Lesson 01

INTRODUCTION TO SOCIAL WORK-I
(Topic 01-04)

Topic 01: Course Contents

- Definition of Social Work
- History & Philosophy of Social Work
- Social Work in Pakistan
- Islamic values & Social Work
- Professional & Voluntary Social Work
- Principles of Social Work
- Role of a Social Worker
- Modern Concept of Social Work
  - i. Preventive
  - ii. Curative
  - iii. Rehabilitative
- Social Work Methods:

a) Primary Methods
   - i. Social Case Work
   - ii. Social Group Work
   - iii. Community Organization

b) Secondary methods
   - i. Social Welfare Administration
   - ii. Social Research
   - iii. Social Action

- Social Work in Diverse Settings: Important Fields of Social Work Practice are:
  - Medical Social Work
  - School Social Work
  - Youth Welfare
  - Women Welfare
  - Child Welfare
  - Minorities
  - Addicts
  - Ageing
  - Disables
- Social Work Theories
- Social Work Research
- Values and ethics in social work
- Different social work approaches to interventions
- Social work interventions in disaster situations

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- Contemporary challenges for social workers
- Social Legislation

Topic 02: Learning Outcomes of the Course

- Understand the history & philosophy of social work & theories that guide social work practice.
- Report on the ethical & practice standards that guide the profession of social work.
- Demonstrate awareness of various roles of social workers.
- Critically analyze the social structures and ecological contexts which influence people through marginalization, oppression and privilege.
- Develop an understanding of how social work promotes positive social change & assists people in managing their daily lives and experiences.
- Self-reflect on personal development in emotional, cognitive, behavioural & social domains.
- Describe the relationship between theoretical perspectives & practice approaches of social work methods with respect to the various social work fields.
- Develop a conceptual framework & practice paradigm that provides them with the knowledge, skills, values, principles to evaluate their own practice in the breadth of contexts, working with individuals & families, groups and communities.
- Demonstrate critical thinking skills in the spheres of research, practice & ethics of social work profession to help the people of diversity, including ethnicity culture, race, class, gender, sexuality, age and disability.
- Engage in policy making, advocacy strategies & social change that advance social & economic justice.

Topic 03: Definition of Social Work

- Social work as a professional activity of helping individuals, groups or communities enhance or restore their capacity for social functioning and creating societal conditions favourable to the goal. (NASW, USA)
- Social work as a field within human services and a part of services of the government. It considers social work as an important service to the society focusing on the individuals and families in need (UNESCO, 2000).
- Social work as a practice based and academic discipline promotes change and social development. Accordingly, the principle of social justice, human rights, collective responsibility, and respect of diversities are vital in the field (IFSW).
- Social work as a practical profession designed at helping people address their problems and matching them with the resources, they need to lead healthy and productive lives (AASW).

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- Social work as an Applied Social Science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well being of people (Cox &Pawar, 2006).
- Social work as a profession which is concerned about the person's personal adjustment to his/her environment to enhance person's social functioning(Mendoza, 2002).
- "The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work" (IASSW & IFSW, 2004).

Topic 04: Distinguishing Characteristics of Social Work

- The relationship is the key in the social work process.
- Most social workers are employed in agency settings.
- Basic aim of social work is to help clients help themselves or to help a community to help itself.
- Traditionally, social workers have provided services to individuals and families.
- Focus is on the wholeness & totality of the person.
- Emphasis is on the importance of the family in moulding & influencing behaviour.
- Utilization of community resources in helping people to solve problems is very important.
- Use of the supervisory process provides for guidance & direction of inexperienced workers & for continuing growth of the experienced.
- Social work has a unique educational program involving class work and practical field work experience.
- Social work has distinctive professional bodies….. IFSW, IASSW, AASW.
- Orientation in psychiatric concepts
- Stress on understanding people.
- Social interactions & resultant social functioning & malfunctioning.
- Social problems & human behaviour inhere to a considerable degree in the social institutions of humanity.

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Lesson 02

INTRODUCTION TO SOCIAL WORK-II
(Topic 05-08)

Topic 05: Objective of Social Work

The objectives of Social work are to:

- Solve psycho-social problems.
- Fulfil humanitarian needs.
- Solve adjustment problems.
- Create self-sufficiency.
- Making harmonious social relations.
- Develop democratic values.
- Provide opportunities for development & social programme.
- Provide socio-legal act.
- Change the environment in favour of individual's growth and development.
- Bring Change in social system for social development.
- Promote values of human dignity & self- worth of every person, social justice & human rights, democratic pluralism, people's participation & self- determination, local self-governance, peace & collaborative social relationships.
- Democratization of the socio-economic & political systems.
- Empowerment of vulnerable groups.
- Food & nutrition, water & sanitation, livelihood & employment, health, housing, environmental sustainability, literacy & basic education.
- Relief & rehabilitation of victims of displacement, social conflict & environmental disasters.
- Use culture-sensitive evidence-based methods of prevention & amelioration of social problems.
- Within the generalist, clinical & social action approaches of Social Work.
- Participatory training, legal aid, advocacy & public interest litigations, conflict resolution.
- Relief & rehabilitation in emergency situations
- Administration of non-profit organizations
- Policy & programme planning, implementation, monitoring & evaluation.

Topic 06: Social Work Approaches

Three types of approaches to interventions:

- Maintenance
- Therapeutic
- Emancipatory
  (Dominelli, 1997; Payne, 2005)

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Maintenance Approach

- Conventional view of social work.
- Individual functioning or adaptation to situation.
- Objectively examine a person's circumstances.
- Its more focused on individual and family relationships.
- Ignores the connection of problem with the larger whole of the society.

Example

- Assessing an old person's need for aid and adaptations strictly in terms of current physical health & eligibility for services.
- Tries to address the current needs and pacify the existing situation.

Therapeutic Approach

- Off-shoot of maintenance school.
- Principal aim is to enhance psychological & emotional functioning so that a person can handle his or her own affairs.

Example

- Trauma counselling of an alone old woman.
- Student counselling for exam phobia.

Emancipatory Approach

- Associated with radical Social Work.
- Questions the current balance of power in the society and distribution of resources.
- Identifies the oppressive nature of contemporary social relations.
- Social Worker's responsibility is to address racial operations.
- Combines advocacy & lobbying on changing policy & social positions.
- Ensuring social justice at individual, group & community level & seeking structural changes to make it happen.

Examples

- Policy changes & enactments for Women empowerment.

Similarities

- All are legitimate.
- All three schools of thought aim for helping individuals, groups or community to enhance their capacity.
- Take responsibility for particular behaviours with certain ethics.
- Make decisions that improve their coping skills.
- Commonly make use of some skills e.g. interviewing people, making need assessments.

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Differences

- Focus on attitude to change and wider society
- Emancipatory school accepts the legitimacy of all the three activities -- seeing the removal of structural inequalities as essential to ensuring social justice at individual level.

Example:

- Feminist Social Workers

Topic 07: Social Work Profession

- A contextualized discipline &profession takes place in specific context.
- Dominated by the boundaries of the nation /state but often transcends them to cater for internationalized social problems like:
    - International adoptions
    - Immigration
    - Human trafficking
- Impact of globalization and market imperatives
- Wide range of employing agencies
- National international legislation and social policies
- Genocide
- International imprisonment
- Natural calamities
- A profession with multiple accountabilities – to employers, service users, policymakers, professionals in associated disciplines like:
    - Medicine
    - Psychiatry
    - Psychology
    - Law
- A constantly changing profession --- as it is subjected to professional governmentalregulation.
- Constantly fragmenting boundaries & changing nature enable social work activitiesto be appropriated by other professions like:
    - Psychology
    - Care Management
    - Mental Health
    - Sociology
    - Anthropology

Challenges of Social Work Profession

- To secure its scientific basis, credibility & professional status since its inception.
- Social work profession is staffed primarily by women whose work was & still socially devalued.

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- Professional identity.
- Focus is primarily on social relations rather than symptoms of the problem.

IFSW & IASSW

- AASW, IFSW, IASSW, CSWE
- IFSW -- over 1.5 million professional social workers located in 84 countries andover 0.47 million members.
- IASSW -- 3000 schools of social work offering professional qualifications.

Topic 08: Relationship between Social Work and Social Welfare

Social work & Social Welfare are based on three premises:

1. Person is important.
2. He or she has personal, family, & community problems resulting from interaction with others.
3. Something can be done to alleviate these problems & enrich the individual's life.

Social Welfare

- Often confused & sometimes used synonymously.
- Broader meaning & encompasses:
    - Social work
    - Public welfare
    - Other related programs & activities.
- "Organized system of social services and institutions, designed to aid individuals and groups to attain satisfying standards of life and health" (Friedlander, 1980).
- Encompasses the Well-being & interests of large number of people, including their physical, educational, mental, emotional, spiritual & economic needs.
- Many professionals deliver social welfare services, but social workers have always been prominent welfare service providers.

Social Work

- Seeks to enhance the social functioning of individuals, singly and in groups, by activities focused upon their social relationships which constitute the interaction between man & his environment (Council on Social Work Education (CSWE).

Social Work & Social Welfare

- Social work is a mechanism or a process to achieve the objectives of social welfare.
- Social welfare is a set of organized & institutionalized welfare services which are rendered by the professional social work practitioners equipped with specific skills, techniques & value based social work education.

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Lesson 03

HISTORY OF SOCIAL WORK
(Topic 09-12)

Topic 09: History and Evolution of Social Work

Social workers have played an important role in the advancement of human civilization since long ago.They uphold social justice by reducing inequality and promoting human rights. Social workers try to improve the quality of life of unfortunate people in the society and help them realize their true potential.This is done through counselling, mediating between the needy and charitable organizations or the government, and other activities. Social work helps to solve a lot of problems in the society, and it contributes significantly towards the cultural and moral advancement of humankind.

Need to Understand the History

The diversity of social work represents a great challenge for social work research, education and practice in the rapidly internationalizing and globalizing world. This challenge can be met successfully only with a deep philosophical and historical understanding of the characteristics of a particular country – and welfare regime – including the specific traditions of welfare systems and the position and role of social work within them.

Research into the philosophy and history of social work strengthens this understanding through analysing the conceptual and genealogical fundamentals of the traditions of social work.This kind of research contributes to the theoretical self-conception of social work which is necessary for the development of social work as a modern profession.

Modern History of Social Work

All major religions encourage people to help the poor, and some of these religions were formed thousands of years ago. Therefore, it can be said that social work originated in the ancient times, when human beings started to perform charity work.In the Western word, the first documented instance of organized social work occurred during the 3rd century, right after the Christian church was legalized by Roman Emperor Constantine I.

The church set up hospitals, poorhouses, orphanages and homes for the elderly, and these establishments received grants from the Roman Empire.By the 6th century, the church had developed an elaborate system for distributing food and other consumables to the poor.During the 19th century, industrial revolution led to a lot of social problems in England and the United States, including poverty, diseases, mental disorders, prostitution and others. As such, there was a great need for social work.

Churches and governments establish effective systems and laws to provide assistance for the needy, and many individuals started to form groups and organizations to perform social work.Social work, as a profession, originated in the 19th century.

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Topic 10: History of Social Work in UK

Social upheaval and mass migration contributed significantly to the evolution of social work in the UK.The population of cities were increasing dramatically during the industrial revolution, and many people were afflicted by poverty and diseases.The UK government responded by offering free treatment in hospitals and hospital almoners were recruited to help in the treatment of patients.These almoners were regarded as social workers and their roles began to include other social responsibilities in the following years.

Social work in the UK developed as a philanthropy activity on the margins of statutory services, social work in the 20th century became increasingly professional activity, either carried out directly by the state, or carried out by the voluntary sector on its behalf.Social work has been incorporated steadily into statutory mechanisms since its "high tide" in the 1970s.

Not only has the state won the right to intervene in the lives of individuals, it has effectively taken control over how this should be carried out and by whom.Voluntary social work agencies cannot now function without some measure of control over their activities by the local authority and by the legislature.Even in the era of "care in the community", it is the local authority which inspects voluntary institutions and give out contracts for work on its behalf.

Poor Law

In English history, legislation relating to public assistance for the poor. Early measures to relieve pauperism were usually designed to suppress vagrancy and begging.In 1601, England passed the ***Elizabethan poor-relief act***, which recognized the state's obligation to the needy; it provide for compulsory local levies to be administered by the parish, and it required work for the able-bodied poor and apprenticeship for needy children.

Local reluctance to support the poor from other areas led to ***settlement laws***limiting migration.Institutional relief was provided by the poorhouses, where the aged, sick or insane were grouped together.

From c. 1700, workhouses were established where the poor were expected to support themselves by work. However, because of widespread unemployment and low wages, it became customary in the late 18th century to give home relief.

Poor-law amendments of 1834 sought to establish uniform assistance by placing relief under national supervision; they curtailed human relief and modified the settlement laws.Those amendments assumed that pauperism stemmed partly from unwillingness to work rather than from inadequate employment opportunities. As a result, poor relief was maintained at a level below that of the poorest laborer.The local government act of 1929 established the basis for a more far reaching and humane approach to the conditions of the poor.

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After the Second World War

After the Second World War, the scope and variety of provisions outside the Poor Law rapidly increased. There were, however, a number of gaps and anomalies in the provisions. Nearly every scheme was administered by a different authority. Besides, all workers were not covered by these insurance schemes. Some were covered by one scheme but not by the other. Similarly, there was no special provision for protection of dependents of a large family. Those whom needs were not otherwise met, still had to have recourse to local Poor Law relief.

The Beveridge Report

So far, the development of provision against poverty from various causes had proceeded piecemeal without coordination. In June 1941 Sir William Beveridge was entrusted with the task of surveying the existing national schemes for insurance and allied services. His report was presented to the British parliament in the year 1942 and since then it has been implemented by various acts of the parliament.

The main recommendations of the report were:

1. The recommendations of the report amounted to a comprehensive plan for a unified system of social insurance and social assistance on a national basis.
2. The report proposed a new system to overcome the deficiencies found in existing arrangements. Instead of a multiplicity of authorities, there should be one authority namely, the Ministry of Social Security. Besides, the rates of benefits for different contingencies should be uniform.
3. Instead of only part of the population being insured, the whole population must be insured and protected and all within one group should pay one flat rate of contribution.
4. There should be no means test for any insurance benefit, taking account only of a person's savings and other recourses. It is because management of one's income is an essential element of one's freedom.
5. Standing behind the social insurance scheme, the report envisaged a scheme of national assistance for those who for one reason or other did not satisfy the contribution or other conditions for benefit.
6. As regards workmen's compensation, the report recommended that provision for industrial accident and disease should be made through a scheme to be administered by the ministry of social security.

Implementation of Beveridge Scheme

The government accepted the Beveridge Report as the basis on which the social security structure should be built.After the War, Family Allowances Scheme was introduced in 1946.In 1948, National Health Service was created. Most of the recommendations were embodied in the National Insurance and Industrial Injuries Acts which came into force in 1948.To administer the scheme of Family Allowances, National Insurance and Industrial

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Injuries, ministry of National Insurance was set up in 1949.The Poor Law came to an end with the passing of the National Assistance Act, 1948.

Topic 11: History of Social Work in USA

As a profession, social work officially originated in the 19th century as a movement primarily experienced within the United States and United Kingdom. After the demise of feudalism, those in poverty were seen as a direct threat to social order, so the government formed the Poor Law and created an organized system to provide care to them. While the industrial revolution sparked great leaps in the technological and scientific advancements, the great migrations to urban areas throughout the Western world led to increased social problems and in turn social activism.During this time rescue societies were initiated to provide support to resolve the problems of poverty, disease, prostitution, mental illness and other afflictions.

In the late 1800s, a new system emerged as a method for providing aid for social ills. As one of the most influential early professionals in social work, Jane Adams was the founder of the US Settlement house movement to establish settlement houses in poor urban areas for volunteer middle-class social workers to alleviate the poverty of their low-income neighbours.

Jane Adams- Mother of Social Work

"We stand today united in a belief in beauty, genius, courage, and that these can transform the world."-- Jane Adams 1881

Jane Adams was one of the first social workers in the US.When she was 27 years old, she visited the Toynbee hall settlement house in London and she developed an aspiration to open a similar house in Chicago. In 1889, she partnered with her friend Ellen Starr to set up a settlement house called the Hull-House.They gave speeches about the social problems that were plaguing their neighbourhood, raised funds and encouraged young women to become volunteer social workers.

After 2 years, the Hull-House was providing assistance to around 2000 people every week. As she became more famous in Chicago, she began to take on greater civic responsibilities such as founding a school of Philanthropy, conducting investigations on social problems and campaigning for peace.For her extraordinary efforts in social work, Jane Adams was awarded the Noble Peace Prize in the year 1931.

History of Social Work in the USA

Focused on the cause of poverty through research, reform, and residence, early social workers in the movement provided the poor with educational, legal and health services. By 1913, there were 413 settlements spread across 32 states in the nation to improve the lives of the poor.

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Modern Social Work History in America

In the early 20th century while the movements for social reform continued to escalate and many schools of social work were established, the question of whether social work was a profession lingered.In 1915, Dr. Abraham Flexner famously contended that social work was not a profession because it lacked specific application of theoretical knowledge. As a result, the professionalization of social work began by concentrating on the case work and the scientific method.

In 1918, the American Association of Hospital Social Workers was established to boost formal education opportunities in social work.In 1929, despite facing competition with the rising popularity of psychology, there were ten university programs in social work to add more scientific bases to dealing with patients and challenging behaviors from mental dysfunction.

As World War II came to a close, social work saw another great rise in the number of social workers to serve the needs of military veterans returning home from battles.By 1955, the National Association of Social Workers (NASW) was formed to promote professional development, advance social policies, enhance educational opportunities in the field, and maintain professional standards of practice.

Today, social workers continue to lead the way towards social justice by developing private and charitable organizations to serve individuals and communities in need. Now as one of the most diverse health care fields, opportunities in social work continue to grow much faster than the average for all other occupations.

National Association of Social Workers (NASW)

1955: On October 1, the National Association of Social Workers is created through the merger of seven organizations –

1. The AASSW, American Association of School Social Workers
2. The American Association of Medical Social Workers (AAMSW)
3. The American Association of Psychiatric Social Workers (AAPSW)
4. The National Association of School Social Workers (NAASW)
5. The American Association of Group Workers (AAGW)
6. The Association for the Study of Community Organization (ASCO)
7. The Social Work Research Group (SWRG)

Membership is limited to members of the seven associations and subsequently to master's degree-level workers graduating from accredited schools of social work.

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Topic 12: History of Social Work in Pakistan

In 1951, when the government of Pakistan sort the assistance of the United Nations with a view to formulate a social welfare program befitting a free country. A year later the first batch of the UN social welfare consultants arrived in Karachi and this marked the beginning of a new orientation in the field of social welfare. In the absence of trained social workers, the advised the government to give priority to social work training as without qualified workers, social welfare projects and programs cannot be properly implemented.

On the recommendation of the UN advisor, the government of Pakistan (Health Division) drew up a plan for initiating an organized social welfare program in the country in 1953. in the initial stage, the governments responsibilities were confined to imparting training, encouraging voluntary agencies and sponsoring of urban and rural development projects.

National Planning Commission

The government therefore, set up a Planning Board in 1953 to prepare a plan of economic development for the country. A social welfare section was created in the Planning Board to investigate social problems and social needs arising out of social change and economic development in the country; to review the social policies and legislation in the various fields of social welfare; and to prepare a five year plan for social welfare programs. This section was later on named as the National Planning Commission.

National Council of Social Welfare

The council was created in 1956 to stimulate the welfare activities of voluntary organizations by providing financial assistance and consultative services. Subsequently, provincial councils were formed in the provinces with the objective of helping the voluntary welfare agencies both in expansion and coordination.

Directorate General of Social Welfare

The central Directorate of Social Welfare was abolished in 1962 as a result of decentralization of certain subjects under the new constitution. In September, 1964, the Directorate General of Social Welfare was created in the government of the then West Pakistan.

Social Welfare Department

In July 1970, one Directorate and one council of social welfare was established in each province of Pakistan.

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Functions of the Directorate

- To establish and supervise community development projects, Medical Social Welfare and School Social Work units.
- To set up socio-economic centres, day-care centres and model orphanages.
- Registration, supervision counselling to the voluntary Social Welfare agencies.
- Undertake Social Work research
- To recommend and draft social welfare legislations.
- Coordination of all social welfare programs

In other words, two organizations have principally been set up by the provincial governments to look after social welfare programs in their respective provinces. In 1979, separate department of Social Welfare was established. Afterwards in 1996, the segment of Women Development and in 1998, the segment of Bait-ul-Maal was also attached with Social Welfare Department. Later on in 2012, a separate department of women development was established and the segment of Women Development was separated from Social Welfare and Bait-ul-Maal department.

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Lesson 04

SOCIAL WELFARE IN PAKISTAN
(Topic 13-15)

Topic 13: Directorate of Social Welfare in Pakistan

History of Social Work in Pakistan

Every new and existing Voluntary Social Welfare agency has to be registered under Voluntary Social Welfare Agencies (Registration and Control) Ordinance of 1961.Almost 28 colleges offer Social Work as optional subject at bachelor's level.Only 08 public sector universities imparting education on social work subject is quite inadequate.While tertiary level education in social work is offered in University of the Punjab, University of Sargodha, University of Peshawar, University of Bahawalpur.

Community Development Program

- 133 Units serving around 1.70 million beneficiaries
- District, Tehsil and Sub-tehsil level Objectives
- Promoting better community living
- Tapping local recourses
- Formation of CBOs and NGOs
- Self-reliance and encouraging local leadership

Major Programs of SW Directorate in Punjab

Community Development Program:

- 133 Units serving around 1.70 million beneficiaries
- District, Tehsil and Sub-tehsil level Objectives
- Promoting better community living
- Tapping local recourses
- Formation of CBOs and NGOs
- Self-reliance and encouraging local leadership

Medical Social services Projects:

- 36 Districts of Punjab
- At all major districts and Tehsil hospitals
- Help to poor and needy patients
- Arrange medicines
- Financial Assistance
- Follow-up Services

Shelter Homes:

- 8 Shelter homes in province

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- Protection to women
- Institutional care and Vocational Training
- Destitute women
- Rehabilitation

Hostel for Working Women:

- 10 hostels in the Province of Punjab
- One at Ex-divisional HQs and two at Lahore and RWP

Social Services Centre for lost and kidnapped Children (NIGEHBAN)

- 08 Social Services Centers

Homes for Old and Infirm Persons (AAFIAT)

- Working at Lahore, Multan, RWP
- Senior citizens provided shelter, food, treatment and rehabilitative services free of cost.

Homes for Disabled Persons (NASHEMAN)

- Working in Lahore
- Providing institutional care to inmates

Half way Home (DARUL SAKOON)

- Mentally Sick Patients

Social Welfare Training Institute

- To cater the training needs of social workers in the techniques and methods of SW.

SW Departments at National Level

- National Commission for Child Welfare and Development
- National Center for Rehabilitation of Child Labor
- Pakistan Bait-ul-Maal
- National Trust for the Disabled
- Juvenile Justice System
- National Training Center for Disabled Persons
- National Institute for the Handicapped
- Helen Keller Center for Hearing Impaired Children
- Women Welfare Centers
- Socio-economic Centers for Women
- Day care Centers
- Model Orphanages

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Topic 14: Voluntary Social Welfare Agencies

Voluntary Social Welfare Agency (VSWA)

- Set up by some individuals in their private capacity.
- To render social services.
- Depends on support & cooperation of the people it serves.
- May or may not receive any Govt. grant.

"*Voluntary Social Welfare Agency means an organization, association or undertaking established by persons of their own free will for the purpose of rendering welfare services in any one or more of the fields mentioned in the Schedule and depending for its resources on public subscription, donations or Government aid*"(Voluntary Social Welfare (Registration & Control) Ordinance 1961).

Features of Voluntary Social Welfare Agency (VSWA)

Also called Non-Governmental Organizations (NGOs) or Non-Profit Organizations (NPOs)

- Voluntary & created by the people themselves at grassroot level.
- These agencies should have the legal status in the Registration & Control Ordinance of Voluntary Agencies, 1961.
- Should have the managing committee elected / nominated by members.
- Should have a sense of commitment to human development / welfare.

NGOs or NPOs

- Should have the potential to plan or implement its own programme through its own voluntary & paid workers.
- Should raise its funds from the community.
- Should maintain its accounts & be accountable to people & the Govt. so far it receives grants.

Unlike Voluntary agencies, public agencies are sponsored & controlled by the Govt.

Role or Functions of VSWA

- Motivating & organizing people to solve their own problems.
- Providing communication channels between the people & the public agencies.
- Promoting innovative or pilot projects / programmes.
- Undertaking projects or programmes entrusted by the Govt. for a more in-depth study of the needs of the weaker sections of the society.

Grant-in-Aid by Government

- Payment of financial assistance by the Government to voluntary Agencies to defray part of the cost of the services

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On conditions to:

- Maintain standards of services
- Provide right of inspection & direction

In case of unsatisfactory services or response, the gov. may uphold the:

- Right to with-hold payment

As these aids are not to substitute funds but to supplement private finances & efforts

- That's why considered as "Matching Grant/Principle"

Reasons for Grant-in-Aid by Government

- To ensure a minimum standard of services throughout the country by assisting the already existing Agencies & institutions.
- To assist Agencies to strengthen & improve their services by employment of professionally qualified staff.

Reasons behind Grant-in-Aid by Government

- To encourage major NGOs through financial assistance & Technical advice & cooperation, to experiment with new services.
- To encourage the growth of Social Work literature & an awareness of social welfare work in the community.

Some Voluntary Social Welfare Agencies

- Edhi Foundation
- Shoukat Khanum Hospital
- Human Rights Commission of Pakistan
- Ansar Burney Trust
- Agha Khan Rural Support Programme
- Aurat Foundation
- Shahid Afridi Foundation
- DarulSukun
- Health & Education Development Organization
- TCF – The Citizens Foundation
- Rural development Foundation of Pakistan
- Pakistan Poverty Alleviation Fund
- Oxfam Pakistan
- PAWS – Pakistan Animal Welfare Society
- Kashf Foundation
- Legal Aid Women Trust
- AGHS Legal Aid - Child Rights Unit
- MWO – Aghosh Orphan Care Home
- CPDI – Center for Peace & Development Initiatives

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- EHSAS – Education, Health and Social Achievement Services
- Al-Khidmat Foundation

International NGOs Working in Pakistan

- Bilqees Sarwar Foundation (BSF), headquarters in Dubai, established in 2005.
- United Nations Children's Fund, established on 11th December, 1946, assistance to children and their mothers, UNICEF headquarter in New York City, Geneva.
- United States Agency for International Development (USAID), administering civilian foreign aid, established on 3rd November 1961 and headquarters in Washington D.C.
- SOS Children's Village, established in 1949 at Vienna, Austria by Hermann Gmeiner (philanthropist), welfare of children.
- Fred Hollows (1992), treatment for vision problems and preventing from blindness under The Fred Hollows Foundation. Sydney, Australia
- Plan International, founded in 1937 by John Langdon-Davies, children's rights and equality for girls.

Topic 15: Difference between Professional and Voluntary Social Work

- Professional social workers - help people in their needs as their job and they are well trained
- Voluntary workers - work for welfare of others without pay or any reward.
- Not qualified or trained in this profession.

Voluntarism

- German word - 'honorary post'
- Most vulnerable groups within our societies
  - poor, sick, elderly
- Humanitarian assistance, which is humanity & humanitarian conviction.
- Public appreciation for what he or she is doing.
- Devotion & dedication to serve the entire mankind.

Difference between Professional and Voluntary Social Work

- Extended to an individual, but when it addresses the needs of a community at large, it is referred to as voluntary social work.
- Professional Social work implies all those activities which are done for profit using professional skills & core competencies of social work.
- Different according to their target groups.
- Both driven by the incessant urge to contribute positively to society.
- In both, spheres of influence encompass humanity at large.
- Professional social work is done by those who do it for a living

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- Professional social workers are required to be trained & qualified for the work they do
- Paid just like regular working people, for the job they do.
- Voluntary social workers usually work on an unpaid basis
- Similar work & as a whole the work benefits society
- Do not treat the work as a 9 to 5 undertaking.

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Lesson 05

SOCIAL WORK AND ISLAM
(Topic 16-17)

Topic 16: Concept of Social Work in Islam

- In Islam serving others is a great act of worship.Only in serving people that we shall have a share in Allah's Mercy.
    - Well-wisher to all.
    - Ready to help everyone.
    - Accepting others' rights over his own possessions.

Two Principles for Muslims

- Worship of Allah
- Serving to humanity
    - Means doing good and talking in a good manner with parents, relatives and orphans.

Allah mentions in Qur'an,

"Do not worship except Allah; and to parents do good and to relatives, orphans, and the needy. And speak to people good [words] and establish prayer and give Zakah". (Chapter 2, Verse 83)

Islam teaches Muslims the ways to live and perform in a better way in a society.

Worship Allah and associate nothing with him and to parents do good, and to relatives, orphans, the needy, the near neighbour, the neighbour farther away, the companion at your side, the traveller and those whom your right hands possess. Indeed Allah doesn't love those who are self-deluding and boastful. (Chapter 4, Verse 36)

A Muslim must translate his Eeman (Faith) into the actions of service to humanity.The Prophet Muhammad (Peace be upon him) said:

He who sleeps satiated while his neighbour goes hungry is not dear to Allah.

Allah defines the person with the noble and righteous attributes as:

Righteousness is not that you turn your faces towards the east or the west, but (true) righteousness is (in) one who believe in Allah, the last day, the angels, the books and the Prophets and gives wealth, in spite of love for it, to relatives, orphans, the needy, the traveller, those who ask (for help) and for freeing slaves (and who) establishes prayer and gives Zakah (those who) fulfill their promise and (those who) are patient in poverty and hardship and during battle. These are the ones who have been true and it is those who are the righteous. (Chapter 2, Verse 177)

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- Concept of Social work is more than a philosophical concept in Islam.A practical draft that outlines the why, whom & who of service delivery.

✓ Why - because we believe form of worship incomplete without helping deeds

✓ Whom – to categories of people & groups & issues related to be met

✓ Who – by people having different characteristics of workers

Why?

- Why we should establish formal social services in our communities
- Our worship is incomplete without helping deeds
- Each & every Muslim has to contribute to the welfare of society.

Who?

- Who is best qualified to carry out the duty of serving the community in the area of social services?
- One who having believed totally completely & with understanding is then compelled by his belief to act upon them through service to humanity thus completing their faith.

For Whom?

Towards whom these services should be directed

- It is directed to spend of your substance for:
  - Kin - related either by blood or marriage
  - Orphans - children whose fathers have died
  - New Muslims
- Needy - interpreted to mean any need
- Wayfarer - traveller or a transient
- Those Who Ask - anyone who asks for help and is a genuine case must be helped
- Ransom of Slaves

How?

- How are we going to achieve these objectives of Islamic social service?
- By Regular Charity – Creating communities where members give regular charity (compulsory and voluntary), benefit each other & feel responsible for each other.
- The Holy Prophet (PBUH) said, "*the best of all activities is the social service*".
- The Holy Prophet (PBUH) also said, "*he who undergoes to relieve the needy, the desolate and the poor is one who undergoes in the service of God*".
- The Quran says, "*he who believed in God do not make your alms worthless by reminding people of them or by injury*".
- Islam does not, forever, like dependency and irresponsible alms giving or taking.

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- The Holy Prophet (PBUH) said, "*verily the best things which ye eat are those which ye earn yourself*".

Topic 17: Socio-Economic Institutions in Islam

1. Zakat (Zakah)

Zakat is one of the pillars of Islam. It provides economic justice in society. It means purity and cleanliness. It is portion which is set apart from wealth for needy and poor people.

The Holy Quran says,

"*Indeed those who believe and do righteous deeds and establish prayer and give Zakah will have their reward with their Lord, and there will be no fear concerning them, nor will they grieve*". (Chapter 2, Verse 277)

Zakah is obligatory on *Ummahs* of all the Prophets of Islam.

"*And he used to enjoin on his people prayer and Zakah and was to his Lord pleasing*". (Chapter 19, Verse 55)

Giving Zakah is part of one's faith. A Muslim craving to attain piety and righteousness, needs to give Zakah out of his / her wealth.

2. Bait-ul-Maal

Is a financial institution where Muslims keep Zakah, donations, charity.Bait-ul-Maal means the house of wealth. First established by Caliph Umar (May Allah Be Pleased With Him). Aims of Bait-ul-Maal include:

- To reach needy & poor people by distributing Zakah.
- To alleviate the problems of those people belonging to underprivileged & marginalized sections of society.

3. A Beautiful Loan to Allah

Providing help to deprived people of any nature is what Allah appreciates and strongly reiterates.A Qur'anic verse, mentions about the beautiful loan and its benefits:

Who is he that will loan to Allah a beautiful loan but which Allah will double into his credit and multiply many times? (Chapter 2, Verse 245).

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The Holy Prophet (PBUH) said:

"Whoever removes a worldly grief from a believer, Allah will remove from him one of the grieves of the Day of Resurrection. And whoever alleviates the need of a needy person, Allah will alleviate his needs in this world and the Hereafter."

And

"Humanity is a family of Allah; so the most beloved of Allah is he who lives his family wholeheartedly and maintains good behaviour with his fellow beings (Sho'b-ul-Eeman)

"And man's helping his brother is Sadaqah (Charity). A drink of water he gives is Sadaqah. Removing something harmful from the road is Sadaqah. (Al-Adab-Al-Mufrad)"

"You should be merciful to people on earth and Allah on high will be merciful to you (Abu Dawood and Reyadh ul Muslimeen)".

Religion of Peace and Love

Spirit of love is not confined to the world of human beings, but is extended to animalsas well.

"Allah is merciful to kind people. Be kind to those on the earth, the one in the heavens will be kind to you. (Tirmidhi)"

Social work - makes people aware of their potentials, capabilities, talents to become self-sufficient and independent.Similarly, Islam motivates the Muslims and humanity to be self-reliant and capable.Islam has never called upon Muslims to lead a life of dependency.As followed by the social work, Islam focuses on the innate strengths of individuals.Secures honourable lives for those who are unable to secure their living.

Islam unequivocally proscribes discrimination on the basis of colour, caste, creed or position. Concept of brotherhood or fraternity permeates all Islamic rituals, customs & community living.

'Justice' - the Holy Qur'an: "*When you judge between people," "you should judge with a sense of justice*" (Chapter 04, Verse 58).

Allah commands justice and good conduct and giving to relatives, and forbids immorality and bad conduct and oppression. He admonishes you that perhaps you will be reminded. (Chapter 16, Verse 90)

*Sadqa*and other voluntary alms giving are enjoined by Islam to help redress the economic hardship of the poor. Islam forbids extravagancy, gambling, mendicancy and begging:

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The Holy Prophet (PBUH) said, *"the worst of feast are the marriage feast in which the rich are invited and the poor are left out".*

The Quran says, "*the man who denies justice is the man who repulses the Orphan with harshness and encourages not the feeding of the indigent"*. At another place the Quran says, "*help ye one another and righteousness and piety"*.

Islam specifies the rights and obligations of man towards his family neighbour and Society

The Quran says, *"And do good to parents, kins folk, those in need and neighbours"*.

The Holy Prophet (PBUH) said, *"By His in whose hand stands my life, no servant of God really believe until he loves for his brother what he loves for himself. He is not a believer who eats his full belly while his neighbour lies hungry."*

4. Waqf

- Institution originated during the time of the Holy Prophet (PBUH)
- Formalized & legalised during the period of the Caliphs.
- Through Trust-property activities like education, social welfare & relief.
- Social work values are compatible with Islamic principles completely.
- Both emphasize individualism, human treatment of the distressed and collective efforts to solve individual and community problems.

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Lesson 06

RELATIONSHIP OF SOCIAL WORK WITH OTHER SOCIAL SCIENCES (Topic 18-20)

Topic 18: Relationship of Social Work with other Social Sciences

"*Social Work has drawn it's knowledge & insight from political science, psychology, sociology, economics, medicine, psychiatry, anthropology, biology, history, education & philosophy but by synthesis it has developed into a science of its own*" (Friedlander)

- It borrowed concepts from other social sciences
- Now developed as a body of knowledge, skills & methods
- Social science is an umbrella term:
    - Sociology
    - Anthropology
    - Psychology
- These sciences discuss human interactions, behaviour, society & relationships by their own methods and ways. Such as:
    - Sociology is the study of human society.
    - Psychology is focused on the study of the behaviour of individuals.

Social Work

- A profession concerned with helping individuals, families, groups & communities to enhance their individual & collective well-being.
- It helps people to develop their skills & their ability to use their own resources to resolve problems like:
    - Poverty
    - Unemployment
    - Domestic violence

Psychology and Social Work

Psychology is the study of mind.

- According to McDougall -- It is the positive science of conduct & behaviour.
- According to Murphy -- It is the science that studies the responses which the living individuals make to their environment.

Psychology studies the general principles of human attitude & behaviour. Psychology studies an individual in abstract.It studies mental aspects of individuals through individualistic approach.It is focused upon internal qualities of individual & their manifestations in terms of behaviour.

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Social work has an intimate relationship with psychology, while solving individual and group problems:

- Attempts to study individual from his mental perspective
- Studies the social psychology of individual concerned with the behavioural & social problems
- This knowledge is essential for social work practice.
    - For example in Social Case Work intervention.

Social Workers help individuals by studying their attitude, perception, learning ability & intelligence quotient. They try to affect the behaviour of the individual concerned. Hence a decent part of the knowledge of psychology has been incorporated in the theory of social work.

Economics and Social Work

"*Economics on one side is the study of wealth; and on the other hand a part of study of man*" (Marshal).

- Economics as a branch of knowledge studies man's actions regarding how he earns wealth and how he spends it towards meeting his needs?
- Economics attempt to study how people attempt to accommodate material scarcity to their wants?

Fulfilment of material needs of an individual is an important aspect of social life. Thus an individual's personal & social life is affected to a great extent by the economic conditions.Problems in society usually arise due to unfulfillment of people's material needs. Social & economic conditions are interconnected & interrelated.Essential to study growth and development. Social work includes relevant parts of economics in the knowledge of social work.

Political Science and Social Work

Political science deals with association of human beings in the form of political units and the government. State has the power to control economic, moral, cultural & religious relations & mutual interaction between individuals, groups & communities. Number of problems can be solved through enactment of legislations.

Social work studies the nature of association & interactions of individuals, groups & communities for inclusive growth & development.Social work looks into the policies, schemes, programmes and link them up to the needs of the communities for the betterment of the people.

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Statistics and Social Work

Statistics is the science which deals with the methods of collecting classifying, presenting, comparing and interpreting numerical data to throw some light on any sphere of enquiry. (Saligman)

Statistics is the method of judging collective, natural or social phenomenon from the result obtained from the analysis or enumeration or collection of estimates. (King)

Used to measure the results of cause & effect relationship between two phenomena.It makes it easy for humans to understand, describe & measure the effects of his own actions or the actions of others. Helps social workers to effectively solve the problems of individuals, groups & communities by providing accurate measurement of various facts associated to thoseproblems.

Social Anthropology and Social Work

Anthropology devotes itself to the primitive human being & the primitive society. It studies activities that bring satisfaction to psycho-physical needs.It studies the folkways, mores, traditions & values.

Social work students receive information regarding tribal organizations, their values, beliefs, and customs.On basis of this information they try to understand the needs & problems of the tribal people.Then an appropriate action plan is prepared for the solution of their problems.

Ethics and Social Work

Ethics is science that deals with good conduct, the righteousness or correctness of behaviour. On the basis of social behaviour, the norms of morality are developed. Social work helps individuals in solving their psycho-social & adjustment problems. To enhance understanding and skills in solving value conflict, social work has incorporated some knowledge from ethics for training social workers.

Topic 19: Sociological Contributions in Social Work

- Sociology - study of society
- Study of human beings, their interrelationship & the relationship with the immediate social environment.
- To be precise and specific, the subject matter of sociology includes:

Social Morphology

Encompasses matters like population, its qualities, social groups, social institutions, and organization etc.

Social Processes

Co-operation, competition, conflict, accommodation, adaptation, assimilation, adjustment & socialization.

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Social Control

Religion, tradition, folklore, morality, beliefs, laws, values.

Social Pathology

Crime, delinquency, suicide, unemployment, corruption, family disorganization, poverty, and climate change issues.

Sociology

Sociology deals with human organizations, their structure, their relationship, gaps underlying the psycho-social needs, social interactions which are important for maintaining a decent standard of living in the society.

Social Work and Sociology

Psycho-social problems of individuals, groups or communities cannot be diagnosed and solved without having the knowledge about their social environment.Knowledge base of sociology is essential for the social workers as:

- Sociology - studies different patterns of interactions of individuals & groups.
- Social work - responsible for the solution of the problems of these individuals & groups.
- Social environment - shaping an individual's life by affecting his/her attitude & behaviour.

For gaining such knowledge social workers depend on sociology. Individual behaviour is mostly conditioned by culture, tradition, folk ways, values, norms, beliefs.Constituents of the culture are studied in sociology. To solve the problems borne out of cultural malfunctioning.Social roles & expectations of individuals understand the roles & expectations by studying sociology.Social work solves psycho-social problems also enters into the field of social development.

Knowledge about social problems & their factors forms an important part of the body of knowledge of social work.Social process like cooperation, competition, conflict, accommodation, adaptation, assimilation, adjustment socialization validates their means of work, gain acceptance & popular support. Hard fought ideological debates within the adherents of each discipline.

- Charity Organization Society (COS) approach - favoured the person-centred approach
- Settlement approach - favoured a structural change to resolve the problem.

Difference between Social Work and Sociology

- Sociology - approach to society is theoretical & theory building is its major concern.
- Social work has to be practical & deals with problems.

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- Sociological theory is based on facts drawn from complex social reality.
- Often these theories are of little value to the practitioners.
- Social workers work to be fragmented & oriented only towards the problem at hand.
- Sociology claims to be a value free discipline.
- Social work is a value-based profession, based on humanitarian principles.

Topic 20: Sociological Theories and their Application to Social Work

Social work profession is heavily influenced by sociological theories. Subject matter involves society, community, family, religion, nation & groups. Sociological methods are considerably influenced by natural sciences. Professional social work & sociology emerged in European society in 19th century.Society is the unit of analysis in sociology (*Inkeles*).It studies the internal differentiations & how they interact & influence each other.

Weber Studied the relationship between religion & capitalism. How the religion helped capitalism emerge (*Max Weber*). Sociology also studies the external characteristics of the population & rate and stage of its progress.Durkheim's studies help social workers to study & understand the social institution & to analyse political, economic, social & legal stratifications & its impact on social relationships & social functioning (*Durkheim*).

Sociology has a significant influence on social work.Charles Booth's theoretical perspective provide analysis of social reforms and poverty, gave new perspectives to understand the society (*Charles Booth*).

Theoretical Contributions of Sociology

1. Systems theory used in Ecological model of social intervention (*Germain, Carel in Reamer(ed), 1994: 103*)
2. Three approaches of Sociology:
    - Structural functionalist
    - Marxian
    - Interactionist

    contributed to the understanding of sub-cultures and delinquency.

Key theorists and their concepts are

- *Foucault's concept of power:*His theory addresses the relationship between power & knowledge. His thoughts influenced social work activists.

- *Marx's class relationship theory describes*: Individual's position in the society is determined by his or her role in the production process.

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- *Erving Goffman's major areas of study included:* sociology of everyday life, social interaction, social construction of self, social organization of experiences & concept of total institutions & social theory of symbolic interactionism (*Erving Goffman*).

Provided great deal of help for social work practitioners in designing their interventions from individual to organizational level. Role, status, authority, power, rights, responsibility, groups, communities & nations are used in casework, group work & community organization.Study of family, types of families, changing roles of family members, changing functions of family & its members, the problems & means are used to resolve these problems.Problems of elderly & their solutions.

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Lesson 07

PRINCIPLES OF SOCIAL WORK
(Topic 21-24)

Topic 21: Principles of Social Work

Principles of Social work are guided by a distinct set of abstract values & a Code of Ethics. These are the accepted practice principles for the purpose of informing our intervention with clients. There are basically Eight Social Work Principles:

Principle of Acceptance

- Requires a sincere understanding of clients.
- Humanely, considerately & afford them dignity and worth.
- Understand clients' perspectives & welcome their views.

Principle of Acceptance

- Social worker does not differentiate a person with religious beliefs,economic position, social status, & a particular cast.
- Accept the client with all his/her strengths & weaknesses.

Principle of Individuality

- Recognize & appreciate the unique qualities of that client.
- "Begin where the client is".
- Freedom from bias & prejudice
- Avoidance of labelling & stereotyping
- Recognition & appreciation of diversity
- Knowledge of human behaviour.
- "To be individual & to be treated not just as a human being but as this human being with personal differences".

Purposeful Expression of Feelings

- Opportunities to express their feelings freely.
- Go beyond "just the facts" to uncover the underlying feelings.

Principle of Non-Judgmental Attitude

- Do not judge others as good or bad, worthy or unworthy, dignified or undignified.
- Non-blaming attitude & behaviour.

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Principle of Objectivity

- Examining situations without bias.
- Victim-blaming approach is avoided.
- Avoid injecting personal feelings & prejudices in relationships with clients.

Controlled Emotional Involvement

Three components:

- Sensitivity to expressed or unexpressed feelings
- Understanding based on knowledge of human behaviour
- A response guided by knowledge & purpose.

Principle of Self –Determination

- Recognition of the right & need of client's freedom in making their own choices and decisions.
- Assure that everyone has the necessary resources, services, & opportunities;
- Advocate for policy & legislative changes that improve social conditions & promote social justice.

Principle of Self –Determination

- Not impose his decisions on the client.
- A range of alternative
- Final choice of client for choosing an appropriate alternative.
- Will power, self-confidence & decision making.

Principle of Confidentiality

- Identity, discussion with professionals, professional opinions about clients, or records.
- Essential for developing trust, a key ingredient of any effective working relationship.

Topic 22: Roles of a Social Worker

There are multifarious roles of a Social Worker. Diversity of social worker's roles provides opportunity for a great deal of creativity in social work practice.

Advocate

- Fight for the rights of others
- Work to obtain needed resources
- Concerned for vulnerable & disempowered

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- Speak for those who are unable to speak up for themselves
- Work at local, community and state level.

Case Manager

- Locating helping services & assisting their clients to access those services
- Work for:
  - Homeless
  - Elderly
  - Chronic physical or mental health issues
  - Disabled
  - Victims of domestic or other violent crimes
  - Vulnerable children.

Broker

- Responsible for identifying, locating & linking clients to needed resources
- Assists in choosing the most appropriate service option
- Assists in negotiating the terms of service delivery.
- Quality, quantity, and accessibility of services.

Educator

- Teaching people about resources
- How to develop particular skills:
  - Budgeting
  - Caring discipline of children
  - Effective communication
  - Service availing mechanisms
  - Meaning of a medical diagnosis
  - Prevention of violence

Facilitator

- Gathering and facilitating individuals & groups of people together
  - community development
  - Self-advocacy
  - political organization
  - policy change
- Involved as group therapists and task group leaders.

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Organizer

- As an Organizer the worker performs tasks of Community organization and social action. It may involve:
    - economic development
    - union organization
    - social research
    - policy formation

Manager

- Well suited to work as managers & supervisors
- Better able to administer institutional social welfare services
- Influence policy change and/or development
- Advocate for all underprivileged people

Counsellor

- Express their needs
- Clarify their problems
- Explore resolution strategies
- Applies intervention to develop & expand the capacities of clients
- Empower people by affirming their personal strengths
- Capacities to deal with their problems more effectively

Mediator

- Intervenes in disputes between parties to help them
    - Find compromises
    - Reconcile differences
    - Reach mutually satisfying agreements
- The worker has a neutral stance among the involved parties

Researcher

- Evaluates practice interventions
- Evaluates program outcomes
- Extends & disseminates knowledge
- Seeks to enhance the effectiveness of social work practice

Community Change Agent

- Improve or restructure some aspect(s) of community service/ provision
- Achieve planned change at multiple levels
- To bring awareness, collective consciousness, development, growth & prosperity

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Topic 23-24: Characteristics and Qualities of a Social Worker I&II

Love of People

- This acts as the greatest motivation for social work
- The worker must like and be interested in people

Emotional Maturity

- A complete developmental state
- Sober image of reality
- Be able to work independently
- Cope with frustrations
- Control impulsive behaviour
- Recognise related factors
- Take definite action

Self-awareness

- Striving towards self-knowledge by being in touch with his/her own needs, motives & values.

Interpersonal Communication Abilities

- He has to be both tactful and acceptable
- Ability to listen should be equally good as the ability to talk

Empathic understanding

- Being able to think with someone by separating yourself from your own frame of reference

Eager to Learn

- Must have an ambition to know more so as to deliver a better service.
- Could be achieved through self-development.

Assertiveness

- It is the manner in which the worker handles, expresses and asserts him/herself in the face of others.
- Involves the capacity of the worker to convey in such a manner that the rights of all participants are respected.
- Does not imply passivity or aggressiveness.

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Perseverance

- Expected to provide more assistance with less resources.
- Must be tenacious.
- Challenges must be accepted without hesitation.

Responsibility

- Responsibility is owed to the clients and the community.
- Must be self-disciplined & primarily responsible to him/herself.
- Maintaining confidentiality & general ethics.

Optimism

- Believe in change & development and must be self-motivated.
- Maintaining a positive view of life.
- Shouldn't leave hope.
- Involves an optimistic belief and the ability to convert obstacles into positive opportunities.

Enthusiasm

- An intense interest, desire and" bubbly" zeal.
- Usually accompanied by a sense of humour that is both contagious and motivating.
- Energetic, full of potential with high zeal & zest.

Spontaneity

- Unforced & unplanned expression of feelings in the course of natural exchanges is necessary to motivate change, growth & development.

Goodwill

- Relationship with clients should be sincere & radiate warmth.
- Expressed both verbally & non-verbally, it ought to be easy to connect with people.

Open-hearted

- Knowing how to reveal himself / herself & how to be a "familiar" person.
- Tolerate the others opinion, welcoming to new ideas and situations.

Sincerity

- Honest in his / her actions and motives.

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- Requires sincerity in the way in which the worker expresses himself / herself.
- Uniformity between behaviour, words and attitudes.

Creativity

- Create something from nothing.
- Encouraging from discouraging.
- Light from darkness.
- To change & develop things

Adaptable

- Attempting to bring about change
- Be able to adapt him/herself according to the changes and circumstances

Discretion

- Continuously make judgements in accordance with accurate and objective insights.
- Involves choices and decisions regarding ethical issues, strategies & processes.

Energetic

- Worker's energy is required to initiate change & development.

Leadership Potential

- Able to utilise his/her leadership potential in all situations & on all levels to influence people as to the benefits of intervention.

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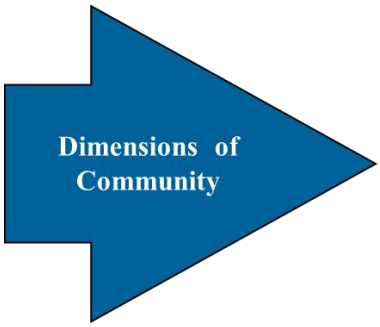
Lesson 08

PRIMARY METHODS: COMMUNITY ORGANIZATION-I (Topic 25-27)

Topic 25: Definition of Community Organization

Community

- Group of people living in the same place or having a particular characteristic in common.
- Permanently shared lives of people over a region.
- A permanent local aggregation of people having diversified as well as common interests & served by a constellation of institutions.
- Common interests & characteristics and/or a geographic location and/or identity in social-cultural, political, economic or professional spheres.
- Implies togetherness.



Place

Population

Political system

Social organization

Cultural system

Economic system

" Community " must be defined so stakeholders can be identified and appropriately involved in the various stages of the community development process.

- Is the basic primary method of social work profession.
- To render welfare services for the well-being of the community.
- To the adjustment between the needs and resources of a community.
- In terms of a single unit & is meant to be applicable to the community as a whole.
- McNeil -- the process by which the people of communities as individual citizens or as representative of groups join together to determine social welfare needs, plan ways of meeting them & mobilize the necessary resources.
- Mildred Barry -- process of creating & maintaining a progressively more effective adjustment between community resources & community welfare needs.
- A participatory process through which communities are helped to
  - identify common problems or goals
  - mobilize resources
  - develop & implement strategies

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- Facilitates a community to work for their felt developmental needs & help them to utilize the necessary resources.

Topic 26: Philosophy of Community Organization

- Based on the Principle of Cooperative Spirit
- Based on the spirit of democratic values & principles with the focus on creating democratic involvement
- Focuses on empowering
- Social workers focuses on learning skills to help themselves & others
- Focuses on the power of individual's collectiveness
- Coordination -- with adjustments & inter-relations of the forces in the community life for common welfare.
- Adjustments are made & remade to keep pace with the changing conditions of community life.
- A democratic method
- Belief in the worth & dignity of the individual
- Community grow & change for the better
- Community's faith in its own destiny & its ability to work for its own betterment
- Social workers work for:
- Faith in people
- To develop people's faith in themselves
- Foster cooperative activity
- Cordial relationship between people
- Sink/sacrifice individual's differences in view of common interests.

Topic 27: Values of Community Organization

1. Dignity and worth of the individual -- trust the individual's potentialities
2. Importance of freedom to express ones' individuality
3. Great capacity for growth within all social beings
4. Providing basic physical necessities without which fulfilment of life is often blocked
5. Struggle & strive to improve one's own life & environment
6. Receive help in time of need & crisis
7. Individual feels responsible & which is responsive to individual feeling
8. Creating Social climate which encourages individual growth & development
9. Participate in the affairs of one's own community
10. Practicability of discussion, conference and consultation
11. Self-help as the essential base of any program

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Lesson 09

PRIMARY METHODS: COMMUNITY ORGANIZATION-II (Topic 28-29)

Topic 28: Assumptions of Community Organization

The basic assumption on which the method of Community Organization relies is that Communities of people can Develop the capacity to deal with their own problems. Another assumption is that people Want to change and can change.

It is important that people should participate in Making, adjusting, or controlling the major changes.Changes in the community are self-imposed or self-developed. For this purpose,a 'holistic approach' would be better to deals with the problems of community as compared to 'fragmented approach'. Democracy requires cooperative participation & action in the affairs of the community.

Communities of need, help in organizing to deal with their needs.Community's Strength to deal with their own problems. Narrow individual interests.Community want change but resist at the same time. For this purpose, community also need Expert guidance.To involve interest of community planned change are introduced– so that the community people may derive immediate tangible benefits. People's active participation in formulation, implementation & evaluation of plans. For this purpose, the method of consensus should be developed. Multiple factors behind the problems - multidimensional approach must be employed for tackling.

Topic 29: Characteristics of Community Organization

A Process

- The capacity of the community is important.
- Community organization is the process by which the capacity of the community is utilised to achieve community needs.

Identification of Needs & Resources

- Community organizers help to identify the needs and resources of the community.
- It brings a harmonious combination between community needs & resources.

The Community is Considered as a Client

- Whole community is treated as a single unit.
- Emphasis is on the community rather than on individual or group.
- Entire community is considered as a client.

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Involvement of Community Organizer

- Community organizer helps the community through his facilitation roles to identify its needs, plan programmes & to evaluate its programmes.
- The community worker works like the facilitator.

Community Organization is a Means & Not an End

- The end (result) is the total welfare of the community, not the CO.
- CO is the process or means to get to the desired results (the end).
- All the programmes should be organised to achieve the wellbeing of the community.

Community Organisation Process

1. Study
2. Problem identification & analysis
3. Assessment
4. Determination of strategies
5. Organization of programs and people and recourses
6. Action
7. Evaluation
8. Modification & continuation

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Lesson 10

PRIMARY METHODS: COMMUNITY ORGANIZATION-III (Topic 30-32)

Topic 30: Community Organization & Community Development

Community Development

- A skilled process
- Communities cannot be helped unless they themselves agree to this process.
- How the community is working at the grass root level
- How responsive key institutions are to the needs of local communities
- Inter-related as two sides of same coin.
- Goals of CD, the CO method is used.
- UN -- economic, physical and social aspects.
- For achieving total development community organisation is used.

Similarities

- Common philosophical base
- Enable people to live happily & fully developed life.
- Basic faith in the common man & his right to.
- Self-help & help the people to help themselves to solve their own problems.

Community Organization
People's participation is important.
Governments & external agencies assistances are not important or needed.
Used in all the fields.
Planning is initiated by the people through their participation.
Mostly social workers and social change agents.
Practiced in any community.

Community Development
People's development is important.
External assistance from the government or other agencies is considered important.
Used mostly in economic development & for the development of living standards of the people.
Planning is carried out by an external agency mostly by the government.
Can be from other professions including agricultural experts, veterinary experts, and other technical experts.
Mainly practiced in under developed or developing communities.

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Topic 31: Objectives of Community Organization

- Adjustment between the resources available & felt needs
- Information about the resources & needs
- Work for the welfare of the community
- Sound ground for planning & action
- A sense of cooperation integration & unity among people
- Take better participation in the developing community programs
- Identifying causes of various problems affecting the community
- Fulfilment of people basic needs
- Understanding among the people about the issues & needs
- Create a suitable ground for the basic need's completion & eradication of problems
- Individuals, groups & organization to focus on their point & challenge their objectives for fulfilment
- Reforms in the community for eradication of community evils
- Democratic leadership among people
- Ability & better thinking to work for the betterment of community
- Develop spirit of common interest & sacrifice
- Promotion & progress of community
- Removal of blocks to growth
- Release of full potentialities
- Full use of inner resources
- Development of capacity to manage one's own life
- Ability to function as an integrated unit

Topic 32: Principles of Community Organization

Acceptance

- Organizer should accepts the community & should get himself accepted.
- Various socio-cultural groups.

Understanding of Felt Needs & Resources

- Identify felt needs & the priorities.
- Explore the resources inside & outside.

Individualization

- Identify problem-groups.
- Prepare special plans to bring weaker and problem-groups at par.

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Community Self-Determination

- Determination of needs, resources & plans.
- Not to impose his own views.

Freedom within Limits

- Guides the decision-making process.
- Common interest or to the interest of special section.

Empathy not Sympathy

- Non-judgemental, objective oriented & facts based.

Flexible Functional Organization

- Formal & informal leaders.
- Diffusion of responsibilities.
- Delegation of authority.

Progressive Program Experience

- Evolutionary in character.
- Consonance with the ability of people.

Meaningful Relationship

- Objective oriented.
- Not engaged in discriminatory practices.
- Self-reliance of community

People's Participation

- At all levels.

Resource Mobilisation

- Internal & external resources of the community.
- Avoid duplication of efforts.
- Talent of groups.
- Coordinated plan.

Evaluation

- Evaluation of his efforts in plans & programs.
- Finding out the gaps & taking necessary steps to bridge them.

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Lesson 11

PRIMARY METHODS: COMMUNITY ORGANIZATION-III (Topic 33-35)

Topic 33: Definition of Social Case Work

- Primary method of social work
- Concerned with the adjustment & development of individual towards more satisfying human relations.
- One to one relationship
- Problems of one individual are different from those of another.
- Humanistic attempt to help people who have difficulty in coping with the problems of daily living.
- Uses the case-by-case approach.
- Aims at individualized services

Historical Perspective

- Originated in U.S.A. in the 2nd decade of this century.
- American Charity Organization Society in 1877 on the pattern of the Charity Organization of London
- Find out ways and means of helping the poor and needy
- Friendly visitors
- Visit the homes of the poor for purposes of
  - assessing their need
  - rendering material assistance
  - giving them guidance &advice
- subsequently supplemented by 'paid agents'
- Terms 'paid agents' &'the poor' were supplanted by caseworkers and clients respectively

Causes of Human Problems as conceived by Social Case Workers

- Lack of material resources
- Misconceptions about situations & relationships and lack of appropriate information
- Illness or health related handicaps
- Emotional distress resulting from stressful situations
- Personality features or deficiencies

Definitions of Social Case Work

Mary Richmond (1915)

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Art of doing different things with different people, co-operating with them to achieve some of their own & society's betterment.

Mary Richmond (1917)

Art of bringing about better adjustments in the social relationship of individual men or women or children.

Mary Richmond (1922)

Processes which develop personality through adjustment consciously affected, individual by individual, between men and their social environment.

Jarrett (1919)

Art of bringing an individual who is in a condition of social disorder into the best possible relation with all parts of his environment.

Taft (1920)

Social treatment of a maladjusted individual involving an attempt to understand his personality, behaviour and social relationships and to assist him in working out better social and personal adjustment.

Watson (1922)

Art of untangling and restructuring the twisted personality in such a manner that the individual can adjust himself to his environment.

Towle (1947)

A method by which certain social services are made available in areas of unmet needs.

Bowers (1949)

Art in which knowledge of the sciences of human relations & skill in relationship are used to mobilize capacities in the individual and resources in the community appropriate for better adjustment between the client and all or any part of his total environment.

Hollis (1954)

Method employed by social worker to help individuals find solution to problems of social adjustment which they are unable to handle in satisfactory way by their own efforts.

Gordon Hamilton (1956)

Those processes which develop personality through adjustment consciously affected, individual by individual between man and his social environment.

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Perlman (1957)

Process used by certain human welfare agencies to help individuals to cope more effectively with their problems in social functioning.

Safrad

Method employed by a social worker to help individual, find a solution of their problem of social adjustment which they are unable to handle in a satisfactory way by their own effort.

Queen (1932)

Art "of adjusting personal relationship".

Lee (1923)

Art of changing human attitudes.

Taylor (1926)

Process concerned with the understanding of individuals as whole personalities and with the adjustments of these to socially healthy lives.

Raynolds (1935)

Process of counselling with a client on problems which are essentially his own, involving some difficulty in his social relationship.

Raynods (1935)

That form of social work which assists the individual which he suggests to relate himself to his family, his natural group, his community.

Klein (1938)

Technical method in social work - a way of adjusting to the client to his personal problems.

DeSchweiinitz (1939)

Processes involved in giving service, financial assistance, or personal counsel to individuals by the representatives of social agencies, according to polices established and with consideration of individual need.

Swift (1939)

Art of assisting the individual in developing and making use of his personal capacity

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to deal with problems which he faces in his life.

Strode (1948)

Process of assisting the individual to best possible social adjustment through the use of social case study, social resources and knowledge from relative fields of learning.

Topic 34: Objectives of Social Case Work

- To make good rapport with the common people
- To find-out, understand & solve the internal problems of an individual
- To strengthen ones' ego power
- To prevent problem
- To develop internal resources

Objectives of Social Case Work Treatment

- To prevent social breakdown.
- To conserve client's strength.
- To restore social functioning.
- To provide happy experiences to the client.
- To create opportunities for growth and development.
- To compensate psychological damage.
- To increase capacity for self-direction.
- To increase his social contribution.

Topic 35: Nature and Characteristics of Social Case Work

- Relationship arise out of shared & emotionally charged situation
- Relationship contains elements of acceptance, expectation, support & stimulation
- Client & case worker are interdependent
- Case work relationship may have several therapeutic values
- Improvement of condition
- More adjustment within the society
- Development of personality
- Capacity building
- Relationship needs outside help

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Lesson 12

PRIMARY METHODS: SOCIAL CASE WORK - II
(Topic 36-38)

Topic 36: Interviewing in Case Work

- Interview refers to meeting or conference (formal or informal) between two or more persons for specific purpose.
- It is an art used in every situation for better understanding and better relationships.
- It is the foundation on which theory and practice of social case work is based
- Interviews are conduced to:
    1. To obtain knowledge of the situation.
    2. To understand other person.
    3. To make the person understand you.

➢ Client means any person who is seeking help or is being offered specialized service.

Interview and observation

- Face to face conversation, or questioning, for the purpose of eliciting information to understandandanalyze issues/ problems in question.

Social Case History

- It is the first step
- History may obtain by:
    - Interview with the client
    - Interview with the relatives, employer, teacher and friends of the client.

Format of interview schedule

The format of interview schedule may focuses on:

1. History of the problem
2. Personal history
3. Habits
4. Occupational history
5. Income
6. Any specific experience (if it is needed)

Topic 37: Techniques of Interviewing in Case work

- To understand an individual who comes with emotional problems and painful situations.
- Basic attempt to put the client at ease and make it possible for him to express his feelings
- Share the value of individuality, worth & respect for the client

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- Believe in the client's self determination
- To recognize the role of emotional & unconscious processes in influencing the attitudes and behaviour of the client
- To provide emotional support to relieve immediate anxiety of the client
- To give importance to the transference of mutual respect, professional relation & good communication

Topic 38: Principles of social case work

Seven Principles

1. Individualization
2. Purposeful expression of Feelings
3. Control of Emotion
4. Self-determination
5. Acceptance
6. Non-judgmental Attitude
7. Confidentiality

Individualization

- To analyze an individual not from a single aspect but from various aspects.
- Problem of every individual is different from another & depend upon her/his intelligence
- According to the intellectual level, socio-economic situation and ego strength, ones capacity & resources.

Purposeful Expression of Feelings

- To express her/his feelings freely
- Listen purposefully to client's feelings
- One's psycho-social problems.

Control Emotional Involvement

- Without feeling any one's emotion with sensitivity, it's impossible to find-out her/his problem & get a solution of that problem.
- Three ways:
    - Sensitivity
    - Understanding
    - Response

Self determination

- Let the client take her/his own decision
- Give him/her a chance to decide, what is right or wrong for him/her

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Acceptance

- Accept an individual as a person of "worth & dignity"

Non-Judgmental Attitude

- Have no right to judge any one as guilty or innocent.

Principle of Confidentiality

- Take the problems of the client in confidence and keep it a secret.

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Lesson 13

PRIMARY METHODS: SOCIAL CASE WORK - III
(Topic 39-41)

Topic 39: Prerequisites of Case work and Roles of Social Worker

Social worker acts as the change agent. He must be a person who is capable of changing himself and his attitude to be in keeping with the values and principles of case work.He must be open to new ideas and develop the capacity for self-awareness. Self-awareness is a never ending process, and the ability for self-awareness is an essential quality in order that the social worker may be able to perceive his own biases and shed them to be able to render effective casework service to clients.Related to the belief in the basic assumptions in case work is the necessity for the social caseworker to cultivate appropriate attitude and qualities necessary for social work.

Three major roles

- Clinical/behavioural change role;
- Role of the consultant/educator;
- The broker/ advocate role.

Clinical/behavioural change role

In the clinical/behavioural change role, the caseworker focuses his attention on those aspects of the client's behaviour which cause stress to him or others.

Role of consultant/educator

The caseworker may be required to give consultation to other social workers and professionals from other disciplines and to provide social work practice instruction to students of social work.

As an educator, the case worker may impart information, transmit knowledge, give advice, correct perception or explain situational factors which are hidden from the client's view.

The advocate/broker role

The advocate/broker role is of two types. The first aspect, that is, the caseworker's commitment to the individual client or family as regards locating resources and services for meeting urgent material needs has been mentioned earlier.

Topic 40-41: Process of Social Case Work-I&II

Six Phases/Steps

1. Intake (First Interview) – Rapport Building
2. Psycho-Social study (exploration/Investigation)
3. Psycho-Social diagnosis (Assessment)

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4. Intervention/Treatment (Problem-solving process)
5. Monitoring and Evaluation
6. Follow-ups and Termination

1. Intake (First Interview) – Rapport Building

- Client comes to an agency for professional help through a Case worker.
- Relationship between two persons of unequal positions and power is developed.
- Accept client as a person in a stressful situation
- Respect the client's personality and help him resolve.

Areas for probing:

- The stage of the problem
- The nature of request and its relation to his problem
- Does the request relate directly to his needs/problems?
- His adjustment to his social functions in job, family, etc.
- The state of his physical and mental health.
- His appearance in his first meeting.

2. Psycho-Social study (exploration/Investigation):

- Psycho-social study is the initial assessment of client's current, relevant past and possible future modes of adaptation to stressful situations and normal living situations.

Perlman-Contents of case work study:

- Nature of the presented problem
- Significance of the problem
- Cause(s), onset and precipitants of the problem.
- Efforts made to cope with problem-solving.
- Nature of the solution or ends sought from the case work agency.
- Actual nature of the agency and its problem solving means in relation to the client and his problem.

3. Psycho-social Diagnosis (Assessment):

- Perlman (1957) – Diagnosis helps in determining the focus of treatment, further collection of facts and deciding the best course of action to solve the problem.
- Diagnosis is concerned with understanding both the psychological or personality factors which bear a causal relation to the client's difficulty and the social or environmental factors which tend to sustain it.
- "Social diagnosis is the attempt to arrive at an exact definition as possible of social situation and personality of a given client".

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Content of Social Diagnosis:

1. Nature of the problem brought and the goals sought by the client, in their relationship.
2. Nature of the person who bears the problem and who seeks or needs help with the problem.
3. Nature and purpose of the agency and the kind of help it can offer and/or make available.

Process of Diagnosis:

- Shifting the relevant from irrelevant data
- Organizing the facts and getting them into relatedness.
- Grasping the way in which the factors fit together
- Preparing the meaning as a whole.

4. Intervention / Treatment (Problem-solving Process):

- Hamilton-Treatment is the sum total of all activities and services directed towards helping an individual with a problem.
- The focus is relieving of the immediate problem and, if feasible, modifies any basic difficulties which precipitated it.

Method of Social Treatment:

1. Administration of concrete and practical services: e.g. money, medical care, scholarships, legal aid, etc.
2. Indirect treatment (modification of environment, both physical and social): e.g. camps, group experience activities, training programmes, etc.
3. **Direct Treatment:**
   - Counselling-marriage, occupational, family, school, etc.
   - Therapeutic Interviewing-family and marital therapy
   - Clarification
   - Interpretation and Insight
   - Psychological support.
   - Resource utilization
   - Environment modification

5. Monitoring and evaluation:

Monitoring provides crucial feedback to case worker and the client regarding:

- Whether the treatment program is succeeding as desired,
- Whether established goals have been achieved,
- Whether modifications in the program are necessary

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- Whether the client is being helped in real sense.

6. Follow-up and Termination:

Worker should:

- Discuss the original as well as the revised goals and objectives
- Achievements during the helping period
- Factors helpful or obstructive in achieving the objectives
- Efforts needed to maintain the level of achievement
- Feelings aroused by disengagement.

Termination:

- Frequency and amount of contacts should be gradually decreased.
- Termination of the helping process brings up in both the case worker and the client(s) many feelings – both positive and negative – which must be verbalised and discussed.
- Follow-up is done to help client maintain the improvement.

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Lesson 14

PRIMARY METHODS: SOCIAL CASE WORK - IV
(Topic 42-45)

Topic 42: Recording of Social Case Work

- Recording improves professional skills and techniques of the social worker and he can learn by his own errors.
- Help to evaluate his own work, but can also improve upon his own methods.
- Help in building worker-client relationship
- Add to body of knowledge of social work and also make this knowledge communicable.
- Helps in making supervision and teaching easier and effective.
- Used for social research and planning
- It helps the workers show his agency what work he has done.
- Recording provides continuity of work, if another replaces one worker.
- It proves useful for future references.
- Helps in providing service on a systematic basis.

Topic 43: Techniques of Social Case Work

Purpose and concern for the client system

The purpose is to find out internal problems and try to solve it. It is the concern to make goodrapport; feel one's feelings and aims at individualized service.

Expectation at three levels

- Case worker to client
- Client to case worker
- To what extent help can be provided

Accuracy of Empathy and Clear Communication

- Think positively in others point of view
- What extent you are sympathetic
- Ability to perceive and communicate accurately
- Sensitive to express feeling towards client by voice, posture and good communication

Non-Possessive warmth

- Respect, acceptance, liking, caring and concern for the client in a non-dominating way.

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Genuineness and acceptance

- Person of genuineness being real, honest in approach and never go beyond limit.

Authority

- Capacity to handle any situation, being resourceful and helpful.
- Having knowledge, attitude, experience and position to identify and solve internal problem of client.

Topic 44: Components of Social Case Work

- **Person**
- **Problem**
- **Place**
- **Process**

Problem (Grace Mathew)

1. Problems related to illness and disabilities
2. Problems due to lack of material resources
3. School related problems.
4. Problems related to institutionalization
5. Behaviour problems
6. Problems of marital discord

Person or client

An individual under stress.

- Nature of the problem and the agency will determine the kind and extent of knowledge necessary to help him.
- A person's behaviour has meaning and purpose.
- Cannot make the needed adjustment because of his lack of motivation and emotional stability.
- Under double stress.
- Behaviour and strength in social functioning largely depend on his past experience, present situation and future expectations.

Problem

- Vitally affect a person's social functioning
- Unmet needs – economic, medical, educational

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- Stress – psychological, social or physical
- Multifaceted and dynamic nature of the clients problem
- Necessary to select a part of the problem on the basis of:
    - What the client want and needs
    - What the case worker's professional judgement indicates as possible and desirable solutions
    - What the agency is for and can offer
- Problems tend to create a chain reaction
- Different conception about the problem due to psychological stress or social perception.

Place or Agency

- Organized institution for expressing the will of a society or welfare of its people.
- Classification of social welfare agency:
    - Private or public agency
    - Primary or secondary agency
    - Local, provincial or National agency
    - Closed or open agency
- Effectiveness of service will depend on the resources of the agency, competence of its staff and support of the community.
- Employed by the agency, the range and nature of his function being defined and limited by the agency.

Process:

- An art and can only partly be taught.

First contact

- Establishment of a relationship which can be maintained throughout the case.

Social History

- Picture which the case workers makes of his client
    - Information given by the client
    - Impression the client makes
    - Knowledge he has acquired in his training and experience.
- History is collected not for its own sake; it is an essential basis of constructive help.

Topic 45: Similarities & Differences between SCW & Counselling

Similarities

- Both have the same objective

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- Both attempt to help those individuals who are in trouble
- Both deals with the same type of clients
- In need of help in some aspect of social-emotional living
- Both deals with the same type of problems
- Effectiveness of both depends on relationship
- Both believe in the worth and dignity of the client
- Both have common principles
    - Accept client as he is and provide opportunities for self expression
    - Client has every right to determine his own path for his own recovery from malfunctioning.

Differences

- In counselling, help is provided to the client without social services whereas in case work administration of services is a major treatment strategy to resolve problems
- Agency is not essentially required in counselling but social case work is always practiced in agency settings
- Counsellor is concerned most of the time with one type of problem but in case work the client is studied and understood as a whole.
- In counselling the emphasis is on the problem not on the person concerned, but in social case work the emphasis is basically on client and the type of service is provided.
- Counsellor is independent in the counselling practice but the case work services are provided through agency

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Lesson 15

PRIMARY METHODS: SOCIAL GROUP WORK - I
(Topic 46-48)

Topic 46: Types of Groups and SGW's Definition

Group

"A number of people or things that are located gathered or classed together". (Oxford Dictionary)

Social Group

- Whenever two or more individuals come together and influence one another, they may be called a social group (William Ogburn)
- Social group is a group of two or more persons who are in state of interaction with one another (Mayer Nimkoff)
    - A family living in a home
    - Group of employees working in same organization
    - Group of classmates
- Groups are classified on the basis of relationship, size, and criterion.
- On the basis of relationship; there are three types of Groups:

Monad: Groups in which a single person is a focus of group relationship.

Dyad: Group composed of two people in a relation.

Triad: Group composed of three people.

With reference to the nature of social contact and intensity of social interaction; the types of groups are numerous.

On the basis of intimacy and nature of relationship:

Primary Group

- Family
- Neighbourhood
- Local brotherhood
- Close friends and peers

Secondary Group

- Place of employment
- Classroom
- Shopkeeper-customer relation
- Doctor- patient relation

On the basis of identification:

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In-group

- Family, Tribe, Gender, Occupation, Games or interest group.
- For a player of a cricket, his cricket-team is in-group for him.

Out-group

- For a student of social work; the other students of social work are in-group for him, but the students of any other discipline are an out-group for him.

On the basis of rules and regulations:

Formal group

- Organizations, banks, hospitals, educational institutions, official associations and firms

Informal group

- Four employees belonging to four different departments taking their lunch together is an example of an informal group

On the basis of structure:

Voluntary group

- You can join people watching a game in the playground, you can become a student in a college and you can join an organization.

Involuntary group

- A family is an involuntary group because an individual has no control over his birth-to be born or not born in a specific family. Age group is also an involuntary group.

Delegate group

- A parliament is a delegate group as it represents wishes and needs of the public, a group of expert.

On the basis of relations to society:

Un-social group

- Introverts, people with adjustment problems or psychological anomalies, drug addicts, criminals, thieves and murders.

Anti-social group

- Terrorist groups, criminals, thieves, murderers, students demonstrating protest.

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Pro-social group

- Groups who work promoting education, reducing poverty, providing health care, treating drug addicts.(pink ribbon campaign, think tank).

Social Group Work

- Primary method of social work which develops the ability of individual's through group activities.
- Concerned with the social development of individuals.
- Practice requires a deep knowledge about how humans interact in groups.

Definition of Social Group Work

A method through which individuals in groups and in agency settings are helped by a worker who guides their interaction in program activities so that they may relate themselves to others and experience growth opportunities in accordance with their needs and capacities to the end of the individual, group and community development (H.B.Trecker -1955).

Social Group Work is a method of social work which helps individuals to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems (Konapka -1963).

Historical Perspective

- Began with various kinds of activities under the auspices of the church.
- During 1855-65, YMCA & YWCA were organized.
- Settlement movement developed during the latter part of nineteenth century.
- Group work mainly developed in British & American settlement houses.
- Jane Addams - first settlement house in Chicago in 1889
- Group work, and settlement houses in which it was practiced, offered citizens the opportunity for education, recreation, socialization, and community involvement.
- Settlement houses groups offered groups as an opportunity for citizens to gather to share their views, gain mutual support, and exercise the power derived from their association for social change.
- Dr. Pratt - a physician in 1905, first to use a group as a treatment modality.
- Both case work & group work were used by social workers in the early twentieth century.
- Group workers joined with six other professional groups to form the National Association of Social Workers (NASW).

Topic 47: Theories underlying Social Group Work

Learning Theory:

- Provides a frame work for understanding human behavior.
- If behavior is learned then it can also be unlearned.

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- Group can provide reinforcements to strengthen behavior.
- It also provides a framework for group workers to modify behavior.
- Achievement of group tasks and development, or helping the members to unlearn behaviors that create problems in their social functioning.

Systems Theory:

- Helpful to explain the functioning of a group.
- System theory attempts to understand the group as a system of interacting elements.
- Probably the most widely used & broadly applied theory of group functioning.
- Groups are social systems with the several interdependent members (Parsons, 1951)
- Functions as a unified whole to maintain order and a stable equilibrium.
- The act of survival depends upon four basic functions:
    - Integration
    - Adaptation
    - Pattern maintenance
    - Goal attainment

Exchange Theory:

- To find an explanation for the human transactions of giving and receiving.
- People help because they want to gain goods from the one being helped.
- People calculate rewards and costs of helping others.
- The triple obligations of social exchange- to give, to receive and to repay – are to be understood not as self- interest but in terms of interpersonal, hence inter-group, relations.
- Persons that give to others try to get something in return, and persons who receive from others are under pressure to give in return.
- This process of exchange tends to create equilibrium to balance the exchanges (Toseland& Rivas, 2018).

Topic 48: Basic Assumptions of Social Group Work

Basic Assumptions of Social Group Work:

- Man is a social animal.
- Social interaction is the result of group life.
- Man's achievements can be increased, changed and developed through group experience.
- Capacity to solve problems may be increased through group experience.
- Group recreational activities are beneficial to both individual(s) and society.
- Group Experiences have permanent impact on individual(s).
- Group work focuses its attention on two types of activities - program and social relationships in the group.
- Social Group Work believes in the principle of 'whole man'.

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Lesson 16

PRIMARY METHODS: SOCIAL GROUP WORK - II
(Topic 49-52)

Topic 49: Characteristics of Social Group Work

Group work is practiced by group itself

- Individual changes & personality growth are the outcomes of group work
- Group work is practiced by the help of its own members.

Based on humanitarian philosophy

- A group gets its inspiration from the happiness, joy and prosperity of the member of that particular group within a community.
- A group must have a sense of belonging and group philosophy.

Gives aspiration to help each other

- By living together, sharing problems & emotions, the members get an aspiration to help each other.
- The group helps the individual when she/he is in problem.

Provides more skill and information

- Member share their knowledge among themselves
- Get more information about science, resources and techniques.

Develops human personality

- After group formation & their networking with other groups, workers and agency develop their personality.

Topic 50: Objectives of Social Group Work

- For the intellectual, emotional and psychological growth of groups and solve the problems of adjustment through group process.
- To prepare the individual to learn how to perform responsibility in a democracy style of working
- Leisure time.
- To learn the division of labor and specialization of roles.
- To transmit knowledge, experience and skill to one another.
- To encourage the individual as member of the group to express their feelings, ideas and desires.
- To prepare people for social change.

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Topic 51: Purpose of Social Work with Groups

- **Habilitation**: helping members grow and develop.
- **Rehabilitation**: restoring members to their formal level of functioning.
- **Correction**: helping members who are having problems with social laws or mores.
- **Socialization**: helping members learn how to get along with others and do what is socially acceptable.
- **Prevention**: helping members develop and function at an optimal level and helping them prepare for events that are likely to occur (Klein, 1972).

Topic 52: Common Needs addressed bySocial Group Work

- Coping with major life transition
- Need to acquire information or skills
- Need to improve social relationships
- Need to cope with illness
- Need to cope with feelings of loss or loneliness

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Lesson 17

PRIMARY METHODS: SOCIAL GROUP WORK - III
(Topic 53-55)

Topic 53-55: Principles of Social Group Work – I,II&III

- Principles provide a framework to work with the group.
- Guiding assertions of statements that have come from experience and research.
- Objectives of social group work can be fulfilled only within the frame work of principles.

Principle of Planned Group Formation

Group is the basic unit through which the service is provided to the individual, consequently, the agency and the worker are responsible for the formation of group or the acceptance into the agency of already formed groups must be aware of the factors inherent in the group situation that make the given group a positive potential for individual growth and for meeting recognizable needs.

Principle of Specific Objectives

Specific objectives for individual as well as group development must be consciously formulated by the worker in harmony with group wishes and capacities and keeping agency function in mind.

Principle of Purposeful Worker-Group Relationship

A consciously purposeful relationship must be established between the worker and the group members based on the worker's acceptance of the group members as they are and upon the groups willingness to accept help from the worker because of the confidence the members have in him and in the agency.

Principle of Continuous Individualization

- Groups are different and that individuals utilize group experience in a variety of ways to meet their different needs; consequently, continuous individualization must be practiced by the worker.
- Groups & individuals in the group must be understood as developing and changing.

Principle of Guided Group Interaction

- Primary source of energy which propels the group and influences the individuals to change are the interaction and reciprocal responses of the members.
- Group worker influence this interaction by the type & the quality of participation.

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Principle of Democratic Group Self-Determination

- Group must be helped to make its own decisions and determine its own activities, taking the maximum amount of responsibility in line with the capacity and ability.
- Primary source of control over the group is the group itself.

Principle of Flexible Functional Organization

- Group worker guides the group by setting up an organization to meet the group needs.
- Organization thus established should be understood by the group members, should be flexible and encouraged only if it meets the felt need of the members.
- Organization should be adaptive and should change as the group changes.

Principle of Progressive Program Experiences

Program experiences in which the group engages should begin at the level of the member interest, need, experience and competence and should progress in relation to the developing capacity of the group.

Principle of Resource Utilization

Total environment of the agency and the community possess resources which should be utilized to enrich the content of group experience for individuals and for the group as a whole.

Principle of Evaluation

- Continuous evaluation of process & programs in terms of outcomes is essential.
- Worker, group and agency share in this procedure as a means of guaranteeing this greatest possible self-fulfillment.

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Lesson 18

PRIMARY METHODS: SOCIAL WORK RESEARCH-I
(Topic 56-57)

Topic 56: Social Research

What is Research?

Finding truth or reality existing in the universe, through using some techniques, methods and methodology.

Social Science Research

- Systematic method of exploring, analyzing and conceptualizing human life in order to extend, correct or verify knowledge of human behavior and social life.
- Seeks to find explanations to unexplained phenomena, to clarify the doubtful and correct the misconceived fact of social life.

"Systematic method of discovering new facts and verifying old facts. Their sequences inter relationship, causal explanations and the natural laws govern them" (**P.V. Young)**

Topic 57: Social Work Research

- Systematic investigation into the problems in the field of social work.
- Study of concepts, principles, theories underlying social work methods & skills.
- Involves the study of the relationship of social workers with their clients, individuals, groups or communities on various levels of interaction or therapy as well as their natural relationships & functioning within the organizational structure of social agencies.

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Lesson 19

PRIMARY METHODS: SOCIAL WORK RESEARCH-II (Topic 58-60)

Topic 58-59: Alternatives to Social Research I&II

- How the knowledge is derived out?
- Majorly four sources:
    1. Personal experience and common sense
    2. Expert and authority
    3. Popular and media messages
    4. Ideological beliefs and values

1 -Personal Experience & Common Sense

Examples

- Working women are more privileged while researches show that they face double burden and are more suppressed.
- Economic scene present males as major contributors in national as well as household levels, facts are otherwise.
- Big houses are more comfortable, research proves that small houses are more sellable and have more market value.

Rationale behind the Myth

Examples

- Women are bad drivers- research proves more traffic accident ratio by males in traffic records.
- Traffic jams are usually caused by women.

Five Errors on the basis of Personal Experience

1. **Overgeneralization**: Fatty people are more jolly, Muslims are extremists.
2. **Selective observation**: Reinforce pre-existing thinking, neutrality and balanced manner is ignored, e.g., Caste judgements, horoscope identification.
3. **Pre-mature Closure**: Instead of research based results, conclusion drawn on the basis of pre-determined mindset and biases, gather small evidence and jump to conclusion, e.g., Professors forget, Chemistry teachers are dry.
4. **Halo-effect**: Belief construction based on impression of highly positive or prestigious reputation, e.g., Harvard PhD is more authentic, Brand consciousness
5. **False Consensus**: Whatever I think is perfect, other people also think on the same lines, e.g., women within four walls are more loyal to their families.

Social Research helps to address these errors.

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2. Experts and Authority

- Experts might extend their ideas in the fields in which they are not an authority, e.g., religious scholars, Professor in physics gives opinion about musicology.
- Experts might promote ideas that strengthen their own power, position and prestige (3Ps), e.g., Cricketers in different ads.

3. Popular and Media Messages

- Media Reports fuel perception of masses and stimulate myths. Media creates hype. e.g., Pakistan's image distortion, *Dharna politics,* dowry promotion in Molty Foam advertisement, Gender discrimination through fairness creams.

4. Ideological Beliefs and Values

- Actions are promoted and defended on the basis of political, religious and ideological beliefs, e.g., Concept of chastity, gender division of labour, shame phenomenon.
- People are usually weak in three things:
    - Geographic knowledge
    - Scientific literacy
    - Clear logical thinking
- Advanced countries with high use of IT, believe in horoscopes, ghosts, supernatural interpretations.

Topic 60: Social Research & Scientific Community Norms

Social Research

- The decisions backed up by research are more valuable and authentic.
- The subject matter of social sciences is human social life which is highly fluid, inevitably changing, and difficult to measure precisely.
- Social science research is a broad umbrella which covers anthropology, criminology, management sciences, etc.

Scientific Research

- Systematic investigation through which we observe and find truth and reality.
- Scientific knowledge is based on three things:
- **Social Theory** (a system of interconnected logical ideas. Condenses & organizes the knowledge about the social world and explains how its works)
- **Data** (Numerical and non-numerical information and evidence carefully gathered as per standardised procedures)
- **Empirical Evidence** (What we can observe and experience through human senses)

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Scientific Community Norms

1. **Universalism**: Where ever and by whosoever research is conducted, should be judged on scientific basis.
2. **Organized skepticism**: research should pass through critical thresh-hold and intense scrutiny and should not be accepted in care-free manner.
3. **Disinterestedness**: Neutrality, unbiased, receptive to new ideas and unexpected observations.
4. **Communalism**: Must be shared with others, public property, should be reviewed by other researchers.
5. **Honesty**: No cheating, No plagiarism, fair and transparent.

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Lesson 20

PRIMARY METHODS: SOCIAL WORK RESEARCH-III (Topic 61-62)

Topic 61: Qualitative Research

Methods and Methodology

- Interlinked & Interdependent but Different
- Methodology encompasses the entire research process; philosophical assumptions, ethical principles, socio-organizational context, political impact of new knowledge
- Method refers to the collection of specific techniques to study selected units, gathering refining, analysing data and reporting results.

Qualitative Research

- Qualitative research is research dealing with phenomena that are difficult or impossible to quantify mathematically, such as beliefs, meanings, attributes, and symbols.
- Qualitative observation deals with the 5 major sensory organs and their functioning – sight, smell, touch, taste, and hearing. This doesn't involve measurements or numbers but instead characteristics.
- Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior.
- Different types of qualitative research methods are an in-depth interview, focus groups, ethnographic research, content analysis, case study research.

Advantages of Qualitative Research

- It enables more complex aspects of a persons' experience to be studied (Acid throwing, Domestic violence)
- Fewer restriction or assumptions are placed on the data to be collected.
- Not everything can be quantified, or quantified easily
- Individuals can be studied in more depth
- Good for exploratory research and hypothesis generation
- The participants are able to provide data in their own words and in their own way (real life situations – ethnographic research, real behavior patterns)

Disadvantages of Qualitative Research

- It is more difficult to determine the validity and reliability of linguistic data (terms, jargons, frequency)
- There is more subjectivity involved in analyzing the data. (researcher's biases)
- "Data overload" – open-ended questions can sometimes create lots of data, which can take a long time to analyze!
- Time consuming

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Topic 62: Quantitative Research

Systematic empirical investigation of any phenomena via statistical, mathematical or computational techniques.

Quantitative research is generally made using scientific methods, which can include:

- The generation of models, theories and hypotheses
- The development of instruments (scale, questionnaire) and methods for measurement
- Experimental control and manipulation of variables
- Collection of empirical data
- Modeling and analysis of data
- Evaluation of results

Advantages of Quantitative Research

- Allows the researcher to measure and analyze data.
- Researcher is more objective about the findings of the research.
- Can be used to test hypotheses in experiments because of its ability to measure data using statistics.

Disadvantages of Quantitative Research

- Context of the study or experiment is ignored.
- Does not study things in a natural setting or discuss the meaning things have for different people.
- A large sample of the population must be studied for more accurate results

Difference between Qualitative & Quantitative Research

Attributes	Qualitative	Quantitative
Analytical objectives	Focuses on to describe individual experiences and beliefs.	Focuses on describing the characteristics of a population.
Types of questions asked	Open ended questions	Close ended questions

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Data collection Instrument	Use semi-structured methods such as in-depth interviews, focus groups, and participant observation	Use highly structured methods such as structured observation using questionnaires and surveys
Form of data produced	Descriptive data	Numerical data
Degree of flexibility	Participant responses affect how and which questions researchers ask next	Participant responses do not influence or determine how and which questions researchers ask next

Qualitative "vs." Quantitative?

- Research question guides the choice (questionnaires, & surveys for any product in the planning phase)
- Choice of methods is situational
- If you wish to carry out statistical analysis of the opinions of a group of people about a particular issue or element of their lives, you can ask them to express their relative agreement with statements and answer on a five- or seven-point Likert scale.
- Opinion about food habits, brands, products
- Sources of quantitative data include:
    - **Surveys**, whether conducted online, by phone or in person.
    - **Observations**, which may either involve counting the number of times that a particular phenomenon occurs, such as how often a particular word is used in interviews, or coding observational data to translate it into numbers; **Secondary data**, such as company accounts.
- Complementary
    - Research more complete with both
- Each requires resources and time
    - Can be amended for rapid analysis

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Lesson 21

PRIMARY METHODS: SOCIAL WORK RESEARCH-IV (Topic 63-65)

Topic 63: Observation Method

- Most commonly used data collection method in behavioral science.
- A process of recording the behavior patterns of people, objects, and occurrences without questioning or communicating with them.

Definition

- Involve the systematic recording of observable phenomena or behavior in a natural setting (Gorman & Clayton)
- The systematic description of events, behaviors, and artifacts in the social setting chosen for study (Marshall & Rossman, 1989) (p.79).
- Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson, Harris, Skipper, & Allen, 1993).

Why We Observe?

- Allows to study people in their 'natural setting' without their behavior being influenced by the presence of a researcher.
- Data collected can 'fill out' & provide a deeper, richer, understanding than survey.
- Enables to study groups of people together, that is, it allows for the study of interaction between the members of a group.
- To add to our understanding of interview data.
- To identify patterns that may occur in the behavior of people, social interactions, or the setting.
- To see patterns people are unwilling to talk about.
- To provide direct personal experience and knowledge.
- To add to or “move beyond” the perception of both the researcher and participants.

What We Observe?

- Formal and informal patterns of interaction among people.
- Ways people organize themselves
- Informal or formal rules in operation
- Recurring events
- “Down time” when things don’t happen
- Sequence of events
- Differences in what happens at various times
- Ritual and Ceremonies

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- Crises
- Unplanned activities.

Characteristics of Observation

- Both a physical and a mental activity.
- It captures the natural social context in which persons' behavior occurs.
- Observation is purposive and not casual.
- Scientific observation is systematic
- Observation is selective on the basis of the nature, scope and objectives of his study.
- Observation is recorded immediately
- Observation is expert
- Observation is verifiable

Topic 64: Classification and Style of Observation

1. Three Ways of Classifying Observation Methods

1. Participant vs. Nonparticipant observation.
2. Structured vs. Unstructured observation,
3. Direct vs. Indirect observation.

Participant Observation

- Observer is a part of the phenomenon or group which is observed and he acts as both an observer and a participant.

Example:

A study of tribal customs by an anthropologist by taking part in tribal activities like folk dance.

- Persons who are observed should not be aware of the researcher's purpose. Then only their behavior will be 'natural'.

Non - Participant Observation

- Observer stands apart & does not participate in the phenomenon observed.
- Calls for skill in recording observations in an unnoticed manner.

Example

Use of recording devices to examine the details of how people talk and behave together.

Direct Observation

- Observation of an event personally by the observer when it takes place.

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- Flexible and allows the observer to see and record subtle aspects of events and behavior as they occur.
- Free to shift places, change the focus of the observation.

Example: Observer is physically present to monitor

Indirect Observation

- Does not involve the physical presence of the observer
- Recording is done by mechanical, photographic or electronic devices.

Example

Recording customer and employee movements by a special motion picture camera installed in a section of large store.

Controlled Observation

- Carried out either in the laboratory or in the field.
- Typified by clear and explicit decisions on what, how, and when to observe.
- Primarily used for inferring causality, and testing casual hypothesis.

Uncontrolled Observation

- Does not involve over extrinsic and intrinsic variables.
- Primarily used for descriptive research.
- Participant observation is a typical uncontrolled one.

2.Styles of Observation

- **Unstructured observation** Describing what occurs. Researcher usually does not have a preconceived idea about what would occur.
- **Semi-Structured observation** Using a checklist to record what you have found. Requires that you have an idea about what will be found.
- **Structured observation** Starting with an operational definition of what you want to measure – and counting only the behavior or situation that "fits" the definition.

3. Planning Observation

- Carefully examine the relevance of observation method to the data need of selected study.
- Must identify the specific investigative questions which call for use of observation method. These determine the data to be collected.
- Must decide the observation content, specific conditions, events and activities that have to be observed for the required data.
- For each variable chosen, the operational definition should be specified.

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- The observation setting, the subjects to be observed, the timing and mode of observation, recording procedure, recording instruments to be used, and other details of the task should be determined.
- Observer should be selected and trained. The persons to be selected must have sufficient concentration powers, strong memory power and unobtrusive nature. Selected persons should be imparted both theoretical and practical training.

Topic 65: Interpretation, Advantages & Disadvantages of Observation

Observation Tools & Recording Devices

- Observation guides
- Recording sheets or checklist
- Schedule
- Field observation log
- Mechanical devices

How to Interpret Observations?

Descriptive
Requires no inference--You see something and record it.

Inferential
Requires making inferences about something underlying what is observed. For example, students enrolled in Vocational Training Institutes in different courses can show a trend and researcher can develop an inference from this enrolment.

Evaluative
Requires making an ***inference*****and** a ***judgment*** from the observed behavior. e.g., I wonder whether people enjoy a good challenge. "Good Challenge" is an evaluative judgment. I observe Charley scrunching up his puzzle and infer 1) he "failed" and 2) he hates to lose!

Advantages of Observation

- Reliable and objective
- Natural setting
- Useful for young and shy children
- No need of equipment or tool
- Useful for individuals as well as groups
- Immediate detection of problems
- Most direct measure of behavior
- Provides direct information
- Easy to complete, saves time
- Can be used in natural or experimental settings

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Disadvantages of Observation

- Subjectivity
- Less accuracy
- Interference
- Objective recording
- Lack of competency
- Unnatural situation
- Expensive
- Slow and laborious
- Biased
- Lack of cooperation from peoples
- Favoritism
- May require training
- Observer's presence may create artificial situation
- Potential to overlook meaningful aspects
- Difficult to analyze
- In some cases, the use of observational methods
- May be unethical, as in observing people without their knowledge or consent.

Ethical Considerations

- Ethical issues arise when people are being observed, whether they are aware of it or not.
- Technological advances -cameras & microphones - facilitate observing verbal and non-verbal behavior that might be considered to be an invasion of privacy, particularly if the subject is unaware of being observed.
- Information is used to make decisions that impact the subject.

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Lesson 22

PRIMARY METHODS: SOCIAL WELFARE ADMINISTRATION (SWA) (Topic 66-72)

Topic 66: Social Welfare Administration

Social Welfare Administration

- A process through which social work services, both private and public, are organized and administered.
- Twin concepts of social welfare and administration embedded in it
- Administration -- part of governance as old as society itself.
- As governance systems evolved efforts made to institutionalize welfare.
- Welfare provisions - an integral part of governance system, hence a part of administration.
- Knowledge & skills associated with administration are heavily drawn from 'managerial sciences'.
- Called a process of transforming social policy into social action.
- Two clusters of knowledge and skills are involved.
- One - techniques of planning, organizing, staffing, directing, coordinating & budgeting.
- Second - specific client groups and their needs.

Social Welfare

All social interventions that are intended to enhance or maintain the social functioning of human beings **(Ralph Dolgoff)**

All collective interventions to meet certain needs of the individual and / or to serve the wider interests of society **(Richard Titmuss)**

Social Work & Social Welfare

- Social Work is a discipline using specialized techniques for administering social welfare services.
- Social Welfare is an overall term signifying a state of total well-being of the community.

Social Welfare

- Centered on two basic concepts

1. Social Problem
2. Ways in which the society responds to its problem (policy, legislation, procedure).

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Definition

Process of transforming social policy into social services **(John C. Kidneigh, 1950)**

A two way process:

1. Transforming policy into concrete social services and
2. The use of experience in recommending modifications in the policy.

Process of working with people in ways that release & relate their energies so that they use all available resources to accomplish the purpose of providing needed community services and programs**(Harleigh Tracker, 1971)**

Administration of social agencies translates the provisions of social legislation and the aims of private philanthropy and religious charities into the dynamics of services and benefits of humanity **(Friedlander, 1955)**.

Topic 67: Features of Social Welfare Administration

Features of Social Welfare Administration

1. Deals with social welfare agencies & helps them to achieve their objectives for the target groups for which they are working. Specifically concerned with identification of social objectives, the formulation & implementation of proposed programmes to achieve the objectives laid down.
2. From functional point of view, it includes three perspectives of social problems:
    a) Restoration of impaired social functioning;
    b) Provision of resources, social and individual, for more effective social functioning;
    c) Prevention of social dysfunction.
3. Despite variations in size, scope, structure and types of programs, every agency has a governing board as an apex body for final decision-making.
    a) The board is generally represented by the community it intends to serve.
4. Requires optimum utilization of its available resources together with active community participation, so that the ultimate goal of programmes can be achieved properly
5. Social welfare agencies have to allocate certain portion of their resources for survival so that the organization can continue to exist.
6. Social welfare agencies generally function in a cooperative manner & ensure participation of all the members in administration of their activities.
7. Growing trend to recruit professionally qualified manpower.
    a) Helped in introducing professional approach in their functioning.

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Topic 68: Role of a Social Worker in Social Welfare Administration

Areas of Administration

1. Organization & structure.
2. Policy making & planning.
3. Program development & use of sound methods and techniques.
4. Functions of the executive and board.
5. Specialization & coordination.
6. Supervision & leadership.
7. Public relations.
8. Maintenance of proper records.
9. Mobilization of resources and budget.

Topic 69-72: Principles of Social Welfare Administration I, II, III&IV

Social Work Values

Values of the profession are the substance upon which services are developed & made available to persons who need them.

Community and client needs

Needs of the community and individuals within it are always the basis for the existence of social agencies & the requirements of programs.

Agency purpose

Social purpose of the agency must be profoundly formulated, specified, understood and utilized.

Cultural setting

Culture of the community must be understood as much as it influences the way needs are expressed & the way services are authorized, supported, & operated by the people who need them.

Purposeful relationship

Actual purposeful working relationship must be established between the administrator, the board, staff, & the constituency.

Agency Totality

Agency must be understood in its totality & wholeness.

Professional Responsibility

Administrator is responsible for providing high quality professional services based on values, morals & standards of professional practice.

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Participation

Appropriate contributions of board, staff and constituency, are pursued & utilized through the continuous process of dynamic participation.

Communication

Open channels of communication are essential to the complete functioning of people.

Leadership

Administrator must carry major responsibility for leadership of the agency in terms of goal accomplishment & the provision of professional services.

Planning

Process of continuous planning is fundamental to the development of significant services.

Organization

Work of many people must be arranged in an organized manner & must be designed so that responsibilities & relationships are clearly defined.

Delegation

Delegation of responsibility & authority to other professional persons is essential.

Purposive Co-ordination

Work delegated to many people must be properly coordinated.

Resource Utilization

Resources of money, facilities and recruits must be carefully fostered, conserved andutilized keeping in view the trust granted to the agency by society.

Change

Process of change is continuous, both within the community and within the agency.

Evaluation

Continuous evaluation of processes & programs is essential to the execution of the agency's objectives.

Growth

Growth & development of all participants is endorsed by the administrator who provides challenging work assignments, thoughtful supervision, & opportunities for individual and group learning.

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Lesson 23

SOCIAL ACTION-I
(Topic 73-76)

Topic 73: Social Action

- Numerous problems - conflict & violence, prejudice & discrimination, poverty & hunger etc.
- Human problems - caused by the actions of humans, only the actions of human can solve.
- Way of addressing mass social problems, "mass attack on mass social problems."

One School of Thought

- Mary Richmond, referred it as one of the four processes in social work.
- An integral part of the concept of social work arising from the liberalistic, rationalistic & democratic traditions.
- Early effort to promote the settlement movement in the USA and to change the system of charities into programs of family welfare were motivated by a desire to convert the services from improvement to curative & preventive.

Second School of Thought

- Not a method of social work.
- An organized effort to change social & economic values & institutions is distinguished from social work or social services.
- More akin to social reform & cannot be termed as social work proper.
- As an auxiliary method facilitates planned social change which is very much helpful for the practice of all basic methods especially community development.

Topic 74: Definition of Social Action

Definition

- Social Action is an individual, group or community efforts which aims to bring changes in social legislation and welfare activities (Walter Friedlander).
- Social Action in the field of social work is a process of individual, group or entire group endeavor, within the context of social work philosophy, knowledge and skills. Its objectives is to enhance the welfare of society through modifying social policy and functioning of structure, working to obtain new progress and services (Sanford Solender).
- Social Action is often used to simply mean efforts to improve social conditions or to address the needs of a particular group deemed to constitute a social problem (Social Work Year Book 1960).

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Examples

- Black people's movement for civil and political rights in USA
- Ali-Garh University of Sub-continent (1875).
- Feminist Movement of 1960s and 70s.
- Self-Employed Women's Association (SEWA) India
- The National Movement of Street Children (1985), Brazil.
- Shaukat Khanam Memorial Cancer Hospital (1994)
- Women Protection Bill (2006) Pakistan.
- Lawyer's Movement to restore the Judiciary and remove the dictator regime in 2007-2009, Pakistan.
- Protection of Women against Sexual Harassment at Workplace Act (2010), Pakistan.

Topic 75: Characteristics of Social Action

- Aim is to achieve social progress by effecting desirable social change.
- Aims at tailoring the existing social policies & improving social legislations & health of welfare services.
- Attempts to prevent social maladjustment, illness and disorganization which may follow the social change.
- Aims to bring desirable change in current social practices.
- Involves a goal accepted as desirable & worthwhile by the social actionists.
- Aims at influencing public opinion through education, publicity, persuasion or pressure.

Topic 76: Elements of Social Action

Activeness of Group or Community

- For the success of social action project, the concerned group & community should be active, conscious, planned & organized.

Democratic Working

- Mode and methods adopted for social action process should be based on democratic ideals because theory and practice of social work based on democratic values.

Democratic Leadership

- Leadership emerged during social action process should be democratic in character, it should emerge through common consent, should not imposed.

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Arrangement of Resources

- Proper consideration should be given to material and non-material resources of the community concerned because without sufficient resources, the aim to social action couldn't be achieved.

Coordination between Problem and Resources

- Problem should be selected only after evaluating the available resources. For it social worker should read the pertinent literature which deal with that problem.

Cooperation

- Can only be successful through cooperation of community members.
- Social worker should inspire them to participate in social action process, and also provide guidance and direction to community members.

Public Opinion

- Success and failure of social action process is ultimately based on public opinion.
- Media & public meeting should be utilized for the emergence of healthy public opinion.

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Lesson 24

SOCIAL ACTION-II
(Topic 77-81)

Topic 77: Process of Social Action

Process of Social Action

Combines two distinct things in one schema:

- Model for guiding in which a Social Action group develops, through posing a series of questions and an order in which they should be tackled.
- Pinpoints the role played by the facilitator. In this process, the service users are not just consumers, they are active agents for change.

What?

- Finding out what is happening in people's lives?
- What are their issues, problems and concerns?
- What makes them angry, frightened, happy and frustrated?

➢ Design ways in which community members can express all this, creating a comprehensive picture of what's going on in their lives at present without interpretation.

Why?

- Identify the reasons why issues exist so that any solutions devised will attack root causes and not just symptoms.
- This stage allows the community members to engage in analysis process and present their understandings regarding problems and helps to discover effective intervention plan.

How?

- What to do with the understandings?
- How can the community members change things in a meaningful waythemselves?
- Responsibility is to create safe environment or places where the group can test ideas for change before putting them into practice.
- Social action worker must question their viability crushing enthusiasm.

Action

- Realistic sense of possible outcomes, where group can put their ideas for change into effect.

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- If the actions disappoint, something happens, the legacy of the work is that the group members now have understanding and practical experience of the tools needed for dealing with the problem that they will face in the future.

Reflection

- Review actions and measure the success of actions.
- As they have carried out action plan, are the issues, problems and concerns the same?
- The critical reflection enables the community members to learn from their experiences and to plan future actions for change. The process begins again.

Topic 78-79: Steps of Social Action I&II

Steps of Social action means:

- Taking steps to change things that are wrong in our society.
- Act of introducing new ideas and procedures for doing things better.
- It involves finding a problem, providing a solution, and assessing its impact.

Steps of Social Action

1. **Recognition of problem**

   - Recognize existing problems
   - May be recognized by an individual, group or community.

2. **Collection of facts**

   - Facts must be collected carefully by using scientific methods of research and survey
   - Knowledge so gathered should relate causes and effects and is capable of reasonable generalization.

3. **Educate and Empower people**

   - Educate the people affected by the problem or concerned with it by consultation and group discussion, so that they can better understand the problem and related facts and participate in social action process.

4. **Conviction that situation is remediable**

   - People must have conviction that the situation is remediable and solution is within their capacity. They only agree to rebel against the condition or situation, when the change is shown to their advantage.

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5. **Consultation with people**

   - A plan of action must be made with the consultation and open discussion with the people concerned regarding problem; it cannot be given to them ready-made.

6. **Consultation with Stakeholder**

   - In carry out a plan of action, not only to consult with people concerned with the problem is necessary, but others, such as local authorities & government so that maximum support is worked up for social action.

7. **Administrative measure**

   - After the plan of action is worked out, now it requires efficient administrative measure, as individual and groups must assign specific jobs or duties. They must have time schedule and must report progress to organizing committee.

8. **Mobilization of resources**

   - All the resources of men, money, and material must be mobilized then for a successful plan of action.

Topic 80-81: Principles of Social Action I&II

1. **Striving toward Social Justice**

   - Social action workers are committed to social justice.
   - Make great effort to challenge inequality and oppression in relation to race,gender, sexuality, age, religion, class, disability or any other form of social differentiation.
   - Social action is about fighting for fairness, equality and justice and this needs to be stated clearly.
   - Recognize the injustice, discrimination and oppression existing and take a stance against it.

2. **Seeing potentials in others**

   - Believe that people have skills; experience and understanding that they can draw on to tackle the problems they face.
   - Understand that people are experts in their own lives and use this as a starting point.
   - Role is to help uncover what is already there, to encourage people to use the insights and knowledge they possess to bring about changes in their own lives.

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3. **Recognizing the rights of people**

   - All people have rights, including the right to be heard, the right to define their issues and to take action on their own behalf.
   - Have the right to define themselves and right to be involved in the changes that affect them.

4. **Bringing out the reality**

   - Injustice and oppression are complex issues rooted in social policy, environment and economy.
   - Understand that people may experience problems as individuals but these difficulties can be translated into common concerns.
   - Gives people the opportunity to break free from negative views, understand their individual problems in a wider political context and to do something about it by organizing to overcome them.

5. **Realizing the importance of collective effort**

   - Motivate people to work collectively as it can be powerful & crucial toward the solution of problem.
   - Role is to bring people together so that they can share their experiences & pool their resources & skills to fight injustice

6. **Being a facilitator not leader**

   - Job is to enable people to make decisions for themselves and take ownership of whatever outcome ensues.
   - Job is to work alongside the group, resisting the temptation either to become a group member or a group leader.

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Lesson 25

SOCIAL ACTION-III
(Topic 82-84)

Topic 82: Types of Social Action

Max Weber (1864-1920), a sociologist, expressed his concerns with rationalization. Rationalization is the process whereby an increasing number of social actions and social relationships become based on considerations of efficiency or calculation. Weber gave four ideal types of social actions. Ideal types of social actions may not occur similarly in real world as it is explained in Weber's theory. These may exist and occur in the real world as, a mixture or contaminated form of social action.

Types of Social Action according to Max Weber:

1. **Rational-purposeful Action:**
   - Actions which are taken because it leads to a valued goal, in which the means to attain a particular goal are rationally chosen.
   - These actions are distinguished by the fact that the actor conceives his goal clearly and combines means with a view to attaining it.
2. **Value-rational Action**
   - This action is rational in relation to a specific value
   - When individuals are value rational, they make commitments to certain subjective goals and adopt means that are effective in attaining these ends.
   - For example, a soldier laying down his life for the country for the sake of certain values like honor and patriotism.
3. **Affective Action:**
   - Actions which are taken due to one's emotions, to express personal feelings are Affective Actions.
   - These kinds of actions result from the emotional state of mind of the actor.
4. **Traditional Actions:**
   - Actions which are carried out due to traditions, because they are always carried out in a particular manner for certain situations.
   - Some traditional actions can become cultural artifacts.
   - Traditions are divided into two subgroups: Customs and Habits.

Topic 83-84: Instruments of Social Action I&II

The instruments are the tools and techniques of social action, these are:

1. Volunteerism

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2. Mobilization:
    a. Participatory Rural Approach (PRA)
    b. Participatory Learning and Action (PLA)
3. Advocacy
4. Lobbying
5. Propaganda
6. Bargaining
7. Blogging
8. Signature campaign

Volunteerism

- Use or involvement of volunteer labour, especially in community services.
- Actions of volunteer are –just that - voluntary, performed on the basis of the actor's free will without coercion or bonds of obligation.

Mobilization

- Community mobilization is a strategy for involving community members in the process of defining & transforming the social problems.
- Also refers to the process of moving a group of people from a state of inaction toward effective action, on the issues of real concern to them.

Techniques of Mobilization

Participatory Rural Approach (PRA)

- "A family of approaches and methods to enable rural people to present, share, and analyze their knowledge of life and conditions to plan and act" **(**Robert Chamber 1994).

Participatory Learning and Action (PLA)

- PLA is a methodology for an interactive process of social development throughout the world. It is a way of learning from people, with the people and by the people.

Advocacy

- Process of standing alongside an individual who is in need of support and speaking out on his behalf in a way that represents the best interest of the person - even if that cause or interest does not necessarily coincide with one's belief, opinions, conclusions or recommendations.

Lobbying

- An art of educating and persuading your key audience through direct, one-on-one contact. Lobbying may be formal or informal

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Propaganda

- Systematic form of purposeful persuasion that attempts to influence the emotions, attitudes, opinions & actions of specified target audience for ideological, political or commercial purposes through the controlled transmission of one-sided messages (which may or may not be factual) via mass and direct media channel.

Bargaining

- Type of negotiation
- Social worker sometimes has to bargain on account of disadvantaged group of the society with the higher authorities or the organization that can bring relief to the sufferings of the community.

Blogging

- Type of website
- Most of the national and international organizations are now using blogs to mobilize their target audience.
- An easier and cheap way to connect with educate public and to get their feedback in the form of comments on posts.

Signature Campaign

- Collecting signature of masses on an issue to form a pressure.
- It is also an important instrument to build pressure on authorities in favor of a cause.

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Lesson 26

FIELDS OF SOCIAL WORK-I: MEDICAL SOCIAL WORK-1 (Topic 85-88)

Topic 85: Definition and Concept

Medical Social Work (MSW) or Hospital Social Work

"A process which serves to assist in diagnosis and treatment of patient through study of the patient in his/her social situation and by understanding the patient and his/her environment. In addition, the medical social work is supported by organized sources in making medical treatment more effective"(Cobat, 2010).

"Medical social work is a method which is centered on one to one relationship. It is a primary technique that supports in social functioning of individuals. Primary function of hospital social work was teaching doctors and nurses about social and psychological aspects of disease and to liaison or act as a bridge between hospital and the social environment and community resources of the patients"(Association of American Medical Colleges, 1977).

"A Medical Social Worker is a social worker who works in a medical setting such as a hospice, outpatient clinic, hospital, community health agency, or long-term care facility. MSWs are most often referred as "social workers," and sporadically may have other titles, such as Case/Care Manager" (Morrow, 2014).

"Hospital social worker's role includes the direct treatment of the patient's social and psychological problems which were among the causes or effects of their health problems or which acted as barriers tocooperation with the medical treatment plan" (Cannon, 2010).

"Medical social work in the hospitals is for ensuring healthy conditions in his or her home in preparation for the patient's return at home" (Maijor, 2011).

Topic 86: Medical Social Work's Target Group / Clientele

- Patients & their families, in public hospitals/clinics who need assistance to cope with or solve their emotional & social problems which arise as a result of illness, trauma or disability.
- Serve the patients who require psychiatric emergency outreaching services or are outreached by some medical teams in the community.
- Provide training, talks & programmes for the medical and allied health professional as well as the public.

Medical Social Work Clientele

1. Chronically ill (cases of tuberculosis, diabetes, cardiovascular diseases, cancer, leprosy, HIV / AIDS).
2. Physically disabled (cases of paraplegia, amputation, blindness, deafness, bums).

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3. Abortions, medical termination of pregnancy, psychosomatic disorders.
4. Cases for material help, cases in need for institutionalization.

Topic 87: Objectives of Medical Social Work

1. Assist patients & their families with social & emotional problems arising from illness, trauma or disabilities.
2. Enable patients to make the best use of medical/rehabilitative services in medical institutions & in community.
3. Contribute to the total rehabilitation of individuals, & their reintegration into the society
4. Strive for the promotion of health for patients, their families & the community.

Topic 88: Nature of Service of Medical Social Work

1. Counselling services, either through casework or group work approach, for patients and families on their emotional or social problems arising from illness, trauma or disabilities.
2. Psycho-social assessment, formulation of welfare plan & referrals for rehabilitation and community resources for patients and families.
3. Financial assistance/material assistance, e.g. waiving of medical charges, application for charitable/trust funds, referral for social security benefit.
4. Collaboration with other medical & allied health professionals in the community teams to outreach persons in the community who are in need of treatment or rehabilitation.
5. Talks & training to medical students, student nurses, social work students & para-medical staff on the social and psychological implications of illness and disabilities.
6. Educational talks & programmes to patients, their families & the public on health & welfare related issues.

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Lesson 27

FIELDS OF SOCIAL WORK-II: MEDICL SOCIAL WORK-1I (Topic 89-92)

Topic 89-90: Roles of Medical Social Worker I&II

1. To work as a team member in the multidisciplinary team consisting doctors, nursing and paramedical staff.
    - To coordinate and help the patients, family and other team members.
    - Maintain liaison with the hospital team.
2. To make the patient and his family understand the medical problem or disability he is suffering from, in a language the patient and his family can understand.
    - To help the patient cope with the disability/illness and make him adjust to it emotionally.
3. To assess the social condition of the patients and provide appropriate counselling.
4. To help the patient find ways and means to financially manage with the illness/disability.
    - Making the patient manage and tap resources for carrying out his treatment and support the family.
5. To help arrange financial support, for carrying out patients' treatment where needed from Governmental and Non-governmental organizations.
    - In addition, suggest ways to the patient and his family to reduce economic burden on the family.
6. To advice the patients/persons with disability on available disability benefits from the government and help them to get those benefits.
7. To help the patient / persons with disability and his family sort out inter-personal problems as a result of illness / disability. To help restore the role of such a person, such as a father, son, mother, daughter, husband or wife etc. in the family.
8. To help the person with disability/illness to adjust to his environment, including issues of removal of architectural barriers and encouraging independence in patients.
9. To assist with the doctor in the discharge planning, making protocols, and to involve patient and family members in the social work.
10. To help the patient in smooth transition from hospital to the community and maintain the link with the patient, the community and the health services.
    - To do follow up with family so as to stabilize the gains made during treatment. This may involve Case Work, one to one counselling method, Group Work and Community Organization'.
11. To reach out to the people in their homes to convince them about the preventive measures and explain nature of illness and treatment involved.

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12. To create awareness among the people to stimulate people's participation in health care programme.
13. To educate/interact with the community to help the community adjust with patients having disability or illness. To make the community adaptive for the disabled to help them integrate the disabled with them.
14. To participate in medico-social research.
15. To work in community-based rehabilitation programme
16. Participate in training programme of students in Medical Social Work (BSW/MSW), other para-medical students, nursing students and volunteers and other interested groups.
17. Any other duty assigned by the Head of the department.
    - Providing psychological support to the patients and their family suffering from serious diseases or who need operation.

Topic 91: Medical Social Worker in UK and USA

MSW in Britain

- MSWs in Britain & Ireland were originally known as hospital almoners or "lady almoners" until the profession was officially renamed medical social work in the 1960s.
- In 1895, Mary Stewart became the first lady almoner in Britain with her appointment to the Royal Free Hospital in London for a three-month trial period.
- Anne Cummins known as the "mother of almoners" as she had the ability & the funding to first establish a comprehensive social work service at St. Thomas's Hospital in London in 1909.
- The emergence of public health & social work were obtained during the 19th century by John Snow who helped bring an end to the cholera eruption in London of 1848.
- In 1945, the Institute of Almoners was formed, which, in 1964, was renamed as the Institute of Medical Social Workers.
- In Britain, medical social workers were transferred from the National Health Service (NHS) into local authority Social Services Departments in 1974, & generally known as hospital social workers.

MSW in United States

- Massachusetts General Hospital was the first American hospital to have professional social workers on site, in the early 1900s.
- Garnet Pelton, Ida Cannon & Dr. Richard Clarke Cabot --- central figures of HSW.
- Clarke credited his approach as similar to that of Anne Cummins in London.

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- Cannon trained MSWs in 1912. Major duties carried out by MSWs were case management, data collection, follow ups, care coordination, health education, financial assessment & discounting patient medical fees.
- 19th century, Jane Addams & Lillian Wald's work led to better health conditions for citizens as a result of their activist strategies.

Topic 92: Medical Social Worker in Pakistan

- Pakistan's Government requested UNO, a Swedish MSW, Ms. Anna Mo Toll, visited Karachi in 1953.
- In 1953, first MSW was employed at Tuberculosis Control & Training Center.
- Afterwards, Zakat was withheld from the individual's bank accounts
- Money collected through Zakat was earmarked for the patients under treatment in the hospitals in 1980s.
- Later on, Bait-ul-Maal's system was announced from transfer of receipt from grants and taxes from local, provincial & federal authorities, voluntary agencies including *Khairat*&*Sadaqat*& donations from international organizations.
- 100 MSW units in Punjab, 30 in Sindh, 04 in Baluchistan & 04 in Khyber Pakhtunkhwa.
- Medical Social Welfare Officer is appointed in Medical Social Services Projects (MSSPs) in hospitals assisted by a clerk and an office attendant.
- A medical social welfare officer usually gets funding from three sources for needy patients.
    - Zakat Department
    - Bait-ul-Maal Department
    - Non-Governmental Organization's (NGO) donations

18 Medical Social Services Projects (MSSPs) in Lahore City

- Nawaz Sharif Hospital
- Kot Khawaja Saeed Hospital
- Mayo Hospital
- King Edward Medical University
- Lady Willington Hospital
- Mian Munshi Hospital
- Punjab Institute of Public Health
- Fatima Memorial Hospital
- Services Hospital
- Punjab Institute of Cardiology
- Institute of Mental Health
- Children Hospital
- Anmol Hospital

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- General Hospital
- Shaukat Khanum Hospital
- Ghulab Devi Hospital
- Jinnah Hospital
- Sir Ganga Ram Hospital

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Lesson 28

FIELDS OF SOCIAL WORK-III
(Topic 93-95)

Topic 93: School Social Worker

- A specialized area of practice within the broad fields of SW profession.
- School social workers bring unique knowledge & the skills to the school system and the student services team.
- Instrumental in furthering the purpose of the schools: to provide a settings for teaching, learning and for the attainment of competence and confidence.
- Provide helping service to students whose problems in school stem from social and emotional causes which interfere with their adjustment and potential academic achievement.

School Social Worker's Functions

1. Provide help to students and families to overcome the social, behavioral, emotional, or economic problems that prevent learning.
2. Interview students & families to assess problems.
3. Make appropriate referrals for professional & community services.
4. Follow up to assure that services provided and that conditions improve.
5. Work closely with teachers and school administrators.
6. Provide crisis intervention for such problems as teen suicides, drug/alcohol-related issues and school violence.

Importance of School Social Work Practice



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School SW is aimed at:

- Children who have poor attendance or engagement in school
- Children with social or behavioural problems
- Children experiencing grief or loss
- Families who may be struggling financially, or with issues such as overcrowding, gambling.
- At-risk families, including those who have been referred by Child, Youth and Family for community-based support.

Student's Individual Problems

1. Live in poverty
2. Abused or neglected
3. Involved in criminal activities
4. Family problem
5. Lack of security

Student's in-familyProblems

1. Rejection from parents
2. Stepparents
3. Sibling friction
4. Lack of guidance
5. Parents education

SW with Children and their families

This component of the service involves:

- Development of supportive, trusting relationships with children and their families
- Working with children and families to develop goals for change and teaching strategies for managing difficult situations
- Advocating for children and their families within the school setting
- Keeping child safety paramount
- Working in partnership with other support services (slow learners, financialneeds)

Effectiveness in School Social Work

The work of social workers in schools is shown to contribute to improved outcomes for children, by working with schools to reduce barriers to learning

- Improvements in children's behaviour
- Children better able to set positive goals for the future, and take steps to achieve them

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- Children's safety or wellbeing
- Children's ability to learn due to emotional or social worries
- Families' ability to manage aspects of their lives.

Topic 94: Clinical Social Worker

- Provide a full range of mental health services, including assessment, diagnosis and treatment.
- Provide services to individuals, couples, families and groups.
- Utilize a variety of psycho-therapeutic theories and tools to guide treatment.
- Provide referrals to appropriate agencies for case management services. (Fountain House)
- Assist clients in adjusting to major life style changes due to death of a loved one, disability, divorce, or loss of a job. (Recreation, hope of life, counseling)
- Interface with healthcare insurers to authorize care.

Topic 95: Family Welfare

- Social worker provides some material assistance and counseling service to the family relating to marriage, health, economic problems and bringing up siblings.
- Having the knowledge on human relationship the social worker bears the responsibility of establishing harmonious relationship between the individual and his family.
- Concerned with the improvement, strengthening & support of the family in meeting its own needs.
- Basically, helping the family to perform its functions as the basic social unit.
- Mobilizing existing resources and if possible, creating non-existing resources needed by the family.
- Working with individuals, groups & other entities whose support & cooperation are needed to effectively help a family.
- Continuously/regularly assessing the adequacy & effectiveness of existing policies, programs and services that relate to the family. (social safety nets)
- Supervising staff in their various activities in relation to the families being served.

Programs/Activities

- Parent effectiveness
- Marriage Strengthening
- Establishment of Community Support Programs
- Strengthening of Family Values and Preservation of Cultural Heritage
- Family and Environment
- Livelihood Programs
- Fertility & Family Planning

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- Activities in family welfare setting
- Engaging the family in a problem solving relationship

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Lesson 29

FIELDS OF SOCIAL WORK-IV
(Topic 96-99)

Topic 96: Correctional Services

Correctional Setting

- Correctional Setting refers to the institutions like jail, probation home, parole home, juvenile shelters etc. where people (including children) with unusual behaviour and reaction are placed to bring correction to their attitude and behaviour.

Correctional Service

- SW works as part of the administration of process wherein the offender is corrected, his current behavior is kept within acceptable limits at the same time, his general life adjustment is modified.
- Social work has vast scope for intervention in this field of service.
- Includes recreational activities, counseling, vocational training for the unemployed criminals, after care service, rehabilitation etc.

Topic 97: Forensic Social Work

- Plays a formidable role in providing risk assessments, expert testimony, mental health care, substance abuse treatment, and other timely best practices to both victims and offenders.
- Utilize evidence-based practices in child maltreatment and domestic violence assessment and treatment.
- Provide assessment and treatment of juvenile offenders.
- Provide mental health, drug and alcohol, medical, and aftercare treatment for adult offenders.
- Get involved in trauma survivor assistance, victim-offender mediation and batterers' intervention programs.
- Are change agents, legislative advocates, policymakers and program administrators for both victims and offenders.
- Are skilled in restorative justice, giving expert testimony in child welfare and woman battering cases.
- Deal with the critical issues of punishment versus rehabilitation, deterrence, and determination of whether individual offenders are capable of change.

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Topic 98: Occupational Social Work

- Focuses on the welfare of the employees
- Provision of employment benefits
- Welfare of their families.
- Help workers with problems that affect their job performance and satisfaction.
- Assist corporations/organizations re-engineer their structure and methods to improve efficiency, creativity, productivity and morale.
- Work for a union
- Job counseling or organizing.
- Be an employee assistance counselor to counsel individuals, lead groups and run workshops.
- Healing of employees
- Deal with substance abuse, domestic violence, single parenting and vocational rehabilitation.
- Work with welfare foundations for developing free dispensary, Social security hospital, as well as utility companies and bank trust departments ATM.

Topic 99: Special Groups

Special Groups

- Drug Dependents
- Socially Disadvantaged Women (sexual harassment, domestic violence)
- Released prisoners and former patients of psychiatric institutions.
- Older Persons
- Persons with Disabilities

Social Worker's Fields of Practice

- Community Mental health
- Consulting
- Criminal Justice
- Crisis Intervention
- Developmental Disabilities
- Disaster Relief
- Domestic Violence
- Eating Disorders
- Employee Assistance
- Family Planning
- Family Preservation Services
- Genetics
- Gerontology Services

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- HIV/AIDS
- Homeless Family Assistance
- School Social Work
- Veterans' Services
- Addictions Treatment
- Adoptions & Foster Care
- Advocacy
- Child Abuse
- Child Welfare
- Chronic Pain
- Hospice and Palliative care
- Hospital /Medical Social Work
- Housing Assistance
- In-Home Services
- Mental Health Therapy
- Military Social Work
- Parent Education
- Political Development
- Private Practice
- Public Welfare
- Rural Social Work

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Lesson 30

THEORIES OF SOCIAL WORK-I
(Topic 100-102)

Topic 100: Theories of Social Work and Psychodynamic Theory

Theories of Social Work

Understanding why people act the way they do can; be a step toward helping them break bad habits and exhibit behavior that helps them succeed in life.

Social workers should familiarize themselves with different theories that play a vital role in social work practice.

Psychodynamic Theory

- A more modern view of personality that retains some aspects of Freudian theory but rejects other aspects
- Retains the importance of unconscious mind
- Less emphasis on unresolved childhood conflicts
- The psychodynamic perspective originated in the work of Sigmund Freud's psychoanalysis, which focused on the unconscious mind as the source of psychological distress and dysfunction.

Sigmund Freud (1856-1939)

- Founder of psychoanalysis
- Proposed the first complete theory of personality
- A person's thoughts and behaviours emerge from tension generated by unconscious motives and unresolved childhood conflicts.

Freudian's View of Mind

1. **Conscious Mind**
   All the thoughts, feelings and sensations that you are aware of at this particular moment
2. **Preconscious Mind**
   Holds thoughts and memories not in one's current awareness but can easily be retrieved
3. **Unconscious Mind**
   Not aware of these Thoughts and wishes, etc., but they exert great influence over our conscious thoughts and behaviour.

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Topic 101: Psychodynamic Theory & Three Components of Personality

Psychodynamic Theory

- Whereas, psychodynamic theory focuses on the individual's inner world, which is divided into the id, the ego and the super-ego.
- Social workers know that conflict exists between unconscious mind and conscious mind, and that nobody exhibits behavior without a reason.

Three Components of Personality

Individual's feelings thoughts and behaviours are the result of the interaction of the id, the ego, and the superego.

The Id

- ✓ Infants are born with id
- ✓ operate on pleasure principle
- ✓ Do not differentiate between reality and fantasy

The Ego

- ✓ The rational level of personality
- ✓ Operates on reality principle
- ✓ Does realistic and logical thinking
- ✓ Balance between id and super ego

The Super-Ego

- ✓ Partially unconscious
- ✓ Operates on moral principles
- ✓ Able to differentiate between good and bad, right and wrong
- ✓ If people will follow their superego, they will feel proud but if they don't follow, they will feel guilty and anxious

Topic 102: Jung's levels of Psyche and Classification of Personality

Carl Gustav Jung

- Born in 1875 in Switzerland.
- Psychiatrist and Psycho-analyst; founded analytical psychology.
- An early supporter of Freud because of their shared interest in the unconscious.

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- Believed that the mind could be divided into unconscious & conscious parts. But believed that there was more to the unconscious mind than Freud had first theorized.

Levels of Psyche

Conscious

- Conscious images are those sensed by the ego.
- The ego is center of consciousness
- Relatively unimportant in analytical psychology.

Unconscious

- Personal unconscious
- Collective unconscious

Personal unconscious

- Stores our unique personal memories and experiences

Collective unconscious

- Another level which contained memories and behavioral patterns that we have inherited from our ancestors.

Jung's Classification of Personality

Distinguishes two different attitude types:

Introvert

- People who receive stimulation from within
- Enclosed, less accessible, sheltered

Extrovert

- People who receive stimulation from the environment.
- Open, more accessible, less private, exposed

Jung also separates introverts and extroverts into four subtypes according to the functions that control the way they perceive the world. Both introvert and extrovert can be any of these subtypes, so there are eight possible personality types. These four functions are:

1. **Thinkings**

   Applying reasoning to the situations and environments you encounter.

2. **Feeling**

   Applying subjective, personal assessment to the stimulations and environments you encounter

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3. **Sensation**

   Applying aesthetic (to bring things into order or balance) to the situations and environment you encounter

4. **Intuition**

   Using your unconscious to understand your experiences

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Lesson 31

THEORIES OF SOCIAL WORK-II
(Topic 103-104)

Topic 103: Adler's Personality Theory

Alfred Adler's Personality Theory (1870-1937)

- He called this "Theory of Individual's Psychology" because he believed that people were unique.
- Originally followed Sigmund Freud's theory but after a disagreement of Freud's theory which says the drive of human behaviour is based on biological traits whereas Adler's drive for human behaviour is the need to overcome the feeling of inferiority.

Major Aspects of Theory

1. Style of life
2. Striving for Superiority
3. Parental Influence on Personality Development
4. Birth order

1. Style of life

- Refers to how you live your life & handle problems & interpersonal relations.
- Typology to illustrate different styles:
  - **a. Learning Type**
    - i. Sensitive and build a shell around themselves. Dependent on others, have low energy level
  - **b. Ruling Type**
    - i. Strive for power, Willing to manipulate. Prone to anti-social behaviour.
  - **c. Avoiding Type**
    - i. Hate being defeated, may be successful but without risks. Low social Contact, Fear of rejection
  - **d. Socially Useful Type**

    Very outgoing and active, lots of social contacts, strive for the good

2. Striving for Superiority

- Life Starts with a feeling of Inferiority
- To overcome inferiority striving for the superiority
- Striving for the superiority was the motivating force in life

3. Parental influence

Adler emphasised a lot the role of Parents in personality formation.

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Particularly two types lead to Problems:

a) **Pampering**
   - Too much attention and over protection
   - To avoid allow children to be independent; make few of their own choices and mistakes

b) **Neglect**
   - Who are not given proper attention, unable to develop strong relationship, inability to love

4. **Role of birth order**

First born children

Prone to be perfectionist, tend to become intellectual, dominant in social settings. Adler attributes this to child's efforts to get back parents undivided attention by hard work.

Second and Middle children

Someone as pacemaker, most competitive as well as diplomatic and flexible due to their 'middle' status.

Youngest and only children

May be dependent and selfish due to always being taken care by the family members. However, his child may also have positive traits of confidence ability to have fun and comfort.

Topic 104: Object Relation and Other Theories and Usefulness for Social Workers

Object Relation Theory

Object relation theory by Melanie Klein explores how relationships developed in infancy and childhood are embedded in the unconscious mind and form the focus of individuals' derives, vies of themselves and others, influence their personality in adulthood, and dictate how they interact in interpersonal relationships.

Other Theories

- Kohut's self-psychology expanded on object relations theory and aims to focus more on the self and the deficits within the self.
- Crisis theory is also classified as psychodynamic theory as it explains how people cope with stressful situations and how they have the capability to grow, develop and change; based on the crisis.

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Implication for Social Worker

- Finding that reason can help a social worker better assess the needs and situations of clients, providing them with the services they require.
- Simply speaking, this theory is concerned with how internal processes such as needs, drives, and emotions motivate human behavior.

Usefulness in Social Work

- To explore client's past experiences
- To assess how such experiences are contributing to the current Problem
- How to address the Problem
- Psychodynamic theories influence the process of assessment and intervention in social work.

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Lesson 32

THEORIES OF SOCIAL WORK-III
(Topic 105-107)

Topic 105-107: Social Systems Theory I, II&III

Social Systems Theory

- Systems perspective sees human behavior as the outcome of reciprocal interactions of persons operating within linked social systems.
- Behavior is influenced by a variety of factors that work together as a system.
- Parents, friends, school, economic class, home environment and other factors all influence how a person thinks and acts.
- E.g. client engaged in risky behaviour (drug abuse)
- Seeking to help correct missing or ineffective parts of that system can have a positive impact on behavior.
- Social worker must observe & analyze all of the systems that contribute to an individual's behavior & welfare, & work to strengthen those systems.
- Emphasizes reciprocal interactions of persons within a system
- Acknowledges that systems are subsystems of larger systems
- Change is facilitated through feedback mechanisms
- Systemic interactions can produce both stability and change

Providing Meaning to Theory

- Social systems theory is a cross-disciplinary body of scientific thought developed during the 20th century.
- Social systems perspective: a philosophical viewpoint on the relationship of person with his social environment & best theoretical basis for the study of human communication.
- Social systems model: more appropriate for professional practice.

System:

- A set of things or parts forming a whole.
- A mechanism of many often diverse parts subject to a common plan or serving a common purpose.

Systemic Thinking

- Using the mind to recognize pattern, conceive unity, and form some coherent wholeness – to seek to complete the picture.
- Systemic thinking includes those ways of thinking that seek to understand coherence and connectedness of all life.

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- Thought is patterned and imposed on the world as experienced by the perceiver.

Social System

- A social system is composed of persons or groups of persons who interact and mutually influence each other's behavior.
- A social system is a bounded set of interrelated activities that together constitute a single entity.

Polar Positions

- Systems exist at all levels:
    - Persons
    - Families
    - Organizations
    - Communities
    - Societies
    - Cultures

What is a basic unit of a social system?

1. Macro vs. Micro
2. Whole vs. Part
3. Holistic Viewpoint:
    1. The whole determines the actions of its parts.
    2. People are determined by society.
4. Atomistic Viewpoint:
    1. The whole is the sum of its parts
    2. Persons determine the society.

- This duality has emerged within our profession as the historical distinction between "casework" and "community organization", or as "individual change" vs. "social change".
- This duality is inherent in other social/behavioral disciplines, most explicitly in the paradigm of "nature vs. nurture".

Holon

- Each social entity whether large or small, complex or simple, is a holon.
- This term is borrowed from Greek language to express the idea that each entity is simultaneously a part and a whole.

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- A social unit is made up of parts to which it is the whole (supra-system) and at the same time is part of some larger whole (component).

1. Focal system:

- The system chosen to receive primary attention.

2. Open vs Close

- An open system interacts with its environment.
- A closed system receives no inputs from its environment & entropyor decay sets in.

3. Boundaries

- The interface between a system and its subsystems or a system and its environment.

Systems Concepts: Hierarchy

- Systems are nested in ahierarchy, that is, systems consist of subsystems and systems operate within environments (e.g., Russian Nesting Dolls)

Energy/Information

- The basic "stuff" of a system is energy.
- Energy can be in the form of information and resources.
- System action can be understood as the movement of energy/information:
  - Within a system
  - Between as system and its environment
- Information is ingested as energy to the same extent that food fulfills biological needs.
- What occurs in and between social systems are "transfers of energy/information" between persons or groups of persons.
- Energy is defined as:
  - Capacity for action
  - Action
  - Power to effect change

Energy and information are not identical.Energy must be structured in order to be useful.Information gives form to the energy.Energy derives from a complex of sources including the physical capacities of its members; social resources such as loyalties, shared sentiments, and common values; and resources from its environment.

Energy sources for personality systems:

- Food
- Physical condition of body
- Intellectual and emotional capabilities

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- Emotional support from friends, family or colleagues
- Cultural and religious sanctions for one's beliefs and activities
- Recognition of one's status by society and one's colleagues in an organization
- One's sense of self-worth and integrity.

The goals of one or more members are in opposition to system goals.The elements of organization are disrupted or unclear.Energies from within the system are not available or not sufficient for the demands on the system.The family is not adequately organized to obtain additional energy from outside its own system. The environment exercises a disorganizing influence on the family system (oppression).Energy is denied or not available from the supra-system (unemployment; or having welfare benefits cut off.).

Causation, Feedback Loops and Chaos Theory

- It is not useful to understand human behavior through searching for linear, one-directional cause-effect relationships.
- It serves little purpose to ask "why" persons do what they do.
- A more useful inquiry is "how" or in what way something happened.
- "A interacts with B to produce AB, which changes both A and B, and results in C, which is partly A, B, and AB."
- The process in which a system receives internal or environmental responses to its behavior and, in turn, reacts to these received responses by accommodating and assimilating the energy/information received, by altering the system's structure, and then engaging in altered exchanges of energy/information.
- The fundamental concept in chaos theory is order vs. disorder.
- Energy that is completely flat, unorganized, and undifferentiated is in a state of disorder.
- Systems and subsystems which are maintained only by great effort and only by intense energy exchange internally and with their environment is an example of order.

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Lesson 33

THEORIES OF SOCIAL WORK-IV
(Topic 108-110)

Topic 108: Social System Theory & its Usefulness for Social Workers

Systems theory's usefulness for social workers

- It provides a theoretical basis for assessing a client holistically by examining all the systems within her/his environment.
- Such theories are primarily used in assessment and intervention stages of social work practice where the social worker assesses the client holistically by considering psychological, biological and social functioning, as well as assessing the interaction of other systems within the client's environment, particularly those that could be contributing to the presenting problem.
- Provides means for conceptualizing linkages and relationships among different entities i.e. individuals, families, small groups, agencies communities and societies.
- Based on the assessment, underpinned by systems theory, the social worker determines which system needs the intervention
- Although the client may be an individual, the social worker may deem the family system, community system, or even political systems as the focus for intervention.
- Interventions most commonly used in social work practice include: couple and family therapy; family systems therapy; community development; and community practice.

Topic 109: Social Learning (Social Cognitive) Theory

- Human behavior is learned as individual interact with their environments
- Albert Bandura builds upon B.F. Skinner's behavioral theories
- Behavioral psychology focuses on the effect of the environment & reinforcement on behavior
- Bandura adds two important distinctions:
    - mediating processes happen between stimulus and response
    - individuals can learn behavior through observation.
- People often model behavior that they observe in their environment, particularly when they observe that behavior in those similar to themselves.
- If those behaviors are then rewarded, they become reinforced and the individual is more likely to repeat them.
- Can happen with problematic behaviors as well
- Social workers can use social learning theory to discern the person a client might be using as a behavioral model and use that information to help correct destructive behavior.

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- Stresses behavior as learned
- Stresses importance of antecedents and consequences of behavior
- Provides a framework for understanding sense of efficacy
- Provides a foundation for cognitive/ behavioral interventions

Topic 110: Transpersonal Theory

- A study of human development
- Goal is to help people develop stronger ego identities as they grow older, becoming more like the saints and heroes they aspire to be.
- Theory is spiritual as well as psychological, it can be a useful way to help a client overcome adversity and develop good habits
- Developed by Carl Jung
- Uses positive influences, rather than the diseased human psyche & our defenses, as a model for the realization of human potential
- Theory uses saints, artists, heroes and other similar figures - people who have strong ego identities that others can strive to emulate - as aspirational examples.
- Also known as Humanistic Theory
- Humanistic psychology & Existential psychology both of which emphasize freedom of action and search for meaning…..
    - Human behavior understood based on the internal frame of reference of the individual
    - People have the capacity to change and an innate desire to grow and find meaning
    - Emphasizes the qualities of empathy, warmth, and genuineness as conditions for facilitating change

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Lesson 34

SOCIAL LEGISLATION
(Topic 111-112)

Topic 111: Social Legislation

Legislation

- Legislation is an instrument to control, guide and restrain the behaviour of individuals and groups living in society.
- Individuals & groups left in absolute freedom may clash with each other in the pursuit of their self-interest at the cost of others.
- They cause grave harm to society leading to chaos.
- Legislation is one of the many institutions which controls and directs individual action into desirable channels.
- Others being social customs, traditions, religious prescription etc

Social Legislation

- Special measures are taken to protect these vulnerable and marginalized sections and one such measure is the enactment of special laws which specifically aim at social welfare which we collectively refer to as social legislation.
- Involves an active process of remedy by preventing or changing the wrong course of society or by selecting among the courses that are proved to be right (Prof. Gangrade).

Definition of Social Legislation

- Special laws which are passed with the special purposes of improving the socio-economic position of the specific groups such as women, children, elderly, scheduled castes, scheduled tribes, physically and mentally challenged, un-organised workers, agricultural and landless labourers and other such vulnerable groups.
- Specific legislations for care, protection and treatment of neglected, deviant and victim children, control and eradication of begging, welfare services for prostitutes, adult offenders, marginalized and deprived sections.
- Social problems like immoral trafficking, juvenile delinquency are products of our system.

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Topic 112: Social Legislation –An Instrument for Social Change

Legislation

- Pakistan's Constitution promises equal protection of laws to all citizens.
- Not only have just laws, but justly administered and implemented.
- Often the laws of the land are out of bounds for the poor and the weaker sections.
- Social workers have knowledge & skills for access to resources with which they can tilt the balance in favour of those whose interests are otherwise overlooked.

Social Legislation

- Laws designed to improve and protect the economic and social position of those groups in society which because of age, sex, race, physical or mental defect or lack of economic power cannot achieve health and decent living standards for themselves (Dictionary of Sociology by Fairchild).

An Instrument for Social Change

- Social legislation is an important enabling mechanism of bringing social change.
- Law alone, cannot be truly effective unless, it is supplemented and supported by public opinion and administrative reforms.
- Despite its limitations social legislation can be a powerful and effective tool in the hands of the professional social workers to fulfill their commitment to the weaker and the marginalized sections of the society.

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Lesson 35

SOCIAL LEGISLATION: THE PROTECTION AGAINST HARASSMENT OF WOMEN ACTS -I (Topic 113-115)

Topic 113-115: The Protection against Harassment of Women at the Workplace Act 2010 –I, II&III

Short title, extent and commencement

This Act may be called the Protection against Harassment of women at the Workplace Act, 2010.

It extends to the whole of Pakistan.

It shall come into force at once.

Definitions

In this Act, unless there is anything repugnant in the subject or context, -

a) "accused" means an employee or employer of an organization against whom complaint has been made under this Act;
b) "CBA" means Collective Bargaining Agent as provided in the Industrial Relations Act 2008,(IV of 2008) or any other law for the time being in force.
c) "Code" means the Code of Conduct as mentioned in the Schedule to this Act;
d) "Complainant" means a woman or man who has made a complaint to the Ombudsman or to the Inquiry Committee on being aggrieved by an act of harassment;
e) "Employee" means a regular or contractual employee whether employed on daily, weekly, or monthly or hourly basis, and includes an intern or an apprentice;
f) "Employer" in relation to an organization, means any person or body of persons whether incorporated or not, who or which employs workers in an organization under a contract of employment or in any other manner whosoever and includes –

(i) An heir, successor or assign, as the case may be, of such person or, body as aforesaid;

(ii) Any person responsible for the direction, administration, management and control of the management;

(iii) The authority, in relation of an organization or a group of organization run by or under the authority of any ministry ordepartment of the federal government or a provincial government, appointed in this behalf or, where no authority is appointed, the head of the ministry or department as the case may be;

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(iv) The office bearer, in relation to an organization run by or on behalf of the local authority, appointed in this behalf, or where no officer is so appointed, the chief executive officer bearer of that authority;

(v) The proprietor, in relation to any other organization, of such organization and every director, manager, secretary, agent or office bearer or person concerned with the management of the affairsthereof.

(vi) A contractor or an organization of a contractor who or whichundertakes to procure the labour or services of employees for useby another person or in another organization for any purposewhatsoever and for payment in any form and on any basiswhatsoever; and

(vi) Office bearers of a department of a division of a federal or avprovincial or local authority who belong to the managerial,secretarial or directional cadre or categories of supervisors oragents and those who have been notified for this purpose in theofficial gazette;

(h) Harassment" means any unwelcome sexual advance, request for sexual favors or other verbal or written communication or physical conduct of a sexual nature or sexually demeaning attitudes, causing interference with work performance or creating an intimidating, hostile or offensive work environment, or the attempt to punish the complainant for refusal to comply to such a request or is made a condition for employment;

(i) "Inquiry committee" means the inquiry committee established under sub-section (1) of section 3;

(j) "Management" means a person or body of persons responsible for the Management of the affairs of an organization and includes an employer;

(k) "Ombudsman" means the ombudsman appointed under section 7

(l) "Organization" means a federal or provincial government ministry, division or department, a corporation or any autonomous or semi-autonomous body, educational institutes, medicalfacilities established orcontrolled by the federal or provincial governmentor district governmentor registered civil societyassociations or privately manageda commercial or an industrial establishment or institution,

(m) "Schedule" means schedule annexed to this act;

(n) "Workplace" means the place of work or the premises where an organization or employer operates and includes building, factory, open area or a larger geographical area where the activities of the organization or of employer are carried out and including any situation that is linked to official work or official activity outside the office.

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Inquiry Committee

(1) Each organization shall constitute an Inquiry Committee within thirty days of the enactment of this Act to enquire into complaints under this Act.

(2) The Committee shall consist of three members of whom at least one member shall be a woman. One member shall be from senior management and one shall be a senior representative of the employees or a senior employee where there is no CBA. One or more members can be co-opted from outside the organization if the organization is unable to designate three members from within as described above. A Chairperson shall be designated from among them.

(3) In case a complaint is made against one of the members of the Inquiry Committee that member should be replaced by another for that particular case. Such member may be from within or outside the organization.

(4) In case where no competent authority is designated the organization shall within thirty days of the enactment of this Act designate a competent authority.

Procedure for holding inquiry

(1) The Inquiry Committee, within three daysof receipt of a written complaint, shall–

(a) communicate to the accused the charges and statement of allegations levelled against him, theformal written receipt of which will be given;

(b) Require the accused within seven days from the day the charge is communicated to him to submit a written defence and on his failure to do so without reasonable cause, the Committee shall proceed ex-parte; and

(c) Enquire into the charge and may examine such oral or documentary evidence in support of the charge or in defence of the accused as theCommittee may consider necessary and each party shall be entitled to cross-examine the witnesses against him.

2) Subject to the provisions of this Act and any rules made thereunder the Inquiry Committee shall have power to regulate its own procedure for conducting inquiryand for the fixing place and time of its sitting.

(3) The following provisions inter alia shall be followed by the Committee in relation to inquiry:

(a) The statements and other evidence acquired in the inquiry process shall be considered as confidential;

(b) An officer in an organization, if considered necessary, may be nominated to provide advice and assistance to each party;

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(c) Both parties, the complainant and the accused, shall have the right to be represented or accompanied by a Collective BargainingAgent representative, a friend or a colleague;

(d) Adverse action shall not be taken against the complainant or the witnesses;

(e) The inquiry Committee shall ensure that the employer or accused shall in no case create any hostile environment for the complainant so as to pressurize her from freely pursuing her complaint; and

(f) The Inquiry Committee shall give its findings in writing by recording reasons thereof.

(4) The Inquiry Committee shall submit its findings and recommendations to the Competent Authority within thirty days of the initiation of inquiry. If the Inquiry Committee finds the accused to be guilty it shall recommend to the Competent Authority for imposing one or more of the following penalties:

Minor penalties

(a) censure;

(b) Withholding, for a specific period, promotion or increment;

(c) Stoppage, for a specific period, at an efficiency bar in the time-scale, otherwise than for unfitness to cross such bar; and

(d) Recovery of the compensation payable to the complainant from pay or any other source of the accused;

Major penalties

(a) reduction to a lower post or time-scale, or to a lower stage in a time-scale; compulsory retirement;

(b) removal from service;

(c) dismissal from service; and

(d) Fine. A part of the fine can be used as compensation for the complainant. In case of the owner, the fine shall be payable to the complainant.

(5) The Competent Authority shall impose the penalty recommended by the Inquiry Committee under sub-section (4) within one week of the receipt of the recommendations ofthe Inquiry Committee.

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(6) The Inquiry Committee shall meet on regular basis and monitor the situation regularly until they are satisfied that their recommendations subject to decision, if any of Competent Authority and Appellate Authority have been implemented.

(7) In case the complainant is in trauma the organization will arrange for psycho-social counselling or medical treatment and for additional medical leave.

(8) The organization may also offer compensation to the complainant in case of loss of salary or other damages.

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Lesson 36

SOCIAL LEGISLATION: THE PROTECTION AGAINST HARASSMENT OF WOMEN ACTS-II (Topic 116-120)

Topic 116-120: The Protection against Harassment of Women at the Workplace Act 2010 -IV, V, VI, VII&VIII

Powers of the Inquiry Committee

1. The Inquiry Committee shall have power:
   a. to summon and enforce attendance of any person and examine him on oath;
   b. to require the discovery and production of any document;
   c. to receive evidence on affidavits; and
   d. to record evidence.
2. The Inquiry Committee shall have the power to inquire into the matters of harassment under this Act, to get the complainant or the accused medically examined by an authorized doctor, if necessary, and may recommend appropriate penalty against the accused within the meaning of sub-section (4) of section 4.
3. The Inquiry Committee may recommend to Ombudsman for appropriate action against the complainant if allegations leveled against the accused found to be false and made with mala-fide intentions.
4. The Inquiry Committee can instruct to treat the proceedings confidential.

Appeal against minor and major penalties

1. Any party aggrieved by decision of the Competent Authority on whom minor or major penalty is imposed may within thirty days of written communication of decision prefer an appeal to an Ombudsman established under section 7.

2. A complainant aggrieved by the decision of the Competent Authority may also prefer appeal within thirty days of the decision to the Ombudsman.

3. The Appellate Authority may, on consideration of the appeal and any other relevant material, confirm, set aside, vary or modify the decision within thirty days in respect of which such appeal is made. It shall communicate the decision to both the parties and the employer.
4. Until such a time that the ombudsman is appointed the District Court shall have the jurisdiction to hear appeals against the decisions of Competent Authority and the provisions of sub-sections (1) to (3) shall mutatis mutandis apply.
5. On the appointment of Ombudsman all appeals pending before the District Court shall stand transferred to Ombudsman who may proceed with the case from the stage at which it was pending immediately before such transfer.

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Ombudsman

1. The respective Governments shall appoint an ombudsperson at the Federal and provincial levels.
2. A person shall be qualified to be appointed as an Ombudsperson who has been a judge of high court or qualified to be appointed as a judge of high court. The Ombudsperson may recruit such staff as required to achieve the purposes of this Act and the finances will be provided by the respective Governments

Ombudsman to enquire into complaint

1. Any employee shall have the option to prefer a complaint either to the Ombudsperson or the Inquiry Committee.
2. The Ombudsperson shall within 3 days of receiving a complaint issue a written show cause notice to the accused. The accused after the receipt of written notice, shall submit written defence to the Ombudsperson within five days and his failure to do so without reasonable cause the Ombudsperson may proceed ex-parte. Both the parties can represent themselves before the Ombudsman.
3. The Ombudsperson shall conduct an inquiry into the matter according to the rules made under this Act and conduct proceedings as the Ombudsperson deems proper.
4. For the purposes of an investigation under this Act, the Ombudsman may require any office or member of an organization concerned to furnish any information or to produce any document which in the opinion of the Ombudsman is relevant and helpful in the conduct of the investigation.
5. The Ombudsperson shall record his decision and inform both parties and the management of the concerned organization for implementation of the orders.

Representation to President or Governor

Any person aggrieved by a decision of Ombudsperson under sub- section (5) of section 8, may, within thirty days of decision, make arepresentation to the President or Governor, as the case may be, who may pass such order thereon as he may deem fit.

Powers of the Ombudsman

1. The Ombudsman shall for the purpose of this Act have the same powers as are vested in a Civil Court under the Code of Civil Procedures, 1908 (Act V of 1908), in respect of the following matters, namely:
    i. Summoning and enforcing the attendance of any person and examining him on oath;
    ii. Compelling the production of evidence;
    iii. Receiving evidence on affidavits;
    iv. Issuing commission for the examination of witnesses

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v. entering any premises for the purpose of making any inspection or investigation, enter any premises where the Ombudsman has a reason to believe that any information relevant to the case may be found; and

vi. The Ombudsman shall have the same powers as the High Court has to punish any person for its contempt.

2. Ombudsman shall while making the decision on the complaint may impose any of the minor or major penalties specified in sub- section (4) of section 4.

Responsibility of employer

1. It shall be the responsibility of the employer to ensure implementation of this Act, including but not limited to incorporate the Code of Conduct for protection against harassment at the workplace as a part of their management policy and to form Inquiry Committee referred to in section 3 and designate a competent authority referred to in section 4.
2. The management shall display copies of the Code in English as well as in language understood by the majority of employees at conspicuous place in the organization and the work place within six months of the commencement of this Act.
3. On failure of an employer to comply with the provisions of this section any employee of an organization may file a petition before the District Court and on having been found guilty the employer shall be liable to fine which may extend to one hundred thousand rupees but shall not be less than twenty-five thousand rupees.

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Lesson 37

SOCIAL LEGISLATION: ORDINANCE REGARDING DISABLED PERSONS-I (Topic 121-123)

Topic 121-123: Disabled Persons (Employment and Rehabilitation) Ordinance 1981 –I, II&III

1. Short title, extent and commencement

This Ordinance may be called the Disabled Persons (Employment & Rehabilitation) Ordinance, 1981.It extends to the whole of Pakistan.It shall come into force on such day as the Federal Government may, by notification in the official Gazette, appoint.

2. Definitions

In this Ordinance, unless there is anything repugnant in the subject or context:

a. "Chairman" means the Chairman of the National Council or, as the casemay be, the Provincial Council;
b. "Commercial establishment" and "industrial establishment" shall have the same meaning as in the West Pakistan Industrial and CommercialEmployment (Standing Orders) Ordinance, 1968 (W.P. Ordinance No. VI of 1968);
c. "Disabled person" means a person who, on account of injury, disease or congenital deformity, is handicapped for undertaking any gainful profession or employment in order to earn his livelihood, and includes a person who is blind, deaf, physically handicapped or mentally retarded;
d. "Disease" includes the physical or mental condition arising from the imperfect development of any organ;
e. "Employee" means a regular or whole-time employee whether employed on daily, weekly or monthly basis, and includes an apprentice;
f. "Establishment" means a Government establishment, a commercial establishment or an industrial establishment, in which the number of workers employed at any time during a year is not less than one hundred;
g. "Fund" means the Rehabilitation of Disabled Persons Fund establishedunder section 17;
h. "Government establishment" includes any autonomous or semi-autonomous body, university, college, professional schooland any organizationcontrolled or managed by the Federal Government or aProvincial Government;
i. "National Council" means the National Council established under section 3;
j. "Prescribed" means prescribed by the rules made by the Federal Government or, as the case may be, the Provincial Government;
k. "Provincial Council" means a Provincial Council established under section 5; and
l. "Secretary" means the Secretary of the National Council, or, as the casemay be, the Provincial Council.

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3. National Council

The Federal Government shall, by notification in the official Gazette, establish a Council to be called the National Council for the Rehabilitation of Disabled Persons consisting of the following members, namely:

a. the Secretary, Ministry of Health and Social Welfare, who shall also be its Chairman;
b. One representative each of the three-Armed Forces;
c. One representative of the Manpower Division;
d. One representative of the Labour Division;
e. One representative of the Health Division;
f. One representative of the Education Division;
g. One representative of the Communications Division;
h. One representative of the Ministry of Water and Power;
i. One representative of the Ministry of Petroleum and Natural Resources;
j. One representative of the Industries Division;
k. One representative of the Planning Division;
l. A nominee of the Administrator-General, Zakat;
m. Four persons to be nominated by the Federal Government from among the persons engaged in the welfare of disabled persons;
n. One representative of the National Council of Social Welfare;
o. One representative of the registered trade unions, to be nominated by the Labour Division; and
p. The Deputy Secretary, Health and Social Welfare Division, dealing with social welfare, who shall also be the Secretary of the National Council.

4. Functions of the National Council

1. Subject to any directions given by the Federal Government, the National Council shall

a. formulate policy for the employment, rehabilitation and welfare of the disabled persons;
b. evaluate, assess and co-ordinate the execution of its policy by the Provincial Councils; and
c. have overall responsibility for the achievement of the purposes of this Ordinance.

2. Without prejudice to the generality of the provisions of sub-section (1) the policy may relate to

a. the survey of the disabled persons in the country who are desirous of being rehabilitated;
b. the medical examination and treatment of the disabled persons;
c. the providing of training to the disabled persons;

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d. the taking of such other measures as are necessary for carrying out the purposes of this Ordinance.

5. Provincial Council

Each Provincial Government shall, by notification in the official Gazette, establish a Council to be called the Provincial Council for the Rehabilitation of Disabled Persons consisting of the following members, namely:

a. the Secretary, Social Welfare Department, who shall also be its Chairman;
b. the Secretary, Labour Department;
c. one representative of the Planning and Development Department;
d. one representative of the Manpower Department;
e. one representative of the Health Department;
f. one representative of the Education Department;
g. one representative of the Communications Department;
h. one representative of the Water and Power Department;
i. one representative of the Chamber of Commerce;
j. Chief Administrator of Zakat;
k. one representative of the Social Welfare Council;
l. one representative of the Social Services Board;
m. one representative of the registered Trade Unions to be nominated by the Labour Department;
n. four persons nominated by the Provincial Government from amongst the persons engaged in the welfare work of disabled persons; and o. Director, Social Welfare Department, who shall also be the Secretary of the Provincial Council.

6. Functions of the Provincial Council

Subject to any directions given by the National Council the Provincial Council shall

a. execute the policy made by the National Council for the employment, rehabilitation and welfare of the disabled persons;
b. undertake appropriate projects for these purposes;
c. issue directions to the Employment Exchanges and other bodies for the implementation of the projects; and
d. from time to time take stock of the extent of functional disabilities of disabled persons.

7. Meetings of the Councils

1. The meetings of the National Council or a Provincial Council shall be held at such times and at such places as the Chairman thereof may direct and shall be presided over by such Chairman.

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2. The meetings of the National Council or a Provincial Council shall be conducted in accordance with such procedure as may be prescribed, and until such procedure is prescribed, in such manner as the Chairman thereof may direct.
3. The powers and functions of the Chairman shall, in his absence, be exercised and performed by such member of the National Council or the Provincial Council as the Chairman thereof may appoint.
4. The quorum to constitute a meeting of the National Council or a Provincial Council shall be four.
5. All orders and decisions of the National Council or a Provincial Council shall be authenticated by the signature of the Chairman thereof or the persons authorized by him.

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Lesson 38

SOCIAL LEGISLATION: ORDINANCE REGARDING DISABLED PERSONS-II (Topic 124-126)

Topic 124-126: Disabled Persons (Employment and Rehabilitation) Ordinance 1981–IV, V&VI

8. Duties of Secretary

The Secretary shall exercise such powers and perform such functions as may be assigned to him by the Chairman.

9. Appointment of Committee

The National Council or a Provincial Council may appoint such Committee consisting of such of its members as it thinks fit, and may refer to them any matter for consideration and report:Provided that the Council may, if it considers necessary, co-opt any person to a Committee.

10. Establishments to employ disabled persons

1. Not less than one per cent of the total number of persons employed by an establishment at any time shall be disabled persons whose names have been registered with the Employment Exchange of the area in which such establishment is located and against whose names in the register maintained under section 12 an endorsement exists to the effect that they are fit to work.

2. The disabled persons employed against any post in pursuance of subsection(1) Shall be entitled to the terms and conditions which are not less favorable than those of the other persons employed by the establishment against similar posts.

3. When calculating the percentage of the posts in an establishment for the purposes of employment of disabled persons, the fraction of 0.5 and above shall count as a whole number.

11. Establishment to pay to the Fund

An establishment which does not employ a disabled person as required by section 10 shall pay into the Funds each month the sum of money it would have paid as salary or wages to a disabled person had he been employed.

13. Establishment of training centers

The Provincial Council shall arrange for the training of disabled persons in such trades or vocations as it thinks fit, and shall establish training centers in such trades or vocations and in such manner as may be prescribed by the Provincial Government.

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14. Establishments to furnish information

Every Establishment shall furnish to such person or authority such information required forthe implementation of the provisions of this Ordinance in such form and in such manner asthe National Council may, by notification in the official Gazette, specify.

12. Registration of disabled persons

1. Any disabled persons desirous of being employed or otherwise rehabilitated may have his name registered in the register maintained by an Employment Exchange in such form and in such manner as may be prescribed by the Federal Government; and the Employment Exchange shall refer all names so registered to the Provincial Council.

2. The Provincial Council shall, if it thinks necessary, cause each disabled person registered under sub-section (1) to be assessed as to the nature of his functional disability and also as to his aptitude and the nature of work he is fit to do by a medical officer authorized by it in his behalf or by such assessing board consisting of not less than one medical officer as it may appoint, and the medical officer or, as the case may be, the assessing board shall submit its report to the Provincial Council in such form as may be prescribed by the Provincial Government.

3. If the disabled person is considered by the Provincial Council fit to work, it shall so inform the Employment Exchange, indicating the nature of work for which he may be employed or the trade or vocation in which he may be trained, and an endorsement to that effect shall be made against his name in the register.

4. If the disabled person is not considered by the Provincial Council fit to work, the Provincial Council shall inform the Employment Exchange accordingly for an endorsement to that effect being made against his name in the register, and the Provincial Council shall take such measures for his rehabilitation as it thinks fit.

5. If a person is declared by the Provincial Council not to be a disabled person, his name shall be struck off the register.

15. Power to debar further employment

1. The Provincial Council may debar from further employment or training for such period as may be specified by it any disabled person who, without valid reason, refuses to accept or abandons his employment or training under this Ordinance or otherwise acts in a manner detrimental to the interests of the trade or profession in which he is employed or undergoing training.

2. No disabled person shall be debarred under sub-section (1) unless he has been given an opportunity of being heard.

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16. Appeal

1. Any person aggrieved by an order under section 15 may prefer an appeal to the National Council within thirty days of the date of the order.
2. The National Council may call for the record of the case and may, after giving the parties an opportunity of being heard or after making such further enquiry as it thinks fit, stay or suspend the operation of the order or may pass such order as it thinks fit.

17. Fund

1. There shall be established by the Federal Government a Fund to be known as the Disabled Persons Rehabilitation Fund which shall comprise

a. all sums paid by the establishment under section 11;

b. all grants, if any, made by the Federal Government, Provincial Governments or local bodies; and

c. donations, if any, made by private individuals.

2. The Fund shall be administered by the National Council which shall, in consultation with the Federal Government, make such allocations to the Provincial Councils as it thinks necessary.

3. The Fund shall be utilized for the establishment of training centers for disabled persons;

a. financial assistance to disabled persons who are not fit to undertake any employment;

b. disbursement of stipends or scholarships to disabled persons receiving training;
c. the welfare of disabled persons; and
d. providing artificial limbs, surgical therapy and medical treatment to disabled persons.

18. Power to exempt

The Federal Government may, by notification in the official Gazette, exempt any establishment or class of establishments from the operation of all or any of the provisions of this Ordinance.

19. Delegation of power

1. The National Council may delegate all or any of its powers under this Ordinance to any of its members or to a Provincial Council, subject to such conditions as it may specify.

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2. The Provincial Council may delegate all or any of its powers under this Ordinance, including any of the powers delegated to it under sub-section (1) to any of its members, subject to such conditions as it may specify.

20. Penalty

Any establishment which fails to pay into the Fund any sum it is required to pay under section 11 shall be punishable with fine which may extend to one thousand rupees and, in the case of non-payment of fine, with an additional fine which may extend to ten rupees for every day during which the payment of fine is not made.

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Lesson 39

SOCIAL LEGISLATION: VOLUNTARY SOCIAL WELFARE AGENCIES ORDINANCE-II (Topic 127-128)

Topic 127-128: Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961-I&II

1. Short title, extent and commencement

1. This Ordinance may be called the Voluntary Social Welfare Agencies (Registration and Control) Ordinance, 1961.
2. It extends to the whole of Pakistan.
3. It shall come into force on such date as the Provincial Government may, bynotification in the official Gazette, appoint in this behalf.

2. Definitions

In this Ordinance, unless there is anything repugnant in the subject or context: -

a. "Agency" means a voluntary social welfare agency, and includes any branch of such agency;
b. "Governing body" means the council, committee, trustees or other body, by whatever name called, to whom, by the constitution of the agency, its executive functions and the management of its affairs are entrusted;
c. "Prescribed" means prescribed by rules made under section19;
d. "register" means the register maintained under section 4, and "registered" shall mean registered under this Ordinance;
e. "Registration Authority" means an officer authorized by the Provincial Government, by notification in the official Gazette, to exercise all or any of the powers of the Registration Authority under this Ordinance;
f. "Voluntary social welfare agency" means an organization, association or undertaking established by persons of their own free will for the purpose of rendering welfare services in any one or more of the fields mentioned in the Schedule and depending for its resources on public subscription, donations or Government aid.

3. Prohibition against establishing or continuing an agency without Registration

No agency shall be established or continued except in accordance with the provisions of this Ordinance.

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4. Application for registration, etc.

1. Any person intending to establish an agency, and any person intending that an agency already in existence should be continued as such, shall, in the prescribed form, and on payment of the prescribed fee, make an application to the Registration Authority, accompanied by a copy of the constitution of the agency, and such other documents may be prescribed.
2. The Registration Authority may, on receipt of the application, make such inquiries as it considers necessary and either grant the application, or for reasons to be recorded in writing, reject it.
3. If the Registration Authority grants the application, it shall issue,in the prescribed form, a certificate of registration to the applicant.
4. The Registration Authority shall maintain a register, containing such particulars as may be prescribed, of all certificates issued under sub-section (3).

5. Establishment and continuance of agency

1. An agency not in existence on the coming into force of this Ordinance shall be established only after a certificate of registration has been issued under sub-section (3) of section 4.
2. An agency already in existence shall not be continued for more than six months from the date on which this Ordinance comes into force, unless an application for its registration has, within thirty days of such date, been made under sub-section (1) of section 4.
3. Where an application as aforesaid has been made in respect of an existing agency, and such application is rejected, then, notwithstanding the period of six months provided in sub-section (2), the agency may be continued for a period of thirty days from the date on which the application is rejected, or if an appeal is preferred under section 6, until such appeal is dismissed.

6. Appeal

If the Registration Authority rejects an application for Registration, the applicant may, within thirty days from the date of the order of the Registration Authority, prefer an appeal to the Provincial Government, and the order passed by the Provincial Government shall be final and given effect to by the Registration Authority.

7. Conditions to be complied with by registered agencies:

1. Every registered agency shall –
   a. Maintain audited accounts in the manner laid down by the Registration Authority;
   b. At such time and in such manner as may be prescribed, submit its Annual Report and audited accounts to the Registration Authority and publish the same for general information;

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c. pay all moneys received by it into a separate account kept in its name at such bank or banks as may be approved by the Registration Authority; and furnish to the Registration Authority such particulars with regard to accounts and other records as the Registration Authority may from time to time require.

2. The Registration Authority, or any officer duly authorized by it in this behalf may at all reasonable times inspect the books of account and other records of the agency, the securities, cash and other properties held by the agency, and all documents relating thereto.

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Lesson 40

SOCIAL LEGISLATION: VOLUNTARY SOCIAL WELFARE AGENCIES ORDINANCE-II (Topic 129-131)

Topic 129-131: Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961-III, IV&V

8. Amendment of the constitution of registered agency

1. No amendment of the constitution of a registered agency shall be valid unless it has been approved by the Registration Authority, for which purpose a copy of the amendment shall be forwarded to the Registration Authority.
2. If the Registration Authority is satisfied that any amendment of the constitution is not contrary to any of the provisions of this Ordinance or the rules made there under, it may, if it thinks fit, approve the amendment.
3. Where the Registration Authority approves an amendment of the constitution, it shall issue to the agency a copy of the amendment certified by it, which shall be conclusive evidencethat the same is duly approved.

9. Suspension or dissolution of governing bodies of registered agencies

1. If, after making such inquiries as it may think fit, the Registration Authority is satisfied that a registered agency has been responsible for any irregularity in respect of its funds or for any miss administration in the conduct of its affairs or has failed to comply with the provisions of this Ordinance or the rules made there under, it may, by order in writing, suspend the governing body.
2. Where a governing body is suspended under sub-section (1), the Registration Authority shall appoint an administrator, or a caretaker body consisting of not more than five persons, who shall have all the authority and powers of the governing body under the constitution of the agency.
3. Every order of suspension under sub-section (1) shall be placed by the Registration Authority before a Board, consisting of not more than five persons, constituted by the Provincial Government for the purpose, which shall have the power to make such order as to the re-instatement, or the dissolution and reconstitution, of the governing body, as it may think fit.
4. The governing body against whom an order of dissolution and reconstitution is made under sub-section (3) may appeal to the Provincial Government, within thirty days from the date of such order, and the decision of the Provincial Government shall be final and shall not be called in question in any court.

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10. Dissolution of registered agency

1. If at any time the Registration Authority has reason to believe that a registered agency is acting in contravention of its constitution, or contrary to any of the provisions of this Ordinance or the rules made there under, or in a manner prejudicial to the interests of the public, it may, after giving such opportunity to the agency of being heard as it thinks fit, make a report thereon to the Provincial Government.
2. The Provincial Government, if satisfied after considering the report that it is necessary or proper to do so, may order that the agency shall stand dissolved on and from such date as may be specified in the order.

11. Voluntary dissolution of registered agency

1. No registered agency shall be dissolved by the governing body or members thereof.
2. If it is proposed to dissolve any registered agency, not less than three-fifths of its members may apply to the Provincial Government in such manner as may be prescribed, for making an order for the dissolution of such agency.
3. The Provincial Government, if satisfied after considering the application that it is proper to do so, may order that the agency shall stand dissolved on and from such date as may be specified in the order.

12. Consequences of dissolution

1. Where any agency is dissolved under this Ordinance, its registration there under shall stand canceled on and from the date of the order of dissolution takes effect, and the Provincial Government may -
   a. order any bank or other person who hold moneys, securities or other assets on behalf of the agency not to part with such moneys, securities and assets without the previous permission in writing of the Provincial Government:
   b. Appoint a competent person to wind up the affairs of the agency, with power to institute and defend suits and other legal proceedings on behalf of the agency, and to make such orders and taken such action as may appear to him to be necessary for the purpose; and order any moneys, securities and assets remaining after the satisfaction of all debts and liabilities of the agency to be paid or transferred to such other agency, having objects similar to the objects of the agency, as may be specified in the order.
2. Order made by the person appointed under clause (b) of subsection (1) shall, on application, be enforceable by any Civil Court having local jurisdiction in the same manner as a decree of such Court.

13. Inspection of documents, etc

Any person may, on payment of the prescribed free, inspect at the office of the Registration Authority any document relating to a registered agency, or obtain a copy of or an extract from any such document.

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14. Penalties and procedure

1. Any person who-
   a. contravenes any of the provisions of this Ordinance, or any rule or order made there under; or
   b. in any application for registration under this Ordinance, or in any report or statement submitted to the Registration Authority or published for general information there under, make any false statement or false representation; shall be punishable with imprisonment for a term, which may extend to six months, or with fine, which may extend to two thousand rupees, or with both;
2. Where the person committing an offence under this Ordinance is a company, or other body corporate, or an association of persons, every director, manager, secretary and other officer thereof shall, unless he proves that the offence was committed without his knowledge or consent, be deemed to be guilty of such offence.
3. No court shall take recognizance of an offence under this ordinance except upon complaint in writing made by the Registration Authority, or by an officer authorized by it in this behalf.

15. Indemnity

No suit, prosecution or other legal proceeding shall lie against any person for anything which is in good faith done or intended to be done under this Ordinance.

16. Power to emend Schedule

The Provincial Government may, by notification in the official Gazette, amend the Schedule so as to include therein or exclude there from any field of social welfare service.

17. Power to exempt

The Provincial Government may, by notification in the official Gazette, exempt any agency or class of agencies from the operation of all or any of the provisions of this Ordinance.

18. Delegation of powers

The Provincial Government may, by notification in the official Gazette, delegate all or any of its powers under this ordinance, either generally, or in respect of such agency or class of agencies as may be specified in the notification, to any of its officers.

19. Rules

The Provincial Government may, by notification in the official Gazette, make rules for carrying into effect the provisions of this Ordinance.

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Lesson 41

SOCIAL LEGISLATION: THE (PUNJAB) VAGRANCY ORDINANCE-I (Topic 132-134)

Topic: 132-134: The (Punjab) Vagrancy Ordinance, 1958 –I, II&III

Preamble

Whereas, it is expedient to amend and consolidate the law relating to vagrancy in the Province of the Punjab in the manner hereinafter appearing; and, whereas, the Provincial Assembly of West Pakistan is not in session and the Governor of West Pakistan is satisfied that circumstances exist which render immediate action necessary;now, therefore, in exercise of the powers conferred by Article 102 of theConstitution, the Governor of West Pakistan is pleased to make and promulgate the following Ordinance:-

1. Short title, extent and commencement

(1) This Ordinance may be called the [Punjab] Vagrancy Ordinance, 1958.

(2) It extends to the whole of the Province of the [Punjab] except the Tribal Areas.

(3) It shall come into force in such area or areas and on such date or dates as Government may, by notification, direct.

2. Definitions

In this Ordinance, unless the context otherwise requires, the following expressions shall have the meanings hereby respectively assigned to them, that is to say—

a) "Child" means a person under the age of fourteen years;
b) "Controller" means the Controller of Vagrancy, [Punjab];
c) "Government" means the [Provincial Government of the Punjab];
d) "Guardian" in relation to a child, includes any person who in the opinion of the court having cognizance of any case in which a child is concerned, has for the time being the charge of or control over such child;
e) "Prescribed" means prescribed by rules made under this Ordinance;
f) "Public place" includes any public park, garden, railway station, ground or vehicle to which the public for the time being have access, whether on payment or otherwise;

g) "Vagrant" means a person who:

   (i) solicits or receives alms in a public place;
   (ii) exposes or exhibits any sore, wound, injury, deformity or disease in a public place for the purpose of soliciting or receiving alms;

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(iii) allows himself to be used as an exhibit for the purpose of soliciting or receiving alms;

(iv) enters on any private premises without the invitation of the occupier for the purpose of soliciting or receiving alms;but does not include a person who solicits or receives money, food or gift for a purpose authorized by rules under a prescribed certificate;

h) "Welfare home" means an institution established and maintained by Government for the detention, training, employment and maintenance of vagrants and their dependents other than those who are lepers, lunatics or suffering from contagious diseases and includes an institution notified by Government as such for the purposes of this Ordinance.

3. Welfare homes

1. Government shall establish and maintain one or more welfare homes at such place or places as it thinks fit for the custody and detention of vagrants.
2. Government may, by notification, declare any existing charitable or other institution with previous consent of the controlling authority of such institution and on such conditions as may be mutually agreed upon between Government and the said authority, to be a welfare home for the purposes of this Ordinance.

4. Manager

Every welfare home shall be under the immediate charge of a manager appointed by Government and such manager shall be assisted by such medical and educational staff as Government may appoint.

5. Duties of the Manager

1. The manager of a welfare home shall, as soon as may be, get every vagrant medically examined and the report of the examination shall state, inter alia: —
    a) the sex and the age of the vagrant;
    b) whether the vagrant is a leper?
    c) whether he is suffering from any other contagious disease?
    d) whether the vagrant is insane, or mentally deficient?
    e) what is the general state of health and bodily condition of the vagrant and for which, if any, of the prescribed types of work such vagrant is fit?
2. The manager of a welfare home shall keep the following classes of vagrants separately from each other:
    a) children;
    b) females;
    c) lepers or persons suffering from contagious diseases;
    d) lunatics;
    e) infirm, old or incapacitated;

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f) able bodied:

Provided that children less than seven years of age or females may be allowed to take up residence in the same apartment in which any male member of their family is confined.

3. The manager shall arrange—

a) for the education of the children detained in the welfare home;
b) for such instruction of the vagrants, as may rehabilitate them in useful trades and make them self-supporting.

6. Voluntary admission to welfare homes

Any old, infirm or disabled person or a child may present himself before the [District Officer, Social Welfare] for being admitted to a welfare home and if the [District Officer, Social Welfare] is satisfied that such person has no source of livelihood, he may be detained in a welfare home till such time as such person becomes possessed of means of livelihood or applies for his release from custody.

7. Powers of police officer to arrest and search vagrants and seize things liable to confiscation

1. Any police officer may without an order from a magistrate and without a warrant, arrest and search any person who appears to him to be a vagrant and may seize anything found on or about such person which he has reason to believe to be liable to confiscation under this Ordinance.
2. A person arrested under the last preceding sub-section, shall be released if he furnishes bail to the satisfaction of the police officer making arrest for his appearance before the magistrate having jurisdiction in the area where the arrest is made.
3. If the person arrested is not able to furnish bail to the satisfaction of the police officer making arrest, such person shall be detained in custody and shall be produced before the nearest magistrate within a period of twenty-four hours of such arrest, excluding the time necessary for the journey from the place of arrest to the Court of the magistrate and no such person shall be detained in custody beyond the said period without an authority of the magistrate.

8. Trial

When the person arrested under the last preceding section appears or is brought before the magistrate, he shall be tried in accordance with the procedure prescribed for the trial of summons cases under Chapter XX of the Code of Criminal Procedure, 1898 (V of 1898):

Provided that whenever any magistrate, after having heard and recorded the whole or any part of the evidence in a trial, ceases to exercise jurisdiction therein, and is succeeded by another magistrate, who has and who exercises such jurisdiction, the magistrate so succeeding may

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act on the evidence so recorded by his predecessor or partly recorded by his predecessor and partly recorded by himself, or he may re-summon the witnesses and recommence the enquiry or trial.

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Lesson 42

SOCIAL LEGISLATION: THE (PUNJAB) VAGRANCY ORDINANCE-II (Topic 135-138)

Topic: 135-138: The [Punjab] Vagrancy Ordinance, 1958 –IV, V, VI&VII

9. Sentence for vagrancy

If the magistrate finds that a person is a vagrant, such person shall be punished with imprisonment of either description for a period not exceeding three years.

Provided that in any case in which a person who has not been previously convicted of an offence under this Ordinance, is convicted of an offence under this Ordinance, the magistrate may instead of sentencing him to a term of imprisonment, release him after due admonition on his, or in case such vagrant is a child, on his guardian entering into a bond with or without sureties to appear and receive the sentence when called upon during such period (not exceeding three years) as the magistrate may direct and in the meantime to refrain from conducting himself as a vagrant.

10. Punishment for employing or causing persons to ask for alms

Whoever employs or causes any person to solicit or receive alms or uses a person as an exhibit for the purpose of soliciting or receiving alms or being the guardian of a child connives at or encourages the employment or the causing of the child to solicit or receive alms shall be punished with imprisonment of either description for a term which may extend to one year or with fine or with both.

11. Presumption

If a person has no ostensible source of subsistence and wanders about or remains in a public place in such condition or manner as raises a reasonable suspicion that he is there to solicit or receive alms, it shall be presumed, unless the contrary is proved that such person is a vagrant.

12. Detention of dependents

If any vagrant sentenced under section 9 to a term of imprisonment has a child below seven years of age or any other person wholly dependent upon him, the magistrate may, after making such inquiry as he thinks fit and after giving such person an opportunity of being heard, direct that such child or person shall be detained in the welfare home so long as the vagrant remains in custody.

1. Provided that a child of the vagrant who is below the age of seven years shall be detained along with the vagrant until he attains the age of seven years.

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2. Where the dependent is a child above seven years of age, or when the child detained under the last preceding sub-section, attains the age of seven years, the magistrate or any other officer empowered by Government in this behalf may direct that such child be detained in any other institution approved by Government.

13. Compulsory contribution by persons bound to maintain vagrants

1. If the magistrate is satisfied that a vagrant or a person bound to maintain a vagrant has sufficient means, he shall make an order directing such vagrant or the person bound to maintain such vagrant, as the case may be, to contribute in the prescribed manner towards the maintenance of such vagrant in a welfare home:

Provided that no order under this sub-section shall be made without giving the person from whom contribution is required the opportunity of being heard.

2. If any contribution directed by the magistrate under the last preceding sub-section remains unpaid, the same may be recovered as arrears of land revenue.

14. Place of detention or imprisonment

A vagrant arrested under this Ordinance shall remain in custody, or, if convicted serve his term of imprisonment in the prescribed manner, as the case may be, in the nearest welfare home or such other place as Government may by general or special order, direct.

15. Transfer of vagrants from welfare homes

The Controller or any other officer specially empowered by Government in this behalf may by an order in writing direct the transfer of a vagrant from one welfare home to another or to any other place appointed by Government in this behalf.

16. Release on probation or short leave

The Controller or other officer specially empowered by Government in this behalf may, subject to such conditions as may be prescribed, —

a) release any vagrant on probation after he has served imprisonment for a period not less than one year;
b) release a vagrant detained in a welfare home by granting him a license and, after the expiration of three months from the commencement of the release on license, recommend to Government the unconditional release of such vagrant if he considers that there is probability of such vagrant's abstaining from vagrancy;
c) grant short leave of absence to any vagrant detained in a welfare home:

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Provided that a vagrant contravening any condition relating to his release on license may be re-arrested under the orders of the Controller and sent to the welfare home for completing the sentence awarded to him under section 9.

17. Powers of discharge of vagrants from welfare homes

The Controller or any other officer specially empowered by Government in this behalf may discharge a vagrant from a welfare home:

a) if he is satisfied that a vagrant has become possessed of an income sufficient to enable him to support himself without resorting to vagrancy;
b) if a relative of such vagrant, or a person interested in the welfare of the vagrant, enters into a bond with or without sureties to look after and maintain such vagrant and to prevent him from resorting to vagrancy;
c) on the certificate of the manager of the welfare home that satisfactory employment has been obtained for such vagrant;
d) for any other good and sufficient reason to be recorded in writing.

18. Effect of other laws and enactments

The provisions of this Ordinance, and any order made or action taken under this Ordinance, shall have effect notwithstanding anything inconsistent therewith contained in any enactment other than this Ordinance, for the time being in force, and any instrument having its effect by virtue of any such enactment other than this Ordinance.

19. Cognizance and bail

All offences under this Ordinance shall be cognizable and bailable.

20. Jurisdiction

No offence under this Ordinance shall be triable by any magistrate other than a magistrate of the first class.

21. Appeal

Any person aggrieved by an order of a magistrate under this Ordinance may within thirty days of such order appeal to the Sessions Court.

22. Persons to be deemed to be public servants

All persons empowered to perform any function under this Ordinance shall be deemed to be public servants within the meaning of section 21 of the Pakistan Penal Code, 1860.

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23. Indemnity

No suit, prosecution, or other legal proceeding shall lie against any person for anything in good faith done or intended to be done under this Ordinance.

24. Articles liable to confiscation

All things and money found on or about a vagrant except the necessary wearing apparel shall be liable to confiscation to Government under this Ordinance.

25. Power to make rules

1. Government may make rules for carrying out the purposes of this Ordinance.
2. In particular and without prejudice to the generality of the foregoing power, such rules may provide for all or any of the following matters, namely:
    a) the purposes for which a person may solicit or receive money or ask for food or gift referred to in clause (g) of section 2 and the form of the certificate;
    b) the manner in which Controller shall discharge his functions;
    c) the manner in which a medical officer may examine a vagrant;
    d) the types of works for which a vagrant may be reported fit;
    e) the types of the hard labour which is to form the punishment;
    f) the manner in which an imprisonment under this Ordinance may be served;
    g) the manner in which a vagrant may be transferred from one welfare home to another or to any other place of detention;
    h) the manner in which the manager of a welfare home is to certify that satisfactory employment has been obtained for a vagrant;
    i) the place or institutions where children detained under this Ordinance are to be confined;
    j) the places or institutions where lepers, lunatics and persons suffering from contagious diseases may be confined.

(3) Every rule under this Ordinance shall be laid before the [Provincial Assembly] and may be amended or repealed by a resolution of the said Assembly.

26. Repeal

The Sind Vagrancy Act, 1947, is hereby repealed.

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Lesson 43

VALUES AND ETHICS IN SOCIAL WORK
(Topic 139-141)

Topic 139-140: Values in Social Work –I&II

Values are particular types of beliefs about what is regarded as worthy or valuable for human welfare.'Social work is among the most value based of all professions', grounded in 'concepts such as justice and fairness' (Reamer, 1999).International Federation of Social Workers (IFSW) and International Association of Schools of Social Work (IASSW) (2004) is often used as a basis on which to develop country-level ethical codes.

Primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the well-being of society.

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. These activities 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 seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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Service

Addressing social ills and helping others is a primary goal of all social workers. Service is the value from which all other social work values stem. Social workers regularly elevate the needs of others above their own personal interests and use their skills and knowledge (from education and experience) to help people. Social workers often volunteer their time — in addition to their paid services — with no expectation for financial reward.

Social Justice

Social workers advocate on behalf of the oppressed, the voiceless, and others who are unable to advocate for themselves. They often focus on issues such as poverty, homelessness, discrimination, harassment, and other forms of injustice. Social workers provide information, help, and other resources to people seeking equality, and they educate people who may not directly experience discrimination about the struggles of the less fortunate.

Dignity and Worth of the Person

Every person is different, with different cultural and social values. Social workers are mindful of those differences, treating each person with dignity and respect and promoting their clients' capacity and opportunity to address their own needs and improve their personal situations. Social workers must be cognizant of their duties to both individual clients and to society as a whole, and seek solutions for their clients that also support society's broader interests.

Importance of Human Relationships

Social workers connect people who need assistance with organizations and individuals who can provide the appropriate help. Social workers recognize that facilitating human relationships can be a useful vehicle for creating change, and they excel at engaging potential partners who can create, maintain, and enhance the well-being of families, neighbourhoods, and whole communities.

Integrity

In order to facilitate these relationships and improve others' lives, social workers must exhibit trustworthiness at all times. Each social worker must be continually aware of the profession's mission, values, and ethical principles and standards, and set a good example of these components for their clients. By behaving honestly and responsibly, social workers can promote the organizations with which they're affiliated while also creating the most value for the populations they serve.

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Competence

Social workers must continually strive to expand their knowledge base and competence in order to make meaningful contributions to the profession.Professional social workers often hold undergraduate or Master's degree in Social Work, but a fair amount of their knowledge comes from gaining on-the-job experience.

Topic 141: Ethics in Social Work

National Association of Social Workers (NASW), USA

In 2017, nearly 700,000 registered social workers in USA (U.S. Bureau of Labour Statistics). Number is expected to increase by more than 01 Million before 2026. Each of those social workers, regardless of the setting in which one chooses to provide services, must adhere to the professional code of ethics.

At its most basic level, social work is about promoting the general welfare of society by representing those who are most vulnerable. Providing social services can sometimes be a difficult task, wrought with ethical uncertainties and challenges. Code of Ethics "is intended to serve as a guide to the everyday professional conduct of social workers," (NASW website).

The Social Work Code of Ethics serves six purposes:

1. To establish the core values upon which the social work profession is based.
2. To create specific ethical standards that should guide social work practice and reflect the core values.
3. To help social workers navigate professional considerations and obligations when ethical uncertainties arise.
4. To provide ethical standards to which the social work profession can be held accountable.
5. To initiate new social workers to the profession's mission, values, and ethical principles and standards.
6. To create standards by which the social work profession can assess if a social worker has engaged in unethical conduct. Social workers who pledge to abide by this code must cooperate with its implementation and disciplinary rulings based upon it.

NASW outlines six ethical principles that "set forth ideals to which all social workers should aspire." The Code of Ethics relevant to the six social work values are:

1. Service to Humanity

a) Placing others above self-interest when acting in a professional capacity.
b) Use the professional power and authority in responsibleways.

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c) Promote individual development goals, as well as the development of a just society.
d) Work for conflict resolution.

2. Social Justice

a) Equal access to resources
b) Advocate for fair and equitable access to public services and benefits.
c) Advocate for equal treatment and protection under the law.
d) Challenge injustices that affect the vulnerable.
e) Promote social development
f) Work for environmental management.

3. Dignity and Worth

a) Inherent right of all people.
b) Right to self-determination.
c) Respect the diversity
d) Right of individuals to their unique beliefs.
e) Client's right to make choices
f) Client's right to voluntary, informed consent.
g) Social workers obligation towards children as clients.
h) Social workers uphold the collective right of society on the self-determination of individuals.
i) Protect the vulnerable/ at risk population.
j) Right of every person to be free from violence and threat of violence.

4. Integrity in Professional Practice

a) Social workers demonstrate and promote honesty, reliability, impartiality and diligence.
b) Adherence to the values and ethical principles of the profession in organizations where they work.
c) Appropriate boundaries in worker-client relationships.
d) Openness & transparency in professional practice.

5. Competence in Professional Practice

a) To offer highest quality service possible.
b) To maintain and increase their professional knowledge and skill.
c) Ensure client's interests and safety in specialized areas of practice.
d) Work for the development of new professional knowledge.
e) Social workers who engage in research ensure participant's confidentiality and accurately report the results of their studies.

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6. Confidentiality in Professional Practice

a) Respect the importance of the trust and confidence placed in the professional relationship by clients.
b) Respect the client's right to confidentiality of information.
c) Disclose confidential information with the informed consent of the client or legal representative.
d) Social workers may break confidentiality by court order.

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Lesson 44

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW) -I (Topic 142-144)

Topic 142-144: Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) – I&II

On 18 December 1979, the CEDAW was adopted by the United Nations General Assembly. Entered into force as an international treaty on 3 September 1981 after the twentieth country had ratified it. By the 10th anniversary of the Convention in 1989, almost one hundred nations have agreed to be bound by its provisions.

CEDAW was culmination of more than 30 years of work by the UN Commission on the Status of Women, established in 1946 to monitor the situation of women and to promote women's rights. The Commission's work has been instrumental in bringing to light all the areas in which women are denied equality with men. CEDAW is the central and most comprehensive document.

Spirit of the Convention is rooted in the goals of the United Nations:

a) to reaffirm faith in fundamental human rights,
b) in the dignity and worth of the human person,
c) in the equal rights of men and women.

CEDAW spells out the meaning of equality and how it can be achieved. CEDAW establishes not only an international bill of rights for women, but also an agenda for action by countries to guarantee the enjoyment of those rights.Agenda for equality is specified in 14 subsequent articles.

CEDAW covers 03 dimensions of the situation of women.

a) Civil rights
b) Legal status of women.
c) CEDAW is also concerned with the dimension of human reproduction as well as with the impact of cultural factors on gender relations.

Preamble

The States Parties to the present Convention,

- Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women,

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- Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex,

- Noting that the States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights,

- Considering the international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women,

- Noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies promoting equality of rights of men and women,

- Concerned, however, that despite these various instruments extensive discrimination against women continues to exist,

- Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity,

- Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs,

- Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

- Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women,

- Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields,

- Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women,

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- Determined to implement the principles set forth in the CEDAW and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations.

Article 1

For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated
b) To adopt appropriate legislative and other measures, prohibiting all discrimination against women;
c) To establish legal protection of the rights of women on an equal basis with men;
d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;
e) Take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;
f) Take appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;
g) To repeal all national penal provisions which constitute discrimination against women.

Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women , for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4

a) Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the

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present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.

b) Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

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Lesson 45

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW) -II (Topic 145-146)

Topic 145-146: Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) – III&IV

Article 5

States Parties shall take all appropriate measures:

a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;
b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;
c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with

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men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

a) States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.
b) States Parties shall grant women equal rights with men with respect to the nationality of their children.

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
d) The same opportunities to benefit from scholarships and other study grants;
e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
g) The same Opportunities to participate actively in sports and physical education;
h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 11

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:
   a) The right to work as an inalienable right of all human beings;
   b) The right to the same employment opportunities, including the application of the same

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criteria for selection in matters of employment;

c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;
d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value;
e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;
f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:
   a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;
   b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;
   c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;
   d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.
3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

a) States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.
b) Notwithstanding the provisions of paragraph I of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

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a) The right to family benefits;
b) The right to bank loans, mortgages and other forms of financial credit;
c) The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.
2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:
   a) To participate in the elaboration and implementation of development planning at all levels;
   b) To have access to adequate health care facilities, including information, counselling and services in family planning;
   c) To benefit directly from social security programmes;
   d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;
   e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self-employment;
   f) To participate in all community activities;
   g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;
   h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

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