**CHAPTER ONE**

**Basic Definitions and Concepts of Child, Family & Community**

**1. Definition of Child**

There is no universal explanation of who is a child, adolescent or youth. Chronological age is not a sufficient criterion for establishing operational definitions. Childhood is understood in very different ways in different contexts. Childhood is a social and cultural construction, not only a stage in physical and psychological development.

A child means every human being below the age of eighteen years (Article one of UNCRC, United Nations Convention on the rights of children).

**2. Definition of a family**

A family is a social group that may or may not include one or more children (e.g., childless couples), who may or may not have been born in their marriage (e.g., adopted children, or children by one adult partner of a previous union). The relationship of the adult may or may not have its origin in marriage (e.g., common- law couples); they may or may not occupy the same residence (e.g., commuting couples). The adults may or may not cohabit sexually, and the relationship may or may not involve such socially patterned feelings as love, attraction, piety and awe (Eichler’s, 1998).

According to Sociology by Rodney Stark, the most consistent efforts to define what the family is have drawn on the functionalist perspective. Anthropologists and Sociologists maintain that the family is a universal social institution, and therefore, it must do something essential for human beings. Functionalists attempt to define the family on the basis of the functions that the family performs. In 1949, George Peter Murdock defined the family as "a social group characterized by common residence, economic cooperation, and reproduction.” He added that the family "includes adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children". Murdock describes four main functions of the family which included:

1. Sexual relationships

2. Economic cooperation among members

3. Reproduction

4. Socialization of infants and children

 **3. Definition of a community**

The English-language word "community" derives from the [Old French](https://en.wikipedia.org/wiki/Old_French) *comuneté*, which comes from the [Latin](https://en.wikipedia.org/wiki/Latin) [*communitas*](https://en.wikipedia.org/wiki/Communitas) "community", "public spirit" (from Latin [*communis*](https://en.wiktionary.org/wiki/communis), "shared in common").

[Human](https://en.wikipedia.org/wiki/Human) communities may share [intent](https://en.wikipedia.org/wiki/Intention), [belief](https://en.wikipedia.org/wiki/Belief), [resources](https://en.wikipedia.org/wiki/Natural_resource), [preferences](https://en.wikipedia.org/wiki/Preference), [needs](https://en.wikipedia.org/wiki/Need_assessment), and [risks](https://en.wikipedia.org/wiki/Risk) in common, affecting the [identity](https://en.wikipedia.org/wiki/Identity_%28social_science%29) of the participants and their degree of cohesiveness.

A community is usually considered a social entity (a group of people) that has something in common, such as values, identity, and often a sense of place that is situated in a given geographical area such as village, town, or neighborhood. Strong relations that enlarge beyond immediate genealogical ties also define a sense of community. People tend to define those social ties as important to their identity, practice, and roles in social institutions like family, home, work, government, society, or humanity, at large. Although communities are usually small relative to personal social ties (micro-level), "community" may also refer to large group affiliations (or macro-level), such as national communities, international communities, and virtual communities.

 It is a "sociological construct." It is a set of relations, human behaviors that have meaning and expectations between its members. Not just action, but actions based on shared expectations, values, beliefs and meanings between individuals.

**4. Interaction among Child, family, & Community**

The raising of competent and flexible children is a collective responsibility - one which, when achieved, benefits society as well as the individual child and family involved. The main responsibility for child-rearing is, and will remain, that of the family. Increasingly, however, in view of changes, most parents - at least from time to time and especially during stages of developmental transition will need support from others. Some will be fortunate enough to have their own personal networks of extended family, close friends and neighbors to provide support and relief when needed. Many, however, including those who need it most, lack the personal networks to supplement their own resources. From time to time, these parents will need the support of others - the community, mainstream resources such as health care, high-quality child care, schools and, in some cases, specialized services - if their children are to achieve their full measure of health, competence and resilience. Various levels of government are responsible for planning and providing appropriate, sufficiently available, and at least adequate mainstream and specialized services. It is for these reasons that the raising of competent children is a collective responsibility.

The whole community has animportant role to play in the growth and developmentof its young people. In additionto the crucial role that close relatives andfamily members play in a child’s *education*, the broader community too has a responsibility to guarantee high-quality education for all students.In the past, parent involvement was characterized byvolunteers, mostly mothers, assisting in the classroom,chaperoning students, and fundraising. Today, the oldmodel has been changed with a much more generalapproach: school-family-community partnerships nowinclude mothers and fathers, stepparents, grandparents,foster parents, other relatives and caregivers, businessleaders and community groups–all participatingin goal-oriented activities, at all grade levels, linked to student achievement and school success.

Different types of relationship Links between school, family and community occur for the following reasons:

* Decision-making and management of the school

Parents and community representatives participate in school governing bodies, parent/teacher associations and advisory committees.

* Communication between home and school

There is a continual exchange of information between families and schools over individual children, through letters, reports, phone calls and meetings.

* School support for families

Schools may provide help for families on matters like health, development and creating home conditions that support school achievement and social behaviour.

* Family and community help for schools

Parents, community and employee volunteers may assist children, teachers or school management in the classroom or in other aspects of school activities.

* School support for learning at home Schools may help families to develop learning at home to help in turn the child’s learning at school.
* Collaborations with community agencies

Outside agencies, both local and national, provide the school with access to community and support services for children and families.

* Community education

Learning opportunities may be available for all age-groups, both within and outside the school and within and outside the conventional school hours.

 **Community contact**

Sports facilities are being opened for public use, and volunteers from local clubs invited to help with coaching. Sports personalities are contributing to preventive work on subjects like drug misuse. Arts projects also provide schools with opportunities to work with the wider community, though many are suffering from limited resources. The number of opportunities for young people to provide community service outside the school has decreased: these activities continue, but are often conducted within the school, or by secondary pupils in primary schools. Outside the school, work still goes on in hospitals, day centres, playgroups, and environmental projects; and local people, especially elderly people, are offered hospitality and entertainment by schools. Projects like these offer empowering opportunities to pupils, who may design, manage and deliver programmes. Concern about the environment has prompted local initiatives for sustainable development and regeneration. Schools are included in bids for the Single Regeneration Budget and European funding. Some have contributed to local planning exercises which have brought children into contact with the wider community. Inclusive community schools, which offer community education to local people and facilities outside school hours, are well-placed to develop relationships with other agencies. There is some evidence that this approach has improved failing schools, and that the experience of learning alongside adults can improve motivation and behaviour in young people. Community education supports young people by:

* Making the school a more convivial place;
* presenting learning as desirable at all ages;
* Giving opportunities for social interaction;
* Enabling parents to participate in meeting their own needs;
* offering learning situations to meet individual need;
* Raising the reputation of the school in the local community.

**Impact of Educational Community Partnerships**:

* Upgraded school facilities
* Improved school leadership and staffing
* Higher quality learning programs for students
* New resources and programs to improve teaching and curriculum
* Resources for after-school programs and family supports
* Increased social and political capital of participants
1. **Family-School Relationships**

Families have a profound impact on academic, social, and emotional development of their children (Parke & Buriel, 2006).

Positive school-home relations are an important characteristic of effective schools; instrumental in comprehensive school reform efforts.

There is increasing evidence of a CAUSAL relationship between parents’ participation and achievement

Parents’ efforts increase child engagement in academics that, in turn, leads to improved achievement.

**5. 1. Overview of Skills/Strategies the CORE Model of Collaboration**

* 1. *THINKING DIFFERENTLY*
		+ Ecosystemic approach
		+ CORE Model
	2. *TALKING DIFFERENTLY*
		+ *7 Communication Strategies*
	3. *BEHAVING DIFFERENTLY*
		+ *Proactive outreach strategies*
		+ *Conferences and Problem-solving Meetings*

***Thinking Differently***

* **Systems Theory/Principles**
	+ - **Wholeness**
			* Each member affects, and is affected by, every other member
			* When a member is added, subtracted or changes behavior in some way, the entire system must reorganize to accommodate the change.
			* System as a whole is greater than the sum of its parts
		- **Patterns of Interaction**
			* Behavior occurs in circular patterns with each person contributing
			* Circularity = Repetitive cycles in which the same outcomes occur repeatedly
			* Punctuation = View of reality reflected by arbitrary starting point

**Talking Differently**

**7 Communication Strategies**

* + - Attend to non-verbal communication
		- Listen to understand: reflecting and summarizing
		- Model the collaborative role: avoid labeling, jargon and advice giving!
		- Search for strengths
		- Reframing
		- Delivering/Receiving negative information
		- Blocking blame

**Behaving Differently**

* + ***Proactive Outreach Strategies***
	+ ***Conferences and Problem-solving Meetings***

**Proactive Strategies:
Written Communications**

* + Forms and policies
	+ Personal communications

 **CHAPTER TWO**

 **2. The Child**

 **2.1 Understanding the Child**

It is important to understanding young children’s social and emotional development, needs of children, and influences in child development.

A child’s social-emotional development is as vital as their cognitive and physical development. It is central to know that children are not born with social-emotional skills. It is the responsibility of the parents, caregivers, and teachers of children to teach and foster these abilities. A child’s social-emotional development provides them with a sense of who they are in the world; how they learn, and helps them establish quality relationships with others. It is what drives an individual to communicate, connect with others and more importantly helps resolve conflicts, gain confidence and reach goals. Building a strong social emotional foundation as a child will help the child prosper and attain happiness in life. They will be better equipped to handle stress and persevere through difficult times in their lives as an adult.

 **2.2 Needs of Children**

Some children grow up in environments that make them feel afraid and insecure. This is why they develop psychological and emotional problems, which force them to act out by becoming defiant. This is why we should be very cautious of the kind of environment we bring up our children in. Apart from food and shelter, there are so many needs that a child requires to be met for them to grow up wholesomely. If these needs are not met, the child will feel unloved and abandoned, and they may develop bitterness towards their parents as well as the rest of the world as a result. Here are some basic needs of every child:

1. **Love and affection**

Every child needs to feel loved and respected. This will help them to grow up to be confident and strong individuals, knowing their place in the world. Children who are abandoned at an early age feel vulnerable and insecure. They also cannot form wholesome relationships with other people, because they have a hard time trusting people.

1. **Stable living condition**

 Children are very delicate when it comes to settling down. They need to have a stable place they can call home and that seldom changes. This helps them to form stable friendships with other children in the neighborhood and be able to play with them. Child play is what develops skills and language and it is very vital for every child. As such, every parent should strive to make their child comfortable in their chosen home and try not to move around too much. This is because this kind of instability affects the child both emotionally and psychologically.

1. **Good nutrition**

Every child needs to have a balanced diet, in order to grow up healthy and strong. They also need to be able to access food at all times and be able to choose healthy foods. Most children grow up on junk foods and this makes them obese and unfit. This is turn spoils their self-esteem and makes them feel unworthy. Children need to be taught the importance of taking fruits and vegetables and choosing healthy snacks instead of sugary foods with no nutritional value. They should also be monitored to ensure they do not develop eating conditions like bulimia and anorexia in their bid to get thinner like their friends.

1. **Good learning environment**

As children grown up, they need to be put in an environment that helps them learn more skills in life. This is why you should choose a home which is near other children and also near schools. Children who have no one to interact with grow up not knowing about many important skills in life. Children should learn from their friends how to play, how to read and write and the alphabet. This will help them to hit the ground running when their time to go to school comes. They will also develop good relationships and learn how to share with other children.

1. **Social skills**

Children develop into people who must live and work with others. For this they need to learn the rules of society. They need to be able to communicate their ideas and desires. They need to persuade and change minds.

1. **Career abilities**

To become functioning adults, children need to learn all kinds of things, both at school and outside -- many abilities that are useful in developing careers are not taught at school.

1. **Internal skills**

Children also need to learn to be happy in them and to cope with the difficulties and traumas of life. They thus need to learn self-confidence and emotional maturity.

**2.3 Influences in child development**

There are several factors that influence child development, and for most of them, we do have some control. If we have an excellent understanding of what children need to grow up, we are better able to deal with the needs. Every child deserves the opportunity to flourish.

**2.3.1 The Nature-Nurture issues in Child Development**

Proponents of the nature perspective suggest that biological factors have greater effect on the child’s behavior and development than environmental factors do. According to this view all developmental change is predetermined by an inherited biological plan for the gradual unfolding of individual growth. Parents and other caregivers have little influence on the development of their children. In contrast to this view, proponents of the nurture perspective emphasized environmental factors influence the behavior and development of a child. Parents and caregivers play a great role for the development of a child.

**2.3.2 Peer group Influence**

A **peer group** is made up of people who are similar in age and social status and who share interests. The peer group is the setting in which children are generally unsupervised by adults, thereby gaining experience in independence. In the peer group, children get a sense of who they are and what they can do by comparison with others. Peers provide companionship and support as well as learning experiences in cooperation and role taking.

**2.3.3 Media Influence**

**Mass media** refers to the distribution of impersonal information to a wide listener, examples include newspapers, magazines, books, radio, television, movies, videos, popular music, computers, internet and various multimedia. With the average person spending over four hours a day in front of the TV (and children averaging even more screen time), media greatly influences social norms. People learn about objects of material culture (like new technology and transportation options), as well as nonmaterial culture – what is true (beliefs), what is important (values), and what is expected (norms).

Children are a special audience in regard to the medium of television. Because of cognitive immaturity, they are generally assumed to be more vulnerable than adults to the amount of time spent watching TV and to believing that the images they see are real, that violence is the way to solve problems, that one should buy what is advertised, and that the values, stereotypes, and behavior portrayed on TV constitute the way one should be. “Television is a particularly appealing medium to young children in part because many of its images and modes of representation are readily understood; it does not require the child to learn a complicated system of decoding as does reading, for example”. As a result, television has important socializing potential.

**2.3.4 Caregivers influence**

A person who gives a safe, caring home to a child, and provides for their food, shelter and clothing needs is known as a caregiver. Caregivers make sure children are healthy and safe, provide them with the skills and resources to succeed as adults, and transmit basic cultural values to them. Caregivers offer their children love, acceptance, appreciation, encouragement, and guidance. They provide the most intimate context for the nurturing and protection of children as they develop their personalities and identities and also as they mature physically, cognitively, emotionally, and socially.

 **2.4 Today’s Children, Emerging trends and the future: focus on Ethiopia**

The issues that children in Ethiopia face are some of the most challenging in the world. Even in an average year, the education, health, and economic situation for millions of Ethiopian children can only be described as crises. Frequent food shortages and periodic drought-like conditions continue to put children at risk. With inadequate health services, many children die before reaching age of 5. Of those that survive, only a fraction of children attend primary or secondary school. There for, in order to minimize the above problems concerned bodies will focus on:

* Strengthening partnerships with local as well as key international agencies.
* Focus on education, health, food security, and HIV/AIDS prevention/ education
* Sponsor a child (designing sponsor ship program for kids).

 **CHAPTER THREE**

 **3. Family**

 **3.1. Understanding Family**

Family is one of the most important social institutions. Most of the world’s population lives in family units; it is an important primary group in the society. Family is the most pervasive and universal social institution. It plays a vital role in the socialisation of individuals. Family is regarded as the first society of human beings.

It is known as the first school of citizenship. One is born in family, grows in it, works for it and dies in it. One develops emotional attachment to it. The parental care imparts to the child the first lesson in social responsibility and acceptance of self-discipline. Family is the backbone of social structure. It occupies a nuclear position in society.

Broadly speaking, family refers to the group comprising parents and children. It may also refer, in some cases, to a group of relatives and their dependants forming one household. All these refer to the compositional aspect of this institution. Another aspect is that of residence of its members.

Family is any two or more related people living in one household. Family is an important social group for an individual and the society. Every individual in this world is a part of one family and the other. All of us born and brought up in a family. With the birth of children, the size of family gets enlarged. Sometimes the family may include a number of relatives belonging to different generations.

Family is often the focal point, the center around which our whole life revolves. We begin our day with the family members, go out to perform our professional and social duties and come back to be with the family members.

In this lesson, you will get to learn about various aspects of family and the significant role it plays in an individual’s life.

**3.1.1 Family forms and Structures**

The following are some of the major forms of family.

1. On the basis of **authority**, a family may be patriarchal or matriarchal.
2. **The patriarchal Family**

The patriarchal family was prevalent not only in the civilized society of ancient times but also in the feudal society. This type of family has become world famous. The Old Testament affords many descriptions of patriarchal families, such as those of Abraham, Jacob and Isaac. Under the patriarchal family the male head of the family is possessed of inclusive powers. He is the owner and administrator of the family property and right; to him all persons living in the family are subordinated.

**Characteristics of Patriarchal Family**

* The father is the supreme lord of the family property
* The wife after marriage comes to live in the home of the husband.
* Descent is reckoned though the father. The children are’ known by the name of the family of their father.
* The children can inherit the property of their father only. They have no right over the property of the mother’s family.

1. **The Matriarchal Family**

A matriarchal family is a family in which the mother has formal authority and dominance. In a matriarchal family the authority gives in the woman head of the family but the males being subordinate. She is the owner of property and rules over the family.

**Characteristics of Matriarchal Family**

* Descent is considered through the mother, not the father because maternity is a fact while paternity is only an opinion. This is the matrilineal system.
* Marriage relations are temporary. The husband is sometimes merely an informal visitor.
* The children are brought up in the home of the wife’s relatives. Descent is not only matriarchal but also matrilocal.
* The authority in the family rests in the hands of wife or in some representative of the wife’s kin.
* Property is transferred through the mother and only females succeed to it.

 **2.** On the basis of **structure**, the family has been classified nuclear and extended family:

1. **Nuclear Family**

A nuclear family is a family consisting of a husband and wife and their children. For the children, such a family is the family of orientation, which means the family into which one is born. For the parents, the nuclear family is the family of procreation; the family that develops when one marries and has children. In the nuclear family, the wife and husband depend on each other for companionship and the children depend on their parents for affection and socialization. The significance of the nuclear family structure is that it is the main source of children and so provides the basis for the perpetuation of the society. Most societies assign responsibility for the care and socialization of children to the couple that produces or adopts them and sanction the sexual union of a male and a female by law or tradition—in our society, by legal marriage. The institution of marriage, then, serves not only to legalize a sexual union but also to fix the obligation toward children who result from that sexual union.

1. **Extended Family**

The extended family is pattern consists of relatives of the nuclear family who are economically and emotionally dependent on each other. An extended family can be viewed as a merger of several nuclear families. Thus a small extended family may include an old man and his wife, their son, the son’s wife and the son’s children, two nuclear families, the son being a member of both.

A large extended family may include the old man and his four wives, their unmarried children and married sons, and the son’s wives along with their unmarried children. An extended family may be crammed into a single house, or it may occupy a cluster of houses within an extended family compound, or the houses may be more widely dispersed than this. The Hindu family is an extended family.

**3**. On the basis of **residence,** the family may be classified as follows:

A. **Matrilocal Family:** is a type of family, in which the husband goes to live in the house of his wife.

B. **Patrilocal Family:** is a type of family, in which the wife goes and lives in the house of her husband.

**4**. On the basis of **marriage**, the family may be classified into:

1. **Monogamy** – two people married only to each other. Most often this is one man and one woman but in some nations, and some states in the U.S., monogamous marriage may be between two persons of the same sex.
2. **Serial Monogamy** – a person is married to one individual at a time, so it is monogamy, but has more than one spouse in his/her lifetime due to death and divorce.
3. **Polygamy** – a single individual ***legally*** has more than one partner at the same time. Polygamy is more expensive and only those with great economic resources can have the funds to practice it. Polygamy can be classified in to the following forms.
4. **Polygyny** – one man and two or more women. More common of the two due to the traditions of patriarchy and societal shortages of men because of war. For e.g., After the Iran/Iraq War, Iran practiced a modified form of polygyny known as muta.
5. **Polyandry** – one woman and two or more men. Currently practiced in Tibet, due to cultural traditions.

**5.** On the basis of **in-group and out-group affiliation**, family may be classified into endogamous family and exogamous family.

1. **Endogamy** – norms requiring/encouraging people to marry within their social group. Traditionally, this was to maintain skills and power within the society. Today most people marry endogamously because we more frequently socialize with people similar to us in terms of race, class, religion, etc.
2. **Exogamy** – norms requiring/encouraging people to marry outside their group. Traditionally, this was to bring in needed skills or to make peace with another society. Today, in societies where people choose their own mates for reasons of romantic love, there is an increase in exogamous marriages. However, endogamy is still the norm.

**3.1.2. Family Diversity**

Family diversity is the term used to describe the numerous family structures which exist outside the traditional family structure. Rapoport and Rapoport (1982) identify five types of family diversity. These are:-

1. **Organizational diversity**: This is due to different patterns of work outside and inside the home, and to changing marital trends. This category includes ‘reconstituted families’ as a result of divorce and remarriage, and dual career families, some of which have resulted in a greater democratization of domestic labor.
2. **Cultural diversity**: Which accounts for much family diversity from the indigenous population to migrant households from diverse regions such as Africa, Western Europe, Southern Europe, Middle Eastern and many groups from East and Southeast Asia bring with them aspects of family and household composition.
3. **Social class diversity**: This is demonstrated in the material resources of families, the relationships between couples and between parents and their children, and the socialization and education of children.
4. **Life cycle diversity**: This exists between families whose members are from different historical periods. This is due to the impact of depression and the experience of war.
5. **Family life course diversity**: Which refers to the difference that occurs when a family has a baby, when the children reach their teens, and finally when (or, increasingly, if) they leave home. At each of these stages, families have different priorities, and may organize themselves in terms of work and domestic labor, rather differently than at other times.

**3.1.3. Family’s Role/ Function in Child Care**

The most important roles or functions of families in child care are:

**3.1.3.1 Child Rearing Practices**

Childrearing practices are rooted in the culture and determine, to a large extent, the behaviors and expectations surrounding a child's birth and infancy. They also influence childhood, adolescence and the way these children parent as adults. Childrearing consists of practices which are grounded in cultural patterns and beliefs. For example, caregivers have a set of practices/activities available to them. These have been derived from cultural patterns, ideas of what shouldbe done, and constitute the accepted practices or norms.

 Child rearing practices include activities which:

* Guarantee the child's physical well-being—keeping the child safe and free from harm, providing shelter and clothing, preventing and attending to illness.
* Promote the child's psycho-social well-being*—*providing emotional security, socialization, nurturing and giving affection.
* Support the child's physical development*—*feeding, bathing, providing safe places to play and explore.
* Promote the child's mental development—interaction, stimulation and play.
* Facilitate the child's interaction with others outside the home—within the community, at health clinics, at school, etc.

**3.1.3.2 Socialization**

Socialization is the process through which people are taught to be capable members of a society. It describes the ways that people come to understand societal norms and expectations, to accept society’s beliefs, and to be aware of societal values. The most influential agents of socialization in childhood are: family, school, peers, and media.

**A. Family:** During the period of childhood, we are totally dependent on our families to survive. Our parents, or those who play the parent role, are responsible for teaching us to function and care for ourselves. They, along with the rest of our family, also teach us about close relationships, group life, and how to share resources. Additionally, they provide us with our first system of values, norms, and beliefs (a system that is usually a reflection of their own social status, religion, ethnic group, and more).

**B. School:** In school, we learn social skills through our interactions with teachers, staff, and other students.

**C. Peer groups:** Peer groups allow children to form relationships and learn without the direction of adults.

**D. Media:** whether television, radio, newspaper, magazines, or movies, teaches us about our culture, values, stereotypes, etc. Television has had a major impact on society. Computers are also a major influence along with technology.

**Parental Control**

* Parents’ efforts to supervise and monitor their children’s behavior
* Effective control
	+ Setting standards that are appropriate for the child’s age
	+ Showing the child how to meet the standards
	+ Rewarding the child for complying to these standards
	+ Parents should enforce the standards consistently
	+ Children and adolescents are more compliant when parents enforce the rules regularly
	+ Effective control is also based on good communication
	+ Parents should explain why they’ve set standards and why they reward or punish as they do

**3.1.3.3 Parenting Style**

Parenting style is based on how a parent responds to the needs and interests of their children and how they supervise and discipline them. There are four types of parenting styles. These are authoritarian, authoritative, permissive and uninvolved parenting styles.

1. **Authoritarian Parenting**

In authoritarian parenting style parents are like the police officer or judge. They control the problem- solving process, and tend to be loud and angry. Children have little to no involvement in problem-solving challenges or obstacles. Instead, parents expect that children will follow all of the rules all the time.

Authoritarian parents may use punishments instead of consequences. Although children who grow up with authoritarian parents tend to follow rules much of the time, they may develop self-esteem problems. Sometimes children become blaming others, hostile or aggressive as they may focus more on being angry at their parents for the punishment rather than learning how to make decisions and solve-problems.

1. **Authoritative Parenting**

Authoritative parents also have rules that children are expected to follow, however, they often tell children the reasons for the rules and they are more willing to consider a child’s feelings when setting limits.

Authoritative parents tend to use consequences instead of punishments. They also use more positive consequences to reinforce good behaviors and may be more willing than authoritarian parents to use reward systems and praise. Children who grow up with authoritarian parents tend to have, self-confidence, good academic performance, good problem solving skills and the ability to make friends more likely.

1. **Permissive Parenting**

Permissive parents don't suggest much discipline. They tend to be soft and may only step in when there is a serious problem. They have few rules about what their child should or not to do. These parents may take on more of a friend role than a parent role. They may not discourage a lot of bad behaviors but may encourage their children to talk with them about their problems. These children are more creative and confident however, they may exhibit more behavioral problems such as low self-esteem, a lot of sadness, and they will likely not appreciate authority and rules.

1. **Uninvolved Parenting**

Uninvolved parents tend to be neglectful. They often do not meet their children’s basic needs and may expect children to raise themselves. They may also lack knowledge about parenting and child development. Children who grow up with uninvolved parents may not receive any nurturing or guidance and they lack the much need parental attention. They tend to develop lack self-esteem, poor academic performance and low happiness.

**How Can Parents Influence Their Children?**

* *Direct Instruction*
	+ Telling a child what to do, when and why
	+ *Learning by Observing* (modeling)
	+ Learning what to do by watching
	+ Learning what not to do (counter imitation)
* *Feedback*
	+ Parents indicate whether a behavior is appropriate and should continue or should stop
	+ **Reinforcement**
	+ Any action that increases the likelihood of the response that it follows
	+ **Punishment**
	+ Any action that discourages the reoccurrence of the response that it follows

 **3.1.3.4 Family Involvement in Early Childhood Education**

Family involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school. It is vital for parents to support the learning that happens in preschool settings at home as well. Family’s who are in harmony with what is happening in their child’s preschool classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child’s development and supporting further learning. Not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school.

1. **Family Connections to Peers and Community**

Parents who have positive connections to friends and families and their local community are more able to meet their basic needs, achieve their goals, and successfully raise their children. Families relate to others in their communities in many ways. They relate through extended family networks, community institutions (school, church, recreation), and informal interac­tions in neighborhoods. One term used to describe these community networks and interactions is “a system of care”.

A family’s capacity to participate in their children’s school, and other social institutions, comes partly from their cultural and social capital. Cultural capital includes the specific skills and knowledge needed to engage with educational and other institutions in a particular culture. Social capital is the set of relationships that provide access to information and resources. By connecting families to peers and community, we can help families build their cultural and social capital, and, as a result, their capacity to fully engage with their children’s schools.

Children growing up in families without social support may be at greater risk for abuse or neglect. Social isolation is closely associated with family violence, and this is true across cultures. In contrast, the pres­ence of social support through positive social networks is strongly associated with a reduced likelihood of child abuse and neglect.

1. **Parent-teacher Conference/collaboration**

Parent-teacher conferences are one of the few opportunities for families to converse with teachers about their children's progress and needs. Frequent contacts result in a stronger parent-teacher relationship and a foundation for transforming the traditional conference into collaboration about meeting student needs.

1. **Family-Staff/caregiver Relationships**
2. **Home Visit**

Decades of research show that home visit project or when parents and teachers work together, students do better academically and socially; attendance increases, student performance improves, graduation rates increase, and more students apply to college. Home visits lead to respectful partnerships between parents and educators, creating the foundation for understanding and cooperation between home and school that is vital to every student's success.

**3.2 Family Violence**

 Family violence, also known as domestic violence, is defined as any violent act inflicted by one family member on another. It may occur between partners, by parents against children, by children against other children, by children against parents and by adult children against elderly parents. Family violence has many forms including: physical, sexual, emotional or economic abuse. It also includes neglect which is mainly inflicted on children.

* ***Physical violence*:** hurting or trying to hurt another by pushing, hitting, kicking, slapping, throwing objects, strangling, threatening, injuring with a weapon or using other kind of physical force.
* ***Sexual violence:***forcing another person to take part in a sexual act when the other does not give her/his consent, including (attempted) rape.
* ***Emotional violence:***exposing the victim to humiliating or abusive behaviours, including extreme jealousy, intimidation, threat to harm children or others, threat of suicide, not allowing victims to see friends or family, stalking.
* ***Economic violence***: control over money and other economic resources (sometimes included in emotional violence).
* ***Neglect*:** act or failure to act which presents an imminent risk of serious harm.

**3.3. Characteristics of family:**

**1. A Mating Relationship:**

A family comes into existence when a man and woman establish mating relation between them.

**2. A Form of Marriage:**

Mating relationship is established through the institution of marriage. The society regulates sexual behaviour between opposite sexes through the institution of marriage. Through the institution of marriage, mating relationship is established. Without marriage family is not possible. Hence, family is a form of marriage.

**3. A Common Habitation:**

A family requires a home or household for its living. Without a dwelling place the task of child-bearing and child rearing cannot be adequately performed. The members of a family have a common habitation or household.

**4. A System of Nomenclature:**

Every family is known by a particular name. It has own system of reckoning descent. Descent may be recognized through male line or through the mother’s line. In patrilineal families descent is recognized through male line. Similarly, in matrilineal families descent is recogned through mother’s line.

**5. An Economic Provision**

Every family needs an economic provision to satisfy the economic needs. The head of the family carries on certain profession and earns to maintain the family.

**6. System of Interaction and Communication:**

The family is composed of persons who interact and communicate with each other in their social roles such as husband and wife, mother and father, son and daughter etc.

It is important to mention that the family is composed of persons united by ties of marriage, blood or adoption. The family maintains a common but a distinctive culture.

**3.4. Distinctive Features of the Family:**

Family is the smallest and the most intimate group of society. It is a universal institution found in every society. Family as the most important social institution possesses certain distinctive features which may be discussed below.

**1. Universality:**

The Family is a universal institution. It was found in many simpler societies. In advance societies, the whole social structure is built of family units. According to Maclver, “It is found in all societies, at all stages of social development and exists far below the human level among myriad species of animals”. Every human being is a member of some family.

**2. Emotional Basis:**

Every family is based on human impulses of mating, procreation, motherly devotion and parental love and care. The members of a family have emotional attachment with each other. Love between husband and wife, parents and children makes the family an institution of self-sacrifice. Hence, emotion is the foundation on which every family is built.

**3. Limited Size:**

The family is very small in size. It is known as the smallest primary group. It is a small social institution. It includes husband and wife and the persons who are born in it or are adopted. The relations among the members of family are direct, intimate, close, personal and permanent. This is possible only due to small size of the family. Further, smallness of the family brings stability in the family.

**4. Nuclear Position:**

With regard to all the different types of groupings, the family plays an important role in so far as it prepares the individual for participation in all these secondary groups, for their demands and situations. It serves as the nucleus for the growth of other types of groupings which never deal with the cultureless creatures that a newly born child is.

**5. Formative Influence:**

Family exerts most profound influence on its members. The personality of the individual is moulded in the family. The family customs, traditions, mores and norms have great influence in shaping the personality of its members during childhood. Family is the most effective agency of the process of socialization and social control.

**6. Responsibility of the Members:**

The members of the family have a deep sense of responsibility and obligation for the family. Due to this sense of responsibility, the entire member discharges their duties. All the members of the family have joint responsibility. In family, the children learn about responsibility and cooperation.

**7. Social Regulation:**

Society, that is the collectivity, keep the collective and wider view in mind, has to ensure, by evolving mores and folkways, that the individual member in a family do perform all those functions towards each other on the basis of which the wider network of social relationships in dependent for its success. Thus, for example, there are social restrictions on divorce, in almost every society.

**8. Persistance and Change:**

The family may be permanent and temporary by nature. As an institution it is permanent. When a couple after marriages settle in an independent residence, the family continues to exist with other member. Hence, family is permanent as an institution. Family on the other hand is temporary and transitional because structure of the family changes over a time in terms of size, composition and status of persons.

 **3.5. Marriage and Divorce**

* Nearly half of all first marriages end in divorce
	+ Every year approximately one million American children have parents who divorce
	+ Divorce is distressing for children because it involves conflict between parents and usually separation from one of them

**Family Life after Divorce**

* Children usually live with their mothers
	+ About 15% of children live with their fathers after divorce
	+ How does life change (based on the Virginia Longitudinal Study)?
	+ First few months after divorce, many mothers are less affectionate toward their children
	+ Two years after the divorce, mother-child relationships improve, particularly for daughters
	+ Six years after the divorce, children in the study were adolescents
		- Family life continued to improve for mothers and daughters
		- Family life was problematic for mothers and sons

**Impact of Divorce on Children**

* Children whose parents had divorced fare poorly compared to children from intact families in:
	+ School achievement
	+ Conduct
	+ Adjustment
	+ Self-concept
	+ Parent-child relations
	+ Children adjust to divorce more readily if their divorced parents cooperate with each other, especially on disciplinary matters
	+ Children benefit from joint custody if parents get along

**Divorce’s Influence on Development**

* The absence of one parent means that children lose a role model, a source of parental help and emotional support, and a supervisor
* Single-parent families experience economic hardship
	+ Creates stress and often means activities once taken for granted are no longer available
	+ Conflict between parents is extremely distressing to children and adolescents
	+ Particularly for children who are emotionally insecure

**3.6. Family Relationships**

* Families form a system of interacting elements
	+ Parents and children influence one another. Parents influence their children both directly and indirectly. Children influence their parents. Children’s behaviors, attitudes, and interests affect how their parents behave toward them.

In the systems view, families, parents and children influence each other and parent-child relations are influenced by other individuals and institutions.

 **Function of Families**

* *Survival of offspring*
	+ Families help to ensure that children survive to maturity by attending to their physical needs, health needs, and safety
	+ *Economic function*
	+ Families provide the means for children to acquire the skills and other resources they need to be economically productive in adulthood
	+ *Cultural training*
* Families teach children the basic values in their culture

**Parental Socialization**

* Parents as *direct instructors*
	+ Parents may directly teach their children skills, rules, and strategies and explicitly inform or advise them on various issues
	+ Parents as *indirect socializers*
	+ Parents provide indirect socialization in the course of their day-to-day interactions with their children
	+ Parents as *providers and controllers of opportunities*
	+ Parents manage children’s experiences and social lives, including their exposure to positive or negative experiences, their opportunities
	+ to play with certain toys and children, and their exposure to various kinds of information

 Parenting Dimensions

* There are two general dimensions of parental behavior
	+ - The degree of warmth and responsiveness that parents show their children
		- The amount of control parents exert over their children

 **CHAPTER FOUR**

 **4. Understanding Community**

**What Is a Community?**

Population which is geographically focused but which also exists as a discrete social entity, with a local collective identity and corporate purpose (Manderson et al, 1992)

 **4.1 Types of communities**

A community is the people living in an area or the area they live in. There are 3 types of communities.

1. **Rural Community**

**Characteristics of Rural community:**

* it is located in the country
* there are less than 2,500 people
* farms and homes are far apart
* the greater part of people depend on agriculture
* transportation carries small groups of people
* Cars, trucks, tractors, etc.
1. **Urban Community**

**Characteristics of urban community:**

* it is located in a large town or city
* there are more than 2,500 people
* homes and apartments are close together
* the majority of people depend on industry and business
* transportation carries large groups of people
* Trolleys, subways, buses, etc.
1. **Suburban Community**

**Characteristics of sub urban community:**

* it is located near the border of a large town or city
* homes are close together
* the majority of people depend the work in the cities
* People living in suburbs work in the city and have transportation to get to work

A number of ways to categorize types of community have been proposed. One such breakdown is as follows:

1. **Location-based Communities**: range from the local [neighbourhood](https://en.wikipedia.org/wiki/Neighbourhood), [suburb](https://en.wikipedia.org/wiki/Suburb), [village](https://en.wikipedia.org/wiki/Village), [town](https://en.wikipedia.org/wiki/Town) or [city](https://en.wikipedia.org/wiki/City), region, nation or even the planet as a whole. These are also called **communities of place**.
2. **Identity-based Communities**: range from the local clique, sub-culture, [ethnic group](https://en.wikipedia.org/wiki/Ethnic_group), [religious](https://en.wikipedia.org/wiki/Religious), [multicultural](https://en.wikipedia.org/wiki/Multiculturalism) or [pluralistic](https://en.wikipedia.org/wiki/Pluralism_%28political_philosophy%29) [civilisation](https://en.wikipedia.org/wiki/Civilisation), or the [global](https://en.wikipedia.org/wiki/Globalisation) community cultures of today. They may be included as *communities of need* or *identity*, such as [disabled persons](https://en.wikipedia.org/wiki/Disability), or [frail aged](https://en.wikipedia.org/wiki/Senior_Citizens) people.
3. **Organizationally based Communities**: range from communities organized informally around [family](https://en.wikipedia.org/wiki/Family) or [network](https://en.wikipedia.org/wiki/Social_network)-based guilds and associations to more formal [incorporated associations](https://en.wikipedia.org/wiki/Incorporation_%28business%29), [political](https://en.wikipedia.org/wiki/Politics) [decision making](https://en.wikipedia.org/wiki/Decision_making) structures, [economic](https://en.wikipedia.org/wiki/Economics) enterprises, or professional associations at a small, national or international scale.

The usual categorizations of community relations have a number of problems: (1) they tend to give the impression that a particular community can be defined as just this kind or another; (2) they tend to conflate modern and customary community relations; (3) they tend to take sociological categories such as ethnicity or race as given, forgetting that different ethnically defined persons live in different kinds of communities grounded, interest-based, diasporic, etc.

In response to these problems, [Paul James](https://en.wikipedia.org/wiki/Paul_James_%28academic%29) and his colleagues have developed a taxonomy that maps community relations, and recognizes that actual communities can be characterized by different kinds of relations at the same time:

1. **Grounded community relations**. This involves enduring attachment to particular places and particular people. It is the dominant form taken by customary and [tribal communities](https://en.wikipedia.org/wiki/Tribal_communities). In these kinds of communities, the land is fundamental to identity.
2. **Life-style community relations**. This involves giving primacy to communities coming together around particular chosen ways of life, such as morally charged or interest-based relations or just living or working in the same location. Hence the following sub-forms:
	1. Community-life as morally bounded, a form taken by many traditional faith-based communities.
	2. Community-life as interest-based, including sporting, leisure-based and business communities which come together for regular moments of engagement.
3. Community-life as proximately-related, where neighbourhood or commonality of association forms a community of convenience, or a [community of place](https://en.wikipedia.org/wiki/Community_of_place)
4. **Projected community relations**. This is where a community is self-consciously treated as an entity to be projected and re-created. It can be projected as through thin advertising slogan, for example [gated community](https://en.wikipedia.org/wiki/Gated_community), or can take the form of ongoing associations of people who seek political integration, [communities of practice](https://en.wikipedia.org/wiki/Communities_of_practice) based on professional projects, associative communities which seek to enhance and support individual creativity, autonomy and mutuality. A [nation](https://en.wikipedia.org/wiki/Nation) is one of the largest forms of projected or [imagined community](https://en.wikipedia.org/wiki/Imagined_community).

**4.2. Diversities in Community**

Community diversity refers to each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs and other ideologies.

 **4.3 Developing Partnership for the Wellbeing of Children**

Well-being focuses on developing as a person. It has two main elements: psychological well-being (including feeling and thinking) and physical well-being. Children’s relationships and interactions with their families and communities contribute significantly to their sense of well-being. Children need to feel valued, respected, empowered, cared for, and included. They also need to respect themselves, others, and their environment. They become positive about themselves and their learning when adults value them for who they are and when they promote warm and supportive relationships with them. Expressing themselves creatively and experiencing a spiritual dimension in life enhances children’s sense of well-being. Life is full of challenges and struggles. Therefore, being flexible and having a positive outlook on learning and on life is crucial. All these experiences help children to become resilient and resourceful and to learn to cope with change and situations in which things go wrong.

Physical well-being is important for learning and development as this enables children to explore, to investigate, and to challenge themselves in the environment. A growing awareness of their bodies and abilities is also part of this. The adult supports children’s psychological and physical well-being by helping them to make healthy choices about nutrition, hygiene and exercise. He/she plans for and provides opportunities for children to express themselves, to encourage them to play and work with others, and to deal with challenges. The adult also helps children towards independence by providing them with choice in their activities, and by providing opportunities for them to make decisions and to take the lead.

 **4.4. Community Involvement in Early Childhood Care and Education**

The bond between parent and child should be the central pivot of educational activities; the community has to perceive a commitment to educational change, not for the benefit of the outsiders, but for itself and its children. Teachers for their part must know the cultural access point in the local community. If they do not, they run the serious risk of failing the child and the community they pretend to address.

Cultural practices and traditions tend to have significant influence on the relationship between ECCE settings and community involvement.Promoting community involvement begins with an awareness of what resources exist at local, regional and national levels. It is, therefore, up to each setting to have a range of information available on the amenities, services and opportunities available that can be used to support and complement the goals and objectives of the service. These types of resources include:

* Parent support – social clubs/societies, support groups for families of a child with a disability, etc.
* Health services – doctors, public health clinic/nurse, preschool officers, therapists, dentists, etc.
* Professional support - City Childcare Committees, trade unions, CCC committees etc.
* Membership organizations– Women and Children Affairs offices, teacher’s organization, Police etc.
* Other ECCE services – parent and toddler groups, primary schools, after school programmes, etc.
* Education/learner support – schools, adult education classes/ centers, training organizations, etc.
* Cultural outlets – theatres, music centers, museums, art centers, libraries, etc.
* Social and environmental facilities and services – parks and gardens, sports centers, etc.
* Internet/websites

 **4.5. Sense of community**

In a seminal 1986 study, McMillan and Chav are identifying four elements of "sense of community":

1. membership,
2. influence,
3. integration and fulfillment of needs,
4. Shared emotional connection.
	1. **Community development**

Community development is often linked with [community work](https://en.wikipedia.org/wiki/Community_work) or community planning, and may involve stakeholders, foundations, governments, or contracted entities including [non-government organisations](https://en.wikipedia.org/wiki/Non-government_organisations) (NGOs), universities or government agencies to progress the social well-being of local, regional and, sometimes, national communities. More grassroots efforts, called [community building](https://en.wikipedia.org/wiki/Community_building) or [community organizing](https://en.wikipedia.org/wiki/Community_organizing), seek to empower individuals and groups of people by providing them with the skills they need to effect change in their own communities. These skills often assist in building political power through the formation of large social groups working for a common agenda. Community development practitioners must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions. Public administrators, in contrast, need to understand community development in the context of rural and urban development, housing and economic development, and community, organizational and business development.

* 1. **Community building and organizing**

[**Scott Peck**](https://en.wikipedia.org/wiki/M._Scott_Peck) argues that the almost accidental sense of community that exists at times of crisis can be consciously built. Peck believes that conscious community building is a process of deliberate design based on the knowledge and application of certain rules. He states that this process goes through four stages:

1. **Pseudocommunity**: When people first come together, they try to be "nice" and present what they feel are their most personable and friendly characteristics.
2. **Chaos**: People move beyond the inauthenticity of pseudo-community and feel safe enough to present their "shadow" selves.
3. **Emptiness**: Moves beyond the attempts to fix, heal and convert of the chaos stage, when all people become capable of acknowledging their own woundedness and brokenness, common to human beings.
4. **True community**: Deep respect and true listening for the needs of the other people in this community.

In 1991, Peck remarked that building a sense of community is easy but maintaining this sense of community is difficult in the modern world.

The three basic types of community organizing are [grassroots](https://en.wikipedia.org/wiki/Grassroots) organizing, [coalition](https://en.wikipedia.org/wiki/Coalition) building, and "institution-based community organizing," (also called "broad-based community organizing," an example of which is [faith-based community organizing](https://en.wikipedia.org/wiki/Faith-based_community), or [Congregation-based Community Organizing](https://en.wikipedia.org/wiki/Congregation-based_Community_Organizing)).

Community building can use a wide variety of practices, ranging from simple events (e.g., [potlucks](https://en.wikipedia.org/wiki/Potluck), small [book clubs](https://en.wikipedia.org/wiki/Book_discussion_club)) to larger-scale efforts (e.g., mass [festivals](https://en.wikipedia.org/wiki/Festival), [construction](https://en.wikipedia.org/wiki/Construction) projects that involve local participants rather than outside contractors).

* 1. **Community Components**

Communities are People Sharing Values and Institutions

* Locality
* An interdependent social group
* Interpersonal relationships

 –Expressed through social networks, and …

* A culture that includes values, norms, and attachments to the community as a whole as well as to its parts
	1. **Community Diagnosis**
* Social System –Basic units and roles

• Associations

• Institutions

• Family structure, etc

**The Social System-** Communities are built on social capital.

* Social networks have value just like physical capital reciprocity “pays off”
* Social capital refers to the connections among individuals
* Civic virtue becomes powerful when embedded in a dense network of reciprocal social relations
* A community’s social and economic resources are embedded in social networks
* Social capital has “externalities” that go beyond individual members affects wider community
* **Political System**

–Power relations

–Leadership structure

–Subgroups

–Disenfranchised groups

–Formal and informal leadership

\_ Formal and informal leadership

\_Decision making processes

\_Participation

\_Constraints and controls

\_Accountability

* **Cultural System**

–Basic beliefs and ways of life including technologies

* **Economic**

–Resource base, ways of earning a living, distribution of resources

* **Geographic**

 –Use of space, location of valued resources in that space

–Formal

•Presence or absence of specific characteristics

\_ Functional

•Flows and interactions of people, goods, information

 –Administrative

•Town, zone, or other boundaries

Framework for Studying Community

* **Community typology framework**

 –By Warren and Warren

**Build on four characteristics**

•Identify

•Integration

 •Group norms

 •External linkages

* 1. **Identity**

–How much do people feel they belong to a community and share a common destiny with others?

–Is there a sense of consciousness about what their community is, where it is spatially?

* When there is strong identity, people

–Generally do get along with each other

–Share the same values and interests

* When there is strong identity, people

 –Feel free to leave their children with neighbors when they go to market (trust)

–Share a sense of place assessment that their neighborhood is distinctive based on its unique characteristics

* 1. **Integration** –How often and with what number of neighbors do people visit and interact on the average during a period of one year?

What brings people together?

 •Do they work on common causes?

•Do they socialize together?

–Is there a sense of cohesion that brings people together for activities, help, and projects?

Cohesion/Integration

* When there is cohesion, people …

–Belong to an association or club inside this community

–Relate/go talk with their neighbors at least once a week

–Attend a ceremony organized by their neighbor

**The Market**

A Good Place to Observe Integration and Interaction

* Economic status
* Nutritional options
* Social interaction
* Communication networks
	1. **Group orientation**
* How important is group, community welfare compared with the needs and rights of individuals?
* Are decisions made with community in mind?
* How strong are norms? Do they enhance social control
* A neighbor disciplining anyone who throws refuse in the street
* A neighbor complaining to the local government if it wanted to close down a local primary school
1. **Linkages**
* What channels exist for community members to contact outside groups and resources?
* What channels exist for outside groups and agencies to reach the community?
* Do community members belong to outside groups?
* Do they bring news about the larger community back into the neighborhood?
* When communities have strong external links, members:

 –Seek help from a local government agency for solving a community problem

\_Raise funds to carry out a community project

 •Including seeking outside supporters

–Belong to national or regional organizations, voluntary or professional associations

* When there are few Linkages to Outside Agencies, Including Government
* Community resources such as clinics are not maintained
* Drug supplies are irregular

**Different Combinations of Characteristics**

* **An integral community**

 –Strong identity, integration, linkages

 –A cosmopolitan as well as a local center; individuals are in close contact; they share many concerns; they participate in activities of the larger community

* **A parochial community**

–Strong identity, integration, weak linkages

–A community having a strong ethnic identity or homogeneous character; self-contained, independent of the larger community; has ways to screen out what does not conform with its own norms

* **A diffuse community**

–Strong identity only

–Often homogeneous setting ranging from a new subdivision (GRA) to a new inner-city housing estate or project

* **Diffuse**

–Many things in common

–No active internal life

–Little local involvement with neighbors Continued

* **A stepping-stone community**

–Weak identity, strong interaction, links

 –An active neighborhood

–People participate in neighborhood activities not because they identify with the neighborhood but often to “get ahead”

* **A transitory community**

–Strong linkages only

 –A neighborhood where population change has been or is occurring continued

* **Transitory**

–Often breaks up into little clusters of people

—frequently “old timers” and newcomers are separated

 –Little collective action or organization takes place Continued

* **Anomic**

 –Weak on all counts

–Really a non-neighborhood

–Highly atomized, no cohesion

–Great social distance between people

–Lack in the capacity to mobilize for common action from within

* 1. **Offensive, Defensive, and Hidden Communities**
	2. **Community on the Offensive**
* Has actively identified problems

–Environmental concerns

–Lack of public services

* Highly visible through community

\_Wide cultural festivals

\_Has media access to get its needs known more widely

* Intervention takes the form of collective action by the people themselves
* Class –there is an active middle class with time, resources, and contacts to enable community action
	1. **Defensive Community**
* Problems/issues of concern mainly local neighborhood

–More reactive, not proactive

* Best reached through neighborhood groups
* Intervention

 –Often waiting for solution from above

* Class –Conscientious working-class neighborhood

–Strong group norms, don’t rock the boat

* 1. **Hidden Community**
* Hard to Reach
* Poverty is a pervasive problem such that other issues are not well articulated
* Few group or community activities/occasions

–Mostly personal contact to meet members

* **Intervention**

–Mostly on an individual casework basis

* Class

–Economically underprivileged

**As a Unit of Identity**

Communities Define Themselves

* Boarders are determined by insiders
* Membership is mutually decided and recognized
* May be compact
* May be spread widely over several miles
* Does not necessarily conform to lines on a map

**A Community May Be Mobile**

* Pastoralism is part of creation

–Maasai believe the tilling of land is a curse, an abuse to Mother Earth

* The ecosystem can be destroyed when the aforesaid traditional but complementary, threads
* The new concept of land ownership is alien

 **CHPTER FIVE**

 **Empowering Families and Community**

 **Defining Empowerment**

The term empowerment refers to measures designed to increase the degree of autonomy and self-determination in people and in communities in order to enable them to represent their interests in a responsible and self-determined way, acting on their own authority. In its broadest sense, empowerment is the expansion of freedom of choice and action. It means increasing one’s authority and control over the resources and decisions that affect one’s life. Poor people’s choices are extremely limited, both by their lack of assets and by their powerlessness to negotiate better terms for themselves with a range of institutions, both formal and informal. Empowerment as action refers both to the process of self-empowerment and to professional support of people, which enables poor people to overcome their sense of powerlessness and lack of influence, and to recognize and use their resources.

The term empowerment has different meanings in different sociocultural and political contexts, and does not translate easily into all languages. An exploration of local terms associated with empowerment around the world always leads to lively discussion. These terms include self-strength, control, self-power, self-reliance, own choice, life of dignity in accordance with one’s values, capable of fighting for one’s rights, independence, own decision making, being free, awakening, and capability to mention only a few. These definitions are embedded in local value and belief systems.

Empowerment is of intrinsic value; it also has instrumental value. Empowerment is relevant at the individual and collective level, and can be economic, social, or political. The term can be used to characterize relations within households or between poor people and other actors at the global level. There are important gender differences in the causes, forms, and consequences of empowerment or disempowerment. Hence, there are obviously many possible definitions of empowerment, including rights-based definitions.

 5.**1 Means of Empowerment**

The following are the most important ways of empowering families and the community:

 **5.1.1 Family Life Education and Parent Education**

 Family Life Education (FLE) is defined as the educational effort to strengthen individual and family life through a family perspective. The objective of the FLE is to enrich and improve the quality of individual and family life. It is not an intervention program rather it works primarily on prevention approach (helping family members to enrich family life and prevent problems before they occur).

 Effective family life education includes:

* Prepare for marriage (Pre-marriage education)
* Be a better parent (e.g. preparing for parenthood including preparation during pregnancy, budgeting, making child care arrangements)
* Strengthen family relationships (e.g. Support for high-risk / needy families)
* Promote family as a unit

Parent education: a child’s development is influenced by his/her genetic and physiological make-up, as well as his/her environment. As the family is the immediate environment for a child to grow up, the quality of parenting and parent-child relationship has significant bearing upon the healthy development of the younger generation in all domains.

Above all, parental love and attention is conducive to the fulfillment of all the other needs. Parents have to learn to adapt their expectations and parenting strategies during different stages of their children’s development. Understanding the temperament of their children is also important to facilitate acceptance and behavior management of their children.

**5.1.2 National Center on Parent, Family and Community**

It is a collection of resources that were designed to support was created to promote effective parent, family and community engagement in support of young children’s learning, development and school readiness. The National Center on Parent, Family and Community engagement emphasizes 4 key themes. These are:

1. **Program Environment**
* Families feel welcomed, values and respected by program staff
* Cultural and linguistic responsiveness
* System of regular communication with families
1. **Family Partnerships**
* Families are partners in developing and achieving the goals in their family plan
* Respectful, trusting relationships between staff and parents
* Respectful, trusting relationships with parents and children in support of the parent-child relationships
1. **Teaching and Learning**
* Parents partner to support children’s learning and development
* Supporting families as lifelong educators
* Supporting positive parent-child relationships
1. **Community Partnerships**
* Commitment to social support systems within programs and with larger community
* Collaborative relationships for comprehensive services

**5.1.3 Entrepreneurship**

Most professionals today agree that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all societ­ies. In the developing world, successful small busi­nesses are the primary engines of job creation, income growth, and poverty reduction. Therefore, govern­ment support for entrepreneurship is a crucial strat­egy for economic development.

1. **2. Four Elements of Empowerment**

There are thousands of examples of empowerment strategies that have been initiated by poor people themselves and by governments, civil society, and the private sector. Successful efforts to empower poor people, increasing their freedom of choice and action in different contexts, often **share four elements:**

1. **Access to information**
2. **Inclusion and participation**

**3. Accountability**

**4. Local organizational capacity**

While these four elements are discussed separately below, they are closely intertwined and act in synergy. Thus although access to timely information about programs, or about government performance or corruption, is a necessary precondition for action, poor people or citizens more broadly may not take action because there are no institutional mechanisms that demand accountable performance or because the costs of individual action may be too high. Similarly, experience shows that poor people do not participate in activities when they know their participation will make no difference to products being offered or decisions made because there are no mechanisms for holding providers accountable. Even where there are strong local organizations, they may still be disconnected from local governments and the private sector, and lack access to information.