



Faculty of Social Work
Planning & Development Department

**Selected Readings
In
Planning and Community Development**

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<p>5-Trevor Noble : Social Theory and Social Change, Macmillan Press L T d, N.Y,2000</p> <p>6- Alfred J. Kahn : Theory and Practice of Social planning , Russell Sage Foundation , N.Y., 1969</p>	
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تسعى كلية الخدمة الاجتماعية بجامعة الفيوم
أن تكون مؤسسة تعليمية معتمدة ومتميزة محلياً وإقليمياً.

رسالة كلية الخدمة الاجتماعية – جامعة الفيوم
تلتزم كلية الخدمة الاجتماعية بجامعة الفيوم
بإعداد خريج مثقلاً بالمهارات المعرفية والذهنية والمهنية والعامة
طبقاً للمعايير القومية الأكاديمية القياسية ،
قادراً على المنافسة محلياً وإقليمياً ، مواكباً التطور التكنولوجي ،
متفرداً في إجراء البحث العلمي لمواجهة المشكلات والأزمات المجتمعية
في إطار من القيم والأخلاقيات ، مشاركاً في تحقيق التنمية المستدامة .

تاريخ اعتماد مجلس الكلية
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الخريطة الزمنية الدراسية لمقرر (Selected Readings)

In

(Planning and Community Development)

بالفصل الدراسي الثاني - العام الجامعي ٢٠٢١ / ٢٠٢٢

م	الأسبوع	خلال الفترة		رقم المحاضرة	محتوى المحاضرة
		من	إلى		
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٢	الثاني	٢٠٢٢/٢/٢٧	٢٠٢٢/٣/٤	الثالثة (مباشر بالكلية) الرابعة (on line)	Understanding Community Development
٣	الثالث	٢٠٢٢/٣/٦	٢٠٢٢/٣/١١	الخامسة (مباشر بالكلية) السادسة (on line)	WHEN Does Community Development Happen?
٤	الرابع	٢٠٢٢/٣/١٣	٢٠٢٢/٣/١٨	السابعة (مباشر بالكلية) الثامنة (on line)	COMMON PROBLEMS AND SOLUTIONS
٥	الخامس	٢٠٢٢/٣/٢٠	٢٠٢٢/٣/٢٥	التاسعة (مباشر بالكلية) العاشر (on line)	COMMON PROBLEMS AND SOLUTIONS
٦	السادس	٢٠٢٢/٣/٢٧	٢٠٢٢/٤/١	الحادية عشر (مباشر بالكلية) الثانية عشر (on line)	إختبار المديتيرم الأول
٧	السابع	٢٠٢٢/٤/٣	٢٠٢٢/٤/٨	الثالثة عشر (مباشر بالكلية) الرابعة عشر (on line)	Principles for community work
٨	الثامن	٢٠٢٢/٤/١٠	٢٠٢٢/٤/١٥	الخامسة عشر (مباشر بالكلية) السادسة عشر (on line)	Community Planning
٩	التاسع	٢٠٢٢/٤/١٧	٢٠٢٢/٤/٢٢	السابعة عشر (مباشر بالكلية) الثامنة عشر (on line)	Community Planning
١٠	العاشر	٢٠٢٢/٤/٢٤	٢٠٢٢/٤/٢٩	التاسعة عشر (مباشر بالكلية) العشرون (on line)	The Role of Social Work in National Development
١١	الحادي عشر	٢٠٢٢/٥/١	٢٠٢٢/٥/٦	الحادية والعشرون (مباشر بالكلية) الثانية والعشرون (on line)	أجازة عيد الفطر المبارك
١٢	الثاني عشر	٢٠٢٢/٥/٨	٢٠٢٢/٥/١٣	الثالثة والعشرون (مباشر بالكلية) الرابعة والعشرون (on line)	إختبار المديتيرم الثاني
١٣	الثالث عشر	٢٠٢٢/٥/١٥	٢٠٢٢/٥/٢٠	الخامسة والعشرون (مباشر بالكلية) السادسة والعشرون (on line)	Social Work, Poverty and the Realization of Millennium Development Goals
١٤	الرابع عشر	٢٠٢٢/٥/٢٢	٢٠٢٢/٥/٢٧	السابعة والعشرون (مباشر بالكلية) الثامنة والعشرون (on line)	Social Work, Poverty and the Realization of Millennium Development Goals
١٥	الخامس عشر	٢٠٢٢/٥/٢٩	٢٠٢٢/٦/٣	التاسعة والعشرون (مباشر بالكلية) الثلاثون (on line)	Social Security
١٦	السادس عشر	٢٠٢٢/٦/٥	٢٠٢٢/٦/١٠	الحادية والثلاثون (مباشر بالكلية) الثانية والثلاثون (on line)	مراجعة عامة

فترة الدراسة بالفصل الدراسي الثاني ستة عشر أسبوعاً طبقاً للأجندة الجامعية للعام الجامعي ٢٠٢١ / ٢٠٢٢

بدء إمتحانات الفصل الدراسي الثاني ٢٠٢١ / ٢٠٢٢ إعتباراً من السبت ١١ / ٦ / ٢٠٢٢ م

Chapter 1 :

Understanding Community Development

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What is Community Development?

Community development is the planned evolution of all aspects of community well-being (economic, social, environmental and cultural). It is a process whereby community members come together to take collective action and generate solutions to common problems. The scope of community development can vary from small initiatives within a small group, to large initiatives that involve the whole community. Regardless of the scope of the activity, effective community development should be:

- a long-term endeavor,
- well planned,
- inclusive and equitable,
- holistic and integrated into the bigger picture,
- initiated and supported by community members,
- of benefit to the community, and
- Grounded in experience that leads to best practice.

The primary outcome of community development is improved quality of life. Effective community development results in mutual benefit and shared responsibility among community members and recognizes:

- the connection between social, cultural, environmental and economic matters;
- the diversity of interests within a community; and
- Its relationship to building capacity.

Community development requires and helps to build community capacity to address issues and to take advantage of opportunities, to find common ground and to balance competing interests. It does not just happen – it requires both a conscious and a conscientious effort to do something (or many things) to improve the community.

What Is Community Development?

It is a “grassroots” process by which communities:

- become more responsible;
- organize and plan together;
- develop healthy lifestyle options;
- empower themselves;
- reduce poverty and suffering;
- create employment and economic opportunities; and
- Achieve social, economic, cultural and environmental goals.

Let's consider some of the assumptions about the words “community” and “development”.

Community

Often when we think of the term community, we think in geographic terms. Our community is the location (i.e. city, town or village) where we live. When community is defined through physical location, it can be defined by precise boundaries that are readily understood and accepted by others.

Defining communities in terms of geography, however, is only one way of looking at them. Communities can also be defined by common cultural heritage, language, and beliefs or shared interests. These are sometimes called communities of interest.

Even when community does refer to a geographic location, it does not always include everyone within the area. For example, many Aboriginal communities are part of a larger non-Aboriginal geography. In larger urban centers, communities are often defined in terms of particular neighborhoods.

Most of us belong to more than one community, whether we are aware of it or not. For example, an individual can be part of a neighborhood community, a religious community and a community of shared interests all at the same time.

Relationships, whether with people or the land, define a community for each individual.

Development

The term development often carries with it an assumption of growth and expansion. During the industrial era, development was strongly connected to increased speed, volume and size. Many are currently questioning the concept of growth for numerous reasons. There is a realization that more is not always better. Increasingly, there is respect for reducing outside dependencies and lowering levels of consumerism. The term development, therefore, may not always mean growth; it does, however, always imply change.

The community development process takes charge of the conditions and factors that influence a community and changes the quality of life of its members. Community development is a tool for managing change and, therefore, is not:

- a quick fix or a short-term response to a specific issue within a community,
- a process that seeks to exclude community members from participating, or
- An initiative that occurs in isolation from other related community activity.

Community development is about community building as such, with the process as important as the results. One of the primary challenges of community development is to balance the need for long-term solutions with the day-to-day realities that require immediate decision and short-term action.

Community Development Resources

The term resources are used in many contexts. It is often understood to mean money; however, in the context of community development it can mean far more than that.

Community development includes natural, human, financial and infrastructure resources.

Natural resources are all the things that nature provides. Oftentimes, community development focuses on the natural resource industry that extracts the natural resource, creating jobs and wealth but, if not managed properly, may not be sustainable over time. Part of effective community development is to be good stewards of the land and maintain a healthy balance between the environmental, economic and social undertakings in the community.

Natural resources include things such as:

- land, air and water;
- minerals and surface/subsurface metals and ores;
- oil, gas and petroleum;
- trees and other plants;
- wildlife; and
- The standards, legislation and policies relating to the above.

Human resources are about people. People are at the heart of all community matters and, as such, they are critical to success. But just having people involved is not enough. In community development, it is important to have the right people in the right jobs with the right skills, knowledge and abilities. This is not an easy matter as often we are not sure who should be doing what, what the required skills are, or where to get the necessary skills if they are missing. Placing people into the right roles and building skills or developing human capacity is called human resource development. Occasionally it is referred to as building or increasing social capital. Either way, it acknowledges the value of people and their talents and recognizes that this type of development is as important as natural resource development. Unlike many of the natural resources on the planet, people are renewable and should be treated as the most valuable resource in a community.

Human resources include things such as:

- healthy families and lifestyles;
- skills building, education and training;
- career planning and employment;
- effective and legal hiring practices;
- workers compensation and pensions; and
- Human rights and labor laws.

The term financial resources are well understood. We know that it means money and it often implies having the ability to acquire it. What gets complicated is how to locate and successfully attract the type and amount of financial resources to community development initiatives. Just like having the right people doing the right jobs, it is important to have the right money at the right time. Traditionally, community development is funded (in part or in total) through economic development channels, taxes or government grants. This leaves little power or control in the hands of the people who want or need to do things that are not on the government or private sector agenda. Fundraising and the seeking of grants have become full-time jobs for many organizations and groups involved in community service and development.

Financial resources include things such as:

- fundraising and grant-seeking;
- banks and other financial institutions;
- community loan funds and lending circles;
- access to capital and investment funding;
- government loans and program funds;
- cooperatives and other forms of investment; and
- Policies and guidelines related to finance lending and reporting.

Infrastructure is part of the resources needed to be effective in community development and **includes such obvious things as:**

- physical buildings and structures;
- transportation and access;

- communication systems; and
- Electrical, hydro, sewage, garbage and heating.

However, infrastructure also refers to the political systems and leadership needed to support a community, as well as the policies, standards and laws established in the community. Without infrastructure there would be no physical community. When considering resourcing a community development initiative it is important to consider what infrastructure is required, what the relationship is to what currently exists and whether or not there are policies or existing support systems to which contact or adherence are required.

A community development undertaking often has its own infrastructure, such as leadership or a physical building, but it should exist within a healthy relationship to that which exists.

Lessons from Experience

Experience tells us the following:

- ◇ There are many ways to define community.
- ◇ We may belong to more than one community.
- ◇ Community development follows a planned process that is long-term and integrated.
- ◇ Community development is not a quick fix for the day-to-day operations of the community.
- ◇ Planning the resources for community development includes considering all the resources—people, money, infrastructure and the environment—in which it will operate.
- ◇ Community development is a way to enhance the resources of a community and often has sustainability and increased quality of life as its primary focus.
- ◇ Developing an understanding of and acquiring access to resources is often difficult and requires specific skills. Community development helps to build them.

Points to Ponder

- ◇ How do I define my community?
- ◇ Do I belong to more than one community and, if so, what is the relationship between my different communities?
- ◇ What sort of development is going on in my community?
- ◇ What sort of development would I like to see in my community?
- ◇ How does or might this development improve quality of life?

Chapter 2

WHEN Does Community Development Happen?

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When Does Community Development Happen?

Community development is a planned process that requires certain prerequisites. Effective community development most often happens when:

- a challenge or opportunity presents itself, and the community responds;
- community members are aware of their power to act together to benefit their community;
- there is a desire to build on diversity and to find common ground; and/or
- Change is taking place and community development is understood to be a positive approach to manage this change.

Each of these situations is described below. At the end of this section is a set of questions that will help determine whether or not your community has the resources in place that will support community development.

Responding to a Challenge or Opportunity

A crisis which threatens the viability of the community or an opportunity to enhance the quality of life in the community is often the driving force for community-based action. Community members perceive that action must be taken. A multitude of circumstances could occur that cause a community to respond.

Examples of negative circumstances that can motivate communities to consider a community development approach are:

- closure of a primary industry upon which many of the community members are dependent,
- a community facing significant social problems but with little that can be achieved until issues of community health and well-being are addressed,
- too many young people leaving the community,

- withdrawal of government funding for an initiative upon which the community is highly dependent, or
- Frustration about the results of previous efforts and the desire to use a different approach.

Community development is not solely pursued as a response to negative circumstances or a crisis. Increasingly, community development is viewed as a way to build upon strengths (capacity) and take advantage of opportunities. Some communities view the community development process as a way to tap into the multitude of strengths, skills and abilities of community members.

Responding to an Opportunity

A group of friends on welfare talked about the idea of creating a community business. They knew that they had to become more self-reliant and their social workers had provided information about community loan funds for new businesses. They asked others to join them in the creation of a community-based economic development project. Because they had experience in both cooking and customer service, the group decided to open a restaurant. Their goal was to create jobs for themselves and others. It took effort, planning and the development of community trust to start the business, but there was an opportunity to do something and they took it. Today a successful restaurant is in place. The restaurant remains committed to hiring disadvantaged people.

Examples of positive circumstances that can result in community development are:

- the desire to build stronger connections between community members;
- an interest in creating grassroots initiatives to respond to interests or talents within the community (i.e. bartering, co-operatives, arts festivals);
- the potential to diversify economic activity within the community;

- the need to help community members help themselves (community gardens, collective kitchens, cooperative housing); or
- The opportunity to create programs or facilities for children, seniors or others in the community.

Regardless of whether the community is responding to a perceived threat or an opportunity, the motivation to pursue a community development approach stems from a belief that the community itself not only has the solutions but the ability to translate their ideas into action.

Lessons from Experience

- ◇ A community is a group of individuals wanting to achieve something collectively rather than separately.
- ◇ Regardless of how big or small the action, the feature that distinguishes community development from anything else is the collective approach to decision-making.
- ◇ Any number of things can trigger an interest in community development, so it is important to understand the need or problem as well as the possible solutions.

Points to Ponder

- ◇ Is there a threat or opportunity facing your community?
- ◇ Do you think community development could be a useful approach to responding to this threat or opportunity?

Community Awareness – The Power to Act

Community development stems from the belief that the community itself has or is able to develop solutions to the issues and opportunities within the community. Rather than waiting for someone else, community members believe in their own ability to take action. Some people may need to be convinced that they do in fact have the power to act and that the contribution they could make is of value. Too often we see outside experts or professionals as the ones with the answers and defer to them. Community development requires awareness by members that they too have expertise about their community. Although outside assistance may be needed, it should only be as a tool to develop community-driven responses in a way which responds to the community.

The Power to Act

Community members in a small rural community were disturbed by the fact that many of their young people were going to larger centers to find work. As a result of this concern and, after much work, a number of business people sponsored a small local sawmill. The mill is a success and other business opportunities are being considered to help create additional jobs in the community. Having seen one venture succeed, it is easier to plan others.

Discussion in the community may be needed to create the awareness that:

- community members are the experts with respect to the needs, hopes and dreams of their community;
- it can be beneficial to act together to achieve results; and
- All community members have skills, knowledge and abilities to contribute.

Without the awareness and belief that community members have the power to act and to bring about positive change there will be little motivation for community development. Motivation is not the only requirement for successful community development but it is a foundation.

Lessons from Experience

- ◇ Creating awareness and motivating community members to take responsibility for the future of their community can be a challenge. The best approach may be to use real examples of inclusive community development approaches as a powerful tool for creating awareness of the potential of this approach.
- ◇ Practical and small projects can be a great experience that demonstrates the power of collective community development. Starting small and building on strengths is a good strategy for building awareness and motivation.
- ◇ Community development does not work well if members see the answer to the threat or opportunity as being outside of themselves (believing, for example, that government should act on their behalf or that one large private-sector investor can turn the economy around and make the community a better place to live).

Points to Ponder

- ◇ Do individuals in your community believe they have the power to bring about change?
- ◇ If community members do not believe they have the power to act, how can you create this awareness?
- ◇ If they do have this awareness, how can you build upon it and sustain it?

The Desire to Build on Diversity and Find Common Ground

Communities are made up of individuals with a variety of cultural backgrounds, beliefs, interests and concerns. One of the greatest challenges is to find the common ground out of the diversity. Success requires that a good cross-section of community members participate.

Finding Common Ground

Two non-profit agencies were frustrated by the fact that very few job opportunities existed in their community for mental health survivors. There were mixed feelings and much ignorance about the abilities of the survivors and many doubts about supporting anything that could create a financial dependency. These two agencies acted as the catalyst to bringing together community people to increase awareness, consider options and develop innovative and community-based solutions to the problems. They discovered that everyone was interested in sustainable and meaningful employment, regardless of other differences, so they proceeded to create a cooperative that was run by and for the mental health survivors. This helped improve understanding and enhanced community relations.

Inclusive processes are those that:

- are open and participatory in nature;
- respect differences and value all contributions;
- ask questions rather than impose answers;
- look for solutions and areas of agreement;
- break down barriers to communication such as the use of jargon and stereotypes; and
- Provide a variety of opportunities for participation.

Examples of the way communities include a variety of people in community development processes are:

- town-hall meetings,
- focus groups,
- coffee gatherings and potluck suppers,
- discussion papers that provide an opportunity for response,
- questionnaires about community matters,
- surveys that identify the skills and abilities of community members,
- local media reports,
- e-mail and chat rooms,
- planning workshops, and

- Interviewing individuals in leadership roles.

Failure to involve a cross-section of community members and interests will weaken your community development effort. To be effective, all sectors must be involved. Invite community leaders to participate, and design strategies to bring together individuals who do not normally participate in community processes. Make sure that it is the right time and that there is enough interest to proceed.

Sometimes It Doesn't Work

A rural town was trying to organize a formal community development initiative with other groups and agencies in the community. Some felt there was an urgency related to funding cuts while others seemed content to share information about current and future events. They held several meetings that were well-attended, but didn't seem to be getting anywhere. For the fourth meeting, they hired an outside facilitator who tried to find a place from which to begin. As it turned out, there was no common need or issue beyond the sharing of information and networking. They decided that, for the time being, that was a good enough goal and that a community plan or shared initiative was not that important at that time.

Community development is not one set of interests within a community imposing a solution or action on others. Community development is a democratic process and involves the active participation of a variety of people. The strength of community development is that it is an approach that brings individuals of diverse interests together to achieve a common purpose.

Lessons from Experience

- ◇ Inclusion must be intentional. Identify the variety of interests in your community and develop strategies for involvement.
- ◇ Inclusion of a wide spectrum of interests can push people out of their comfort zones. Acknowledge this and get some experienced help if it becomes a problem.

- ◇ The process is as important as the results. A process that fails to be inclusive is not good community development, regardless of the results.
- ◇ If certain people or stakeholders in your community are skeptical or don't wish to participate, keep them informed and continue to invite their participation. An inclusive process keeps the door open.
- ◇ To be inclusive, keep asking the questions “who else needs to be involved?” and “are we unintentionally excluding someone from the process because they are not connected to a group or organization in our community?”
- ◇ Don't just include the official or regular leaders. There is a lot of talent and energy in those less recognized in community activities.

Points to Ponder

- ◇ Which individuals or organizations should be involved in a community development process?
- ◇ Think of other community processes with which you are familiar. Who was left out of these processes? How could they have been included?
- ◇ What challenges can you identify in designing an inclusive community development process in your community?

Understanding Change

Community development involves change. The community must understand that community development will bring about changes as well as address issues that have already taken place. Some of the changes will be anticipated, but others will occur as part of the process and may not be foreseen.

Community development can bring about significant transformations in the community. These can involve restructuring, shifting of power, new relationships, and new economic or community activities. Even positive change can be stressful and needs to be managed. How we respond to, cope with, or handle change is known as managing transition and is a part of the community development process.

Community development is usually initiated by individuals who have passion and vision. If, however, community-based structures are not put into place to support this, even the best efforts can fail. Structures to support change can vary depending on the size and complexity of the endeavor. The following structures are examples:

- a community development plan,
- a communication strategy, and
- a hub of individuals or organizations established as a focal point for community development.

Community development is often supported by more formal organizational structures such as community development offices, community development corporations or not-for-profit organizations. A formal structure may not be needed every time. It is best to wait to determine what is most appropriate for the situation. The key thing to keep in mind is that support structures are necessary to manage the community development process as well as the change it creates. As this is an ongoing process, the structures will not be static. They will change and adapt as the community moves forward. Make sure that you see

the structures you create as mechanisms to support your action, not as ends in themselves.

Understanding Change

A Community Development Corporation (CDC) had been receiving base funding to create jobs in an isolated area. The jobs were part of the fishing industry economy that was slowly collapsing. Over a three-year period, new economic activities began to be created in eco-tourism and the CDC had to re-think its services. They shifted from being employment-focused to facilitating business start-ups and seeking community financing for joint ventures and partnerships. As the financial agencies had not moved as quickly to cope with the changes, the CDC also became an advocate for policy and program changes that reflected the new priorities and opportunities.

Lessons from Experience

- ◇ Make community members aware that change will occur and may be stressful. Do not minimize the stress that can be caused by change. Develop strategies for managing change and transition.
- ◇ Community development requires a balance between process and action. This can often be difficult to achieve. Take time to develop an effective plan, communication approach and focal point for your activity. These structures will be beneficial in the long run.

Points to Ponder

- ◇ What changes may result from community development activity?
- ◇ How will community members react to this change?
- ◇ What actions can you and your community take to offset the impact of change?

Checking the Readiness of Your Community

Before initiating a community development process, you need to determine if the conditions just described in the previous section

are in place within your own community. To determine if your community is ready, gather sufficient information so that you can answer the following questions:

- Is there a common issue or challenge facing your community?
- Are community members aware of their power to act together to benefit the community?
- Can you think of examples where community members have acted together to achieve a common purpose?
- Is there potential for a community development process to be inclusive?
- Do you believe there is willingness in your community to identify common ground rather than focus on differences?
- Is community development understood as a process that will bring about change?

If the answer is “yes” to all the questions above, then your community is in a strong position to consider a community development initiative.

If, however, the answer to some or all of these questions is “no”, you must seriously consider whether the timing for community development is right. Communities are dynamic and the current situation will change over time. Think through what action is needed. Ask yourself if you can take an active role in creating some of these conditions.

The following are some of the indicators that your community may not be in a strong position to initiate a community development approach:

- the community has already adopted a different approach or process for resolving the issues that are of primary concern, and there is no interest in community development approaches;
- anger and conflict characterize the relationships that exist between community interests;
- community members are resisting or do not accept the need for change;

- community leaders and volunteers are involved in other projects and cannot make a commitment to a community development process; and/or
- Community capacity is very limited due to issues of well-being or health, and these issues must be addressed prior to launching a community development process.

Readiness is a key issue. The power of community development is that it is a long-term approach. It is important to start a community development process with a strong foundation. It takes time to build the conditions that support community development. Don't set yourself up for failure. Start where your community is at and build on its strengths.

Lessons from Experience

- ◇ If you do not believe that community development is viable in your community, try to apply the approach to one or two smaller initiatives such as the development of a community garden or a playground for children. Providing opportunities for community members to achieve positive results together is an excellent way to create the conditions needed for community development.
- ◇ When communities are in conflict, or there is a lack of clarity about direction, seek advice from those who have experienced similar situations and have attained successful outcomes.

Points to Ponder

- ◇ What information do you need in order to determine if the conditions for community development are present?
- ◇ How would you go about obtaining this information?
- ◇ What can you do to create the conditions that will support a community development approach?
- ◇ How could you get others to become interested in community development?

The Need for a Catalyst

Many communities appear to have the characteristics that support community development and yet there is no community development initiative or plan in place. The reason for this is that the conditions that support community development are not, in and of themselves, enough to initiate community development. A spark or catalyst is needed. A catalyst for community development is an individual or group who believes change is possible and is willing to take the first steps that are needed to create interest and support.

Catalyst

Sarah has ten years of experience in the community development field. As a resident of her community, which is an inner city neighborhood, she was asked to facilitate the development of a community development plan. She acted as a catalyst by:

- Bringing people in the neighborhood together,
- creating an interest in community development,
- leading a visioning process, and
- Drawing upon a number of tools and techniques that assisted community members to develop a community plan.

Sarah helped to start the process and, with other community members, created the vision and the community development plan. There is now a larger group of community members who are implementing the plan.

Community development catalysts create a vision of what is possible. They ask questions and promote discussion among community members. By creating interest, energy and motivation for action, the catalyst makes community development come alive.

Who Are Likely Catalysts?

Likely catalysts are:

- people holding jobs that have a community development mandate or regulatory function - municipal staff, Chief and Councils, staff of a non profit-organization, etc.;
- business leaders - Chambers of Commerce, business clubs;
- staff, volunteers or boards of directors of community agencies - not-for-profits, recreation associations, service clubs, social agencies, labour councils, women's groups;
- community development practitioners and consultants providing technical assistance; and/or
- Community members with a specific interest or concern or who just want action.

The issue of who will take on the role of catalyst is usually determined by the nature of the community development activity, by the stage of evolution in the process or by the resources that are available. Organizations and individuals can take on the role of community development catalyst as either volunteers or as part of their paid role or mandate. Some communities often find the resources to hire an individual with community development expertise to help them design and initiate the process.

Effective community development catalysts have:

- credibility within and knowledge of the community;
- a long-term vision, or recognition that one is needed, and awareness that the vision can be created by the community itself;
- a belief in the ability of the community to act;
- the ability to communicate and an openness to the ideas of others;
- the ability to motivate others and share power;
- the energy to initiate and sustain action;
- an openness to learning; and

- The ability to identify and connect with other related activities.

Can You Take on the Role of Community Catalyst?

Taking on the role of community development catalyst is important and requires careful thought. Do not begin the role if you are not going to be able to follow through with it.

As an individual you need to think through the following questions:

- Are your personal values, beliefs and attitudes compatible with the characteristics of community development?
- Do you have a vision for your community that you want to share with others?
- Are there other individuals currently carrying out this role with whom you could work?
- Can you motivate people and express ideas well?
- Will your acting as a catalyst result in a real or perceived conflict of interest situation?
- Are you able to balance the role of community catalyst with your other personal and work responsibilities?
- Do you have the flexibility and time to participate in meetings that may fall outside of standard business hours?
- Are you aware that community development takes time and that you may not see instant results?
- Do you believe you have credibility within your community?

If you are going to pursue the catalyst role on behalf of an organization, you should also think through the following questions:

- Are the values and culture of your organization compatible with the characteristics of community development?
- Does your organization have a vision for the community that it wants to share with others?
- Are there other organizations currently carrying out this role or that might work well in a partnership?

- Will your organization value your role as a catalyst and provide you with the time and resources needed to carry it out effectively?
- Will your organization acting as a catalyst result in a real or perceived conflict of interest situation?
- Does your organization understand the flexibility that will be required in terms of hours of work?
- What are the expectations of the organization in terms of results? Is there an understanding that community development takes time and that you may not see immediate results?
- Do you believe your organization has credibility within the community?
- Is the organization willing to promote and support a process where they will share power and decision-making with a cross-section of individuals?

You may not be able to answer all these questions on your own, or you may want to confirm your answers with others in your organization before continuing.

Catalyst

Robert was concerned about the safety of his and other children as they went to and from school. He acted as a catalyst to bring parents, community members and teachers together to eliminate safety problems for children in the community. He knew that it would take time but decided it was worth while to get it started and see it through to a satisfactory solution. His first step was to hold a meeting to explore his concerns with others. The interest in the issue of safety was strong. Robert was able to provide the leadership needed to mobilize community members to do something about it.

The catalyst is a leader. Community members often make their initial commitment to community development because of the credibility and vision of the catalyst. If you are not prepared to sustain what you have started, respond to the unexpected and do

some of the hard groundwork required to begin, it is best not to take on the role of catalyst. However, from the beginning of the process, it is important that other community members understand that a leader's role does not involve doing everything by herself /himself.

If you are prepared to assume this role, the process described in the next section will be useful.

Lessons from Experience

- ◇ Building support for community development takes time. A catalyst may need to do groundwork and communicate with others to build a common vision for action.
- ◇ Catalysts do not have to be the source of all knowledge, skills and abilities. They do, however, have to know how to take the first steps and be open to the ideas and talents of others.
- ◇ The leadership role in community development may change over time, but it is important that community members themselves take some ownership for the community development activity.
- ◇ Letting go as community interest, energy and awareness is generated can be difficult for a successful catalyst. Make sure that community development action belongs to the whole community, not to just one individual or organization.

Points to Ponder

- ◇ Can you or your organization take on the role of the community development catalyst in your community?
- ◇ Are there others in the community who could work with you or take on this role?
- ◇ What strengths do you and others bring to the role?
- ◇ What challenges may be faced in carrying out this responsibility, and how can you respond to them?

ATTITUDE, KNOWLEDGE AND SKILLS

Basic skills and knowledge are needed along with a positive mind-set or attitude in order to effectively implement the community development process. One way to think about attitude, knowledge and skills is to think about what you need to believe and feel (attitude), what you need to know (knowledge) and what you must be able to do (skills) to successfully undertake a community development initiative. Not every individual involved needs to possess all the skills or have all of the knowledge, but having a common and positive attitude really helps the process move along.

As part of the planning process, it is a good idea to assess the knowledge, skills and attitudes of community members, identify gaps and create a training plan to respond to the gaps. By doing so you will be able to build both individual and group capacity. The primary attitudes, knowledge and skills that are needed to undertake the community development process are summarized below.

Attitude

Attitude is the preference of an individual or organization towards or away from things, events or people. It is the spirit and perspective from which an individual, group or organization approaches community development. Your attitude shapes all your decisions and actions. Attitude is very difficult to define with precision as it consists of qualities and beliefs that are non-tangible. We are used to talking about the attitude of individuals, but it is important to recognize that organizations also have attitude. Usually, however, when we talk about an organization's attitude we use the term "organizational culture".

The following are key qualities and beliefs that experience tells us determine whether or not an individual, group or organization has the attitude needed to successfully lead or actively participate in a community development initiative:

- respect for the individual, group and community;
- strong sense of responsibility and commitment;
- empathy (understanding where others are coming from);
- openness to look at alternate solutions, new opportunities and ways to improve;
- patience, perseverance and endurance;
- creativity, innovation and intuition;
- willingness to participate without always having to lead;
- trust in others; and
- Self-confidence.

It is very easy to look at the list above and say "Of course I have the attitudinal characteristics that are needed for community development"; however, consistently demonstrating these in the processes you design and the actions you take can be quite difficult. It is important for both individuals and organizations to take stock from time to time of how well their attitude is reflected in their actions.

Knowledge

Community development requires a broad base of knowledge on many subjects. Knowledge is the data and information and the models or theories you use to work with this information and data. Any community development team needs knowledge of:

- the community;
- social, economic and environmental development;
- partnerships;
- group process and dynamics (vested interests, political linkages and turf protection);
- team-building;
- problem-solving and decision-making processes;
- project management;
- financial management and fund-raising;
- training and skill development methods and opportunities; and
- Organizational development and design.

Remember that, although no one individual has to have this complete knowledge base, you do need to know if your community development team has this knowledge collectively and how you can fill any gaps that exist. Remember that, as community development is a dynamic and evolutionary process, you must always be open to new information and understanding about your community and the community development process.

Knowledge by itself, however, is not enough to successfully initiate and maintain a community development effort. Applying this knowledge is of equal importance.

Skills

Skills move you from theory and knowledge to action. Skills involve the performance of mental or physical tasks. To be skilled you must be able to undertake a task competently; it is not about luck or a one-time effort. Skills are learned and repeatable.

There are many ways to describe the skills needed to undertake the community development process. The approach taken here is to cluster the needed skills into five primary areas:

- communication, facilitation and team-building skills;
- research, planning and evaluation skills;
- problem-solving and conflict-resolution skills;
- management skills; and
- Organizational design and development skills.

The descriptions below provide a brief summary of the skills in each cluster. All these skills do not need to be well-developed at the beginning of the community development process but, as your efforts move from planning to implement and sustaining action, all these skills will be required.

Communication, Facilitation and Team Building Skills

Community development requires the creation of strong relationships, trust and the identification of common ground. Strong communication, team-building and group facilitation skills are needed as a foundation for all community development activity. There is no absolute approach to applying these skills. A wide range of techniques is available that can and should be used. You must use your skills to create processes that are responsive and effective for your particular situation.

Team-building is inclusive and makes people feel comfortable. The more experience you have in working with groups, the better your skills will be in this area. Being able to "read" the group, or knowing what is going on without being told, is a skill

that comes with experience and is essential to building a successful community development initiative.

The skills to organize and run effective meetings are also essential. These skills help to ensure that you use your time effectively and that team members are productive.

Poor Meeting Skills

One government worker attended so many meetings in a month that she became very good at figuring out how meetings should be run. One of the tasks she took on with several community groups was to train them in conducting good meetings. At one session, a participant said that if she hadn't come along when she did to "fix" the group's meeting skills he would have quit. He too attended many meetings and had no time for ones that were poorly managed.

Research, Planning and Evaluation Skills

Research and planning skills are needed throughout the community development process. These are the skills you will use to undertake an assessment of your community, develop a plan and implement it. They can also assist in managing and directing change. They help move the community from general intent to actual action. Research skills are needed to help gather and interpret information about your community. Planning occurs at many levels in the community development process, right from creating the vision to evaluating success. There are many different types of planning. For example, long-range planning, as in visioning, is sometimes called strategic planning. Turning goals into action and deciding what you are going to do is operational planning.

As evaluation is an important aspect of all community development efforts, knowing how to do it well is important. Evaluation determines what success should look like, what information is required to measure it, what process is needed to collect and analyze information, and how to present it in a useful way. Evaluation requires strong research, analytical and

technical skills as well as the ability to synthesize information. Even if you are not responsible for the formal evaluation, having these skills will help to ask key questions about the progress being made and to participate in structuring the evaluation when it occurs.

Problem-Solving and Conflict Resolution Skills

When diverse groups or interests come together to decide on common goals and processes and to take action together, problem-solving skills are essential. Community members who perceive that they have been forced to concede, or who feel that they have not been listened to, generally do not support the community development effort over time. To be effective in problem-solving you must have the ability to:

- identify the issue or problem,
- look at options and alternatives,
- help individuals understand the views of others,
- break the impasse if discussions get bogged down,
- manage conflict when it occurs,
- help find common ground,
- assist members to recognize agreement when it happens, and
- Ensure that everyone understands the agreement.

All these tasks require skill if they are to be undertaken successfully. These skills are needed throughout the community development process. Conflict may occur as you build support and create the community plan. The potential for conflict and the need for problem-solving also occur as you implement your community development plan. Many implementation decisions impact on the use of resources and power relationships, resulting in the potential for disagreement and differing perspectives.

Conflict is to be expected. Problems and conflict should not be suppressed. It is important that individuals express their views and opinions. Skill, however, is required to build constructively on problems and differences so that common ground is created.

Management Skills

Management of a community development process involves a variety of different skills. In order to effectively start and maintain a community development process strategic, financial, human resource and operational planning skills are required. Good management comes with good leadership. This means understanding group facilitation, having the ability to work with diverse interests, collective decision-making, conflict resolution, anticipation of issues and opportunities, plus the skills needed for building support, energy and motivation. Financial, human resource and project management skills become critical as you move from planning to implementation in maintaining momentum.

Organizational Design and Development Skills

Eventually all community development initiatives need an organizational structure. This may require creating a new structure or making changes to an existing organization. In addition, as the community development plan is implemented and adapted, changes may also be required in how activities and resources are organized. Thus, organizational design and development skills are important to the long-term success of any community development process.

Building on Skills and Responding to Skill Gaps

Skills and how you use them will change throughout the community development process. It is important to be open to using your skills in new ways, developing new skills and recognizing the abilities of others. Community development activity often challenges us to think and do things differently. A strong set of the skills described above and an open mind help to make this happen.

To build upon your community development ability you must have a clear understanding of the skills, knowledge and attitudes that those leading your process bring to it. The best way to do this is to reflect upon the skills, attitudes and knowledge listed above and determines:

- areas of strength,
- areas that may require a bit of refinement but are basically in place, and
- Areas where gaps exist that could hamper your community development efforts.

There are many ways to respond to knowledge, skills and attitude gaps. Examples of these are:

- group discussion and agreement on values and beliefs that shape your community development work;
- individual learning through courses and workshops at local educational institutions;
- identification of written and Internet resources that can help to fill the knowledge gaps;
- group workshops and training sessions that are tailor-made to meet the learning needs of your team;
- asking community members with the knowledge you are looking for to become part of the leadership team or assist you with a particular task or initiative; and/or
- Sharing your own knowledge and skills by teaching and supporting others.

It is strongly recommended that, as part of the planning process, you formally assess the knowledge, skills and attitudes that are needed for success and develop a training plan to respond to these needs.

Training Plans

Two organizations took different approaches to training their boards of directors. One had a training plan that considered each individual's needs and their skills that could be shared, while the other purchased a package of training from an outside specialist that was specifically designed for not-for-profit boards. The one with the training plan making use of inside skills ended up with twice as much training at half the cost, and their board felt more skilled and competent than did the other.

Training plans are comprehensive overviews of the knowledge, skills and attitudes desired to reach the goals and objectives of your community development plan. They can be designed to address both individual and organizational capacity development needs. Although capacity building is a high priority in most community development initiatives, the actual development of a training plan rarely is. There are several reasons for this. One is that so much work is done creating a vision and action plan that training is pushed to the side, or seen as a luxury and something that can be delayed. Another reason is that putting together good training plans also requires knowledge and skills.

Regardless of the difficulties, a training plan should be developed as soon as you can identify the capacity issues facing your community. If it is not possible for the group itself to produce a training plan, outside help should be sought to determine what roles need to be in place and what skills are necessary to perform these roles. As you develop your training plan:

- base the training on the skills that will be acquired, not on what topics will be covered;
- provide examples of where the desired skills might be used, and try to use these skills soon after they have been acquired;
- consider a variety of training methods as people learn in different ways and there are many options to choose from; and
- understand that specialty skills may need custom-made training.

Sometimes the cost of training or the location where it is offered makes it unaffordable or unrealistic, given financial or geographic restrictions. Do not give up on the training plan; instead, look for other ways to acquire the skills and expertise the group needs.

Lessons from Experience

The following tips will be useful as you develop the attitudes, knowledge and skills required to undertake the community development process:

- ◇ If knowledge/skill development is new for your group, start small.
 - ◇ Get advice from others and learn from their successes and failures.
 - ◇ Make sure you have the knowledge and skills needed to manage the capacity building process.
 - ◇ Make sure you have the right people doing the right jobs. Match people's values, interests and skills to the tasks that need doing.
 - ◇ Some people find learning easy and fun, but others are afraid of it and will need encouragement and support.
 - ◇ Learning and capacity development does not work as an isolated event; it has to be connected to whatever comes next.
 - ◇ If you need outside help, hire it.
 - ◇ Shop around for prices, tools, courses, content and trainers. There are lots of "experts" around! Find the ones with whom you are comfortable.
 - ◇ Don't be afraid to ask questions and change directions when trainers, content or delivery methods don't go the way you expected.
-
- ◇ Capacity building is a long-term process. Learning and development take time to set up and undertake. Make sure to acknowledge your progress and successes along the way.
 - ◇ All community members have skills and valuable experience that can be applied to the community development process. The challenge is to identify ways to tap into and develop this skill. This challenge can only be met if you have the ability to match the skills needed for a successful community development effort to the skills and on-going learning of community members.

Points to Ponder

- ◇ What process will you use to determine if you have the attitude, knowledge and skills needed to undertake the community development process skills?
- ◇ Is there someone in community or organization who can explore capacity issues, identifying gaps and developing these strategies for filling these gaps?

Chapter 3

COMMON PROBLEMS AND SOLUTIONS

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COMMON PROBLEMS AND SOLUTIONS

This section identifies some of the most common challenges and difficulties which communities experience in building capacity and undertaking a community development process. Thinking about these issues in advance will help to avoid some of the difficulties experienced by other communities. Each community is different, so the problems that arise may be slightly different, and the solutions you find may be better than the ones offered. This section is simply a guide to help discussion and to develop a better understanding of challenges related to both community development and capacity building.

The most common problems seem to occur around the following issues, which are outlined and then described below:

- not understanding your own community,
- getting from planning to action,
- failing to evaluate results,
- lack of financial resources,
- role confusion and power struggles,
- unresolved conflict, and
- not applying tools and techniques effectively.

Not Understanding Your Community

Assumptions are often made about what a community is and what it has going for or against it. When undertaking a community development initiative, assuming or guessing are not good enough. It is important to know your community and be able to provide accurate information about it. A community

assessment is a process designed to gather community information and data. The purpose of a community assessment is to help understand the nature of your community and develop a common information base among community members. It can be hard to develop a shared understanding of the environment and the issues facing the community without this information.

For some communities, assessment involves identifying strengths, weaknesses, opportunities and threats, while for others it may mean a very detailed analysis of all the sectors of community life. The amount of detail you require in developing an understanding of your community will depend very much on where you are in the community development process.

A common challenge communities face is to develop an assessment process that meets their needs and circumstances. Communities can fall into the trap of collecting information simply because it is available. The assessment process becomes an end in itself and not a way to promote common understanding.

It is important to remember that you are gathering information for a purpose. A great wealth of information about the community or the general environment may exist, but collecting information without a focus and a purpose is not helpful.

A starting point in the assessment process is to create a picture of your community that explores:

- demographics – current and projected,
- social issues and trends,
- economic issues and trends,
- environmental issues and trends,
- opportunities and issues from the perspective of community members,
- opportunities and issues from the perspective of community leaders, and

- Trends and issues outside of your community that are already having or will have an impact on the community.

Common sources of information are:

- reports and studies from provincial and local governments;
- information from Human Resources Development Canada, Statistics Canada and other federal government departments;
- universities and colleges;
- newspaper and magazine articles;
- personal interviews;
- focus groups; and
- Informal conversation.

Remember that community members and organizations are the experts about your community. If you want to know about social trends, ask organizations and individuals involved in the delivery of social services and in the volunteer sector for information. If there is interest in economic trends, ask people active in the private sector and unions.

Understanding your community is a continuing process. Due to the rapid nature of change in our society, what is true today may not be true tomorrow. Assuming that you know all there is to know about your community is dangerous. Taking stock and assessing the community on a regular basis ensures that your assumptions and understanding of your community are current.

Getting From Planning to Action

If you are producing a community development plan for the first time, the steps of creating a vision, goals, objectives and action plans can seem never-ending. Remember that this work will pay off in the long run. Be patient. Don't rush the front end of the process. Getting the involvement and buy-in of a broad cross-section of community members is essential to your long-term success. It is also important to remember that planning does not occur in a vacuum. Community activities and opportunities are occurring concurrently with the planning process; therefore, you

must let common sense and the vision of the community guide your actions.

However, many communities find that the planning process can be frustrating if no focus for action or results is apparent. If you find that you are getting bogged down in planning, and frustrated by a lack of concrete action, then:

- prioritize your goals and objectives, and focus your energy and capacity in those areas;
- ask yourself if you are trying to be all things to all people and if the focus of your community development activity needs to be narrowed in order to make it manageable and in keeping with the present capacity of the community;
- ask those involved in the process for ideas and suggestions on how to move forward;
- review the situation, and see if the hiring of some technical support or expertise can move you forward; and/or
- take advantage of the opportunities that present themselves, but do so in a manner that is consistent with the community development work that has been done.

Change and adjustments are an ongoing part of the community development process. Do not be afraid to re-define your original approach if you find it is not working for you. However, balance this with the need to take the time to do the hard front-end work that is needed to create a community development plan.

From Planning to Action

Three of the five people involved in a community theatre were very good at planning and developing concepts. They enjoyed meeting and putting ideas forward. They weren't particularly good at getting the ideas off the ground and the other two became frustrated. When things got out of control, they finally agreed to stop planning things that they had no way of implementing. Instead, they made plans that were logical and allowed them to get from planning to actually doing something.

Failing to Evaluate Results

Many communities fail to evaluate results in a systematic way. This often occurs because they do not think through what success will look like or what information might be needed to evaluate the results of their efforts. These things should be done as part of the planning process, not as an after-thought. In other words, while you are carrying out your plan, you need to collect the information necessary to evaluate the results of the plan. Assessing the success of your plan based on incomplete or biased information that happens to be available midway through or at the end of the implementation process is not credible or meaningful.

Some communities resist evaluation because they perceive it is hard and complicated work and/or that it will involve “outsiders” making judgments about their community. It is important to take the mystique out of evaluation. Evaluation is simply a tool that helps you understand if you are on track and achieving the results that will move you towards your vision. It is not about determining what actions were “right” and what actions were “wrong” and does not have to be overly technical and complex. In an evaluation you need to explore four basic questions:

- What worked and why?
- What did not work and why?
- What could have been done differently?
- What adjustments and changes are required now?

The process you develop for answering these questions depends on the complexity of your community development activities and the depth of knowledge and understanding you require. Evaluations of community development can be a challenge because they should have both a quantitative and qualitative side. Concrete information about what has been undertaken is important but so too is information about community members’

perceptions of the process, the results achieved and the overall benefits of community development.

Community development does have risks and, often, it involves new ways of doing things. It is important to acknowledge that risks are being taken and that mistakes most likely will be made. Evaluation enables the community to learn from these mistakes. It ensures that the necessary information is available to adjust and adapt your activity and, therefore, minimize risk.

Evaluation supports the community's commitment to stay on track and achieve results. In addition, evaluative information is an important element of funding proposals. Funding agencies often want to know what you have achieved in the past, in order to assess whether they should support new projects. Evaluation may be one area where you may want to tap into some outside expertise to help get you started.

Lack of Financial Resources

Very few community development initiatives are cost-free. Funding has, over the years, become a major challenge for many community development initiatives as they often do not fit into the types of programs, grants or loans that are available. Usually, the project-based approach, that many funders and financial institutions have adopted, conflicts with the long-range goals or undertakings that will result in substantive community improvement.

Funding and comprehensive financing, for large-scale or even smaller initiatives, can be difficult for several reasons. The ten most common ones are:

- lack of funding sources for specific community development undertakings;
- lack of funding initiatives that provide seed money to support the first steps of community development process;

- short-term and low-risk approaches to loans and grants by funders;
- confusing and changing eligibility criteria of government grants and programs;
- difficult and/or confusing funding application processes;
- limited ability of community development organizations to match funds or make down payments;
- poorly-written funding requests or project plans;
- lack of experience with fundraising;
- no track record, limited credibility with funders and/or no credit rating; and
- too much competition for limited financial/donated resources.

Some of these issues rest with funders and how they design and distribute funding, but others are in the control of the community. In order to avoid these funding problems, many community groups are approaching financing as a job that requires skilled staff and a plan. The skills needed for this role include project planning skills, proposal writing skills, knowledge of grants and lenders, experience with fundraising, an understanding of investment partnering and, most of all, a real belief in the validity of the work that must be funded.

Project plans, funding requests and proposals will vary depending on the audience and the amount of money being requested. Some are very elaborate and include a prospectus of the organization and a detailed strategic plan as well as flow charts and financial projections for revenue and expenses. Other requests are two- or three-page overviews of the activities and a rationale for funding.

The following are some of the basic questions which should be considered when putting together a request for funding:

- Who is the sponsoring organization? What type of legal entity is it?

- Who is involved? Who will act as a contact and accept responsibility for the funds?
- For what are the funds required? What need is being addressed by the work that is being undertaken?
- How does this fit into the bigger picture or complement existing community activities or services?
- Who supports or recognizes this group or this request?
- What equity or assets are being brought into the initiative from the sponsor or others?
- How will the funds be managed? Is there a process for evaluation and accountability?
- What results are expected and when?

Lack of Funding

A community development corporation had received government funding for a period of three years to run an employability program. Although employment preparation was not a key issue identified in the community plan, this is where the funding was available and the corporation decided to pursue the opportunity. Many community members did not agree with this decision and began to lose interest in the initiatives of the corporation. At the end of three years there was no more funding for the initiative. The corporation faced a crisis as they had limited financial resources and had alienated many community members. In the end, it collapsed and the individuals involved lost some personal credibility.

Role Confusion and Power Struggles

Role confusion and power struggles can arise in the community development process. This is particularly true if the community development initiative has a large scope. Community development brings about change, forges new relationships and shifts power. Some community members may perceive a loss of power or be threatened by the new relationships that they see being developed. To resist or to be threatened by this type of change is quite natural.

Although role confusion and power struggles may not be possible to avoid completely, here are some things that can be done to minimize these issues:

- Be up-front about the fact that community development involves change. Anticipate where this change will occur and talk about it with those who will be affected.
- Assess the community situation, especially where role confusion and power struggles are likely to occur, and identify action you can take to minimize these.
- Work to develop trust and promote two-way communication.
- Develop open dialogue so that those who are resistant to change know what is happening and why.
- Promote the vision and goals of your community development plan to create a common purpose and focus.
- Invite and encourage those most likely to be affected by the community development process to take leadership roles and actively participate.
- Ensure that structures and procedures created to get the work done minimize divisions rather than accentuating them.

The power of community development is that it is holistic and inclusive. Yet when we want to get the work done we must, by necessity, divide the work into manageable pieces. The way we divide and manage the work can have a large impact on role confusion and power struggles. With the best of intentions and in good faith, community members or organizations may be taking on work that impinges on others without their knowing it. If you perceive tension or confusion over group or individual responsibilities, seriously examine how the work has been organized.

An individual's personality or character, however, can also cause power struggles. It is important to try to put the suggestions above into place, but remember that the right solution may be that an individual leaves the process or activity. If this is the case, your goal is to manage this process with as few hard feelings as possible.

Unresolved Conflict

Conflict and disagreement can occur in any human endeavour. In and of itself, it is not a bad thing; it depends on how it is managed. It is always best to have disagreements clearly expressed and out in the open. Disagreement becomes dangerous when it is suppressed. To avoid or ignore conflict is to risk the escalation of the issue and an increase of divisiveness.

The key to resolving conflict or disagreement successfully is to:

- clearly identify the cause of the problem, not the symptoms;
- understand the problem and who is involved;
- separate the person from the problem;
- identify possible options for resolving the problem; and
- pick an option and act upon it.

Conflict and resistance may be a signal that you have not developed an inclusive process. Community members may be challenging or resisting elements of the process because they have not been involved in the development of these activities and/or have little understanding of what is being undertaken. Do not fall into the trap of thinking that an inclusive process is too difficult or that certain elements of your community are not really interested and, therefore, do not need to be involved. Do the legwork needed to promote inclusion. Involve the entire range of interests and perspectives in your community in the development process rather than having to address issues of concern and conflict after the fact.

Not Applying Tools and Techniques Effectively

Undertaking the community development process requires not only tools and techniques, but also an understanding of how to use them. One of the most common reasons for not using tools and techniques properly is not knowing what they are. A tool is a series of specific process steps, an exercise or a checklist that can be outlined in detail and then applied in a variety of circumstances. Examples of tools are community assessment questionnaires, skill inventories and funding proposal checklists.

A technique is less tangible and is a method or means of undertaking a set task. Examples of techniques are community visioning approaches, tips for how to communicate effectively and ideas to promote effective group facilitation.

The tools and techniques used in community development evolve and change. What works well in one community may not work well in another. Therefore, a set of tools and techniques that is guaranteed to fit all circumstances can not be identified. Communities can and must learn from the experience of others but must adapt and refine what works in other places to their own set of circumstances.

It is important that you explore the range of tools and techniques that are available and apply them to your own particular circumstance. As you explore tools and techniques for your community ask yourself these questions:

- Has the needed prerequisite work been done to make the tool or technique useful and effective?
- Will use of the tool or technique advance the community development process?
- Will community members understand the need for the tool or technique and the intended result?
- Does the tool or technique need any adaptation to be effective in your community?
- Is there an individual or group that can use the tool or technique effectively?
- After the successful use of the tool or technique what is the next step?

There is a wealth of possible tools and techniques available in the form of print/video material and the wisdom of other community developers. Section VI of this handbook provides some starting points for beginning to explore the wealth of material that is available. Many of the tools and techniques you discover will be for sale. Regardless of whether you pay for the material or not, be aware and respectful of copyright issues. If

you adapt the material of others it is important to acknowledge the contribution they have made to your thinking.

If you are contacting other community developers you must also be respectful of their time and circumstances. Be clear what it is you want to know and ensure that your expectations are reasonable. For example, asking an individual if they can identify some effective resources for you is reasonable, but asking someone to produce a community development process for you over the phone is not. Many community development organizations and individuals work on a contractual or fee-for-service basis; therefore, anything beyond preliminary inquiries may require that a fee-for-service arrangement be put in place. If an individual contributes time and effort to locating resources and/or providing direction, acknowledge this contribution.

Building a Toolbox

Several members of a community action group met to look at their community plan and to assess what needed to be done and how it would happen. There were several community assessments required, two town hall meetings and a great deal of data to gather. They knew that they needed specialized tools and techniques but didn't have the money to hire someone to help. Instead they asked people they knew how to do the various things and what tools they used. They put together a great little tool box for their own use and have since created a handbook filled with community planning tools.

Lessons from Experience

- ◇ Community development is not an easy or simple process. Anticipate issues and concerns and respond to them before they become problems.
- ◇ Learn from the experiences and mistakes of others. Understand why these mistakes were made and build strategies into your process that ensure that you do not make the same mistakes.

- ◇ Do not be afraid to refine and adapt your process to ensure that it has meaning for community members and is achieving the results that you want to achieve.
- ◇ Ask for and be open to feedback.
- ◇ Ask for help when you need it.
- ◇ Take the time to identify tools and techniques that help you move forward and that “fit” your community. Adapt and refine existing tools and techniques to meet the needs of your community.
- ◇ Use outside expertise but ensure that the community, not the expert, is driving the process.

Points to Ponder

- ◇ Think through the list of common problems identified above. Do you believe that your community development efforts could or are experiencing any of these problems? Which ones? Why is this the case?
- ◇ How can you respond to the concerns you have identified above? What tools and techniques will you use?
- ◇ How can you avoid some of the mistakes or problems others have experienced?

- ◇ What resources, expertise and experiences can you draw upon to help inform your community development efforts?

Chapter 4

Principles for community work

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Principles for community work

Local communities have many needs and sometimes local leaders ask community development teams for help. How should we respond? This article offers ten principles to follow in the process.

Principle 1: Start where the people are.

To "start where the people are" requires an understanding of the existing interests, the ideology, and the perceived needs of the people. If the agent of change starts facilitating change on the basis of his/her perception of the people's needs and interests, the change may not occur or it may create a greater problem than it solves--especially from the perspective of the people. Thus resources are wasted; the agent of change may have alienated himself from the community; and the community may be worse off than before the change was introduced.

In applying this principle, it is crucial that we not assume we know the interest of the people. We may observe that a village does not have any latrines and feel this is certainly something they would want. But when the project is complete, we find the people do not use them at all (or only use them when we are there). Latrines were not something they were interested in having.

When Andy Gallman went to work among the Kalagan people in southeast Mindanao, Philippines, he immediately noticed the difficulty the Kalagans had in getting water. As he discussed this with the people, they agreed that a lack of water was a hardship and expressed an interest in having a well. As soon as he could, Andy started a well-digging project. The community was supposed to help, but only two men came to work. As time passed, Andy began to listen to what the people discussed when they talked with each other. The Number 1 concern seemed to be to secure proper title to their land. When he began to show an interest in land titles, many people were ready and willing to work on the issue with Andy.

Principle 2: Introduce new ideas only after relationships and confidence have been established, and show how these new

ideas contribute to the solving of problems the group already recognizes (Green 1976).

It takes a long time to establish good solid trust bonds with people, and one must take risks all along the way to establish these bonds. However, if the people in the community know you and know you are trustworthy in small matters, they will be much more likely to trust you when you introduce a new idea.

Barry Irwin describes an experience he observed in Papua New Guinea: "The Agricultural Department of Papua New Guinea decided to introduce the growing of a variety of daisy from which pyrethrin could be extracted. Pyrethrin is the 'knock down' chemical in most fly sprays. After impressing on the people the economic gains from growing the daisies and planting three crops in the village, the agricultural officer left. The flowers grew, and it was found that 1,300 flowers produced only thirty-five cents of income. The story about the toxic value in flowers got around and developed into a story that the flowers caused infertility. The result was that the flower beds were destroyed and the agricultural officer discredited. The new ideas did not solve any local problem."

Principle 3: Keep the program simple and uncomplicated with only one or two major thrusts at a time. it is better to teach one new idea to 100 farmers than to teach 100 new ideas to one farmer (Green 1976).

It is usually difficult to bring about group or community action even on simple, well-defined issues. With complicated issues, it is much more difficult and may be impossible. Most people can effectively assimilate only a limited number of new skills, attitudes, or information bits at one time. To overload a person with changes may result in discouragement, frustration, and even outright rejection of all or part of the changes.

The medical training program in the Manobo (Philippines) area closely followed the keep-it-simple principle. The doctor had a list of several major health problems in the area. In his lessons, he would only cover one problem at a time with much repetition. It was presented very simply with diagrams and pictures where possible. Then after two days the language team

reviewed this same lesson. The training was effective in that the trainees demonstrated that they could use and apply the information and skills they had learned as they dealt with health problems in the community.

Principle 4: Involve as many community people as possible in all activities from the start. Do not plan to do it yourself first, then turn it over to the people later because they may refuse to become involved or to take over the project.

If people in a community are involved in all phases of an activity--especially if they are involved in the decision making of each phase, the activity is theirs. They have invested their time, talents, and other resources; thus, they have ownership of the activity. They, therefore, are responsible for its outcome. If, however, an outside change agent takes control of (makes major decisions concerning) the activity at any point, the activity becomes the change agent's, and he is responsible for its outcome. In this situation, the community people can continue to be partially involved or dissociate themselves from the activity. In some situations they may fight against the activity.

In the SIL context, if the language team totally controls the language program in the community, the program belongs to the team. This means the community has no ownership and, thus, no commitment or responsibility to or for the program. The language team bears total responsibility for success or failure of the program. More specifically, if the language team translates a book and gives it to the community, the community people can take it and use it or ignore it. If the community people do more and more of the translation as they are prepared to do so, they have invested time and effort. Therefore, they have a degree of responsibility for it. It is likely they will be motivated and feel responsibility for using it and seeing that others use it also. This basic concept has been proven true many times in SIL history.

It will not be possible for persons in the village to know the technical skills of linguistics and translation from the start, but they do not have to know linguistics to be meaningfully involved in the program. House building, locating language associates, language learning, and many decisions in the

linguistics and translation processes can involve the community people. This very likely will take more time initially. However, the extra time spent in community involvement will probably make a significant contribution toward SIL goals--namely, for people to write original materials as well as to read and understand translated materials.

Principle 5: Conduct training in the village or as close to home as possible, rather than bring persons out of their home communities for long periods of time (Yost 1977).

Trainees, who spend extended periods of time in training away from their home area, potentially may find that the community rejects them on their return. The people may also reject new ideas learned in the outside world. The trainees, on the other hand, may reject the community people as being backward.

A long period of time for one group or person may not be long for another. For example, a person from community X may go to a foreign country for two or three years of graduate work and yet experience limited difficulty upon return to his home community or country to live and work. A person from community Y may go out to a training program in a nearby town for a week and experience severe problems upon returning home. We need to consider this principle and examine this aspect of the culture before we make a decision as to the location of training programs.

In many of the countries where SIL works, it has been difficult to bring people out of their communities to centers or other locations for training programs. They may not be accustomed to traveling and changes of diet. Some trainees become discouraged and bored if they are not occupied most of the time. They miss their families and friends and become moody. Also, moral problems sometimes develop.

In the Manobo health project, the medical class was held in the village, Mambago, in the language of the people. The doctor in charge flew out to this village every week and worked through translators for each class. The lectures were translated into Manobo by the language team. Thus, the problems identified in the above paragraphs did not occur.

It is recognized that at times it is desirable for people to be exposed to new situations and things as a part of their awareness expansion. We need to weigh potential costs and benefits when such action is under consideration.

Principle 6: Train in locally acceptable facilities and formats, using locally acceptable methodologies (Yost 1978).

Training facilities formats and methods can encourage or inhibit learning. If a facility, format, or method is culturally unacceptable, a training program will at best have limited success. If, at times, it is necessary to train in non-traditional ways, first, help the people understand the need for the change in methods. This may increase the possibility of success.

Road building and road preservation in some parts of Papua New Guinea were originally in the hands of the local village people. The government supplied picks and shovels. The people virtually dug the roads out of the mountains. Village elders decided that each family would be responsible for the upkeep of a section of the road. This worked extremely well for a number of years. Then the government decided to introduce road building machinery. The people abdicated their responsibility and left it to the bulldozers that invariably broke down and were too expensive to repair. Consequently, the roads deteriorated beyond repair. The people never again accepted responsibility for the roads.

Principle 7: Train trainers who can train others. It is the only way to multiply your own efforts. "Give a man a fish and you are helping him a little for a very short while; teach him the act of fishing and he can help himself for life; and if he teaches others, many are helped" (Green 1976).

Training to train is a process that must go on constantly if skills, attitudes, and knowledge are to be passed on from generation to generation and culture to culture. The same is true if new skills, information, and attitudes are to be transferred within and across cultures over time. Since intercultural community workers are a scarce resource, it is wise to train others to train so that communities can most effectively utilize this resource. Also, if a change agent goes into a community to do the work rather than

training others to do the work, he is depriving the community of important learning that could be critical in the future. In some countries, expatriate workers are not granted visas to work unless they agree to train nationals. These governments recognize the value of this principle.

A good example of the application of this principle is in the life and ministry of Jesus. For three years, He worked with 12 apostles and then left them in charge to train others who trained others, who trained others, and so forth.

Bob Walker saw an analogy to this principle in the parable of the leaven (Matthew 13:33): "Trained trainers, who can perform the role of agents of change instead of outsiders, become like yeast in bread dough, in that they naturally and effectively create change which benefits the community. I would compare community development solely in the hands of the outsiders who initiated it to trying to make bread rise by using a bicycle pump. Yeast will naturally reproduce itself, whereas, other means may be only temporarily successful."

Principle 8: Identify and involve local leadership, both existing and emerging. To have indigenous institutions, it is necessary to have local leadership. The identification, encouragement, and training of local leadership is a central feature of community development since the ultimate responsibility for continuing development rests with the local citizen (Yost 1979).

Local leaders have the responsibility for ongoing activities in a community. They represent and understand the people and culture and are probably aware of community needs. In many cases, they will be the persons who request help from an outside change agent or authorize him to work in the community. Working with local leadership is usually essential if one is to provide effective help. If the leadership is ignored, there may be conflict and failure.

Barry Irwin has pointed out an example of this in Jethro's advice to Moses. Moses was handling all the judgments himself, both major and minor. Jethro advised Moses, "You should choose some capable men and appoint them as leaders of the people:

leaders of thousands, hundreds, fifties, and tens. ... Let them serve as judges for the people on a permanent basis. ... They must be God-fearing men who can be trusted and who cannot be bribed" (Exodus 18).

In traditional societies that are experiencing rapid change, it may be quite difficult to identify local leadership. Fran Popovich, who has worked with such a community in Brazil, shared the following:

In a simple society, social groupings are likely to be kinship-based and egalitarian. Tribal or clan elders may be the most influential men, and the basic kin group loyalties provide a loosely-structured unity. In a society that is experiencing accelerated culture change due to the encroachment of the dominating national culture, however, the traditional methods of solving problems may seem no longer relevant. Traditional methods of warfare, alliances, and evasions simply will not work with an expansionist society and its technology. Then the small ethnic group must look for another type of leadership outside of its cultural pattern. These new leaders may be men who have become influential for one reason or another in their own bands; they may have little or no influence outside of their own kin groups.

The emerging leaders would seem to be individuals whose prominence is a result of the competency ascribed to them by the community. They may have demonstrated competence in coping with unprecedented assaults on tribal integrity. The new leader may be a traditional leader, but he is more likely to be a younger man whose abilities have benefit—or promise to benefit—the community. His special ability may be bilingualism or the adaptation of an innovation that benefited the community. Or he may enjoy another kind of prestige.

The new leaders tend to be more visible than the traditional egalitarian leaders. The outside change agent looks for leaders who demonstrate some Western qualities of leadership. He sees these new leaders as more progressive, more innovative. Here is the logical place to begin to train local leadership, thinks the change agent.

The new leaders may be like life guards in a swimming pool. At the moment you feel yourself to be drowning; he becomes the most important person in the world to you. Several months after your rescue, however, he is no more than a very grateful memory; other people are much more important to you. However big he may have loomed on your horizon at that crucial moment, he had no lasting place in your life.

The new leaders tend to be transient. After the crisis has passed, the traditional form of leadership will probably claim the loyalty of the clan again. After all, the only ones who can really be counted on are those of ego's own kin group.

When we train leadership, it is important to recognize that these leaders we are training are probably the more innovative, emerging ones. To gain a community consensus, it may be necessary to do a great deal of research to find the untitled, much-less-visible elders who may blend in with the landscape. They can put the traditional machinery in motion that will make a consensus possible, and without which a development project cannot belong to the community.

Principle 9: Cooperate with the local, regional, and national governments (Yost 1978).

We must assume (even though it is not true in some cases) that the government is the representative of the people and thus probably will be the initial contact for an outside change agent. Most governments have programs at the various levels that will be in progress before the change agent arrives and will be ongoing after the change agent leaves. Ignoring or going against this community institution may mean the change agent cannot work in the community or may cause ongoing conflict. There will be situations and times when the goals, methods or ideals of the community and/or change agent may be divergent and thus conflict will arise and cooperation is impossible. The outside change agent may have to leave if the conflict is too great.

William Cameron Townsend, founder of SIL, and several other leaders in SIL have stressed over and over again the necessity of relating to and working with various officials. In most of the

literacy programs in the Philippines, the literacy workers first contacted the government officials in charge of Adult Education in that area to talk with them about their plans. On a few occasions, they not only found encouragement but also saw that official endorsement and funding of the program could multiply their efforts. Since that time, officials have sought the help of SIL in training their teachers for working with preliterates.

Principle 10: Encourage interdependent relationships (among community people and between communities) rather than dependent or totally independent relationships (Yost 1978).

The basic components of a community are the people and the relationships among them. A group of people with totally independent relationships would be difficult to visualize and would probably not really be a community.

A community where most relationships are dependent would provide a situation for manipulation and oppression by those who are in controlling positions. There would be diminished self-worth and lack of dignity on the part of the dependents or controlled. Interdependent relationships imply mutuality in the relationships. In today's world, interdependent relationships are probably necessary because of the interdependency of nations, cities, and individuals within communities, and because of the strong emphasis on the value of human rights and the dignity of all peoples.

Bob Walker saw a description of this principle in the parable of the sower (Matthew 13:1--8): "Encouraging interdependent relationships can be seen as preparing good soil in which new ideas can take root and flourish. Without mutual support and encouragement among community members, projects are likely to fare as did the seed which fell along the path, on rocky ground and among the weeds; they may be met with no understanding, indifference, shallow interest or be eclipsed by other interests. Projects which encourage interdependent relationships will be like the seed which fell on good ground."

Development policy of SIL

We are concerned with development in all aspects of human life: physical, economic, social, cultural, and spiritual. Our primary involvement is in the area of communication and education, especially linguistic (including cultural) investigation and analysis, translation, and literacy. By these means we aim to facilitate development relating to physical and economic needs through partnership with others involved in these fields, and, where appropriate, through our own efforts.

1. Community development

We view community development as the process whereby a community strengthens itself so that it can creatively meet its needs (spiritual, mental, physical, and social) through expansion of awareness, increased interaction within and outside the community, and the development of effective use of available resources.

2. Program focus

We emphasize communication and education in order to encourage people to recognize their potential to solve their own problems. Dialogue is central to people-centered development, both among local people and with external change agents. Therefore, we seek to promote communication in minority languages in linguistically diverse communities. Basic education is initiated through literacy, both in local languages and in languages of wider communication, drawing material from the local context. Our approach is always based on the local language and culture and addresses the technical, social, and educational problems associated with it.

3. Methods

In the pursuit of common interests, we seek to cooperate with other organizations such as government agencies, NGOs, and academic institutions. We make a long-term commitment to the communities in which we work in order to become proficient in the language and culture of our hosts. At the same time, we seek to promote self-sustaining local organizations by offering training in the areas of education, problem solving, organization,

and training trainers. If local infrastructures do not already exist, we facilitate their formation.

4. Ethical concerns

The pursuit of material goals without accompanying attention to ethical issues is counterproductive. Our programs, therefore, include material designed to foster positive moral values so that development processes will not undermine or destroy social controls.

5. Special concerns

- a. **Women and development.** We give special attention to women's needs, using literacy in the local language (frequently the only one women know) to foster self-confidence, basic education, and further their knowledge in health, hygiene, nutrition, and child care.
- b. **Environmental concerns.** Our programs will foster an ecological awareness and sensitivity to the problems of land planning and natural resource management. We are eager to identify and encourage traditional methods of resource management where these methods have demonstrated stewardship of the earth's resources and a sustainable relationship between people and land. In areas where those methods result in exploitative practices and unsustainable relationships, we will seek to
 1. promote the development of educational materials on the environment that relate to the climate and culture of the community, and
 2. Encourage local capacity to take initiative in addressing environmental concerns.
- c. **Income generation.** One of the ways we promote sustainable programs is to enhance the income generating potential of families for solving their own problems of nutrition, health, and education.

6. Guidelines for program development

- a. **Needs assessment** will include interaction and consultation with communities involved, government officials, and potential funding agencies.

- b. **Program planning** will specify project goals, resources, responsibilities, and strategies. Programs will look first to local resources before seeking external assistance, and they should eventually be self-sustaining. Program teams will consist of partnerships between expatriates and nationals. Appropriate social impact assessments will be part of both the planning stage and the ongoing program evaluation.
- c. **Program teams** will be sensitive to, and integrated into, appropriate national, regional, local, and community networks having jurisdiction over and participation in the programs. Management assessments of program teams will be made periodically.

7. Funding

- a. **Most of our funding** comes from individuals and other organizations. Trusts, foundations, and governments also contribute to some programs. All of our programs are financially accountable internally. Our financial reports are a matter of public record and undergo a periodic external audit.
- b. We believe that our **primary focus** on the importance of language in culture and community will achieve significant results. The ongoing communication of such results contributes to the broadening of our financial resource base.
- c. **Programs are promoted** in ways consistent with our goals.

8. Evaluation

The involved community and our personnel do an ongoing evaluation of the programs. The results of such evaluation, then, become a community resource for further planning and implementation. Besides making these evaluations available to other communities, our International Project Review Board evaluates our involvement in the light of current policy.

Chapter 5

Community Planning

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Planning is a process that assists community members in translating knowledge, concerns and hopes into action.

A community plan is a written document created by community members. It outlines the following things:

- where you are now (community strengths, weaknesses, resources);
- where you want to be (the ideal future for your community);
- the general direction you want to take to close the gap between where you are now and where you want to be;
- the specific actions within each general direction required to close the gap;
- the resource and capacity issues that need to be addressed; and
- What success will look like and how to tell when you have been successful.

Community plans are developed based on the logic and structures of the strategic planning process. The logic of this process takes you from a broad-based vision to specific actions and action plans. The process links vision, goals, objectives and action into a logical and inter-related structure.

The development of a community plan requires resources and dedicated leadership. It is important to determine whether you have what it takes to put a plan in place before you actually begin. To start the process and fail to complete it can harm your community and undermine the commitment of community members to future development approaches.

Community Planning

The Chief and Council of a northern community knew that they had to negotiate with three other Aboriginal communities on matters related to economic development. A large company was playing one community against the other in a bid to develop a lumber mill. Everyone wanted jobs but they also had responsibility to look after the forest and land for future generations. Moreover, they had to start working together and help each other by sharing opportunities and resources. All of the leaders agreed to hold a General Assembly where everyone could talk about all of these concerns. They came up with a comprehensive plan to satisfy all of their needs, everyone understood the situation better and they received complete community support for the plan. This plan is what they now use to guide all their community decisions.

Community development planning is useful for a number of different things, such as bringing a community together and finding solutions. The plan and the process should be:

- integrated,
- inclusive,
- realistic,
- appropriate,
- results-based,
- community-based and
- Easy to understand.

Not all community development initiatives require formal plans. Many valuable outcomes have been obtained through ad hoc or less structured processes. On the other hand, many potentially successful initiatives have failed because there was either no plan or a very poor one in place. Depending on the complexity of the situation and the resources involved, the need for a formal plan will vary. Regardless of the formality of the planning process, community development action is not possible without a common vision and purpose.

Common Purpose

A community developer decided to host a workshop in her neighborhood to create interest and awareness in community development. Twelve community members attended the workshop. All agreed it would be great to build stronger relationships and connections within their community. Through general discussion and brainstorming it was discovered that the history of the neighborhood struck a chord with those in attendance. The group began to hold Sunday gatherings – inviting community members to share stories and information about the community. Young and old were connected by their common interest. A walking tour of the neighborhood and a community celebration are now held on an annual basis. The local school, businesses and others are participating in these events and good community connections and partnerships are developing. There isn't now and never was a formal plan put into place. There was, however, a strong sense of purpose and interest that motivated community members to come together.

The Benefits of a Community Plan

The benefits of a community plan are that it:

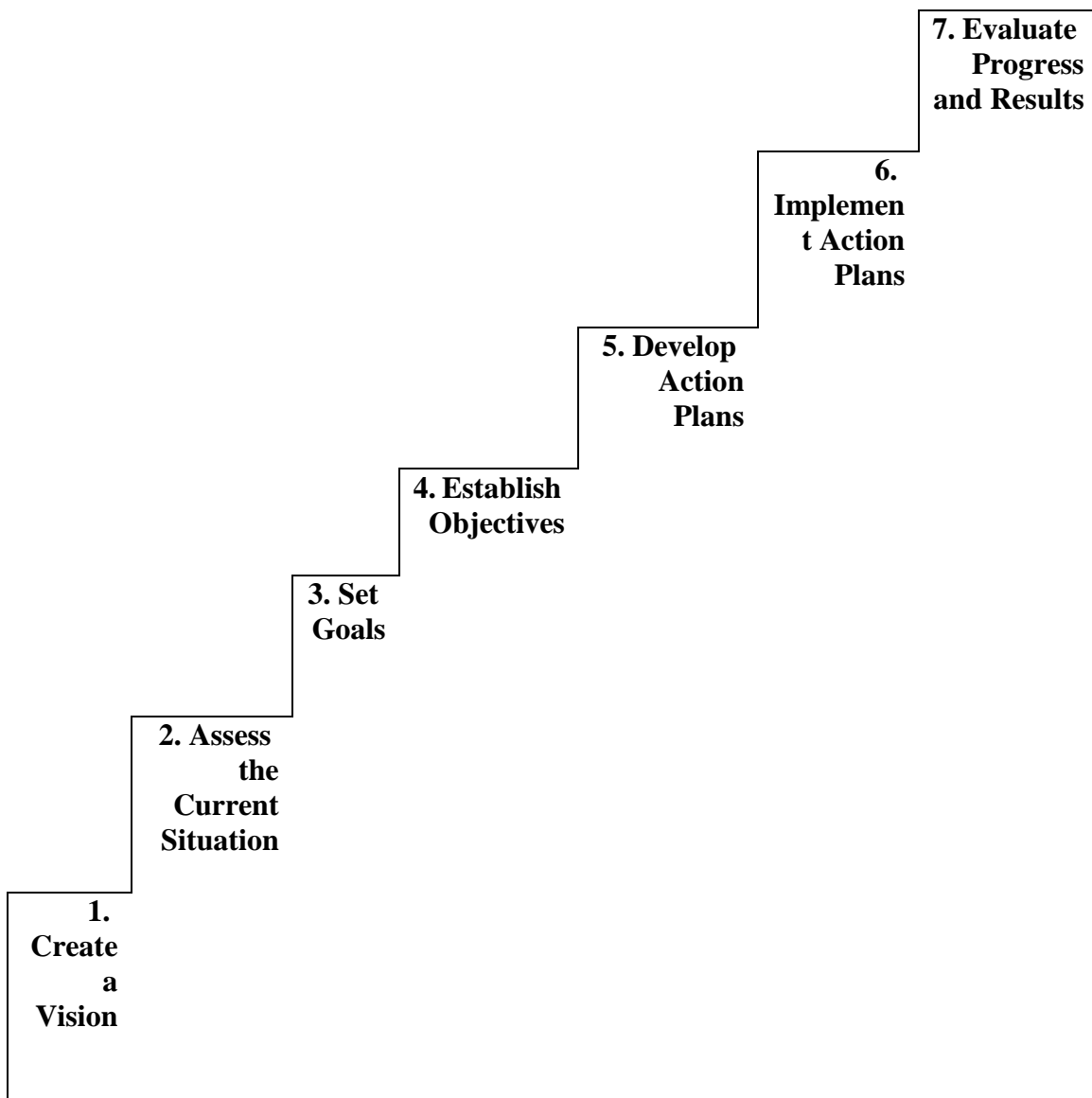
- creates a long-term framework for decision-making and action;
- provides a holistic and comprehensive approach to community development;
- enhances the community's ability to make informed decisions about its development;
- provides a valuable resource for communicating vision and actions to individuals inside and out of the community;
- identifies objectives and actions that can be measured over time; and
- Integrates the perspectives of various community members.

:

Steps in a Community Planning Process

The Seven Steps in a Community Planning Process

The community planning process is not linear or static, but a living and dynamic one. The planning process involves the following seven steps



The planning process includes the following seven steps:

1 Create a Community Vision – which will help create a picture of where you want to be.

A community vision describes what is hoped for and valued by the community by creating a picture of the ideal future. Choose a visioning process in which all ages and abilities can participate, as the vision will build support and ongoing interest.

2 Assess the Current Situation – which will tell you where you are now and determine existing community capacity.

Assessing the current situation involves factors outside the community as well as factors within. This process involves identifying strengths, weaknesses, opportunities and challenges. Build on past efforts and strengths as the basis of the assessment.

3 Set Goals – which are broad directions for closing the gap between where you are now and where you want to be.

Goals outline the means by which you will reach your vision. If you think of the vision as a destination, the goals are the pathways to reach the destination. They should be clear and easy to understand.

4 Establish Objectives – which are specifics that outline how goals will be reached?

Objectives are specific, measurable and inter-connected statements of the action needed to achieve goals. Usually several objectives are necessary to reach a goal. When we consider goals as the pathway to reaching the vision, objectives are the stepping stones used to create these pathways.

5 Develop Action Plans – which are the who, what, when and how around the plan.

Action plans provide the concrete steps required to fulfil each objective. They outline the individuals who are responsible for

the action, the time frame for implementation and the resources that are required.

6 Implement Action Plans

Implementation involves undertaking the commitments and activities outlined within your action plans. A plan is just a plan until it is implemented - then it is community development.

7 Evaluate Progress and Results – which is a way to ensure you are on track and reaching the goals.

Evaluation is the assessment of progress and results which helps to determine if you are moving toward your objectives, goals and vision. It is important to think about what success will look like and what outcomes are desired in advance as well as during the activities.

Factors That Contribute to Successful Planning

The following are needed to ensure the successful development of a community plan:

- a shared vision;
- long-term commitment;
- leadership;
- resources – financial, physical and human;
- support – community and political;
- a realistic appraisal of the current situation;
- a desire to build on the accomplishments and efforts of the past;
- an inclusive process and the ability to work as a team;
- a strong commitment and the discipline to take the time needed to work through the logic of a planning process;
- a push beyond traditional approaches and that which is comfortable in order to identify innovative possibilities and options for consideration; and
- a commitment to use the plan as a tool and to modify and make adjustments as needed.

As you develop your community development plan and begin to make decisions about activities and resources, there will be

differences of opinion. The vision will help to ground and direct these difficult decisions, and the goals will help you stay on track and focused on the results you are trying to achieve.

Successful Planning

In one small city the leaders of the non-profit sector appeared to be in competition with one another. Each was trying to organize the same group of agencies to do similar things. There was a lot of energy and community support but it was being fragmented. One leader noticed this problem and suggested that a community-based strategic planning workshop be held so that they could identify a common purpose and work together. After a weekend planning session, all involved agreed that basically they were all working to reduce poverty in the city. They developed a set of common goals and measures for success. Each organization agreed to measure part of their organizational and agency success based on the poverty reduction measures they developed collectively. From then on they had a shared purpose and leadership within the non-profit sector.

Lessons from Experience

- ◇ Remember that planning is a tool, but it is people and their commitments to action that make a plan come alive and make it work.
- ◇ Don't start the planning process if you are not going to follow through and act on the plan that is developed.
- ◇ An outside facilitator, either paid or volunteer, may be needed to help get things started.
- ◇ Acknowledging the contribution that community members make to the planning process is important.

- ◇ Follow the logic of the strategic planning process, but adapt and change the language and the approach to meet your local needs.
- ◇ Challenge the stereotypes that exist in your community. Don't assume to know what people or organizations think. Look for common ground.

- ◇ Continual learning and being open to ideas is critical. Don't fall into the trap of thinking you know all there is to know about your community.
- ◇ Disagreement and conflict are part of any dynamic and participatory process. Don't be afraid of it. Develop agreed-upon processes for managing disagreement and conflict at the beginning of the process.
- ◇ Don't get bogged down on elaborate organizational structures. Remember that form should follow function.

Points to Ponder

- ◇ Do you believe there is the commitment within your community to create and implement a community development plan?
- ◇ What is needed to prepare for a community development plan?
- ◇ What do past community development success stories and failures say about your community? How can you apply this learning?
- ◇ What strategies can be put in place to ensure the community development process is inclusive?
- ◇ How will you motivate people to become and stay involved?

Chapter 6

The Role of Social Work in National Development

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The Role of Social Work in National Development

1- DEFINITION OF SOCIAL WORK

Defining social work entails describing the roles and functions of social workers. Although many attempts have been made to define social work, there have been some disagreements in trying to come up with a universal definition of social work. Thus, without a general agreement on what constitutes social work, it is difficult to definitively delineate what the roles and functions of social work are or should be. The apparent failure to reach an agreement on what social work is partly accounts for the gap between what social workers say they want to achieve and what they are practically able to achieve (<http://www.scotland.gov.uk>). According to Cree (2003:3), "it is almost impossible to find a simple definition of social work with which everyone is likely to agree". Be that as it may, various scholars have attempted to develop definitions of social work, ranging from the seemingly simple and straightforward ones to the relatively complex and comprehensive, including the following.

According to Farley and Smith (2006:7), "social work is an art, a science, a profession that helps people to solve personal, group (especially family), and community problems and to attain satisfying personal, group, and community relationships through social work practice". Probably the most comprehensive, authoritative and most widely used definitions of the concept is the one that states that social work is "a profession which promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work" (International Association of Schools of Social Work: 2001).

From the above definitions, it follows that social work consists of organized and systematic efforts to secure the highest personal and social satisfaction for individuals, groups and communities. Its auspices may be voluntary, governmental or combination of both. Social work in its various forms addresses the multiple, complex transactions between people and their environments, and aims at enabling all people to develop their full potential, enrich their lives, and prevent dysfunction (<http://www.sozialarbeit.at/>).

Conventionally, social work tends to fall under three major methodological categories.

2- Social casework

Traditionally, this approach has focused on those individuals who could not achieve a fairly normal adjustment to life and needed outside attention. It is concerned with people who are in particular situations of need. Casework is done on a person-by-person basis, in situations where privacy is necessary in attending to individual problems, for example, in a hospice, a women's shelter, or a drug rehabilitation centre.

The idea of a social worker acting as a caseworker or a counselor is a recurrent and powerful notion in social work throughout its history, and has also been closely associated with some of the key values of social work and particularly recognizing the inherent worth of the individual and respecting him or her. Casework also appeals to those whose view of social work as a whole is one in which helping or supporting individuals is a key component (<http://www.scotland.gov.uk/>). The method involves bringing change in the behavior or outlook of a client. According to Popple and Leighninger (2004: 8), social work is a core technology in social welfare institution, the institution in society that deals with problem of dependency; that is every member of society has a number of social positions or statuses that go with specified roles, and if a member fails to perform his/her roles adequately or social institutions fail to extend help to them, then social stability is threatened and social work has to intervene.

Popple and Leighninger (2004) further point out that the social work profession has two targets. The first target is that of helping individuals who are having difficulty meeting individual role expectations, which is referred to as micro practice or clinical social work (social casework). The other target of social work concerns those aspects of social institutions that fail to support individuals in their efforts to fulfill role expectations; this is referred to as macro practice. Social casework involves working with the client to: 1. assess and identify individual and family strengths and needs; 2. develop a case plan to provide appropriate supports and services; 3. implement the case plan using community resources; 4. coordinate and monitor the provision of services, and 5.

evaluate client progress and the case plan to determine continued need for services.

3- Social group work

Group work aims at the improved functioning of group members through greater ability for a mature relationship, self-awareness and a greater sense of belonging. Supportive treatments, such as clarification, suggestion, development of alternative solutions, and reflection, are used by social workers through group processes and interpersonal relationships. Social group work utilizes the group as a tool to bring about desired changes in social functioning with troubled persons (Farley et al, 2006:9).

Social group work as a social work method was recognized and developed as a social work intervention during the 1940s and 1950s. In conjunction with community organization, social group work emphasizes the situational context of behavioral change. These approaches have both contributed significantly to the transformation of the social work profession, that is, from being merely remedial (social casework) to being developmental (DuBois and Miley, 2005:38). Social group work involves use of small group interaction as a mechanism to facilitate social change. It focuses on enrichment, education and social reform, and uses the interplay of personalities in group processes to achieve cooperative group action that addresses common goals. It emphasizes the use of creative groups as a vehicle for change, and group members' participation and democratic control is considered to be highly essential (Reid, 1983 as cited in DuBouis and Miley, 2005). It offers opportunities for learning, joint action, role modeling, relationship building, empowerment and change (Brown, 2002).

4- Community welfare organization

This method does not focus so much on the individual and his or her personal needs or the group and its viability as on the overall and general welfare needs of the community as a whole. Also known as community development, it is carried out by groups of people who agree to undertake projects and programmes, largely voluntarily, for the benefit of their communities. The basic aim is to enhance the self-reliance of the community and its ability to maintain its growth. By its nature, community organization creates changes in large groups and organizational units, mostly in

situations or in environments which in turn affect personal well-being (DuBois and Miley, 2005).

Community organization entails bringing people together to deal with shared problems and to increase their say about decisions that affect their lives. This approach also entails engaging in a broad range of social change activities, including advocacy with and on behalf of the community for reform underlying social, political, and economic conditions that undermine human dignity, and social workers are normally the primary professional leaders of highly effective community welfare organization worldwide (Estes, 1997:43). Community organization addresses problem such as lack affordable housing, drug abuse, discrimination and lack of access to health care.

Community organizing helps develop people's skills, their sense of efficacy and competence, and their sense of worth; it also creates capacity for democracy and for sustained social change (Rubin and Rubin, 1992:3). Furthermore, as Farley et al (2006) point out, community organization is the inter-group approach geared toward tackling social pathologies and increasing understanding of community needs and helping to address them.

Apart from the above three principal methods, social work includes the ancillary, supportive or enabling processes of social administration and social work research.

5- Social administration

As modern social work becomes increasingly institutionalized, there is a need to know about the organization of the relevant institutions, such as schools, hospitals and the criminal justice system. Administrative skills and the ability to design administrative structures are highly desirable. Social administration is the area of social work concerned with the practicalities of service organization and delivery. In the United States, it is dealt with as 'public policy' or 'policy analysis' (<http://www2.rgu.ac.uk>). "More specifically, social work administration is a practice intervention used by social workers to achieve service effectiveness and organizational change. As a client-centered intervention, social administration requires the systematic and purposeful application of skills, knowledge, and values. The skills

and knowledge are required to improve a program's service effectiveness" (<http://depts.washington.ed>).

6- Social work research

This is "the systematic, critical investigation of questions in the social welfare field with the purpose of yielding answers to problems of social work and of extending and generalizing social work knowledge and concepts (Friedlander, 1958: 293). Apart from conducting their own research, social workers also document the scholarly work of and engage in collaborative research with other human service professionals such as doctors, nurses and psychologists.

Krysk and Finn (2007) observe that social workers are expected to use research to boost the profession's scientific status and as a tool for improving social conditions. These writers highlight four functions of social work research, notably: promoting the scientific method as a way of knowing; increasing accountability through program evaluation; facilitating information gathering and effective communication; and enhancing access to resources which can be used to help their clientele.

7- National development

Both in theory and in practice, development is as inconsistent as it is complex. Because of the conceptual and process-related inconsistency and complexity associated with development, this author will limit the use of the term to its contemporary sense as defined by scholars engaged in revamping the concept to meet the needs of the people in the developing world.

According to Walter Rodney (1972), at the level of the individual, development has the implications of increased skill and capacity, freedom, creativity, self-discipline, responsibility and material well-being. At the level of society, he goes on, the concept connotes increasing capacity to regulate internal as well as external relations.

As for Todaro and Smith (2003), the term development may mean different things for different people and may be defined from different perspectives. From the economic perspective, development means the capacity of a national economy, whose initial economic status has been more or less static for a long time,

to generate and sustain an annual increase in its gross national product (GNP) at the rates of perhaps 5% to 7% or more. Todaro continues to indicate that development has also been economically defined using rates of growth of income per capita or per capita GNP taking into account the ability of a nation to expand its output at the rate faster than its population. Thus, any nation may be said to be achieving some level of development if its per capita output is growing faster than its population. Economic development has further been seen in terms of the planned alteration of the structure of production and employment.

Apart from the aforementioned economic views, there are some social indicators of development, including gains in literacy, schooling, health conditions and services, and provision of housing; development has, therefore, been redefined in terms of reduction or elimination of poverty, inequality and unemployment within the context of growing economy in order to improve the quality of people's lives. That is, for any country, if poverty, inequality and unemployment have all declined from high levels, then that implies some level of development for that country (Todaro, and Smith, 2003). Additionally, Stutz and De Sousa (1998: 543) note that the United Nations has devised a Human Development Index (HDI) to measure national human development of both developing and developed countries; this HDI comprises demographic, social and economic factors such as life expectancy, literacy rate and per capita purchasing power, respectively.

In summary, development is both material and social. Material in terms of economic growth and increased productivity, and social in terms of qualitative changes in peoples' lives, attitudes, institutions and external relationships. "It is an ongoing, dynamic process by which individuals identify themselves as a community and are collectively empowered to use the necessary knowledge, values and organizational skills to sustainably share and enhance that community's resources and to bring about positive change for the benefit of all its members; development is realization of rights, especially economic, cultural and social rights aimed at ending poverty, inequalities, suffering and injustice" (Oxfam Community Aid Abroad, 2001).

8- The contribution of social work to national development in a nutshell

All nations need both social and economic resources to achieve national development. In this regard, social work can generally mediate the process of development through enabling individuals and the society to reach out for each other through a mutual need for self-fulfillment. Thus, social workers are mandated to mobilize and deliver a wide range of services to their clientele (Bernstein, 1995:54). Bernstein further contends that social workers are expected to assist in restoring, maintaining and enhancing the social functioning of individuals and the society; this responsibility entails the development, procurement and/or delivery of resources and services to meet the many and varied needs of their clients. In this sense, social work can be seen to be playing a major role in national development through empowerment of the most vulnerable and disadvantaged groups of people in many countries, both developed and less developed.

9- Social casework

In modern societies where traditional norms and values have either broken, or are fast breaking down, situations, of what Durkheim refers to as “anomie” have become quite common. Though individual means of livelihood in many countries have generally improved, many people still face difficult existential conditions, for example in situations characterized by war, famine, poverty, crime, disease, and associated personal and familial traumas and maladjustments. Social workers (caseworkers) are required to mitigate the effects of these problems. Their role in providing support and a sense of belonging to maladjusted persons cannot be overestimated.

Using their professional skills and knowledge, social case workers help in assessing the clients’ needs and applying agency, community and public welfare resources and programmes to address relevant social, health or economic problems. They help clients who become eligible for a variety services designed to improve their economic, social and/or health functioning, thereby working toward improving the clients’ quality of life or standard of living. (<http://www.social workers.org>).

10- Social group work

Drug and alcohol addicts, unemployed school leavers, juvenile offenders, criminals, people with physical and mental disabilities, older adults, are among many groups that call for social work intervention in contemporary societies. No nation can be deemed to be developed where these health and social problems are rampant and do not receive appropriate attention from statutory and non-governmental welfare organizations. It is in the light of this that virtually all national governments throughout the world have established departments or ministries of social welfare. Hardly any nation exists in the world without such a department, if not a whole ministry. These institutions are responsible for formulating and implementing social policies and programmes for assisting such needy and vulnerable groups.

11- Community development/organization

Community organization is currently one of the most popular methods of social work worldwide. This method or approach places much emphasis on self-help projects and programs which are undertaken by the people themselves to meet their own felt needs and advance their overall economic and social development. In some countries, the Department of Community Development is almost exclusively responsible for rural development. Apart from rural areas, community welfare programmes play an important part in urban development schemes. Slum clearance, rehabilitation of mental patients, vocational rehabilitation, provision of recreational facilities and low-income housing programmes are common examples.

According to Estes (1997), community development practice has always been at the conceptual center of social work practice in urban areas for the following three reasons: 1) community work seeks to unite previously unorganized people into effective groups and coalitions that work together in pursuit of a shared social agenda (e.g., improved schools, safer neighborhoods); 2) community work seeks to strengthen traditional family, kinship, and neighborhood ties in the community and to develop new social arrangements that are essential to the effective functioning of communities; and 3) community-based social services are among the most effective and cost-effective approaches for serving the.

In community development, social workers work in cooperation with the community to identify the needs and to develop or improve services and systems to meet those needs. Community organization social workers endeavor to improve socio-economic systems and generate resources so that more people in the community will have access to the services they need to function at their best. They usually work for, or with governmental, private or community organizations to determine community needs, and to recommend and develop new resources (<http://www.socialworkers.org>).

Community development occurs when people organize themselves to develop long-term strategies for problem solving (Rubin and Rubin, 1992). Estes (1997) points out that community development focuses on self-help and voluntary cooperation among members or residents of the disadvantaged communities or sectors of society; it also strives to the further acquisition or redistribution of resources on behalf of the poor and marginalized social groups.

12- Social administration

Social administration is crucial in shaping institutional or organizational structures which facilitate the achievement of national goals. These goals are not restricted to welfare ones only, but extend over technical, economic, agricultural and whatever other desirables may be an integral part of national development. Social administrators provide services to a variety of clients to improve their quality of life. By fostering intensive interactions between themselves and their clientele or target groups, social administrators unleash those humane and emotional factors which might be impeded by scientific and pseudo-scientific, materialistic or administrative models. The importance of social administration is shown, among others, by its emergence as a distinct academic discipline in so many universities across the world.

In their role as administrators, social workers oversee national programs and systems that provide social, health and public welfare services, which are intended to enhance the people's quality of life and to help them achieve the desired standard of living. Based on their understanding of the mission of organizations for which they work, social workers administer the material and financial resources necessary to ensure that social

programmes operate as effectively and efficiently as possible. They also engage in continuous evaluation of programmes to determine whether social services are being delivered effectively and humanely and institute corrective measures where necessary (<http://www.socialworkers.org>).

13- Social research

Research facilitates the investigation and analysis of social needs and problems and provides directions to policies and actions that help to make remedial goals identifiable and achievable. It makes possible an inter-disciplinary usage of human knowledge by contributing to and utilizing existing knowledge. It is in recognition of the value of research to national development that universities throughout the world have established centres of research and development.

Social workers conduct social research to investigate the causes of social problems such as poverty, homelessness and substance abuse which hinder national development and to evaluate the effectiveness of agency program operations aimed at mitigating such problems. Their research findings are analyzed and recommendations made regarding remedial policies and programs (<http://www.socialworkers.org>).

14- The contribution of social work to national development globally

The evolution of social work and efforts to promote social development can be seen as closely linked to the primordial tendency of humans to help one another in all past human societies. In traditional, including African, societies, the concern for social welfare was reflected in activities within the family, the clan and ethnic group. The urge of man to help man in all societies was demonstrated by the great care accorded to, inter alia, children, orphans, widows, widowers and the invalid as well as the elderly. In such “*gemmeinschaft*” (Tonnie, 1887), social work was more or less a task for everyone instead of individuals and specialized agencies. As such, social work has always been geared towards improving the quality of life of each and everyone.

Social work as it is known today has relatively recent origins. It emerged at a time when feudalism was disintegrating and capitalism taking its place. The control of the family and the church

was fast weakening too. According to Fink et al (1968:27), these fundamental social changes began occurring between 1834 and 1909 and ushered in the development in Britain of specialized care agencies for certain vulnerable and disadvantaged groups, such as dependent children and people living with physical or mental disabilities. Institutions such as district schools, foster homes, hospitals, infirmaries and special schools were provided for these groups.

In the United States within the first two decades of the 20th century, the country was undergoing transformation from an agricultural to an industrial economy. Social problems accompanying this social change necessitated intervention from the state and non-governmental organizations, thus attracting the attention of those who sought to alleviate the burdens of new conditions in a fast urbanizing and industrializing nation. In response to the vices of poverty, dependence, disease and others there were efforts to provide improved medical care, prevent child labour and abuse, apply safeguards to hazardous working conditions and improve the lives of the aged and those with disabilities. All these social welfare measures constitute a vital contribution to national development. In countries like USA, social work has grown so much that it is now regarded as the most important profession in that country. There are also suggestions that the profession should be vigorously exported to other parts of the world as a matter of American foreign policy (Farley et al, 2006: 13)

At any rate, social work is increasingly becoming globalized, for it is being applied in a variety of settings and numerous agencies and people across the world are benefiting from its services. Among the social work services provided are: “psychiatry, medical, marriage and family counseling; the school; rehabilitation; corrections; public welfare; workplace; drug abuse; and child welfare” (Farley et al, 2006: 13). Social work does not only address needs and problems at the personal or family level but also at the neighborhood, national and international level.

15- Contribution of social work to national development in LDCs

The discussion so far has highlighted the origins and contribution of social work to development in the Western developed world, especially in countries such as USA and Britain. Social work is of no lesser significance to development in other regions of the world. At this juncture, therefore, the discussion will be directed to the role of social work to development in the regions of Africa, Asia and Latin America.

In the rapidly changing societies of the so-called Global South, it is vital that certain traditional values and norms are preserved in order to prevent total social and cultural breakdown and related chaotic situation of normlessness, lack of self-identification and the absence of a sense of belonging. It is also important that these societies avoid the pitfalls of developmental mistakes experienced by developed societies. By virtue of their professional training, social workers are strategically positioned to provide the necessary safeguards in this regard.

There seems to be general recognition that social work has in the past treated only the most overt problems of urban destitution and maladjustment and that the profession has done little to promote the welfare of the majority population, especially where the vulnerable and rural people are concerned. Consequently, many social workers have come to realize that their conventional approaches have had rather limited impact on social needs and problems in LDCs. As a result, social workers have begun to seek new ways of expanding social work's professional roles in order to deal more effectively with the problems of mass deprivation in these countries. Thus, they have begun to explore how they can apply the social developmental model to tackle social needs and problems obtaining in LDCs (Midgley, 1978:174).

In further attempts to improve people's quality of life globally, the social work profession has expanded its services into international social work which has been a critical component of the United Nations' efforts to rehabilitate the people displaced and traumatized by war in such regions as the Balkans and sub-Saharan Africa (Farley et al, 2006: 13). Political instability in the war-ravaged countries is usually the result of inequality and oppression which often translates into political resentment, unrest

and conflict. A country with a high level of inequality is not conducive to peace and stability (Graaff, 2004:11). As expected, social workers operating in these war-torn regions are required to provide much needed aid and counseling, part of which pertains to HIV and AIDS (Farley et al, 2006: 13).

Rapid social change in LDCs is closely linked to the technological, economic and political changes occurring in these societies. Notwithstanding these phenomenal changes, not enough attention has been given to the human and social repercussions of these forces of modernization. Although we are witnessing relatively high levels of economic growth in some of these countries, the rise in material standards does not seem to be commensurate with improvement in human values and social standards. Although economic growth creates increasing opportunities for better life and social progress, these achievements do not automatically generate genuine development. Unequal distribution of power and resources tends to generate conflicts and violence in society, hence, social workers should be concerned with structural change aimed at redressing inequality and improving the responsiveness of institutions to people's needs. In this regard, social work employs advocacy and empowerment as strategies for promoting client control and involvement in all aspects of their lives (Bernstein, 1995: 55). To have equality in income and access to goods and services, improvements in individual living standards, to promote freedom and self esteem and to effect positive changes in popular attitudes and institutions, deliberate efforts have to be made to seize and utilize the opportunities of economic development in both developed and less developed countries.

To be sure, the twin processes of industrialization and urbanization taking place in the Global South do pose great challenges for social work in the same way as they have done in the Global North. The major consequences of these processes for the LDCs, which are almost the same as those that have taken place in the developed world over the past two centuries, include rural-urban drift, disintegration of the role of the family, unplanned parenthood, individualism, increased crime and delinquency, physical and mental disability, slums, unemployment, inadequate social services, and sexual immorality. Social work is needed to minimize the strains and stresses associated with these social problems and to provide programmes of social improvement which will prevent individual maladjustments and social disruptions. Social workers

can contribute to the formulation of social policies and programs which, if properly conceived and implemented, will enhance economic development.

Furthermore, as Kwame Nkurumah's Minister of Social Welfare and Community Development Osei Owusu Afrive once noted "we may not be able to afford the luxury and the expense of slowing down the pace of industrialization (or urbanization) or its consequent changes in material living, but it is imperative that through thoughtful and purposeful planning we should give due consideration to the social and human consequences of changes so that we can make practical and effective use of the increasing knowledge of human behavior and of developing experience in the field of human relations" (Clair, Drake and Omani, 1960: 27).

Social change occurs when new situations emerge alongside or over old ones. These situations bring with them certain conditions which may be defined by concerned people as "socially problematic" or as "social problems". A social problem thus exists when a significant number of people or a number of influential people feel that a particular condition is harmful and that something has to be done to rectify it. The skills of social workers may be employed to alleviate adverse social conditions through their operational public, private, civil society organizations, and non-governmental organizations. The fact that social workers operate in so many and diverse settings are itself indicative of the significance of social work in national development. Through them social workers provide a wide variety of social services to meet social needs or mitigate social problems.

16- Conclusion

In this article, the author has defined the terms of social work and national development. Within the context of these definitions an attempt was made to establish the relationship between the two concepts and found a strong and positive one. The contributions social work makes to development are many and varied. These contributions have been discussed through the presentation of the various approaches or strategies employed by social workers throughout the world and the role of social work in its totality in the history and present realities of development, in the developed and developing countries, the Global North and the Global South. The most important contribution of social work perhaps is the

consideration it gives to the human and social sides of development. This is essential in order to avoid high material and economic standards without consequent matches in human and social standards.

Chapter 7

Social Work , Poverty and the Realization of Millennium Development Goals

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Introduction

This chapter presents an overview of policies and programs to reduce poverty and achieve social development and the MDGs in Uganda. The goals examined are the eradication of extreme poverty and hunger, equity in education, improving maternal and child health, combating HIV/AIDs and other diseases, gender equality and empowerment of women, ensuring environmental sustainability and developing global partnerships for development. The contribution of social work practitioners and the agencies where they are employed to poverty reduction, social development and specific MDGs is also examined. Firstly, an analysis of the conceptualization of poverty and social development as gathered from the current study is given.

Conceptualization of poverty

Qualitative data in this study clarifies the different manifestations of poverty in the communities especially as implied in the definition and/or description of poverty elicited from various participants. There was general agreement that poverty was the inability to meet one's basic needs such as food, clothing, housing, hygiene, and basic services like medical care and education. This inability to meet basic needs or deprivation could occur at individual, household, community and national levels. Some of the descriptions of poverty by social work clients are reflected in the responses below:

A poor person cannot provide for the basic needs or does not have any one to run to and get help. Sometimes you may have someone but this person is not able to help you. This is equally poverty. (Male FGD participant, Bugiri district)

A poor person is despised by friends and may not be invited for social functions such as burial. (Male FGD participant, Gulu district)

There were also non-material descriptions of poverty including those of spiritual aspects that were mentioned by both the

practitioners and the clients. For example, some associated poverty with lack of reverence for God. This poverty was reported to be graver than simply lack of money. Poverty is something about the minds and the attitudes. It is something not tangible. Actually, there is something we call spiritual poverty. Spiritual poverty in the sense that somebody has given up in life, has no hope; cannot do anything about the situation. (Employer, UWESO, Kampala)

Poverty is when you ...don't have peace of mind and cannot influence anything around you. ...Poverty is when one does not know God, has no love and does not have friends. (Male FGD participant, Mbarara district)

The reference to lack of friends (in the clients response) brings out issues of isolation and lack of participation in community life by the poor. In addition, poverty was characterized as a state of the mind. This mindset makes some people perceive their social and economic status as not easily changeable. Some social work practitioners attached a time element to the poverty problem. They described poverty as an inability to meet basic needs "in a required time"; living in a deprived state for "extended periods of time", and inability to "sustain one's lifestyle". This dimension of poverty also portrays the relative nature of poverty at individual or family level. Further analysis of the participants' responses shows differences in poverty perceptions by gender and locality. Most of the female groups defined poverty as lack of access to essential provisions such as food, clothing, health and education. The women groups particularly mentioned widowhood and lack of children in their definition of poverty; interpreting these are some predisposing factors as well as categorisations of poor people. What was peculiar to men was their linkage of poverty to family break-up arising out of the inability to provide for one's household. It was also the men who associated poverty with laziness. What was, however, common amongst all the groups is the association of poverty with lack of money and employment opportunities. Similarly, there were some differences in the way poverty

is perceived or manifested by locality. Most respondents in the urban communities, such as Kampala, associated poverty with difficulty in accessing housing, unemployment, and inability to own land or build their own homes. Conversely, the majority of rural groups identified poverty with lack of land for farming. On the whole, all respondents associated poverty with inability to meet the basic individual and household needs.

Perceived magnitude of poverty

The study findings indicate that poverty is still very high among the population, notwithstanding the official statistic that show marked reductions in poverty. According to the majority of the social work practitioners (84%) met in this study, the leading problem faced by their clients was poverty and unemployment, while slightly less than a tenth (9%) mentioned HIV and related diseases and 9% mention domestic violence. Other problems commonly reported to social workers included relationship problems (conflicts) in families and communities, as well as gender-based violence, ignorance and illiteracy, poor services, as well as problems arising out of individual practices such as use of illicit drugs and prostitution. It is apparent that these problems are a manifestation or symptom of poverty, a consequence of poverty or a cause of poverty at different levels of social organization.

With regard to the magnitude of poverty among their target population, the majority of social work practitioners, 44% and 43% considered it to be “high” and “very high”, respectively giving an aggregate of a majority of 87%. The causes of poverty as perceived by a cross-section of respondents included unemployment, disease, insecurity and marginalization. Unemployment is compounded by high levels of illiteracy, poor skills and low social capital. The respondents, particularly employers, argued that illiteracy breeds ignorance of the available opportunities and ways of harnessing the available resources. Lack of functional

knowledge and skills can keep people poor. It was further noted that there was poor mobilization of groups into social networks to mobilize or solicit for resources. In addition, the high prevalence of preventable diseases like malaria, HIV/AIDS, tuberculosis, and sexually transmitted infections made people spend a lot of money on illness management instead of investing in productive ventures. Insecurity such as that which existed in northern Uganda for almost 20 years was also identified as a major cause of poverty in the region. Poverty was also seen as a function of marginalization/exclusion. Being sidelined in the use of existing societal opportunities and participation in education, formal employment, and politics can make some people poor. Powerlessness and inability to influence policy by the deprived people was characterized as a function of poverty. This in turn leads to failure of the benefits and resources to reach the targeted population. Gender inequality and injustices at household levels were also seen as aspects of marginalization. Generally the perceptions and consequent manifestation of poverty in this study do not differ much from those already documented in national surveys, particularly the Uganda Participatory Poverty Assessment (GoU, 2000) in which poor people identified both material and non-material aspects of poverty and deprivation. What is clear, particularly from the views of the social work clients, is that poor people understand their undesirable situations and they are able to point to the root causes. Therefore, it is critically important to actively engage them at all levels of policy, programming and implementation of poverty reduction strategies in order to achieve sustainable social development.

Conceptualisation of social development

In social work literature, the concept of social development is prominently referred to as the developmental perspective in social work (Midgley, 1995). It is a broader interdisciplinary field that involves a process of planned social change designed to promote the well-being of the population as a

whole in conjunction with a dynamic process of economic development (ibid.). Social work practitioners, educators and key informants described the social development approach as a holistic approach to problem analysis and interventions that address the total person in their complexity. One social worker succinctly described social development as: ...you look at one's economic life, you look at someone's education level, health, ... you have a programme which covers all the types of development that can improve both the lives of the individual with not only looking at the economic livelihood but also addressing other types of development. (Educator, Bugema University)

Social development does not address symptoms but “a cobweb of causes” (Practitioner, Mulago Hospital and Complex, Kampala). It is concerned with improved individual and community knowledge and skills. The approach is concerned with empowerment and capacity-building, identifying and harnessing strengths of systems, building systems and institutions to handle problems and deliver services. Other study participants described social development as a belief in investing in the people; and the need to make laws and policies that protect the people. The approach was described as further involving an analysis of how economic gains have benefited the people in terms of standards of living, that is, in education, health, security, politics/freedom of expression, nutrition, and entire quality of life of the individual. There was universal agreement among employers of social workers that social development is the best approach that focuses on empowerment and capacity-building. It is in line with this thinking that development cannot be achieved by giving people money and other handouts such as clothing but services and resources including loans for the attainment of individual and community self-reliance. Community organization activities, whereby people are encouraged to form groups purposely to tap into opportunities and services like the National Agricultural Advisory Services (NAADS), are a dimension of social development.

The issue of handouts should be stopped save for a few specific categories of the population; the very vulnerable like the elderly with no one to support them, the sick with no one to help them. But this should also be on a short term basis. I think with time, if we go for the sustainable approach of empowering by giving knowledge and skill and tools, the practice of giving handouts should completely be phased out. (Employer, UWESO Kampala)

The above view was common among many employers who participated in this study. Thus, to reduce poverty and achieve social development, the focus should be on capacity-building, how to save and financial literacy; avoid handouts except in emergencies; create an enabling environment by checking inflation, focus on issues of children, youths and affirmative action.

Participants in this study perceived social development as the right approach to reducing poverty as it empowers people by giving them knowledge and skills as well as opportunities to engage in gainful employment. It was more likely to lead to sustainable development of different systems. Many employers related this approach to a common proverb of “give me a hook/net and I will fish”; versus “give me fish and I will come back again for fish”. The person empowered with the tool and knowledge is more self reliant than that one given a handout. Likewise, for poverty reduction, people need to be given tools and skills. Related with the above, some of the employers suggested that the skills given to beneficiaries need to be relevant for production of goods and services that other people need. However, the use of the social development approach requires a committed political leadership as well as effective community participation. It was asserted that communities can be assisted to systematically identify and discuss their problems, decide on courses of action, and mobilise resources and act upon their situations. Social development encourages participation, community mobilization and use of community-generated resources rather than depending on

externally-generated resources. Social development puts to the fore people's attitudes, self-perception and development ideas. The approach "has an element of ownership in it thus leading to sustainability" (Employer, Catholic Relief Services, Gulu).

Social workers stimulate community thinking about needs and how to improve the quality of life. One employer illustrated the approach thus:

Social workers are sources of knowledge; they are teachers. They teach health, they teach gender; they teach nutrition even if they are not nutritionists, but they know the power of good feeding ...Things like that form the basis of the social development model. (Employer, Send a Cow Uganda, Kampala)

According to various respondents, the social development approach permits a social worker to work with different clientele systems (the individual, family, group, community, entire society and institutions). It also allows one to play different roles such as that of the enabler, educator, therapist, advocate, and mediator. A social worker can also do research, policy development, and empowerment. Employers expressed much preference for this approach to the extent that one of them described its goodness as *akahoo* (Runyankore word for 'scent') and a redeeming model. It is apparent that social development may involve counseling and confrontational techniques as tools for empowerment. Although the social development approach was acceptable to most respondents, there were also reservations about its applicability. As earlier noted, it was reported that its utility is threatened by the tendency of agencies to specialize, each handling one aspect of development. This delays development as not all actors move at the same pace in the same geographical area. The extract below illustrates the point.

We have been to communities where children do not attend school because of malaria and yet for us we work in the education sector. Therefore, we say we are going to liaise with government and other partners to provide mosquito

nets. But then, how long does that take? – six months or more! How many children will have dropped out or have been absent from school? (Employer, Save the Children, Gulu District)

To attain social development assumes joint planning, acquisition of resources, implementation capacities and partnering in the entire helping process.

National policies and programs for poverty reduction and achievement of MDGs

The National Development Plan (NDP – 2010/11-2014/15) provides the overall development planning framework and serves as the current Poverty Reduction Strategy Paper (PRSP) for Uganda. The NDP was launched in 2010 and succeeded the Poverty Eradication Action Plan (PEAP). The overall objective of the NDP is to move Uganda towards a modern, industrialized and knowledge-based economy. It advocates development in all dimensions of the economy. The NDP has eight objectives, namely: (a) Increasing household incomes and promoting equity; (b) Enhancing the availability and quality of gainful employment; (c) Improving stock and quality of economic infrastructure; (d) Increasing access to quality social services; (e) Promoting science, technology, innovation and Information, Communication Technology (ICT) to enhance competitiveness; (f) Enhancing human capital development; (g) Strengthening good governance, defense and security and; (h) Promoting sustainable use of the environment and natural resources (GoU, 2010c). The plan comprises various programs including among others:

- a. Agricultural development programs such as the Plan for the Modernization of Agriculture (PMA) which provides the framework for agriculture and rural development for transforming Uganda's agriculture from a subsistence-based to a commercial oriented sector;
- b. Savings and Credit Cooperative Societies (SACCOS), and the Bonna Bagagawale (Prosperity for All) program;
- c. Education policies and programs such as UPE and

USE and programs on vocational education;

- d. Health policy, including reproductive health programs, HIV/AIDS programs, Northern Uganda Malaria, AIDS and Tuberculosis (NUMAT) programs, water and sanitation programs;
- e. Monetary policies- on taxation, and management of inflation;
- f. Foreign direct investment policy, including trade promotion policy;
- g. Social protection and social security policies including the Orphans and Vulnerable Children's (OVC) policy and the Social Assistance Grant for Empowerment (SAGE) under which a monthly stipend is provided to the aged in selected districts as a pilot programme;
- h. Equal Opportunity Policy, 2007 which seeks to promote equality and social justice as a precursor for social development; and
- i. Environmental programs run through the National Forestry Authority (NFA) and National Environmental Management Authority (NEMA);

Other cross-cutting programs meant to transform the economy include Northern Uganda Social Action Fund (NUSAF), and Peace, Recovery and Development Program (PRDP) which are specific programs to deal with the war-ravaged Northern and North-eastern regions. Different stakeholders operating at the global, national and local levels play a big role in poverty reduction. At the global level, governments, bilateral and multilateral agencies influence both the policy, funding and direct implementation of poverty reduction programs. At the national level, the central government, through the different ministries, departments and agencies, provides the environment for poverty reduction through policy formulation and overall program monitoring. Together with the government, is the general public, which, according to respondents, should hold the implementers accountable for the services they provide? Respondents also acknowledged the role played by the family.

It was acknowledged that most of the poverty reduction initiatives occur at the household level and especially in the absence of widespread formal social security; families shoulder the highest burden of meeting their own needs and those of their dependants. Other stakeholders in poverty reduction and social development include the civil society organizations (CSOs) and the private sector. CSOs such as the NGOs, CBOs and cooperatives as well as self-help groups were identified as key partners in advancing the course of the attainment of social development; while the role played by the private sector was acknowledged by some respondents especially for being innovative and job creators. The media was also identified as a key player in social development; in as far as raising awareness about different poverty reduction programs is concerned. Lastly, the academia was noted for anchoring policy on empirical evidence.

A scrutiny of these many policies and programs shows that they are directly interlinked with the MDGs and they have the potential to promote social development. They also provide many opportunities for social work intervention in almost all the sectors.

Chapter 8

Social Security

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Introduction

The issue of Social Security reform is of critical if not unrivalled importance and not just because the program is headed for insolvency as the baby boomers enter retirement. Lawmakers continue to introduce Social Security reform legislation, some proposing far-reaching structural changes including personal accounts. An important motivation is that America's demography and economy have evolved to such an extent that the program no longer provides social insurance benefits as effectively as it once did, but instead, economic losses from its tax and benefit rules are continuing to accumulate. The longer that reforms are delayed, the larger will be the net economic harm that Americans must endure. On balance, Social Security appears to be a regressive taxtransfer system and provides minimal wage insurance. Many of its features, especially the extreme complexity of its tax and benefit rules, weaken and mask the link between payroll taxes and benefits to induce target economic losses from dislocations to participants ' labor market choices. The program over-provides longevity insurance, with benefits commencing well in advance of the time when work abilities are depreciated and participants approach the end of their expected lifetimes. By providing benefits to retirees in excess of their past contributions. Social Security transfers resources from younger and future generations toward older ones in the form of annuities. These features stimulate consumption during retirement to reduce national saving, capital formation, and prospective economic growth.

Concept of social security:

Social security refers to programs established by statute that insure individuals against interruption or loss of earning power, and for certain special expenditures arising from injuries, birth, or death. Together with government's poverty alleviation policies, the system of social security is recognized as the most important institutional measure to cope with the variety of risks experienced throughout a person's life course (1)

Social Security is a combination of old age , survivor , and disability insurance benefits The Social Security system insures workers and their families against the potential loss of earnings due to old age, disability, or death Social Security eligibility is based on two criteria: age and wage-earning history. The minimum work time required to be eligible for Social Security is 40 quarters. Social Security payments are computed using individuals' average earnings during their lifetimes in all employment covered by Social Security. An average of the 35 highest years of earnings is used as the basis for calculating benefits. Those years in which an individual has low earnings or no earnings are also counted (2).

The Welfare State and Social Security Policies:

The welfare state has its early beginnings in the 1601 Poor Laws in England and the 1889 Bismarckian social insurance scheme in Germany. The former laid down the foundation for modern day social assistance while the latter did the same for

¹ - Hyun-song lee : a study of poverty and social security in Malaysia , international area review, vol 5, no 2, 2002 , p 110 .

² - Bum Jung Kim and Fernando Torres-Gil : Social Security and Its Impact on Older Latinos Journal of Applied Gerontology 30(1)pp 90– 91.

social insurance. The welfare state has numerous aims: poverty relief, redistribution, social inclusion, insurance against risk and consumption, smoothing over one's life, economic efficiency – both productive and allocative – and correcting for market imperfections. The characteristics of social security policies vary widely from contributory, means-testing to universal and some countries combine an element of universality and insurance ⁽³⁾.

The role of social security in South Africa: ⁽⁴⁾

Social security has traditionally taken a risk-based approach to social protection. Consequently, the role of social security has been to compensate beneficiaries for lost income because of exposure to contingencies. This loss of income can either be temporary, as is the case when the risk of unemployment strikes, or permanent as is the case with old age and death. This compensatory function has meant that an important role of social security is to prevent and reduce poverty. Poverty remains the biggest threat to human security in South Africa. Peters (2008) observed that people living in poverty in 2005, namely those whose household income did not exceed R700 a month, accounted for 58.7 percent of the population, that is, around 27.5m people. Poverty is most common among black people, women and in rural areas. This level of poverty takes place in the context of growing unemployment in South Africa. Unemployment was estimated to be 26.7 percent in 2005 (Statistics South Africa, 2005).

³ - NAREN PRASAD AND MEGAN GERECKE : Social Security Spending in Times of Crisis, Global Social Policy, 2010. vol. 10, pp210-211 .

⁴ - Edwell Kaseke: The role of social security in South Africa, International Social Work 53 , p162 .

Social insurance plays a pivotal role in preventing poverty. It is thus an anti-poverty form of social security, which prevents insured individuals from sliding into poverty in the event of being exposed to a social risk. The impact of South Africa's social insurance schemes is seriously constrained by the fact that only two principal risks are covered, namely unemployment and employment injury. This is notwithstanding the fact that maternity is part of unemployment insurance.

Need for Promotional and Protective Social Security:⁵

The distinction between types of social security is particularly important in the context of South Asia, which has the lowest per capita income among regions of the world. The region is characterized by pervasive poverty, accounting in the mid-nineties for 40 per cent of the world's poor population (when poverty is measured as those with less than \$1 a day) as compared to its share of 23 percent in the world's population. What is even more disconcerting is that given the large population base of this region and the fairly high rate of growth of population, the magnitude of deprivation is gigantic.⁶ The performance of South Asia was disappointing even when judged in terms of trends over the period 1960-93.

The growth rate of GNP per capita between 1965 and 1980 was only 1.4 percent as compared to 4.2 per cent in East Asia.

Recommendations the human rights approach to social protection :⁶

⁵ - K. SEETA PRABHU: Public Provision of Social Security: The Challenge in South Asia , south Africa economic journal ,2001 ,p 33 .

⁶ - Magdalena Sepulveda and Carly Nys : The Human Rights Approach to Social Protection, Copyright by Ministry for Foreign Affairs of Finland, 2012 , pp 13-16.

1. States must ensure, at the very least, minimum essential levels of non-contributory social protection not as a policy option, but rather as a legal obligation under international human rights law.
2. The right to social security should be incorporated in domestic laws and, where possible, enshrined in the Constitution.
3. Social protection systems must be established and defined by law, supported by a long-term strategy, and reinforced by an appropriate and adequately-funded long-term institutional framework.
4. States must adopt legislation to ensure equity and access to services without discrimination of any kind. States must take positive actions to enable access by those who suffer from structural discrimination such as women, persons with disabilities, indigenous peoples, minorities and older persons.
5. Social protection programmes should be viewed as one essential part of a broader development strategy which adopts a comprehensive and holistic approach to poverty reduction aimed at the realization of all economic, social, cultural, civil and political rights.
6. States must design an integrated and coordinated social protection strategy that reduces fragmentation and ensures capacity building of all stakeholders implementing social protection programmes.
7. States must ensure that social protection programmes are sustainably and reliably financed in annual budgets and receive progressively greater resource allocation.
8. States must acknowledge that the impacts of social protection programs are not gender neutral, and accordingly should design

and implement social protection strategies which recognise the multiple forms of discrimination that women experience, and ensure that programmes address women's specific needs throughout their life cycle (childhood, adolescence, adulthood and old age).

9. Social protection programmes must respect and acknowledge the role of women as providers of care without reinforcing patterns of discrimination and negative stereotyping. Measures must be taken

to promote the value of care, and to combine society and State responsibility for care work, encouraging men to participate more actively in the support and care of family members.

10. Policy makers should invest in capacity-building to ensure that those designing and implementing social programs at both the national and local levels are aware of gender issues, and should adopt measures to ensure greater participation of women in the administration of social protection programs.

11. Social protection mechanisms must be accompanied by culturally and gender-sensitive good quality social services which take into account the obstacles faced by women in accessing such services.

12. States should ensure that all social protection programs are subject to gender-sensitive eligibility criteria which take into account intra-household dynamics to ensure that women are reached by and able to benefit from social protection.

13. Participatory and accountability mechanisms must be designed and implemented taking into account gendered power relations, in

order to facilitate the meaningful participation of women in all stages of the program .

14. States must develop and collect disaggregated data in regard to gender, age, ethnicity and disability to monitor and evaluate social protection programmes

15. Targeting methods should only be employed with the aim of progressively achieving universal coverage. Measures should be put in place to build the capacity of the State and to ensure sustainable

resources for progressively increased coverage.

16. Targeting methods must be reasonable, objective, transparent, and gender-sensitive, and must, to the maximum extent possible, avoid exclusion errors.

17. Where poverty targeting methods are employed, policy makers must ensure that the poorest of the poor are not going to be excluded as a result of inaccurate targeting. In the case of proxy means testing, active measures must be taken to ensure a broad understanding of the methodology and the proxies used. In the case of community targeting, policy makers must provide adequate training to community members to ensure that eligibility criteria are applied equally, and without discrimination and/or stigmatization. Where geographical targeting is employed, the criteria for selecting localities must be

Transparent and objective; the selection must be based on the local needs and not on the basis of political/electoral interests.

18. Targeting processes must be supported by appropriate outreach programmes and accessible mechanisms for redress in case of exclusion errors.

19. The design and implementation of social protection programmes should take into account the economic, legal, administrative and physical obstacles that individuals face in accessing social protection, giving particular consideration to the needs of those groups which face added obstacles, including women, persons with disabilities, the elderly, indigenous peoples, minorities or people living with HIV/AIDS.

20. All stages of social protection programmes, from the delivery of benefits to outreach efforts, must be specifically designed to overcome cultural barriers and to reach groups that are particularly vulnerable or excluded.

21. Benefit levels must be adequate to improve the standard of living of the beneficiaries, and benefits must be complemented by free or affordable quality public services.

22. To the greatest extent possible, States should refrain from imposing co-responsibilities or conditionalities on receipt of social protection, and instead should channel financial and human resources into improving the level of benefits provided and the quality and accessibility of social services available. Where conditionalities are imposed, they must be accompanied by measures to protect against abuses by those monitoring compliance with conditionalities, and by measures to ensure the capacity of the health and education services to meet increased demand.

23. Failure to satisfy imposed conditions should never result in the automatic exclusion of an individual or household from social protection programmes, but rather should be used as a facilitative

tool to assist the State in identifying the most vulnerable families, providing supportive social work and/or community development, and addressing failures in public services.

24. Protections must be put in place to ensure that conditionalities do not create an unnecessary burden on women, expose them to abuse, or perpetuate traditional gender stereotypes within recipient households.

25. Laws should be put in place to ensure that individuals and organisations have the right to seek, receive and impart information about social protection programmes in a simple, accessible and rapid manner.

26. When collecting and processing information belonging to beneficiaries, States must ensure that they observe internationally accepted standards of privacy and confidentiality, and do not disseminate

such information to other authorities or use it for other purposes without the consent of the beneficiary.

27. States must put in place adequate mechanisms for beneficiaries to participate in the design, implementation, monitoring and evaluation of social protection programmes.

28. Participatory mechanisms must ensure that participation is authentic, takes into account the existing asymmetries of power within the community, and is tailored to ensure the broadest participation

possible by vulnerable and disadvantage groups.

29. Social protection programmes must incorporate accessible and effective complaints mechanisms which guarantee anonymity,

allow for individual and collective complaints, and are sufficiently resourced

and culturally appropriate. Complaints procedures should include *an appeal process that is independent, accessible, simple, fair and effective.*

30. Social protection programmes must periodically review decisions taken on at least three key elements: (a) the procedures utilised to register beneficiaries (in particular to identify the possible wrongful

exclusion of beneficiaries),

(b) the implementation of the programme (to monitor all sorts of possible abuses occurring when assistance is provided at the local level, e.g. sexual harassment) and

(c) the overall payment procedures (to monitor misappropriation of financial resources throughout the different stages of implementation).

Policy Basics: Top Ten Facts about Social Security:⁷

1: Social Security is more than just a retirement program. It provides important life insurance and disability insurance protection as well.

2: Social Security provides a guaranteed, progressive benefit that keeps up with increases in the cost of living.

3: Social Security provides a foundation of retirement protection for nearly every, and its benefits are not means-tested.

⁷ - The Center on Budget and Policy Priorities, AUGUST 13, 2020, <https://www.cbpp.org>

- 4: Social Security benefits are modest.
- 5: Children have an important stake in Social Security.
- 6: Social Security lifts millions of elderly Americans out of poverty.
- 7: Most elderly beneficiaries rely on Social Security for the majority of their income.
- 8: Social Security is particularly important for people
- 9: Social Security is especially beneficial for women.
- 10: Relatively modest changes would place Social Security on sound financial footing.