

**LOCAL GOVERNMENT SERVICE**

**SOCIAL WELFARE AND  
COMMUNITY DEVELOPMENT  
TRAINING MANUAL**

**March, 2014**

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## **FACILITATORS' GUIDE**

### **Teaching and Learning Methods**

Various methods for imparting lessons are outlined in this manual to guide and help the facilitator. In view of the participatory nature of the learning environment, majority of the methods proposed are participatory adult learning methods which will enhance practical acquisition of knowledge. The teaching and learning styles therefore include questions and answers, discussions, group work and PowerPoint presentations. Exercises are directly linked to practical Community Development issues that are encountered in the communities on a day to day basis. The facilitator is also encouraged to incorporate warm up games, songs and other energizers at specific intervals to whip up and sustain interest of the participants in the training programmes.

#### **1. Training Room Environment:**

As often as possible, arrange the chairs in a U or horse-shoe shape to make the seating arrangement as informal as possible (avoiding the rigid classroom type). If the room is big enough, the seats could even be arranged into smaller groups which can be named as villages, communities or islands (using names of communities, animals, or trees). In this way, participants will be able to learn and share with each other easily.

#### **2. Friendly Atmosphere:**

You are encouraged as the Facilitator to be as friendly as possible and make efforts to involve all participants. To make the session more lively you can throw a (soft) ball around

to different participants in order to elicit answers: each person who catches the ball contributes an answer and they then throw the ball to someone else etc.

### 3. **Local Examples:**

Each module contains a number of activities and exercises meant to highlight specific issues. You are encouraged to ask for other local examples to support issues in the module. This will enable participants understand the topic better and also relate it to their local situations.

### 4. **Learning Materials**

Ensure the availability of all these **Materials required** for the workshop before you commence.

- ✚ Projector and lap top(where applicable)
- ✚ Participants Training manual
- ✚ Exercises or activities typed or clearly written on sheets, those that need to be cut should be cut, packed and labeled in envelopes before the beginning of the workshop
- ✚ Flip Charts and stands
- ✚ Pens, Markers, Highlighters (different colours, both round and chisel tip markers)
- ✚ Mask Tapes/Cellotapes
- ✚ Vipp Cards (in different shapes, sizes and colours)
- ✚ Pre and Post- test questionnaires



## 5. Introduction of Participants

Give a brief background of the workshop and set the participatory tone by asking the participants to introduce themselves in a manner that creates the necessary environment and motivates participants to effectively participate in the training.

Ask participants to pair up and share their names as they will like to be called during the workshop with their partners, the name of their organization, their titles, how long they have been working etc as well as which tree or animal best describes them. Introduce yourself and any other facilitators who are part of the training first using the same guidelines as what you've given to the participants.

Remember to inform participants that it is not only the facilitators who are bringing important information to the training, but also the participants, who have valuable experience and skills to share. Conclude by telling participants that you have been looking forward to this workshop to share and to learn from their experiences

Certain pieces of information about a participant such as hearing or sight challenges, likes and dislikes and other personal details help the facilitator better interact with participants and for participants to mix freely. If participants are able to think of an adjective to describe how they are feeling or what represents them, a lot of useful information can be exchanged easily and in a friendly manner. If they are also asked to mime an action that describes the adjective, it helps other participants know who are the shy people or those with other characteristics amongst them. This can be an alternative way of the participants introducing themselves.

## **6. Background and Rationale for the Training**

Ask participants to tell you why they have come to the workshop. This will help you elicit from them whether they know the purpose of the workshop or not. It will also help you set the pace for this session. After 4 to 6 answers inform participants that this training workshop is as a result of the need to equip staff of the Department of Social Welfare and Community Development with knowledge and skills that will enhance their performance.

## **7. Participants Expectations and Fears**

Give each of the participants' two rectangular VIPP cards (one white and one pink) and ask them to write one expectation from this workshop on the white card and one fear on the pink card. Remind them also of the VIPP Card rules.

Collect all the cards (and group them during break sessions) post them on the wall and inform participants that they should use a marker to tick any expectation or fear that is addressed during the course of the workshop.

At the end of each day visit the side of the wall where these expectations and fears are posted with the participants to find out how many have been addressed. This will serve as the evaluation for this training workshop.



## 8. Objectives of the Training Workshop

Ask participants to mention what in their view are the objectives of this training. Write their answers on the flip chart. After a few answers inform the participants that in order to address their expectations and for the purposes of the rationale you mentioned earlier, the objectives of the workshop is to deepen participants' knowledge and develop their skills on Community Development and Social Welfare issues.

## 9. Ground Rules

Having gone through the agenda ask participants to select the ground rules that would guide them in order to be able to cover all the items on the agenda within the stipulated time (Ask: *What Basic Rules shall we establish to accomplish the workshop agenda?*). Write the rules they will mention and agree upon on a flipchart and post it on the wall so all participants can refer to during the whole workshop period. Conclude this module by expressing how excited you are about the workshop and your hope that the expectations of everyone would be addressed by the end of the programme.

**Remember to use different colours of makers for each of the rules (creative presentation of information on a flip chart paper) so each of the points will stand out. It also helps to use the chisel-tip instead of the round-tip markers to make the points nice and bold As much as possible don't put too much information/points on one flip chart page (there should be at most 5 points on each flip chart page)**

## 10. **VIPP Card Rules**

- Respect colour and shape code as directed by facilitator
- Write boldly clearly so it can be read from a distance
- Use both small and upper case letters
- Write no more than 3 lines per card

## **PART 1**

### **Introduction**

The Department of Social Welfare (DSW) and housing was established in 1946 and derived its mandate from statutory orders that made it responsible for social services encompassing health, housing, education and agriculture. Over the years its mandate has been redefined under various ministries. Presently the Head Office of the DSW is an integral part of the Ministry of Gender, Children and Social Protection.

### **Mission**

The Department works in partnership with people in their communities to improve their well-being through promoting development with equity for the disadvantaged, vulnerable and the excluded.

### **Vision**

The vision of the Department is to take the lead in integrating the disadvantaged, vulnerable and excluded in mainstream of development. The activities of the Department include the following:

- Maintenance of children
- Child custody
- Paternity
- Family reconciliation
- Probation service

- Prison aftercare
- Running of children's homes
- Adoption
- Supervision of day care centres
- Hospital welfare services
- Psychiatric social work services
- Services for the destitute
- Registration of NGOs
- Community Based Rehabilitation
- Provision of vocational training for the poor and disabled
- Income generation for rural women
- Poverty alleviation through LEAP

### **Core programmes of the Department**

The Department has classified their activities under four core programmes namely:

- Child Rights Promotion and Protection
- Community care
- Justice administration
- Budget and Planning

Under the child rights promotion and protection are activities such as maintenance of children, Child custody, paternity, adoption, running of children's homes, running of children's homes and supervision of day care centres.

Community care programme runs such activities as Hospital Welfare Services, Psychiatric Social Work Services, Services for the Destitute, Registration of NGOs, Community Based Rehabilitation, provision of vocational training for the poor and disabled, income generation for rural women and poverty alleviation through LEAP. The justice administration division deals with probation and prisons aftercare services as well as domestic violence.

With the promulgation of LI 1961, the Department of Community Development and Department Of Social Welfare at the local level have now been merged to become a Department of the Metropolitan, Municipal and District Assemblies with the new name Department of Social Welfare and Community Development with the following functions:

1. The Social Welfare and Community Development Department shall assist the Assembly to formulate and implement social welfare and community development policies within the framework of national policy.
2. The Department shall:
  - a) facilitate community-based rehabilitation of persons with disabilities;
  - b) assist and facilitate provision of community care services including:
    - i. registration of persons with disabilities;
    - ii. assistance to the aged;
    - iii. personal. social welfare services;
    - iv. hospital welfare services;
    - v. assistance to street children, child survival and development; and
    - vi. socio-economic and emotional stability in families;

- c) assist to maintain specialized residential services in the districts;
- d) facilitate the registration and supervision of non-governmental organizations and their activities in the district;
- e) assist to organize community development programmes to improve and enrich rural life through:
  - i. Literacy and adult education classes;
  - ii. Voluntary contribution and communal labour for the provision of facilities and services such as water, schools, library, community centres and public places of convenience or
  - iii. Teaching deprived or rural women in home management and child care

## MODULE 1: SOCIAL WORK

### Learning Objectives

By the end of this topic participants would be able to:



- ✚ Appreciate the importance of social work
- ✚ Identify and understand the core values and ethical responsibilities in social work
- ✚ Identify and understand basic skills needed in social work

### 1.0 Social Work Defined

National Association of Social workers (NASW) defines Social Work as a professional activity of helping individuals, groups or communities to enhance or restore their capacity for social functioning and to create societal conditions favorable to their goals (revised 2008;NASW Delegate Assembly).

International Federation of Social Workers (IFSW) - Social Work profession promotes social change, problem-solving in human relationships and the empowerment and liberations of people to enhance their well-being. Utilizing theories of human behavior and social systems, social work interventions at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work. ([www.communitycare.co.uk/articles](http://www.communitycare.co.uk/articles))

- The primary mission of the social work profession is to enhance human well-being and help meet basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. This is to enable all people to develop their full potential, enrich their lives, and prevent dysfunction.
- Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.
- Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities.
- Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.
- The activities of social workers may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation.
- Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individual’s needs and social problems.

### **1.1 Core Values in Social Work: Code of Ethics**

Social work grew out of humanitarian and democratic ideals, and its values are based on respect for the equality, worth, and dignity of all people. The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.



## **Ethical Principles**

### **1. Value: *Service***

#### **Ethical Principles**

- Social workers' primary goal is to help people in need and to address social problems.
- Social workers elevate service to others above self-interest.
- Social workers draw on their knowledge, values, and skills to help people in need and to address social problems.
- Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return.

### **2. Value: *Social Justice***

- Social workers challenge social injustice.
- Pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.
- Strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.
- Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice.
- These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

### **3. Value: *Dignity and Worth of the Person***

- Social workers respect the inherent dignity and worth of the person.
- Treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.
- Promote clients' socially responsible self-determination.
- Seek to enhance clients' capacity and opportunity to change and to address their own needs.
- Are cognizant of their dual responsibility to clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

### **4. Value: *Importance of Human Relationships***

- Social workers recognize the central importance of human relationships.
- Understand that relationships between and among people are an important vehicle for change.
- Engage people as partners in the helping process.
- Seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

### **5. Value: *Integrity***

- Social workers behave in a trustworthy manner.

- are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them.
- act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

#### **6. Value: Competence**

- Social workers practice within their areas of competence and develop and enhance their professional expertise.
- continually strive to increase their professional knowledge and skills and to apply them in practice.
- should aspire to contribute to the knowledge base of the profession.

*(source: <http://www.socialworksearch.com/html/nasw.shtml>)*

### **1.2 Basic Skills Needed in Social Work**

The social worker needs some basic social work skills to function well in most situations. Here are some qualities every social worker should possess and practice.

#### **1. Empathy**

Many social workers are empathic by nature and that has been the driving force for many who chose the profession. It involves intellectual or emotional process that makes it far easier to understand and help others solve their problems. If one is empathic one must be able to:

- Identify with or experience another person's predicament.

- Communicate this empathy and support to the client as a basis for a productive professional relationship.
- Comprehend another individual's way of life and values.

## **2. Active Listening**

In order to do effective counseling in social work, one should have the ability to

- Listen carefully, ask relevant questions and remember verbally transmitted information.
- Establish trust, ask questions and discover valuable information about individuals in order to understand their circumstances.

## **3. Self-Awareness**

A social worker should be able to

- Evaluate one's own performance and work toward improving it (while also taking valid criticism and praise into account). Social workers can receive feedback on their performance from clients, supervisors and other sources.
- Know how your values, attitudes, beliefs, emotions, and past experiences affect your thinking, behavior, and relationships.
- Examine and change one's behavior when it interferes with working with clients and other collaborative professional relationships.

## **4. Social Perceptiveness**

In interacting with clients a social worker must be sensitive to

- Body language, social cues, implications and cultural patterns of behaviour.
- "Read between the lines" in order to interpret the thoughts and feelings being held within.

## **5. Boundary Setting**

Social worker should be able to

- maintain the capacity to set boundaries and accept the limits of what can be accomplished during a specified period of time. The nature of this challenging profession can be all consuming, especially for those who sense their work is never truly complete. Establishing boundaries and setting milestones can help set expectations that are more easily accepted.

## **6. Organization**

Social workers are often required to deal with busy schedules, heavy caseloads and excessive paperwork. You should be able to

- Successfully manage and prioritize the logistical aspects of the job that can help you maximize the amount of time you'll have on your schedule to provide meaningful services to your clients.
- Be punctual and dependable, prioritizing responsibilities, and completing assignments on time.

## **7. Coordination**

A social worker should be able to

- Coordinate action among multiple parties which is a vital part of a social worker's role in connecting clients with services.

## **8. Persuasion**

A social worker should have

- the ability to influence, coax or invite others to take action on behalf of clients.

## **9. Cooperation**

A social worker should be able to

- negotiate, compromise and work well with others which is essential to the coordination of efforts required in social work.

## **10. Relaxation and De-compression**

Social work is a deeply rewarding profession, but it can also be an incredibly stressful one.

In order to remain engaged and effective at work, it's imperative to

- recognize the signs of stress, develop appropriate means of self-care, and seek supportive resources, if necessary.
- Find personal time by focusing on and tending to your own needs.
- Leave your work at the office and enjoying yourself as it is important for your own well-being as it is for that of your clients.

## **11. Objectivity**

Social workers need to be objective in systematically evaluating clients and their situations.

- They need to appreciate and value human diversity and serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation, gender and its expression, ability, sexual orientation, and value system.

## **12. Interpersonal Skills**

Social workers need to demonstrate good interpersonal skills to relate effectively and sensitively to clients, and other professionals.

By the very nature of who we are and what we do, most of the qualities and skills identified here are innate to our own personalities. Acknowledge their importance and maintain your capacity to leverage their advantages, and your future in the profession will most certainly be meaningful and satisfying.

### **1.3 Social Workers' Ethical Responsibilities to Clients**

#### **1. Commitment to Clients**

- Social workers' primary responsibility is to promote the well-being of clients.
- However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### **2. Self-Determination**

- Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.
- Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

#### **3. Informed Consent**

- Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent.
- Provide clients with an opportunity to ask questions.

- In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

#### **4. Competence**

- Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

#### **5. Cultural Competence and Social Diversity**

- Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

#### **6. Conflicts of Interest**

- Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- Social workers should not engage in dual or multiple relationships with clients or former clients in which there are a risk of exploitation or potential harm to the client. Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business.



## **7. Privacy and Confidentiality**

- Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- Should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.
- Should not discuss confidential information in any setting unless privacy can be ensured.
- Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- Should take reasonable steps to secure location and that clients' records are not available to others who are not authorized to have access.

## **8. Sexual Relationships**

- Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

## **9. Sexual Harassment**

- Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

## **10. Derogatory Language**

- Social workers should not use derogatory language in their written or verbal communications to or about clients.

## **11. Interruption of Services**

- Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

## **12. Termination of Services**

- Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

## MODULE 2: CHILD RIGHTS PROMOTION AND PROTECTION

### Learning Objectives

By the end of this topic participants would be able to:



- ✚ Appreciate the legal instruments on child rights promotion and protection
- ✚ Define who a child is and identify at least five (5) rights of a child
- ✚ Define what constitutes child abuse
- ✚ Understand quasi-judicial and judicial child adjudication.

### 2.0 Child Rights Promotion and Protection

Understanding children's rights is very crucial as a social worker. Children constitute the most vulnerable section of society and are considered a supremely important asset of our nation. Protection and development programmes for the specially disadvantaged should ensure that every child has equal rights and opportunities for optimum personal growth.

This module elaborates the activities carried out under child rights promotion and protection programme. The lesson will help participants understand who a child is, what constitutes children's rights and the roles played by social workers to ensure children have their rights met.

#### *International instruments*

The main international instruments relating to children are: the Universal Declaration of Human Rights (1948); the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political rights (1966); the Declaration on the Rights of the Child (1959); the

Convention on the Rights of the Child (1989); the World Declaration and the Plan of Action adopted by the World Summit for Children (1990); the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (“Beijing Rules”) (1985); the Convention on Civil Aspects of International Child Abduction (Hague Conference on Private International Law, 1980); Convention on the Protection of Children and Cooperation in Respect of Intercountry Adoption (1993); the Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974); ILO Conventions/Recommendations.

*Regional instrument*

The main regional instrument is the African Charter on Human and Peoples’ Rights (1981).

*National instrument*

Ghana enacted the Children Act, 1998 (Act 560) as the main instrument protecting children.

## 2.1 Who is a Child?

The children's Act defines a child as below the age of 18.

### *Exercise*

1. Ask the participants to list some children's rights they know or might have heard of.
2. Take them through the following rights.

### 1. Provisions of the Act

The Act provides for the rights of the child, maintenance and adoption, regulate child labour and apprenticeship, and for ancillary matters concerning children generally and other related matters.

### 2. Basic rights you must know: Children's Act 560 of 1998

- Every child has the right to education;
- Every child has the right to healthcare;
- Every child has the right to free time activities and playing;
- Every child has the right to name and nationality;
- Every child has the right to choose his/her nationality;
- Every child has the right to information;

- Every child has the right to live in a house with his/her family;
- Every child has the right to refuse betrothal and marriage;
- Every child has the right to share their views and must participate in decisions which affect them (according to their age and maturity);
- Children should be protected from customary practices which degrade and humiliate them;
- Children should be protected from stigma and discrimination;
- Children should be protected from sexual abuse;
- Protection from torture and degrading treatment;
- Children should be protected from exploitative labour;
- Children should be protected against abandonment, abduction and child stealing;
- Children should be protected from exposure to drugs, alcohol and cigarettes and other risky behaviour.

### **3. Non-discrimination:**

All rights apply to children irrespective of their sex, race, colour, ethnicity, religion, locality (rural/urban), social and economic status

#### **2.2 What is Child Abuse?**

There are a lot of child abuse cases in Ghana but they are often not reported. Parents often maltreat their children which they refer to as discipline. This usually results from lack of parenting skills and lack of knowledge about the laws against such behaviour. You need to understand what child abuse is.

- Child abuse is **physical** -- shaking, hitting, beating, burning, or biting a child. Physical abuse involves physical harm or injury to the child. It can also result from severe discipline, such as using a belt on a child, or physical punishment that is inappropriate to the child's age or physical condition.
- Child abuse is **emotional** -- constantly blaming or putting down a child; excessive yelling, shaming.
- Child abuse is **sexual** -- incest, any forced sexual activity, exposure to sexual stimulation not appropriate for the child's age.
- Child abuse is **neglect** -- a pattern of failure to provide for the child's physical needs, such as food, clothing, shelter, and medical care; a pattern of failure to provide for the child's emotional needs, such as affection, attention, and supervision.

*(<http://www.cacsc.org/awareness.htm>)*

### **2.3 Effects of Child Abuse**

- Lack of trust and relationship difficulties.
- Core feelings of being “worthless” or “damaged”
- Trouble regulating emotions.

*Question*

What should you do if you suspect that a child has been abused?

The laws of Ghana provide for the protection of such a child.

Section 16 (1)- The District Assembly shall protect the welfare and promote the rights of children within its area of authority and shall ensure that within the district, governmental agencies liaise with each other in matters concerning children. The (2) The Social Welfare and Community Development Department of a District Assembly referred to in this Act as "the Department" shall investigate cases of contravention of children's rights.

*(A look at procedures to handle child abuse: L.I 1705 child rights regulations, 2002 Part I - Child Care and Protection)*

#### **2.4 What is Child Abandonment?**

- In general, a child is considered to be abandoned when the parent's identity or whereabouts are unknown, the child has been left alone in circumstances where the child suffers serious harm, or the parent has failed to maintain contact with the child or provide reasonable support for a specified period of time.

#### **2.5 Who is a Child in Need of Care and Protection?**

- Section 18 of the Children's Act specifies conditions in which a child can be said to be in need of care and protection.
- Section 19 permits the Department to conduct an investigation if there are reasonable grounds to suspect child abuse or a need for care and protection.
- Section 19 (3) of the Children's Act gives the Department of Social Welfare the mandate to remove a child in need of care and protection as stated under section 18 (1) (a-n) to a place of safety irrespective of the status of that child whether a Ghanaian or a refugee.



- A place of safety includes the various children’s homes managed by the Department of Social Welfare or recognized private children’s homes or to the home of a fit person in the locality or fosterage within the family.

### A. Child Maintenance

The Department of Social Welfare also has the responsibility to enforce the law regarding maintenance of children by their parents.

1. **Child maintenance** is an ongoing, periodic payment made by a parent for the financial benefit of a child following the end of a marriage or other relationship.
2. Child maintenance is paid directly or indirectly by an *obligor* to an *obligee* for the care and support of children of a relationship that has been terminated, or in some cases never existed. Often the obligor is a non-custodial parent.
3. The obligee is typically a custodial parent, a caregiver, a guardian, or the state.
4. Depending on the jurisdiction, a custodial parent may pay child support to a non-custodial parent.
5. Typically one has the same duty to pay child support irrespective of sex, so a mother is required to pay support to a father just as a father must pay a mother.
6. Where there is joint custody, the child is considered to

**Case study 1: child maintenance**

*Ama is not married to Kofi despite having a child with him. When Ama was pregnant with the child, Kofi asked her to abort it but she refused. When Ama gave birth Kofi refused to take care of the child. Ama became frustrated of taking care of the child alone and decided to report the case to the social welfare agency.*

*Questions*

1. *What human rights issues are raised in relation to the child?*
2. *As a social worker what will you do to solve this problem?*

*Discuss with participants other similar scenarios.*

have two custodial parents and no non-custodial parents, and a custodial parent with a higher income (obligor) may be required to pay the other custodial parent (obligee).

- Taking care of the child is the primary responsibility of the parents and their duties are outlined in Section 6 of the Children's Act- **Parental duty and responsibility.**
- In addressing maintenance, the Children's Act Section 47—Duty to Maintain a Child requires parents or other legally liable persons to supply the necessities of health, life, education and reasonable shelter for the child.
- Every parent has rights and responsibility whether imposed by law or otherwise towards his or her child which include the duty to protect the child from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression.

*(A look at Part III- Maintenance of L.I 1705 child rights regulations, 2002)*

## **B. Child Custody and Access**

Child custody and guardianship are legal terms which are used to describe the legal and practical relationship between a parent and his or her child, such as the right of the parent to make decisions for the child, and the parent's duty to care for the child.

Residence and contact issues typically arise in proceedings involving divorce, annulment and other legal proceedings where children may be involved. In most jurisdictions the issue of which parent the child will reside with is determined in accordance with the **best interests of the child standard.**

### **Forms of Custody**

**Alternating custody**- is an arrangement whereby the child/children live for an extended period of time with one parent, and then for a similar amount of time with the other parent. While the child/children are with the parent, that parent retains sole authority over the child/children.

**Shared custody** - is an arrangement whereby the child/children live for an extended period of time with one parent, and then for a similar amount of time with the other parent. Opposite to alternating custody, both parents retain authority over the child/children.

**Joint custody** - is an arrangement whereby both parents have legal custody and/or physical custody.

**Sole custody** - is an arrangement whereby only one parent has physical and legal custody of the child/children.

**Split custody** - is an arrangement whereby one parent has full-time custody over some children, and the other parent has full custody over the other children.

**Third-party custody** - is an arrangement whereby the children do not remain with either biological parent, and are placed under the custody of a third person.

### **Custodial Parents**

**A *custodial parent*** is a parent who is given physical and/or legal custody of a child by court order.

**A *child-custody determination*** means a judgment, decree, or an order of a court providing for the legal custody, physical custody, or visitation with respect to a child. The term includes a permanent, temporary, initial, and modification order. The term does not include an order relating to child support or other monetary obligation of an individual.

Where the child live with both parents, joint physical custody is ordered, and both parents are custodial parents. Where the child will only live with one of the parents, sole physical custody is ordered, and the parent with whom the child lives is the custodial parent, the other parent is the non-custodial parent.

### **Non-Custodial Parents**

**A *non-custodial parent*** is a parent who does not have physical and/or legal custody of his/her child by court order.

**A *child-custody determination*** means a judgment, decree, or other order of a court providing for the legal custody, physical custody, or visitation with respect to a child. The term includes a permanent, temporary, initial, and modification order. The term does not include an order relating to child support or other monetary obligation of an individual. Where the child will only live with one of the parents, sole physical custody is ordered, and the parent with whom the child lives is the custodial parent, the other parent is the

noncustodial parent. Note, however, where the child will live with both parents, joint physical custody is ordered, and both parent are custodial parents.

The Children’s Act Sections 43 and 44 talks about applying for custody and access respectively.

The section 45 outlines the considerations for custody or access as follows:

- (1) A Family Tribunal shall consider the best interest of the child and the importance of a young child being with his mother when making an order for custody or access.
- (2) Subject to subsection (1) a Family Tribunal shall also consider—
  - (a) the age of the child;
  - (b) that it is preferable for a child to be with his parents except if his rights are persistently being abused by his parents;
  - (c) the views of the child if the views have been independently given;
  - (d) that it is desirable to keep siblings together;
  - (e) the need for continuity in the care and control of the child; and
  - (f) any other matter that the Family Tribunal may consider relevant.

***Case study 2: child custody***

*Mensah and Maa Abena were happily married for 15 long years with five children until conflict ensued and they had to separate. The eldest child is 14 years and the youngest 5.*

*A social worker tried settling the issue of custody and Maa Abena presented an overly positive*

*impression of herself. She viewed herself as trying to protect their children from what she perceived as husband's indiscretions and careless, if not neglectful supervision of the children. She claimed that one of the female children had been sexually molested by a playmate while in the father's care. She also claimed that the husband was 'militant' in demanding the time to which he is 'entitled' to the children at the expense of the children's feelings or best interests. She expressed deep resentment and bitterness at the husband for the deterioration and ultimate breakup of the marriage.*

*Investigations revealed that the care she had for the children while not neglectful, had contributed more to children's emotional discomforts. Her parenting style with children showed a characteristic style which did not appear to promote adequate age-appropriate autonomy and emotional security in the Children. She seemed to use children's anxieties to prove that children were uncomfortable with their father.*

*One of the children acknowledged he heard his mother saying to someone his dad tried to kidnap him and his siblings and kill her (mother) too, but he did not believe his dad could do so. Another child was disturbed by the unsettledness brought about by his parents' continued fighting with each other. He expressed difficulty understanding or rationalizing why his mother tried to discredit his father all the time.*

*The husband's actions also showed immaturity that translated into questionable parenting judgments, and he could be manipulative and competitive when dealing with the wife. Nevertheless, he evidenced a structured, even-keeled approach to parenting and will be unlikely to become overwhelmed.*

*Who will you recommend to take custody of the children?*

### **C. Part IV of the Children’s Act- Fosterage/Adoption**

- The Children’s Act also provides for the fosterage/adoption of children and social workers have a role to perform.

#### **Sub-Part I-Fosterage**

- In foster care placement, Section 64 of the Act indicates a child can be committed to an approved residential home under a care order upon recommendation by a probation officer or social welfare officer that an approved residential home is the most suitable place for a child; or
- by committee comprising a probation officer, social welfare officer, person in charge of the approved residential home and two other people from the community with interest in the welfare of children selected by the Department may place the child with a foster-parent.
- Anybody who wants to foster a child can apply to a social welfare agency or to the person in charge of the approved residential home who shall forward the application to the Department.

*(A look at L.I 1705 child rights regulations, 2002- Part IV-Fosterage)*

#### **• Sub-Part II -Adoption**

- In adoption, Section 65 talks about the jurisdiction and Procedure for Adoption, Section 66— Application for Adoption
- Section 67 subsection 3 shows that an adoption order shall not be made for a child unless the applicant has notified the Department of his intention to apply for an adoption order for the child at least three months before the date of the order. \*

- An Adoption Order severs all legal ties with the birth family and gives rights and responsibilities to the new adoptive family. The birth parents no longer have any legal rights over the child and they are not entitled to claim them back.
- The child becomes a full member of their new family. They take the surname and assume the same rights and privileges as if they had been born to you, including the right of inheritance.
- The Act provides for inter-country adoption. This is a system whereby a child is adopted by a person who is not a citizen of Ghana and the child is removed from the jurisdiction without the normal adoption procedures where the child cannot be placed in a foster or an adoptive family in Ghana or cannot be cared for in a suitable manner in this country.
- (A look at L.I 1705 child rights regulations, 2002- )

### Other Family Issues

#### D. Paternity

There are instances whereby men deny the paternity of their children and these cases come before the social officer.

The following are issues concerning paternity:

- A child born to the wife during a marriage under

#### **Case study 3: Paternity**

*Ernestina was staying with her auntie in a village and had just completed learning how to sew. As a seamstress, she decided to rent a kiosk in town where she could ply her trade. She also rented a room close to her workshop to stop the bustle of taking transport every day. The landlord of the house she rented expressed interest in her and promised to marry her. They started cohabiting and in no time Ernestina picked seed. When she informed the landlord about it, he told her he was not responsible for the pregnancy. When Ernestina gave birth the landlord refused to take care of the child and she brought the case to the social welfare agency.*

#### Questions

1. What human rights issues are being raised here?
2. As a social worker what will you do to resolve this problem?

*Discuss with participants other similar situations/scenarios.*



common law is determined to be the husband's child by a "presumption of paternity". This presumption can sometimes be rebutted by evidence to the contrary, generally prior to a formal court ruling involving divorce, annulment or legal separation.

- In the case of unwed parents, a man may come forward and accept the paternity of the child in what is called a "voluntary acknowledgment of paternity",
- The mother or government (e.g. Department of social welfare) can file a petition for a determination of paternity against a putative father, or paternity can be determined by the courts through estoppels over time.
- Where paternity of the child is in question, a party may ask the court to determine paternity of one or more than one or several possible fathers (called putative fathers), typically based initially upon sworn statements and then upon testimony or other evidence.
- A successful application to the court results in an order assigning paternity to a specific man, possibly including support responsibility and/or visitation rights, or declaring that one or more men (possibly including the husband of the mother) are not the father of the child.
- A disavowal action is a legal proceeding where a putative father attempts to prove to the court that he is not the father; if successful, it relieves the former putative father of legal responsibility for the child.
- A paternity test establishes genetic proof whether a man is the biological father of an individual, and a maternity test establishes whether a woman is the biological mother of an individual.
- Social workers often try to handle paternity cases in their own way by trying to find out whether in the first place the man had sexual contact with the woman or not.

- An estimate is then made between the period they had the sexual contact and the age of the pregnancy to find out the possibility that the man impregnated the woman or not. This is however not scientific and such cases end up in the court.

#### **E. Family Reconciliation**

- Interpersonal conflicts are almost inevitable within families. The differences among family members in knowledge, desires, values, abilities, etc., account for much of this turmoil.
- Family members are often deeply hurt in the course of their conflicts and sometimes there is a significant breach of trust.
- Conflicts vary from brief disagreements that are hardly noticeable, to extremely destructive emotional and physical battles that last for years.
- During any major episode of conflict, all parties involved tend to feel unfairly treated by others.
- For instance, in an ordinary family argument, each person will try to protect the self from unfair accusations by using defensive statements or counter-attacks that may end up disqualifying and hurting the other.
- In these situations, both parties in the conflict feel wronged and both contribute to the hurt and suffering.
- Mutual wrongs, however, do not balance each other out and there is often a significant 'magnitude gap' with respect to the amount of injury inflicted by each party upon the other.
- One person usually ends up more traumatized.

### **Suggestions**

- Usually family members try to recover a sense of personal and relationship wellbeing by endeavoring to forgive and reconcile. This can be a long and arduous process. The social worker can be consulted to facilitate such healing.
- You should look for the negative roles each partner is playing in the conflict and if each is willing to change those roles to facilitate peace.
- Thus, if genuine reconciliation is to occur, the person who inflicted the most harm needs to take more initiative to acknowledge mistakes, apologize, and take restorative action, while the other needs to take more initiative to forgive and restore the relationship.
- Once such a healing process gets started, reciprocity in apologizing and forgiving tends to occur and reconciliation becomes more likely.

## **2.6 Quasi-Judicial and Judicial Child Adjudication**

### **Family Tribunal**

- At times it is not easy working with difficult clients who will disregard the laws concerning children even when you try all your skills to carry out your duties. As a social worker you may not be able to handle such cases other than to refer them to the Family Tribunal which has the mandate to give effect to the laws.
- The Section 33 of the Children's Act established Family Tribunals and section 35 gives it the jurisdiction in matters concerning parentage, custody, access and maintenance of children and shall exercise such other powers as are conferred on it by this Act or under any other enactment.

- The Section 34 talks of its composition which includes a social worker appointed by the Chief Justice on the recommendation of the Director of Social Welfare.

### **Child panels**

- Extra-judicial child panels were introduced to mediate in civil and minor criminal matters to exclude children from the legal system and avoid tagging.
- The Section 27 established Child Panels and Section 28 spells out their non-judicial functions to mediate in criminal and civil matters which concern a child prescribed under this Act.
- The Section 29 talks of its composition in which is the district social worker, who shall be the secretary. In section 30 (3) talks about any agreement made between the parties which shall be recorded by the secretary to the Child Panel
- Section 31 gives the mandate to the Child Panel to mediate in any civil matter concerned with the rights of the child and parental duties.
- The functions of the child panel are found in Section 32(1-6)

### **Children Homes/Orphanages**

- The Section 105 (1-5) of the Children's Act gave Approval of the establishment of Residential Homes for the care of children.
- The Section 106 give the authority to the Department of social welfare in a District Assembly to monitor the homes within its district.
- Section 108 Minister may authorize the inspection of a home by the Department at any time to ensure that the home is being maintained at the required standard.

- Section 109 talks about admission of Children to Homes pending the determination by a Family Tribunal; on the recommendation of a probation officer or social welfare officer who has determined that the approved home is the most suitable place for the child; or if the child is an orphan and family care and fosterage are not available.
- A home can be closed down if it fails to maintain the required standard and its license to operate may be cancelled or suspended by the Minister and alternative arrangements shall be made by the Department for the children in the home.
- (3) It shall be the responsibility of the staff of a home, the probation and social welfare officer and any other person to assist a child resident in the home to become reunited with its parents, guardian or relatives.
- (4) After a child has been returned to his family home from a home, the probation and social welfare officer shall keep in regular contact with the child and his family to ensure that the best interest of the child is sustained.
- (5) Where a child is unable to return to his parents or to go to foster-parents or has no parent or foster-parent, he shall be encouraged and assisted by the home and the probation and social welfare officer to become independent and self-reliant.
- Section 110 spells out the Parental Responsibility of Staff of Approved Homes.
- Section 112 says child in a Home can be put up for Adoption if it is in the best interest of the child. The decision for the adoption of a child in a home shall be taken by the Department in consultation with the management of the home.

## **Registration of Early Childhood Care and Development Centres**

There are many Day Care Centres operating in our communities and they are expected to register with the Department of social welfare. The Department is to monitor such centres. Many proprietors/proprietresses operating the day care centres do not know that they are to register with the Department of social welfare. Some who know they have to register their centres in the district do so with the Ghana Education Service with the thought that they've done the right thing.

**Section 115** indicates that the application for a permit to operate a day-care centre shall be submitted by the applicant to the Department.

(2) The application shall be accompanied by such fees as may be prescribed in a bye-law of a District Assembly.

(3) The Department shall inspect the proposed day-care centre and if it meets the required standard it shall approve the application and grant a permit upon payment of the fee for the permit prescribed in a bye-law.

(4) Any day-care centre in operation without a permit granted by a Department shall be closed on fourteen days notice to the owner or operator by the Department.

### **Section 116—Inspection.**

(1) The Department shall inspect the premises, books, accounts and other records of a day-care centre at least once in every month and shall submit a report of the inspection to the Social Services Sub-Committee of a District Assembly.

- (2) If the inspection reveals that the day-care centre is not being managed efficiently in the best interest of the children, the Department shall suspend the permit and the owner or operator shall be ordered to make good any default within the stipulated time.
- (3) If the owner or operator fails to make good the default within the stipulated time, the permit shall be cancelled.

## MODULE 3: COMMUNITY CARE

### Learning Objectives

By the end of this topic participants would be able to:



- ✚ Define a person with disability
- ✚ Discuss rights of persons with disability
- ✚ Identify strategies and skills in rehabilitating persons with disabilities
- ✚ Work with other specialized agencies working with persons with disabilities
- ✚ Understand social interventions available to persons with disabilities

### 3.0 Rehabilitation of Persons with Disability (PWDs)

#### 1. Rights of Persons with Disability (2006 Act 715)

Principles of the rights of Persons with Disability

- a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
- b) Non-discrimination
- c) Full and effective participation and inclusion in society
- d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity.
- e) Equality of opportunity
- f) Accessibility



- g) Equality between men and women
- h) Respect for evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

## 2. **What is Disability?**

- The convention defines disability as including those who have long-term physical, mental, intellectual or sensory impairments which interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Thus disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.
- Many persons with disabilities live in extreme poverty, in institutions, without education or employment opportunities and face a range of other marginalizing factors.

## 3. **Types of Disability**

1. Physically Disabled-impairment of the body that limits physical function.
2. Blind/partially sighted Deaf/hard of hearing - impairment of one of the senses (e.g. visual, hearing olfactory)
3. Intellectual Disability- psychiatric or psychosocial disability
4. People with Epilepsy
5. Autism: this is a developmental disorder that appears in the first three years of life, and affects the brain's normal development of social and communication skills
6. Emotional – behavioural patterns that are not normal with culture.

#### **4. Causes of Disability**

- Accidents
- Diseases
- Environmental factors
- Genetic factor

#### **5. Prevention of Disability**

- Social and public education
- Immunization
- Treatment of symptoms

#### **6. What is Rehabilitation of Persons with Disability?**

- Rehabilitation of people with disabilities is a process aimed at enabling them to reach and maintain their optimal physical, sensory, intellectual, psychological and social functional levels. Rehabilitation provides disabled people with the tools they need to attain independence and self-determination.
- Rehabilitation is not only concerned with physical or functional restoration/compensation of individuals disabled by injury or disease. Attention is also given to the total quality of life in terms of wellness, happiness and satisfaction in fulfilling the demands needs capacities of human existence in orientation, freedom of movement, independence, expression of self

(with respect to age, sex and culture), relationship and ability to ensure independent economic existence.

## **7. Establishment of Rehabilitation Centres**

- The Disability Act Rehabilitation established Rehabilitation centres for the training of Persons with disability. Section 14(1-2) authorizes the Ministry to progressively establish rehabilitation centres in regions and in districts for persons with disability.
- A rehabilitation centre shall offer guidance, counselling and appropriate training for persons with disability who are unable to enter into the mainstream of social life.
- A rehabilitation centre shall be provided with the staff and other facilities that are necessary for the performance of its functions.
- These rehabilitation centres operate under the Department of Social Welfare

## **8. Community based rehabilitation**

- In section 15 of the Disability Act it is stated that the Ministry shall ensure that as far as practicable persons with disability, shall be rehabilitated in their communities, to foster their integration.

## **9. Types of Rehabilitation**

### **a. Institution-Based Rehabilitation (IBR):**

- In this category, general or specialized services are offered in an institution or home for the disabled. General institutions include centres that provide services for people with all types

of disability. Specialized ones include homes for children with physical disability, e.g., Accra Rehabilitation centre

b. Community Based Rehabilitation (CBR)

- CBR as a strategy that supports the full participation and inclusion of persons with disabilities in the life of their communities. It focuses on enhancing the quality of life for people with disabilities and their families, meeting basic needs and ensuring inclusion and participation.
- This is opposed to the centre-based strategy where people with disabilities must travel to a specialized institution to receive rehabilitation services. Institutions are often expensive to set up and run and can only cater for a small percentage of people who can access the service.

- CBR involves working closely with persons with disabilities and their families to overcome physical and sociological barriers within their communities through a holistic approach to a person and their

***Case studies on disability issues***

*Roger and Akosua are married with eight children. Among them is one child called David who had never been able to sit or stand and nobody had ever tried to help him. His hands were clenched and he had never been able to open and close them. He was not however intellectually limited.*

*His parents were ashamed of having a child with disability and did not tell anybody about him. They were careful to hide him, but were otherwise not unkind to him. Because of lack of facilities in the community to help children with disabilities, there was nowhere to turn to for help.*

*A social worker offered the family training for David in a special school as well as physiotherapy provided by a non-governmental organization working in the area. The family was reluctant to allow David to join the project but was eventually convinced. David benefitted greatly and the parents were very proud when he could walk, use his hands well and was subsequently able to start studying in the ordinary school.*

**Social Welfare and Community De**

1. *What human rights issues are relevant to this case?*
2. *As a social worker, how would you explain these issues to David's parents?*

environment in the areas of health, education, livelihood, social inclusion, skill development and empowerment.

- Community-based rehabilitation (CBR) CBR was initiated in the mid-1980s but has evolved to become a multi-sectoral strategy that empowers persons with disabilities to access and benefit from education, employment, health and social services.
- CBR is implemented through the combined efforts of people with disabilities, their families, organizations and communities, relevant government and non-government health, education, vocational, social and other services.

**10. Some of the Goals of CBR are:**

**a. Awareness creation and advocacy:**

Increasing awareness, particularly of governments and (employers) in the private sector that persons with disabilities have the right, duty and ability to participate in economic activities and to access services in microfinance, business advice and promotion. CBM closely cooperates with Disabled Persons Organisations (DPOs) in this effort.

**b. Pre-vocational training:**

Assisting schools which enroll persons with disabilities to give due attention to vocational skills, promoted side by side with academic education.

**c. Skills and vocational training:**

Supporting training programmes to enhance marketable skills for persons with disabilities, to improve opportunities for employment and self-employment.

**d. Self-employment:**

Promotion of initiatives for the establishment of micro enterprises by persons with disabilities with business advice and provision of loans.

**e. Mainstreaming:**

Promoting scope of persons with disabilities to access and integrate within existing vocational training and employment programmes that were previously not accessible due to various barriers.

**11. Skills needed when Working with PWDS**

For caseworkers to affect positively the plights of PWDS, they need skills to be able to develop appropriate programme for the specific disabilities.

- For caseworkers to meet the needs of the PWDS they need a broad knowledge base as well as location of resources in the environment.
- Interviewing skills – for effective diagnosis of the client’s problem and subsequent intervention strategies, case workers need adequate skills in conducting assessment to determine the needs of the client.
- Fund raising skills – For programme and policies to be successful depends on adequate funding and this calls for skills in fund raising.

- Knowledge in legal and ethical issues regarding PWDS is important for case workers to do any effective work for the group.
- Counselling skills – it is important for us to have counselling skills to be able to handle cases of depression and other general issues pertaining to PWDS.

## 12. Organizations of Persons with Disabilities

- a) Ghana Federation of the Disabled
- b) Ghana Society for the Physically Disabled
- c) Ghana Blind Union
- d) Ghana National Association of the Deaf
- e) Parents Association of Children with Intellectual Disability (PACID) Society of Albinos Ghana (SAOG)

## 13. District Assemblies Common Fund (DACF)

- The constitution of the Republic of Ghana, 1992, provides for the establishment of the District Assemblies common Fund and PWDs are allocated 2% of this fund.
- The aims of the fund are to:
  - a. Minimize poverty among all PWDs particularly those outside the formal sector of employment and
  - b. Enhancement of their social image through dignified labour.

## 14. Areas for Funding

The under-listed are the areas for support under the DACF for PWDs

- Advocacy/awareness raising on the rights and responsibilities of PWDs
- Strengthening of OPWDs (organizational development)
- Training in employable skills/apprenticeship
- Income generation activities (input/working capital)
- Some educational support for children, students and trainees with disability
- Provision of technical aids, assistive devices, equipment and registration of NHIS.

#### 15. **Access to DACF**

- Both groups and individuals shall have access to the fund individual PWDs who are not members of any OPWDs can access funding from the DACF for any of the purposes stated above.

#### 16. **Monitoring of the utilization of the fund**

- Department of social welfare is to monitor the disbursement and utilization of the fund through the MMDAs social welfare officers

#### **Advocacy**

- Workshops in communities: about causes and prevention of disability to make people understand that everybody can get a disability through illness or accidents. Information about capabilities of PWDs, the need to send children with disabilities to school and the contents of the Disability Act.
- Campaigns to encourage parents to send their children with disabilities to school: parents have to be made aware of educational capacities of their children.



- Media campaigns: television and radio shows in local, understandable language about different disability issues, for example about the Disability Act through radio and Television shows at regional level and in simple and local languages.
- Copies of Act could be made available at government institutions, NGOs and OPWDs for people who are interested.
- Positive portrayal of PWDs at grass root level through role models. Demonstrate the contribution PWDs can make to society and the development of the nation, for example by showing role models of PWDs who have made a meaningful contribution to society.
- Involvement of religious leaders in educating the public on disability issues.

### **Other Specialized Services**

#### **1. Registration of NGOS**

- Before an NGO is registered with the Department of Social Welfare, the person(s) who want(s) to start the NGO will first have to register with the Registrar General's Department for a certificate to commence business and certificate of incorporation.
- After securing the certificate of incorporation as a company it will have to apply to the Department of Social Welfare for an NGO status.
- The DSW is the regulator of NGOs in Ghana and is therefore mandated to issues certificates of recognition to organizations to operate as NGOs.

## **2. Requirements for Registering an Organization with the DSW for NGO Status.**

The person requesting for the registration of the NGO has to provide the following:

- Certificates of incorporation and to commence business from the Registrar general's Department.
- The organization's constitution
- NGO profile form from the Department of Social Welfare
- Social Investigation Report from the Social Worker
- A recommendation letter from the Social Welfare officer from the MMDA
- A brochure or publication of the organization. This is the organization's profile which talks about the vision, mission, goals and objectives, programme areas, board of directors, staff and any other useful information about the organization.
- Application letter on organization's official letter head addressed to the  
The Director  
Department of Social Welfare  
P.O. Box M230  
Accra.

### **Monitoring**

The Department monitors NGO activities to ensure they follow the laid down regulations governing them.

### **Medical Social Work**

There are social problems and stress in our lives that can cause disease and even sustain that ailment. That is why you might come across somebody who would not respond to medical

treatment. The social worker is expected to look into what social problem the patient is having so that he/she could be helped to solve that problem and respond to medical treatment.

The roles of the social worker in the hospital therefore include:

- Provide assistance to patients and their families who are coping with the many problems that accompany illness or inhibit recovery and rehabilitation, such as economic need, disability, and lack of resources after discharge to home.
- Collect and analyze patient information to help other health professions understand the needs of patients and their families.
- Coordinate services for home care and equipment following discharge.
- Make referrals to rehabilitation and long term care facilities.

**Case No. 6 Medical social work**

*Malik and Ramatu are farmers living 150 km from the nearest government hospital in Tamale. Their one year old child became seriously ill with diarrhoea and they took her to a nearby private health clinic. Like many other impoverished people, they were turned away by the staff at the clinic because it was obvious that they could not pay the fees.*

*The next day, Ramatu took the feverish Rahman and made the long trip to the hospital on public transport, borrowing money from neighbours for the fare. By this time Rahman was having convulsions because of the fever, and would not even accept water.*

*At the small understaffed government hospital Ramatu was told that there were no beds available and were advised to come back the next morning. Having no relatives in the Tamale and no money to find a lodge, she found shelter at the public market for the night. That evening as Ramatu laid on one of the market tables with her baby, he died.*

**Questions**

1. *What and whose human rights were violated in the case?*
2. *What would be your role as a social worker in the private clinic or government hospital?*

- In outpatient settings – medical social workers provide referral services, supportive counseling, and coordinate after care and follow up services.
- Function as part of an interdisciplinary team- work with professionals of other disciplines (such as medicine, nursing, physical, occupational, speech and recreational therapy, etc.)
- Medical social workers play a critical role in the area of discharge planning- collaborate in the development of a discharge plan that will meet the patient's needs and allow the patient to leave the hospital in a timely manner because of problems of resources.

### **Psychiatric Social Work**

Social workers are found in the psychiatric hospital and their roles include the following.

- Complete intake and admission screenings.
- Perform a thorough psychosocial assessment.
- Participate in the development of a treatment plan.
- Work closely with multi-disciplinary team to ensure continuity of care.
- Provide patient and family education, support, and advocacy.
- Provide individual treatment, family therapy, group therapy, parental and marriage counseling.
- Provide discharge and aftercare planning. Make referrals for case management services as needed.
- Complete documentation according to standards and within time limits. Assist with commitment hearing as needed.

## **LEAP Programme**

### **What is LEAP?**

LEAP is a cash transfer programme for the poorest and most disadvantaged families in Ghana.

#### **1. Why does the government provide this programme?**

- To assist the poorest families with basic needs, including food
- To improve health and education status of children in the poorest families
- To help the poorest families come out of their poverty situation

#### **2. Who qualifies to receive LEAP?**

The poorest families in the community which have

- Orphans and vulnerable children
- The aged/elderly (65years and above)
- Severely disabled people who cannot work

#### **3. Who are disadvantaged members?**

- Orphans and vulnerable children (OVC)
- Single or double orphans; or
- Disabled children; or
- Chronically ill children (children with prolonged chronic diseases); or
- Children in a family with a head who is chronically ill; or
- Children in a family with a parent whose whereabouts are unknown

- The aged-65 years and above without productive capacity
- Persons with severe disability

#### **4. How are families selected?**

- The community committee discusses and provides a list of the poorest and most disadvantaged families in the community (e.g. a family with a caregiver who has been very sick for a long time, a family who has very little to eat, no children attending school, etc.)
- To check whether these families are really poor or not, few questions are asked using a prepared form (PMT)
- After checking the forms, a final list of families that are considered to be poor is selected.

#### **5. Important notes on selections**

- These families are the poorest with at least one of the disadvantaged members at the time of the selection
- Some families may become poor after the selection exercise or other poor families may move into the community, but only those that live in the community when the officers came to collect the information are considered.
- Other poor families will be selected later

#### **1. Who receives the money?**

- The caregiver of the family receives the money on behalf of **all** the members of the family
- If the caregiver cannot collect the money, you should inform the District social welfare officer or a member of the community committee or another person in the family who can collect the money for the family (a deputy caregiver)

- The cash is supposed to be for the benefit of all the members of the family, even though only one person receives the cash

## **2. How much money do they get?**

- It depends on the number of eligible beneficiaries of the family
- Remember: at enrolment, ask how many eligible beneficiaries are in your family. That is what determines how much you receive every month.
  - One beneficiary - ₪48.00
  - Two beneficiaries - ₪60.00
  - Three beneficiaries - ₪72.00
  - Four beneficiaries - ₪90.00

## **3. What should be done with the money**

- Eat well- babies and toddlers
  - Exclusive breastfeeding until 6 months
  - Introduce other foods after 6 months – the foods must be varied and nutritious
  - Maintain breastfeeding until at least two years
- Children and Adults

### **Health**

- All members of the family are entitled to a free NHIS card
- Pregnant women should have ante-natal care and deliver in a health center for free
- All children under 12 months should have free birth registration
- Beneficiaries are to take babies and children to child welfare clinics and growth monitoring every 2 months until 5 years free.

## **Education**

- Any person under the age of 18 is a child
- Children are to be in school and not engage in work at the expense of schooling, especially those meant for adults.
- Children above 5 years must go to school and stay in school
- No child should engage in the worst forms of child labour, which is, any work that causes harm to a child in all aspects of his or her life.
- For example no child should be engaged in fishing, cracking of stones to sell, selling on the streets, farming, galamsey or hunting.

### Other uses for LEAP

- Medicines
- School supplies
- Investment in farming or small animals and livestock
- Petty trading

(Source: Department of Social Welfare, LEAP Management Unit)

## **Social Education Programmes**

Social workers in collaboration with other agencies organize programmes to educate communities on variety of topics: You can think of any topic that is relevant to the people or community you want to educate. You can organize an educational programme for which you are not the expert who will deliver the message. You can always invite the experts to deliver the message on your behalf. Examples of educational topics are:

- Educating parents on child rights, parenting etc



- Rights of persons with disabilities
- Teenage pregnancy
- HIV/AIDS education
- Streetism and its causes and prevention
- Causes of delinquency and its prevention
- Importance of formal education
- Causes of poverty and its prevention
- Gender violence and related issues etc

### **Advocacy**

As social workers we talk about advocacy a lot. We advocate for our clients, making sure they can access services they need and are entitled to, that their rights are respected, and the like.

In this role, social workers fight for the rights of others and work to obtain needed resources by convincing others of the legitimate needs and rights of members of society. Social workers are particularly concerned for those who are vulnerable or are unable to speak up for themselves. Advocacy can occur on the local, county, state or national level. Some social workers are involved in international human rights and advocacy for those in need.

### **How can you plan an advocacy activity?**

Here are some helpful ideas that can help you plan an advocacy activity as human rights advocate.

- First you need to identify the problem or issue you want to solve. This should be an issue that concerns disability in your community.
- Ask yourself: why is this a problem? What are the facts about the issue?

- Together with other people think about possible activities you can do about the issue. Agree on one activity or series of activities you can engage in. It is always good to allow other people to share their opinion on the activities you may decide to vote on to allow for democracy.
- Develop an action plan. List all the activities you want to do and when you want to do them.
- Who can help you do the activity successfully?
- What else can be done?

Example of an Activity Planning Chart

| <b>Activity</b>                           | <b>Material</b>                        | <b>Responsibilities</b>  | <b>Strategies</b>               | <b>Place</b>                           | <b>Date of activity</b> |
|---|--|--|---------------------------------|--|-------------------------|
| What do you want?                         | What do we need?                       | Who should be involved and what will they do?                              | How will we do it?              | Where will the activity take place?    | Where are we doing it?  |
| Raise awareness on discrimination against | Information on types of discrimination | Write a letter to the head of a community<br>Facilitators:<br>Identify the | Present a talk to the community | At the community centre or any conveni | 12/07/14                |





|                               |  |   |  |              |  |
|-------------------------------|--|---|--|--------------|--|
| persons<br>with<br>disability |  | people who<br>will partner<br>with you. |  | ent<br>place |  |
|-------------------------------|--|---|--|--------------|--|

## MODULE 4: JUSTICE ADMINISTRATION

### Learning Objectives

By the end of this topic participants would be able to:



-  Appreciate justice administration and social and community development
-  Understand the importance of prison after care service
-  Understand the various forms of domestic violence
-  Identify some cultural practices that affect women

### Court work

#### Probation Services

In every nation, children and young adults are very important members as they constitute the future leaders. However when children come in conflict with the law they become vulnerable and less privileged and caution must be taken when dealing with them in order not to jeopardize their future.

The Ghana's Juvenile Justice Act, 2003 (ACT 653) was promulgated "to provide a juvenile justice system, to protect the rights of juveniles, ensure an appropriate and individuals response to juvenile offenders provide for young offenders and for connected purposes." The section 1(1) defines a juvenile as "a person under eighteen years who is in conflict with the law."

The Act is purported to address the challenges posed by juvenile antisocial and offending behaviour to public safety, the victims, to themselves and their families.

### **Composition of the Juvenile Court**

- The Juvenile Court sits as a panel of three made up of the magistrate, who presides over the court and two others, one of whom shall be a social welfare officer.

### **Interview of Juvenile**

- When a juvenile is in conflict with the law, section 13 (1) of the Act prohibits the police from questioning or interviewing him/her unless a parent, guardian, lawyer or close relative of the juvenile is present at the interview.
- In the absence of the above people stated above, section 13 (2) of the Act permits the police to conduct an interview in the presence of a probation officer.
- (3) If it is considered that it is not in the best interest of the juvenile to have a parent, guardian, lawyer or close relative of the juvenile present, the police shall arrange for a probation officer to be present at the interview.

### **Recognizance**

- Section 14(1) states that if a juvenile under arrest cannot be released by the police on self recognizance or a recognizance entered into by a parent, guardian, close relative or other responsible person, (2) the police shall seek an order from a juvenile court to place the juvenile in a remand home or any place of safety designated by the Social Welfare Department of a District Assembly.

### **Detention of Juvenile at Police Station**

- Section 15(1) The police shall make arrangement to detain the juvenile in a part of a police station specially designated for Juveniles or in part of a Police station which is separate from the area where persons other than Juveniles are detained.
- Section 15(4) states a juvenile shall be under the care of an adult of the same sex when detained in a police station or whilst being transported to a remand home or place of safety.
- Section 23(1b) states juvenile can be remanded in a remand home situated within a reasonable distance from the court.

### **Social Enquiry Report**

- Where a juvenile is charged with an offence, the court is enjoined to order a Social Enquiry Report (SER) on the juvenile to be prepared by a Probation Officer for due consideration of the court in making any order or orders (see section 24 (1) and (2) of Act 653). The SER provides information about juvenile offenders and their circumstances which are relevant for consideration by the Juvenile Court.
- The contents of a SER should include
  - a. particulars of the background of the juvenile,
  - b. the conditions under which the offence was committed and
  - c. recommendations for a sentence (see section 24 (3) of Act 653).
- Where however a recommendation is made suggesting that the matter be referred to a Child Panel, such suggestions for referrals can only be in respect of minor offences (see section 24 (4) of Act 653). Child Panels are dealt with under section 29 (1) of Act 560, to mediate in criminal and civil matters that concern a child.

- Once the SER is prepared, the juvenile court must ensure that the contents of the SER are made known to the juvenile and a copy of it also made available to the juvenile or his legal representative (see section 24 (5) of Act 653). The court may also in addition to the SER cause the probation officer to make an oral report to the court (see section 24 (6) of Act 653).
- The court may reject the recommendations stated in the SER, but in doing so it shall record its reasons for so departing from the SER (see section 24 (7) of the Act).

### **Probation**

- **Section 31(1-6)** states that a juvenile offender under probation shall be under the supervision of a probation officer appointed for or assigned to the district where the juvenile offender resides.
- The circumstances such as the nature of the offence, the character, antecedents and home surroundings provided in the social enquiry report shall be considered by the court when granting or amending a probation order.
- If the Juvenile breaches the conditions of the probation order or commits an offence during the period of the probation order, the Juvenile is liable to be sentenced for the original offence. A probation order shall be valid for not less than six months or more than 18 months

### **Committal to Fit Persons**

- Section 34(6) where, in the case of any juvenile who has been committed to the care of a fit person, the Department of Social Welfare is of the opinion that the juvenile should be sent to

a correctional centre, the Department may apply to the court which made the order of committal, which may order that the juvenile be sent to the correctional centre.

### **Application to Expunge Record**

- **Section 37(1)** A juvenile offender, probation officer or close relative of a juvenile may apply to a juvenile court for the record of conviction and order imposed on a juvenile to be expunged.
- Section 38(1) A juvenile who is the subject of an order made under section 29 or 34 of this Act who violates the order, may be apprehended without warrant and returned to the correctional centre, custody, care or supervision of a relative or fit person.
- (2) Where a juvenile has run away from the care of a fit person and that person is not willing to take the juvenile back, the court may make an order which is in the best interest of the juvenile after the submission of a social enquiry report under section 24.

### **Correctional Centres**

The social welfare Department runs a correctional centre.

- Section 39(1) The Minister responsible for Social Welfare may establish Junior Correctional Centres referred to in this Act as "Junior Centres" where juveniles may be detained.
- (3) A Junior Centre formerly called an Industrial School is a place where a juvenile may be detained.



### **Remand Homes**

The social welfare Department also runs remand homes.

- Section 40-Minister responsible for Social Welfare may establish remand homes where juveniles and young persons may temporarily be kept in custody in accordance with the order of a court.
- Section 41(1) -Junior Centres and remand homes shall be under the control, maintenance and supervision of the Minister responsible for Social Welfare.

### **Detention Order**

- Section 45(1) A detention order and any endorsement shall be delivered to the person responsible for conveying the juvenile or young offender to the centre concerned and shall be delivered by the person responsible for conveying the juvenile or young offender to the person in charge of the centre.(2) A court when making a detention order shall forward the social enquiry report and any additional information on the juvenile or young offender to the person in charge of the centre but in any event not later than seven days.

### **Place of Detention**

- The Juvenile Justice Act provides for the detention of juveniles and young offenders according to age groups and/or nature of offence committed (See section 46 (2), (3) and (4) of Act 653). Before the court makes the order for detention it must satisfy itself that a suitable place is available for the juvenile or young offender at the correctional centre (see section 46 (5) of Act 653).
- The various classifications are:

- a. A juvenile under the age of eighteen shall be detained in a junior correctional center.
- b. A young offender above the age of eighteen shall be detained in a senior correctional center.
- c. A juvenile under the age of fifteen years who has been convicted of a serious offence shall be detained at a senior correctional center.

### **Contribution by Parents**

It is required that parents contribute to the upkeep of their Children under the detention.

- Section 58(1) Where a court makes an order for the detention of an offender in a centre, the court may further order that the parent, guardian or other person responsible for the offender shall pay to the Department of Social Welfare such contribution towards the cost of maintaining the offender in the centre during the period of detention as the court thinks reasonable after due enquiry and having regard to the means of the parent, guardian or other person.

### **Supervision by probation officers**

- As the supervisors of the juvenile offenders' court order, probation officers should and must seek to promote the welfare needs of their supervisees or clients, in a manner that empowers them to confront their negative behaviour, develop new and acceptable skills which can support and assist them stay clear of re-offending or recidivism .There should therefore be a care plan, strategies and approaches in offering new hope of alternative lifestyles to your clients.

These are some strategies needed in your intervention to help the offender come out from the problem:

- cognitive behaviour modification therapy,

- victim awareness and empathy work,
- positive role modelling,
- problem solving techniques and methods,
- family therapeutic intervention initiatives,
- anger/ conflict management,
- building self-esteem,
- self-value,
- substance misuse intervention therapy and
- trade-skills training and education just to mention a few.

## **Prisons Social Work**

### **Prison after Care Service**

Society has now realized that sending a person to prison is not enough and the test of imprisonment depends upon how the person reintegrate or rehabilitate himself into society after release. Majority of prisoners maintain that their real punishment begins after they have been released; because in the prison they understand that because of their misbehavior society has rejected them. They believe that after serving their sentences society will receive them back. But their expectations are found to be misguided. This is because they discover that society's rejection continued after serving sentences and return to society.

When prisoners come out they are faced with two major problems.

## **1. Economic**

- a. Prison regulation requires that when a prisoner is discharged he is to be sent to place of conviction. Prisoners become stranded at their place of conviction. They have no provision for food, shelter etc. One way of softening this problem is to go to colleagues who have been discharged already and associate with them. In Ghana, Department of Social Welfare is responsible for taking care of the prisoners by providing clothing, pocket money, tools etc.
- b. Work: In order for the ex-convict to look after themselves they need to work, however in the prisons they are not taught how to look for a job. Even if he tries and succeeds, he is rejected because he/she is an ex-convict. Society has realized that it is its duty to search for jobs for prisoners.
- c. Shelter: This is very difficult for one who has spent long time in jail to trace his home.

## **2. Psychological**

Anywhere a prisoner or ex-convict passes he is met with distress and sentiments. Married men find that their wives have deserted them. They find it difficult to be accepted by society.

## **3. How Society Solves its Problems**

1. Institution or After Care Agency: After care begins immediately after a person has been arrested and remanded in police custody or prison. The first is the After Care Agent is to interview and even find surety for him or his people may not know that he has been arrested.

The After Care Agent has to arrange for his salary to be collected. Before release the After Care Agent should interview him to find a job which he prefers, where he wants to stay. After the arrangements are made the person is granted leave to go and try if the arrangements are suitable.

2. Another modern trend is what is known as half houses or home. It is organized between prison and society. The function of the organization is to find accommodation for persons who are about to be discharged. It does not take more than 20 persons at a time. Residents include parolee and few probationers. This needed to be introduced into conventional society gradually so they do not pay for boarding and lodging. They are given tickets which could be used in travelling about, buy food in restaurants. When they are successful in finding job they stay there and go to work. When they got the job they pay for their feeding and rent to learn to be self-reliant. They are not supposed to make the place their permanent abode; since they are not to stay there for more than 12 months. Whilst there they are engaged in group therapy. In the evening they all meet together and discuss their various problems which led them into prison.
3. Another organization tries to help discharged prisoners. This is called Community Based Service. All resources of Community in which a person is to live are used to help him overcome initial problem. Another name for it is Community Treatment Centres. The functions are;
  - a. To provide some continuity with education training programme begun in the institution.
  - b. To enable the released prisoner to obtain adequate employment

- c. It helps the discharged inmate by providing the necessary resources to help in his initial resettlement to readjust himself after his release.

#### **4. Work Release Programme**

This programme allows persons who have been convicted and sentenced to various forms of imprisonment to continue with their jobs. The prisoner is released during the day to go and work and return in the night to sleep in the prison. Their incomes are controlled. Part is used on their boarding and lodging; part is saved for them and part for their dependants, wives etc.

In the Scandinavian countries in order to avoid prisonization those sentenced to short term stay in their homes during the week and spend weekends in prison. This is to help one maintain roles in society. Those sentenced to prison and made to work are paid full wages in their colonies for about 3 months and finally released.

After care is to establish rapport, assist, guide and advice. Success is measured in terms of self reliance. At times when they come out and they are assisted and guided they always rely on the officer. This is because at the prisons they are dependant. If that continues then the After Care Service has failed. In your advice as After Care Agent, you try to help the prisoner exercise self discipline, self control, self respect and finally self reliance.

#### **Domestic Violence**

The Domestic Violence Act, 2007 (Act 732) was enacted “to provide protection from domestic violence, particularly for women and children and for connected purposes.”

- Domestic violence within the home setting takes many forms. The Criminal Offences Act may be used to prosecute situations such as assault, incest, customary servitude and female genital mutilation.
  
- The Domestic Violence Act provides for
  - a. protection from physical abuse,
  - b. sexual abuse,
  - c. economic abuse and
  - d. emotional, verbal or psychological abuse.
  - e. sexual harassment and intimidation by inducing fear in another person
  - f. behaviour or conduct that in any way
    - (i) harms or may harm another person,
    - (ii) endangers the safety, health or well-being of another person,
    - (iii) undermines another person's privacy, integrity or security, or
    - (iv) detracts or is likely to detract from another person's dignity and worth as a human being.

### **Filing of Complaint**

Under the Domestic Violence Act,

- a. a child may be assisted to file a complaint by a next friend and complaints may be filed by a social worker, probation officer or health care provider.
- b. The personal representative of a deceased person may also file a complaint.

- c. The police play a vital role in the enforcement of domestic violence legislation since the police station is likely to be the first place that a victim of violence will go. The co-operation of the police is stated in mandatory terms in section 7. Section 8-10 deals with the receipt of a complaint and arrest with and without warrant by the police.
- d. The application may be filed where the applicant or respondent resides or carries on business or may be filed where the domestic violence took place.

### **Protection Orders**

- Section 11-22 of the Act provides for protection orders. A court of original jurisdiction is to have jurisdiction to hear and determine matters of domestic violence and may issue a protection order.
- A social and a psychological enquiry report may be prepared to assist the Court. The Act provides a system of interim orders. The duration of the interim order is for a period not exceeding three months.
- A protection order cannot exceed one year at the first instance but may be extended, modified or rescinded as the Court determines.
- The conditions of the order are spelt out in section 17. These include counseling, relocation of the respondent, relinquishment of property and others.
- The social and psychological enquiry report may also guide the Court on the nature of the order as in the Children's Act, 1998 (Act 560).
  
- Issues related to child custody within the context of domestic violence and the rights of the child are to be referred to the Family Tribunal.



- Protection orders may be extended to other persons under certain circumstances. An occupation order may be issued by the Court. This is an order to vacate the matrimonial home after consideration of the social and psychological enquiry report.
- Protection orders may be discharged by a Court on an application on notice by the applicant or respondent and contravention of a protection order is a criminal offence.

### Gender Issues

- The Charter of the United Nations includes among its basic principles the achievement of international cooperation in promoting and encouraging respect for human rights and fundamental freedoms for all without distinction as to race, sex, language or religion (Art. 1, para. 3).
- Many international legal instruments on human rights further reinforce individual rights, and also protect and prohibit discrimination against specific groups, in particular women. The Convention on the Elimination of All Forms of Discrimination against Women, had been ratified by many States including Ghana. The Convention obliges States parties, in general, to "pursue by all appropriate means and without delay a policy of eliminating discrimination against women" (art. 2). It reaffirms the equality of human rights for women and men in society and in the family; it obliges States parties to take action against the social causes of women's inequality; and it calls for the elimination of laws, stereotypes, practices and prejudices that impair women's well-being.

#### Questions

1. *What human rights issues are raised in gender related issues in Ghana (e.g. equality before the law; equal rights during marriage; right to choice of spouse; equal pay for equal work)*
2. *What advocacy can be undertaken by social workers to promote change in gender-related issues?*

### **Cultural Practices that Affect Women**

- Every social grouping in the world has specific traditional cultural practices and beliefs, some of which are beneficial to all members, while others are harmful to a specific group, such as women.
- These harmful traditional practices include
  - female genital mutilation (FGM);
  - early marriage;
  - the various taboos or practices which prevent women from controlling their own fertility;
  - nutritional taboos and
  - traditional birth practices;
  - son preference and its implications for the status of the girl child;
  - female infanticide;
  - early pregnancy; and
  - Dowry price.

Despite their harmful nature and the violation of international human rights laws, such practices persist because they are not questioned and take on an aura of morality in the eyes of those practicing them.

The international community has become aware of the need to achieve equality between the sexes and of the fact that an equitable society cannot be attained if fundamental human rights of half of human society, i.e. women, continue to be denied and violated.

Female sexual control by men, and the economic and political subordination of women, perpetuate the inferior status of women and inhibit structural and attitudinal changes necessary to eliminate gender inequality.

1. *How can the social work profession promote change in gender issues with respect for cultural traditions?*

## MODULE 5: SOCIAL PROTECTION

### Learning Objectives

By the end of this module, participants would be able to:



- ✚ Appreciate the importance of Social Protection
- ✚ Understand what Social Protection is in Ghana
- ✚ Identify and understand basic skills needed a Social Protection Practitioner

### 5.0 Social Protection Defined

*Question*

Ask Participants what Social Protection is?

The draft National Social Protection Strategy defines social protection as: “*a set of transfers and services that help individuals and households confront risk and adversity (including emergencies), and ensure a minimum standard of dignity and well-being throughout the life-cycle.*”

The definition also adds that, a concept of “social protection for children which focuses on the objectives of systematically protecting and ensuring the rights of all children and women, achieving gender equality, and reducing child poverty.

Intrinsic to the definition of social protection is the concept of a social protection floor. This is basically a nationally defined set of basic social security guarantees which would include:

- Access to essential health care;
- Income security for children, facilitating access to nutrition, education and care;
- Income security for people in working age;
- Income security for older people.

The basic objective of Social Protection is to provide a life-line / focus attention on the needs and empowerment of people who are vulnerable, excluded and living in poverty. This is to enable all people to develop their full potential and to contribute to national development.

### **5.1 Key Social Protection Interventions in Ghana;**

- Livelihood Empowerment Against Poverty (LEAP) cash transfer program (flagship) implemented under Ministry of Gender, Children and Social Protection,
- Labour Intensive Public Works implemented under the Ministry of Local Government and Rural Development
- The Exempt Category under the National Health Insurance Scheme implemented under Ministry of Health
- Pro-Poor interventions for poor peasant farmers' including Block Farming under the Ministry of Food and Agric.
- Free School Uniform and Exercise books implemented under Ministry of Education
- School Feeding Programme Under Ministry of Local Government
- Education Capitation Grant under Ministry of Education

- Local Enterprise and Skills Development Programme (LESDEP)
  - National Youth Employment Programme /Ghana Youth Employment and Enterprise Development Programme
- Proposed new interventions include:
- Maternal Cash Benefits;(New)
  - Universal Old Age Pensions(New)

## **5.2 Institutional Arrangements:**

Prior to the development of the National Social Protection Strategy in 2007 Social Protection was implemented in Ghana in an uncoordinated, poorly and ineffective targeted manner. The major challenges were:

- Lack of a shared understanding about the strategic oversight in coordinating and monitoring of social protection;
- Absence of an institutional framework for coordination of social protection;
- Lack of a definition of social protection and agreement on a social protection floor;
- Lack of a harmonised approach to targeting.

The Ministry of Gender, Children and Social Protection (MoGCSP) was created in 2013 as the Coordinating Ministry:

The specific roles and functions for MoGCSP in this respect include.

- *Strategic Policy and Strategy Development.* MoGCSP will take the lead in facilitating the formulation of the National Policy on Social Protection and in finalizing the Draft Social Protection Strategy.
- *Ensuring sufficient financing for Social Protection in Ghana.* MoGCSP will take the lead to negotiate and work closely with the Ministry of Finance to ensure that there is consistency in the flow of funds to social protection programmes and that there are sufficient funds for progressive implementation of a national social protection floor.
  - *Establishing a Social Protection Fund*
- *Assessing progress against national social protection targets.* MoGCSP will take the lead in assessing progress against targets set in the social protection policy or strategy.
- *Leading and providing support to the cross-sectoral committees for coordination.* This cabinet memorandum proposed an institutional framework for coordination that will involve a number of cross-sectoral committees. MoGCSP will play a key role in leading and supporting these committees. More specifically, it is proposed that:
  - The Minister for Gender, Children and Social Protection shall Chair the Social Protection Inter-Ministerial Committee.
  - MoGCSP shall serve as the secretariat of the Social Protection Inter-ministerial Committee and the Social Protection Technical Committee. This means that the Ministry shall set the agenda for the related meetings, identifying particular problems or issues to be discussed, documentation regarding the meetings and outcomes and keeping all relevant actors informed.
- *Coordinating reporting on social protection to relevant stakeholders.* MoGCSP will coordinate the contributions of all actors involved in the social protection system for reporting to the Office of the President, the National Development Planning Commission (NDPC) and Parliament as requested.

- *Approving proposals for new social protection initiatives.* Based on overall vision of the national protection system and the targets set in the policy and strategy, MoGCSP will, in consultation with the relevant coordination committees, review and decide on proposals to develop new social protection interventions in Ghana.

### **5.3 Institutional Framework for the Coordination of Social Protection in Ghana.**

The following is the institutional framework to enhance coordination from the national to community levels:

#### **5.3.1 A Social Protection Inter-Ministerial Committee**

It would be chaired by the Minister of Gender, Children and Social Protection and would provide strategic oversight of social protection in Ghana by:

- Approving annual plans for the social protection sector developed by the MoGCSP with input from the Technical Committee.
- Approving targets for the social protection sector and periodic review of progress against such.
- Approving the National M&E Framework for social protection once finalized.
- Reviewing and eventually recommending a national social protection policy for approval to Cabinet.
- Approving the implementation of new social protection programmes based on recommendations from the MoGCSP.



### **5.3.2 A Social Protection Technical Committee.**

This would be chaired by the Chief Director, MoGCSP. Its roles would include:

- Developing targets for the social protection sector for approval by the Inter-ministerial Committee and periodic reporting against such.
- Discussing technical proposals for the implementation of policies or reforms upon request of the Inter-Ministerial Committee or MoGCSP.
- Providing technical inputs into the development of a national Monitoring and Evaluation Framework for Social Protection.
- Providing a forum to share experiences, lessons learnt and good practices between social protection programmes.

The institutional framework for coordination would extend beyond the national level to include:

### **5.3.3 Regional Social Protection Monitoring Teams;**

Their mandate is to facilitate the effective and efficient monitoring and evaluation of Social Protection Interventions at the district level.

#### **District and Community Social Protection Committees:**

Effective implementation of Social Protection activities requires significant coordination between signatory MDAs and MMDAs in sensitization, data collection and registration of beneficiaries as well as monitoring implementation. In this regard, District Social Protection Committees (DSPCs) and Community Social Protection Committees (CSPCs) are required to facilitate the coordination of the implementation of Social Protection interventions starting from the design, identification and selection of beneficiaries and monitoring the

implementation of the programmes in Metropolitan, Municipal and District Assemblies (MMDAs) for the benefit of the vulnerable and excluded in Ghana.

#### **5.3.4 District Social Protection Committees:**

This technical, multi-sectoral committee will be set up within each MMDA. The DSPCs shall be located within **the District Planning and Coordinating Unit (DPCU)** of the District Assembly as a technical sub-committee. The District Coordinating Director shall facilitate the formation of the DSPCs with support from the District Social Welfare/Community Development Officer and the District Planning Officer. The major duties of the committee is to facilitate the formation of the Community Committee (CC) in each selected community, Organize and conduct the training of the Community Committees (CCs), Report on Social Protection activities at the Community level.

#### **Structure and Composition of District Social Protection Committees:**

The committee would be chaired by the District Coordinating Director or his designate. The District Social Welfare/Community Development Officer shall be the secretary to this committee.

#### **Suggested Composition of DSPCs:**

1. District Chief Executive/ District Coordinating Director **Chair**
2. District Social Welfare/Community Development Officer - **Secretary**
3. Chairperson of Social Services sub-committee
4. District Planning Officer
5. District Director of Health

6. District Director of Agriculture
  7. District Director of Education.
  8. District Statistical Officer
  9. Representative of NADMO
  10. Representative of the District Mutual Health Insurance Scheme (Scheme Manager/ Public Relations Officer)
  11. Representative of a reputable NGO operating in Social Protection
- Note: Where there is no female member, one should be co-opted

**Proposed sub-Committees under DSPCs:**

Various committees currently exist under the Executive Committee of MMDAs, whose functions are consistent with Social Protection. They would therefore now function under the auspices of the DSPC. They are:

1. Child Protection Committee
2. District LEAP Implementation Committee
3. District HIV/AIDS Committee
4. Any other committee dealing with Social Protection issues

**Objectives of District Social Protection Committees:**

- To strengthen the capacity of MMDAs to coordinate, collaborate and effectively implement Social Protection programmes.
- To promote access to beneficiaries of Social Protection interventions to complementary Social Protection services within the MMDAs

- To act as a Social Protection reference centre to effectively coordinate available services.
- To facilitate Monitoring and Evaluation of Social Protection Interventions at the household to provide feedback to guide implementation.
- To assist MMDAs in planning and coordinating emergency response mechanisms
- To support collection of relevant data and dissemination of information on Social Protection programmes

**The Specific Functions include:**

- Sensitization of Communities on social protection activities
- Facilitate the formation of the Community Social Protection Committee (CSPCs) in selected communities.
- Organize and conduct the training of the CSPCs.
- Coordinate and facilitate the process of targeting and selecting beneficiaries for various Social Protection interventions.
- Supervise Community Social Protection Committees to undertake Community based targeting
- Train Enumerators to administer the Proxy Means Test Questionnaire
- Train communities to undertake Community Validation
- Supervise the administration of the Proxy Means Test Questionnaire and the Community Validation.

- Compile and update a register / directory of Complementary Social Protection Services / interventions in the District.
- Facilitate the linkage of beneficiaries to Social Protection services and opportunities in the Districts/Communities.
- Monitor the implementation of Social Protection interventions in the MMDA.
- Report on Social Protection activities at the District level.
- Report Social Protection Activities to the Social Services Sub-committee.

### **5.3.5 Community Social Protection Committees.**

The DSPCs shall facilitate the formation of the CSPCs in each selected community. The formation of the CSPC will start with the sensitization of communities by the DSPC on the importance of the National Social Protection Strategy in addressing issues of Poverty, vulnerability and exclusion, the components of the strategy and implementation arrangements. The sensitization should also address the need for the establishment of Community Committees.

#### **Proposed Composition of Community Social Protection Committees:**

The selection of the Team members is done by the community after the sensitization. This can be done the same day or the community nominates and validates the members and forwards the list to the District Team 2 days after sensitization.

1. Community Assemblyman (or his representative).
2. Representative from Community Health Centre

3. Ghana Education Service Staff (**Secretary**)
4. Representatives of Traditional authorities in the community (**woman and man**).
5. Representatives of Religious authorities in the community.
6. A Women Leader
7. A opinion Leader
8. Agriculture extension person

### **The Functions of the CSPCS**

The functions shall involve the following activities:

- Undertake Community sensitization on Social Protection
- Undertake Identification of eligible households through Community Based Targeting (CBT)
- Assist Enumerators in household identification and listing during the Proxy Means Test data collection
- Community Validation.
- Assist the District Social Protection Committee,
- Assist in monitoring Co-responsibilities compliance of Households.
- Assist in addressing case management issues.
- Perform other activities required by the District Social Protection Committees to efficiently manage program implementation at the community level.
- Report on Social Protection activities of households
- Facilitate the linkage of beneficiaries to Social Protection services and opportunities in the Community.
- Monitor co- responsibilities
- Assist in case Management

- Report on Social Protection Activities in communities to DSPC.

#### **5.4 Targeting/Identification and Selection of Beneficiaries for Social Protection Interventions:**

*Question*

Ask Participants how they can identify a poor/vulnerable person for inclusion in a Social Protection Intervention.?

It is also critical to strengthen the targeting of social protection programs in order to make social spending more efficient. To achieve this, MoGSCP is working on the establishment of a National Targeting System (NTS) with a secretariat based within the Ministry. Through the use of a special data base of poor households, the NTS would enable social protection programs to more effectively prioritize and select households living in vulnerable conditions

The first phase in developing the common targeting system would involve establishing a national registry of households which records a set of key traits of households.

The second step would involve linking the national registry to social protection programmes. This means that new or existing social protection programmes would use the registry to identify new beneficiaries when starting or expanding.

Establishment of the NTS builds on the experiences of other countries. For example, the Brazil national registry is used by 28 social protection programs. In Colombia, at least 31 programs (reaching over 27 million people) use the registry. Finally, in Georgia, cash assistance, health insurance, and subsidy programs all use the registry to target beneficiary households. The vision for Ghana's NTS is to similarly serve the needs of a range of social protection programs.

Achieving this would require significant collaboration and buy-in from various social protection programmes and parent ministries. Valuable opportunities to ensure that the benefits of social protection programmes accrue to those who need it the most may be lost without this arrangement.

#### **5.4 Monitoring and Evaluation of Social Protection**

A comprehensive Monitoring and Evaluation Framework is being developed to be used by key stakeholders to facilitate the monitoring and evaluation of Social Protection interventions at the National, Regional, District and Community levels.



## **PART 2**

### **Introduction**

In 1943-44 the post of Secretary of Social Services was created by the Colonial Administration to undertake the co-ordination of Social Welfare throughout the then Gold Coast. A year later, the nucleus of the Department was formed by the provision of Executive staff for the Secretary of Social Services, and then came the Department of Social Welfare and Housing.

In 1948, the Social Development Branch of the Department was established and an experiment in Community Development (called Mass Education) was started by means of a mobile team in Togoland. In August 1951, a Plan for Mass Literacy and Mass Education was prepared by the Minister of Education and Social Services. In 1952, the Department of Social Welfare and Community Development was established. In 1981, the Department of Community Development was separated from Social Welfare.

### **Mandate**

The Department of Community Development has national responsibility for Community Development Services.

### **Programmes**

Department of Community Development programmes aims primarily at the rural areas of Ghana. During its establishment, the following were the core programmes:

### **Home Science**

Its objective is teaching of rural folk, particularly women, the rudiments of nutrition, personal and environmental hygiene and sanitation, maternity and child care, home management and handicrafts.

### **Vocational and Skills Training**

The Department has established twenty-four Women's Training Institutes country wide where young women are taught the art and techniques of healthy and happy home management, vocational and technical skills. Local Women groups are organised in nearly every village and town in the country by field officers to teach members housecraft.

Self-help construction projects are essentially felt needs of a community, planned and constructed by the community itself with technical advice and guidance given by the officers of Community Development. Projects undertaken include, inter alia, feeder roads, school buildings, community centres, Henderson boxes, small dams, wells, post offices, markets, communal bathrooms, latrines, bridges and culverts, street drains, football and recreation grounds and electricity supplies.

Adult Literacy in the local languages is taught through the "Layback Technique". A recent development is the teaching of functional literacy which is centred on a person's trade or employment; so that simple English is taught to cooks, stewards, policemen, soldiers, gatemen, artisans, and such other persons who need English in the course of their daily work

Adult Education programme which is aimed at helping the adult and the young adult to information and skills that would help the adult improve upon his life situation and cope more efficiently with problems of everyday life in particular as they relate to changing social structures.

Extension Services-these are services in aid of the programmes of other Departments, Ministries, and Corporations. They consist of preparing the minds of village communities in order to make them receptive to new ideas through the use of the mass communication media techniques and audio-visual aids. Campaigns conducted in the past in this respect include the following: “Pay Your Levy”, Cocoa, Registration of Voters, Population Census, Road Safety, Maize, fertilizers and Health.

## MODULE 1: INTRODUCTION TO COMMUNITY DEVELOPMENT

### Learning Objectives:

By the end of this topic participants would be able to:

- ✚ Have an in-depth understanding of what a Community is
- ✚ Have an in-depth understanding of what development is
- ✚ Define Community Development
- ✚ Understand the values, principles of Community Development
- ✚ Understand how Community Development started in Ghana and current practices

### ACTIVITY

Before start of topic, write the following on cards:

1. What is a Community?
2. What is development?

Introduce the topic of Community Development. Divide the participants into two groups. Let group answer question One and Group two question two. Each group should make plenary presentation and facilitator summarizes using the following notes

### **Facilitator Notes**

Community Development is a field of both academic endeavour and field application. Its primary purpose is human development. We as Community Development workers are concerned about the field application in helping communities develop.

Community Development is a profession that holds that man can develop in such a manner that he can better manage his own environment. Thus the practice of the profession greatly involves how to engage others so that the greatest amount of human development occurs.

Community development combines the idea of “community” with “development”.

### **What is a Community?**

The term is used differently in different situations. Three definitions are given below:

1. A territorial unit of society- e.g. a village, a town, a district, a city or refugee camp
2. A unit of social organization which can be based around common interests (e.g. the academic community), a shared living situation (e.g. a residential home) or around a territorial unit (e.g. a village or district)
3. A particular type of social interaction typically characterized by:
  - A sense of belonging
  - A sense of purpose and common goals
  - A high degree of co-operation and participation in pursuing common goals

- An inter-personal climate characterized by mutual respect, a sense of fraternity or fellowship

In the first definition, community is referred to a group of people who live in a particular geographical location and often have similar goals. Community can be seen at various levels:

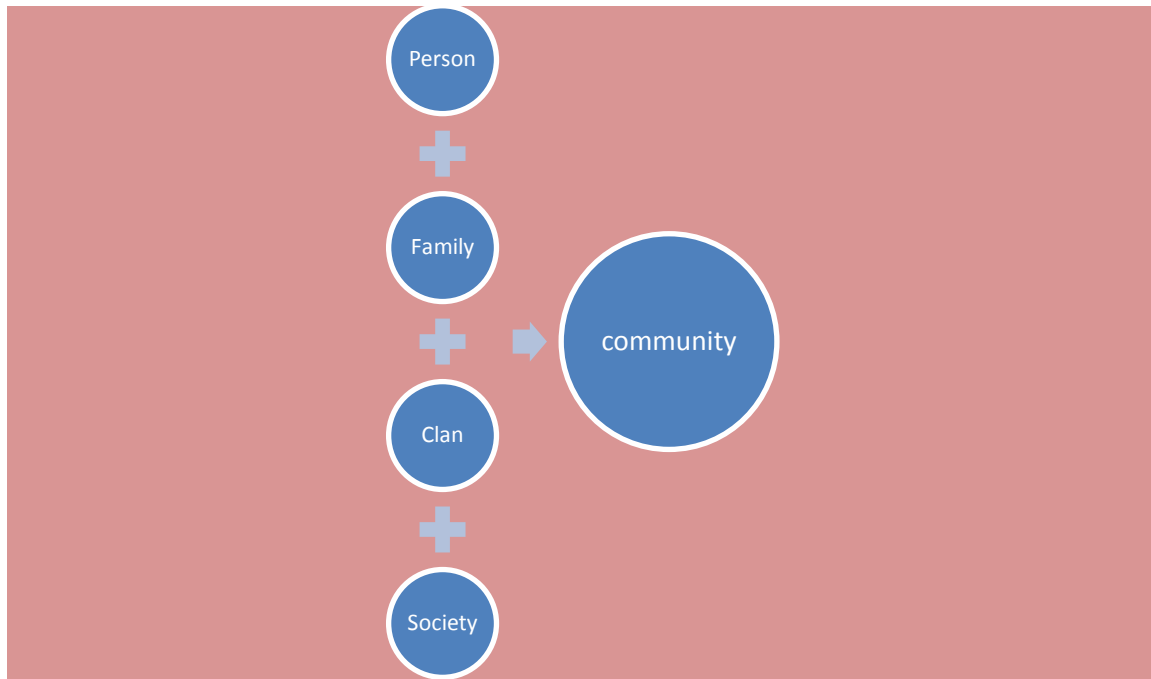


Figure I: Concept of Community

Communities begin with an individual, therefore recognizing that every individual is core to forming a community, every member in society is in a community. Therefore social identity recognizes the individual:

- As a person
- As a member of a family
- As a member of a group/clan
- As a member of society
- As a member of a community

Based on the social identity that contributes to the formation of communities, communities will reflect certain commonalities. Some commonalities include:

- Language
- Expression
- Habit
- Religion
- Social Customs
- Behaviours
- Norms

Ask participants if they can think of additional commonalities within their own Ghanaian community e.g.

- a. A community based on similar occupations; such as farmers, pastoralists, fishermen, employees and self-employed small and big business people
- b. A community based on ethnic origin
- c. A community based on geographical location; such as rural and urban communities

In all the above types of community, there are groups of people who need special attention. These are men, women, children, youth, old people and people with disabilities

## **Characteristics of a Community:**

### **Place**

Territorial or place community can be seen as where people have something in common, and this shared element is understood geographically. Another way of naming this is as 'locality'.

### **Interest**

In interest or 'elective' communities people share a common characteristic other than place. They are linked together by factors such as religious belief, sexual orientation, occupation or ethnic origin. In this way we may talk about, the 'Catholic community' or the 'Chinese community'.

### **Communion**

In its weakest form we can approach this as a sense of attachment to a place, group or idea (in other words, whether there is a 'spirit of community'). In its strongest form 'communion' entails a profound meeting or encounter – not just with other people, but also with God and creation.

There is, of course, a strong possibility that these different ways of approaching community will also overlap in particular instances. Place and interest communities may well coincide – for example in the case of places where many of those who live there work in the same industry – such as was the case in 'mining villages'

### **Boundary and Community**

Boundary – what marks the beginning and end of a community? Boundaries may be marked on a map (as administrative areas), or in law, or by physical features like a river or road.



### **Community as network and local social system**

The fact that people live close to one another does not necessarily mean that they have much to do with each other. There may be little interaction between neighbours. It is the nature of the relationships between people and the [social networks](#) of which they are a part that is often seen as one of the more significant aspects of ‘community’.

When people are asked about what ‘community’ means to them, it is such networks that are most commonly cited. In Ghana, our deepest sense of belonging is to our most intimate social networks, especially family and friends. Informal relationships (social networks) also enable us to navigate our way around the demands and contingencies of everyday life.

### **Step 2: What is Development?**

“Development” is a process that increases choices. It means new options, diversification, thinking about apparent issues differently and anticipating change (Christenson et.al., 1989).

Development involves change, improvement and vitality –a directed attempt to improve participation, flexibility, equity, attitudes, the function of institutions and the quality of life. It is the creation of wealth – wealth meaning the things people value, not just dollars (Shaffer, 1989).

The term development often carries with it an assumption of growth and expansion, always implying change.

### **Step 3: What is Community Development**

Putting the two terms together, community development – means that a community itself engages in a process aimed at improving the social, economic and environmental situation of the community. The community is both the means and the end of community development. The community itself takes action and participates together. It is through this action that the community becomes more vital, not just economically but as a strong functioning community in itself.

Community development is a group of people in a community reaching a decision to initiate a social action process to change their economic, social, cultural and environmental situation – Christenson et-al. (1989).

Community development is a process that increases choices. It creates an environment where people can exercise their full potential to lead productive, creative lives. – Ron Shaffer (pers. com.).

Community development is a process where people are united with those of governmental authorities to improve the economic, social and cultural conditions of communities and communities are integrated into the life of the nation enabling them to contribute fully to national progress. – (United Nations, from Biggs,1999)

Sanders (1958) saw community development as a process moving from stage to stage; a method of working towards a goal; a program of procedures and as a movement sweeping people up in emotion and belief.

## **Community Development**

It is a "grassroots" process by which communities:

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

Rubin and Rubin (2001) Community development occurs when people strengthen the bonds within their communities or neighborhood, build social networks, and form their own organizations to provide long term capacity for problem solving.

This involves:

- Ability to think
- Ability to decide
- Ability to plan
- Ability to take action in determining their lives

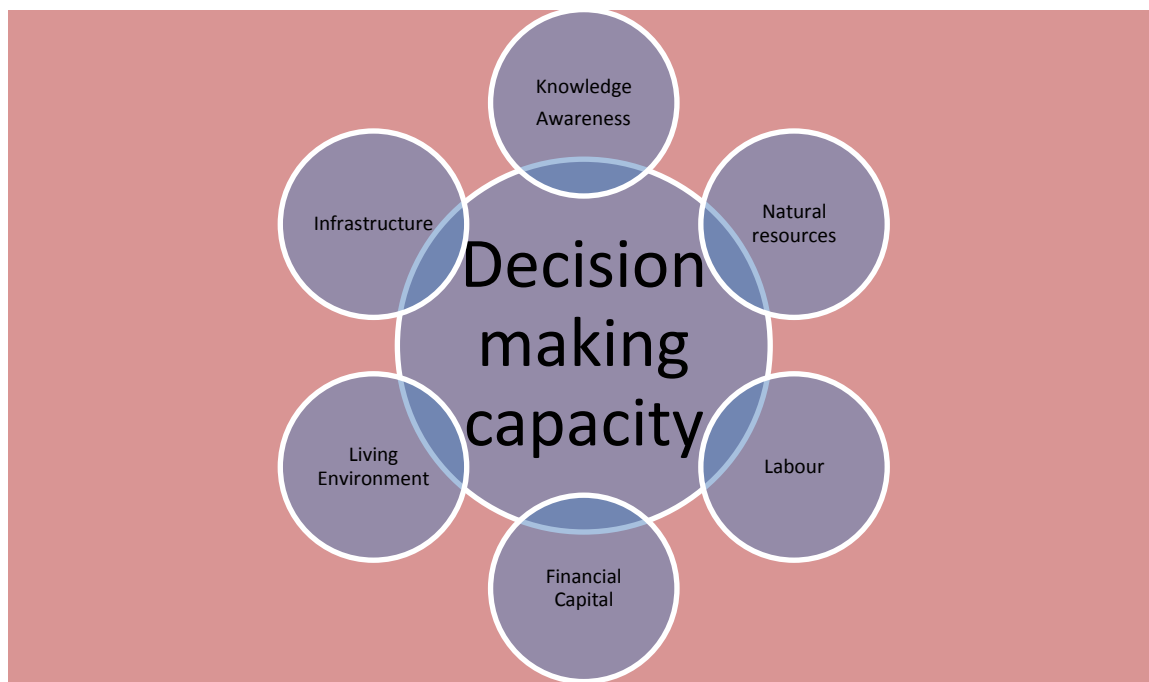


Figure 2: Community Development Framework

#### **Step 4: Community Development or Economic Development?**

Economic development is part of community development. Local industry development involves facilitation of relatively small groups of industry people addressing specific issues, such as discussion groups or market alliances. This is part of economic development. Economic development involves many of the elements of community development, such as participation, rethinking, action learning etc. However, it specifically aims to improve the relative economic position of the community. Flora et. al. (1992) argues that it does not necessarily lead to improved quality of life nor involve “collective agency”. Economic development largely aims to improve employment, income and the economic base of the

community. Economic development is part of community development, which seeks to build all five community capitals, not only enhancing the community's economy but its environment, social structures, attitudes and assets.

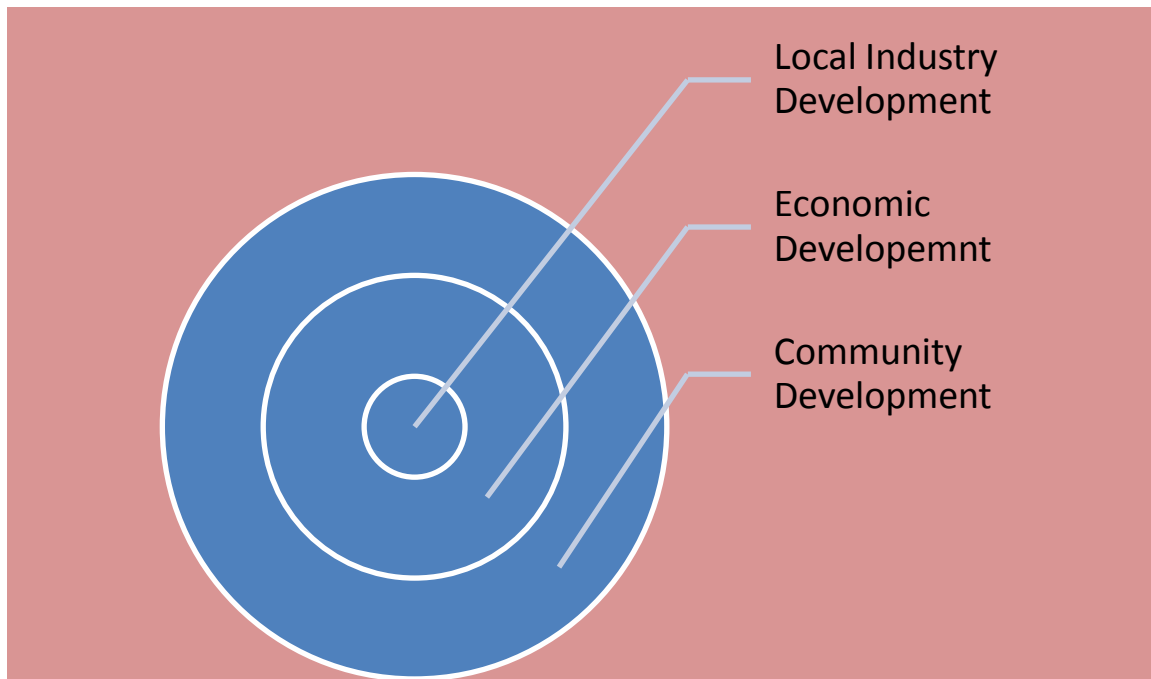


Figure 2: The relationship between industry developments, economic development and community development

## **Session two**

### **Assumptions, Elements, Values and Beliefs, Principles of Community Development**

Community development has its roots in Social Science relating to Society, human behaviour and development. It has a set of assumptions, values and beliefs and principles that constitute the norms of practice of community Development.

#### **Assumptions:**

Community development as a discipline or profession is guided by assumptions. Because these assumptions are held as true, they have a major influence upon the direction and emphasis of the discipline. These may be modified in time, but assumptions considered valid when the profession or discipline is in its embryonic stage are at least historical antecedents of major importance.

Assumptions of primary importance to community development would include:

1. People are capable of rational behaviour
2. Significant behaviour is learned behaviour
3. Significant behaviour is learned through interaction
4. People are capable of giving direction to their behaviour

#### **Elements**

Attention must be given to the needs and desires of the people involved and to the areas of endeavour set by the people involved

People can become active meaningful participants in a developmental process and have considerable control over the process

The concept of self-help is vitally important to the community development process

Community development has no pre-determined program to take to the field to convince people what is good for them. Community development programming enables people to create their own programmes with help from various sources, realising that the community has the right and obligations to accept or reject this help and advice

Community development programme makes it possible for people to be working on many different projects and activities from Industrial/economic development, to art, to basic education, to housing, to political re-organisation. However a specific project does not determine if it is community development or not. How the project is developed, who controls the project, and how it relates to the total community more nearly determine whether a project is or not community development.

### **Values and Beliefs**

These determine the focus of Community Development

1. People the right to participate in decisions which have an effect upon their well-being
2. Participating democracy is superior method of conducting affairs
3. People have the right to strive to create that environment which they desire
4. People have the right to reject an externally imposed environment
5. Maximising human interaction in a community will increase the potential of human development
6. Implicit within a process of interaction is an ever-widening concept of “community”
7. Every discipline and/or profession is potentially a contributor to a community’s development process

8. Motivation is created in man by association with his environment
9. Community development is “interested” in developing the ability of human beings to meet and deal with their environment

**Principles:**

There is no “recipe” for a process of community development. Rather, a set of key principles guide a flexible process of engagement and action. Community Development has developed a set of principles-accepted or professed rules of action or conduct. Some of the basic principles which guide the community development worker are:

- Participation in public decision-making should be free and open to all interested persons
- Broad representation and increased breadth of perspectives are conditions which are conducive of community development
- The use of the scientific method in the study of the community by the community
- The acceptance of understanding and consensus is the basis upon which social and technical change is made
- Any person has the right to be heard in open discussion whether in agreement or disagreement with the norms of society
- All people may participate in creating and recreating the social order of which they are a part
- Success, no matter how small, needs to be recognised and celebrated,



## Session Three

### Community Development in Ghana

#### ACTIVITY

**In a buzz session let participants discuss about Community Development in Ghana, how they have experienced it in their communities and some of the programmes.**

**Cluster the key activities of Community Development as discussed and use notes for presentation**

#### Facilitator Notes

Community development in Ghana owes a great deal to the efforts of colonial administrators, the British, who used Community development strategy to develop 'basic education' and social welfare in the Gold Coast. For example, a 1944 report, *Mass education in the colonies*, placed an emphasis on literacy training and advocated the promotion of agriculture, health and other social services through local self-help. Community development was defined in one UK government publication as: “The active participation of the people and if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, by the use of techniques for arousing and stimulating it in order to achieve its active and enthusiastic response to the movement.

### **Assignment**

Three important key questions:

- How is one community or communion marked off from another?
- What sort of social networks or systems are involved in a particular grouping or encounter?
- What norms or 'habits' are involved?

## MODULE 2: STRATEGIES AND PROCESSES IN COMMUNITY DEVELOPMENT

### Learning Objectives:



By the end of this topic participants would be able to:

- ✚ Have an in-depth understanding of what community development work is about
- ✚ Have an in-depth understanding of approaches/strategies of community development work
- ✚ Have clear understanding of community development work processes
- ✚ Understand the key actors in community development work
- ✚ Understand the role of the community development worker

Community Development work is about working with communities to promote community welfare. It is one of the key strategies for endogenous development. It engenders participation, common decision making, self-help initiatives and fulfils the desired felt needs of community members. Community Development work recognises the individual and collective worth of community members to contribute towards promoting their own welfare and taking the appropriate decisions, the use of local resources to support development and the recognition that development is people centred.

### ACTIVITY

In question and answer session, introduce topic and ask participants their understanding of

Community Development work

Cluster them on flip chart and use notes to delivery topic

### **Community Development Approaches/ Strategies**

There are different approaches/strategies used in community development work

#### **Community Action**

Community action is seen as focusing on the organization of those adversely affected by the decisions, or non-decisions, of public and private bodies and by more general structural characteristics of society. The strategy aims to promote collective action to challenge existing socio-political and economic structures and processes, to explore and explain the power realities of people's situations and, through this twin pronged approach; develop both critical perspectives of the status quo and alternative bases of power and action.

#### **Community Organization**

Community organization **involves** the collaboration of separate community or welfare agencies with or without the additional participation of statutory authorities, in the promotion of joint initiatives.

### **Community Development**

Community development is emphasizing self-help, mutual support, the building up of community integration, the development of community capacities for problem-solving and self-representation, and the promotion of collective action to bring a community's preferences to the attention of political decision-makers.

### **Social Planning**

This involves the assessment of community needs and problems and the systematic planning of strategies for meeting them. Social planning comprises the analysis of social conditions, social policies and agency services; the setting of goals and priorities; the design of service programmes and the mobilization of appropriate resources; and the implementation and evaluation of services and programmes.

### **Service Extension**

This is a strategy that seeks to extend agency operations and services by making them more relevant and accessible. This includes extending services into the community, giving these services and the staff who are responsible for them a physical presence in a community.

### **Capacity Building**

Develop the ability of local groups and networks to function and to contribute to social and economic development.

## **Community Development Process**

### **1. Community Preparedness**

Communities need to have some of the key ingredients for a development process – motivation, local leadership, a sense of ownership. Not all communities are interested in, or prepared for, undertaking a process of community development. At any one time, only a few communities may see the need, or have people motivated to organize and lead the community in development activities. Communities may have only a couple of the ingredients for success.

### **2. “Bubbling” Concerns**

Community development processes develop from a situation where issues and concerns are “bubbling” around. People are concerned, enthusiastic, motivated, frustrated. Private “troubles” become public concerns as people share issues that matter to them individually. People may begin to see some advantage for them in community improvement. They also may have altruistic feelings of contributing to the welfare of the whole community.

### **3. Stimulus**

Often, a stimulus brings the “bubbling” situation to a head. A local situation, such as lack of basic facility (school, clinic) sparks community action. A local leader, a local community group or several concerned citizens may galvanize community action. “Outside” input such as a visit by a community facilitator, hearing what another community has done, or a visit by

local people to a conference may stimulate action. In “prepared” communities even an impassioned speech may turn concern to action.

#### **4. Initial Organisation and Involvement**

After a stimulus often the first step is an event that brings the community together –usually at a public meeting or forum. At this point, community representatives may invite a facilitator or resource person into the community to help with suggestions, information and the process itself. Some community members may have a clear idea of what is needed or what they want to do. Others may simply want to do “something” to improve their community but are not sure what.

#### **5. Engagement and Issues Identification**

After some initial organisation, a key step is activities to engage local people and give as diverse range of citizens the opportunity to be involved. Engagement of people occurs throughout a community development process, but it is crucial to actively foster involvement early in the process. There are several important aspects of engagement. First, it involves understanding the existing concerns of community members. This means identifying what people have passion for, what they feel community issues are, and how interested they are in being involved. Basic questions here are "What are your concerns?", "How would you like your community to be?", “Would you like to be involved?”Second, it is important to ask citizens how they would like to participate. In many community efforts local leaders overlook this. They often choose participation opportunities that they are familiar with, often opting for traditional meetings and committees by default. Asking people how they would like to be involved and actively seeking alternative organizational

arrangements and events that are fun and social will help people participate. Often this leads to a judgment about how prepared the community is to conduct a development effort, and how people would like to plan the process. It also generates trust, involvement and identifies local “champions”.

Third, some community members may wish to pursue a particular idea they have passion for, such as a new business, streetscape or a shop local campaign. The process needs to allow these people to get started on acting on the idea even though not everyone may agree or it may not seem to be a priority. Passion drives community development and a balance must be struck between supporting passion at people and longer term self-examination and prioritization. There are many techniques for engagement and issues identification. They include one on one discussion, surveys, focus groups, public meetings, charities, community “conversations” and many more. These are outlined in more detailed in *section 7* on Techniques and Skills

### **Community Development Actors:**

#### **People Themselves**

However as there is a limit to what people can achieve on their own, their efforts must be backed up by support at the point they can go no further on their own Main Actors in CD are: Family/ household(individuals) contributing to the development of families/households in their areas



**Local Government: Village/Community Government, District Assembly, Community Groups:**

Play the central role. Community development is essentially the process through which communities address locally defined needs and achieve improvement in quality of life. Development reflects their needs, priorities, and aspirations; is achieved largely through their ownership and commitment to locally defined development goals; and is sustained when they have the capacity, confidence, and opportunity to plan appropriate strategies and mobilize resources to fulfill their development goals.

**Central Government together with its Para-statal Institutions Government:**

Has the primary responsibility for ensuring that communities benefit from development on their land or in their region. Governments should take the lead in setting policy and standards to ensure development takes place at the local level, planning the development of social and physical infrastructure and land use, developing systems for project monitoring and evaluation, and protecting the rights and interests of citizens.

**Non-Governmental Organisations NGOs/CBOs:**

Can play an important role in advocating on behalf of local communities and in delivering local services. NGOs need, however, to clearly define their roles and to identify where their interests may be different to those of the local community. NGOs involved directly in community issues need to respect different community perspectives toward proposed development and work on building their capacity to articulate local perspectives and to determine that the full range of development options are available to communities.

### Development Partners

may also play a role in community development in the mining sector, although they are not always present in areas where mining takes place. Donors have unique influence and responsibility, particularly in harmonizing the standards by which communities are treated and in bringing influence to bear on public and private-sector development actors. They provide an important source of development resources, expertise and experience and can advise governments, companies, NGOs/CBOs, and communities of good practice as well as helping mobilize financial resources for local development projects.

| Government   | Development Partners   | NGO/CBO   | Community   |
|--|--|---|---|
| Strategic leadership<br>Strategic coordination<br>policy and regulatory framework for project development, operation<br>Support capacity building at the | <ul style="list-style-type: none"> <li>• Manage exploration, construction, operation, and closure of mines in accordance with regulatory requirements</li> <li>• Catalyst for action at</li> </ul> | <ul style="list-style-type: none"> <li>• Local needs assessment</li> <li>• Local capacity building and institutional strengthening</li> <li>• Community project design and implementation</li> <li>• Leverage external</li> </ul> | <ul style="list-style-type: none"> <li>• Local needs definition and prioritization</li> <li>• Local knowledge and values</li> <li>• Community planning and mobilization</li> <li>• Mobilization of local</li> </ul> |

|   |  |   |   |
|---|--|---|---|
| local level<br>including<br>monitoring<br>capabilities<br>Deliver local<br>services<br>Leverage state and<br>external resources<br>Monitoring and<br>evaluation | the community<br>level<br><ul style="list-style-type: none"> <li>• Stakeholder<br/>           coordination<br/>           around<br/>           project site</li> <li>• Financial,<br/>           material, and<br/>           facilities support<br/>           for local<br/>           community</li> <li>• Transfer of<br/>           technical<br/>           and management<br/>           skills<br/>           and expertise to<br/>           local<br/>           community</li> <li>• Monitoring and<br/>           evaluation</li> </ul> | funding for<br>community<br>support<br><ul style="list-style-type: none"> <li>• Monitoring and<br/>           evaluation</li> </ul> | assets and<br>resources<br><ul style="list-style-type: none"> <li>• Monitoring and<br/>           evaluation</li> <li>• Internal<br/>           organization<br/>           and conflict<br/>           resolution</li> </ul> |
|---|--|---|---|

### **Role of Community Development worker**

A community development worker may take on a variety of different roles and s/he works with the community. However, in all the roles, the worker always respects the autonomy and self-determination of the community members and does not impose an externally directed

agenda upon them. Their work conforms to professional standards and ethics and is comprehensive and systematic in its approach.

Currently, there are few positions that are explicitly named "Community Developer" and it is increasingly more common for managers and employees in a variety of settings to be expected to take a community development approach to their work. There are many opportunities for anyone who is involved with community members to incorporate a community development role into their practice.

In community development literature, the roles commonly ascribed to community development workers are enabler, guide, technical expert and liaison.

### **The Community Development Worker as a Change Agent**

- Supporting community to identify community concerns and gaps in services.
- Seek out capabilities to develop innovative practice
- Increase channels of communication between community and statutory authorities.
- Access Facilitator
  - Assist community members find effective pathways across services.
  - Support community to identify, mobilize and utilize community resources effectively and efficiently
  - Support community to find solutions to barriers to services.
- Service developers
  - Advise on training and education of staff.
  - Highlight the importance of culture in service systems and practice

- Develop joint working between statutory and community service.
- Capacity builders
- Develop socially inclusive Communities
- Engage in establishment of community leadership
- Assist in development of community organisation

**Change Agent Abilities:**

*In order to be a successful sustainability change agent, an individual must have the following:*

1. Knowledge of the environmental, economic, and social issues related to sustainability (understanding);
2. A value system and self-concept to support and under gird the actions of a change agent (motivation); and
3. Change agent abilities (skills).

The following is a listing of change agent abilities compiled from numerous sources. For ease of use, these sources have all been acknowledged at the end of this document.

Change agents are:

- |              |              |
|--------------|--------------|
| ● Resilient  | ● Persuasive |
| ● Optimistic | ● Empathetic |
| ● Tenacious  | ● Authentic  |
| ● Committed  | ● Ethical    |
| ● Passionate | ● Self-Aware |
| ● Patient    | ● Competent  |

- Emotionally intelligent
- Assertive
- Curious

They can:

- Communicate ideas clearly, concisely, and precisely both orally and in writing
- Listen to others and incorporate their ideas and perspectives
- Accommodate individual differences (cultural, socioeconomic, global, etc.) in your decisions and actions and be able to negotiate across these differences.
- Engage in self-assessment, self-reflection, and analysis
- Reflect on what is happening to make meaning, gain perspective and understanding
- Engage in civil discourse and debate
- Mediate and resolve conflicts
- Analyze power, structures of inequality, and social systems that govern individual and communal life
- Recognize the global implications of their actions
- Span boundaries
- Challenge the status quo effectively when appropriate
- Creatively and collaboratively solve problems using critical thinking skills; search for “families” of solutions for complex multi-faceted issues
- Collaborate, network, develop alliances and coalitions, build teams
- Involve others, inspire and excite participants, engender support and commitment
- See the big picture and the larger goal and understand the need for systemic change
- Adjust to the diverse and changing needs of both individuals and society as a whole
- Set realistic and clearly defined goals and objectives
- Be both a leader and a follower, as necessary

- Analyze and influence group dynamics
- Make ethical decisions which incorporate responsibility to self, community, and society
- Help envision, articulate and create positive scenarios for the future of society
- See the paths, small steps, for changes needed for a more sustainable future, convert it into a task list and timeline, and follow through effectively
- Tolerate ambiguity and cope effectively with change

They have:

- Insights into the functioning and interconnectedness of systems
- A commitment to finding solutions to societal problems
- Political efficacy, a belief that what they think and do civically and politically matters
- Integrity
- Courage
- An understanding of “organic” change

**Guide:** As a guide, the worker helps the community identify their goals and find the means to achieve them.

**Enabler:** The worker can enable the community in a variety of ways. S/he might facilitate a problem solving process with the community, which could include helping them to articulate dissatisfactions and identify their causes. The worker could also help them to organize and plan their activities and encourage positive interpersonal relationships. The enabler role is most associated with locality development strategies.

**Technical Assistant:** This "expert" role is most associated with social planning. However, in all forms of community development there is usually some need by the community to

access technical support, in areas such as community assessment, media relations, accessing information or project development.

**Liaison/Advocate:** Depending on the nature of the community and the type of community development initiative it has taken on, there may be a need for the worker to assume a liaison or advocacy role. S/he may be the intermediary between the community and other bodies such as government, institutions or other community factions. The worker may be asked by the community to present their views, access information or negotiate an agreement

#### Community Work

##### **CD work Philosophy**

In carrying out roles/responsibilities, CD workers are guided by the following:

They go to where the people are

They live with them

They learn from them

They identify development priorities with them

They look together for resources to implement the plans

They collaborate with experts from other sectors to implement plans

The people manage the projects themselves

#### **Common Problems in Community Development Work**

The most common problems seem to occur around the following issues:



- The attributes of Occupation

Much of the positive social change and participation that is being achieved in society now is being achieved with the help of Community development. C.D. achievement is often hidden, and it is likely that CD is not being used by founders, policy makers and managers as effectively as it might be.

Ironically C.D. itself inadvertently feeds the widespread notion that communities, including disadvantaged communities, will spontaneously play-a much larger role in local society and development if they are simply ‘allowed’ to do so. A main tenet of C.D. practice is for the practitioner to be an ‘enabler’ and ‘facilitator’ not a leader. The validity of practice is rested in helping groups of people in communities to pursue their own goals, not those of the worker or agency. The conscientious and skilled CD worker works in the background, so that members of the community concerned can build confidence and skills and take ownership and leadership of group actions and achievements.

- Resourcing Community Development Work

Funding for community development is low. Programmes and projects concentrate on “hardware” issues (infrastructure) ignoring the “software” (community mobilisation/organisation) Projects and programmes do not therefore meet the felt needs of communities and most services are underutilized or not at all.

## **Solutions**

- Support and development of Community Development.  
Capacity building of staff, continuous professional development and support networks;
  
- Linking for impact.  
The need for strategic co-ordination across locations and links at regional and national levels;
  
- Strategic Co-ordination Across Localities  
CD experience shows that the connectedness, motivations and citizenship skills of people need building up through relationships, organisations and networks at much more local levels in order to link with such structures.

## MODULE 3: ORGANISING COMMUNITY DEVELOPMENT PROGRAMMES

### Learning Objectives:

By the end of this topic participants would be able to:



- Develop skills in organising community development programme
- Have an in-depth understanding of the step by step process

#### ACTIVITY

Use the functions of LI 1961 as basis for topic. Divide participants into three groups and let them answer the following question

HOW DO YOU ORGANISE A COMMUNITY DEVELOPMENT PROGRAMME?

In plenary presentation by groups cluster answers. Use notes to train

### Steps in Organising Community Development Programme



Remember Community development is an organic process. While the "steps" are presented in a logical order, in reality they may not follow sequentially and some steps may either be skipped or carried out simultaneously with other steps.

### **1. Learn About the Community**

To be an effective community development worker, you will have to be familiar with its issues of the community you want to work with; resources, needs, power structure and decision-making processes. Your initial orientation could include community visits, attending community events, reading reports and familiarizing with available services as well as community projects and activities. Close observation of the community as you interact with it will also provide significant insights into the strengths and weaknesses of the community.

### **2. Listen to Community Members**

You won't be able to learn everything you need to know by reading and observation. You will need to talk to others about their interests and perceptions to put it into context. You can contact community members through formal/informal channels. By listening to the community you may identify an area in which there seems to be a common interest in making a change

### **3. Bring People Together to Develop a Shared Vision**

Once you have identified that there are some common interests among community members and you have identified a few individuals who seem willing to work on a community development initiative, the next step is to hold a community gathering. The purpose of this gathering would be to develop a shared "community vision"; i.e., through imagining their ideal community and discussing their ideas together they will determine and arrive at a

common vision and some broad strategic directions that all are committed to working towards.

#### **4. Assess Community Assets and Resources, Needs and Issues**

To be able to work effectively in a community development context, you will need to gather some information about your community. It is extremely helpful to undertake a comprehensive community assessment which will collect both **qualitative** and **quantitative** data on a wide range of community features. Deciding what and how much information to collect may be aided by a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the community, which may point to particular areas being higher priorities for action. There are many methods of community assessment used in community development practice. Compiling a community demographic profile is an excellent start. It is helpful to update the profile periodically so you will be able to track changes that occur within your community and respond accordingly. A demographic profile includes statistical information about age, gender, language, education, and family income, housing structure, agricultural production, socio-economic activities etc.

#### **5. Help Community Members to Recognise and Articulate Areas of Concern**

In any community development process, it is the community that is in the driver's seat. Community members will define the issues and the process for resolving them, which might be quite different than what would be proposed by an external "expert". However, it is the community members that are most familiar with the situation and, in many cases, have knowledge and wisdom that an external "expert" lacks. By providing tools, resources,

meeting space and facilitation, community developers **empower** the community to start to take ownership of the issues and the development of solutions.

If we genuinely want to empower communities:

- we must do it in such a way that they become independent of our charity
- that they become self-reliant,
- that they can sustain their own development without our help

## **6. Establish a “Vehicle for Change”**

In most circumstances it will be necessary to create a "vehicle for change" by establishing and strengthening community groups. Depending on the circumstances, this nature of the group could range from a few individuals or a coalition of organizations and institutions. There is a wide range of activities that a community group will need to undertake to ensure that it will be able to plan, organize, implement and evaluate the initiative effectively, including policies, obtaining sufficient resources to carry out the work and identifying potential partners who can contribute to its success.

## **7. Develop an action plan**

If a community as a whole has set strategic directions for initiatives, it has to develop an action plan. Depending on the size of the community and the complexity of the initiative, there may be other steps between setting the strategic directions and the action plan. You may want to create a comprehensive strategic plan containing long, mid and short-term objectives, and mid-level plans for communications, resource development or human

resources. In addition, if there are a number of activities or events to plan, you will need a separate action plan for each one. The point you need to arrive at is a well thought out plan that is easily comprehended by community members, clearly links activities with objectives and indicates responsibilities, time frames and resources required.

## **8. Implement action plan**

This is the heart of the initiative, in which financial and human resources, including volunteers and community members, are **mobilized** to take action.

In addition to implementing the various action steps, it is important to ensure that the factors that are required for the success of any community initiative are in place, such as:

- shared vision and purpose
- concrete, attainable goals and objectives
- sufficient funds, staff, materials and time
- skilled, participatory leadership
- clear roles and policy guidelines
- mutual respect
- open communications, including both formal and informal methods
- recognition that there are "process" people and there are "action" people; ensure there is a variety of ways of participating in or contributing to the initiative
- time and resources management; don't take on more than you can handle at one time; set priorities
- conflict management; don't let problems slide - address them in an open, honest and timely manner
- good record-keeping; e.g. financial reports, meeting minutes, successes

- celebration of successes
- do not forget to celebrate your successes - even small ones!

## **9. Evaluate results of actions**

Traditionally, community development workers have relied more on their own experience, evidence from others to guide their practice rather than formal evaluation procedures. Often it is difficult to find reasonable and appropriate measures in terms of the cost and time involved, especially when the desired outcomes. However, there are many reasons why it is important to evaluate your work. Most importantly, you may need to demonstrate that you have not caused any harm to others through your actions. Other reasons to evaluate may be to demonstrate the effectiveness of the initiative so that it will be continued, to satisfy funder requirements and to provide information that will be useful to others or to subsequent initiatives. Evaluation plans may be formal or informal and tailored to the needs and resources of the group. In community development, a participatory evaluation method is usually conducted in addition to or sometimes in place of more traditional methods. Participatory evaluation involves program participants and/or community members in the evaluation design, data collection, and the analysis and interpretation of results.

## **10. Reflect and regroup**

Allow time for the group to catch its “breath” before embarking on the next initiative. Thank everyone that contributed and make sure there is good follow up communication with media, partner and funders if supported with external resources. Celebrate your successes and reflect on any disappointments that might have occurred. Discuss how well the organizational processes and structures worked and identify areas that need some attention



before the next rush of activity occurs. Also, it is important to provide a space for participants to reflect on their personal development as a result of being part of the group. When the group is ready to tackle a new initiative, they might want to revisit the community assessment information and the strategic directions and decide whether either of those steps needs to be repeated.

**Exercises:**

In this exercise you are asked to envision yourself working in a situation where you are invited to participate in a community development initiative. Use your imagination to fill in the details of the actions you take and their results.

**Step 1: Learn about the community;**

What are some of the ways you can learn about the community, on your own, before embarking on a community development initiative?

| NO | ACTIVITY | RESOURCES REQUIRED |
|----|----------|--------------------|
| 1  |          |                    |
| 2  |          |                    |
| 3  |          |                    |

**Step 2: Listen to community members**

- a) How can you connect informally with community members?
- b) How can you connect formally with community members?
- c) How will you introduce yourself
- d) What questions will you ask?

**Step 3: Bring people together to develop a shared vision**

- a) Who will you invite?
- b) Where will you hold the first session?
- c) What outcomes do you hope to achieve at the meeting

**Step 4: Assess community assets and resources, needs and issues**

In the table below briefly describe two methods you might use to assess the community's assets, resources, needs and issues

| Type of Assessment | Goal | Description of Activity |
|--------------------|------|-------------------------|
|                    |      |                         |
|                    |      |                         |

**Step 5: Help community members to recognize and articulate areas of concern and their causes.**

Many issues and needs were raised at the community visioning session, along with several suggestions of possible sources of financial and in-kind resources. Five residents and several

service providers indicated they would be interested in helping to work towards improvements in their community.

Your task is to follow up with those that indicated an interest in being involved and help them to process the results of the community visioning session. You will explore with them the areas of concern that were voiced, in more depth than was possible at the visioning session, and examine their root causes. You have decided to tackle this task by organizing a meeting.

- a) Who will you invite?
- b) How will you invite them?
- c) When and where will you hold the meeting?
- d) What do you hope will be the outcome of the meeting?

#### **Step 6: Establish a "vehicle for change"**

In order for the community change effort to be effective, there needs to be some organizational structure and processes in place. In this case, at an initial meeting, those that indicated an interest in working together to improve the community decided to form a community coalition, made up of both organizations and residents.

- a) In addition to community residents, what (if any) organizations do you think should be invited to join the group?
  
- b) What are some of the governing principles you think the group should adopt? (e.g. How are decisions made? Who can speak on behalf of the group? How are group members informed of meetings and actions taken on behalf of the group?)

### Step 7: Develop an action plan

For the purposes of this exercise, imagine that the group has selected a particular goal to pursue (e.g construction of school block on self-help or establishing a park and playground within their community) Use the action planning chart below to identify what needs to be done, when, who should do it and what resources will be required.

#### Community Action Plan

Goal:

| NO | TASK | WHO | WHEN | RESOURCES REQUIRED |      |         |
|----|------|-----|------|--------------------|------|---------|
|    |      |     |      | SOURCE             | CASH | IN-KIND |
| 1  |      |     |      |                    |      |         |
| 2  |      |     |      |                    |      |         |
| 3  |      |     |      |                    |      |         |
| 4  |      |     |      |                    |      |         |

### Step 8: Implement action plan

It is likely that funds will be required to implement the action plan.

- a) What are the risks, from a community development point of view, in accessing external funding and developing close working relationships with funding sources? How can the risks be lessened?
- b) Are there local funding sources that could be tapped?

**Step 9: Evaluate results of actions**

The community coalition has worked hard with its many partners and supporters to meet their goal. How will you evaluate whether your project has been successful?

- a) What are your criteria for success?
- b) Who will be involved in the evaluation process?
- c) Using simple procedures, how will you assess the degree of success of your initiative?
- d) How will you assess the process of the initiative; i.e. how well the coalition functioned?

**Step 10: Reflect and regroup**




- a) What activities will help the group to "wrap up" the project?
- b) Are there any "spin off" benefits or unintended outcomes of the project? (use your imagination)
- c) How will you assess whether there is interest or energy for tackling another area of concern from the list developed at the community visioning session?

## MODULE 4: PARTICIPATORY TOOLS FOR COMMUNITY DEVELOPMENT WORK

### Learning Objectives:

By the end of this topic participants would be able to:



-  Have an in-depth understanding of the importance in use of participatory Tools
-  Have an in-depth understanding of which tool to use for particular activity
-  Develop skills on use of Tool and their application

### ACTIVITY

In question and answer session, let participants discuss what they know about participatory tools and their usage. Use answers to treat topic

### Session One: Participatory Tools

Participatory development has witnessed a quite methodological revolution in rural research and action. There has been a rapid expansion of new participatory methods and approaches in the context of sustainable development. There is now a transformation from top-down to bottom-up, from centralized standardization to rural diversity, and from blue-print to

learning process. The participatory approaches have been drawn on many well-established traditions that have put participation, action research and adult education at the fore-front of attempts to emancipate disempowered people.

**Participatory tools are:**

“A family of approaches and methods and behaviours that enable rural/urban people share, express, enhance and analyze their knowledge of the realities of their lives and conditions, to plan themselves what action to take, and to monitor and evaluate the results”.(Robert Chambers)

Participatory tools are tools used in the process of equitable and active involvement of community members and other stakeholders in the formulation of development policies and strategies and in the analysis, planning, implementation, monitoring and evaluation of development activities. The tools provide practical guidance for all stages of the community development process, from first contacts between development workers and local community members.

**Why PLA?**

It is an intensive systematic but semi-structured approach to rural development and community participation carried out in a community by a multi-disciplinary team that includes community members who will use the results. It offers alternative to centrally planned and externally managed development, which may prove unsustainable. It promotes open-endedness, flexibility, creativity and diversity of sustainable development.

### **Assumptions and Basis**

1. Rural people have great knowledge and when this knowledge is organized it strengthens communities. Rural resource users have considerable knowledge about their problems and are familiar with locally-based ways to solve them. PLA helps communities to organize and systematize their own information in ways that they will be able to control
2. Rural communities and groups can initiate action and when mobilized through PLA there is no need to wait for outsiders. PLA builds consensus on what a community/group wishes to do and designates which groups or individuals will take action. Local leaders are the prime movers in taking such actions.
3. Rural resource users can plan and implement actions and such initiatives become powerful means to attract outside help. People can solve their own problems but not all. Outside help may be required (Government Extension Officers, NGO's, Development Partners etc) through critical technical, financial or managerial assistance unavailable to rural communities. PRA creates a setting in which communities and outside groups share goals and agree on actions to meet common needs.
4. Communities will implement tasks which they can sustain but may also require continuous long term relationships with external agents because new agendas arise and new problems take priority.

### **Principles**

PLA are based on the following principles

1. Quick and cost-effective
2. Multidisciplinary teams (at least social and technical sciences being present)



3. Optimal ignorance: don't collect more information than is strictly needed, as far as possible the information should come from the people themselves
4. Triangulation: in order to ensure that the crucial information is valid, information from one person is checked by seeking it from another person as well
5. Observation in the community: the houses and the fields are seen as a valuable source of information.

### **Scope of PLA**

1. To ascertain needs
2. To establish priorities for development activities
3. It falls within the area of feasibility studies
4. Applied during the implementation of a phase project
5. Used for studies of specific topics
6. Used for focusing formal surveys as essential aspects and identifying conflicting groups interest.

### **Areas of Application**

1. Natural resource management
2. Agriculture
3. Poverty-alleviation
4. Women in development programmes
5. Health and Nutrition
6. Preliminary and Primary Education
7. Community and District level planning
8. Institutional and policy analysis

**They are Used to:**

- improve understanding of local community development processes
- support lasting improvement in the quality of life enjoyed by communities
- facilitate community empowerment through participatory development processes
- build local capacities and development resources
- foster constructive working relationships among communities, governments, Development Partners and development workers
- reduce conflict

**The Opportunities Offered by PLA**

PLA is a family of approaches for reversing Centralization standardisation and top-down development and for enabling and empowering rural and peri-urban communities and the poor, to do more of their own analysis, to take command more of their own lives and resources and improve their well being as they define them. Specifically PLA:

Focuses on rural communities and the marginalised, placing major responsibilities on community institutions and leaders to initiate their own development.

Offers alternatives for marginal areas as macro strategies may by-pass rural communities, especially those in ecologically marginal areas, where population is growing rapidly, where an increasing number of households are headed by women, and where food production has been declining.

Uses approaches that are sensitive to issues of gender and needs of children. By working with local institutions, PLA establishes contact and communication with groups sometimes left out of project design, planning and implementation. PLA uses techniques such as gender analysis, focus group discussion to involve special interest groups in data gathering and analysis as well as in action. Broad based community interest therefore becomes part of the PLA action plan.

Systematizes rural participation; PLA provides a structure which brings together residents and leaders from the community, technical officers assigned to the area, and as possible, NGOs. PLA also works towards more equitable participation of un-empowered groups within the communities bridging these gaps between intended beneficiaries and those who manage resources as well as among different interest within local communities.

Viewed in the broader development context, PLA is one of several analytical tools available to bring sustainability to rural communities

Uses visual materials and group discussions; PLA uses visual data gathering instruments and relies on charts and graphs for data analysis and presentations. Visual materials helps rural residents who may lack formal education to participate in discussions with the PLA team in ways that previous approaches have failed to achieve.

Enables rural residents to interact; PLA maximizes participation by gathering data which stay with the community. Discussions about the meaning of these data are interactive. Setting priorities and action plans results from carefully managed ranking techniques to assure that the plans reflect priorities of many elements within the community

Integrates Sectors; PLA integrates development sectors such as agriculture, water, forestry, health, and livestock, using the theme of community development and natural resources management.

Integrate organisations; PLA brings together institutions in unique ways and vests authority within the community. It enables extension officers to join with NGOs in productive rather than competitive efforts. It enables government entities to cooperate, and helps formal and informal leaders within the community to interact.

Conclude with Community Action Plan (CAP); the final stage of PLA is the CAP which sets village-based project priority order, identifies materials and labour that will be required for implementation, and assigns responsibilities to groups in and outside the community to carry out the work.

### **Steps of PLA Processing**

1. Collecting the Information and Recording it, as well as observing what happened
2. Determining the Context (who you talked to and how they responded to the inquiry)
3. Assembling the Information (to find out what the teams found)
4. Analyzing the Information (combining all the pieces to find out what it means)
5. Summarizing the Information to the Community (in a concise format, helpful to you and the community)
6. Feedback of the Information to the Community (for them to confirm it and learn)
7. Moving forward (what to do with the information, how it can help them)

## **Methods of Participatory Learning and Action**

### **Review of Secondary Data**

#### **Observe Directly**

To see for yourself and asking questions, probing for reasons for what you see (what, when, where, who, why, how?)

#### **Participatory Mapping and Modeling:**

Marking, drawing and colouring on the ground by rural people. There are several types of maps and models and many uses:

- resource maps of catchments, villages, forests, fields, farms
- social maps of residential areas of a village
- wealth rankings and household assets surveys on social maps
- health mapping, where the health and welfare status of each member is marked using coloured stickers ; categories might include cases of TB, malnutrition, ear infection, handicapped, post/antenatal mother, jaundice, does not visit primary health care centre, family planning operations, etc.
- topical maps, such as aquifer maps, soil maps by soil experts, irrigation fields, etc
- impact monitoring maps, where villagers records or map pest incidence, input usage, weeds distribution, soil quality.

### **Transect Walks**

Systematic walks with key informants through an area: observing, asking, listening, looking, identifying different zones, seeking problems and possible solutions. The findings can be mapped on a transect diagram. Different types of transects are: vertical, loop, combing, nullah, tank, sweeping, etc.

### **Seasonal Calendars:**

These explore seasonal constraints and opportunities by diagramming changes month by month throughout the year. Use local ceremonies to crosscheck that names of months are in common. Objects are used to represent relative quantities and patterns of rainfall, soil moisture, crops, livestock, agricultural and non-agricultural labour, diet, food consumption, illnesses, prices, animal fodder, fuel, migration, pests, income, expenditure, debt, children's games etc.

### **Activity Profiles and Daily Routines**

Explore daily patterns of activity through profile and routines, chart for each hour of the day typical activities, amount of effort, time taken, location of work. Compare for different people eg. Men, Women, Old, Young; compare profiles and routines for different seasons.

### **Semi-Structured Interviewing**

This is guided interviewing and listening in which only some of the questions are topics are predetermined, and questions arise during the interview. The interview appears information

and conversational but actually carefully controlled and structured using a guide or checklist and posing open-ended questions.

### **Types, Sequencing and Chains of Interviews**

There are many types of interviews that may be combined in sequences and chains.

- Key Informants interviews- ask: who are the experts eg. Men on ploughing, women on household chores, storekeeper on credit, etc.)
- Group Interviews. These may be groups convened to discuss a particular topic (focused or specialist); comprising a mix of people whose different perceptions illuminate an issue(structured groups)

### **Permanent Groups**

Formation of groups with common interest, eg farmer's groups, credit groups, etc

### **Time Lines**

History of major recollected events in a community with approximate dates.

### **Local Histories**

Detailed accounts of the past, of how things have changed, particularly focusing on relationship and trends e.g. technologies, crop, livestock breed, labour, trees and forest, education, population. Folklore, songs and poems are valuable resources for exploring history.

### **Local Researches and Village Analysts**

More and more local people are taking active role in analysts and presentations. Village extensionists conduct complete participatory analyses with no outside help; conduct transects, interviews other villagers, draw maps, observe and produce plans. Other potential researchers include school teachers, students, and the poor.

### **Venn Diagrams (Chapati Diagrams)**

Use of circles to represent people, groups and institutions, with the size of the circle determining the importance. People arrange in overlapping patterns to represent degree of contact. Innovations include drawing lines between circles and village circle, with the thickness of line representing strength of relationship; or representing strength by distance from the centre.

### **Pie Diagrams**

People have shown their capacity to understand and produce pie diagrams and bar charts using seeds, fruits, stones on the ground as well as pens and paper. Topics for pie diagrams might include conflict sources, contributions to livelihoods of common property resources, crop mixes, etc.

### **Wealth Ranking**

A range of methods to identify groups or clusters of households according to relative wealth or well-being. Informants sort a pile of cards or slips of paper, each with a household name recorded on it into piles. The wealthiest are put at one end, the poorest at the other, and as



many piles as desired. The process is repeated with at least three informants. A different method is to conduct the ranking directly onto a social map. Individual assets can also be marked for each household, such as land ownership, animals, tools etc. Wealth rankings are useful for:

- Leading into other discussions on livelihoods and vulnerability
- Producing a baseline against which future intervention impact can be measured
- Providing a sample frame to cross-check the relative wealth of informants who have been or will be interviewed. Biases against the poor and vulnerable can thus be offset.
- Producing key local indicators of welfare and well-being. Ask participants how someone can move from one group to another. How do local indicators vary from outsider measures of wealth and poverty?

### **Matrix Scoring and Ranking**

These versatile methods confirm their value for learning from local people of their categories, criteria, choices and priorities. Matrix ranking and scoring uses criteria for the rows in a matrix by asking what is good and bad about each item. People fill in the boxes for each row and each item. The items are given a score, with a predetermined maximum for each of the criteria.

### **Matrices**

Matrices are also useful for ordering and structuring information gathered and for planning. They include:

- Attributes matrices for technologies eg. Dams and catchment structures along the top and attributes down the side
- Problems- opportunity matrices, with column headings including local name for zone, local name for soil, soil type, cropping pattern, problems of resources available in the village and lastly possible solutions.
- Manual discriminant technique matrices for contrast comparisons. Ask group A why group B is different or does something different e.g. set up three groups of high, medium and low maize yielding farmers, ask why they get the yields they get, and why other gets theirs. Record the key findings in a matrix.

### Processing of Community PLA activities

Processing the PLA is as important as carrying out the activity. Data and information need context (understanding where it comes from).

Table: sample tools, activity and coverage

| <b>TOOL</b>              | <b>ACTIVITY</b>               | <b>COVERAGE</b>   |
|--------------------------|-------------------------------|---|
| <b><u>ASSESSMENT</u></b> | <b>Social baseline survey</b> | Demographic factors, socio-economic determinants, Social organisation, economic organisation, socio-political context, historical context, values, needs, human rights context, Institutions, cultural background (community mapping) |

| <b>TOOL</b>     | <b>ACTIVITY</b>                                   | <b>COVERAGE</b>  |
|-----------------|---|--|
|                 | Stakeholder identification                        | Communities (near and far) Government Officials, industry, Regulators, Community Based Organisations, Non-Governmental Organisations, Advocacy Groups, Civil Society Organisations, minority groups, Donor organisations (checklist) |
|                 | <b>Social impact and opportunities assessment</b> | Previous programmes and projects (positive and negative) opportunities within and without community, Livihoods, education, health, water, community relations(trend analysis)  |
|                 | <b>Competencies assessment</b>                    | Knowledge, skills and attitudes of community members and stakeholders (competencies assessment worksheets)   |
|                 |   |  |
| <b>PLANNING</b> | <b>Strategic planning framework</b>               | Define and planning of development objectives, how to achieve objectives and determine how you will know when you have succeed   |

| <b>TOOL</b>          | <b>ACTIVITY</b>               | <b>COVERAGE</b>  |
|----------------------|-------------------------------|--|
|                      | <b>Community map</b>          | Community physical layout, community members<br><br>recognizing that they are the experts about<br><br>their own community and to get discussion and<br><br>Cooperation going. |
|                      | <b>Institutional analysis</b> | Evaluate variety, strengths and linkages of institutions within and around community(Venn diagram)   |
|                      | <b>Problem consensus</b>      | Decisions on priority development issues, (rankings)   |
|                      | <b>Opportunity ranking</b>    | Prioritization and feasibility of projects for implementation(seasonal calendar )  |
|                      |                               |  |
| <b>RELATIONSHIPS</b> | <b>Stakeholder analysis</b>   | Levels of interest of identified stakeholders, power and power relations,  |

| <b>TOOL</b>                      | <b>ACTIVITY</b>               | <b>COVERAGE</b>   |
|----------------------------------|-------------------------------|---|
|                                  | <b>Consultation matrix</b>    | Levels of consultation/participation.   |
|                                  | <b>Partnership assessment</b> | Suitability for partnering, areas of mutual interest  |
| <b>PROGRAMME MANAGEMENT</b>      | <b>Conflict management</b>    | Identifying, understanding, and managing conflict and how to resolve them.<br><br>Conflict mapping, negotiation, mediation arbitration, mediation-arbitration |
|                                  | <b>Community Action Plans</b> | Detailed plan stating vision, mission, goal, objective, output, outcomes.   |
| <b>Monitoring and evaluation</b> | <b>Logical framework</b>      | Developing clear outputs and outcomes, verifiable indicators to measure progress  |