. Drug Abuse

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

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

The problems must be recognized by the social worker and solutions found within your school system.

Activity 2.8: Alcoholism and Drug Abuse

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

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5. Domestic Violence

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

Social workers need to be sensitive to the women and children. They need to guard against gender biases. They need to be cognizant of the unjust social and environmental forces that make women and children victims of the system. Women's rights are human rights. Ways and means of empowering women and girls to achieve equality and development must be sought, as declared in the Fourth World Conference on Women in Beijing, September, 1995.

Activity 2.9: Domestic Violence

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

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6. Deaths, Divorce and Separation in the Family

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

For children, the death of a parent is even more traumatic, as their understanding of death is very limited. They are often confused by the reasons for death, and experience a period of depression. Even though they often cannot put their sorrow into words, they still have a profound sense of loss. They feel insecure and fearful. Their school performance usually suffers for a year or more after the death of a parent. Many parents prefer not to mention the dead parent in the presence of the child in order to spare the child sorrow. However, the child needs to have a chance to talk about his or her loss and to express its grief and confusion. This is the time when the child needs a lot of support, love and communication, in order to deal with death.

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

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

Typically, children may be flooded with feelings they cannot fully understand or talk about. These include anger at being caught in the breakup, and sadness over the loss of a parent who no longer lives with the family.

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

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

7. Homelessness

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

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

8. Refugees

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

9. Poverty

How do people feel when they have no money? How did you feel? Nothing makes a man or woman more humble and unsure as poverty. It wrecks personal happiness and self-esteem and interpersonal relationships.

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

A social worker has to work with families to improve their economic conditions. Information on how to go about this is to be found in Unit 3 of this module and in the Guidance module.

10. The Uprooted Family

Do people live always in the community in which they were born and raised? A number of families, for various reasons, need to move and resettle. This means leaving their community, their relatives and friends, and often it also requires changing outlooks or

ways of doing things. Effective adjustment requires new behaviour, manners and beliefs. Refugees are an example of uprooted families. Name others.

Activity 2.12: Resettling, A Case Study

There has been an influx of refugees in your area. The local leaders assigned you the duty of resettling the refugees.
1. Discuss how you would go about your task considering the following:
   e) The education of their children;
   f) The provision of food, medical care and shelter;
   g) The anxiety and resentment of the refugees and the local community;
   h) The environmental impact of these refugees;
   i) The main line of government ministries and other relevant agencies that can help.

Topic 4
STRATEGIES FOR SOLVING PROBLEMS IN FAMILIES

Strategies will now be discussed that can help solve some of the problems mentioned above. Some of the strategies are preventive, while others are rehabilitating. The choice of strategies will depend on the extent of the problem.

Preventive strategies

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

Rehabilitation Strategies

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

Activity 2.13: Strategies for Solving Problems in Families

Note to the Facilitator:
Assign the strategies to the groups. Ensure that all strategies are covered.

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

What Schools Can Do to Support Diverse Family Structures

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

Summary

In this unit, the organization (through blood ties and marital ties), and the types of families (nuclear and extended), that exist in Africa was discussed. Along with the composition of families, which may be polygenous, polygamous, single parent, step, adoptive, foster, or child-headed.

Also discussed were the problems currently faced by contemporary African families which include child abuse, teenage pregnancy, alcoholism, drug abuse, domestic violence, death, divorce, and separation in the family, homelessness, poverty, and the uprooted family. Then, strategies were described that can help when socially related problems are encountered. Some of these strategies are preventive while others are rehabilitative. A social worker should teach and assist the children and adults in the school and community to deal with these problems. What schools can do to alleviate some of these problems was considered.

Evaluation

CASE STUDIES

Case Study 1

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

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

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

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

Case Study 2

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

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

Case Study 3

Lineo is a seventeen year old girl, the second of seven children in the family. She has just completed Form Four and has passed. During the Christmas holidays, while preparing for the school opening, she lost her father who was the sole breadwinner of the family. As her class teacher, Lineo tells you her story in the hope that you can do something for her.

1. How would you deal with the above situation?

Case Study 4

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

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

Culture, Society and Social Work Theory

RATIONALE

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

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

LEARNING OUTCOMES

By the end of the unit the social worker should be able to:

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

CONTENT

This unit includes the following:

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

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

In some societies the family lineage is passed on from the mother to the daughter, and women are the decision-makers, responsible for the upbringing of children, and major supporters of the family economy. This is called a matrilineal society. However, most contemporary societies are patrilineal and patrilocal. This means that the lineage is passed from father to son, and men have a higher status and power than women. Also the abode of the family is the man's home or residence. In Africa, societies are patriarchal in nature, i.e. they are male dominated. Sons inherit their father's land and possessions. Daughters marry to become their spouse' wives. Children carry the father's surname rather than the mother's.

Activity 3.1: Patrilineal/Matrilineal Society

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

Transmission of Culture

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

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

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

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

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

Activity 3.2: Transmission of Culture

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

Activity 3.3: Your Culture

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

Culture Change and Social Mobility

Activity 3.4: Effects of the Mass Media on Culture

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

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

In one sense, cultural change is what is called development. The acceleration of population growth has happened as a result of major social and technological changes. In the twentieth century, the entire population has more than tripled, the rate being higher in the poor countries than in the rich ones. This is a result of the control of many epidemic diseases, huge increases in the capacity of rich countries to transport food, and great improvements in the general level of well being. The average standard of living of human beings is much higher than in the past, and this is what has allowed people in these rich countries to live longer and produce more. (Chirot 1994).

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

Also, the dynamic nature of culture is realized by the change in the choice of careers among men and women. Most countries now provide men and women with the same education, and thus they are able to compete equally in the job market. This means that anybody who is willing to work hard, and be dedicated can rise to a higher status.

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

It is important that girls are encouraged to enter these previously male-dominated occupations. Women can own their own businesses and be successful in them. They can become engineers, or progress to become managers. They can do jobs which were previously male-dominated and excel in them. Emphasize respect for one another and all jobs because they are all important, but not necessarily the same or equal.

Activity 3.5: Women's Empowerment

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

Topic 2.
SOCIAL STRATIFICATION

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

Activity 3.6: Social Stratification

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

Topic 3.
SOCIAL WORK THEORY

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

Purpose of Social Work Theory

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

1. Social workers need to understand a number of issues related to the field of human relationships. Theory provides the system of rules, assumptions, and the logical bases for these issues.
2. Social workers work with doctors, sociologists, teachers and other professionals. The contribution of social workers will be ignored if they cannot show a theoretical understanding of their field.
3. Social workers, like counsellors, constantly find themselves faced with the need to predict. Reliable prediction is rooted in social work theory. Theory facilitates the capacity to predict.
4. Theory provides a framework for general ideas. It permits a broad and cohesive view of complexities that may be involved in any given human interaction. Theories can be used to organize assumptions and guesses into hypotheses that can

be tested, and proved valid or invalid. This is an important step in the scientific method. In fact, theories arise from experience. Once a theory is formulated, it leads to practical application.

Types of theories

Many theories are relevant to the study of development. They originate from psychology, sociology or biology. In this unit the most comprehensive, influential and useful theories that can be used in social work are described. There is the <u>Psychoanalytic Theory</u>, which develops an awareness of the importance of early childhood experiences, and which shows the effect that the immediate environment has on behaviour. The Humanistic Theory gives an encouraging vision of the goal of human development. Lastly, the Cognitive Theory gives a greater understanding of how thinking and beliefs affect actions.

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

Models facilitate the understanding of the concerns of those who need social welfare interventions. Social work needs ways of understanding situations. It needs tools and techniques for helping clients to:

1. Reinforce approaches to human relations;
2. Reinforce self-exploratory behaviour;
3. Eliminate specific anxieties or fears; and
4. Reinforce positive self-image and self-evaluations.

Activity 3.7: Social Work Theories

<u>Note to the facilitator:</u>
Ensure that the four theories are covered.

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

Implication of Culture to Guidance and Counselling

1. The family and school are important agents of socialization. Therefore, it is necessary to:
   - Socialize children from birth;
   - Help children develop acceptance of codes of conduct, i.e., language, dress;
   - Give children freedom to make their own decisions.

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2. Culture is dynamic. It changes and it is necessary to adapt to new situations.

- Talk about abstinence versus the use of contraceptives;
- Note changes in outlook, possessions, and the general behaviour of students.
- Clothing, shoes, uniform
- Food – do all children come to school with/without food?
- Shelter – where do students come from?
- Transport – how do they get to school (i.e. bus or cars)?
- Students with luxurious extras (i.e. money, watches, expensive shoes, cars)
- Language, music, etc.

3. Some cultures have changed but others have survived.

- Sex education and family life education versus indigenous structures (i.e. instead of telling children a baby comes from the river, it is better to tell the truth.)
- Effect of exposure to TV, and other media, in influencing change.

4. Socialization agents (i.e. the family, school, church, mosque, mass media and other institutions) should work closely together.
- Reproductive health and family life education should start within the family, and be supported by the school and by other institutions
- Promotion of safer sex using condoms versus non-traditional practices.

5. Attend to problems of disability. There were no institutions for the disabled in the past. Families took care of them. There is a need to educate both families and children in schools on how to assist individuals.

6. Social stratification – the way members of a society are organized, in ranks or class according to status.
- Some children carry their social class to the classroom, and their behaviour may be unique (i.e. they may come in cars to show off; some may resist discipline).
- Being in a group confers social status. Not being a member of a group can be associated with social stigma.

7. Social mobility – one's movement up or down the social ladder.
- Children need to know that they can climb up, or down, the ladder, depending on their determination, behaviour and their goals in life
- Children must be willing to work hard and behave acceptably in society
- Education can raise their status in society regardless of gender
- Encourage girls to take subjects like mathematics/science, or enter professions that will encourage upward mobility and independence
- Encourage girls to aim high so they can be promoted to managerial positions
- Encourage girls to participate actively in business. They should think of self-employment as an option, even if men are dominating this. Women are usually engaged only in market selling

8. Accept children who come from diverse cultural backgrounds. Identify children who risk dropping out. Assist and support them

Summary

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

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

The role that social work theories play in providing these interventions was reviewed. Theory in social work provides assistance in the conduct of investigation, and it provides the direction for social work. However, no single theory can be applied to all human behaviour. Nor can one theory be used to understand and help solve a client's problems. As a result, an eclectic approach is used. This means that instead of adopting one theory, all or more than one of themare used. A comprehensive understanding of the theories of social work must precede social work. This will help in understanding man's development, thinking, capacities and behaviour.

The implications of culture on guidance and counselling and schools as agents of socialization which affect culture were considered. As guidance counsellors all aspects of culture must be examined and related to guidance and counselling.

Evaluation

CASE STUDIES

Case Study 1

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

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

Case Study 2

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

Case Study 3

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

1. Discuss or role play the above cases and determine which theory would be most suitable to help solve the problems.

2. Read the next two irrational beliefs and give examples of cases or stories to suit each belief.

   a) The idea that one should be thoroughly competent, adequate and achieve in all fields if one is to consider oneself worthwhile.

   b) The idea that one should become upset over other people's difficulties.

Methods of Conducting and Managing Social Work Programmes

RATIONALE

In the preceding units, the different groups that need assistance were studied, and methods of community development. In this unit, the methods to apply when dealing with them are examined.

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

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

LEARNING OUTCOMES

By the end of the unit, it should possible to:

- Explain the methods for doing social work;
- Justify the purpose of social work;
- Set schedules and programmes for social work;
- Identify agencies relevant for social welfare.

CONTENT

This unit includes the following:

Topic 1. Approaches to Doing Social Work
Topic 2. Management of Social Work Programmes

Before discussing the various approaches to doing social work, it is important to note that as a social worker, it is needed to understand the nature of the problem of the client, before deciding on the method of intervention. The intervention used must be appropriate for the client and effective for the situation. Some of the methods of intervention used are counselling, family therapy, general interviews, data collection/analysis and report writing, intervention strategies, and referrals.

Social work emphasizes four major approaches. They are the casework approach, inst\itionalization, the group work approach, and the community work approach. Each of these approaches is discussed in detail below.

1. Casework Approach

Casework refers to the interaction between the social worker and client or a family unit. Casework incorporates the following methods:

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

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

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

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

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

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

Elements for Successful Outcomes in Casework

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

Major Emphasis in Casework

There are certain problem areas in social casework. Focus on those areas to guide to determining from what social problem the client is suffering. Isolate these factors in a problem, and determine how best to work with the client to achieve equilibrium effectively. The following are the areas on which to focus:

a) **Individualization**

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

b) **Communication**

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

c) **Information**

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

d) **Task-centred casework** (see p. 53 of the module)

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

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

Activity 4.1: Task-Centred Casework

The head teacher of a school refers a student to you for help. When the student joined the school in her first year of secondary school, she obtained a good grade. She is now among the bottom ten students in her third year. The head teacher fears that the student may fail, and asks you to help her.
1. List the information you may require in order to help this child.

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2. Institutionalization

In some cases, a handicap, illness, or problem may be so intense that the client needs to be referred to an institution. The institution should be able to deal with the problem and should provide assistance. There may be a number of people affected by the same illness, which will make it easier to obtain treatment. It should help to refer clients to these institutions since the problem is beyond the social worker's control.

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

Think of such problems. Who helps the family? Video-Hospice at Home Services, etc.

TRANSITION: The casework approach and institutionalisation have just been discussed. The third major approach in conducting social work is the group work approach.

3. Group Work Approach

The group work approach refers to a technique where are dealt with groups of people, either in centres or institutions, as opposed to individual persons or individual families. The group work approach, therefore, involves interaction between a client and a

group of people with the same needs. Examples of social services using a group work approach are the institutions for the elderly, programmes for single parents, correctional centres, street gang work, residential or day camping, alcohol abuse support groups, and AIDS support groups.

Activity 4.5: Group Work

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

Value of Working with Groups

a) People are enriched by interpersonal experiences structured around collectively defined goals.

b) People satisfy peer relationships and share decision-making tasks pertaining to the group.

c) The leader helps individual members to use group discussions and activities to negotiate, and then fulfil, behavioural and developmental contracts.

d) Achieve a socially desirable but highly individualistic growth.

e) Opportunity for lonely persons to belong to a purposeful social organization, where they have a sense of belonging and identity, and where they share problems and aspirations.

Activity 4.6: Community Groups

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

Purpose of Groups

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

a) Recreation groups

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

b) Recreation - skill groups

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

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c) Education groups

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

d) Self-help groups

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

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

e) Socialization groups

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

f) Therapeutic groups

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

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

Basic Requirements in Starting a Group

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

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

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Principles in Group Work Approach

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

a) Decision-making

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

b) Initial concern

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

c) Individualization

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

Transition: casework, institutionalization and group work approaches in conducting social work have been discussed. The fourth and last major approach it the community work approach.

I. Community Work Approach Development

a. Community development

Community development is an integrated development process aimed at improving the overall economic, social and cultural conditions of a community.

It is an attempt to equip people who are unemployed or underemployed, with skills, which will bring them a better life. In many African countries, women have initiated community projects, to enable them to generate income. Different agencies support these efforts, especially if such efforts attempt to empower women to contribute towards economic development.

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

Community organizations generally include the coordination of existing services, action to expand and modify services, and the creation and organization of new services. Community organizations are involved in many social issues such as education, housing, health, leisure time services, the alienation of youth, economic and social control, labour relations, minority-group employment, child care and immunization programmes.

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

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

Activity 4.9: Community Development

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

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b.   Community Work Approach

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

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

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

A Profile Outline for Community Analysis

A community worker will make an analysis through these topics:

- Background and setting, including history, geography and government
- Demography
- Communications
- Economic life
- Government politics, law enforcement
- Housing
- Education

Activity 4.10: Community Analysis

1. Refer to a community you are familiar with, and make a brief analysis in terms of:
   a) Demography
   b) Economic life
   c) Education
   d) Health
   e) Religious patterns

TRANSITION: Why carry out a community survey? This will help to learn about the community, the work it does, and the problems it faces, and its basic needs. It is necessary to know the people in the community. In this way, their needs will be understood, and working together on activities will help solve their problems. The following planning cycle will help to understand how a community work programme can be set up.

The Planning Cycle

5. Project Plan,
Action Plan
Proposals for
Solution

6. Implementation

7. Follow-up,
   Monitoring
   Evaluation
   Reassessment

1. Identification of Needs

2. Assessment of Needs,
   Identification of Problems

3. Priority Needs

4. Identification of Resources
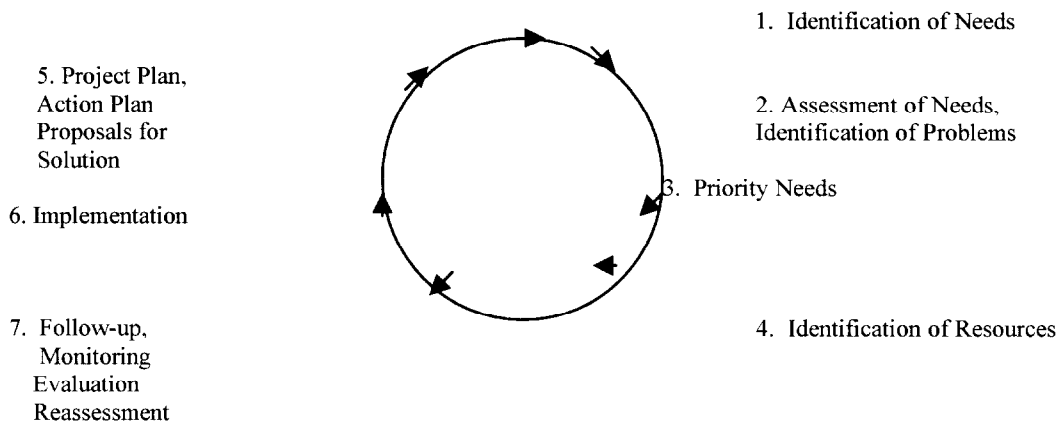
In such instances, planners and organizers need to understand the social fabric of society, community sociology, social problems, community psychology, social planning and social policy in relevant areas, such as health, housing, child care, mental health and leisure services. Equally important is the knowledge of social welfare organizations; communication theory, skills and business management, social law and human behaviour.

Strategies for Community Development

Quite often, a social worker, has to go beyond the identification of problems or suggesting practical solutions. The strategies chosen will depend on the nature of the group dealt with, and the nature of the problem. The following are some of the strategies that can be employed:

1. Organizing Credit Groups

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

> **Activity 4.11: Research on Credit Groups**
>
> Do research on groups in your community on:
> 1. How many credit associations are there?
> 2. What are their weaknesses?
> 3. How can you help these groups become stronger?

2. Revolving Funds

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

Activity 4.12: Revolving Funds

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

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

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3. Enterprise Education

Is there money-generating activity? Does it require special skills? How were there skills acquired?

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

a) Desire. Nothing is achieved unless there is a strong desire for it. Enthusiasm is very important in enterprise education. Desire can be stimulated by calling attention to the business opportunities available, and the benefits of self-employment.

Activity 4.13: Desire

1. Explain how the following can stimulate the desire for self-employment among the unemployed in your community.
   a) Study tours
   b) Visits to financial institutions
   c) Newspapers and magazine

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b) Faith. This can also be taken as confidence. This is the foundation for risk-taking, which is important in business. Faith knows that what is believed in will come true. Business ideas must be believed to grow into business enterprises. Faith is the basis of all miracles and all mysteries that cannot be analysed by the rules of science.

c) **Vision.** This is the mission people want to achieve. They should be able to visualize what to achieve. The more specific the vision, the higher will be the chance of achieving it. For example, how much money do they want to earn per month by the end of this year? They must set off for somewhere if they are to get anywhere.

d) **Action Planning.** Clients will need skills to transform their vision into action plans. How do they want to realize their dreams?

e) **Specialized Knowledge.** Action planning usually leads to a desire to acquire the knowledge and skills to achieve a vision. Accurate information can be acquired through:

- Experience and education
- The cooperation of others who are skilled, that is, business partners.
- Employ others who are skilled
- Acquire information from relevant books and other reading materials.
- Take a special training course.

f) **Constructive Associations.** In life it is rare to achieve goals without the help of others. Often others are necessary to realize ambitions. Master group must be formed. These can be business partners or employees. Gather a skilled, knowledgeable and enthusiastic group. It is good if another person is a wife or husband. This is the most important person in life and can help or hinder.

g) **Starting a business**
The following are some of the questions to ask in enterprise education (starting a business):
- Does he or she want to be self-employed
- Which business does he or she want to engage in?
- How much capital is needed?
- How is this money to be raised?
- What is the existing market? How many people want the goods or services?
- Are there other people with whom to compete? Are there any other similar undertakings?
- Where will the business be located? Is it strategic enough?
- Are the necessary knowledge, skills and information to provide the goods or services available? How will they be acquired?
- Start planning the business today!

Note: for a detailed discussion on enterprise education, refer to the modules on Guidance and Enterprise Education.

4. Viable Economic Activities

Community development can be helped by mobilizing the people to participate in activities that pay. Sometimes traditional activities are not economically viable. People must be alerted to alternatives. This can be achieved by working with local leaders, and

other relevant agencies. Education in the form of seminars, workshops and conferences is of great help.

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

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

Topic 2.
MANAGEMENT OF SOCIAL WORK PROGRAMMES

Traditional ways of managing social problems

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

Activity 4.14: Drug Abuse

You are invited to visit a group of people undergoing rehabilitation for drug abuse.
1. Write an outline of strategies you would share with them to help their efforts.

Setting Schedules and Programmes for Social Work

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

1. Establish clear lines of communication.

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

2. Make services accessible to the public.

It is essential to stress the importance of making services accessible to the public. In this way, the public will know where to get help. Given that social services have limited resources, this inevitably raises questions about how far they should be involved, with the

early identification of need, and to what extent services can be distributed equitably between geographical areas and different social groups.

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

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

4. Coordination

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

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

Structure of social work within and outside the government

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

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

Programme Evaluation

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

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

1. At one level, social workers can assess the services they provide to each client to be able to understand the effectiveness of the work, and measure the impact of the programmes on their clients. They can ask themselves the following questions:

- Is there an improvement in behaviour? If so, what strategies were used?
- Was there fair recording and record-keeping?

- How about the accuracy of information and the suggested treatment?

This type of evaluation is called formative evaluation.

2. At another level, a social worker asks:

- What are the activities?
- What are the goals, and how to relate activities to goals?
- Are the goals being reached?

This type of evaluation is called a summative evaluation.

Activity 4.15: Evaluation

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

Summary

This unit, dealt with methods which are useful in social work practice. The major methods discussed were the casework approach, institutionalization, the group work approach, and the community work approach.

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

How to manage a social work programme has been described.

Evaluation

1. Discuss how social work should include the distribution of services.
2. What is the purpose of coordinating social work?
3. Who would be talked to, to obtain information about the effectiveness of the programme, if an evaluation of social work is to be carried out?

The Relationship between Social Work and Guidance and Counselling

RATIONALE

In this unit, you will examine the multidisciplinary nature of Social Work and its relation to Guidance and Counselling.

LEARNING OUTCOMES

By the end of the unit, it should possible to:

• Explain the relationship between Social Work and Guidance and Counselling

CONTENT

This unit includes the following:

Topic 1. The Relationship between Social Work and Guidance and Counselling

Topic 1.
SOCIAL WORK AND GUIDANCE AND COUNSELLING

Social work is a multidisciplinary approach used to deal with welfare issues. A social worker's training should give him or her an insight into her or his client's problems and issues, and be able to address these adequately. The social worker should be able to deal with the multi-dimensional duties that are social work. A social worker should have at least basic information about guidance and counselling. Also social workers have special challenges as professionals and counsellors who are guided by a special code of ethics and principles, which they cannot compromise, despite the fact that they are human beings.

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- **Counsellor:** Counselling that is taught in tertiary institutions is based on concepts developed in the west. It is up to the counsellor to tailor these concepts to African culture. There are ethics and principles that guide counselling, and a number of concepts that are contrary to African culture. These need to be made more Africa- friendly.

- **Educator:** a social worker is responsible for the welfare of the community in which he or she is working. It is his or her responsibility to educate people about how to improve their way of life. She or he holds workshops, makes home visits, and at times holds community meetings to teach about vital topics, such as family planning, entrepreneurial projects, and other vital topics

- **Change Agent:** Though the social worker works as a counsellor, she or he also sometimes assumes the role of a change agent. This means if, for any reason, the problem presented by the client needs intervention by the counsellor, before healing can take place, then the counsellor is obliged to help out, but not in the capacity of a counsellor.

- **Net worker:** A social worker does not work in isolation. She or he works with other organizations that are providing services to the community. She or he sets up a referral system, which will enable the social worker to work under minimal strain thus preventing "burn out". To network effectively, the social worker must have a directory of all the professional and paraprofessionals that she or he works with.

- **Home and community builder:** The social worker is a homebuilder. She deals with dysfunctional families to make them functional and acceptable in society. She provides dysfunctional homes with options to make them functional. In cases where children are concerned, she or he finds havens of safety for the children, until their homes are safe for them to live in. The social worker provides the community with information, and options for raising the standard of living.

  In the community, the social worker deals with a variety of groups, whose concerns, issues and problems are varied. Thus the social worker needs to be someone who has a variety of skills. She or he deals with boys and girls, adolescent girls, people on parole, adult men and women, elderly men and women, people who are especially challenged, and other vulnerable groups

- **The social worker is an agent for cultural change:** due to the nature of the work of a social worker, she or he is an agent for cultural change. A social worker has to be tolerant, accommodating, patient, loving, willing to teach, and work outside the normal working hours.
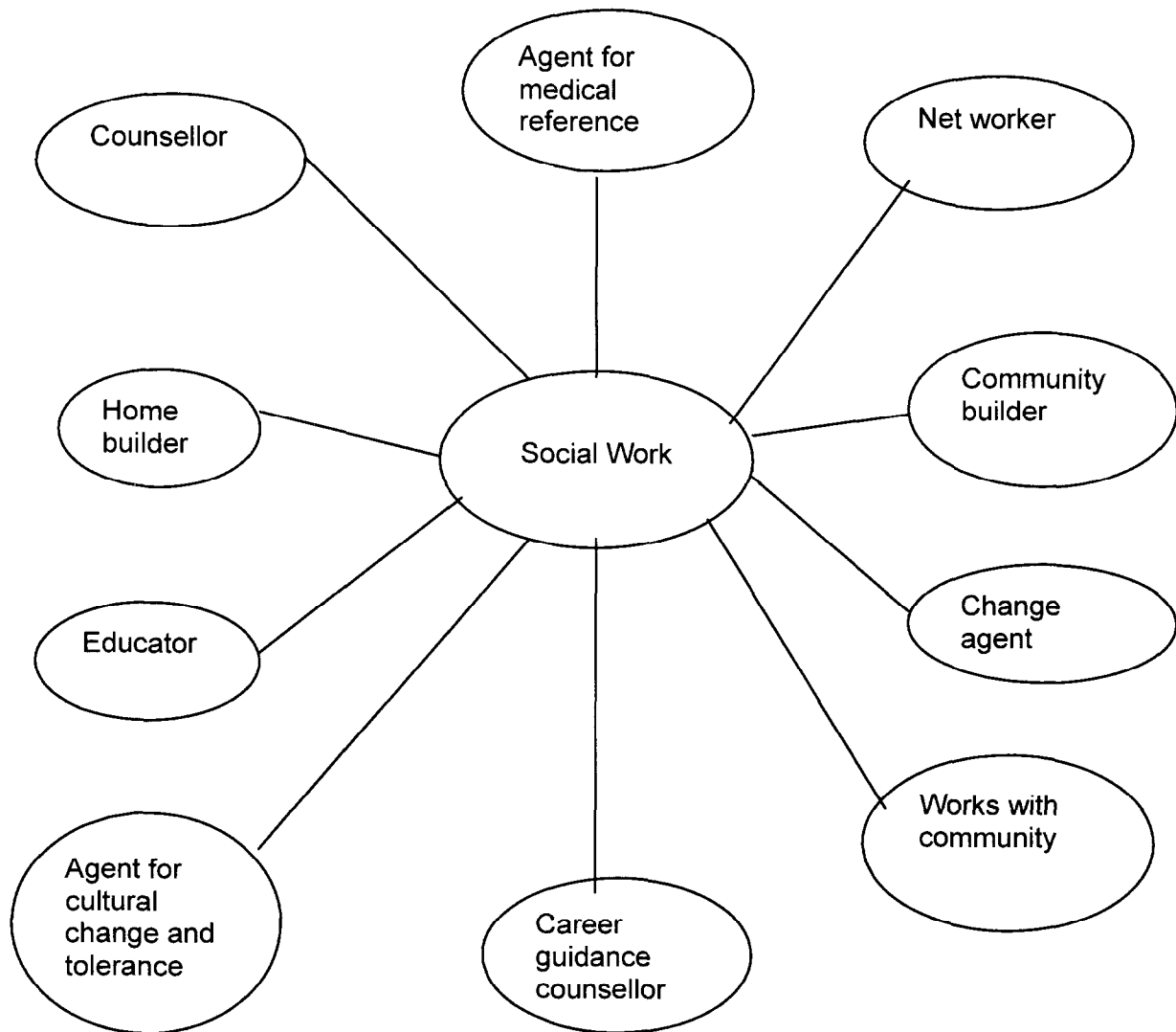
Activity 5.1: Your Work

As a person working with other people:
1. Where do you fit into this multidisciplinary approach?
2. Which of the many disciplines does your organization fit into? List as many as possible.
3. Draw a structure that shows your organization as part of social work.

Summary

Social work – multidisciplinary approach

Social Work

Agent for medical reference

Counsellor

Net worker

Home builder

Community builder

Educator

Change agent

Agent for cultural change and tolerance

Career guidance counsellor

Works with community

I.   **The Social Worker's Conduct and Comportment as a Social Worker**

A. Property-The social worker should maintain high standards of personal conduct in the capacity, or identity, of a social worker.

1. The private conduct of the social worker is a personal matter to the same degree as any other person's, except when such conduct compromises the fulfilment of professional responsibilities.
2. The social worker should not participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.
3. The social worker should distinguish clearly between statements and actions made as a private individual, and as a representative of the social work profession, or an organization or group.

B. Competence and Professional Development. The social worker should strive to become, and remain, proficient in professional practice and in the performance of professional functions.

1. The social worker should accept responsibility, or employment only on the basis of existing competence, or the intention to acquire the necessary competence.
2. The social worker should not misrepresent professional qualifications, education, experience, or affiliations.

C. Service. The social worker should regard as basic the service obligation of the profession of social work.

1. The social worker retains ultimate responsibility for the quality and extent of the service that the individual provides, assigns, or performs.
2. The social worker should act to prevent practices that are inhumane, or discriminatory against any person or group of persons.

D. Integrity. The social worker should act in accordance with the highest standards of professional integrity and impartiality.

1. The social worker should be alert to, and resist, the influences and pressures that interfere with the exercise of professional discretion and impartial judgement, required for the performance of professional functions.
2. The social worker should not exploit professional relationships for personal gain.

E. Scholarship and Research. The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.
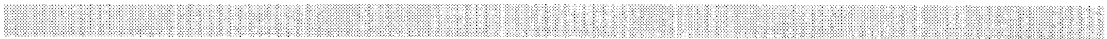1. The social worker engaged in research should carefully consider its possible consequences for human beings.

2. The social worker engaged in research should ascertain that the consent of participants in the research is voluntary and informed, without any implied deprivation or penalty for refusal to participate, and with due regard for participants' privacy and dignity.
3. The social worker engaged in research should protect participants from unwanted physical or mental discomfort, distress, harm, danger, or deprivation.
4. The social worker, who engages in the evaluation of services or cases, should discus them only for professional purposes, and only with persons directly and professionally concerned with them.
5. Information obtained about participants in research should be treated as confidential.
6. The social worker should take credit only for work actually done in connection with scholarly and research endeavours, and credit contributions made by others.

II. The Social Worker's Ethical Responsibility to Clients

F. Primary Responsibility of Clients' Interests. The social worker's primary responsibility is to clients.

1. The social worker should serve clients with care, loyalty, determination, and the maximum application of professional skills and competence.
2. The social worker should not exploit relationships with clients for personal advantage, or solicit the clients of one's agency for private practice.
3. The social worker should not practise, condone, facilitate or collaborate with any form of discrimination on the basis of race, colour, sex, sexual orientation, age, religion, national origin, mental status, political belief, mental or physical handicap, or any other reference or personal characteristics, condition or status.
4. The social worker should avoid relationships or commitments that conflict with the interests of clients.
5. The social worker should, under no circumstances, engage in sexual activities with clients.
6. The social worker should provide clients with accurate and complete information regarding the extent and nature of the services available to them.
7. The social worker should make clients aware of their risks, rights, opportunities and obligations with regard to social services.
8. The social worker should seek the advice and counsel of colleagues and supervisors, whenever such consultation is in the best interests of clients.
9. The social worker should cease to provide services to clients, and end professional relationships with them when such service and relationships are no longer required, or no longer serve the clients' needs or interests.
10. The social worker should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation, and taking care to minimize the possible adverse effects.

11. The social worker who foresees the termination or interruption of services to clients, should notify clients promptly, and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

G. Rights and Prerogatives of Clients. The social worker should make every effort to foster maximum self-determination on the part of clients.

1. When the social worker must act on behalf of a client who has been adjudged legally incompetent, the social worker should safeguard the interests and rights of that client.
2. When another individual has been legally authorized to act on behalf of a client, the social worker should deal with that person always with the client's best interests in mind.
3. The social worker should not engage in any action that violates or diminishes the civil or legal rights of the client.

H. Confidentiality and Privacy. The social worker should respect the privacy of clients, and hold in confidence all information obtained in the course of providing professional services.

1. The social worker should share confidences revealed by clients with others, without their consent, only for compelling professional reasons.
2. The social worker should inform clients fully about the limits of confidentiality in a given situation, the purposes for which information is obtained, and how it may be used.
3. The social worker should give clients reasonable access to any official social work records concerning them.
4. When providing clients with access to records, the social worker should take due care to protect the confidences of others contained in those records.
5. The social worker should obtain the informed consent of clients before taping, recording, or permitting third party observation of their activities.

I. Fees: When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed, and with due regard for the client's ability to pay.

1. The social worker should not divide a fee, or accept or give anything of value for receiving or making a referral.

III.   The Social Worker's Ethical Responsibility to Colleagues

J. Respect, Fairness and Courtesy. The social worker should treat colleagues with respect, courtesy, fairness and good faith.

1. The social worker should cooperate with colleagues to promote professional interests and concerns.
2. The social worker should create and maintain conditions of practice that facilitate ethical and competent professional performance by colleagues.

3. The social worker should treat with respect, and represent accurately and fairly, the qualifications, views and findings of colleagues, and use appropriate channels to express judgments on these matters.
4. The social worker who replaces, or is replaced by, a colleague in professional practice, should act with consideration for the interests, character, and reputation of that colleague.
5. The social worker should not exploit a dispute between a colleague and employers to obtain a position, or otherwise advance the social worker's interests.
6. The social worker should seek arbitration or mediation when conflicts with colleagues require resolution for compelling professional reasons.
7. The social worker should extend to colleagues of other professions the same respect and cooperation that is extended to social work colleagues.
8. The social worker who serves as an employer, supervisor, or mentor to colleagues, should make orderly and explicit arrangements regarding the conditions of their continuing professional relationship.
9. The social worker who has the responsibility for employing and evaluating the performance of other staff members, should fulfil such responsibility in a fair, considerate and equitable manner, on the basis of clearly enunciated criteria.
10. The social worker who has responsibility for evaluating the performance of employees, or students, should share evaluations with them.

K. Dealing with Colleagues' Clients. The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

1. The social worker should not solicit the clients of colleagues.
2. The social worker should not assume professional responsibility for the clients of another agency, or a colleague, without appropriate communication with that agency or colleague.
3. The social worker who serves the clients of colleagues, during a temporary absence or emergency, should serve those clients with the same consideration as that afforded to any other client.

IV. **The Social Worker's Ethical Responsibility to Employers and Employing Organizations**

L. Commitments to Employing Organization. The social worker should adhere to commitments made to the employing organization.

1. The social worker should work to improve the employing agency's policies and procedures, and the efficiency and effectiveness of its services.
2. The social worker should not accept employment, or arrange student field placements in an organization which personnel standards, or imposing limitations on, or penalties for, professional actions on behalf of clients.
3. The social worker should use with scrupulous regard, and only for the purpose for which they are intended, the resources of the employing organization.

V.   The Social Worker's Ethical Responsibility to the Social Work Profession

M. Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge and mission of the profession.

1. The social worker should protect and enhance the dignity and integrity of the profession, and should be responsible and vigorous in discussion and criticism of the profession.
2. The social worker should take action through appropriate channels against unethical conduct by any other member of the profession.
3. The social worker should act to prevent the unauthorized and unqualified practice of social work.
4. The social worker should make no misrepresentation in advertising, as to qualification, competence, service, or results to be achieved.

N. Community Service. The social worker should assist the professionals in making social services available to the general public.

1. The social worker should contribute time and professional expertise to activities that promote respect for the utility, the integrity, and the competence of the social work profession.
2. The social worker should support the formulation, development, enactment and implementation of social policies of concern to the profession.

O. Development of Knowledge. The social worker should accept responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

1. The social worker should base practice upon recognized knowledge relevant to social work.
2. The social worker should critically examine and keep abreast of emerging knowledge relevant to social work.
3. The social worker should contribute to the knowledge and wisdom of colleagues.

VI.   The Social Worker's Ethical Responsibility to Society

P. Promoting the General Welfare. The social worker should promote the general welfare of society.

1. The social worker should act to prevent and eliminate discrimination against any person or group on the basis of race, colour, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition or status.
2. The social worker should act to ensure that all persons have access to the resources, services and opportunities which they require.

3. The social worker should act to expand choice and opportunity for all persons, with special regard for disadvantaged or oppressed groups and persons.
4. The social worker should promote conditions that encourage respect for the diversity of cultures which constitute African society.
5. The social worker should provide appropriate professional services in public emergences.
6. The social worker should advocate changes in policy and legislation to improve social conditions, and to promote social conditions and to promote social justice.
7. The social worker should encourage informed participation by the public in shaping social policies and institutions.