

SWT 05208

**SOCIAL ADVOCACY
AND EMPOWERMENT**

Topic 1a: Approaches to advocacy in social work

Learning Tasks

By the end of topic learners are expected to:

- Explain the concept of Advocacy
- Explain the concept of advocacy campaign
- Explain the concept of awareness advocacy
- Explain the concept of advocacy material

The concept of advocacy

ACTIVITY: Buzzing

Buzz on the following question:

- Explain the concept of advocacy

Advocacy

- Advocacy is a set of organized actions aimed at influencing social attitude, public policies, or political processes in order to bring positive change on the issue that affect individuals, group or community.

Cont...

- The purpose of advocacy is to promote or reinforce change of policies, programmes or legislations. It is also used to provide support directly to clients or service users.

The concept of advocacy campaign

- Campaign is a planned set of activities or actions designed to convince, advertise and promote particular idea, plan or objective. Thus advocacy campaign is putting advocacy into action.

Cont...

- Advocacy campaign aims at bringing about some result or change about particular issue that affect group of vulnerable group or community. For example advocacy campaign for education of children with disability that aims to:

Cont...

- Persuade the general public about children with disability right to education
- Change attitude about children with disability rights
- Inform people about the idea of equal rights to all children

Steps of advocacy campaign

Cont...

Prepare advocacy campaign work plan

- **Problem identification** is to identify and describe the problem you wish to tackle.
- **Set Advocacy objectives:** It is what you want to see as a result of your advocacy. What change you desire to see.

Cont...

- **Identify target audience:** Those you need them to take action for desired change.
- **Craft advocacy Message:** In advocacy you want to convey to the audience. Message is what you want to tell your audience

Cont...

- **Prepare advocacy methods:** Method to send advocacy message.
- **Prepare advocacy implementation plan:** Advocacy action plan.
- **Identify required resources:**
Resources are all the things that needed to accomplish each activity of the advocacy plan

Cont...

- Monitoring and evaluation:** How you monitor implantation and evaluate the result you should set your monitoring and evaluation plan.

The concept of Awareness advocacy

- Awareness advocacy is the process that aims at creating awareness that may consequently bring changes. It should be noted that some issues in the society rise because of lack of awareness.

Cont...

- When community members are made aware they can change hence the issue may be addressed. For example Killing of albinism may be due to ignorance. Awareness advocacy may be conducted to make them aware hence stopping killing of albinism.

Advocacy materials

Activity: Buzzing

Buzz on the following question:

- What are the advocacy materials?

Advocacy materials

- Advocacy materials are instruments that contain advocacy message. Common advocacy materials include: Flyers (add emails); Brochures; posters; leaflets (adds); toolkits; Stickers; banners; Publications; post card; Slogans and Billboards.

Cont...

- The choice of advocacy materials depends upon advocacy approaches adopted by advocates and nature of the target audience.

Key points

- Advocacy aims at influencing social attitude, public policies, or political processes in order to bring positive change on the issue that affect vulnerable groups.
- Advocacy campaign is the process which follows organized steps.

Evaluation

- What are key steps of advocacy?
- Identify advocacy materials

References

- Adams, R. (2003), *Social work and Empowerment*, PALGRAVE New York.
- Garvin, C.; Gutiérrez, L.& Galinsky, M. (2004), *Handbook of social work with groups*, The Guilford Press; New York
- Lee, J. (2001), *Empowerment Approach to Social Work Practice*, (2nd edition), Columbia University Press; New York

- Miley, K.;O'Melia, M. &DuBois, B. (2011).*Generalist Social Work Practice: An Empowering Approach, (6th Edition) Boston: Pearson Education, Inc.*
- Pact Tanzania (2005), *Expert Advocacy Series: Civil Society and Advocacy*, Dar es Salaam.

Cont...

- NGO Resource centre,(2005), *Lobby and Advocacy to Children with disability: Training Module for School Management Committee and Community Development Committees, Multi-Colour Printers, Zanzibar.*

End of topic 1a

Questions/ comments

Topic 1b: Approaches to advocacy in social work

Cont...

By the end of topic learners are expected to:

- Identify types of advocacy
- Outline approaches of advocacy
- Explain the importance of advocacy approaches in social work practices

Types of advocacy

There are many different types of advocacy, including the following:

Self-advocacy

- **Self-advocacy:** Individual or a group of individuals speak up for themselves. It recognizes that people are experts by experience and-

Cont...

involves them in speaking out for themselves about the things that are important to them. It means that people are able to ask for what they want and need and to tell others about their thoughts and feelings

Peer advocacy

- **Peer advocacy:** advocate and the advocacy partner share similar experiences or environments. This happens for example between children who may live together in children's home, those experiencing mental ill

Cont...

- health and those with a learning disability. It sometimes means that people who have experienced the same things feel they have a better understanding and can be more supportive

Group advocacy

- **Group advocacy:** It involves people with shared experiences, positions or values coming together in groups to talk and listen to each other and speak up collectively about issues that are important to them. These groups aim to influence public opinion, policy and service provision.

Systems Advocacy

- **Systems Advocacy:** Type of advocacy which primarily concerned with influencing and changing the system (legislation, policy and practices) in ways that will benefit people with a disability as a group within society.

Professional Advocacy

- **Professional Advocacy:** Advocacy conducted by representation of members of services involved in a person's life, for example social workers or health workers

Citizen advocacy

- **Citizen advocacy:** It involves people in their local community by enabling them to have a voice and to make decisions about the things that affect their lives. Citizen advocacy partnerships are long term, not time-limited, and last for as long as the citizen advocate and the individual want them to. -

Cont...

-Citizen advocates are ordinary members of the local community. They are unpaid and usually operate with support from a coordinated scheme.

Approaches of advocacy

- There are several approaches of advocacy. These approaches include the following:

Cont...

- **Media campaign/working with mass media:** Radio, Television, Print (Newspapers, magazines).
- **Lobbying:** Face to face meeting with target audience-community members, community leaders, government officials, elected officials etc

Cont...

- **Activism:** Petitions, public demonstrations, posters, and leaflet
- **Coalition building/building partnership:** Group of organizations with common interest working together to influence change on particular issue of their interest.

Cont...

- Other approaches include:
involving leaders, mobilizing
the community groups and
capacity building.

Importance of advocacy approaches in social work

Activity: Small group discussion

- Into small groups discuss the importance of advocacy in social work**

Importance of advocacy approaches in social work

- Advocacy enhances achieving social justice and people empowerment.
- Advocacy is one of the roles of social work in order to help vulnerable groups access their rights.

Cont...

- It enhances enactment, enforcement and review of social policies, programs and plans
- It facilitates change of negative attitude and tradition that affect vulnerable groups
- It enhance empowerment of vulnerable groups

Key points

- There are different types and approaches of advocacy.
- The choice of type and approach is determined by the advocates depending on their circumstance.

Evaluation

- What are common types of advocacy?
- Describe advocacy approaches

References:

- Adams, R. (2003), *Social work and Empowerment*, PALGRAVE New York.
- Garvin, C.; Gutiérrez, L.&Galinsky, M. (2004), *Handbook of social work with groups*, The Guilford Press;New York
- Lee, J. (2001),*Empowerment Approach to Social Work Practice*, (2nd edition), Columbia University Press;New York

End of topic 1b

Question/comments

Topic 2 : Principles of advocacy in helping clients

Learning tasks:

By the end of the topic learners are expected to:

- Describe principles of advocacy
- Explain the importance of advocacy in helping clients
- Organize advocacy activity

Principles of Advocacy

- There are various principles of advocacy provided by different literature.
- However the common principles of advocacy are:

People centered:

- **People centered:** Advocacy is directed by the needs, interests, views and wishes of the vulnerable people

Clarity

- **Clarity:** Advocacy should have clearly stated purpose, objectives and message. Every one involved should be aware of purpose, objective and message.

Accountability

- **Accountability:** advocacy is accountable to the people who use it and accountable to the law.

Empowerment:

- **Empowerment:** Advocacy should help people to have control over their lives and to be fully involved in decisions which affect them.

Independence

- **Independence:** Independent advocacy cannot be controlled by a service provider. Advocacy is as free as it can be from conflicts of interest
- Advocacy looks out for and minimizes conflicts of interest

Importance of advocacy in helping clients

Activity: Buzzing

**Buzz on the
following question:**

- What is the importance of advocacy in helping the clients

Advocacy empowers clients

- **Advocacy promotes wellbeing of the client**
- **Advocacy promotes social justice of clients**

Importance of advocacy in helping clients

- Advocacy safeguards the dignity and interest of clients
- Advocacy positioning client into a centre of social work helping process

**Organize
advocacy activity**

Activity : Group Work

- Organize advocacy activity for presentation in the class
- The rest of class construct positive comments.

Cont...

- In organizing advocacy activity the following steps should be observed; Problem/issue for advocacy, Objectives, Method, Audience, Message, Approach, Implementation plan, Resource required, Monitoring and evaluation.

Key Points

- Organizing advocacy activity should consider; Principles and steps of advocacy

Cont...

- What are the principles of advocacy
- Why advocacy is important in helping client

References:

- Adams, R. (2003), *Social work an Empowerment*, PALGRAVE New York.
- Assifi, N (Unpublished). *Advocacy what is it and How does it work. Power Point Material (PPT)*. UNFPA/CST, Bangkok. Retrieved from https://www.google.com/search?q=role+of+advocacy+in+social+work&rlz=1C1VSNG_enTZ690TZ693&oq=role+of+advocacy+in+social+work&aqs=chrome..69i57j0l5.10140j0j7&sourceid=chrome&ie=UTF-8 on the 02/09/2018

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- Garvin, C.; Gutiérrez, L.&Galinsky, M. (2004), *Handbook of social work with groups*, The Guilford Press;New York
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- Miley, K.; O'Melia, M. & DuBois, B. (2011). *Generalist Social Work Practice: An Empowering Approach*, (6th Edition) Boston: Pearson Education, Inc.

End of topic 2

Questions/comments

Topic 3 : Concepts of adult learning

**Prerequisite module: SWT 04108
Fundamentals of social
empowerment**

Learning tasks:

By the end of the topic learners are expected to:

- Define adult learning
- Identify characteristics of adult learners
- Explain strategies used in adult learning

Cont...

- Explain principles of adult learning (goal oriented, self-directed, practical oriented, relevancy, life experiences and knowledge, shown respect)

Definition of adult learning

Activity: Buzzing

- **Define adult learning**

Cont...

- Adult learning is the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills.

Characteristics of adult learners

Activity: Buzzing

- Identify characteristics of adult learners

Characteristics of adult learners

- Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
- Adult learners actively participate in learning topic.

Cont...

- **Adult are resourceful:** Have significant ability to serve as knowledgeable resource to facilitator and group members.

Cont...

- Adults need information that will help them improve their situation or that of their children.
- Adult have past experience upon which to draw-may have fixed view point

Cont...

- Function best in collaborative environment
- Are problem centered
- Adults need to validate information based on their belief and experience

strategies used in adult learning

ACTIVITY: Buzzing

- Explain strategies of adult learning

strategies used in adult learning

- There are several strategies you might want to consider depending on your audience and the purpose of your training

Cont...

- Quiz.
- Games.
- Role-playing.
- Brainstorming.
- Group problem-solving.

Cont...

- Lecture.
- Simulation.
- Case Study.

Principles of adult learning

Autonomous and self-directed

- Actively involve participants.
- Serve as their facilitator, rather than teacher.
- Find out what the participants want to learn before designing the training.

Life experiences and knowledge

- Recognize the value of experiences and knowledge participants bring to the training.
- Encourage participants to draw on their experiences and knowledge related to the topic.

Goal-oriented

- Be organized.
- Have clearly defined goals, objectives, and agenda for the training.
- Early in the training, show participants how it will help them achieve their goals.
- Explain how training objectives relate to training activities

Relevancy

- Make sure participants see the relevance of the training, as well as individual activities and topics. (This relates to having clearly defined objectives that are stated early in the training.

Practical oriented.

- Tell participants explicitly how the training and individual activities will be useful to them on the job.

Respect

- Acknowledge the wealth of knowledge and experiences the participants bring to the training.
- Treat the participants as equals rather than subordinates.
- Make sure to recognize participants' knowledge, and treat them like equals rather than subordinates.

Key Points

- When dealing with adult learners, one must consider characteristics of a learning as well principle of adult learning.

Evaluation

- List characteristics of adult learner
- What are the common strategies in adult learning?
- List principles of adult learning

Reference

- Hart, L (2011), *Training methods That Work*, Crisp Publication Inc. Great Britain.
- Hauser, R; Edley, C. Measu et al. (editors), (2005), *Literacy: Performance Levels for Adults*, National Academies Press, Washington, DC.

End of topic 3

Questions/comments

Topic 4 : Principles of adult learning in conducting training

Learning tasks

By the end of the topic learners are expected to:

- Prepare relevant training materials
- Share training goals with adult learners
- Engage adult learners in the learning process

Cont...

- Engage adult learners in practical activities
- Demonstrate respect in conducting meeting and presentation with adults

Preparation of training materials

- Training materials means all resources needed to facilitate teaching and learning process.
- They include training timetable (program), training notes, handout, notebooks, marker pen, flipcharts, masking tapes etc.

**In preparing training materials
consider the following;**

- Training materials should be relevant to the training (prepared timetable for the training, training notes, handout)
- Training materials should be relevant to the capacity learners

Cont...

- Training materials should be visible/audible
- Training materials should reflect the demand of learners

Activity : Assignment

- Prepare training materials of the topic of your choice

In preparing training materials

- **Audience:** Who is the target audience for a proposed training
- **Capacity:** What is capacity of participants?
- **Current roles:** What are the roles of participants?

Cont...

- **Knowledge gaps:** What are the knowledge gaps of participants and what they need to know?
- **Outcome:** What they expect from the training?
- **Venue:** where the training shall be conducted

Cont...

- **Facilities:** what facilities are available and not available
- Develop check list
- Work on your check list

Sharing training goals with adult learners

- Training goal is a statement of what a learner is expected to know, understand, or be able to do as a result of a learning process. Training goal is also known as training objectives or outcome.

Cont...

- Training goal begins with action verb to focus attention on what learners are supposed to be able to do after they complete training. Example: Equip learners with knowledge and skills on project design.

Cont...

- It should be noted that in adult learning facilitator must share the learning goal with participants at the very beginning of the training.

Activity : Role play

- In three groups (facilitators, adult learners and observers) and explain their roles
- **GIVE:** a list of training goals to learners to facilitators
- **ASK** facilitators to share training goals to adult learners
- **ALLOW** discussion and comments after observers have provided their comments

Cont...

- Trainer should communicate training goals to adult learners in a simple language
- Training goal should be relevant to the training content
- Trainer should ask participants if they have any question regarding to training goal

Cont...

- Participants should be allowed to ask questions or clarification about the training goal

Engage adult learners in learning process

- Engaging learners means actively involving learners in learning process.
- **Learning process** is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences.

Activity: Role-play

- **DESIGN:** A relevant scenario to demonstrate how learners are actively engaged.

Cont...

- Adult Learners should be motivated to participate
- Adult Learners should be allowed to ask questions/clarification

Cont...

- Adult Learners should be allowed to share their experience
- Respect learners views and needs
- Facilitator should be flexible to the needs/concerns of learners etc

Engaging adult learners in practical activities

- **A practical activity means** tasks or activities which learners observe or perform in the course of learning process. It is a practical application of the knowledge and skills acquired in the training process. Practical activities enhance the learning by motivating learners, stimulating interest and enjoyment

Activity: Role-play

- **SCENARIO:** Create a relevant scenario about learning activity

Cont...

- One learner to role play as facilitator who engage learners in practical activities and some learners role-play as adult learners

The role-play should depict

- Learners involvement in group work and presentation
- Learners demonstrate some acquired skills

Demonstrate respect in conducting meeting and presentation with adults

- Respect is one of the key principles of adult learning. Social work as a facilitator must always show respect when conducting meeting or making presentation with adults.

Activity: Role-play

- **SCENARIO:** Create a relevant scenario about meeting with adult learner.
- **ASK** one learner to role play as facilitator to demonstrate respect during the meeting with adult learners.
- **ASK the class to observe and provide constructive comments and LEAD the discussion**

Role-play should depict facilitator's respect to participants. These include:

- Presenter's appropriate dressing code
- Presenter's treatment to various types of participants
- Presenter's behavior during the meeting
- Presenter's handling of participants questions, criticism, challenges

Key points

- Facilitator should always prepare his/her training materials before conducting training topic.
- The training materials should be relevant planned training
- Engaging learners should adhere the principles of adult learning
- During any training with adult learners, participants should be actively engaged in practical activities.

Evaluation

- How does training facilitator prepare training materials for adult learning?
- What should training facilitator consider in engaging adult learners in the training process?

Reference

- Hamza, M. (2012) Developing Training Material Guide, www.msb.se/RibData/Filer/pdf/26433.pdf
https://www.cdc.gov/healthyyouth/foodsafety/pdf/ef_ective_teaching (Effective Teaching Strategies)
- Hart, L (2011), *Training methods That Work*, Crisp Publication Inc. Great Britain.
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- Merriam, Sharan B. & Brockett, Ralph G. *The Profession and Practice of Adult Education: An Introduction*. Jossey-Bass, 2007, p. 7. ISBN 978-0-78790-290-2
- NGO Resource Centre (2006), *Facilitation skills: Training module for school management Committee and Community Development committees*, multi-Colour Printers, Zanzibar.

End of topic 4

Questions/comments

Topic 5 : Principles of adult learning in service provision

Learning tasks

By the end of the topic learners are expected to:

- Identify types of adult learners
- Prepare client helping Topic by using adult learning principles
- Engage client using principles of adult learning

Types of adult learners

- Visual Learners
- Auditory Learners
- Tactile Learners
- Reading/writing learners
- Kinesthetic learners

Visual Learners

- **Visual Learners:** They prefer to see information and visualize relation between ideas. *Visual learners prefer to be shown a lesson through* graphs, diagrams, and illustrations. The best form of communication is providing worksheets, white boarding.

Auditory Learners

- **Auditory Learners:** They tend to listen carefully to all sounds associated with the lesson. “Tell me,” is their motto. They will pay close attention to the sound of your voice and all of its subtle messages and they will actively participate in discussions.

Cont...

- You can best communicate with them by speaking clearly, asking questions, and using phrases like, “How does that sound to you?” They prefer to hear information rather than reading or seeing it displayed visually.

Tactile Learners

- **Tactile Learners:** They need to physically do something to understand it. Their motto is “Let me do it.” They trust their feelings and emotions about what they’re learning and how you’re teaching it. Tactile learners are those learners who will get up and assist instructors with role playing in the classroom.

Kinesthetic learners

- **Kinesthetic learners** These are hands-on experiential learners, they learn best by doing.

**Preparation of Client helping
Topic by using adult learning
principles**

Activity: Role-play

- A client helping Topic plan for adults by considering principles of adult learners
- Demonstrate on the principles of adult learners in helping clients

The role play should depict the following principles of adult learners

- Autonomous and self-directed.
- Life experiences and knowledge.
- Goal-oriented.
- Relevancy
- Practical oriented.
- Respect

Engaging client using
principles of adult
learning

Activity: Role-play

- DESIGN A client engagement Topic by considering principles of adult learners
- Demonstrate on the principles of adult learners in engaging adults (clients)

- Apart from considering principles of adult learning, the steps to engage a client in helping process should be considered as follows;

Engage

- **Engage:** This is the first step in social work helping process. To engage implies to enter into effective working relationship based on degree of trust and respect between social work and client (rapport building).

Assessment

- **Assessment:** Assessment involves gathering information about the client and the issue around. Assessment provides a picture of what the problems are, what are the strengths can be drawn upon, what needs to be done and so on.

Planning

- **Planning;** involves action and steps that have to be taken to resolve the situation. This has to be done in partnership so that the plan developed is shared, thereby increase likelihood that they will be successful of joint commitment on which the partnership based. Planning is formulating a plan of intervention.

Implementation

- **Implementation:** This is to execute the plan/put the plan into action based on appropriate model.

Evaluation

- Evaluation which is measuring effectiveness of an intervention, using both formal and informal tools. Once the work is completed.

Termination

- **Termination:** The process by which an intervention is ended in order to assist the client maintaining the gains made in the intervention process.

Key points

- Client helping process should consider principles of adult learning when attending adults.

Evaluation

- Identify types of adult learners
- What are the steps of preparing client helping Topic?
- Why it important of using adult learners principles in adult learning?

References

- Chelsi. N (2016), Different Types of learners and what they mean in your presentation.<https://blog.prezi.com/the-four-different-types-of-learner> Myers,K. Conte,N and Rubenson,K (2014), Adult learning typology Social Research and Demonstration Corporation <http://www.srdc.org/media/199755/adult-learning-typology.pdf>

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https://www.cdc.gov/healthyyouth/foodsafety/pdf/effective_teaching (Effective Teaching Strategies)
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End of topic 5

Questions/comments

Topic 6: Concepts of social empowerment

Learning tasks

By the end of the topic learners are expected to:

- Define the term empowerment
- Define the term social empowerment
- Explain the importance of social empowerment
- Explain challenges facing social empowerment

Definition

empowerment

Activity: Buzzing

- Define empowerment.

Cont...

- Empowerment is the process of gaining freedom and power to do what you want or to control what happens to you.
- It is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.

Definition of Social empowerment

- Social empowerment is the process of developing a sense of autonomy and self-confidence, and acting individually and collectively to change social relationships and the institutions and discourses that exclude poor people and keep them in poverty

Importance of social empowerment

- It encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves.

Cont...

- It makes individuals and community becoming stronger and more confident, especially in controlling one's life and claiming one's rights
- It strengthens capacity of individuals, groups and/or communities to take control of their circumstances, exercise power and achieve their own goals.

Cont...

- It increases the capacity for self-help of clients, self-sufficiency, with a focus on eliminating the future need for charity or welfare in the clients both as individuals or groups.
- It allows clients not to be seen as passive, helpless 'victims' to be rescued but instead as a self-empowered person fighting abuse oppression

Challenges of social empowerment

Activity: Discussion

- Into small groups discuss on challenges of social empowerment

challenges of social empowerment

- Low self-esteem of individuals
- Unfriendly cultural and traditional belief and practices (Norms, values)
- Sense of inferiority complex of marginalized
- Long-built negative social perception
- Lack of political will
- Community resistance

Key points

- Empowerment is process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.
- Social empowerment is the process of developing a sense of autonomy and self-confidence, and acting individually and collectively to change social relationships.

Cont...

- Social empowerment is directed at the individual level, family level, community level and social policies level

Evaluation

- What is your understanding about empowerment?
- What is the importance of empowerment in social work
- Explain challenges facing social empowerment

References

- Adams, R. (2003) *Social work and empowerment, 3rd ed, New York:*
- PALGRAVE Blomkvist, H., 2003, 'Social Capital, Political Participation, and the
- Quality of Democracy in India', Paper presented at the annual meeting of the American Political Science Association, Philadelphia Marriott Hotel,

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End of topic 6

Questions/comments

Socio economic empowerment approaches in addressing client's problems

Learning tasks

By the end of the topic learners are expected to:

- Explain the importance of social economic empowerment to vulnerable groups
- Differentiate different types of social economic empowerment approaches
- Engage clients in social economic activities

Cont...

- Definition of economic empowerment
- Economic empowerment is the process of allowing poor people to think beyond immediate daily survival and to exercise greater control over both their resources and life choices.

Cont...

- It strengthens individuals, groups and communities to make their own decisions around making investments in health and education, and taking risks in order to increase their income.

Cont...

- It can strengthen vulnerable groups' participation in the decision making. For example, microfinance programmes have been shown to strengthen women's influence within the household and marketplace

Cont...

- The evidence suggests that economic power is often easily 'converted' into increased social status or decision-making power.
- In reduce government social welfare budget burden
- Increase income saving to low income families
- It promotes social harmony and decreasing crime.

Cont...

- It promotes social protection
- It promotes social and economic justice
- It promotes wellbeing and standard of living of vulnerable groups

Social economic empowerment approaches

The consumerist approach

- Derived from neo-liberal economic theory, this approach sees the problem as a lack of choice in services and support for service users. The solution is seen as using 'market forces' by opening up state-dominated systems to allow more service providers to operate – particularly from the private and voluntary sector – thus, theoretically at least, creating more choice to marginalized population.

The political approach

- This approach, influenced by neo-Marxist ideas and social movement politics, identifies the problem as oppressive discrimination against marginalised social groups, and the solution is seen as collective action to pursue a rights-based agenda by groups such as the disability movement, the self-advocacy movement for people with learning difficulties, and the survivors' movement for people with mental health problems

Cultural approach

- From this perspective empowerment involves redefining roles, identities and beliefs, as a basis for political and economic action. Strategies involve forming groups and organisations, and/or undertaking cultural activities (including in art, literature, music, etc.) in order for oppressed groups to create their own identity and voice, rather than letting these be created for them by dominant groups and professions

Professional approach

- Professional approaches of empowerment have often been based on a 'professional expertise'-led approach which has emphasized getting clients to 'do things for themselves', focusing on issues such as self-care, feeding and mobility, operate – particularly from the private and voluntary sector – thus, theoretically at least, creating more choice.

Economic approach

- Economic approach is based on the assumption that poverty aggravates marginalization. It emphasize that in order to fight marginalization economic self-dependency is indispensable. The evidence suggests that economic power is often easily 'converted' into increased social status or decision-making power

Engage clients in social economic activities

- In establishment social economic activity for clients it is necessary to involve them. Clients should be involved in all steps to establish socioeconomic activity.

Steps in to establish socio-economic activity

- Clients should be engaged in all steps of establishing social economy activity.

These steps include following:

- Identification of socio-economy activity
- Planning
- Budgeting
- Implementation
- Evaluation

Importance of engaging client

- It creates sense of ownership to clients/beneficiaries
- They feel being respected
- They become active in the socio-economy activity
- They will protect the established project
- It is necessary condition for sustainability of the established project etc.

Activity: Role-play

- DESIGN a relevant scenario about establishment of social economic activity.

The role-play should depict the following:

- Identification stage
- Planning stage
- Implementation stage
- Evaluation state

Key points

- There are various approaches for socio-economic empowerment including political approach, political approach, cultural approach, professional approach and economic approach
- Community members should be engaged during establishment of community socio-economic activities

Evaluation

- Why social economic empowerment is important to clients?
- How clients are engaged in social economic activities?

References

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