Practice Insights

Community Development
Africa Special Issue

WORLD COMMUNITY DEVELOPMENT CONFERENCE 2019

iACD
International Association for Community Development
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Contributing articles

Our international *Practice Insights* publications are issued three times a year, each one focusing on a particular theme of relevance to community development. If you would like further information or to contribute to future editions, please contact deborah.albin@montana.edu Alternatively, IACD members are welcome at any time to contribute news items, research, case studies or other materials to our members' Facebook site and to the IACD website.

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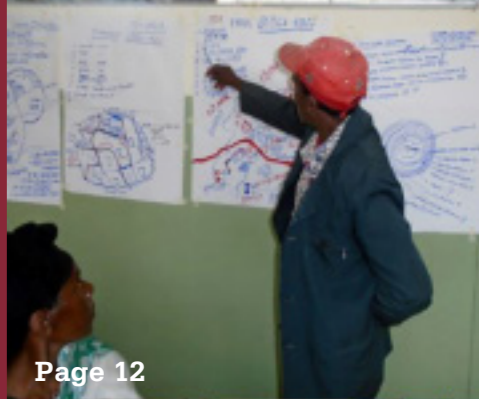
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Editorial

Muhammad Bello Shitu, Guest Editor

The IACD *Practice Insights*, Issue 11 specifically focuses on the Africa Sub-Saharan Region. This special issue consists of articles on all aspects of African community. The articles in this edition cover different sub-regions and showcase their policies, practices, and strategies of community development across the continent. The topics covered in this edition raise important questions and provide direction for addressing issues of poverty, energy, food security, and peace and security, which are key foundations for sustainable community development. It also looks at social capital and policy frameworks that can be harnessed to promote community development throughout the continent.

Community development practice is age old in Africa. The core values of community development are well-grounded in the cultural ethos of Africans, especially in terms of mutual help, support, and self-help. Africa is a vast continent with great diversities in its geography and resource distribution. It is also a land of constraint, housing the world's poorest peoples in the midst of abundant resource.

This issue of *Practice Insights* has something for everyone. The past, present, and future of community development are explored in Wondwosen Seifu's **"Community Development in Ethiopia"**, Fadhila Hassan Abadalla's **"Community Development Programs in Tanzania"**, and Daniel M. Muia and Charity M. Kiilu's **"Addressing Community Development Policy and Practice Gaps in Kenya."** Cornel Hart brings us a report on the status of CD professionalization with **"Accredited and Standardized Community Development Qualifications: Part and Parcel of the Professionalization Process of Practitioners in South Africa."** The power of human and economic capital are explored in Ruth Oluyemi Bamidele and Mansur Baba's **"The Power Box and Energy Access Development in Remote Kenyon Villages: Lessons for Nigeria"**, Evelyn Njurai and Rosemary Kimani's **"Learning Mathematics in a Prison Education Center in Kenya"**, Abdulkareem Tasiu Mohammed and Sani Shuaibu Rogo's **"Building Dreams Through Local Response in Nigerian Rural Communities"**, and Panin O. Kerika's **"Women Empowerment Through the Agricultural Value Chain in Rural Tanzania."** Finally, the resilience and promise of Africa's youth are highlighted by Idris Yakubu Haliru and Asnarulkhadi Abu Samah in **"Business Apprenticeship Training Centers: A Capacity-Building, Youth-Empowering Program in Nigeria"**, Nura Ibrahim Mukhtar in **"The Power of Storytelling in Community Mobilization, Sensitization, and Engagement"**, and Muhammad Bello Shitu, Garba Hamma Dikko, and Aminu Muhammed Ali in **"How Soccer is Creating a Safe Space in Northern Nigeria."**

Please enjoy this special issue of *Practice Insights*. I hope these articles will inform, entertain, and, most importantly, inspire dialogue and action from us all — locally, nationally, and globally.

Muhammad Bello Shitu, Ph.D. is the IACD Regional Director/Board Member representing Sub-Saharan Africa. He is the President of the Institute of Community Development Practitioners, Nigeria (ICDP) and Chairman of the Inclusive Community Education and Development Association (ICEADA).

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Addressing Community Development and Practice Gaps in Kenya

Daniel M. Muia
Charity M.Kiilu

Community development is an approach to enhancing national development that taps directly into a people's own perspective of the state of development they ought to achieve. It is also an area of study that seeks to understand how to mobilize communities to collectively work towards their identified development goals. Addressing and meeting the needs of society should be guided by the best community development policy and practice. Community Development is also about building the capacity of the communities to identify and solve their priority needs and acknowledging and recognizing that communities are at various levels of development.

The definition of community development by the International Association of Community Development (IACD) best captures this in stating that community development is a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, economic opportunity, equality and social justice, through the organization, education, and empowerment of people within their communities, whether these be of locality, identity or interest, in urban and rural settings. To this extent, community development should be a discipline and practice at the core of a society's and, indeed, a nation's development policy framework.

In Kenya, community development has been pursued for most of this country's history. African socialism was deemed to be anchored on African traditions, with political democracy and mutual social responsibility two examples of African socialism. Incidentally, these traditions are key principles of community development. The first national development (1964–1970) and the National Plan on Community Development Work of 1964 largely laid the ground work for community development in Kenya. While much community development work has since been undertaken, to date, there is still no comprehensive national policy on community development, and the practice of community development has not been institutionalized or professionalized.

Evolution of Community Development in Kenya

Community development is a practice that has contributed significantly to national development since pre-colonial time. The National Plan on Community Development Work of 1964 was formulated to, among other things, support and accelerate economic development, prevent social ills, promote general welfare of communities, and strengthen family life and care of children. These were to be spearheaded institutionally through a department of community development, but conceptually, the focus was more towards social welfare provision and development. Aside from this, Kenya does not have an explicit national policy on community development. Over the years, community development practice has been guided by various national development plans, sector policies, and

> **Community development is at the core of communities' fulfillment of their right to development. Developing a comprehensive national policy framework for coordination, ensuring implementation, and providing management of community development is imperative. This will ensure effective mobilization of resources.**

programs. There have also been various efforts aimed at developing a recognized framework to ensure constant standards and better, overall coordination.

It is important to point out that community development was started in Kenya as social welfare work under the Social Welfare Organization established in 1946. Initially, social welfare work was concentrated around social welfare centers or community halls. The aim was to uplift the economic and social well-being of communities through informal

education, and social and recreational activities. Social centers offered literacy and English classes, libraries and reading rooms, games and dances, homecraft lessons for women, films, radios for listening to news, and provided posters, pamphlets, and other educational materials.

From the start, a focus on social welfare provision and the dynamic of community empowerment was not strong. During the pre-independence period, the focus was placed on easing the government's work load, opposed to the empowerment and self-determination community development encourages today. This conceptual confusion between social welfare and community development still lingers in Kenya.

Another important point is that, to a large extent, the evolution of community development in Kenya is tied to the evolution of self-help groups and the formation and growth of women's groups. Among most communities/ethnic groups there are long-running traditions of women's organizations. These groups were placed under the Maendeleo ya Wanawake organization and under the Women's Bureau in 1975, as part of the process of integrating women in development within the framework of the United Nations Women's Decade. These self-help groups and women's groups in Kenya have been the nucleus of community organization for development in Kenya. Over the years, these groups have mobilized immense resources to address various needs at community levels.

Policy and Practice Gaps in Community Development in Kenya
Without an overarching national policy on community development, there is likely to be a disconnect between the community development interests of the national government and those of the county governments, given their unique local realities. Another community development challenge has been the fragmented and uncoordinated efforts affecting actors in this field. These have resulted in duplication of efforts, overconcentration in some areas, and dependency syndrome. This means benefits are going to some communities at the expense of others,

often leading to ineffective use of available resources.

Community development is at the core of communities' fulfillment of their right to development. Developing a comprehensive national policy framework for coordination, ensuring implementation, and providing management of community

Community Development Officers at Kagura Agricultural Training Center, Kenya

development is imperative. This will ensure effective mobilization of resources.

Two areas stand out as gaps in community development policy and practice in Kenya: 1) the absence of a national policy and institutional framework to oversee and streamline coordination of community development in Kenya, and 2) the lack of an institutional mechanism to regulate community development training and practice in Kenya.

A National Policy and Institutional Framework
Fortunately, a National Policy on Community Development, with the theme, "positioning community development as a key driver of sustainable development in Kenya", is in the works. The policy seeks to provide a comprehensive framework for coordination, implementation, and management of community development practice at a national level. It seeks to achieve this through the establishment of committees at the national, county, sub-county, and ward levels for oversight, coordination, and implementation of community

development programs. A stronger institutional mechanism is required to give both political and administrative muscle to community development work and its practice in Kenya. Committees are easily ignored and often marginalized. A higher agency level might need to be considered either at a departmental or cabinet level entity. Better yet, a full-fledged Ministry of Community Development may be in order. The present placing of community development as a division within a Department/Ministry renders it practically invisible. In turn, these divisions are unable to mobilize the required political will and resources to effectively coordinate community development efforts at national and county levels.

An Institutional Mechanism to Regulate Community Development Training and Practice
Regarding training, practitioners in community development undergo a variety of courses in many fields. At best, they are trained at diploma and degree levels, while others receive their training in social work, social sciences, community health, engineering, and theology. It is not uncommon to find people from all fields of training working within communities in Kenya. However, there is need to realize that community development as a field has certain key principles, values, a code of ethics, and standards of practice. Without exposure to these principles it is not realistic to expect that all community development practitioners

are adequately trained to serve the communities to which they are sent. Globally, professional practice is regulated; equally, community development in Kenya needs to be recognized as a professional discipline.

An association of Community Development Practitioners in Kenya has recently been registered under the Society's Act. The Association seeks, among other objects, to professionalize community development in Kenya. The objective of the Association includes bringing community development practitioners together, accrediting them, safeguarding public interest by ensuring professional standards and conduct of community development practitioners, and setting and assuring curriculum standards in the training of community development workers. More objectives include facilitating continuous education for community development practitioners, enforcing ethics in the profession, distributing community development innovations and inventions, and acting as liaison to the government agencies in charge of community development. The

Association will also seek affiliation with the International Association for Community Development, the global professional body for community development professionals, with a goal of benchmarking and placing the Kenyan professionals at the same footing as their global colleagues in terms of opportunities for networking and continuing learning.

In pursuit of these objectives, support will be required from all stakeholders in the field of community development, at all levels. An Act of Parliament would be a desirable safeguard to ensure that community development's institutional, as well as regulatory mechanisms, are enforced. The Association of Community development is at the core of communities' fulfillment of their right to development. Developing a comprehensive national policy framework for coordination, ensuring implementation, and providing management of community development is imperative. This will ensure effective mobilization of resources.

Community Development Practitioners-Kenya will continue to lobby and work with stakeholders (including the State Department of Social Development, which has been very supportive) to make this a reality and, thus, have community development practitioners begin to officially chart the path of the discipline in Kenya.

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This article is adapted from a longer paper of the same name.

Community Development Programs in Tanzania

Fadhila Hassan Abadalla

Tanzania gained political independence in December 1961, became a Republic in 1962, and was later renamed the United Republic of Tanzania after a union with Zanzibar because of a 1964 coup d'état. Shortly after, on February 6, 1967, the foundation for the drive to actualize development of communities in Tanzania was initiated by Julius Nyerere, president of Tanzania, with The Arusha Declaration and TANU's (Tanganyika African National Union) Policy on Socialism and Self-Reliance. In line with the Arusha Declaration, Collins (1972) noted: *The guiding principles of rural development self-help, self-reliance has already been laid down in the Arusha Declaration. The organizational structure therefore has to be one which will further the aims of community development based on self-help and self-reliance. The fundamental aim of community development has to be that people in the villages are enabled through their efforts and in cooperation with one another, to bring about improvements in all aspects of rural life and the rapid betterment of their standards of living, with the government assisting by providing the technical assistance.*

Though, Collins cautioned that five years (1967-1972) is not enough to assess or evaluate the performance of the community development efforts as a result of the Arusha Declaration, today, we can assess well the Arusha declaration has helped to develop communities in Tanzania.

Community Development Programs and Practices in Tanzania

In post-independence Tanzania, it has been argued that the policy of the Arusha Declaration enhanced the role of the Tanzanian government in community development. This effort shows that self-reliance remains a veritable tool to practice and achieve community development, and, today, it remains the way of life of the people. Arikawe (2015) notes that the objectives of community development are to enable Tanzanians to:

- bring about their own development by working increase income, which will enable communities to build a better life through self-reliance and the use of locally available resources for poverty eradication in the country;

- use their wealth to improve their welfare and bring about social and economic development;

- enter into an economic system in which they can exchange their goods and services to raise their standard of living;

- enter into the budget system, spend their income carefully, and develop the habit of placing their savings in the bank; and

- come together in groups and increase their commitment to self-development.

Ujamma

In the light of these objectives, one laudable program initiated by the Tanzania National Government was the Ujamma policy. Ujamaa, Swahili for "brotherhood", was mainly a village scheme that encouraged resettlement of people living in scattered villages into concentrated clusters of villages. The advantages of this communal living included engendering community spirit; facilitating, accelerating and enhancing development; and the opportunity to work together to collectively and equally share the proceeds.

After the formative stage of the Ujamma policy, a transformational phase encouraged villagers to register for agricultural associations, which included obtaining credit from the Rural Development Bank and other infrastructural investments. This stage was followed by the improvement process under the third stage of the village settlement scheme, resulting in the establishment of cooperative societies and commercial credits through the National Bank of Commerce, Marketing Board, among others.

The realization of the Ujamaa village was also dependent on the philosophy of agricultural and education policy. Consequently, an agricultural development scheme was introduced with the sole aim of enhancing increased and rapid agricultural production to secure Tanzania's future food sufficiency and food security. The National Development Co-operation (NDC) was formed and accorded greater responsibilities in the management of the Tanzanian economy. To create self-reliant citizens within the community, the government also redesigned the educational system and President Nyerere suggested quantitative and qualitative changes in education to prepare people for the work they will be called upon to do in society. As a result, several educational reforms were undertaken, including restructuring the education policy to meet the growth and demands of socialism in Tanzania.

After Ujamma and Going Forward

Kumuzora & Toner (2002) sum up Tanzanian community development from independence to today. They write:

Several strategies were employed to bring about rural development, these include, establishment of settlement schemes in early to mid-1960s, the Arusha Declaration with the emphasis on rural development, in late 1960s. In mid-1970s, the Villagization program was also a means the government considered could bring about rapid rural development after the slow pace of Ujamaa villages formation. Also, in 1970s, there was a decentralization of the government functions.

The above strategies undertaken by the government in the first two decades after independence did not bring about the level of development

that would eradicate poverty. Instead, the economic growth slowed to the extent of causing crisis in early 1980s. In this economic crisis, the government, with the assistance of the World Bank and the International Monetary Fund, initiated the structural adjustment program (SAP). The SAP has been implemented in Tanzania in five phases as follows: National Economic Survival Program (1981-82), the Structural Adjustment Program (1982-1985), the Economic Recovery Program (1986-89), and the Economic and Social Action Program (1989-92). The fifth and most current phase goes under the name of Rolling Plans and Forward Budgeting (1993-2002). (p. 5).

The pursuance of community development through several strategies, programs, and practices by the Tanzania Government were very laudable and highly welcomed. However, like many other African countries, the impact was minimal, despite the resources invested. This is due to several challenges that confronted the programs such as lack of funds, drastic nationalization of foreign

industries in Tanzania, a manipulative and coercive drive to achieve a higher rate of village resettlement under the Ujamaa villages policy, and lack of private partnerships and expertise in handling most of the policies.

One important learned lesson is that, in the initial stage of community development, Tanzania disengaged itself from capitalism, a mode of production which it later embraced when socialism began to yield a serious negative result. Developments can only be achieved through full capitalism, checked by government policies that will benefit communities and the people. It is from this stand that community development could be realized and achieved for the improvement of the people.

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Keynote Speakers

Virginia Bras Gomes
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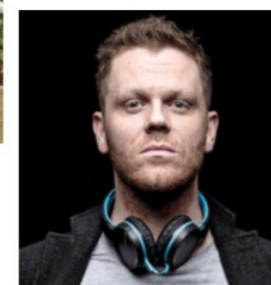
Darren 'Loki' McGarvey
Scottish rapper, hip hop recording artist, and social commentator

Margaret Ledwith
Emeritus Professor of Community Development and Social Justice, University of Cumbria

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Community Development in Ethiopia

Wondwosen Seifu

Throughout history, an emphasis on macro-level change of communities and societies becomes important for two reasons. First, community-level change can create solidarity in oppressed populations, and, second, the recognition that many of the problems people face are often social, not individual. If the problem is ultimately one of injustice, then the solution is participatory change and revolution, not individual therapy or charity.

Many of the founders of community models strongly believe that we, as a profession or as a nation, deal too often with the symptoms and outcomes of problems in society instead of working to fix foundational issues (Phillips and Pittman, 2009).

Leading researchers and development theorists have highlighted that engagement, which initiates ownership and ensures sustainability of the project at all stages of development interventions, is more likely to lead to success. Community members with extensive indigenous knowledge of their natural, social, and historical context can contribute valuable ideas on available resources, potentials, solutions, and challenges, and provide locally-viable input regarding project design from the very beginning. **Community development is a collective process involving a group of community members with the goal of improving life collectively.** This can only be successful if key processes of management such as analysis, decision-making, steering, and reflection on achieved results are organized in such a way that community members can participate and influence.

Ethiopian Community Development: Then

Ethiopia is one of Africa's top performing economies with a total population of over one-hundred million. Like most African nations, much of the population is at working age and has great development potential. It also has a history of over 3,000 years as a nation, a rich culture and heritage, and a vibrant economy. Various development policies and strategies have been initiated by successive governments, which, in most cases, did not really result in reversing the country's prevailing development bottleneck. Since more than 75% of Ethiopia's population live in rural areas, many of the development approaches implemented by previous governments, including the current government, address rural needs. The history of community development begins with Haile Selassie, who was Ethiopia's emperor from 1930 to 1974, and continues to the recent past with the Ministry of Community Development and Social Affairs (MCDSA), which was responsible for implementing community development strategies and contained departments for community development, cooperative promotion and labor affairs.

The focal point of the community development strategy was the *Atbia* or *Mender*. This is an area equivalent to the present day Kebele (the smallest administrative unit of Ethiopia, similar to a ward, a neighborhood or a localized and delimited group of people), but development programs were also formulated at the *Wereda* and *Awraja* levels (third-level administrative divisions of Ethiopia). The programs were designed and based on the needs of communities with *idget shengos*, or development committees, established at various levels. **After the community needs were identified and prioritized by the development committees, the community was required to contribute** resources of money and labor for the realization of the various projects. Special care was taken to avoid coercion in matters related to contributions to ensure the success of popular participation in development. This community development approach was short-lived because, two of the departments, namely those dealing with rural development and cooperatives ceased operations and transferred their responsibilities to the former Extension and Project Implementation Department (EPID), which was responsible for implementing the minimum package programs of the Ministry of Agriculture.

The home economics workers and the cooperative organizers were transferred to EPID, while the rural development and cooperative promotion activities were transferred to the Ministry of Community Development (MCD). This was the correct move, mainly because MCD was engaged in matters related to agricultural development. For example, the women's empowerment activities, including poultry and horticultural crops production, handled by the MCD, were essentially agricultural activities. Cooperative development activities were also aimed at boosting agricultural production. At the same time, that community development approach embodied the popular participation concepts we see in present day development literature.

After the fall of Emperor Haile Selassie, the MCDSA ceased its work and community development ceased to receive attention form the government. For the last forty years, the concept of community development has been largely hidden or associated only with non-governmental organization.

Ethiopian Community Development: Now

At present, community development commonly falls under the responsibility of non-governmental organizations (NGOs), rather than the government. There are currently 406 foreign or international NGOs, 2,875 local NGOs and 53 consortiums that focus on development, humanitarian and capacity building. The majority of these NGOs focus on community development and, but, due to various rules set by the government after 2005, there are funding constraints on the civil society sector, especially for local NGOs. It is difficult to describe the exact community development approaches that have been applied, but it is well documented that one of the major strategies, Asset-Based Community Development (ABCD), has been ongoing in Ethiopia since 2003.

Asset-Based Community Development

ABCD uses asset mapping to identify a community's assets and brings people together in this "discovery". Community members can also list the skills and capacities of individual people and groups or associations, and map some of the social characteristics of the community. **Individuals carrying out the mapping exercise will begin to see ways in which individual skills can be combined with associational, institutional, and natural assets to create new enterprises or opportunities.**

Since 2003, Oxfam Canada, the Coady International Institute, the Comart Foundation (a private foundation based in Toronto that supports the application of an ABCD approach across Africa), and three local NGOs (HUNDEE, Kembatta Women's Self Help Centre (KMG) and Agri-Service Ethiopia) have been testing the process of ABCD in 21 community groups in the Oromiya, Tigray and Southern Nations, Nationalities and Peoples (SNNPR) regions of Ethiopia. These processes were different in terms of location (urban, peri-urban and rural), size (from 35-2000 members), asset levels (e.g. income and land quality and size), ethnicity (Kembatta, Oromo, Tigrayan), start dates (from 2003 to 2006), and the mandate of the local facilitating NGO (e.g. women's rights, agricultural improvement, civic education).

Despite these differences, in all sites, the principal objective of those projects was to see whether NGOs can stimulate community-driven development through activities at the community level and shift the emphasis away from needs and problems to community strengths, assets and opportunities. In turn, recognition of these assets and opportunities is the stimulus for the community to organize and mobilize their assets to reach goals and objectives with minimal external assistance.

An ABCD pilot project has been implemented by IDE (International Development Enterprise) in Aleltu and Kimbibit Woredas and have recorded remarkable achievements. The lessons drawn from this ABCD pilot project provided a wide spectrum of learning opportunities in promoting market-and citizen-driven initiatives, demonstrating the implementation of community projects from the inside-out through the integration of development of rural marketing initiatives, and promoting context-specific technologies with enhanced role of smallholders in the output market.

The overall goal of the three-year (2014 to 2017) project was to contribute to citizen-led socio-economic transformation of communities through asset-based, citizen-led, and innovative market driven community initiatives. The objective was to establish effective partnerships to promote innovative and synergic development approaches that embody ABCD and market-driven development. The expected results were primarily the emergence of functioning and vibrant community associations. An additional result was to develop diversified and sustained community-driven livelihood opportunities by increasing the capacity of community economic groups to diversify their livelihoods, develop access to market, and increasing the availability of quality and quantity of value-added products.

This project was successful because it identified the community assets using asset mapping, "leaky bucket", and transit walk; then, the community identified its own needs. An action plan was prepared to tackle the needs using the identified assets. The success of these action plans, designed by the ABCD group, focused on low-hanging problems and has led to attitudinal changes. **This facilitated the identification and utilization of previously unnoticed household assets and a change in self perception: from people who considered themselves "poor" to those who had acquired the confidence to undertake subsequent actions to improve their own livelihoods with less external motivation.** This included undertaking new income-generating activities, creating new associations that catered to participants' own personal strengths, and approaching external actors for more assistance, resulting in increased access to services. While there have certainly been challenges and lessons learned throughout this process, these changes in attitude were manifested in very real and concrete tangible improvements within households and in the community as a whole.

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Accredited and Standardized Community Development Qualifications:

Part and Parcel of the Professionalization Process of Practitioners in South Africa

Cornel Hart

Community Development (CD) is a unique form of practice, with its intrinsic orientation towards democratic and participatory outcomes of collective change, inclusion, and equality. It is an emerging discipline and is only now becoming fully recognised as an accredited profession in South Africa. The multi-sectoral nature of CD means that it evolved in a plethora of policies, definitions, and approaches, with a lack of standardized concepts and quality-assured knowledge, skills, and attributes among those working in communities. In 2009, the decision was made to start an accreditation process for CD professionalization, licensed by the government the same as other professions. In South Africa, the licensed accreditation of professions follows a specific process. Unfortunately, the CD process is seldom written about and is under published on, leaving South Africa with few to no clear guidelines. The goal for this year is to publish a conceptual guideline that speaks to the example diagram (right) of a conceptual framework for CD professionalization.

Until 1994, CD was spearheaded by activists who were the voice of the disenfranchised, marginalised, and excluded, who mobilised communities against apartheid, against being left out of decision-making, and local development leadership. Then came liberation—and freedom from the claws of apartheid, law-enforced inequality, and underdevelopment. Meanwhile, the need to ensure human dignity, freedom from want, and ignorance remains a critical goal of a non-racial, democratic South Africa. Central to this achievement is the enhancement of human capabilities and social capital in communities as the foundation of prosperity, as well as ensuring that development is people-driven and not technocrat imposed. The need for constructive and effective CD is, therefore, now recognised as a cornerstone of national development, with CD Practitioners (CDPs) who are well-placed to bridge the gap between civil society and all stakeholders in CD. Ensuring that CDPs have the necessary knowledge, skills, and attributes to fulfil their role has thus given birth to CD professionalization.
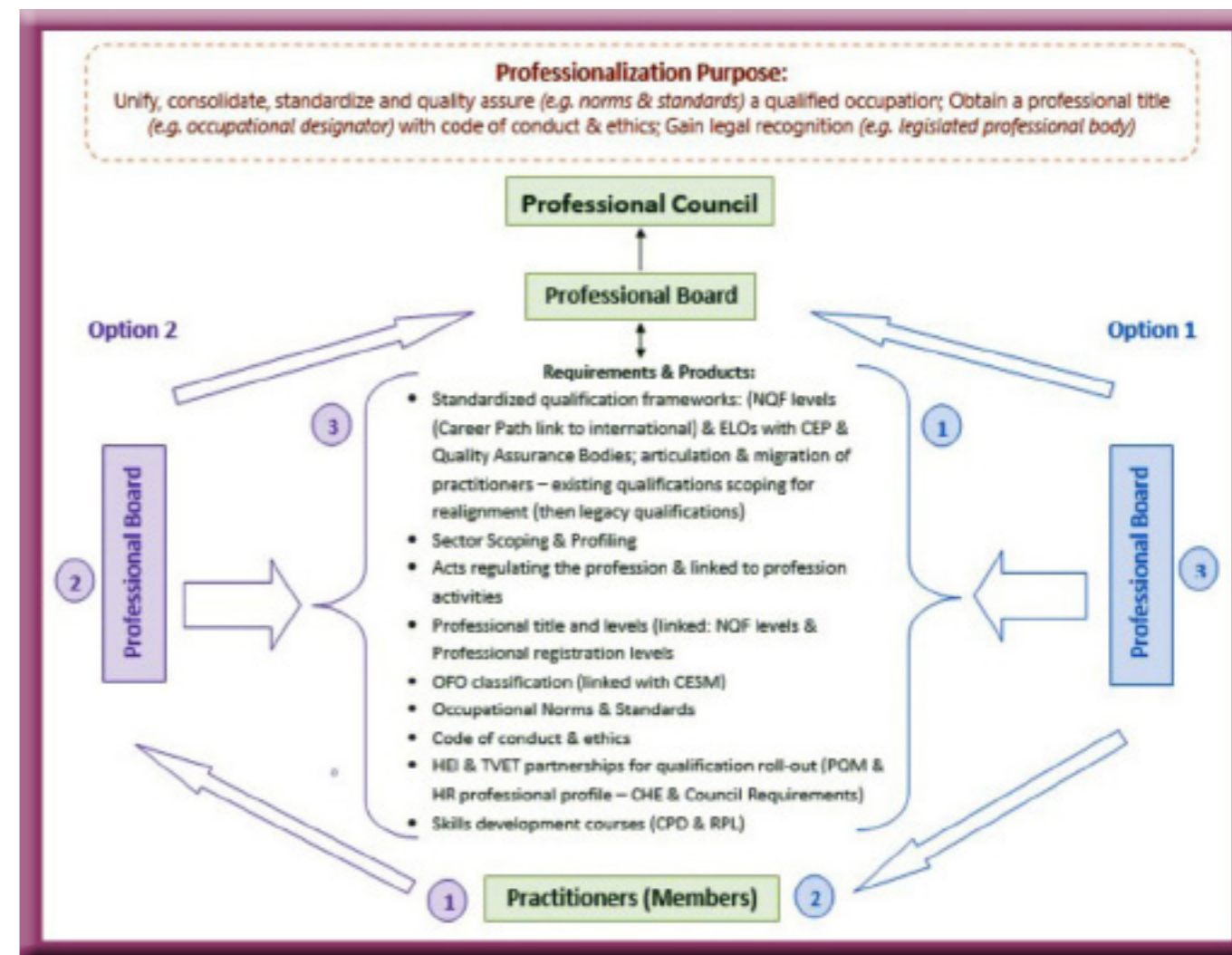
As an emerging discipline, CD requires full recognition and accreditation as both an occupation and a profession. Such professionalization involves a clear definition and scope of practice, translated into specific norms and standards in which practitioners are trained and to which they subscribe—i.e. an occupation-specific practice policy framework for practitioners and their training. This practitioner training, in turn, requires service providers (i.e. universities and colleges) to offer professional CD qualifications indicated by the South African Qualifications Authority (SAQA) and the Quality Council for Trades and Occupations (QCTO), for which national qualifying frameworks (NQFs) have been developed at NQF levels 4, 5 and 8[1], along with workshops, seminars, and short courses for continuous professional development (CPD) training.

Quality of education in South Africa is regulated by three Quality Councils (QCs): 1) the Council for Higher Education (CHE), responsible for quality assurance at University level; 2) Umalusi, responsible for quality assurance at College level; and 3) QCTO, responsible for quality assurance of the trades and occupations. The South African Council for Social Services Practitioners (SACSSP), CD's professional council, also has regulatory responsibility.

1 *The detailed content of each qualification can be accessed as follows via Google: CD NQF L8: SAQA ID 79706; CD NQF L5: SAQA ID 97691; and CD NQF L4: SAQA ID 97708*

Professionalization Purpose:
Unify, consolidate, standardize and quality assure *(e.g. norms & standards)* a qualified occupation; Obtain a professional title *(e.g. occupational designator)* with code of conduct & ethics; Gain legal recognition *(e.g. legislated professional body)*

Professional Council

Professional Board

Option 2 / **Option 1**

Professional Board / **Professional Board**

Requirements & Products:
- Standardized qualification frameworks: (NQF levels (Career Path link to international) & ELOs with CEP & Quality Assurance Bodies; articulation & migration of practitioners – existing qualifications scoping for realignment (then legacy qualifications)
- Sector Scoping & Profiling
- Acts regulating the profession & linked to profession activities
- Professional title and levels (linked: NQF levels & Professional registration levels
- OFO classification (linked with CESM)
- Occupational Norms & Standards
- Code of conduct & ethics
- HEI & TVET partnerships for qualification roll-out (PQM & HR professional profile – CHE & Council Requirements)
- Skills development courses (CPD & RPL)

Practitioners (Members)

SAQA is responsible for advancing the objectives of the National Qualifying Framework (NQF), as well as for overseeing its development and implementation. All qualifications in all sectors are now mapped against the Organizational Framework for Occupations (OFO), in response to the less effective way NQF skills development was structured in the past. The OFO requires a clear definition and scope of practice for an occupation to fulfill its aim of assisting linking skills development more closely with skills needs in specific jobs and occupations.

The professional definition for CD developed in South Africa for OFO registration reads:

CD is an active, long-term integrative and holistic citizenry empowerment practice with set values and practices, which plays a special role in addressing inequality in society to bring about change and deepening democracy founded on social justice, equality, and inclusion towards improved well-being for all members of society within the developed and developmental disjuncture context of South Africa[2].

The Literature Review study and the 2014 South African National CD Survey also contributed to the drafting of South Africa's CD Practice Policy Framework (CDPPF), which includes a set scope of practices, norms, and standards (a code of ethics and conduct for community developers), thereby contributing to the curriculum content required for the three registered local CD qualifications. In addition, FCDL's five-year version of the CD National Occupational Standards played a critical role in this process. Together, a comprehensive regional and international qualifications comparative desk study with countries including Tanzania, Kenya, Australia, Ireland, Scotland, and New Zealand joined in developing South Africa's three CD qualifications frameworks.

These three qualification frameworks follow a vertical migration career path – from Assistant CD Worker (ACDW) at NQF Level 4, to CD Worker (CDW) at NQF Level 5, and on to CD Practitioner (CDP) at NQF L8. Each of these three qualifications subscribes to a level-specific profile of scope, knowledge, skills, and attributes, aligned with the CDPPF professional norms, standards, and code of ethics and conduct. These CD occupational qualification frameworks are designed to ensure that ACDWs, CDWs and CDPs: 1) know the CD theories, approaches, principles, and processes, along with an ability to examine and follow relevant legal and regulatory frameworks; and 2) are skilled in conducting community-based research to inform interventions, as well as in utilizing existing community networks and stakeholder partnerships during the planning, design and implementation of community development interventions – all embedded in the transformational leadership attributes required for being a "change agent" for CD.

2 *Literature Review Study in 2013/2014*

These three qualifications are incorporated under the SACSSP, which has three Boards for: 1) Social Workers: 2) Child and Youth Care Workers; and 3) Community Developers, each of which registers practitioners, regulates, and quality assures their respective occupational professions. This year, the process of developing a supervision postgraduate diploma has started for each of these three SSP occupations.

From the onset of the professionalization process, and in light of the history and context of community developers in South Africa, it was decided to "not exclude anybody". This decision resulted in the design of a Recognition of Prior Learning (RPL) project as part of the training standards and career path development for community developers. This RPL project will be the biggest in South African history, with an estimated 18,000 candidates. Phase 1 of the RPL pilot project began in 2015/2016 with the provincial Gauteng Department of

Social Development (DSD) – with a very small case study sample of 15 people – in order to develop the RPL assessment tools for the NQF level 5 qualification. These 15 participants qualified in 2017 and the tools developed are currently being used with RPL candidates on a much broader scale in the rest of South Africa. At the end of 2017, universities have also started to pilot the NQF level 8 RPL assessment tools as part of Phase 2 of the RPL pilot project.

Acknowledgement is due for the continuous support, commitment and expertise of the countless numbers of people working in communities, both employed and in volunteer sectors (soon to be the CD practitioners) as contributors since 2011, who have participated in meetings, summits, workshops, road shows, and interviews – as well as responding to survey questionnaires and in providing important input into the planning, implementation, and drafting of the documents and policies that have led to the

professionalization of CD practice in South Africa. This has indeed been a process true to the ethos of CDPs – "collective and active in contribution towards the common good for all by all". The future of CD in South Africa, and in the world, requires integration and alignment of CD practice – addressing the "identity" crises of the past, and ultimately achieving integration between global CD bodies, such as the IACD and the Community Development Society (CDS), which could lead the way in establishing regional and country specific CD structures of practice to achieve the full purpose of CD. South Africa is looking forward to participating in, and contributing to, the global processes of CD practice and professionalization.

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The First Group of RPL (Recognition of Prior Learning) Candidates
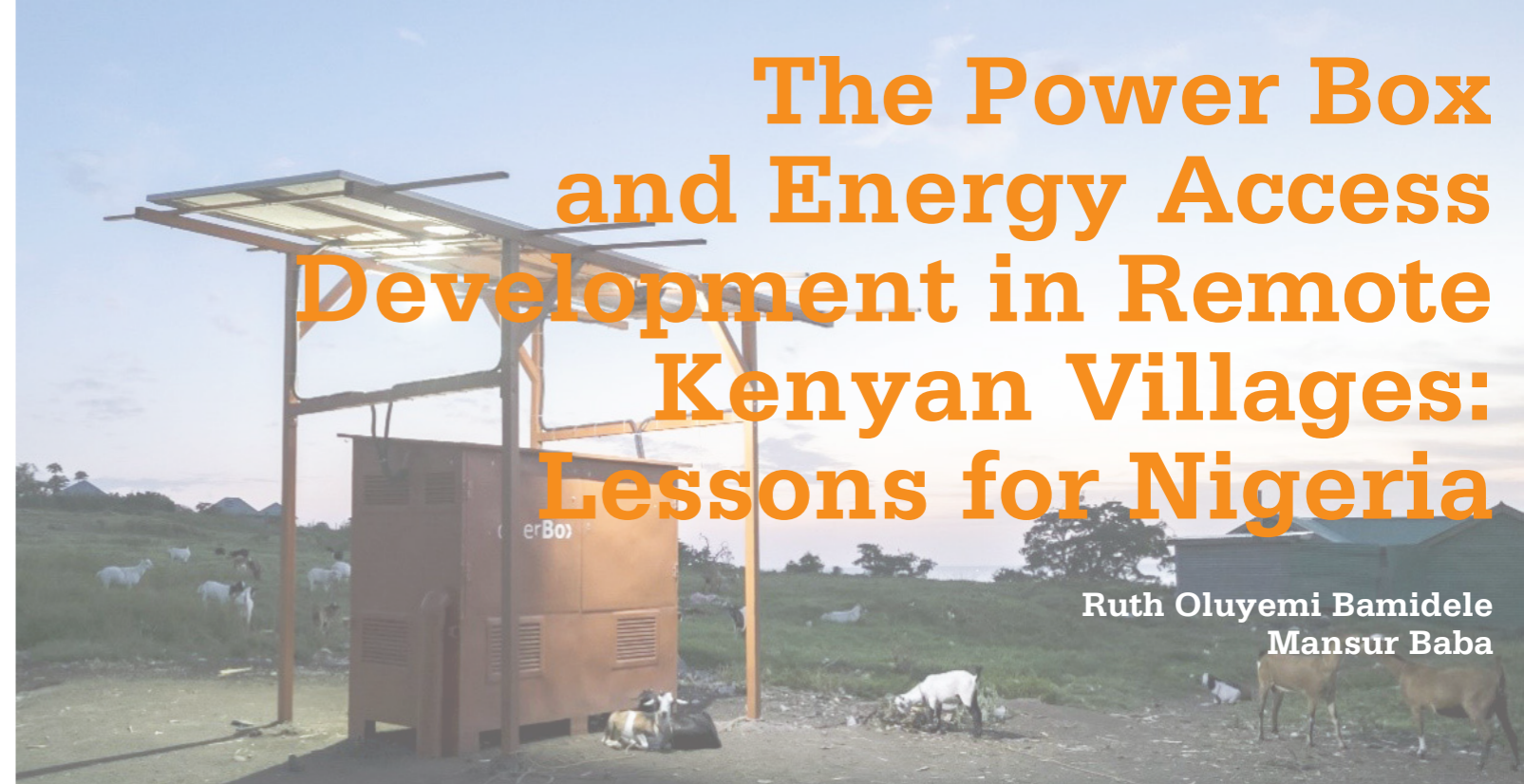
The Power Box and Energy Access Development in Remote Kenyan Villages: Lessons for Nigeria

Ruth Oluyemi Bamidele
Mansur Baba

Inadequate energy and electricity access in developing countries, Nigeria specifically, has been a subject of debate since the turn of the century. This is critical, as Nigeria—globally recognized as the most populated Black country and the largest economy in Africa—has the least energy access, effecting 84.2 million people in rural communities. Thus, extending access to clean, affordable, and efficient energy to all by 2030 is one of the key goals in sustainable development. Similarly, the challenges of extending national grids to rural communities are constantly on the front burner in international development narratives. This goal has created a shift towards mini-grids using renewable energy resources, such as the Solar Photovoltaic, mini hydropower, and solar home systems.

According to the 2015 Sustainable Energy For All (SE4ALL) report, renewables will constitute 80% of the slightly over 13% of electricity access that will come from mini-grids and stand-alone, off-grid solutions by the year 2030. The report indicates that the majority of those without access to electricity live in rural communities in Nigeria, Kenya, Tanzania, and Ethiopia. Because of this, additional investment in mini-grid and stand-alone technologies requires greater prospects for achieving access for all by 2030 in Sub-Saharan Africa.

However, encouraging such investment from the private sector depends largely on robust policy measures, environmental regulations, a strong institutional base, and the capacity to gather and analyze data to monitor progress. Though this may be difficult, it is necessary if we hope to increase energy access, energy efficiency, and renewable energy in Sub-Saharan Africa, and Nigeria specifically.

The Power Box and Energy Access in Rural Kenyan Communities

In 2016, a private, renewable energy business in Kenya focused on studying the Power Box to determine how the system can be replicated in Nigeria to extend energy access to poor households in remote communities. This case study used semi-structured and unstructured interviews and observation techniques to investigate the use of mini-grids, stand-alone Solar Photovoltaic, and pay-as-you-go solar home systems that extend electricity to rural communities in Kenya. This study took place on Kiwa Island on Lake Victoria in Kenya.

The study probed the technology, distribution model, and payment method adopted by the renewable energy company that provides the Power Box, as well as the impact on socio-economic development of Kiwa Island. The researcher also examined the challenges and conditions needed to create sustainable access to clean and affordable energy to rural dwellers in Nigeria.

The Technology and Distribution System

The main technology adopted by the renewable energy companies in Kenya was the Solar Photovoltaic. This system is comprised of a simple metal insulated box, the inverter, the Maximum Power Point Tracking Charge Controller, and the battery storage system of the required capacity. It is housed under a simple shelter that holds a solar panel on its roof. The pay-as-you-go distribution system is a mini-grid connected to an underground cable, which is provided by telecom service SafariCom. The distribution cables are connected over electricity poles that drop one or two lighting points to homes, small businesses in the village such as grocery and food stores, viewing and relaxation centers and the patient medicine store. The Power Box also extends light to the only high school and health center on the Island.

The Socio-Economic Impact

With as little as one personal light source, many homes now have access to clean and affordable energy or electricity, providing access to information and entertainment via television in their homes. Small shops and businesses like grocery stores, patient medicine stores, and the viewing and relaxation center on the Island are also able to extend their business hours late into the night. In turn, villagers who return late from their farms or fishing businesses can still buy whatever they need for the night. Shop owners consequently make more sales, boosting their income and increasing their living standard. This is a win-win situation for both business owners and consumers.

Challenges for Nigeria

According to findings in this study, due to its huge population, Nigeria has a greater human capacity and more private developers in the renewable energy sectors to market Solar Photovoltaic solar home systems. The weather and the climate conditions are also very well-suited for Nigeria to utilize solar in most parts of the country. The study further reveals that, in the last twenty years, many renewable energy businesses have been set up in Nigeria, especially in the last five years, with the numbers increasing daily. However, their focus is on the middle class and high-end clients in urban centers who have more reliable electricity supplies than the rural poor.

There are major challenges in Nigeria, like the high cost and poor quality of renewable energy products such as solar panels and deep circle batteries. This is due to inflated exchange rates, high uptake cost, and lack of a credit facility for electricity consumers. Another challenge is, due to prior bad experiences, the public has a poor perception of solar technology. This perception is further worsened by inconsistency and lack of a policy and a regulatory framework, and the lack of synergy and consultation between government institutions and renewable energy businesses in the country. Renewable energy developers in Nigeria are not helping matters either, as most have the rich and upper-middle class in urban centers as their target group focusing on stand-alone Solar Photovoltaic; few are extending energy access to the poor in peri-urban areas using pay-as-you-go solar home systems and solar mini-grids.

Nigeria has a lot to learn from the Solar Photovoltaic mini-grid system in Kenya. Renewable energy developers in Nigeria need to make deliberate attempts to develop affordable mini-grids, such as the Power Box, and to scale up the diffusion of Solar Photovoltaic technology for clean energy for rural populations to compliment government efforts in extending clean energy to all Nigerians.

We advocate for synergy between policy and regulatory institutions on the one hand, and between them and private developers of renewable energy in Nigeria. There is also the need to implement policy and regulatory frameworks to create a growing environment for the electricity/energy sectors, especially the mini-grid, Solar Photovoltaic, and solar home systems. Furthermore, creating public awareness, especially in rural communities, is required to boost public confidence in renewable energy technologies, particularly solar energy. This will definitely boost socio-economic development and enhance quality of life in rural communities, positively impacting overall, sustainable community development.

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Residents of Kiwa Island can relax and socialize, conduct business, and particpate in classes thanks to electriciy from the Power Box.

Learning Mathematics in a Prison Education Center in Kenya

Evelyn Njurai
Rosemary Kimani

In Kenya, rehabilitation and learning opportunities for inmates are provided by the National Government, Ministry of Interior, through Kenya Prisons Service (KPS) and various sponsors. This supports the State Department of Correctional Services and Rehabilitation's mission of containment and rehabilitation of offenders, responsive administration of justice, social reintegration, and community protection. **These opportunities include vocational training for industry work, tailoring, mechanics, carpentry, metal work, agriculture, and education.** Facilities are provided by the Prisons Department, in conjunction with the Ministry of Education, Science and Technology, and the Department of Adult Education, along with private donors. Long-term educational programs, part of the formal education curriculum, are most appropriate where inmates have a long stay in the prisons. Nyeri Principal Prison and Naivasha Maximum Security Prison (for men) fall in this category, as the inmates' terms of

imprisonment generally start at a minimum of five years. In the process of their time in prison, some inmates voluntarily join the educational programs.

The inmates enter the educational programs as adult learners at many levels and abilities. These abilities are realized during the admission process when previous education and work experience are evaluated. Willing professionals are recruited as inmate-teachers in the centers; however, these staff-teachers are few and those trained as teachers are even fewer. **Because the first duty of the prison staff is to provide much-needed security, they are often called away and cannot attend to their students. As this time away may sometimes be hours or days, teaching and learning is inconsistent, yet the students are expected to sit for a national examination at the end of their fourth year.** The need to fill this teaching and learning gap continues to rise as scheduled lessons are often missed. To fill this gap in mathematics education, the Tutor Web Project has been adopted.

Tutor Web Project

The project studied took place at the Naivasha Maximum Security Prison Education Center and was sponsored by the University of Iceland through Professor Gunnar

Stefansson. The targeted students were Form 1 students aged 20 to 50 years. (In Kenya, the primary school levels are referred to as Standard 1-8; Standard 8 students graduate to secondary Form 1 and proceed through to Form 4; the Form 4 students graduate to tertiary institutions.) They were selected based on their performance on a mathematics test, administered for the project. Other criteria involved length of remaining period of stay in the facility, willingness to learn, and discipline of the inmate. Of 67 students evaluated, 30 students were selected for the project.

The project itself involved teaching and learning mathematics using a tablet, connected wirelessly to a mathematics Tutor-Web box installed at the Education Center. Due to the limited number of teachers, and their limited teaching times during mathematics lessons, the initial idea was to use a volunteer mathematics teacher, who already stepped in once a month. This was, however, not enough to supplement the mathematics prison staff-teachers' absence. So, the use of technology was initiated to assist both the teachers and the students by bridging the gap made by the teacher's unavailability. Permission to implement the project was obtained from the Ministry of Interior with coordination of the National Government of Nairobi. The launch of the first phase of the project was in early June 2016. Subsequently, there has been second and third phases in 2017 and 2018, respectively.

The tablet, with Android operating touch system, is a part of a system consisting of a server (Tutor-Web box), software, high-speed modem, 128 GB external storage, and an

external signal booster. The tablets are Wi-Fi enabled but CDMA disabled for security concerns in the prison. The tutor-web software and all associated educational material are stored in external storage connected to the server and the tablets are connected to the server through Wi-Fi. The tablets are installed with the browser which accesses and downloads material from the server.

The educational content consists of the Tutor-Web material (www.tutor-web.net), the entirety of Wikipedia, and a major portion of Khan Academy material, including the entire set of mathematics videos. The tutorial materials include lectures and drills in integer arithmetic, prime numbers, fractions, powers, sets, number systems, countability, algebraic expressions, equations, inequalities, absolute values, and lines in the plane. It is worth noting that not all these areas are part of the Form 1 syllabus in Kenya, but secondary students are expected to have at least some basic knowledge of these subjects.

Students, upon login, can perform calculations in real time or store the resources in the tablets and work offline later. The platform acts as a "real time teacher" and provides step-by-step instructions on how to perform calculations. It also has a grading system. Each student has an account on his tablet, with a unique code that identifies and keeps track of the tablet usage, access, and submissions. The system has administrators who have full rights to access content of the server as well as tablets whenever a network is

present. Therefore, the administrator can track students' performance, see the topics attempted or accessed by the students, and compare the performances.

The teachers and most of the students had basic knowledge on the use of computer and mobile phones. The teachers were briefly, but intensely, introduced to the tablets by the implementing team. The implementing team also had a brief training period with the target students. However, the teachers, in conjunction with members of the ICT Department of the Prison, primarily trained the students. After the initial introduction to the tablets, both teachers and students were enthusiastic to better learn how the system operates. They learned as individuals, or in small groups, discussing features, means of accessing the required information, and reading lecture notes. Currently, each student can log in their accounts, work on tasks, and log out on their own.

The tablets are used in conjunction with the Kenyan mathematics syllabus and class text. Once a topic or area is taught in class, with or without the teacher, exercise questions are attempted and the students and teachers then look for more drill questions in the system, thereby reinforcing what they have already learned.

Outcomes

The majority of students scored above average in integer arithmetic and fractions, two topics that are part of the Form 1 syllabus. The lowest

performed topics were number systems and lines in a plane; only basic knowledge of these two topics are taught in Form 1. This could explain why few students attempted them, and the low performance for those who did. Generally, the students engaged with the lectures and drills.

The use of technology has facilitated continued learning, and the inmates have developed many web-based mathematical skills. These are essential in many careers such as computer science and programming, and in higher education. The acquisition of skills during their stay in prison provides opportunities for improvement of the inmates' employability and subsequent economic development. For those serving long sentences, these marketable skills are key to successful reentry into society once they are released.

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Observations from Naivasha Maximum Security Prison Education Center

1. The tablet facilitated continuity of mathematical teaching and learning during the temporal absence of the teachers.

2. The use of the tablets has facilitated a change of students' negative attitude towards mathematics, improving motivation and performance.

3. Challenges experienced in teaching and learning are that the time allocated is not sufficient and students are constantly leaving or joining the ongoing program.

Building Dreams Through Local Response in Nigerian Rural Communities

Abdulkareem Tasiu Mohammed
Sani Shuaibu Rogo

In this article, we present the result of practical community development field visits to selected rural villages in the Bauchi state of Nigeria. Thirty-two M.Ed. students in Community Development and Extension Education participated in the field visits, which were facilitated by the IACD Africa Sub-Sahara Director, Professor M. B. Shitu. **The focus of the field work is centered on "building dreams through local response"; however, we also adopted Alinsky's community organizing strategy to help build the rural communities' dreams.** During the first visit, we spent two days engaging with community members through different community development activities. Data was collected through focus group discussions, town hall meetings, and interviews. This data revealed that most of the communities faced problems in maternal and child death, illiteracy, school dropout rate, and lack of basic social amenities. For instance, two of every three women in the community have lost a child during pregnancy or at birth, and the children who do survive drop out of school immediately after primary 6. These rates are attributed to lack of community health facilities and the fact that the primary school has just two classrooms and an office.

In these communities, houses are spatially distributed, and the inhabitants engage in subsistence farming and small-scale businesses; few are wage earners. Assets like human resources,

The authors meet with the manager of Beaks Hooves Argo Ltd.

community associations, and local institutions are all visible within the communities However, some of the key players, like Beaks Hooves Agro Ltd. and the primary school, are not optimally utilized in terms of community development by both community members and their management staffs. They don't have any form of partnership between them, such as advocacy campaigns, which would bring awareness to issues that affect both institutions. For instance, one problem common to both community members and Beaks Hooves Agro Ltd. is the lack of electricity in the community, but each has decided to advocate for it individually, rather than as a team. The male youth in the community are mostly school dropouts and engaged in

subsistence family farming, earning little at this low-wage job. The female community members are mainly full-time house wives with no education and are never consulted in matters of community issues or development.

We sat down with community leaders and the manager from Beaks Hooves Agro Ltd. to discuss that they thought would most benefit the community. They all expressed their desires and dreams of having a functional health care facility, increased classrooms in the school, electricity, Agric Loans, and other social amenities. With these inputs, we can draw a **Strategic Advocacy Campaign Road Map** for the community using **SMART**

(specific, measurable, achievable, results-focused, and time-bound) goals. We also advocated for the creation of a **Cross Functional Team**, created on the spot, and including members of different functional expertise and experience. With these tools in place, we were able to organize a community campaign aimed at building cohesion and a sense of community among residents. We showed them the importance of working in groups and the energy produced from group work. The community leaders, members, and many other assets in the communities pledged to work closely together in a more dynamic and organized way.

The community members agreed to work with the planned strategy towards achieving their goals and aspirations. The management of Beaks Hooves Agro Ltd. also agreed to collaborate with the state government and the local area council to help drive development to the community. The community development association agreed to monitor and follow-up on all agreements, ensuring project collaboration accountability at the local and national level.

One month after the field work, we

followed-up with the communities to assess the practical impact of the work and agreements reached between us and the communities. We also examined the impact of the strategy we adopted to build the rural communities' dreams through local response. **The outcome of these follow-up visits was very positive, because, unlike their previous experiences, all community issues and problems were being confronted collectively by community members with the help of the Cross Functional Team.** For instance, 10 days before the follow-up visit, the community head told us how the community organizing strategy we recommended was effectively utilized to repair and replace parts of their water pump. They all agreed to impose on every adult male member of the community a 50 pound (less than thirty cents) monthly community development contribution. Meetings were being held the last Friday of the month to discuss strategies on community issues, and how to effectively utilize the money when a need presented itself. They also pledged to give the women roles and voices in developmental issues that might come into the

community, without the imposition of the monthly contribution. With the money they have on hand, they are planning on laying a foundation for a small community clinic.

The field visits were extremely successful and had lasting impact. The community members were receptive and ready to learn. There is great opportunity for collaborative work between the people of the community and development partners, and additional opportunities exist to involve the community in the regeneration of their area through volunteering and project provision, particularly with youth and older people. The strategy we adopted, and the use of Cross Functional Teams, have made all community assets functional, useful, and effectively utilized for the development of their community.

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Both male and female villagers participated in focus groups.

Women Empowerment Through the Agriculture Value Chain in Rural Tanzania

Panin O. Kerika

Achieving sustainable development and ending poverty is one of the top global targets to be reached by 2030. In doing this, a serious intervention on poverty reduction must be undertaken in low-developing countries with marginalized groups of women and youth.

At 80%, Tanzania agriculture is one of the leading sectors that employs poverty-stricken populations. According to the 2016 Economic Survey, agriculture contributes about 29% of Tanzania's Gross Domestic Product (GDP). Women in rural areas are key players in the agricultural sector simply because it's the only sector where food and cash can be obtained straightforwardly for household living. Despite considerable progress achieved in developing women capabilities, their economic participation remains limited.

Challenges Facing Rural Tanzanian Women

- Women lack decision-making freedoms and must seek permission from their husbands to execute ideas; this limits their ability to fully learn, practice, and participate in the entire product value chain.

- There are limited companies in the country willing to invest in empowering women in value chain methods.

- Warmer temperatures, due to climate change, have affected crop yields.

- Inadequate technology used for processing, like lack of electricity and equipment, are major constraints in rural areas.

Women Development Funds

Tanzania is realizing the potential, and important, role played by women and youth in rural communities and has begun to set aside Women Development Funds to boost women economically. These funds are necessary because women face a wide range of biases in their communities, including unequal opportunities for land and other assets, lack of education, and family grievances. The Women Development Fund (WDF) is a legally-budgeted fund provided by local government authorities. Four percent of district annual development project funds go towards interest free, small business loans for women and youth. Community Development departments coordinate the funds and provide entrepreneurship skills training, ensuring better use of funds.

The Role of Community Development Practitioners

Community Development Practitioners are playing a great role in empowering women in all aspects of development. They are building capacity by educating, sensitizing, coaching, and enabling women, so their businesses can take off! Agro-processing is one practice that has proved successful for the of majority of women in entrepreneurship. For example, farm products with added processing value provide quick ncreases in incomes and, in turn, food in the household.

By recognizing community development professionalism as a multi-dimensional sector, every local government and Non-Governmental Organization (NGO) take on different roles to further community development. For example, community development officers work to end violence against women and children; however, they register and monitor the work of paralegal services provided by NGOs. Additionally, in the local government authority, community development departments deal with the loan distribution process. First, they facilitate a group of five or more women, provide training, register the women in a database, and later, select the groups that best qualify for the loans. These loans are only available for the poorest households, which is why the loans remain interest free.

Farmers Day

Tanzania, like many other Sub-Sahara African, countries have Farmers Day. August 8th of each years is dedicated to farmers, who get together to share and learn the best ways to grow, harvest, and process marketable crops. Today, technology is the driving factor that attracts many smallholder producer groups, many from rural communities. Women especially take this opportunity to improve their own value chain process. In addition, this event facilitates market access connections between smallholder farmers and large or richer buyers willing to pay a higher price than the local markets. It is important to note that this entire event also involves an Extension component, which offers best practices in the growing, harvesting, and processing of marketable, high-yield crops.

Recommendations Going Forward

Generally, a value chain analysis begins with a market study to identify the potential gains that could be captured and the state of the chain relative to its competitors. Despites efforts made by women, they can't meet the market requirement due to the low volume of the goods they produce. Therefore, there is still work to do by different stakeholders in building capacity and the capability of women in food processing. Community Development Practitioners, through professional platforms, should make every effort to attract companies and institutions with simplified technology to invest in women's capability, especially in processing and required product value to better meet the standards of the international market. Additionally, government, policy makers, and NGOs have a duty to adhere to the standard practices of community development to ensure the goals of sustainable development are met by 2030.

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Business Apprenticeship Training Centers:
A Capacity-Building, Youth-Empowerment Program in Nigeria

Idris Yakubu Haliru
Asnarulkhadi Abu Samah

Business Apprenticeship Training Centers (BATCs) is a skill-building scheme based in Kaduna, northwestern Nigeria, with a focus on vocational training for trade, commerce, and industry. The hope is, upon graduation from the program, students will use their newly-learned skills, thereby providing economic empowerment. This program also aims to help students' decision-making skills and independency. All around the world, democratic governments are putting tireless effort into meeting the political, economic, social, and psychological needs of citizens. In a developing economy like Nigeria, which is experiencing overwhelming population growth with young people constituting the majority of the population, there are many challenges. These challenges include industrialization sustainment, the production of goods and services, and entrepreneurship, which are at an all-time low due to resource mismanagement, misappropriation, and corruption.

The need for the establishment of BATCs to meet the needs of empowering youth, promoting entrepreneurship, and alleviating poverty couldn't come a better time. The goal of BATCs is to build the capacity of artisans through training for ailing industries, provide skilled manpower, and encourage self-reliance/entrepreneurship through training workshops. Thousands of youth have graduated from the program, finding jobs in the Ministry of Works, the Nigerian Police Force, Nigerian National Petroleum Cooperation, Defense Industry Corporation of Nigeria, the Ministry of Science and Technology, and various private firms and workshops. It is also worthy to note that BATC's are currently experimenting with Germany's Dual Vocational Education Training approach, where young people acquire skills in various fields alongside conventional education. The BATCs provide opportunities for all types of people and have helped thousands; young and old, skilled and unskilled, and less privileged students find work and realize their entrepreneurial potential.

Capacity Building and Youth Empowerment

BATCs are aimed at mentoring youth in human capital development by using a participatory approach that encourages students to seek insight into their decision-making process. BATCs focus on youth empowerment by accommodating students, both with and without formal education, who lack the basic required knowledge and vocational skills to be self-reliant. They help enhance capacity- building through productive engagement of students who, through practice, become more empowered, leading to job creation and alleviation of poverty.

The BATCs can be considered as a tool for change, and this is operationalized through capacity building. Accordingly, capacity building requires skills, motivations, knowledge, and attitudes necessary to implement programs. Consequently, capacity building means the development of capabilities that allow community members to be responsible for their own well-being and quality of life. The idea behind this type of program is to provide what is lacking or removing what is causing a setback in achieving a task or goal. It is argued that capacity building extends beyond just the availability of basic needs; it is concerned with development at all levels of society, including institutional, community, and economic development.

Some of the central assets that individuals, organizations, communities, and governments need to achieve their full potential include knowledge and technical skills, institutional and organizational capacity, and the ability to prevent, manage, and resolve conflicts. BATCs are a tool for capacity building because they create avenues and opportunities for apprentices to empower themselves through learning various skills, gaining hands-on knowledge and experience with industries. All these enable students to consider different perspectives, meet challenges, and prepare themselves for the job market. By and large, this self-propelling endeavor during the apprenticeship teaches the students to take responsibility for their own welfare and, subsequently, their family. If this process or event takes place on a larger scale—for example, a few students from one village participate in this BATC program—slowly the community can be developed.

Benefits of BATCs in Preparing Youth for Entrepreneurship

BATCs and vocational education are aimed at providing skills, knowledge, and nurturing positive attitudes to prepare individuals for employment in recognized occupations or careers that can lead to human and nation building. Thus, entrepreneurship provides space for young people to stand up and take ownership of the ideas, talents, and skills expected to guide them into enterprise ownerships. Entrepreneurship should not be an "activity" but an "approach" to empowering young people to harness their own resources and provide a model for supporting young people in their transition to employment. It has been argued that the economy and society, including individuals and enterprises, also benefit since the economy becomes more productive, innovative, and competitive through the existence of more skilled human potentials. The success of BATCs and vocational education rest in their ability to create jobs and enhance economic growth and industrial development.

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Business Apprenticeship Training Centers

Mission Statement

To enhance worker's skills for better employment in the industrial establishment.

To create higher-skilled entrepreneurs among self-employed tradesmen.

To pursue direct labor projects with the desire to give students practical experience and ensure self-reliance upon graduation.

Business Apprenticeship Training Centers

Benefits

1. BATCs and vocational training prepare the individual to acquire skills for gainful employment.

2. Enables individuals to be entrepreneurially inclined through the setting up of Small and Medium Scale Enterprises (SMEs).

3. A model for human capacity building and prerequisite for national industrial development.

4. There are improved and maintained standards of managerial and technical performances in workshops, industries, and organizations.

5. A platform for sustained production of qualified manpower to meet future needs of national development at all levels.

6. Encourages continued learning and training, which propel employees to a high standard of proficiency in their chosen career.

7. Raises the profitability and productivity of an enterprise through the effective use of highly trained manpower.

The Power of Storytelling in Community Mobilization, Sensitization and Engagement

Nura Ibrahim Mukhtar

There are many techniques and strategies that help identify and address problems surrounding Community Development, such as community mobilization, sensitization, and engagement. All of these can be implemented through storytelling. Storytelling is a powerful way to make an impact and change attitudes, habits, behaviors by orienting and reorienting community members towards better living conditions. This article is an account of the power of story through the Girl Rising, Nigeria Girl-Child Education Campaign in Kano State, Nigeria.

Storytelling can be a powerful teaching method because you, the teacher, are in direct communication with your students. Stories and storytelling require only one resource —you. Storytelling allows you to ask open questions, such as "What do you think will happen next?" and "Why do you think he does this?" This encourages students to think, recall, reflect, imagine, and respond. By building community psychology through this powerful storytelling, girls are better able to invest in improving their living condition.

Girl Rising
Girl Rising (GR) is a global campaign for girls' education that uses storytelling. Girl Rising utilizes a featured film to raise awareness about the power of educating girls to transform societies. The film tells the stories of six girls from six countries around the world. GR opened an office in Kano City, Kano State, Nigeria to head the campaign for girls' education using this six-chapter film. **Each chapter features a different country— Leone, Ethiopia, India, Nepal, Haiti, and Peru. The chapters spotlight young girls in these communities exemplifying how education can transform societies, always tying it back to how young Nigerian girls can make a difference too.**

With great community support, the program began March 2017 with two graduate student monitors (from the Adult Education and Community Services Department at Bayero University in Kano) and ten activities facilitators, who were living in or were members of the community. The Youth Peace Club members were separated into the age groups of 10-13, 14-17, and 18-24 years; both boys and girls could become members. The program spent one month on each chapter of the film series. Each week, the club would meet to discuss the film, role play, and learn decision-making skills.

At the beginning of the program, the club members were much less aware of the importance of girls getting an education for the development of the community. However, throughout the program, many girls realized this importance and decided to remain in school to the highest level possible. Some even decided to reject marriage offers until they had at least finished secondary school. In addition, many children invited their friends and family members to the weekly meeting/activities, and, of course, this was an even greater achievement because we were able to reach even more people than imagined.

Special Stories on the Impact of the Videos
We asked some members of the community about the impact this program had had on the community.

- The importance of education could be seen through parents' ensuring early enrollment into school. The headmaster noted a rush in applications and admissions after the program, resulting in a more competitive school environment, and, in turn, parents putting forth extra time and effort into their child's education.

- Until the program's start, children would attend only primary school and then be married off by their parents. However, after the program's completion, many parents decided to let their children continue their education.

- Many community members came forward on their own asking to join the Youth Peace Club because they saw the importance and change it was bringing to their community.

Major Achievements of the Weekly Activities

- All the videos in the series were covered during the activities

- All the facilitators had significantly attended to conduct the activities throughout the entire 24 weeks.

- The students understood the following activities: role-modeling, making a decision, making a personal radio show, community structures, and the strength of poetry.

- Awareness on the importance of educating girls was stressed.

- The realization that remaining in school for a better future was achieved.

What's Next?
We hope that this program is further utilized in this community, surrounding communities, and all of Nigeria. The public interest and support demonstrated to us the need and desire for such programs in these rural sects of Kano State. There are still some challenges that Girl Rising needs to ddress, but we are confident these difficulties will be examined and addressed so this program can continue to grow. We know that Girl Rising will better community development, empower young girls— and even boys—and create opportunities for young girls that would otherwise be limited.

Nura Ibrahim Mukhtar
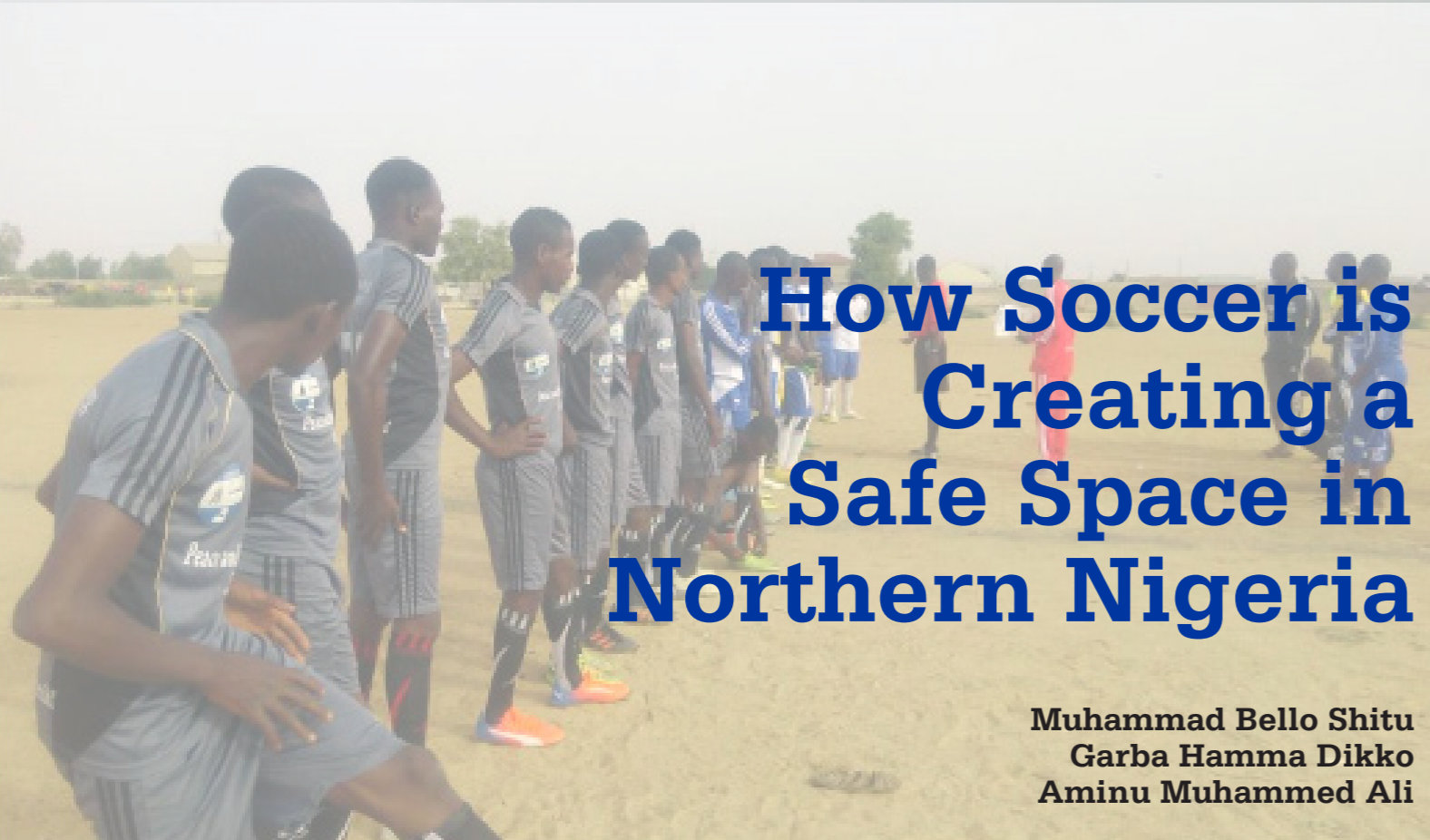**Academic and Community Development Practitioner**

How Soccer is Creating a Safe Space in Northern Nigeria

Muhammad Bello Shitu
Garba Hamma Dikko
Aminu Muhammed Ali

Violent extremism has become the rule, rather than an exception, in the global arena. It happens in all parts of the globe, appearing in different garbs, and negatively affecting community development. Northern Nigeria has had its fair share of violent behaviors and escalation of conflicts. The effect of youth rebellion on peace and security in Nigeria is an issue of concern at all government levels. Although insurgency is concentrated in the northeast part of the country, over the years, Kano State, with its 21 million people, has experienced pockets of attacks linked to Boko Haram insurgents. Communities in the Kano metropolitan area and areas that boarder Local Government Areas have been especially affected. There is a fear that youth, among other groups, have been influenced by these extremist elements. This creates the possibility of further radicalization and recruitment into unlawful organizations, posing additional danger to the peace, security, and stability of the state and nation at large.

Older learners (16 to 25 years) in Almajiri schools, young adults in factory-based jobs, seasonal migrants from rural communities, and drug-dependent youth are considered the vulnerable targets. A bottom-up strategy (looking at the individual before the whole) is required to address, not only the phenomenon of youth restlessness, but the potential danger created by the environment for radicalization of the youth. **An innovative approach for preventing radicalization and recruitment into cultist and terror groups becomes necessary. Hence, the need for community-led programs designed to counter violent extremism.**

Soccer is a common, but important, past time/recreational activity among youth in Nigeria. It unites different groups, gives kids a goal to work towards, and provides therapeutic influence on drug abuse victims. It is against this background that the Youth for Healthy Communities Initiative Project (Y4HCI) was created, to provide positive alternatives for at-risk youth and others who are targeted for recruitment and radicalization to violence. The project also promotes conflict mitigation and reconciliation in select at-risk communities. The Y4HCI project is implemented by Inclusive Community Education and Development Association (ICEADA) with support from the Embassy of the United States of America in Abuja, Nigeria. The mission of ICEADA is to have youth (male and female) serve as agents of peace building, conflict mitigation, and resolution.

The Y4HCI Soccer Project— Framework

Vision: To have a tolerant and peaceful Kano State of Nigeria.

Mission: Provide the means and abilities for youths to serve as agents of peace building, conflict mitigation, and resolution.

Goal: To develop sustainable, socially responsive, gender-friendly, youth engagement safe spaces for peace, tolerance, and civic responsibility using soccer diplomacy. The overarching goal is to engage the youth and other community members in discouraging violent behaviors, which, in turn, will reduce drug abuse, poor life skills/choices, and the prevalence of poverty.

The Y4HCI Soccer Project— Objectives

- To promote peaceful, friendly youth members in targeted communities in Kano State.

- To engage women and adolescent girls in a community-based peace promotion and conflict prevention initiative.

- To create gender-friendly safe spaces for youth to learn and share knowledge, skills, and appropriate attitudes about civic duties and responsibilities.

- To develop community organization skills through soccer values, team work, team building, and game spirit.

- To raise awareness about conflict mitigation and resolution through competitive soccer teams.

- To manage and prevent drug dependency among youth, in hopes to eliminate involvement in crimes and violence, especially gender-based violence.

The first phase of the project— October 2016 to January 2018—was implemented in 16 communities, working with 16 soccer clubs, targeting participants ages 15 to 35 years old. It also targeted club soccer players, officials and fans supporting the club teams, adolescent girls and young women, key community influencers, and some older adults. Master Training Facilitators and Support Facilitators were trained on the content and methodology for facilitation of community-level workshops using a training and coaching manual developed for the project.

Thirty-two facilitators were trained using three modules:

- Training Module 1: Soccer Values for Peace and Sustainable Community Development.

- Training Module II: Drugs Counselling and Vocational Guidance.

- Training Module III: Life Skills, Peace Building, and Conflict Resolution.

> **The evaluations carried out in the targeted communities show an improvement in the proper perception of violent behaviors among youth.**
>
> **Overall, there is the recognition among youth that** *violence is an illegitimate means of addressing grievances.*

Persons Reached Around Specific Project -Related Issues

Activity	Numbers Actual/Estimate	Remarks
Peace Mentors trained	32	Involved with community-level training, coaching, and mentoring
Peace Ambassadors (PAs) trained	800	Trained and were involved in community-level peace building activities
Peace Champions reached by PAs	4000	Volunteers involved with peace building in their communities
Soccer fans/spectators who witnessed Peace and Development Soccer Cup Tournament and had some information about peace building, promotion of community conflict resolution, and prevention of violent behaviors	123,072	116,560 Males 4512 Females
Drug- and substance-dependent youth reached	80	Mentored and enjoyed counselling and vocational guidance support
Persons who attended community After Experience Review Meetings facilitated by community Peace Ambassadors	>1600	Different members of the community invited by PAs for experience sharing
Key Influential Persons met on advocacy	35	Executive, legislative arms of govt, traditional leaders, business leaders, other CSOs
Attendance at project launch	145	18 Govt officials, 20 other leaders in attendance
Attendance at end of project dissemination	>250	Government officials, religious and traditional leaders, community representatives, soccer fans, players and officials
Average attendance at different community forums held in 16 communities	>800	Community members and groups
Attendance at consultative refresher for club officials and community representatives	100	Soccer club officials, community representatives and ICEADA Team
Respected leaders and key influential persons addressing topic of non-violence	>300	Political, traditional, and religious leaders including media executives
Leaders identifying with youth soccer clubs as safe space for promoting community safety and development	>120	Traditional and religious leaders including grassroots-based merchants, farmers
Community members identifying with youth soccer clubs as safe space for promoting community safety and development	>100, 000	Youth, middle and older adults, diverse occupational groups including herdsmen
Adolescent girls and women who considered the initiative as relevant and were actively involved	>6,534	Including women leaders of some grassroots women organizations
Persons who benefitted from economic empowerment support directly	480	Unemployed male and female youth, including persons affected by drug dependence

Additional programing was instututed to further the goals of the Y4HCI Soccer Project. These programs include:

Community Theater
As part of community-level sensitization, community theaters were organized and presented in the 16 target communities. The theatre presentations, "Kowa Da Ranar Sa" were intended to sensitize community members on engagement in peace building, conflict resolution, and prevention of violent behaviors, particularly highlighting the key role of youth in peace-building through soccer diplomacy. A community theatre troupe was hired to facilitate the events, and large turnout of community members was seen in all 16 communities.

Celebrations of International Events
The events celebrated included International Day of Sports for Development and Peace (April 6), International Youth Day (August 12), International Day of Peace (September 21), and International Day of Tolerance (November 26). The 2017 International Day of Sports Development and Peace event was used to raise awareness about peaceful coexistence, prevention of violent behaviors, and promotion of sustainable community development. It created an opportunity for interaction and mutual understanding between representatives of targeted communities. This day officially launched the project.

Mentoring
As part of the capacity building activities, the program designed Peace Ambassadors. To ensure effective mentoring, a peace-building mentoring manual was developed and peace-building mentors were trained. Mentoring is carried out for upwards of six months.

Relationship Building
To enhance program sustainability, platforms for relationship building were created. The focus of these relationships is peace building and prevention of violent behaviors. Sixteen Peace Ambassadors Networks (PANs) were formed, one for each targeted community. PANs also formed alliances with community-based organizations to promote peace-building. Other community volunteers joined the PANs, thereby expanding its membership base.

Media Engagements
Traditional and new media was effectively used in the project. Local radio and television stations broadcasted events at the community level, and the print media presented news and stories, as well as features on the Y4HCI project. Online media, like *African Newspage* carried news, stories, and features about the project. New media outlets like *WhatsApp, Facebook, Instagram* and *Twitter* were used by the project team, and by communities especially, through different platforms like Peace Ambassadors' Networks, Y4HCI Coaches Forum, Y4HCI Peace, and Development Cup Forum.

Entrepreneurship and Vocational Skills Training
Adolescent girls and women, unemployed male youths, and persons affected by drug dependence were mobilized and trained on 16 different vocational skills carefully selected to reflect community needs. Thirty participants from each community were part of the training program, for a total of 480 beneficiaries. Beneficiaries were also offered startup financial support at the end of the training.

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This article is adapted from a longer paper, "Facilitating Community-Led Actions on Countering Violent Extremism Through Soccer Safe Spaces Under the Y4HCI Project in Northern Nigeria".

Counseling Session with Substance-Abusing Youth

Community Theater Forum

IACD'S International Standards for Community Development Practice
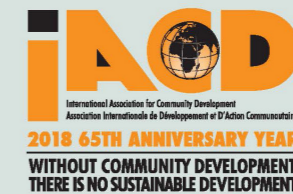
IACD'S International Standards for Community Development Practice, launched in June 2018 at the World Community Development Conference, are now being disseminated across the world. Chinese, Spanish, Arabic and Hindi language versions will be launched soon.

IACD's Practice Insights magazine,
sharing practice and research about community
development from around the world.