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Informal Settlement as Social Policy Issue

Course Description

The course is included as a new part of the existing subject known as “Social Policy Practice” offered within the undergraduate program “Social Work”. This course teaches students to understand informalities and their implications as an area of social/public policies. The new content of the course also helps students to understand informalities as a common challenge on Ethiopia’s social policy agenda. In addition, this part of the course is an area for enhancing basic social policy practice skills such as advocacy. In tandem with discussing social problems, students will be introduced to the politics of social policy including the role of values and ideology in influencing social policy content and analytical elements in policy analysis. The course gives students the chance to recognize, review and understand the major social policies of Ethiopia concerning informal settlements.

Learning Outcomes

By the end of the course students will be able to demonstrate

- Knowledge of the basic essences of social policies and related concepts
- Knowledge of the basic methods used to study/analyze social problems
- Knowledge of common Ethiopian social policies
- Basic skills of policy practice and advocacy
- Critical thinking skills on issues related to social problems and social policies

Student Workload

According to the Ethiopian nationally harmonized curriculum for Bachelor Degree of Social Work (BSW), the course social policy practice is a three credit hours (3 Cr.Hr) course, which is equivalent to five ECTS (5 ECTS) and given for second year students.

Course Structure

The course “Social Policy Practice” is the combination of both theory and practice given for second year first semester (October to February as taught in 2019/20 academic year).

Course Instructor (as taught 2019/20 Academic Calendar)

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- ✓ **Qualification:** (Master's Degree of Social Work (MSW), Bachelor Degree of Social Work BSW)
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Prerequisites:

The course Social Policy Practice has no prerequisites.

Session Plan

Part	Major Topics	Reading Materials	Sessions	Remark
I	❖ Overview of Social Policy and Related Concepts <ul style="list-style-type: none"> ➤ Conceptualizing and defining social policy ➤ The policy making process ➤ The role of different policy actors ➤ Changing perspectives on social policy and social work ➤ Key Issues/ aspects of social policy ➤ Values and ideologies ➤ Social policy making in Ethiopia 	<p>Adésinà, J.O. (2007). <i>Social policy in sub-Saharan African context: In Search of Inclusive Development</i>, Palgrave MacMillan (softcopy available) pp1-54</p> <p>Gough, I. and G. Wood (eds). 2004. <i>Insecurity and Welfare Regimes in Asia, Africa and Latin America: Social Policy in Development Contexts</i>. Cambridge: Cambridge University Press (only Chapter One)</p> <p>Hall, A. & Midgley, J. (2004). <i>Social Policy for development</i>. London and New Delhi: SAGE Publications (soft copy available) (pp 1-43).</p> <p>Jansson, B. (2008). <i>Becoming an effective policy advocate: from policy practice to social justice</i> (5th ed.). Belmont, CA: Thomson (only Chapter One)</p> <p>Lavers, T. (2010). <i>Competing Visions of Social policy in Ethiopia</i>. MA thesis. University of Bath</p> <p>Mkandawire, T. (ed). 2004. <i>Social Policy in a Development Context</i>. Macmillan: Palgrave and Geneva: UNRISD (Chapter One and Two)</p>	Six Sessions	There will be a total of sixteen sessions and a session is a three hours class.
II	❖ Studying Social Problems <ul style="list-style-type: none"> ➤ Defining social problems ➤ Frameworks to study social problems ➤ Social Problems and social policies 	<p>Blumer, H. (1971). Social problems as collective behavior. <i>Social problems</i>, 18 (3), pp.298-306.</p> <p>Macdonald, D. (2001). Understanding social problems in Africa. In A. Rwomire (Ed.), <i>Social problems in Africa: New visions</i> (pp.13-38). Westport, CT: Praeger.</p> <p>Rwomire, A. (2001). The nature of social problems. In A. Rwomire (Ed.), <i>Social problems in Africa: New visions</i> (pp. 3-11). Westport, CT: Praeger.</p>	Four Sessions	Group assignment one will be given at the end of session ten.
III	❖ Policy Advocacy <ul style="list-style-type: none"> ➤ Overview of policy advocacy ➤ Rationale for policy advocacy ➤ Skills and Competencies for policy advocacy 	<p>Furtado, X., and Smith, W., J. (2007). Ethiopia: aid, ownership and sovereignty. <i>Global Economic Governance Program, managing aid dependence program working paper</i>. from http://www.globaleconomicgovernance.org/</p> <p>Hovland, I. (2005). <i>Successful communication: A toolkit for researchers and civil society organisations</i>. Research and Policy in Development Programme, 111 Westminster Bridge Road, London, UK. [Available online at: http://www.odi.org.uk/resources/download/155.pdf]</p>	Three Sessions	

- Jansson, B.S. (2008). *Becoming an effective policy advocate: From policy practice to social justice* (5th ed.). Belmont, CA: Thomson
- The World Bank. (2007, May). *Empowerment in practice: Analysis and implementation* (Briefing paper section). [Working Paper Report # 42995]. Washington, DC: Author. [Available online at: <http://siteresources.worldbank.org/WBI/Resources/EmpowermentLearningModulebody.pdf>]
- UNICEF (2007). *Supporting the realization of children's rights through a rights-based approach to legislative reform*. New York: Author. [Available online at: <http://www.unrol.org/files/Supporting%20the%20Realization%20of%20Childrens%20Rights.pdf>]
- Ministry of Finance and Economic Development, of Ethiopia (MoFED) (2010) *Growth and Transformation Plan (GTP) Volume I –Main Text (2010/11-2014/15)* Available at: <http://www.mofed.gov.et/English/Resources/Documents/GTP%20English2.pdf>
- Ministry of Labour and Social Affairs of Ethiopia (1996). *Developmental Social Welfare Policy*. Addis Ababa, Ethiopia: Author
- Ministry of Labour and Social Affairs of Ethiopia (2011). *Social Protection Policy of Ethiopia (draft)* Addis Ababa, Ethiopia: Author
- Ministry of Youth, Sports and Culture, of Ethiopia. (2004). *The Federal Democratic Republic of Ethiopia National Youth Policy*. Addis Ababa, Ethiopia: Author
- The Federal Democratic Republic of Ethiopia. (1998). *Policy on HIV/AIDS of the Federal Democratic Republic of Ethiopia*. Addis Ababa, Ethiopia: Author
- The Federal Democratic Republic of Ethiopia (1994). *Education and Training Policy*. Addis Ababa, Ethiopia: Author
- The Transitional Government of Ethiopia. (n.d.) *Health Policy of the Transitional Government of Ethiopia*. Addis Ababa, Ethiopia: Author. [Available online: <http://www.fmoh-eth.org/>]
- The Transitional Government of Ethiopia, (1993). *National Policy on Ethiopian Women*. Addis Ababa, Ethiopia: Author.

IV

❖ **Review of Major Ethiopian Social Policies**

- The Education Policy
- The Women's Policy
- Policies for Children
- The Youth Policy
- Policies for the Older Adults
- Policies for disability
- The Health Policy
- Policies for Social Vices and Problems
- Policies for families and housing policies
- HIV/AIDS Policy

Three Sessions

This part of the paper will be covered via group assignment. (Group Assignment Two)

Teshome Yizengaw (2003). *Transformations in higher education: Experiences with reform and expansion in Ethiopian higher education system*. Keynote paper prepared for a regional training conference on Improving Tertiary Education in Sub-Saharan Africa: Things That Work, Accra, Ghana. [Available online at:
http://siteresources.worldbank.org/INTAFRREGTOPTEIA/Resources/teshome_keynote.pdf

Assessment

No	Methods of Assessment	Types of Assignment	Time Frame (due date)	Wight
1	Quiz	Individual	End of October, 2019	10%
2	Assignment 1	Group Assignment	November, 30 2019	20 %
3	Assigment 2	Group Assignment	Décembre 30, 2019	20%
4	Final exam	Individual	Will be announced by the registrar office of the university.	50%
5	Total			100%

Grading

At the end of the course, each of the students will be assessed and the final grade will be decided through the online grading system of University of Gondar (UoG), which is equaling to the table below.

Score Scale	Grade
90-100	A+
85-89	A
80-84	A-
75-79	B+
70-74	B
65-69	B-

60-64	C+
50-59	C
45-49	C-
40-44	D
30-39	Fx
<30	F

Assignment Guidelines

Group Assignment 1: Reviewing Informalities in Ethiopia

After the completion of ten sessions of the course or at the end of part II (studying social problem), students will be given assignment to review and conduct small-scale data collection to write essays about informalities in Gondar. In this particular assignment, students will review a case study entailed as “*Social Capital across Three Different Neighbourhood Settlements in Gondar, Ethiopia*”. After reading the case study, a group of 5 to 6 students will conduct small-scale data collection in the three different neighbouring settlements (inner slum city, outskirt squatter and condominium residents). At least two groups will conduct the small-scale data collection in neighbourhood settlements identified above.

Then, each of the groups will write their essay based on their analysis of the case study and the empirical data they will collect. Moreover, students are expected to identify and write their reflection about the social capital, challenges and opportunities in each of the neighbourhood they will be working with. The essay should also include the group's reflection about consistency or inconsistency of the case study with small-scale data collection and observation they will be conducting. Based on the review of the case study and the findings from the small scale data collection, each of the groups will identify major social problems in each of the neighbourhood; suggest alternative solutions, including policy recommendations, to overcome the problems; the way forward to enhance social capital among the residents of each neighbourhood and their lesson learned. It is expected that each of the groups will produce 10 to 20 pages' final report documents. Finally, each of the groups will have a presentation of the final reports to share experiences with other groups.

NB: The final report will be evaluated for 15% and the presentation will have 5% impact.

Group Assignment 2: Social Policy Mapping

The assignment is a group activity of five to six students and involves mapping out part of a social policy system of Ethiopia. Part of a system can be chosen in accordance with the broad understanding of social policy presented in the course – you could try to describe the whole social policy system of the country if you want, although this is not encouraged. The goal is to map out a comprehensive and systemic understanding of the provisioning system within one sector (education, health, social insurance, pensions, child protection, penal system, etc.), understood in institutionalist terms (formal and informal rules, norms, practices that order a social system, etc).

The mapping of the social policy system should be from a peoples' perspective, i.e. we are concerned about the way that a set of people access the system, not simply how it is formally defined by a government. So, for instance, if half of the children of a population in question go to religious schools rather than conventional schools then you would include religious schools as part of your mapping of an educational system. The analysis should engage with various concepts from the course, in particular concepts such as social reproduction, gender relations, informality and intersectionality.

Analytical questions that could be addressed include:

- ✚ How does the system work? What are the formal and informal rules, norms, organizations, social practices, etc.?
- ✚ Who accesses what parts of the system and how is these regulated or controlled and by whom (formally and informally)?
- ✚ How are costs or prices determined in the system?
- ✚ How is the system financed? What is the role of the state, private actors, or donors?
- ✚ Where does this system come from or what is it influenced by? (NB. for this exercise, you should focus on an accurate description of the current state of affairs, although it may be important to point out moments in the past that might have been particularly significant to understand the trajectory of the system).
- ✚ What is the role of specific ideologies in the system, particularly in terms of justifying various modes of operation, access, etc.?
- ✚ What are the processes of stratification or segregation within the system? How do these operate?

- ✚ What are the modes of bias, disadvantage or discrimination within the system?
- ✚ How does the system enact social reproduction, i.e. how does it reproduce or transform relations of social differentiation (e.g. class relations, gender relations, age relations, ethnic/race relations, etc.)?
- ✚ How is quality understood and regulated within the system and what effect does this have on broader processes of social reproduction?
- ✚ How is policy practiced with the system, including evaluations?
- ✚ What are the conflicts of interest within the system and how do these influence the operation of the system?
- ✚ Is there contestation or resistance within the system and how are this managed?

Students are not expected to cover all of these questions– the list is to give suggestions on what you could focus on depending on your interests. The mapping exercise should be treated in an academically rigorous manner. The document should be in between 10 and 20 pages.