

ABSTRACTS



DUNDEE | #WCDC2019

Contents

Oral Presentations	Pages 3-65
Practice Workshops	Pages 66-88
Film Screenings	Pages 89-93
Installations/Artistic Responses	Pages 94-95
Posters	Pages 96-103
Unconference Afternoon	Pages 104-105

Please Note: All abstracts are listed in alphabetical order based on the first letter of the author's surname. If there is more than one author, the abstract will be listed under the surname of the first author as listed in the Conference Programme.



Oral Presentations

Malath Abbas – BiomeCollective

Digital Collaboration and Communities

Malath Abbas is an independent game designer, artist and producer working on experimental and meaningful games. Malath is establishing Scotland's first game collective and co-working space Biome Collective, a diverse, inclusive melting pot of technology, art and culture for people who want to create, collaborate and explore games, digital art and technology. Projects includes Killbox, an online game and interactive installation that critically explores the nature of drone warfare, its complexities and consequences, and Hello World the sound and lightshow that opened up V&A Dundee. Malath will explore digital physical communities as well as games for good.

Aileen Ackland, Pamela Abbott, Peter Mtika - University of Aberdeen

Missives from a front line of global literacy wars

This presentation will analyse the tensions inherent in a Scottish/Rwanda collaborative project to develop a social practices approach to adult literacies education in the Western Province of Rwanda. A social practices perspective acknowledges the significance of social purpose, place and power to literacies. It counters the traditional view of literacy assumed within international development goals which focus on reducing national rates of 'illiteracy'. The 'literacy wars' (Snyder, 2008), between autonomous skills models of literacy and models which recognise the social- cultural and historical contingency of literacies (plural) continue to wage in community learning and development policy and practice internationally, fed by economic competition and disappointing outcomes of adult literacy initiatives. In this session, we hope to stimulate dialogue about negotiating sustainable development of educational practice in the conflicted territory between these two opposing points of view. To achieve its aim of Fostering a Social Practice Approach to Adult Literacies for Improving People's Quality of Life in Western Rwanda the project must navigate power relations both global and local.

Marietta Agathe - Zenerasion Nu Kapav Community Development Programme

Building resiliency for community development

The practice of community development in Mauritius has been of existence for decades. On the outer island of Rodrigues, back in the 1970's when the island was taking off economically, community engagement was very strong. In fact, it is often argued that community engagement was the main engine that propelled development in Rodrigues. The great leap forward towards community development in main (island) Mauritius started some 20 years ago with a project at Cite Barkly which was driven mostly by civil society organisations. The past ten years, Corporate Social Responsibility (CSR) Foundations on the island have been taking the lead in the formulation and implementation of community development programmes. In fact, since 2008, CSR Foundations have started to invest in the Community Development of underprivileged neighbourhoods in Mauritius. One of such community development programme which is quite innovative is the Zenerasion Nu Kapav (ZNK) which was incorporated in 2016.

ZNK takes place at Cite Sainte Catherine, a poor neighbourhood in a village named Saint Pierre in Mauritius. The idea is to use community development as a mean to build the resiliency of the community so that the latter can move out of poverty. The programme is funded by three major business groups in

Mauritius namely: Eclasia, ENL and Rogers through their CSR foundations. The programme has five pillars of intervention i.e.: Social Housing, Resiliency Building, Education, Financial Autonomy and Health and Sanitation.

Currently, one of the major impacts of the programme is the mass mobilization and engagement of the community the past year. The Cite Sainte Catherine community used to be shaped by internal conflict and disengagement. By using a participatory approach, allowing people to be creative and putting the people of the community at the centre, there is a greater ownership of development and there is a greater bonding of the community.

However, one of the main challenges is sustainability. What will happen after the three years? Will the project survive if there is no outside team member in the project management team given that the community has some conflict management issues? Is the three year period to empower the community enough? How to balance between meeting deadlines and creating impact? How to ensure impact beyond 2020?

Cllr John Alexander – Dundee City Council

Challenges for political power

John Alexander, Leader of Dundee City Council will take a walk through the importance of community development, local engagement and local decision making in ensuring that voices are listened to as well as heard.

He will also explore how this approach can be perceived by the political establishment and the challenges of ensuring an organisation with several thousand employees and a diverse range of activities doesn't lose sight of the importance of community engagement.

John will also explore the role of communities in reshaping and regenerating a city, in leading the calls and demands for action to tackle particular challenges and how politicians can deliver real change when it is coupled with proactive community engagement.

Philip Arnold – Red Cross

Community development, integration and inclusion of refugees

Forced displacement and the migration of refugees to new places represents an authoritative example of power transitions. In fleeing from persecution and conflict, some refugees find themselves replacing the security of home, professional identity, culture, and language with the need to navigate a maze of insecurity, illegality, professional stagnation, and poverty. In parallel, service and policy frameworks in the UK frequently fail to embrace the skills, resources, and aspirations of the people they serve.

Community Development frameworks can bridge this divide, transferring power to communities, and enable people to become part of the solution for real impact and change. The Red Cross is the largest independent provider of services to asylum seekers and refugees in the UK, supporting around 50,000 people each year across 60 towns and cities. In this workshop Phil Arnold, Head of Refugee Support (West)

and refugee members of the Scotland Voices Network will discuss two programmes of integration work that have adopted different community approaches to bring about change.

Firstly, embracing the power of diversity in transforming and reconnecting communities. For two years the Red Cross has been supporting and funding community groups in North West England, increasing the diversity and inclusion of refugees within communities. The workshop will draw on independent research findings to discuss the power of inclusivity and diversity in enhancing empathy, reducing fear of others, and improving wellbeing - irrespective of the interests and activities of the group.

Secondly, the Red Cross is leading a refugee participation programme across Latvia, Ireland, Italy and the UK. The programme aims to increase refugee participation in policy, media and service design. Through drawing lessons from this programme, refugees from the Scottish Voices network will share their experiences of living and working in Scotland to bring about change.

Cristina Asenjo Palma - The University of Edinburgh

The community development dilemma: changing the people or the system?

After nearly ten years of austerity measures in the UK, many community projects find themselves at a crossroad. They have to decide whether to continue working on what people can improve by themselves (i.e. self-confidence, employment, lifestyles, social networks) or whether to become more actively involved in promoting changes at a structural level (i.e. helping people take actions to challenge austerity and secure social rights). Often, the decision of whether to follow one or the other approach is made for pragmatic reasons, depending on the funding available or policy trends. Other times, the decision is made for ideological reasons, depending on the values of organisations and/or practitioners. But what does evidence tell us? What are the advantages and disadvantages of 'changing the people' vs 'changing the system'? Are both mutually exclusive? This presentation will discuss initial research findings of a comparative case study of asset and rights-based approaches in Scottish community development settings. In particular, it will explore the advantages and disadvantages that collective mobilization around self-help provision and political campaigning bring to community development.

Cristina Asenjo Palma is a PhD candidate in Social Policy at the University of Edinburgh. She is also an experienced community development practitioner. She has worked for over 18 years in diverse community development programmes in Spain, Bangladesh, Ireland and Scotland. Her work has primarily focused on conflict resolution, socio-economic disadvantage, development and social activism.

Tamara Benjamin – Purdue University

Building community among disenfranchised farmers

For the past 100 years, farming in the USA has gone through major demographic changes as the size of farms has become larger and the age of farmer operators has grown older. During this period of time, farms have evolved from diverse systems to more consolidated industrial operations producing commodity crops. As the farming communities evolve, it has become more challenging for farmers to find a common and unified voice. For many non-traditional farmers, there is a feeling of disenfranchisement because few programs are in place to support their complex farming operations as well as the diverse farming community. Since 2013, utilizing community development principles, Purdue Extension has

created programs that focus on giving these farmers a voice. Through listening to their ideas, we have been able to create extension programs geared to their needs, constructed activities based on their learning objectives, and created farmer networks which have ultimately developed a community among our stakeholders.

What are the innovative practices in community development that enable positive social change? Whose future are we imagining? In what ways is community development creating new spaces for disruption? How can we work across traditional boundaries to create new opportunities for positive social change? Whose future are we imagining?

The Indiana Small Farm Conferences and the Purdue Beginning Farmer Program have built on innovative practices to enable social change among its stakeholders by engaging with farmers from different racial and socioeconomic backgrounds. These programs have also reached out to farmers based on their diversity of thought. Our teams have focused on building community within the farming industry that allows all voices to be heard and diversity to be expressed. We do this through teaching topics pertinent to farmers, using hands-on practical pedagogy, and structuring the venue and activities to create friendships and networks. Using community development tools, we are helping the farming community to envision a new future where there are markets available to them as well as organizations that are able to advocate and create changes within universities, government, and communities. The disruption occurs from allowing farmers to have a voice and decide how their community will develop based on the opportunities that have come about through changes in consumer interests.

Helen Betts, Ann Ingamells and Mark Lynch – Griffith University

“Will Learning This Get me a Job?” Scholarship of teaching and learning and the centrality of People, Place and Power in community development practice in a university social welfare curriculum.

Griffith University, Australia, School of Human Services and Social Work, operates a Community Practice Unit that supports students in a field education experience in community development knowledge and practice. Students are located in multiple neighbourhood centres who are working alongside vulnerable communities in Logan and Brisbane South, Queensland, Australia. This paper draws on learnings from an evaluation of the Community Practice Unit and the outcomes of a teaching and learning project that has investigated the use of simulated learning activities in an undergraduate community practice course. How do we best learn and teach about the centrality of people as experts, place and context as central and a critical understanding of power? This work speaks to several tensions of pedagogy and practice in complex times.

Community development, whilst recognised as integral to social work and human services, has been a non-dominant practice for many years in the Australian context, with few employment opportunities, a minimal presence in teaching programs, diminished opportunities in the field, and a contested practice/knowledge base. Recently, the winds of change have placed communities and place-based practice back on the policy agenda. Jobs are emerging, yet they are being framed in ways that leave graduates wondering if they have the competence, mastery, and employability for these positions.

We are excited to share what we are learning and to reflect together on the links between the practice of

and the learning and teaching of developmental practice with undergraduate students and local communities both inside and outside the University. How do we create together practitioners for the future? How do we insert new ways in our teaching and learning to ensure that people, place and a critical understanding of power are central to our scholarship of teaching and learning of developmental practice?

Glyn Bissix – Department of Community Development, Acadia University

Tom Dalmazzi – Acadia Entrepreneurship Centre

Community Based Strategic Planning: Ruralizing the complete communities framework

The Complete Communities Framework assesses communities' assets "that incorporates elements that contribute to the quality and character of the places where people live, work, move and thrive." We have examined the efficacy of this assessment framework to guide strategic community development in five rural communities in Nova Scotia, Canada. We asked the question, at what level is it reasonable for residents to expect public and private services in rural or small urban areas such as villages, hamlets and ribbon developments that might be considered a right in urban areas in developed countries. In essence where should government agencies draw the line in providing services such as public transport, proximate schools, health services, and high-speed Internet capacity, or provide financial incentives to build rural employment? The Community Development Department at Acadia University has worked consecutively over five years in cooperation with a municipal council, three village commissions and a regional community development agency to first build a foundational and descriptive case study of each community, and then use that overview as the bases for a rapid community planning assessment in a fourth-year, undergraduate strategic planning course. In each case the community has embraced student interest and to varying extent, have used their strategic recommendations to shape discussions in their council deliberations. While students consistently value the direct engagement with local politicians, community leaders and residents, assessing the long-term benefit of these interactions are more difficult to assess for these communities, however, one concrete outcome in the Village of Canning was to initiate a cooperative venture with the Wolfville Farmers Market to biweekly deliver fresh vegetables to residents at reasonable cost. Ironically while surrounded by fresh produce farms serving supermarket chains, access to seasonal fresh vegetables for residents was seriously lacking.

Ciara Bradley – Maynooth University

Critical - value driven learning for community development practitioners

Community Development is a value driven practice involving collective analysis of structural inequalities in society and empowered, participative collective action by groups affected by these inequalities and others, in solidarity, for rights based social change and social justice. Values play a crucial role in guiding the mission of the profession of community development and are central to the practice of community development workers [AIEB, 2006, 2016; IACD; 2018]. Professor Susan Kenny called for 'an unsettled and edgy community development' where it's 'own practices and values' are 'continually challenged' and that 'requires critical, proactive, visionary and cosmopolitan citizens active citizens who are prepared to challenge existing power relations' and is more than 'a settled form of community development based around maintaining and defensive active citizenship' (Kenny, 2014, p.1, 12). This paper explores how university based community development education and training can create the conditions for the development of 'critical, proactive, visionary, cosmopolitan and active citizens' who are motivated to and

have the critical capacity 'to challenge existing structures, values and power relations' while also developing skills, competencies and standards for professional work. How to teach effectively from a clear social justice perspective that empowers, encourages students to think critically, and models social change while aiming to meet academic and practice learning outcomes in the current higher education context of rising numbers, greater access, diverse learning and support needs, tighter budgets and assessment driven learning is a challenge. This paper explores how community development educators can utilize a social justice pedagogical lens that meets their commitment to empowering education and asserts an emphasis on values and critical ethical practice for the profession while recognising the tensions and disrupting the challenges.

Barry Braun and Marion McCahon – Happy Community Project

The Happy Community Project™: Building community connection, engagement and responsibility across traditional diversity boundaries in rural Nova Scotia, Canada

The Happy Community Project™ was initiated in 2017 with the purpose of creating a supportive community culture for future generations where citizens:

- Take greater responsibility for the well-being of their community
- Enjoy a culture of trust between citizens
- Are strongly socially connected across their diversity.

The Happy Community Project™ is a grass roots initiative driven by citizens with a distributed leadership approach to delivery of community projects. This differs from more traditional community development approaches which have nominated project leaders in place and structured project delivery mechanisms. The Happy Community Project™ relies on building citizen momentum to deliver cultural change and overcome traditional apathy regarding community initiatives/ spirit. It aims to disrupt cultural norms and inspire citizens to reach out and work together to self-determine their community.

This community led process has initiated and developed 12 major projects, engaged more than 600 citizens in working on the projects and 15000 adults (75% of our region's population) in dialogue and participation in a 21 month period. It has been recognised for its work by Universities in Nova Scotia and the U.S as well as the Government of Nova Scotia.

This oral presentation participants will:

- Provide an introduction to the Happy Community Project™ and its principles and methods
- Learn about what makes it a unique and engaging process for participating communities.

This presentation is aimed primarily at community development practitioners, community members and municipal/ regional government representatives.

Questions that this presentation addresses include:

- How does the innovative Happy Community Project™ process:
 - Increase social connectedness
 - Develop Greater community self-reliance, wellbeing and resiliency

Amy Calder – Youthlink Scotland

The impact of community-based universal youth work

Youth work in Scotland is going through a challenging time: a time where there is increasing focus on demonstrating outcomes whilst the sector is facing significant reductions in resources. This presentation will present the findings of a national research project that engaged with three communities in Scotland examining the impact of community-based universal youth work, using Transformative Evaluation (Cooper, 2012). Central to the data was the narrated experiences of young people and youth workers in each locality who co-authored significant change stories. Findings point to the central role and value of youth work in supporting and nurturing personal and social development for young people engaged in the provision.

Dr Amy Calder, Senior Policy and Research Officer at YouthLink Scotland. Amy has worked at YouthLink Scotland for the last 5 years where she has led on youth-led research projects on issues ranging from knife crime and sectarianism to celebrating women's history. Amy also holds a PhD on the community policing role in youth based initiatives.

Luke Campbell – University of Edinburgh, the West of Scotland, and Glasgow

Social activism from the margins: single parent families and resistance to austerity in Edinburgh and London

In a decade defined by Conservative-led UK Government austerity, single parent families in working class areas are amongst those most severely affected by welfare reform (O'Hara, 2015; Blackman and Rogers, 2017; Alston, 2018). Whether via targeted changes such as the implementation of Universal Credit (Richardson, 2017) or reduced funding to Third Sector services (Sutton Trust, 2018), successive Conservative-led Parliaments under David Cameron (2010-2016) and Theresa May (2016-present) have advocated reforms which disproportionately harmed communities that often already faced extensive marginalisation including ethnic minority populations, (Emejulu and Bassel, 2017; WBG, 2016), those living with a disability (Beatty and Fothergill, 2015; Bates et al., 2016), and single parent families (Gingerbread, 2013; TLE, 2018). Within the context of contemporary austerity, this conference paper examines the precise forms of resistance undertaken by single parent families in north Edinburgh and north London when faced with eviction.

Activist collectives All About Me (NEN, 2017; Campbell, 2018) and Focus E15 (Watt, 2016a; Watt, 2016b) have utilised a broad range of tactics including demonstrations, occupation, and targeted lists of demands as they - alongside broader impacted communities - challenged the introduction of the two-child limit to the Child Tax Credit (Thewliss, 2017), reform to housing benefit (Campbell, 2018), and the closure of vital support services (Sutton Trust, 2018; Mitchell et al., 2013). In two UK capital cities, these activists' collectives drew support from within the broader communities in Greater Pilton (Edinburgh) and Newham (London). Both areas endure a shortage of social housing (Hallett, 1993; Fitzpatrick and Watts, 2017), whilst their respective UK parliamentary constituencies feature among the highest levels of income inequality (SIMD, 2016). This paper concludes by the 'missing' populations, those most severely affected by welfare reform such as Pakistani and Bangladeshi families (JRF, 2015; Fisher and Nandi, 2015; Hall et al., 2017) yet absent from these actions

Luke Campbell – The University of Edinburgh

Localising the Spirit Level: how might Wilkinson and Pickett's (2009) methods be recreated in domestic contexts?

Wilkinson and Pickett's (2009) *The Spirit Level: Why More Equal Societies Almost Always Do Better* offered a unique and innovative approach to demonstrating correlations between social issues and income inequality at national-levels. Covering primarily economically developed nations (Sargent, 2009) their work saw indicators of eleven social harms (e.g. teenage parenthood, incarceration rates, violence, and obesity) positioned against income inequality in scatter diagrams (The Equality Trust, n.d.) - creating what Tonkin (2010) described as a 'reader-friendly fusion of number-crunching and moral uplift'. This largely visual presentation offered immediate insight into a comparison between national contexts. With four-hundred-and-fifty-six citations, *The Spirit Level* demonstrated that 'social ills' are on average more common within unequal societies such as the UK and the US. To date, no attempt has been made to recreate Wilkinson and Pickett's methods at hyperlocalised levels. This presentation explores the demand, potential use, and requires of such research in local forms.

Understanding the challenges of producing this type of work, the presentation explores (i) The purpose of such an investigation; (ii) What data should it include? (iii) Sourcing and interpreting relevant data; (iv) The ethical challenges; and (v) How local can such work really go to remain relevant? WCDC2019 participants will investigate how to identify and disseminate relevant data sets and identify best use of nationwide research, for example, the 2011 Scottish Census (NRoS, 2012) and the Scottish Index of Multiple Deprivation (2016).

Luke Campbell – University of Edinburgh

Andreea Mihut – Heriot Watt University

Offender rehabilitation as a social work issue: restorative justice in greater Pilton & Dundee's community custody unit

Since the 2008 global economic crisis, the Scottish Criminal Justice System has diverged from the rest of the UK's (McNeill, 2004), with more persistent rehabilitative rather than punitive efforts. From Community Payback Orders to the Whole System Approach, the Scottish Government commissions research into alternative forms of sentencing. In 2017, Scottish Justice Secretary Matheson MSP stated that, since entering parliament, the Scottish National Party-led administration has 'taken steps to end [...] reliance on custody and move towards effective community sentences that enhance public safety and promote rehabilitation' (BBC, 2017) - reinforcing the Scottish Prison Service ethos of reducing 'dangerous overuse of custody' ('Scotland's Choice,' 2008, p.5). Recent attempts include introducing restorative justice concepts (MoJ, 2012) and Community Custody Units (CCUs) - forthcoming in Dundee and Glasgow (SPS, 2018). Understanding desire to, where appropriate, prioritise offender rehabilitation over punishment, this paper considers recent criminal justice issues from community development perspectives.

Currently, youth crime in Greater Pilton, Edinburgh - motorbike theft (NEN, 2018a), vandalism (NEN, 2016), and assault (NEN, 2018b) - is significant. Such behaviour has left many local residents fearful for their safety (EEN, 2018), motivating local schools to contact parents and carers, after several students faced police charges following 'serious anti-social behaviour' (CCHS, 2017, p.1). Restorative justice offers

a promising alternative: emphasising community and addressing social harm, offering an evidence-based exit from punishment and reoffending cycles (MoJ, 2012). The proposed CCUs in the Hilltown, Dundee and Maryhill, Glasgow represent further attempts to prioritise rehabilitation by placing low-risk individuals within existing communities (SPS, 2018). Planned sites have, however, encountered hostility from many local people (The Courier, 2018).

Building on existing literature on Hilltown (Robertson, 1994; Glynn, 2007; Houston, 2010; Smith, 2011), and Greater Pilton (Greene, 2006; Carlin, 2017; Campbell, 2018), this paper considers two immediate community-based issues in terms of criminology and community development.

Luke Campbell and Marta Kowalewska – University of Edinburgh

Nicola Hay and Colin Clark – University of West Scotland

A Hidden Community: Justifying the inclusion of Roma as an ethnic identity in the 2021 Scottish census

This paper investigates the invisibility of Roma communities within Scottish census ethnic monitoring categories and broader empirical data, whilst incorporating Emejulu and Bassel's (2017) notion of hypervisibility within political and media discourse. Consistent negative stereotyping (e.g. unsubstantiated claims of Roma families in Govanhill selling their children into prostitution [Aitchison, 2017; McKenna, 2017]), as well as systematic oppression within ethnic monitoring categories and within social policy besets Roma from participatory citizenship. This paper therefore identifies precise forms of marginality and invisibility within official government data, permeated through social policy, that thereby limit the effective targeting of resources to marginalised communities.

Historically, Scotland lacks Roma recognition, representation, and inclusion within government data gathering processes (e.g. National Records of Scotland, 2018). Community-orientated organisations are therefore often hindered in addressing the specific marginalities experienced by Scotland's heterogeneous Roma communities. (Ryder and Greenfields, 2010; Cemlyn and Ryder, 2016). The first attempt to include Gypsy and Traveller people within the Census data collection process was witnessed in 2011. However, different ethnic classifications were used between England and Wales, Scotland, and Northern Ireland. In England and Wales, participants could self-ascribe as 'Gypsy or Irish Traveller' (ONS, 2011), yet in Scotland the category read 'Gypsy / Traveller' (ONS, 2013). Furthermore, Roma individuals were instructed by census officials to identify as 'White Other' (Mulcahy et al. 2017) despite many Roma communities belonging to both white and non-white ethnic groups.

Omitting Roma as an ethnic category from past data gathering processes limits understanding of the commonalities and differences within Scottish communities and renders entire populations invisible within broader empirical data. Such invisibility restricts both identification of needs and effective resource allocation. This paper therefore presents a timely argument for the inclusion of Roma as an ethnic category in the 2021 Scottish census.

Luke Campbell – Universities of Edinburgh, the West of Scotland, and Glasgow

Carolina O’Neill Sousa E Sa – University of Edinburgh

A sporting chance: a case study of how LEAP sport Scotland support LGBTQ+ communities in contemporary Scottish sport

Adopting a unique sevenfold model - examining (i) the organisation, (ii) context and purpose, (iii) development history, (iv) engagement, (v) outcomes and output, (vi) impact, and (vii) limitations - this paper examines how LEAP Sport Scotland (LEAP) are supporting LGBTQ+ communities to engage in sport. A young charity, established in 2011, LEAP have become an integral member of the Scottish sporting community. To date, LEAP have facilitated the formation of new sports clubs and supported others (e.g. Caledonian Thebans Rugby Club and Saltire Thistle Football Club) via their Club Development initiative, whilst also supporting existing bodies to develop more inclusive practices (Torrance, 2016; Holme, 2018). This paper therefore considers the ‘people’ running or supported by LEAP, the ‘places’ reached and those missing from their practice, as well as the ‘power’ dynamics between participants, clubs, and the organisation.

Based in Glasgow, Scotland’s mostly densely populated city (National Records of Scotland, 2018), LEAP consist of a small team of paid staff, supplemented by an extensive network of volunteers (LEAP, 2018). In just seven years, LEAP have also become integrated within the international sports equality movement, partnering with institutes in Italy, Germany, Austria, and Hungary to address social barriers and inaccessibility in sport Europe-wide (LEAP, 2018). In the context of Brexit, such partnerships face increasing challenges including uncertainty over funding (e.g. the loss of the European Social Fund). ErasmusPlus - the primary funding body for pan-European work - have however guaranteed UK-based organisations access to funding until 2027 (Jørgensen, 2018). Produced by authors with lived and professional experience of equality-centred community work in Scotland, this paper offers a detailed and timely insight into a rapidly developing but increasingly influential organisation.

Yu-Cheung Chan – Community Development Alliance

Negotiating “Space” of grassroots by community bazaar: a case of community economic development strategy for advocating Community Bazaar Policy in Hong Kong

In the context of economic restructuring and post-industrial society, the poverty situations of remote new towns in Hong Kong, such as Tin Shui Wan and Tung Chung, have revealed the failure of the governmental policies in urban planning and resulted in the grassroots residents experiencing diminishing local jobs opportunities and high transport costs for cross-district employment as well as the exceptionally high living costs. The infrastructures of these residential-based new towns have transformed people’s lives from utilizing “street-markets” to standardized shopping malls. All these have regulated the people’s social and economic behaviours. Alongside the changes is the identification of early morning and late evening markets in old urban neighbourhoods and the traditional “illegal” street vendors, mostly elderly, which were selling their low-end or second-hand products for the deprived groups in the nearby communities. These changes revealed how the disadvantaged groups were excluded from the mainstream economy. These phenomena in Hong Kong discloses the change in urban governance which has restricted the “space” or “livelihood environment” of the grassroots and deprived groups not only in economic forms but in their daily living as well. They have furthered the suffering of people and widening social inequalities.

This paper reviews the ten-year community bazaar practice of two local community work organizations in the remote new towns and old urban deprived neighbourhoods. Their work demonstrates how the bottom-up approach organized the “illegal” street vendors and the local residents, encouraged participatory planning, and advocated for the ‘local community bazaar policy’. The paper reports on a study on these CED practices to contextualize the intervention and analyzes their strategies for negotiating “space” for the grassroots. It aims at critically reflecting upon the importance of intervening into economic development areas and the potential of CED for building social and economic alternatives and advocating community empowerment in the new urban political contexts.

Dan Clark – Montana State University

Increasing community resilience through inclusive civil dialogue and action

The Montana State University Extension Local Government Center (LGC) works at the intersection of building local leadership infrastructure and empowering community resilience in rural places. To be competitive in a changing global landscape, rural areas need to optimize their competitive advantage and create processes that connect people to place and can speak to power. Dialogue to Change is an adaptable approach to community engagement that is grounded in years of experience and learning with communities throughout the USA.

In this process, diverse groups of people meet over several weeks, and take part in activities that build trust, provide opportunities to share honestly, learn about an issue and work together on solutions and actions. The process involves a combination of listening to others, being heard, engaging productively in disagreement, and developing priorities for action. Discussion guides are developed around emerging community issues, local residents are trained as discussion facilitators and community members deliberate and develop action strategies. An action forum is used to validate and prioritize community-generated solutions.

This proposal directly addresses the question, “What are the innovative practices in community development that enable positive social change?” by empowering participants to engage their communities in effective civil dialogue leading to community action and change.

Mairead Cluskey and Georgina Lawlor - Institute of Technology Blanchardstown (Technological University Dublin from January 2019)

Let's Share: Supporting experiential learning and reflective practice in community development education

Community development education is a dynamic process that requires educators to adopt innovative educational approaches which support students to develop a range of professional competencies and engage in reflective practice processes which are underpinned by the values and standards of community development. The aim of this presentation is to share an innovative approach to assessment in community development education where students become 'partners in learning' through an integrated assessment process. This paper will reflect on the experiences of a group of 3rd and 4th year Community and Youth

Work students that participated in this assessment which required them to facilitate or participate in a group supervision session.

The focus of the process was to create a space for 4th year students to facilitate a session for 3rd year students to reflect on their first fieldwork experience and to prepare them for their next one. The process also created a space for 3rd year students to consider the successes and challenges that they faced as a trainee practitioner.

The process yielded many positive outcomes. It provided a platform for the 4th year students to take on the role of a mentor and facilitator and to develop their facilitation and supervision skills. The 3rd year students engaged in reflective practice techniques focusing on the values that underpin community development. The process also carried educators and students on a journey of discovery highlighting issues such as the challenges of achieving social change locally and nationally, the necessity of critical reflection and exploration of the theories informing our work.

The findings from research conducted with the students explores the potential of such processes to support the ongoing learning of educators and students in community development education and how this can aim to address some of the complex and emerging issues that are presenting in communities locally and globally.

Anthony E. Cook – Georgetown Law Center

Opportunity zones and underserved communities: dream come true or Neo-Liberal boondoggle for the rich

In the United States the Opportunity Zone (OZ) is the latest Neo-Liberal poverty legislation to hit the scene. This presentation describes the potential impact of the program on poor and underserved communities.

- Will OZs promote diversity, inclusion, and equity or constitute another boondoggle for rich bankers, developers, and investors?
- Will they build bridges to opportunity or exacerbate the growing inequality between whites and people of color, rich and poor, urban and rural?
- Will community development practitioners gain a valuable tool in their quest for solutions to the complex problems faced by poor communities or confront just another set of obstacles to a more just society?

This presentation will be of interest to academics, practitioners, and activists. Neo-Liberal housing and poverty policies in America have often driven population shifts, displacement, and gentrification. A summary of OZ legislation will equip those in community development with the tools needed to intelligently respond to the possibilities and limits of this latest innovation.

Anthony E. Cook - Georgetown Law Center

Community Development and the U.S. - Global Housing Crisis

The global crisis in affordable housing has impacted a broad and diverse spectrum of countries. This presentation situates my community development work as a law professor at Georgetown University, located in the nation's capital of Washington D.C., within this larger global crisis. I argue that U.S. Neo-liberal approaches to this crisis have only exacerbated the growing divide between the haves and have-nots in housing. My presentation explores the possibilities and limits of struggling within this Neo-liberal paradigm to disrupt systemic and structural inequality and to operationalize the alternative worlds we might inhabit - worlds where houses become homes, and homes communities, and communities places of counter-hegemonic struggle re-envisioning what yet MIGHT BE.

Paul Creechan - Seniors Together

Mobile men's shed: shoulder to shoulder

With Scotland's population on the rise and with its male and female life expectancy now well in to the mid 70's and expected to continue rising it is becoming a growing public health challenge of finding a way to accommodate a forgotten subgroup of society mainly older men. There is a common problem among older men of being isolated which is on the increase with 1 million men in the UK living alone, studies are showing the effects of loneliness and isolation are comparable to smoking, increased morbidity and mortality rates among other diseases.

A preventative health initiative which began in Australia in the late 1990's is fast becoming an ever more popular way of meeting with Men who traditionally have very low levels of engagement with Community activities/groups. The grassroots movement of the men's sheds which has now become a global movement is meeting with men in an informal way which they are comfortable with and 'shoulder to shoulder' when working on a project or socialising together problems are shared and spoken through. Men's Shed are a place where all men are welcome to learn new skills, practice your old ones, develop community projects and socialising while setting the world to right over a cup of tea. As there is very scarce opportunities to find groups which primarily focus on the health of older men the men's shed movement sits in a unique position as it continues to empower members, increasing their agency and further benefitting the communities with the Shed members skills and experiences.

At Seniors Together we are tackling loneliness head on across the rural areas within South Lanarkshire by creating a mobile men's shed to travel the length of the county promoting and engaging with communities to develop their own Men's Shed that works for each individual community.

Anastasia Crickley – Maynooth University

From the global to the local: can community development engagement at the UN make a difference for rights holders on the ground?

While much has been written about civil society UN engagement, there has been little focus within that on community development. Community workers on the other hand often display a healthy scepticism of their possibilities for bridging the gap between global rights commitments and outcomes for rights holders the ground.

This presentation will use a commentary on the engagement of Irish Traveller and other NGOs with the UN Committee on the Elimination of Racial Discrimination as a starting point to explore the pitfalls and possibilities for UN focused community development work in the struggle for rights realisation. The exploration will focus also on outcomes, issues, current involvement and ongoing challenges for civil society and human rights defender UN involvement by groups using a community development approach. The case will be made that the rights focus implicit in community development principles and practice requires engagement at global level in shaping the human rights agenda and the instruments responsible for rights realisation and ensuring implementation of their recommendations.

The presenters will throughout use their own extensive experience both as community workers engaging with the UN and as members and chairperson of UN entities.

Anastasia Crickley – Maynooth University

From the local to the global

Over the past forty years while much of state supported Irish community work, has moved through support of locally defined initiatives to a named part in centrally mandated programmes, an ongoing commitment to the social movement tradition of its origins remains visible in work with marginalised and minority groups including migrants, Travellers and Roma and some work with women.

This presentation, based on my work throughout that period, will use a short commentary on its issues and outcomes to explore some questions which may have resonance for ongoing global community development discourse and for the impact of practice. Areas to be touched on will include:

- control commodification and consumerisation of community work or a new tightrope for a new era
- naming and claiming human rights practice
- ignoring or identifying and addressing women's oppression and racism and promoting interculturalism in an increasingly multicultural society
- community work education challenges
- bringing the local to the global

Merle Davies, Sharon Mather, Claire Francesca Mills – Blackpool Centre for Early Child Development

Sinead Gormally, Helen Martin – University of Glasgow

A Community development approach to early years: interwoven stories of the journey travelled from A Better Start Blackpool

In 2015 Blackpool was awarded 45 million pounds by the Big Lottery for a 10 year Better Start initiative designed to improve outcomes for the early years, pre-birth to 4. Central to the programme is a Community Development approach, recognising the adage it 'takes a village to raise a child', the programme seeks to build the capabilities and capacity of our communities whilst reducing critical pressures i.e. mental ill health, substance misuse, domestic abuse, social isolation.

This presentation will consider how the CECD developed its approach with the community and the opportunities and challenges that have arisen from the application of CD principles for early years works.

Considering issues of how we might work across traditional boundaries to create new opportunities for positive social change.

The presentation focuses on the conference theme 'People' including the lessons and development from our Community Connector Early Stage Pilot – the first Harvard Frontier of Innovation Programme in the UK. It is designed for practitioners, academics, policy makers and community members to interact and share learning from our journey to date.

Stephanie Davison - Montana State University

Research with indigenous populations

This oral presentation focuses on the presenter's research with indigenous populations in the United States, specifically on social capital and job acquisition. An overview of the study will be presented and its relevance to other indigenous populations will be discussed. The study's results may be useful to practitioners and/or policymakers who support economic development with indigenous populations.

Stephanie Davison - Montana State University

Roubie Younkin - Valley County Montana

Positive Youth Development: theoretical innovations in community education

This oral presentation will focus on the intersection between youth development and community development highlighting a model that combines the 5 Cs of positive youth development (PYD) with Flora, Flora, and Fey's community capitals approach to community development. Youth are critical to sustainable development, not only because as they contribute to human capital, but also because they may become community leaders whose decisions will affect a community's development trajectory. PYD is a theory and practice that leads to youth who care, are competent, connected, confident, and who have character, all important leadership qualities. Community development practitioners should harness the leadership potential of a community's youth to affect short- and long-term change, especially as it relates to political, social, and human capitals. This presentation/discussion addresses "power" and the innovations in community education/theory that ensure students are able to understand and challenge social injustices.

Jimmy Dodds – Dundee City Council

Dundee Youth Fund

The oral presentation will centre on the development of the Dundee Youth Fund. Participatory Budgeting (PB) is a method of engaging people in community life and a way of enabling people to have influence over what happens to them, their families and their communities. The model developed by young in Dundee is in the form of a forum of young people who promote the fund and implement the grant/ideas submission stage. This has been discussed with Dundee Youth Council who take a lead role in developing this opportunity for wider youth participation. Once deadline date for submissions has passed the forum assess bids/ideas to the fund (basing decisions on criteria already set by the group see below).

1. Increase employability skills;
2. Increase awareness and support of physical and mental health;
3. Develop personal and social skills;

4. Develop entrepreneurial skills and social enterprises;
5. Encourage young people to be active;
6. Encourage young people to take care of the natural environment;
7. Promote and enable equal access to opportunities.

Young people oversee the entire process from defining the criteria for accessing the fund, to evaluating the impact of their decision making through, on-going discussion with those that have received the funds, and the assessment of intended outcomes. The work is relevant to community development as it provides young people the opportunity to ensure projects, pieces of work and individuals ambitions meet the needs they identify as being important young people, increasing youth participation and their sense of place within their communities.

The oral presentation will help address the role of young people in defining funding priorities and giving young people a voice in how those funds are spent.

Stuart Fairweather - Dundee City Council

Stobswell Forum: A case study of people, place and power

Stobswell is an inner-city area in the post-industrial city of Dundee. The area has a population of 12,000 people, 5,000 of whom live in the Scottish Index of Multiple Deprivation's "worst" 15%. Stobswell Forum is the Neighbourhood Representative Structure for the area. Established in 2004, this community council type structure has evolved since its inception.

Stobswell Forum is a group of residents which aims to reflect the diversity of the people who live in the area. The Forum has moved beyond a position of merely making demands of the local state towards employing a range of methods. These include establishing an annual week-long community festival alongside a calendar of cultural events, community arts activity, working with the voluntary sector and others to reclaim public space and provide services, and by challenging the failures of the private sector in relation to housing and other aspects of community.

This presentation will use Stobswell Forum and the support of community workers to the Forum as an example to generate discussion about alliances and their effectiveness or otherwise in creating change. It will briefly outline what Stobswell Forum does and the area it operates in before focusing on the key themes of what limitations there are to making progress at a community level in the context of austerity as well as considering how groups like Stobswell Forum can make positive change by addressing aspects of inequality.

This presentation will conclude by considering the links between people, place and power within the context of Stobswell and the Forum, and what lessons can be learnt for community development.

Mary Farrow - Emerald Community House

SDG5: A seat at the table

The challenges for women in their everyday lives pose a threat to their wellbeing in disasters, coupled with domestic violence and financial disadvantage. Negative outcomes are compounded for women and for those in their care when they experience physical, mental and emotional violence during and after disasters and are displaced from their homes. But the application of gender equity, empowerment and inclusion in planning as well as relief, response, recovery and resilience roles has the potential to improve the broader wellbeing outcomes for women, their children and their families.

Traditional roles and responsibilities present obstacles for women in participating in decision-making, skills development or gaining access to resources. Yet, women manage risks every day and form strong, trusted social networks. So why is there a lack of women involved in emergency planning?

Women who work in the community sector are key interfaces for successful emergency management. The community at large can benefit from the inclusion of women as active decision makers on emergency management planning committees. Community development practitioners strengthen the community to absorb stresses and raise collective resilience overall to better manage adverse events in the short and long term according to the Australian Disaster Resilience Community Recovery Handbook (AIDR 2018). Community development and caring/services sectors are overwhelmingly represented by experienced women as employees and volunteers. Their inclusion and input has the power to improve survival outcomes and deliver on the goals of emergency management where they live and work.

As the director of the Centre of Resilience at Emerald Community House, Victoria, Australia, Mary Farrow has used community development principles to empower women who live in high risk places. This presentation will expose the obstacles to equitable inclusion and identify strategies to gain a seat at the table.

(Page 36 <https://knowledge.aidr.org.au/media/6031/diversity-in-disaster-monograph.pdf>)

Catherine Forde – University College Cork

Community Development in Ireland: governance, regulation and constraint

Biography: Catherine Forde lectures in social policy and community development at the School of Applied Social Studies, University College Cork, Ireland. Catherine has a background in community development and has published on the politics of community development and community development pedagogy in social work practice.

Over the last twenty years there has been a gradual policy of increasing central and local Government oversight over the operation, funding and work of community and voluntary sector (CVS) organisations in Ireland. Policies including the Local Government Reform Act (2014) aim to achieve greater 'alignment' or connection between local government and local development systems and agencies, particularly CVS agencies. Since 2015 third sector organisations in Ireland have also been required to competitively tender for contracts to provide Government designed service packages at community level. Issues associated with competitive tendering include a tendency to characterise the work of community development

organisations as service delivery, undermining of organisational goals, and loss of a considerable measure of the independence and autonomy that many organisations enjoyed (Community Work Ireland, 2017).

This paper is based on the results of two pieces of original primary research by the author which explored the effects of governance changes and competitive tendering on groups and agencies involved in community development activity. The first piece of research, conducted between 2014-15, highlights some of the impacts of changing policy on the independence of CVS organisations and groups, their engagement with the communities they serve and their capacity to continue to engage in community development work. The second piece, conducted between 2017- 2018, investigates the impact of policy and governance changes on relationships between CVS organisations and the state, between CVS organisations and their communities, and within the sector. The paper explores the effects of these policy developments on community development practice and on its capacity to influence social change.

Maureen Fordham – University College London

Debra Parkinson – Monash University

Social injustices in the context of disaster: a retrospective analysis

Including marginalised, or less-heard, voices in disaster is complex, offering both challenges and opportunities for improved disaster management and risk reduction. This presentation looks back to research from Scotland in the 1990s on the experiences of some women during flood events and reflects on whether their situation would be changed in the 2010s and to what extent we are better enabled to respond to social injustices in the context of disaster.

Professor Maureen Fordham has been researching disasters since 1988 and is an expert on community-based disaster risk reduction and vulnerability analysis, focusing on the inclusion of a range of marginalised social groups in disaster risk reduction, especially women and girls. She was a founding member of the Gender and Disaster Network in 1997 and is the Coordinator of its website (www.gdnonline.org) and activities. She has been a governmental advisor at all scales from local through national to the global UN level. Professor Fordham has worked with the Australian Gender and Disaster Pod, and will speak alongside two other presenters about the centrality of community to effective disaster and emergency management.

Kwok Kin Fung – Hong Kong Baptist University

Working from the ground up: Participatory action research involving multiple stakeholders in a deprived community in Hong Kong

Research in the West on economic globalisation has highlighted the continual social and spatial polarisation of global cities. This trend has appeared in Hong Kong, as old urban neighbourhoods exhibit distinctive features, including poverty, unemployment, concentrations of disadvantaged groups and stigmatisation. Despite the provision of mainstream social services in these communities, there is a lack of initiative to develop community strength to tackle social exclusion and disadvantage. The presenters are conducting a participatory action research (PAR) to integrate community participation and engage scholarship by developing partnerships involving a university, service providers and communities to building social capital and cohesion thorough a participatory process. This project joins the global search for effective strategies of action research and participatory approaches to community development. In

this presentation, the experience of a PAR project that has involved grassroots women, community organizations, university students and researchers, and other stakeholders in a deprived community in Hong Kong will be shared. Phase one of the project involved interviews with key informants; a household survey; resident feedback sessions to discuss the survey findings, and the formation of partnerships with local services for residents, resident organisations and government departments. It was revealed that safety has been identified by women in the community as the most pertinent and critical issue of concern. In response to the threat of security including robbery, physical and sexual assault, about ten women have organized themselves to share their own experiences of fears, worries and strong sense of insecurity living in ‘split-flat units’ with university students, community leaders and government officials. This presentation will also discuss strategies of engaging low-income communities with participatory action and developing community development initiatives from the ground up. The indigenisation of work strategies will be discussed and recommendations proposed for the further development of social capital and strengthening of community participation will be shared.

Kwok-Kin Fung – Hong Kong Baptist University

Neoliberalisation and Community Development: Comparing community development services in Hong Kong and Beijing

Most studies of neoliberalization in past years have been case studies focusing on American and European cities/countries or localities in the global North. To fill the knowledge gap about the global South, this study adopts a comparative methodology to explore neoliberalist changes enacted by the governments of two Chinese cities. The policy area studied was community development services, which is a core concern in the neoliberalization literature. Community development services has been part of the social work profession in the two cities and social workers are involved in the service delivery, particularly for the case of Hong Kong. The literature has highlighted the significance of investigating the embedded contexts of changes and the reactions of stakeholders. Regarding policy contexts, this study also draws on theories of welfare regimes and incorporates the concept of productivist welfare. Social welfare and social work institutions will be examined to capture the reactions of a core group of stakeholders, that is, social workers implementing the services. By focusing on neoliberalizing changes to community development services, common consequences were uncovered: fragmentation of service provision, responsabilization of the third sector, increasing regulation of service provision, and worsening of the working conditions of social workers. There are some differences, however: Hong Kong relies on financial management of services, while Beijing retains both service management and financial regulation; social workers receive lower pay in Beijing than in Hong Kong; and community development practice is promoted in Hong Kong but not in Beijing. The mediating role of productivist welfare regimes resulted in differences in the neoliberalization process in the two cities, with Hong Kong featuring a rolling-with process but Beijing a rolling-out process. Despite the differences, the challenges envisaged by the stakeholders in the two cities point to the significance of their continual struggle in sustaining the development of the services in future.

Sonia Garcha – Development Support Team

DigiShakti: Digital empowerment of community women

Sonia Garcha is a software professional by training, associated with Development Support Team (DST) for the last 25 years. Leading various CSR projects in partnership with a special focus on Women's Socio-Economic Empowerment and Digital Empowerment.

Goal: Digital Empowerment of women through building their capacities in Digital Literacy which would enable them "to move ahead in leaps and bounds" and also enable sustainability through engagement with the digital solutions.

DST worked towards Socio-Economic Empowerment of Women through community-based community owned institutions – Self Help Groups (SHGs) and Federations, working towards Financial Inclusion, Financial Planning and Financial Literacy of the women. In India more than 60% of households have access to technology and internet through their smart phones. It is time that we realized that just access to technology is not adequate for the Digital Empowerment of women. Majority use the cell phone to make phone calls as they are not equipped to use technology. In urban India, gender-based digital exclusion is less pronounced as connectivity and literacy rates are relatively higher and social norms are less rigid.

“What do we mean by Digital Empowerment and how do we do it?” had contributions from the Development Sector, the Corporate and the Education background on developing a framework for Digital Literacy for community women.

Impact: trained 400+ urban and rural women on appropriate use of mobile technology:

- communication and information access and dissemination
- Strengthen Existing Livelihoods: Women Entrepreneurs
 - marketing products/services
 - new livelihoods
 - skill development

The digital ecosystem in India had an adverse effect on the “empowered community women” as they were not equipped to use mobile technology, their dependency on the menfolk increased even for daily needs. To address this need DST rolled out the tailor-made Digital Literacy program to empower the community women.

Lorraine Garkovich – University of Kentucky

Kyle Fannin and Tristan Ferrell – SPARK Community Café

A Community Activism Class SPARKs a Community Pay-it-Forward Café

Spark Community Café seeks to diminish food insecurity in Woodford County, Kentucky by providing nutritious farm-to-table meals in a community space that educates, entertains regardless of ability to pay. This paper places the establishment of the café into a larger community development framework, describes how it has mobilized diverse groups around the shared goal of addressing a significant community issue, and lessons learned with respect to engaging youth as change agents and opening a successful café.

Huston Gibson - Kansas State University

Micky Zurcher - Helena Business Improvement District

Tash Wisemiller - Montana Department of Commerce

Building beyond the façade: Layering downtown spillover investment

In a time when funding for communities is limited, an analysis of investment strategy is critical. Façade improvement programs are thought to spur spillover of both direct and indirect investment in central business districts by leveraging built capital and harnessing a sense of placemaking. Through case study, with interviews and observational analysis, we empirically analyze this phenomenon in three designated Montana, USA Main Street America communities; Helena, Kalispell, and Anaconda. Findings show that direct public-private investment through downtown façade grants, administered by downtown focused organizations, leverages positive indirect spin-off via supplementary privately initiated renovations and building maintenance. This implies that strategic downtown investment generates a multiplier effect; creating a larger return on investment from façade improvements on “Main Street.”

In virtually all cases, findings demonstrate that the local community development professionals coordinating the efforts studied were the change agents behind the successes; bridging the individual stakeholders and overall community interests. Downtown façade improvement grants are hypothesized to have several tangible and intangible benefits in a community, yet they are still regularly questioned by officials and taxpayers as to their value. While recognizing every decision has trade-offs, for discussion our presentation will recap and outline the major take-aways from our study with recommendations for future policy and practice. Our work is relevant to community development because it offers empirical evidence of community developers as the proactive change agents; strengthening social, political, financial, built capital, and more. At a time when funding and sometimes support for our profession is limited, evidence of our successes is vital.

Our presentation primarily addresses the conference theme of Place. We specifically address the reflective question: how do community development practitioners influence the built environment?

Pete Glen – University of Dundee

Kirsty Forrester – Dundee City Council

Dylan Fotoohi – Scottish Refugee Council

Dundee Humanitarian Partnership – working with refugees

New Scots & the Humanitarian Project Dundee: From Refugee Resettlement to Integration: How the Dundee Humanitarian Partnership has utilised a Community Development approach to support people to build new lives and new communities.

This presentation will bring together practitioners, academics, policy makers and community members for dialogue, sharing and learning. The format will provide participants with a live example of a multi-disciplinary partnership which has been in existence since 2015.

What participants can expect from this presentation

- An overview and the development of the partnership
- An understanding of the impact and the successes so far
- An insight into some of the challenges and dilemmas faced by community development workers

This presentation aligns with the key aim of the conference to explore the relationship between people, place and power.

Specific questions which this workshop will generate dialogue around are:

- PEOPLE
How can we work across traditional services to create new opportunities for positive social change?
- PLACE
How does forced migration affect our understanding of place?
- POWER
How is community development influencing social change?

Jessica Greenhalgh, Sharon Mather and Claire Francesca Mills - Blackpool Centre for Early Child Development

If we build it, will they come? Negotiating stakeholder perspectives to reclaim community green space

Parks and open spaces provide many economic, social, psychological and physical health benefits for individuals within a local community. For children and their families' parks are vital opportunities to encourage and support play, essential to the social, emotional, cognitive, and physical well-being of every individual. Blackpool's A Better Start Parks & Open Spaces (POS) programme acknowledges that access to physical space and education around opportunities for play in these spaces is a vital resource for families who may already have a range of social, emotional, and economic stressors impacting their life.

The POS programme, started in 2016, was designed to enhance existing spaces and invest in the establishment of a maintenance programme, including Early Years Park Rangers Service (EYPRS) to provide an opportunity to achieve a lasting and sustainable legacy for Blackpool's families and young children, supporting the principle of empowering communities to create health and social change. It was essential to acknowledge and understand the differing perceptions of utilisation of space and roles of the varying stakeholders in this activity. Importance was placed, from the outset, on gaining insight into the views of the practitioners of parks services alongside our community to achieve desired outcomes and encourage sustainability of the spaces.

This presentation considers the conference question of 'how do community development practitioners influence the built environment?' reflecting on a community development approach from design of the spaces to ongoing maintenance. As the POS programme shifts from initial build phase to ongoing utilisation and maintenance of the spaces it questions the 'If you build it will they come' myth inviting discussion with the audience of the challenges and opportunities of the shifting ownership.

Melinda Grismer, Michael Wilcox, and Bo Beaulieu - Purdue Center for Regional Development (PCRD)

The Wabash Heartland Innovation Network: Local impact, global significance

The Midwest has solidified its leadership role as the agriculture and manufacturing powerhouse of the United States. Now, the Internet of Things (IoT) creates an opportunity for the Midwest to become the global epicenter of digital agriculture and next-generation manufacturing. With this vision in mind, Lilly Endowment Inc. (LEI) invested \$38.9 million in a community development initiative aimed at improving a 10-county region of north-central Indiana called the Wabash Heartland Innovation Network (WHIN). In

order for WHIN to succeed long-term, it must simultaneously engage regional stakeholders and begin investing in its own sustainability as an organization serving the public good.

How have digital technologies influenced the way people think about and experience 'place'?

As part of the effort to achieve both of these aforementioned goals, the Purdue Center for Regional Development (PCRD) was asked to create a regional engagement strategy and a metrics methodology. The first benchmarking effort, WHIN's Regional Place-Making Survey, netted 2,500 responses and served as a baseline of feedback about the state of the region's vitality, education, and connectivity. Fifty-two percent of respondents rated high-speed, community-wide Internet access as their No. 1 priority. This finding, among others, reinforced the mandate WHIN received from LEI when it was funded to help the region leap ahead with IoT. McKinsey Global Institute, in its May 2013 article, "Disruptive Technology," estimates the global economic impact of IoT will be \$11.1 trillion per year by 2025.

We will explore both the opportunities and the challenges presented by WHIN from a community development standpoint. This presentation will highlight the region-building strategies utilized to launch WHIN, as well as the innovative metrics designed to capture WHIN's success as the initiative evolves. Printed takeaways from the presentation will highlight key insights that other community developers might consider if pursuing a place-based, community development effort like this one.

Ros Halley - Support in Mind Scotland

Connected communities at the heart of mental well-being

We have read the reports about increasing mental ill health. We have listened to accounts of reduced health services across our country. We have heard it said that family breakdowns, economic hardships, technology and isolation are all contributing to this new epidemic.

How often do we take a step back and consider what we can do to make a difference at community level? During 2018, the National Mental Health Rural Forum delivered on behalf of Support in Mind Scotland (a national mental health charity) a pilot project across 5 rural regions in Scotland. The project was called 'Well Connected Communities'. The challenge was to identify how the most vulnerable in society experienced mental ill-health and to identify ways to improve things in the future.

The project confirmed that most people with experience of mental ill-health are looking for low level, non-clinical interventions that are close to their home or place of work or study. People want a sense of belonging, to have feelings of self-worth and to have their voice heard. They don't want to be treated differently, they don't want to be labelled and they don't want to be stigmatised. Most people want to feel connected.

Late 2018, the Scottish Government announced that Support in Mind Scotland should take the Well Connected Communities project forward and test the concept of building communities with improved mental well-being in two test regions, the Western Isles and Argyll & Bute.

The current project is a wonderful opportunity to explore and break new ground on a subject that is having an impact around the world. During this short presentation we will share our methodology and present the findings so far.

'What needs to change in social infrastructure to make mentally healthier places?'

'Do we need to develop new community-based strategies that start tackling the root causes of much of today's mental ill-health rather than just dealing with the outcome?'

'Do we need to develop a new language around mental health to avoid further stigma and discrimination?'

Ros Halley – Tartan Jigsaw

How digital technology can bring a place to life!

So many small towns are suffering. Resources are scarce, and the usual authorities seem paralysed by funding gaps, local politics and a lack of strategic vision. The Future Unwritten project was about taking the traditional seaside community of Girvan on a journey of discovery, to explore what others were doing with digital technology to reimagine, revitalise and rediscover a sense of place and re-invigorate town heritage.

Different techniques were used to engage those who may normally be reluctant to participate. From the butcher to the retired lighthouse keeper, the school kid to the dog walker, the project reached out beyond the planned engagement events and managed through use of technology and social media to take a subject which would previously have been viewed as 'belonging' to the elders in the town (or the historical society) to something that now belongs to everyone.

The first ever community created Augmented Reality Gallery was a breakthrough in terms of demonstrating the potential of digital technology to bring heritage 'alive' to new audiences. The event placed technology in the hands of many who would normally avoid such things!

Other places could learn from the experience of Girvan. Taking people out of the town to explore other places helped to raise the bar. Putting technology at the heart of the engagement helped to build bridges between different groups in the town and encouraged people of all ages to see possibilities to do new things with the town's existing under-utilised assets. Now young and old are actively enjoying exploring the town's heritage and there is a stronger sense of place.

Chiamei Hsia - Arizona State University

Community empowerment through place making

This presentation looks into the concept of community place making practice in Taiwan, and explores how such practice contributes to community empowerment and collective identity formation. It examines how community pride, collective memory internalization and local solidarity emerged during the place-making practice and incubate community dynamic change toward a self-determined identity mechanism. Drawing on the lens of spatial practice, this presentation introduces Lefebvre's (1991) production of space theory and explains how a specific mode of space production impacts our way of understanding, perceiving, and conceiving the spaces. In Lefebvre's view, representations of space is the embodiment of ideologies that can be used instrumentally to create certain kinds of space. Therefore, a repetition or emphasis of certain

spatial form can be seen as signifier of a prominent or dominant ideology. Such representations of the relation between space production and power can be manifested in the form of buildings, monuments, and works of art. Representational spaces, on the other hand, are more directly associated with images and symbols. To some extent, representational spaces are the loci of meaning in a culture. They function as a reservoir to generate imagination, creativity, and visions. In this session, the presenter will examine how communities can change the way of spatial practice in urban context and contribute to representational spaces in terms of cultural heritage, innovation reservoir, and community identity.

Ron Hustedde and Rosalind Harris - University of Kentucky

Community communications: listening beyond defensiveness, divisions and silence

The presenters have developed a graduate and an undergraduate community development course in listening, especially at the community level: Community Communications: Listening Beyond Defensiveness, Divisions and Silence.

Unfortunately, there is often a demonization of opponents' perspectives. In these settings, listening tends to be judgmental with the intention of finding flaws in other's arguments. There is relatively minimal work in the kind of listening that might lead to some kind of common ground and trade-offs about public policy choices. As a consequence, the principles of democracy and the cohesiveness of civil society are undermined. Deliberative listening is about hearing other's perspectives and listening to critiques of one's favorite ideas. It is also about the power of stories.

We will explore what we have learned about preparing community development practitioners to listen at deeper levels including empathic, appreciative, comprehensive, authoritative, and discerning listening styles. We will provide insights from students and key partners about the strengths and limitations of our syllabus, readings, and skills-based and practical exercises for building more community-based listening. Listening is seldom integrated into community development education curricula but the need appears to be pronounced.

Description of How the Presentation Addresses the Questions in the Call for Participation:

The presentation is directly related to the questions about people, place and power. In order to build a sense of solidarity and move towards capacity building, communities must find new ways to listen to each other. Many community groups are silenced or marginalized because there isn't a structure to encourage broader listening. In such contexts, power among the traditionally disenfranchised is limited. That's why community development practitioners must explore various theoretical and practical aspects of listening venues and structures.

Victoria Jupp Kina – University of Dundee

Kelly Cristina Fernandes – Pontifical University of São Paulo

Freire, Boal and the role of the arts in critical education

Theatre of the Oppressed is a methodology for transforming everyday realities. Through dialogue mediated by art, it opens reflective space for thinking about strategies for social action that seek to transform everyday oppressions. Created by Augusto Boal, a Brazilian director, playwright and theorist (1931-2009), the philosophy and methodology of *Theatre of the Oppressed* evolved in response to

concrete social and political needs, developing a range of theatrical techniques to enable people to perceive the social and political structures that affect everyday experience. *Theatre of the Oppressed* is heavily influenced by the theoretical work of Paulo Freire. Freire's central belief was that people are the experts in their own lives and therefore social change can only ever be achieved through working alongside people to find new ways to 'perceive the reality of oppression not as a closed world from which there is no exit, but as a limiting situation which they can transform' (Freire, 1996). This presentation will highlight the doctoral practice of Dr Kelly Fernandes utilising *Theatre of the Oppressed* techniques to work with teachers and students in São Paulo, Brazil.

Asaminew Kassa - ChildFund International

The impact of social accountability tools to pro-poor development sectors: the case of Fentale District, Oromia region, Ethiopia

The concept of accountability is at the heart of both democratic, rights-based governance and equitable human development (Kabeer, 2010). The study shows the direct link between a social accountability tool and pro-poor development sectors. It evaluated the impact of the social accountability tool to pro-poor development sectors, the case of Fentale District, oromiya region, Ethiopia. The research used a descriptive research design and cross sectional data. Respondents were selected through systematic random sampling. This study used survey questionnaire, key informant interview and FDG as methods of data collection. For quantitative analysis; both program participant and non-participant respondents were drawn and cross-sectional survey data were collected from 150 households in two Districts of Fentale Woreda. SPSS was used to analyze the data collected.

The findings of the study revealed that SA tools have improved citizen empowerment, enhanced participation in decision making, increased trust and collaboration between local actors. Likewise, the study indicated change of power relations and create new initiatives for strengthening more inclusive governance, created informed citizen, greater equity and shared power in the local political process.

On the other hand, the study revealed that there is gap on service standards protocols for both citizen and service providers. Finally, the study concluded that the employment of social accountability tools enhanced citizen's capacity and ensured active participation of community members in the local development plan, inclusion, improved local problem solving and forge community ownership of development actions, increased the responsiveness of service providers to citizen's voice, increased collective action, improved resource mobilization and management, attitudinal change of the community. The thesis finally discusses these results in detail and draws some recommendations.

Helena Kettleborough - Manchester Metropolitan University

Earth as Community: putting nature, communities and community development at the heart of tackling climate change, biodiversity loss and social justice

This paper explores the idea of Earth as Community, of the human and more-than-human and the climate being considered as one entity and how community development as a field might respond to such an idea and take forward. This concept will be coupled with the community development approach of resourcing and enabling communities to take action to address issues of pressing concern to them. This will be placed in the context of ideas of the National Strategy for Neighbourhood Renewal; diversity and inclusion and

sustainable communities, formulated in the UK through the Egan Review and promoted through various government initiatives and globally through the UN Sustainable Development Goals 2030.

The presentation will reference the Earth Charter and philosophers and activists who work with the ideas of Earth Community. The paper considers how such ideas can be practically developed, looking at examples from the author's practice and more widely and anchoring in the conference themes of people, place and power. The context for this paper is a time of great uncertainty within the UK and globally, with the IPPC calling for urgent action within 12 years to keep the climate below 1.5 degrees of warming related to pre-industrial levels and scientists calling for a defence of biodiversity with the window for taking action twenty to thirty years at the most.

Jamie Kirk – Dundee United Football Club

Improving the lives of people in Dundee

We will discuss how we have designed activities and projects to deliver intentional change that improves lives and how this links to contributing to national and global outcomes while achieving local impact.

We will explore how using the environment and feelings towards a football club can inspire children and young people to engage with school and learn about what life was like in WWI as well as how truly engaging with the community can encourage the start of a walking netball team linked to a football club trust. We will explore the community connections created in providing a Christmas Day meal for those at risk of isolation.

The key takeaway message we are aiming for is that the community is at the heart of what we do and that by embracing the unique power of football we can change lives.

Ashley Kent – Montana State University

Athenian Dialogues: Connecting community through inclusive dialogue

The Montana State University Extension Local Government Center (LGC) encourages community development and empowers local leaders through practical, engaging training. By providing local leaders with the skills and knowledge to facilitate safe, valuable dialogue among community members the LGC cultivates opportunities for the most marginalized, overlooked populations to speak up and ensure their needs are heard.

The LGC community development practitioners have implemented creative programming to allow potential community leaders a chance to further develop their leadership skills, self-awareness, and ability to create a safe forum through several leadership development programs. One of which is the Athenian Dialogue series. Representatives from across the state form a cohort and select a book related to topics ranging from daring leadership to racism, gender equality, and much more. The cohort then studies the book individually before convening as a group for a full day facilitated discussion around the book's themes and how they can be applied to daily life to encourage growth and inclusivity in our communities. Different from a book club, the Athenian Dialogue process is framed in an inclusive and safe environment, methodically addresses social justice issues, and builds participants' capacity to model the process in their local communities.

The Athenian Dialogue program is creating new space for disruption of leadership in rural communities around Montana, USA. Most participants are exploring their own leadership potential for the first time. They are recognizing, planning, and acting to engage as leaders of their communities and create more supportive and inclusive environments in which all community members can participate, thus preventing feelings of isolation, loneliness, and suppression.

This presentation will provide an interactive overview of the Athenian Dialogue program and explore the value of building leadership and dialogue skills in local leaders to harness their power and help them help their communities.

Paul Lachapelle and Nicol Rae – Montana State University

Community outreach through universities: Perspectives from USA Land Grant and Extension systems

Land Grant Universities and their corollary Cooperative Extension Service (aka Extension) were created in the United States to promote “liberal and practical education” and promote community outreach, education and research, particularly in rural and underserved communities. While fewer than 2 percent of Americans farm for a living today and only 17 percent of Americans now live in rural areas, the Land Grant and Extension systems still plays a significant role in rural life in the US. The direct community and economic impacts have been striking; for example, a 2010 study found that Montana State University in the northern United States makes significant contributions to the state-wide economy including contributing over \$1 billion in personal income, \$235 million in state tax revenue and \$349 million in investment spending. While Extension is not factored into these calculations, it likely contributes an incalculable amount in financial, human and other capital in communities across the state. With local offices in or near most of the nation's approximately 3,000 counties, extension faculty (termed agents and specialists) help citizens in a variety of ways including providing direct outreach to communities.

This presentation offers a brief history of the community outreach work offered through the Land Grant University and Extension systems and compares this work with other contexts. We address the Call for Participation question related to innovative practices in community outreach with specific examples provided of new and innovative methods of community outreach in Montana and within the US context as well as cases of creative partnerships and networks that tie university educators with local communities. Discussion will explore the opportunities and challenges that lie ahead as well as how the Land Grant and Extension model can be used and improved based on other experiences, including those in the global south.

Mark Langdon - North United Communities

A critical time for community development

Community Development is a crucial tool in the co-dependent struggles to address and reverse climate breakdown and establish a global socio-economic paradigm that supports peace, social justice and nurtures all our ecological environments.

A vital first step in this process is too re-forge a practice of community development which is true to the critical principles of the practice. As Antonia Darder says in *Emancipatory Resistance & Radicalization: Indispensable to The Formation of Democratic Citizens*.

“Freire .. recognized that to violate conventional social norms requires by necessity that resistance and dissent exist as part of a praxis of citizenship within any democratic society. Hence, resistance in the classroom and community merits critical engagement, in that it plays an important role in the process of problematization and social struggle. In fact, rather than adversarial or troublesome to the critical construction of knowledge and democratic formation of citizenship, resistance, as an indispensable quality, serves as a meaningful antecedent to the evolution of critical consciousness.”

How much community development practice can honestly claim to engage with the key issues of our time with a level approaching this intensity of intellectual and moral clarity and courage? As a community development practitioner this is the standard I expect to be held accountable to and to which to hold myself accountable.

This presentation outlines the necessity for a rethinking of the role of community development in the 21st Century and the need to rescue a radical practice from the co-opted, sanitised, shallow versions of community development lite that have become associated with its theory and practice.

**Dwinita Larashati – Bandung
Design and Community Voice**

Tita Larasati was born and raised in Jakarta, Indonesia, then moved to Bandung when she started studying Product Design at the Faculty of Art and Design at Institute of Technology Bandung (FSRD ITB). She co-founded Bandung Creative City Forum (BCCF) in 2008, a hub for creative communities that she currently chairs. She is also the focal point for Bandung City of Design for UNESCO Creative Cities Network (UCCN), and Deputy for International Relation of Indonesia Creative Cities Network (ICCN). She is also active in the Indonesian Young Academy of Science, as Vice President, Science & Society. She currently lives in Bandung, Indonesia, working as a lecturer and researcher at FSRD ITB, and occasionally publishes her graphic diary.

Romy Listo - The University of Queensland

Exploring the role of ‘place’: Environmental and energy resources in women’s collective empowerment

Romy Listo is a young researcher, educator and advocate with a feminist practice framework, working in the area gender equality and rights both in her local context of Australia, and internationally. She is currently completing her PhD at The University of Queensland, Australia in the field of gender and development, with an academic background in international and community development.

Energy resources, including cooking fuels and household lighting, are intimately linked with women’s gendered social roles across the world. Increasingly, practitioners, policy-makers and academics in the field of energy and development are claiming that energy resources and technologies can empower women and transform gender relations. In contrast, feminist and community development theory emphasises women’s empowerment as a process in which women are the primary agents of change through collective action. This presentation will explore and critique this tension to argue that energy resources cannot empower women, but rather that women’s practices around energy constitute a site through which they can perform empowering and reconstructed femininities. In doing so, I will consider

how environmental resources can be best engaged to play a mobilising role in processes of collective empowerment.

The presentation will be based on findings from three months of fieldwork in early 2018, spent in collaboration with an environment non-government organisation in Cape Town, South Africa, and a community-based women's organisation they have supported to improve household and renewable energy access. A feminist framework guides the research, and data collective methods include collective narrative practice tools and interviews with members of the women's organisation and NGO workers.

I aim to open space for discussion on the theme of 'place' by exploring the role of the environment, and specifically energy resources, in facilitating women's collective agency, empowerment and gendered power inequalities.

Helen Martin, Anne McGreechin, Rosie Roberston and Janette Devlin – University of Glasgow

Margaret Fraser – nghomes

Activate: No empty vessels

This focus of this presentation will be a snap shot of the Activate programme, a Community based introduction to Community Development provided by the University of Glasgow that will demonstrate the interconnectiveness to People, Place and, Power

Activate is a partnership programme between community organisations and the University, specifically designed for community activists, volunteers and practitioners. Activate currently runs throughout Scotland and beyond, including with communities of interest, in geographical communities and in a prison setting, to name but a few.

Activate starts with the lived experiences of students (no empty vessels) and offers an introduction to community engagement and community development. Many of the graduates from the Activate programme will continue their engagement with academic studies through college courses or attendance on the BA/MEd Community Development.

Students are in the main adults who traditionally come from underserved communities' and are thus likely to have experienced a range of personal, social, economic and educational disadvantages related to their circumstances. A significant number will have a healthy disrespect for education based on their experiences of school; however what makes these students different is that they have decided to get involved in their communities to actively bring about change to those circumstances. This creates a sector of learners who are highly self-motivated in everyday life, but may not be necessarily academically astute. This combination of active courage and intellectual uncertainty creates the requirement for a dynamic pedagogy that is continuously negotiated between learners and tutors.

This session will hear stories from Activate students who continued in their higher education journey and are now tutors for Activate. It will hear from our Community Partners on how it has contributed to sustainability and meaningful engagement with others, as well as engage the audience in interactive activities on power, listening and engagement.

Deborah Mattheus – Nelson Mandela University

University Community Engagement: Developing a community development approach – A case study of the Nelson Mandela University

Can the Nelson Mandela University become a space which embraces the practice of Community Development, with the aim of bringing about positive social change? 2017 saw the university change its name to the Nelson Mandela University. A newly appointed Vice-Chancellor constructs a new milestone for the institution’s community engagement timeline. The name change drives the new Vice-Chancellor to call for the repositioning and reimagining of university community engagement, particularly in regard to the institution’s immediate disadvantaged communities. Does this exciting development provide an opportune opening for the Nelson Mandela University to incorporate Community Development practice in its community engagement work? The academic community is a powerful force in the Metropolitan area.

The author argues that it can’t be business-as-usual – to be more impactful through its community engagement the Nelson Mandela University needs to embrace Community Development practice with all its principles and ethics. The author believes there is sufficient room for the Nelson Mandela University’s extensive range of community engagement interventions with disadvantaged communities to adopt Community Development principles, techniques, frameworks and methodologies.

To what extent is the Nelson Mandela University already making this shift towards Community Development practice? Community Development is often used as a “catch-all” phrase - a “basket” for university community engagement activities ranging from ad-hoc charitable acts to interventions demonstrating several Community Development practice principles. In searching for interventions that can be described as pure Community Development the author plots a substantial number of community engagement interventions on a continuum. The author discusses community engagement interventions forming part of a study for a special report on the current status of community engagement at the Nelson Mandela University.

Anastasia Matvievskaia and Vladimir Matvievskiy - Inclusive Practices

How to make the IACD standards work in inclusive community development practice

The IACD Standards declare for practitioners of community development the need to operate within the set of the key practice areas which might be professionally monitored. Definitions of the practice areas, as it is supposed by the developers of the Standards, require removal of ambiguity in a well-defined context of a community practice. The target audience of our community is people with disabilities who actually need empathic interaction during professional approach. Empathy is defined from neuropsychological point of view as feeling other’s sufferings which do not mix with own feelings. Empathy demands to respond to diversity quite naturally. Thus, the definition demands removal of the neuropsychological ambiguity during empathy interaction. Empathy interaction in our community is accepted as the social norm of interaction between members of the community including, naturally, operating within the set of key practice areas/IACD Standards. We see the removal of the ambiguity during operating within the set of the key practice areas, i.e., implementation those areas IACD Standards as the way to definite neuropsychological descriptions of the empathic practice which might be professionally monitored. It facilitates innate creativity and innovative practice in community development that enables

positive social changes. Our practice demonstrates neuropsychosocial approach as the method and outcomes of IACD Standards implementation within members of our community and trainees from post-Soviet countries, approach exploring the empathic relationship between people.

The presentation first of all is aimed at practitioners and community members engaged with inclusive practices for disabled. Community builders, practitioners will learn an example of the IACD Standards implementation. But it may also be of interest to academics who conduct research in the field of empathy and human resource development.

Corinne McGinley and Lorraine Mullen - Fife Council

#youthworkchangeslives.. does it, Aye? (NB: listed in programme as Tots2TeensTogs project)

The Presentation will consist of approx. 7 slides that focus on providing background info on a community project initiated by teenagers - Tots2TeensTogs project; youth work in a Scottish setting; why that originated; the impact that has had in the communities and to the community members involved in Community Learning and Development (CLD); the role of the CD worker; the need to remember and reflect on the teachings of Freire. It will end with our wee info film #YOUTHWORKCHANGED MYLIFE...does it, Aye?

We have interviewed adults who attribute positive engagement with universal youth services in Fife, Scotland as the biggest influence in their younger years and how this brought them to where they are now in their lives. Stories that could never have been captured at 'budget' decision time!

We will look at Asset Based Community Development (ABCD) as an approach to sustainable community-driven development. The Tots2Teens (T2TP) Project is one such example of an ABCD approach within an ex-coalmining community in Fife. The premise around Asset Based Community Development is that communities can drive the development process themselves. Firstly by identifying and mobilizing existing, but often, unrecognised assets. Thereby responding to challenges and creating local social improvement and economic development. The T2TP is both a clothes bank and a recycling project offering a service of free children's/young people's clothes.

The T2TP project was initiated by teenagers who began swapping clothes that no longer fitted as they could not afford new ones for themselves. From here this has grown to a project, run by volunteers, that runs in villages across West Fife. There will be an impact slide of the project with some statistical information to back this up as well as impact statements from community members.

Korrie Melis and Hilde Wierda-Boer – HAN University of Applied Sciences, the Netherlands

Why cooperation between researchers and villagers counts for increasing livability in villages

An ageing population, closing of facilities, and a decreasing number of volunteers. These are just some of the challenges rural villages in Europe are facing nowadays. At the same time a greater call for self-sustainability and local power of villagers is heard from governments and villagers themselves.

In the KRAKE-project (INTERREG V A), researchers cooperated with groups of villagers to anticipate on these processes in order to improve local participation and progress livability of their village. Livability is approached as the way the local community thinks and acts concerning the local way of life.

The aim of this oral presentation is to offer insight into action research as a method for dealing with current challenges in rural villages. We start with a brief overview of the context, goals and underlying principles of the KRAKE-project. After that, we use examples from two sub projects: 'DNA of the village' and 'Family Community' to illustrate how the cooperation between researchers and villagers contributed to the local livability. The first sub project used the holistic approach of the Community Capitals Framework to help villagers discover the strengths of their villages, whereas the second had the perspective of children and youth on livability as focal point of interest. We conclude with some reflections on our role as researchers in community development in particular in relation with cooperation with villagers.

Dawn Middleton, Motherwell Community Trust

Motherwell FC: at the heart of the community

Motherwell Football Club is Scotland's only full-time fan-owned Premier League Club. With the community supporting the club financially, there has never been a better time to give something back to those who own the club. Motherwell Football Club Community Trust was established in 2011 and delivers a wide range of programmes and activities for the local community, using the power of football and the brand name of Motherwell Football Club to motivate and inspire people and communities to change their lives for the better. The Community Trust holds the Scottish Football Association's Quality Mark Award at Platinum Level, is a member of the European Football Development Network and is fully accredited by North Lanarkshire Council.

The Trust operates across Lanarkshire and works with people and communities of all ages living within areas of multiple deprivation or those affected by issues such as poor physical and mental health, unemployment, poor attainment, low engagement with physical activity and community safety. The Trust is one of four sectors of Motherwell Football Club, albeit a separate legal entity. Those entities are: Motherwell FC (the club itself), the Well Society (the fan ownership group), Motherwell FC Youth Academy (one of Scotland's elite level academies) and the Community Trust.

The Trust works with a wide range of local and national partners to maximise opportunities for the local community, bringing the club to the heart of its community.

Claire Francesca Mills and Jo Smith - Blackpool Centre for Early Child Development

Who's driving the rollercoaster? Opportunities and challenges of nurturing a 'Community Voice' for early years in Blackpool

Community Voice is central to Blackpool's A Better Start initiative. Awarded to the town in 2015, the 45 million pound Big Lottery funded programme is a 10 year 'test and learn' initiative focused on systems change to improve outcomes for the early years across the 7 most deprived wards. A Community Voice of local parents and caregivers was sought to encourage engagement of families alongside professionals

and services to plan and develop the application, shaping the ongoing development of projects and activities.

There are a range of assumptions connected to the engagement of a 'community voice' in programme design: their 'representativeness', their ability to highlight community needs and assets, the extent to which they can work within existing frameworks to name but a few. From inception throughout their ongoing role in Blackpool's Better Start, a Community Voice is framed by multiple lenses: powering the metaphorical rollercoaster, sitting within the carriages as beneficiaries and being directed by the pre-existing 'track' of the programme. The presentation reflects on perspectives of stakeholder positioning in nurturing a Community Voice.

Sara Shakilla Mohd Salim and Asnarulkhadi Abu Samah - Universiti Putra Malaysia

Relationship between participation and community empowerment among participants in Yayasan Sejahtera projects in Malaysia

Community development is viewed as a program when there is a project or program with the goal to bring a better life to the community. In achieving the goal, the development of community capacities followed by community empowerment is crucial. Community empowerment is a key strategy used by rural implementing agencies to empower community members to achieve community development goals. In relation to this, Hamann (2006) and Barney (2003) pointed out that one of the community development efforts is through poverty eradication projects. To address the issue of poverty, in Malaysia, there are many programmes initiated by relevant parties, and one of them was implemented by the Yayasan Sejahtera, a government-linked organisation. The main aim is to improve the standard of living of the community especially in the economic, social and psychological aspects. Through community participating in the activities, they are able to develop their capability, enhancing their knowledge, skills and experiences. Previous studies have shown there is also significant relationship between participation and empowerment (York, 2000; Laverack, 2001; Asnarulkhadi, 2006; Armstead & Allen, 2012). Likewise, in this study, the focus is on examining the extent of participant's participation and empowerment in enhancing their increase quality of life. This research employed quantitative approach and survey design was used. A total of 305 respondents were involved in this research consisting of project participants in Kelantan, Sabah and Sarawak. Based on result, the study shows there is a relationship between participation (decision making, implementation and benefits received) with all dimensions of empowerment (economic, social and psychological), with correlation value, r ($p < 0.5$). Despite having different values in term of its relationships, the results of the study signified that there are significant and positive relationships between all levels of participation with all dimensions of the empowerment.

Mario Montez - Polytechnic Institute of Coimbra, Portugal

The game and the starving prisoners: participatory video narratives from the inside

Participatory video (PV) is a participatory visual methodology to empower groups and communities. Using video and creativity, PV enables minority groups and grassroots initiatives to share their knowledge, to be heard, and to strengthen their action, both in their community and in society. It has proved to be a methodology that expands peoples' capabilities of agency to promote human development. Having PV as the conceptual framework and methodology, and the Be Kind Rewind Protocol (Michel Gondry) as a creative method, I have been running experiences with groups where they are challenged to tell stories

about social, political, educational or economic issues that affect them, and then, to make videos using daily digital devices. The process has been called Community Video Experience (COMVEX).

It is a participatory process where participants suggest the topics to be filmed, create the story, and shoot, following a specific creative process. Participants are encouraged to use their own filming devices (mobile phones, tablets, etc.) and simple (or free) editing programmes, to be aware of how digital technology can be a tool for community work. Participants are, then, invited to share their videos in a community or group screening session where they comment on what they have watched or filmed. This critical reflection stage is important to suggest possible solutions, to learn together, and to imagine common futures. It is an essential process to gain conscience of real situations and to enhance people's capabilities for positive social change.

The Community Video Experience process stems from a leisure/pedagogical activity with children where, unexpectedly, they shot two videos representing sensible social issues concerning their lives. It has been now delivered with students, when training community education workers. In this presentation, it will be analysed the potential of this process as a community work resource of leisure and pedagogy, and as a tool for research in community development.

Daniel Muia - Association of Community Development Practitioners, Kenya and Kenyatta University
Entrenching people-driven community development practice through devolved governance in Kenya

One of the hallmarks of the Constitution of Kenya (2010) is the re-introduction of devolved governance. While Article (1) states that sovereign power belongs to the people; and article 174 (C) states that the object of devolution is to give powers of self-governance to the people and enhance the participation of the people in the exercise of the powers of the State and in making decisions affecting them; Article 174 (d) recognises the right of communities to manage their own affairs and to further their development. This has placed locus of control of community development at the community level – with people driving the community development agenda. This far some counties have adopted and used established community development approaches which have helped them transform their localities and communities. The paper highlights the basic participatory frameworks adopted by some county governments such as Makueni and Kakamega to ensure accountability and deliver transformational outcomes, such as, universal health care and household livelihoods security through value addition – in a county such as Makueni where communities were hitherto underserved and experienced high levels of poverty at 60.6 per cent (KNBS/SID, 2013) - earning less than 1\$ per day and having less access to basic needs. The Counties embraced public participation framework which has entailed Informing; consulting; involving in decision making; collaborating with the public to develop decision criteria and alternatives and identify the preferred solutions; and empowerment of the public by placing final decision making authority in their hands. For instance, payments for public works are not made until the served communities affirm the works have been undertaken as initially set out. This process has given a voice to the voiceless and cemented the concept of agency to the County Government, and ultimately enhanced community cohesion. The paper concludes that once communities are empowered through an institutionalized participatory mechanism (as devolved governance has done in Kenya) which guarantees their right and therefore power to control processes aimed at fulfilling their rights, transformative and sustainable community development outcomes are possible.

Catherine Mumbi Wanjohi – Life Bloom Services

Working to empower women and girls in Kenya

Community Development in Kenya offers a platform for the community, researchers, professionals and stakeholders to interact, make decisions and implement strategies. Life Bloom Services International (LBSI) a non-profit registered in Kenya, supporting women, girls and children who have experienced various forms of exploitations to rebuild their lives and raise the standards of their livelihood.

LBSI has since 2004 created home grown models and strategies to address the deeply rooted challenges arising from injuries, discrimination, stigma and feelings of hopelessness. Such models continue to create (many) safer spaces where empowerment happens through counselling, livelihood skills training, employability skills and leadership skills. This has led to the rising power in the beneficiaries who continue to challenge and disrupt social systems, policies, attitudes and traditions that have held them back from progressing socially, economically and politically. As safer spaces are created, more livelihoods improved, innovations that address their challenges happen, more transformation is evidently documented. Households that make communities in the low income urban settlements on Naivasha (Nakuru County) and Nairobi are forming shifting from poverty stricken circumstances to being able to afford the basic and decent three square meal per day, modest housing, and education for their children. They are women and girls who previously didn't see hope for themselves or their children's future. These are models that have the potential to be improved and scaled up for other geographical areas experiencing similar challenges.

Nina Munday – Fife Centre for Equalities

Jo Ross – Fife Council

Fife women and inclusion in politics

Fife Women and Inclusion in Politics is a partnership, between Fife Centre for Equalities and Fife Council Communities and Neighbourhoods, with the aim to tackle the under-representation of disabled, minority ethnic or transgender women as voters, political activists and representatives in Fife. This project was made possible with the funding from the Centenary Grant Scheme introduced by the First Minister of Scotland to celebrate 100 years of women voting in the UK.

The project has a programme designed and delivered by local women:

1. Launch Event, 21 August 2018, 2pm to 4pm, Adam Smith Theatre, Kirkcaldy
2. History of women campaigning for equal voting rights in UK and at European and International levels, 09 October 2018, 2pm to 4pm, The Centre, Leven
3. Roles of Women in politics in Scotland, 13 November 2018, 2pm to 4pm, Torryburn Community Centre
4. Dismantle Barriers for disabled / minority ethnic / trans women in politics and society, 04 December 2018, 10am to 2pm, Cupar
5. Attendance at Committee Meeting in Fife House, 13 December 2018, 10am starts, Fife House, Glenrothes
6. Tour of Scottish Parliament
7. Celebration Event, 02 March 2019, 11am to 3pm, Beveridge Room, Adam Smith Theatre, Kirkcaldy

Fife is a large region with lots of small towns and villages, hence we stage events in different parts of Fife to ensure all women can join in. We set a budget to cover costs for travel, childcare, interpreting and other reasonable adjustments.

The events have attracted many women from the targeted groups as well as female ex-offenders and Gypsy/Travellers. This project has now become a symbol of empowerment for the most marginalised groups within gender equality. We want to use the conference to remind all community development practitioners to safeguard the inclusion of the most vulnerable – no one should be left behind.

Oonagh McArdle – Maynooth University

Transforming worlds: An exploration of consciousness-raising in the processes of community work

For Freire, ‘conscientization’ is the process of learning to perceive social, political and economic contradictions and is a pre-condition for taking action against the oppressive elements of reality (Freire, 1970:49). Critical for deconstructing hegemonic thought and constructing an ideology and practice of equality, community work presents as a unique space for consciousness-raising to connect personal and political transformation. Addressing conference themes of people and power, this presentation introduces research carried out with community workers in Ireland on the role of consciousness raising in the processes of community development.

Findings suggest that creating the conditions for individuals to develop an analysis of their own situation builds on the first stage of the community work process; bringing people together who share common problems. Having recognised that these problems are not just individual to them, a process of consciousness-raising enables people to understand more deeply the problems they are experiencing and the factors that keep it that way. Moving from the personal to the political in collective spaces involves a shift from one’s own story into shared stories and from personal blame to naming societal and systematic causes of issues. The energy and anger that occurs in these spaces can be channelled into strategic actions to effect lasting changes and outcomes for communities as a whole. The community worker plays a crucial facilitative role in this process but necessitates the development of their own consciousness and continued praxis including through engagement with others acting as ‘critical mirrors’.

Nicky MacCrimmon and Carole Jenkins – Dundee City Council

People, place and empowerment

Nicky MacCrimmon and Carole Jenkins work in Dundee City Council's Communities Service. They have experience of ensuring delivery of the Community Empowerment Act (Scotland) 2015 in local communities in Dundee, particularly around Community Asset Transfer and involving communities in decision making, for example in Participatory Budgeting.

Dundee undertook the biggest ever Participatory Budgeting exercise in Scotland to date in 2018 through our Dundee Decides project. £1.2 million of mainstream council resources were allocated through the participation of over 11,000 citizens in the process. We will set out, not only how that participation itself changed the goalposts of how we engage with our citizens, but what the longer lasting outcomes were for communities and their perception of themselves as empowered, active community planning partners. We will look at what the barriers were that communities had to face to participate and to get their

priorities to the table and how that exercise has changed how public services respond to community needs and desires.

Dundee's Community Asset Transfer policy puts a community development approach at the heart of how we operate. This has implications beyond just empowering communities to take over assets. We use that community development approach to mitigate risk, develop groups, embed the process in our local community planning structures and to work with communities and service providers to demonstrate the benefits that empowered communities can bring to augment the offer from public services.

We believe that we are on a journey changing how power is understood and shared, between communities and local government. Our experience to date will detail how that power is changing the dynamics between partners and how it is being perceived by communities and professionals. We will explain how it is influencing our CLD practice in Dundee and our plans to develop this in the future.

John MacDonald – Methodist Mission Northern

Kinder communities reflect compassionate leadership

Listen to this unique perspective working at the intersection of religion and community development as a community leader explores relationships between power, religion, country, governance and kindness in the wake of the Christchurch terror attacks of March 2019.

New Zealand has been in the global spotlight for its rapid, compassionate action towards its Islamic community, in response to the recent terrorist attacks. In this session join John MacDonald, Head of Mission for Splice and Methodist Mission Northern, as he explores how New Zealand is moving forward from tragedy through community development.

New Zealanders who often feel quite distant from such events overseas jumped to full support mode for Islamic New Zealanders while Islamic leaders and the Prime Minister demonstrated forgiveness, peacemaking and a compassionate response. This was particularly powerful as the event held a mirror up to inherent and systemic racism - not only for recent immigrants but also throughout the country's colonial past.

John asks, how can we use this period in New Zealand's history to create inclusive, progressive social change through community development?

A practical, progressive theologian, John is a specialist in community outreach with decades of proven outcomes. He is Head of Mission of Splice in Auckland, an organisation that focuses on building wellbeing through community — creating opportunities to collaborate and participate in creative, accessible ways. Each year Splice outreach programmes help thousands of people in Auckland Central through connection, conversation and arts-focused initiatives and events.

Mark McDonald - Dundee City Council

CLD United: football as a catalyst to engaging young people in their local communities

My oral presentation will focus on a partnership initiative called CLD United. CLD United is a partnership between CLD Youth Work (Dundee City Council) and The Dundee United Community Trust. I wish to present how football can be used as a catalyst to engage young people in their local communities and to promote community development.

CLD United offers young people the opportunity to volunteer two evenings per week at a diversionary Youth Work football drop in based in their local community. The young people are also supported to attend CLD United's Volunteer & Employability Academy which is a training programme based at Tannadice Park, home of Dundee United Football Club. This is where the young people gain training in aspects of volunteering and employability. The young people also complete accreditation as part of the programme. As the young people progress, the Volunteer & Employability Academy adapts to become a forum where the young people shape the diversionary football drop in and effectively run it themselves. The young people receive support & supervision from CLD Youth Workers in relation to their experience of volunteering and any other concerns they may have in terms of their personal and social development.

My presentation will also cover the following:

- The way the project is funded.
- The link to the local community plan, The City Plan and National Policies.
- The impact on the wider community.
- The impact on participants and volunteers.

My oral presentation will also feature a short film in which a volunteer describes the impact CLD United has had on his life.

Jean McEwan-Short, Charis Robertson and Jenny Glen – University of Dundee

From 'effective practice' to grassroots youth work: walking the talk of community-based learning

Community development is an active engaged process that aims to influence positive social change in communities and beyond. To this end, Community Development practitioners work in dialogue with people in communities of place and communities of interest towards agency, participatory democracy and active citizenship. Central to this is the role of community development approaches in challenging oppression and social inequalities. This all by definition requires engagement with people in communities and as a values-led discipline, the teaching of Community Development practitioners is therefore potentially limited by the traditional role of the University as Educator.

The undergraduate programme at the University of Dundee has accordingly been developed to extend beyond the traditional boundaries of University learning. Informed by specific values, principles, philosophies and pedagogical approaches including social justice, empowerment, self-determination, equity, collaboration, social inclusion, democratic voice and citizenship, the BA Community Education Programme places a strong emphasis on critical pedagogy and community engagement at every level of study. This presentation will highlight some of the challenges and achievements of community-based learning by focusing on student practice-based research projects and a specific dynamic collaboration between the University of Dundee and Hot Chocolate Trust. We suggest that extending learning beyond

the traditional gates of the University is a necessary part of a Community Work degree programmes and of any learning programme that ultimately aims for transformative social change.

Neil McIntosh - NSPCC

Together for childhood and sharing the science behind early childhood development

Together for Childhood is a place based, long term, partnership project to prevent child abuse and neglect. It aims to transform how the community of Govan, in Glasgow raises its children through creating a powerful partnership with local people and agencies. We are combining NSPCC resource and evidence, with local resource and expertise to help realise a shared vision of keeping children safe.

This interactive workshop will give an overview of Together for Childhood and how this approach harnesses the power of local people to influence social change. The workshop will explore one key activity 'Creating Shared Language of Healthy Childhood Development' which is being delivered to local front-line practitioners and parents in Govan. Through this project we are embedding the science behind child development in Govan.

This project builds on learning and materials developed by the Frameworks Institute, for the Alberta Family Wellness Initiative (AFWI) to share the science around early child development with professionals and parents in Govan. This project shares key concepts around child development in the form of easy to remember metaphors, so that everyone has a better understanding of how they can build children's brains and help give them the best possible future. There is a growing evidence base on effective communication with the public about brain development. This allows better understanding of the impact of abuse and neglect. When people have a deeper understanding of these issues they are more likely to take action and engage with services and early interventions that are likely to help. One of the key concepts is that brains are built over time, and that positive experiences in the early years and in adolescence build structures in the brain that support later health, relationship and job outcomes. The workshop may be of interest to practitioners, academics, policy makers or community members.

Vania Neu – Rural Federal University of Amazonia

Victoria Jupp Kina and Daniel Jupp Kina – University of Dundee

Fabio Alves – Institute of Applied Economic Research

Andrei Cornetta – Metropolitan University of Santos

Community development and climate change: addressing social injustice through clean water and dignified sanitation in the Eastern Amazon Region

Water is essential for human survival and therefore lack of access to clean water presents a severe threat to human health. In the state of Pará, in the Amazonian region of Brazil, diarrhoea is one of the main causes of mortality, particularly for children under one year of age. The geographically dispersed nature of the rural population along the Amazonian river means that centralised water and sanitation systems are difficult to implement and faecal/oral contamination and water-borne disease are common. This negatively impacts health, education and employment at the individual, familial and community level.

This paper will present initial findings from an action research project developing and installing decentralised water and sanitation systems in 15 households in a rural Amazonian river community.

Through identifying the environmental and social impacts of decentralised rainwater capture systems and ecological toilets within a rural community in the Brazilian Amazon, we will demonstrate how addressing environmental injustices using simple, innovative and cheap environmental technologies can facilitate community-led dialogues that identify and challenge other forms of social injustice. We will explore the particular challenges faced by the river communities, highlighting how people within Amazonian river communities experience and are affected by power.

Khaleda Noon – Intercultural Youth Scotland

Intercultural Youth Scotland

Intercultural Youth Scotland (IYS) encourages a collective action of less heard youth Black and Ethnic Minority voices in Scotland, creating social impact and justice. We broaden horizons and offer direct, specialist support and vital pathways for Scottish multicultural young people who face barriers to success.

IYS provides specialised inclusive weekly services to nurture talent, enhance voices and deliver cultural gender equality. We build upon experience and consistent support with intercultural youth who face educational inequalities, racism, discrimination and underachievement in Scotland.

We are so excited to showcase our talent at the World Community Development Conference where you will hear some beats from DJ JKSN, an acoustic set from Naz and see the budding talent of many more creatives from Scotland's diverse communities.

There will be an opportunity for you to hear about the dreams and the struggles of intercultural young people living in Scotland during a youth panel question and answer session which will be hosted by the charity's CEO Khaleda Noon.

For more information, please follow our Instagram page @Interculturalyouthscot and visit our website <https://interculturalyouthscotland.org>

Holly Notcutt – Great Yarmouth Borough Council

Community Development, emergency planning and disaster management: creating a culture of consciousness, resilience, and prevention in Great Yarmouth, England

Great Yarmouth, on Norfolk's east coast, England, has its fair share of local emergencies. A key concern is the town's vulnerability to a North Sea tidal surge, which is shared by many low-lying communities along the coast. Specific emergency plans are in place for widespread tidal flooding – a significant risk, and a major disaster for the town. Over the last ten years alone the town has been at severe risk of extreme flooding 4 times and only alleviated by marginally improved defences, and last minute changes in the wind direction.

We know that disasters do not occur one day and are over the next. Approaches to managing them therefore need to go beyond the emergency services simply responding to events as they happen. Over the last 13 years, in light of this recognition (and that of such severe flood risk to the borough), the local emergency planning and disaster management agendas have become increasingly integrated with our Community Development practice in Great Yarmouth. From building preparedness activity into our

neighbourhood work, to engaging emergency planners in community activity seemingly unrelated to the disaster management agenda, to co-authoring the Community Resilience strategy for the county, we are actively pursuing the creation of a culture of consciousness, resilience, and prevention within communities most vulnerable to the impacts of disasters.

Measuring the benefits, however, is not easy. It's difficult to lay claim to the disasters that didn't happen. In 2019 therefore, in the midst of austerity, increasing cost savings, and the continual stripping back of public services, is one of the biggest risks to Great Yarmouth, community development and the relatively intangible benefits of resilience building our ability to keep it resourced and on the agenda?

Bella Olabisi - University of Calabar

Adult education and community development programmes: tool for poverty alleviation in Nigeria

Poverty either absolute or relative is a serious social and economic disease that afflict Nigeria as it does to other Nations of the world. It is a universal truism that literacy is the starting point of development. This was why the African Regional Conference, in support of global literacy that was held in Bamako, Mali in September 2009, with the theme “Renewing Literacy to Face African and International Challenges” called for a renewed commitment and integration of literacy in all development programmes. Adult education and community development programmes complement each other in a bid to alleviate poverty in various communities in Nigeria. To this end, the collaboration of government agencies, non-governmental organization, community members and community based organizations, is therefore inevitable. This paper examines the concept of poverty, adult education and community development programmes, highlighting their complementary roles and some programmes capable of alleviating poverty in Nigeria.

Oskar Olafsson – Reykjavik City

Hervor Alma Arnadottir – University of Iceland, Faculty of Social Work

Communities in transition, Inclusion of immigrant children in Iceland

For the past 10 years the Icelandic society has been undergoing change concerning immigration that neighbouring countries have previously been experiencing in the past 4 decades. This has been especially evident in the district of Breidholt in Reykjavik city where up to 29% of the population has Icelandic as their second language. In this area, the kindergarten and elementary schools have in some cases 80 % students with Icelandic as their second language. This indicates new challenges concerning power imbalances that come from language and social barriers that might limit possibilities for immigrants and future generations.

In our presentation, we will talk about the plan Reykjavik city has been developing to meet current challenges. Our aim is to introduce findings from community development projects from past 5 years and discuss where this work has brought us. Preliminary results show that the inclusion and integration of immigrant children needs to be increased if we want to realize aims of social inclusion and more equal opportunities for all children living in Iceland.

We would like to facilitate a discussion on how practices within community development can help working with challenges concerning power imbalances.

Sunday Olawale Olaniran - University of Zululand, South Africa

Looking through the lens of adult and community education in the prevention of child marriage in Africa

While there is broad consensus about the importance of education in the prevention of child marriage, there is limited research about the role community education can play and what impact such education has on equipping parents and communities with knowledge, skills, and values necessary to be able to kick against harmful practices such as child marriage. National governments and international communities are increasingly recognizing child marriage as a serious threat, both to human rights and sustainable development. Approximately 14 million girls worldwide are married as children annually, West Africa is one of the regions with the highest rate of child marriage in the world (Girls not brides, 2014). Without conscientious efforts to stop child marriage, nations in Sub-Saharan Africa will not be able to meet the third, fifth and eight of the Sustainable Development Goals (SDGs) aimed at good health and well being of all, gender equality and decent work and economic growth.

The Third Global Reports on Adult Learning and Education (GRALE) promotes sustainable Development and healthier societies where every girl can realise her full potentials. The report identified adult and community education as crucial to strengthening human rights as well as ensuring health, social, and economic benefits of all. Data on the document revealed that 'women still have insufficient opportunities to participate in Adult Literacy Education (ALE) and benefit from them (UIL GRALE III, 2016:115). To this end, this study seeks to propose the development of community-based Adult Literacy Education (ALE) programmes in selected African countries to address the problem of child marriage in the region.

Debra Parkinson - Monash University

The role of community in long-term disaster resilience in Australia

Disasters and extreme weather events are affecting people and places ever more frequently and more intensely. Little research exists on long-term disaster resilience through the voices of disaster survivors. New research in Victoria, Australia, draws on the experiences of 56 women and men aged from 18 to 93, some reflecting on their experiences as children in disasters. A key finding is the central importance of community development practitioners in the years after disaster – and in preparing and strengthening communities before adversity. Experiences at the time of the disaster and the way the immediate aftermath is managed have a profound effect on women's and men's resilience. In ignorance, people ask, 'Aren't you over it yet?' Five words that judge another person's lack of resilience and convey failure. This question was asked of survivors only weeks after disasters and continues to be asked. In reality, there was no getting over it. The seeds of long-term disaster resilience are planted in the immediate post-disaster period as communities move through the stages of the disaster from prevention through to long-term resilience, the nature of their communities, and the people in them, change. Central recommendations are to 'Review and extend training opportunities for community leaders'; to 'Address community-wide trauma after disaster'; to 'Educate children on how disaster experiences can affect survivors and the importance of sensitivity towards them in the aftermath'; and to 'Promote awareness of increased domestic violence in disaster, and improve response from emergency services, support services and the community. This presentation by lead investigator Dr Debra Parkinson from Monash University will focus on the potential of community development principles and professionals to build community resilience, fortifying women, men, and children in times of disaster.

Nicole Pearson and Ann Lolley - East Dundee Environment Network (EDEN)

Have you heard of the Anthropocene?

We hear daily about the global impact of climate change, with rising temperatures/sea levels to extreme weather conditions and the resulting challenges of global instability, hunger, poverty, and conflict. We live in the time of the Anthropocene, an epoch when the human species are characterised as a geological force! We propose that a deep connection with the natural world on our doorstep is of paramount importance to ensure the health and wellbeing of communities and the future health of the planet. The power of a genuine connection to the natural world and our part in it may be the only thing that changes human behaviour away from carbon-fuelled capitalism.

Our community development model is based on the compelling premise of reconnecting people to the natural world on their doorstep: a vital step towards a more sustainable future. We work alongside the Dighty burn, a stretch of water that is 'on edge.' Within less than a stones-throw of huge factories, a waste-to-energy incinerator, car scrapyards, indiscriminate developments on the flood plain... and alongside houses of people who are suffering 'multiple disadvantages.' An example of environmental injustice on our doorstep!

Against the odds we believe in the power of local people to: gather scientific data on species, from otters to kingfishers; undertake habitat conservation projects, from ponds to meadows; make stunning mosaics marking our cultural heritage; write songs and poems of their love for the burn; and dedicate their time to tackle litter. All of our projects begin with local peoples' ideas, skills, energy, passions, and creativity. We always make a powerful connection back to the wildlife and nature along the Dighty Burn, however weird and wonderful!

Rhonda Phillips – Purdue University

Generating social entrepreneurship: A survey of social business incubators

In this paper, we explore how the incubator model is focused on helping entrepreneurs form socially oriented businesses and similar enterprises, nonprofits, or other organizations in the private, public, and nonprofit or third sectors. The paper explores innovation and entrepreneurship from the perspective of the good social creation. We look at the entrepreneurial /innovative value creation from a hybrid perspective with a social and business bottom line to improve the common good through incubator efforts. We also are interested in impacts on the community where these incubators operate – are there positive outcomes for the social and/business sectors? How has the social incubator paradigm shifted the trajectory of the business incubator model? Do the incubator programs help capture some of the benefits of these type businesses and organizations for the area?

Keith Popple - Independent

Writing for the Community Development Journal

This practice workshop, which is led by Keith Popple who is a member of the Community Development Journal (CDJ) Editorial Board, will provide those interested in contributing articles to the CDJ with an understanding of how the journal editorial process works and the steps potential contributors can take to move their work from the idea stage to a published piece.

First published in 1966 the CDJ is considered to be the leading international journal in its field, covering a wide range of topics, reviewing significant developments and providing a forum for cutting-edge debates about theory and practice. The CDJ adopts a broad definition of community development to include policy, planning, and action as they impact on the life of communities. The Journal particularly seeks to publish critically focused articles which challenge received wisdom, report and discuss innovative practices, and relate issues of community development to questions of social justice, diversity, and environmental sustainability.

While the CDJ is ultimately an academic publication, and we expect peer-reviewed articles to engage with previously published theory and/or research, we welcome submissions from outside the academy. We accept and print relevant articles from and about every part of the world as the CDJ seeks to be a truly international journal in terms of the breadth of its content.

The workshop will explain the different processes of what happens after the submission of an article and will address FAQ. The workshop, which will be of considerable value and interest to practitioners, policymakers, researchers, and academics, can be conducted in a one-hour time slot and includes a PowerPoint presentation.

Martin Purcell - University of Huddersfield

Energising community development through love & kindness

There has been a growing interest over the past few years in the role of professionally loving practice in community development (e.g., Purcell, 2018; Vincent, 2016). The importance of 'love' as an element of practice has informed writing of leading theorists, including Freire, who asserts that community education should be practiced as an 'act of love', in which educators strive for the 'creation of a world in which it will be easier to love' (1970: 35, 24). Similarly, Alinsky (1948) contends that community organising should emerge from the love that the practitioner holds for humanity, while hooks (2000: 76) suggests that 'when practiced with the community, love is the primary way we end domination and oppression.'

For the practitioner, enacting 'loving' practice can be problematic, as these writers offer so little guidance about the 'how?' of 'professional love.' Drawing on interviews and survey responses from community development practitioners around the world, this presentation attempts to address some of the unanswered questions these works raise, including what does 'love' mean in this context; what does professionally loving practice look like / what are its constituent parts; how might other people (including service users and colleagues) experience 'professional love'; how does the enactment of 'love' in practice impact on its recipients?

This innovative discussion focusses on impactful practice enhancing outcomes for PEOPLE; and how POWER within relationships can be mediated to improve practitioners' work.

Martin Purcell has over thirty years' experience of working with marginalised communities in Wales, Scotland and northern England, and continues to be involved in community work in his home town of Huddersfield. For the past seven years, Martin has taught on the undergraduate degree programme in

Youth & Community Work and is currently Course Leader at the University of Huddersfield, England. Martin tries to model professionally loving practice with his students.

Asis Naveed Ranja - The Islamia University of Bahawalpur, Pakistan

Women participation for community empowerment: case study of a rural community in Pakistan

With financial assistance of ActionAid, Al-Sadiq Desert Welfare Organization (ASDWO) implemented a small scale project for empowerment of smallholder rural communities in Bahawalpur, Pakistan. This research focused on women participation in initiatives of the project. Triangulation methods, including in-depth interviews, focus group discussions, and observation revealed more community empowerment with the enhanced and increased role of women in the project activities. Respondent women had no or low participation in routine matters and decision making before the project, and their contribution remained uncounted and unpaid or underpaid. Project initiatives involved both male and female community members, which projected the importance of women participation in the uplift of family life and community empowerment. With the consent of their families, women actively participated in community meetings, education activities, small business training, sustainable livestock and poultry farming, kitchen gardening, and farming. Majority of women realized their participation and efforts contributory for their and communities' socio-economic empowerment. Though men dominate final decisions, women are listened to and involved in matters of marriages, child education, farming, and business. Respondent women claimed them in better conditions as compared to other rural communities in the region, and they expect more encouraging trends regarding their social, economic, and political uplift leading to an empowered community.

Katrina Reid, Elinor Dickie and Anne Gibson – NHS Health Scotland

Balance of power

The choice, control and participation that people have in their housing options can have a significant impact on health and wellbeing, particularly for those most vulnerable in society. The 'power' individuals and families have to influence their housing circumstances is reflected in the relationship between tenant and landlord, their involvement in decision making processes, and thus their ability to influence change.

This presentation will focus on how empowering tenants can influence their housing circumstances and, in turn, their health and wellbeing. Building on the principles of community development, we will be considering:

- How can tenants be involved in decisions which affect their housing circumstances?
- What opportunities are there to empower residents to be involved?
- What impact can this have on the health and wellbeing of tenants? How can this be evidenced?

Relevance to community development

New primary legislation in Scotland, the Community Empowerment (Scotland) Act 2015 requires those working in public bodies to promote 'power to' and 'power with' communities, to place community knowledge and lived experience at the heart of decision-making. A briefing and animation on 'Power - a Health and Social Justice Issue' was published by NHS Health Scotland based on their theory of causation of health inequalities, in collaboration with the Glasgow Centre for Population Health.

This resource provides a means for professionals to consider where power lies, reflecting on their current practice and how they can play their part in power being shared more equally in order to tackle inequalities. In the context of housing, a community-led approach can facilitate a re-balance of power and empower tenants to influence their home and living conditions.

Conclusion

The distribution of 'power' has a fundamental role in either mitigating or exacerbating health inequalities. Within the context of housing there are opportunities to share power with communities to improve health and wellbeing.

Gary Roberts, Ann Swinney, and Sarah McEwan – University of Dundee

Engaging Families in Learning – Developing Professional Practice

In 2016, in response to the priority given to family learning in Scottish Government policy, the Universities of Aberdeen and Dundee in collaboration with Aberdeen City Council family learning team devised a flexible, accredited CPD opportunity for practitioners working with families. The module was hosted in a virtual learning environment supported by staff from each of the partner organisations. This initiative enabled family learning practitioners from a range of professional contexts and locations across Scotland to learn from and with others. In 2018, the University of Dundee was commissioned by Glasgow Life, Family Learning Team to deliver a series of face to face workshops for education staff working in Glasgow City School clusters. This initiative was intended to explore family learning through a community education lens, with school-based staff. The development of a sustainable and robust partnership between community-based Family Learning workers and the school-based personnel was a vital objective of this learning programme.

In this presentation, we describe the policy drivers behind these initiatives and discuss our approach to the design and delivery of the curriculum which was intended to enhance critical awareness and understanding of theories, policies, and practices which relate to family learning. We illustrate how participants were encouraged to draw on their own experience, collaborate to extend their understanding, and develop skills in using new technologies to support learning and development work with families. We reflect on the process and impact of: encouraging participants to conceptualise and reconceptualise approaches to and models of family learning; considering the central significance of language in learning, the social practice approach in engagement with families; collaboration and partnership and; a Bourdieusian analysis of the educational environment.

Charis Robertson – Hot Chocolate Trust

Stories of Intersectionality: from young people in Dundee, Scotland

Hot Chocolate Trust is a grassroots youth work organisation based in Dundee, Scotland. Since 2001, Hot Chocolate has used collaborative, informal, and creative approaches to build community with a group of marginalised 'alternative culture' young people who hang out in the city centre.

Hot Chocolate's latest community census from December 2018 showed that 62% of the young people are LGBT. Furthermore, 28% have a disability; 49% live with levels of poverty they consider extremely stressful; 40% have been victims of hate crime; 88% have been bullied at school; 36% have been excluded

from school; 26% care for a family member; 30% have family in prison; 88% have experienced mental health problems; 78% do not feel supported by the mental health system.

Many more statistics evidencing oppression and discrimination could be offered, but these numbers only provide a partial piece of the picture. These same young people are highly intelligent, articulate, creative, curious, and courageous in the face of significant challenges to their lives and world. This intricate tapestry of identity and experience has served as a dominant force in the formation and development of Hot Chocolate as a community which seeks to challenge the conventional power dynamics experienced by young people in Scotland - and which attempts to embody the values of radical inclusion, vulnerability, hope and justice in Dundee (and beyond).

So, while the theory of intersectionality is relatively new to the community of Hot Chocolate, stories of intersectionality (and a practice which is deeply rooted in them) are definitely not. This oral presentation will focus on the real voices and stories of intersectionality from young people themselves.

Denise Roche - Waitemata Local Board

Democracy thrives when our communities are engaged - so how do we ensure that all our citizens get to participate in the decision making?

Democracy thrives when our communities are engaged - so how do we ensure that all our citizens get to participate in the decision making and prioritising of how our shared resources are allocated? What role do community development and the building of activism play in shaping how decisions are made?

Denise Roche is an elected member of the Waitemata Local Board, the most populated local government ward in Auckland, where she holds the portfolio for Community Development. She is also a senior organiser for one of the country's largest private sector trade unions and a former Member of Parliament for the Green Party of NZ with a background in both environmental and social justice activism. Denise spent 6 years as the community development lead for the Waiheke Resources Trust leading many and hugely popular (not always with Authority) community engagement campaigns in waste reduction and participatory local democracy.

This workshop will appeal to practitioners, community members, and activists, elected representatives, and policymakers. Denise will present some case studies, and participants will discuss community engagement strategies, building community activism, barriers to participation, and how success is measured.

Cissy Rock – Community Think

A little power goes a long way, Police and Pride

This presentation shares the story of how marginalised voices formed a broad coalition to tackle racism, transphobia, and misogyny in Auckland's LGBTI communities.

Cissy Rock MNZM is the founder of Community Think, a community development business based in Auckland, New Zealand. Cissy has over 15 years of experience working alongside communities, with Local Government, NGOs, Corporates, and community based organisations. Her most recent challenging

experience has been as the Chair of the Auckland Pride Festival (New Zealand's largest celebration of the diverse rainbow community) in which she has faced massive backlash to the Board's decision to make the Police force's participation in the parade conditional on them not wearing uniforms.

In 2018, the Auckland Pride Festival, an incorporated society governed by a Board comprising 8 people elected by its members, conducted a series of community consultation meetings. These were an invitation to members to have a say on what Pride means to them; what significant issues were at play; and what people would like to see more of/less of within the Festival and Pride Parade. Deeply held concerns were revealed by trans, takatāpui (queer and gender diverse Māori) and other queer people of colour about their experiences of harm and violence at the hands of Police, and a lack of institutional change.

Reflecting on the decision made by the Board, and the ensuing media storm, volatile public hui, proposed vote of no confidence, and withdrawal of funding by major sponsors, some of the principles that underpin community decision making will be explored. Ideas about intersectional solidarity, intergenerational activism, the role of broad coalitions and allies, community organising will also be examined along with the responsibility that goes along with exercising power and influence.

Ismaila Sanusi – Center for Rural Affairs and Community Development

Adekunle Okunoye – Xavier University

Redefinition of time and space and how information and communication technology is reshaping people and shifting power in modern era

Technology has dramatically reshaped the community we live in today. The environment of yesteryear is no longer and has been taken over by rapid technological advancement, allowing people to interact with a global market. The influx of new technologies that have been making the general convenience of our personal lives has grown exponentially.

This paper examines to what extent ICT has contributed to currently changing concepts of time and space and how digital technologies influenced the way people think about and experience 'place.' The paper argues that media and communication technologies play a complicated part in shifting conceptions of time and space, without diminishing to insignificance the concepts of time and space or subjective experiences of them. The paper evinces that ICT has succeeded in interconnecting remote places without eliminating their importance. Voices of the poor are being heard, everybody can publish on social media now. The opinion of rural people cannot be heard in the time past, but technologies have made it possible. Everybody can sell from anywhere, and that is a good case of development. The study gives an account of how ICT is reshaping people and shifting power in the modern era in rural areas especially in the State of Osun, Nigeria

Holly Ann Scheib – Sage Consulting

Lina Moses – Tulane University and Njala University

Community development as a research capacity building strategy to fight emerging diseases in Sierra Leone

This presentation explores the influence of a community development process within an institutional assessment for research capacity in the surveillance, identification, and response to emerging diseases in

Sierra Leone. The objective of this assessment was to develop a sustainable training program at Njala University, a top academic institution in Sierra Leone, to build skills to address the emerging and epidemic-prone pathogens that plague their country.

US research partners used globally recognized, internationally validated tools developed to assess health research capacity at LMIC institutions. However, when the researchers engaged with Njala faculty and local communities, they found these tools did not adequately capture the experiences and dynamics that shape the research context for emerging disease in Sierra Leone.

As a result, the researchers expanded their assessment to include a community development-informed process. This changed the perspective of “research capacity” from measures of university-based knowledge and resources to a broader view of power, partnership, and advocacy between researchers and communities. The community development process identified ways the skills and intentions of researchers are influenced by their perceptions of control and their relationships within and outside of formalized systems. This allowed for a more sensitive understanding of capacity gaps and structural issues, as well as more tailored and specific recommendations. Further, the process supported trust building and knowledge sharing, which were not part of the initial assessment consideration.

This paper shares how community development tools and processes uncover dynamics that are critical to outbreak sciences and advocates for these methods to be added to formalized assessments and measurement considerations in pathogen research and outbreak response. This presentation is envisioned to be conversational, seeking to brainstorm with colleagues on how community development skills and networks may be adapted to support locally-led biomedically-based research and responses to future outbreaks.

Catherine Schenck - University of the Western Cape

Derick Blaauw - North West University Potchefstroom Campus

Kotie Viljoen - University of Johannesburg

Waste, people and community development

Waste generation is a human activity. People tend to distance themselves from waste and consider waste management as the responsibility of the municipality. It is, in fact, a socio-economic issue as people generate waste, dispose of the waste, their health is affected by the trash, and they can create livelihoods around waste reuse and recycling.

In the Africa Waste Management Outlook of the United Nations Environmental Programme, it is regarded that solid waste management (SWM) is critically important for and directly linked to the United Nations Sustainable Development Goals (SDGs). If we fail to implement good SWM practices, the SDG’s cannot be achieved. UNEP thinks that African countries will only make their SDGs once they recognise waste management as a powerful and critical drive for the SDG’s. Understanding people’s perceptions, attitudes, and behaviour towards waste is limited. UNEP (2018) challenged governments to focus on people and their actions towards waste.

To address the waste issues, over the past three decades South Africa has successfully grown a recycling

economy, predominantly built on the hard work of an active informal waste sector who currently recycles 90% of the recyclable waste to create an income. There is still much to be done, given that only 10% of the recyclable waste is recovered and 90% is still disposed of to landfill. This presentation will aim to reflect and pose questions on the use of the principles and practices of people-centered/participatory community development to facilitate increased recycling and responsible waste disposal at the household level.

The presenter is the PI of a participatory research project in four towns in South Africa to find new ways towards increased recycling and waste disposal on a household level. This discussion can offer both the waste sector and community development practitioners new avenues, ways of thinking, and doing.

Rebecca Sero – Washington State University

Ripple Effects Mapping: A participatory evaluation tool

(NB: due to a last-minute withdrawal, this will now be delivered as a Practice Workshop to replace Workshop 4 on Monday 24th 15.30-16.30)

Providing individuals with the opportunity to have a voice within their local community is an important endeavour. Research has shown that community development work involving groups provides a valuable way to collaboratively address challenges within a community. Partnering with other individuals around an issue can have a tremendous local impact. However, not understanding the implications of this work may limit the potential positive effects of community development practice. Traditional methods of evaluation have limitations when collecting group impact. For example, surveys are expensive to field and require reading comprehension. Therefore, it is crucial to discover new and innovative ways to capture CD impact.

Ripple Effects Mapping (REM) is a participatory evaluation technique used to effectively evaluate the work of community groups. Using Appreciate Inquiry, mind mapping within a group setting, and qualitative data analysis, REM is utilized to identify the intended and unintended impacts of a community's efforts. During the process, stakeholders are encouraged to engage and deliberate together and then visually map the results of their programmatic efforts. The result is a map filled with narratives of progress that exists because of their efforts.

This presentation will discuss how REM is best used for multi-layered, complex programs, involving multiple community participants. The power of REM rests within its flexibility; it can be used with various cultures, ages, and languages. Community members benefit because they can see how their activities are connected to a larger purpose and experience both reflection & growth. The community developer can explore emerging patterns & trends and increase collective efficacy.

This tool is designed to understand and evaluate the outcomes of the groups' efforts, as well as future plan steps. More importantly though – given the 2019 theme – this evaluation enables communities to speak for themselves about their struggles; therefore, using their voices to tell their truth.

Gordon Sharp – Dundee West Church

Making Dundee Home: an initiative of Dundee West Church of Scotland

This presentation will highlight some of the work being undertaken by Dundee West Church. This initiative aims to draw on hospitality, creativity, and spirituality to improve environmental and social justice and human well-being.

In so doing, we focus on those who may be excluded for a variety of reasons and enabling them to improve their well-being in relevant areas of need. Since starting from October 2015, two drop-ins on a Wednesday and Friday attract in total between 60 - 70 attendances from around 55 people who may have addictions, poor mental health, low or no income and be lonely and/or isolated. The two drop-ins enable creative activity around music, writing, art, and drama with our key partner, JustBee Productions.

Friday is the busiest of days, and everyone has a three-course meal together. Agencies that support us are the NHS Health and Homeless Outreach Nurses and Shelter. Later this summer, we will be delivering six "Crash Course" sessions on the economy for some participants in our drop-ins.

There are also Dance 4 Parkinson's sessions weekly, which now has three volunteer dancers whose professional expertise is supported through financing training, membership fees, and insurance costs. We hope to introduce Community Dance and will explore other areas where movement assists well-being.

Our spiritual activities include opportunities for wellness practices and the application of rational and imaginative minds to both ancient and modern wisdom.

Also, we are tentatively exploring using other creatives to assist more deprived communities. The first exploration is music with parents and children in the Mid Craigie neighbourhood in Dundee. This is an asset-based approach in hopefully drawing on creativity within the West End of Dundee for the benefit of excluded people in the city as a whole.

Shushi Shido, Kanako Nakano, and Akane Okabe - Otani University

Nuclear power plants and community development

The tragedies of the two atomic bombings in Hiroshima and Nagasaki in 1945, together with the nuclear accident in Fukushima in 2011, brought each of these regions fears, sorrow, and anger toward radiation.

There are both similarities and differences in people's attitudes from these different regions. They are similar in that people are angry about the lack of information published about the effects of radiation and its damage to health. However, they differ in that people from Hiroshima and Nagasaki were hopeful of nuclear plants, as they believed it could boost the economy, but people from Fukushima had to abandon their homes as a result of the nuclear power plant accident.

Before the 2011 accident in Fukushima, residents of poor fishing villages were also hopeful of bringing in nuclear power plants to there are, as it was believed they would enrich their community. However, after the accident, they no longer have this hope, nor do they want to bring in nuclear power to their towns.

Nowadays, the myth of “nuclear safety,” which had been accepted in Japan for over 50 years, has died out and new principles of community development are being pursued and investigated. On the other hand, two issues are remaining. The first is the actual health condition of the plant workers, which are not disclosed. The second is the issue of the lack of methods to treat and store nuclear waste. The aforementioned new principles focus on solving these issues. The purpose of this study is to discuss the principles of modern community development based on the analysis of X area’s case. As a result, two key concepts are the clarification of national and corporate responsibilities and the movement for the development of new sources of energy.

Georgina Lawlor, Brid Ni Chonail, Liam McGlynn and Garreth Smith - Institute of Technology Blanchardstown

Sharing our story as community development educators: ten years of community and youth development in ITB

This presentation will chart the history and development of the Community and Youth Development degree programme at the Institute of Technology Blanchardstown (ITB) from 2009 to 2019. The presentation aims to share the story of how we have developed a practice-based professional education programme where we seek to inspire our students to believe in the principles of human rights, equality, sustainability, and social justice, by providing innovative educational opportunities and practice experience in a supportive but challenging way.

The genesis of the programme will be explored, giving specific consideration to the community of Dublin 15, where ITB is located and the wider socio-economic and political environment. The key milestones and challenges experienced will be addressed specifically developing fieldwork placements for students, re-imagining the programme to respond to changes in the external environment, developing a programme identity and attaining professional endorsement through the All Ireland Endorsement Body for Community Work Education and Training.

Ours is a story of people and place. As we move into the tenth year of the delivery of the Community and Youth Development programme we will be doing so not as ITB but as TU Dublin as we have merged with three other Institutes of Technology to form Ireland’s first Technological University. This presents opportunities for us to continue to realise the vision of the programme which aims to achieve the highest standards in the field of community and youth work education, by providing excellence in teaching, research and experiential learning. Our programme strives to deliver excellent educational opportunities that are contemporary and responsive to the needs of diverse communities, ensuring our graduates are prepared to meet challenges and can become active participants in our collective future.

Caroline Spencer, Suzanne Cross, Dudley McArdle and Frank Archer – Monash University

Victorian compendium of community-based resilience building case studies: an innovative resource for positive social change

Global conversations emphasise strengthening communities’ resilience to disasters and inspired the Victorian Compendium of Community-Based Resilience Building Case Studies. Based on a Pacific model, the Compendium motivates communities to build expertise, reduce program duplication, and save valuable resources. This innovative digital resource offers opportunities for communities to champion

positive social change. The key tenet of the Compendium promotes sharing of achievable, practical resilience building activities. Its statewide reach aims to traverse traditional boundaries by creating networks across the state to empower creative people to adopt and adapt proven resilience activities. The online Compendium provides free access for diverse communities to explore activities before, during, and after disasters.

Between 2012-2018, community groups completed an Expression of Interest to present at the 'Advancing Community Resilience Forums,' which provided an opportunity to network, impart resilience activities, knowledge, solve challenges and share unforeseen learning. Over six years, 72 groups presented, and now 30 of 35 submissions appear in the Compendium. Case studies revealed unique and valuable knowledge that encourage positive social change whereby community harnesses creative approaches to develop initiatives that connect people with a common cause and strengthen their resolve should unexpected events occur.

An Australian first, the Compendium offers an innovative contribution in community development, and enhances Victorian initiatives such as the Rockefeller funded 'Resilient Melbourne Strategy.' The Compendium connects people across sectors, delivers distinct actions to strengthen community resilience, and influences community development, gender, and diversity programs in Victoria. The Compendium enables diverse communities to adopt or adapt proven resilience activities to preserve valuable resources, empower communities to work across traditional boundaries, engage with emergency service providers for positive social change that builds the resilience of community.

John Stansfield – IACD

Spinning rubbish into gold

In this case study, I will relate how an enterprising community harnessed its creativity to achieve their social, economic, and environmental goals building their community capacity and having a lot of fun in the process. Waiheke Island (pop 9,000), the jewel in the crown of the Hauraki Gulf, lies just 35 minutes by fast boat from Auckland, New Zealand's largest city. Until 1989 Waiheke was locally governed by the Waiheke County Council and local politics a popular blood sport. To the chagrin of Islanders, the county was compulsorily amalgamated to Auckland City Council resulting in the loss of their fledgeling recycling scheme. The tip, or transfer station, a favourite scavenging point was declared off-limits to the public, and ever-increasing volumes perfectly reusable material were consigned to landfill.

The islander's renowned talent for protest eventually moved on to other issues, and the community began to organize. Informally a group formed to pursue the communities interest in sustainable waste management. The Waiheke Waste Resources Trust, (WRT) was later incorporated and thrives twenty-two years on. This is their story, protest, research, policy advocacy, and entrepreneurship. A story of community development in action and a stunning enterprise which created dozens of jobs and captured the heart of a community. It tells of innovative technologies and cleverer community engagement and behaviour change. Join us to examine community development at its best, celebrate a colourful community, and their achievements.

John Stansfield is a Waiheke Islander and vice president of IACD. He chairs the Aotearoa Community

Development Association and is the editor of the Global Community Development Exchange and deputy editor of Whanake; The Pacific Journal of Community Development. John is a senior lecturer in Community Development at Unitec in Auckland.

Ann Swinney and Gary Roberts – University of Dundee

Developing critical dialogue in virtual communities

Creating an environment in which practitioners feel confident to engage in critical professional dialogue is a challenge for educators and more so when the learning space is situated in the virtual world. Established in 2013, the MSc Community Education is a work-based professional learning programme which utilises a combination of physical and virtual spaces and is underpinned by a pedagogy in which dialogue is fundamental to learning and teaching. Students are invited to engage with their peers to explore and reflect on their own practice, explore theoretical perspectives, share their knowledge and understanding of their common or overlapping professional experience and work collaboratively on a series of tasks and projects.

In this presentation, we discuss the strategies and approaches employed over the preceding five years as available technologies have changed and evolved. We explain how we generated a learning environment in which critical dialogue is the norm. We consider the efficacy of the tools which have been available to us over the last five years and share our development plans for the next phase of the programme.

Cat Taberner - Glasgow Centre for Population Health

The Go Well Panel: understanding community empowerment across traditional boundaries

Holding an MSc in Global Health, Cat supports the Glasgow Centre for Population Health to investigate, develop, and evaluate community engagement and empowerment policy and practice in efforts to reduce health inequalities in Glasgow.

This presentation uses a case study to address conference themes about people, power, and place by focusing on one subquestion - crossing traditional boundaries. The study summarises some implications for modern community development of working across traditional health, academic, and housing sectors for positive social change. It centres on a community empowerment initiative for GoWell, a globally unique research programme exploring health impacts of housing-led regeneration. Partners included the University of Glasgow, Glasgow Housing Association, and the National Health Service.

A community panel was co-designed with community organisations in Glasgow to share knowledge about regeneration, wellbeing, and to increase empowerment. National policy, including the National Standards for Community Engagement, guided the approach.

Nineteen citizens joined the panel, co-designing seven workshops with GoWell to share mutually useful learning for community-led change. Of the original nineteen members, fourteen citizens regularly participated. The panel developed aims and practices to best empower them and other community groups. The panel crossed traditional boundaries within health, academia, and housing by engaging a range of practitioners, using multiple resources and visiting multiple places.

A theoretical model of community empowerment tailored by GoWell to regeneration contexts was used to gauge impacts on capability (of GoWell and citizens), decision making, and positive change. Eight citizens subsequently created projects with local groups to achieve community-led positive changes as a result of learning gained from crossing traditional boundaries.

A range of empowerment outcomes was identified throughout on an individual and community level. The relevance of this presentation to community development lies in its focus on the empowerment of citizens and their groups, summarising key learning.

Craig Talmage – Hobart & William Smith Colleges

Richard Knopf – Arizona State University

Searching for a theory of dark community development

At the 2016 joint IACD/CDS conference, IACD President Charlie McConnell highlighted the opaqueness of the words, community, and development. Opacity remains a challenge for creating inclusive and exclusive definitions of community development (CD). Despite difficulties, definitions have risen forth.

CD definitions often focus on four areas: (1) processes; (2) programs; (3) outcomes; and, (4) ideologies (Phillips & Pittman, 2009; Robinson & Green, 2011). Matarrita-Cascante and Brennan's (2012) definition of CD elaborates on these areas, specific processes, and outcomes. Bhattacharyya (1995; 2004) defines CD in terms of solidarity and agency. Solidarity is a community, and the agency is development. He argues that CD's scope must be universal in application, but also contextualized.

Theoreticians have pushed CD theory forward regarding what CD is and what CD is not. While CD theories have roots in political and sociological inquiry, CD definitions are limited regarding their philosophically darker sides. Definitions focus on positively shifting equilibriums, but might the same tools used to create or co-create community good be used for deterioration or destruction?

While great discussion has occurred regarding the dark sides of community (i.e., dark social capital, see Agnitsch, K., Flora, J., & Ryan, 2006) and the dark sides of global development (Kiely, 2004), only one scholar has directly addressed the dark side of local and regional CD (Wilson, 2005). This presentation showcases nascent work regarding dark CD, highlighting key themes and avenues for future inquiry. Audience members can engage with the authors to provide their insights. These insights help challenge and expand CD theory to consider the darker sides of the CD. Thus, this presentation challenges the relationships between people, place, and power in CD theory and practice. The presentation does not challenge the relations per se, for they are as they are, but rather challenges how the CD field construes them.

Ken Tamminga - The Pennsylvania State University

Developing community through makeshift green urbanism on the street

This presentation traces how a particular kind of green urbanism can make meaningful contributions to efforts to establish communities of sustainable practice and social inclusion in dense urban quarters. I've studied convivial greenstreets—interstitial spaces along streets used for informal gardening—in over 75

low-middle income neighborhoods in 25 European cities. Social indicators aligned with streetside gardening activities include cues to care, makeshift expressiveness, and street-based conviviality.

Using examples from the Netherlands, Belgium, and Germany, I suggest that diverse urban communities can help build local identity and empowerment when they assert their right to streetside gardening as antidotal to isolation and apathy in the city. I conclude by proposing ways that practitioners might support this phenomenon as part of their community development efforts.

Peter Taylor – Scottish Communities for Health and Wellbeing

Seamus Ward – Bogside and Brandywell Health Forum

Danielle Keenan – Social Prescribing Project

Julie Fox – Annexe Communities

Community-led social prescribing

The presentation is given by Peter Taylor, a board member of both Annexe Communities, a Glasgow community organisation promoting health and wellbeing, and of Scottish Communities for Health and Wellbeing (SCHW), an alliance of community-led health improvement organisations. He formerly coordinated Community Development Alliance Scotland.

Community organisations deliver actions that address the social causes of poor health and wellbeing and reduce social isolation. Some organisations have developed structured links with primary health care, allowing GPs and other health professionals to ‘prescribe’ non-clinical approaches to issues that patients face. SPRING Social Prescribing Project (SSPP) was created jointly by the Northern Ireland Healthy Living Centre Alliance and SCHW to build on this practice and demonstrate its value. SSPP involves health services referring individuals to a lead community organisation with which they work to develop their own ‘social prescription’. The organisations involved in SSPP adopt a common approach to digitally recording and reporting to health services and individuals on their progress and outcomes.

The presentation will consider the role of community organisations in delivering a social model of health, the idea of social prescribing, and why the model for this promoted by SSSP gives a central role to the community organisations. I hope that this can lead to a discussion of lessons for and from other countries and health systems. The presentation should appeal to all from community members to policymakers. The aim is shared learning about the role that communities play in promoting wellbeing and preventing ill health. It addresses the ‘People’ theme by presenting innovative practice that can change services and integrate people in their communities, and the digital tools used.

Dorothy Tooman – Development Education Network, Liberia

Factors that influence power and politics for women in Liberia: My personal and work experience

Liberia experienced 14 years of brutal civil war, bringing a high level of violence, destruction of lives, properties, basic infrastructure, and services; the country became a failed state. Women bore the greater burden of violence during the war. Nonetheless, they actively advocated for an end to the civil war. This was followed by the election of the country's and Africa's first female President whose work was influenced by regional and global rights-based policies. However, the space for women in the country's democratic process continues to need furtherance.

The Development Education Network-Liberia (DEN-L), a Liberian led, managed and governed organisation, has for two decades, been working to build a constituency of people-to-people formation in pursuit of grassroots empowerment, economic justice, democratic development, and gender equity to promote a just and peaceful Liberia. DEN-L works across the country, including in hard-to-reach areas of rural Liberia. The key trust of DEN-L is human resource development to support peace and development in Liberia.

DEN-L's work approach is based on the works of Paulo Freire, a Brazilian educator. Freire's approach to education and development inspired the Training for Transformation methodology developed by Anne Hope and Sally Timmel in southern Africa. Women and youth political liberation and their empowerment are priority aspects of the organisation's work.

My presentation will consider my personal story as a female political aspirant, from my professional background in community development and now as the Gender Specialist/Consultant of DEN-L. Formerly, I served as the Executive Director of DEN-L. My story will also take into account some of the factors that influence power and politics, mainly for women in Liberia based on my personal experience and work.

Päivi Turunen - University of Gävle

Practice research on community development in rural areas - interest in comparative studies?

The presentation deals with the conference theme - place, people, and power. It will highlight how the ongoing glocalization, comprehending the interaction of both global and local processes, has impacted and changed living conditions and social life. The aim is to create discussion about the situation of rural communities and the need for comparative research studies in the field. The presentation is based on two reviews in Sweden, a survey of alternative service in small forest communities of the County of Dalarna and a study of the coastal fishing community in transition in the County of Gävleborg, both situated north of Stockholm. Firstly the background will be presented. Secondly, both studies will be outlined, and thirdly, an idea of a comparative study will be discussed. The results of the two studies show that both communities have been exposed to population changes and glocalisation, but in different ways, depending on the place, people, and power. Both have lost their traditional livelihoods as well as municipal and commercial services. In both cases, local activists have taken initiatives for community development and change for future survival and development. The coastal fisherman community has been globalized by international fishing and locally gentrified by new wealthy inhabitants. The forest community has lost competitive bidding of care services with a multinational care company. In spite of many obstacles, the forest community has not given up their dreams of survival with ecological living and a local monetary system of their own. In terms of socio-spatial framing, the place is still an important site for community development and change. It would be of interest to start making comparative studies between Sweden and other countries. In which ways and under which conditions can such comparisons can be done, and which additional suggestions could be discussed?

Alan Twelvetrees - Citizens UK

Withdrawing from community groups

The literature on community work/organisation/development rightly emphasises the skills of working with community organisations. This literature includes several guides on the process of establishing such

organisations. However, the literature is scanty on 'getting out.' Yet, in today's world, with time-limited funding in many cases, the 'withdrawal skills of (paid) workers should be paramount. Instead, many workers CREATE DEPENDENCE rather than independence because they have no idea how to 'get out.' This is a vital skill, and, so 'getting out' is the focus of the presentation.

Sreedhar Upendram – University of Tennessee

James Huff – Wheaton College

Rebecca Sero – Washington State University

Paul Lachapelle – Montana State University

Innovative practices and applications of evaluation for community and economic development

This panel will share ideas and practical insights on effective tools and applications of evaluation, assessment, and learning for community development. Panel participants will explore several related themes to this end. One thematic focus of the panel will be on the use of unique multi-method approaches to the evaluation of community development work. This thematic element will engage participants in discussion about the use of both traditional quantitative indicators and newly developed qualitative methodologies. An important aim of this exchange will be to consider how to best standardize multi-method approaches to the evaluation of community development projects. A second thematic focus of the panel will consider recent efforts to enhance the evaluation capacities of faith-based NGOs that promote comprehensive community initiatives (CCIs) in rural communities in El Salvador. This thematic element will invite participants to consider how evaluation research methodologies might bolster trust and interdependence and enhance the flow of knowledge and learning among all participants in community development work. A special focus of the panel will be to consider how innovative tools and methodologies for assessment might contribute to current efforts to develop international standards for community development practice.

Alison Urie and Donna Maciocia – Vox Liminis

Distant Voices, Coming Home: Hostility and Hospitality

This presentation shares some learning from the ongoing 'Distant Voices: Coming Home' project. Distant Voices is a 3-year interdisciplinary project, drawing on criminology, community development, musicology, and politics to explore crime, punishment and community reintegration through creative conversations that aim to challenge and unsettle the status quo. Focusing here on themes of hostility and hospitality, we'll discuss the thinking behind the project and our experience of its processes, challenges, and outcomes to date.

The presentation will include a performance and discussion of some songs produced in workshops with people with a wide range of experiences of criminal justice, illustrating how these songs represent those experiences, and how sharing them might permit a different quality of dialogue by inviting us to cross thresholds and explore margins.

(The project is funded by the UK Economic and Social and Arts and Humanities Research Councils, award no ES/P002536/1. Distant Voices: Coming Home is a collaborative research partnership between Vox Liminis, the University of Glasgow, the University of the West of Scotland and the University of Edinburgh)

Phia Van der Watt – University of the Free State

Power - without a true self?

Power implies the ability to define and assert what one wants. This, however, is incredibly difficult without access to the true self. Systemic stigmatisation and discrimination crack and veil the authentic image of the self. Over generations, these false messages about self are accepted and internalised. The result is that the battle for power and liberation becomes driven by the false self, by the prescription of the oppressor or by the expectations of external agents (e.g., community development workers or programmes). The quest for power, especially in oppressed and marginalised communities, thus starts with a complex battle to access the true self.

I developed a community-based healing approach, aimed at creating consciousness about these distorted and false messages. In 2017-2018, I used this approach for a process with a group of social workers in the Northern Cape Province, South Africa. They subsequently took groups of community members through the same process. In this presentation, I describe this process and highlight how both groups (social workers and community members) battle to expose, accept and name the multiple layers of false messages and how it impacts on their ability to negotiate relationships and life in general. They reported significant improvement in their ability to assert and protect themselves in complex situations, especially against domestic, bureaucratic, and cultural abuse. Additionally, social workers reported increased levels of motivation and job satisfaction.

The findings from this process challenge us to rethink how we understand power – and community development. How do we respond to internalised beliefs that strip power from inside? How do we prepare our practitioners to engage with their own false messages and vulnerabilities? How do we protect our communities from new false messages, disguised as ‘empowerment programmes’ and ‘community development’?

Norman Walzer and Andy Blanke - Northern Illinois University

Growing impact of micropolitan areas on rural development

Rural areas face significant population and economic declines with the aging of the Baby Boom populations that will shrink economic bases and increase the need for elderly-friendly services. Small communities in rural areas are having difficulties retaining small business when owners retire. This leads to further decline in quality of life and makes them less attractive to prospective residents, even though recent Gallup Polls show that 27 percent of those surveyed would prefer living in rural areas. This paper uses multivariate analyses to examine the growing importance of micropolitan counties (have a city of 10,000 but not more than 50,000 population) in driving regional development. It identifies factors associated with business starts in 736 Midwestern counties between 2009 and 2017, along with the impacts on development in surrounding rural counties. Special attention is paid to the effect on attracting young families to take over these businesses and the potential to revitalize the area. The presentation will address how small rural communities (place) can interact with larger surrounding areas (people) to build capacity to attract future residents through job creation and enhancement of quality of life and manage the declines they face. The growing importance of healthy micropolitan counties in regional development means that residents and local officials in small towns must collaborate with leaders in larger areas (power) on community and economic issues to even survive, if not prosper.

The paper provides examples of successful cases where this regional collaboration is having a positive impact on rural community development. These policy issues will be summarized in the presentation and will help the audience see possible ways that shrinking small communities can collaborate regionally to build a more positive future.

Hilde Wierda-Boer – HAN

Promoting children’s voice in livability issues in villages: inspiring examples from a Dutch-German project

Rural areas are facing challenges. In most villages, the population is declining. Consequently, shops, schools, and public transport disappear. What can be done to preserve villages as child-friendly living environments? And how could children’s voices be heard in this issue?

Groups of villagers from six Dutch and six German villages explored this issue together with researchers from HAN University Applied Sciences (NL) and Hochschule Rhein-Waal (D). Together we formed the ‘Family Community,’ part of KRAKE (Strong Villages), a project within the INTERREG V A program aimed at stimulating cross border cooperation.

In local workshops, we encouraged children to express their visions on and dreams about their villages in so-called ‘future workshops.’ Activities were driven by local questions: e.g., participating in the development of a new accommodation plan. With the support of adults, children’s ideas were transferred into manageable projects. We worked with children from three years and up. We used a wide range of creative methods to be able to meet the interests and qualities of every child. As we aimed to sustainably implement the children’s perspective in the villages, the tools we developed are easy to apply by villagers themselves. One of our primary goals was to stimulate a youth participation mindset among adults.

In this oral presentation we offer the audience a quick overview of our project and methods used, share our tips and tricks, and, of course, provide insight in the outcomes of this successful three-year project. We welcome practitioners, academics, policy makers, and community members. The audience will be sent home with a mission.

Michael Wilcox, Melinda Grismer, and Bo Beaulieu – Purdue University

Triangulation approach to community development: people, data and dialogue

Effectively working with communities requires academics, practitioners, and community organizers to access high-quality information, develop healthy and inclusive relationships with stakeholders, and facilitate constructive dialogue.

High-quality information can be obtained in a myriad of ways. We employ primary data collection techniques (focus groups, surveys, and community forums) complemented by secondary data analysis focused on important socioeconomic variables rooted in the Community Capitals Framework.

The interactive nature of the data collection process helps cultivate the relationships needed to foster collaboration amongst core team members and the essential bridging that needs to take place to move the initiatives forward sustainably and cohesively.

What are the innovative ways in which community development practitioners work with people to harness their power and challenge for positive social change? Both of the elements, as mentioned above, are vital to facilitating a constructive dialogue amongst core team members and the community at-large. We channel McClusky's seminal contribution, the Theory of Margin, to create a 'dynamic approach to participation in community development' (1970). Throughout every phase, we are intentional when it comes to diversity and inclusion in terms of core team composition, focus group invitations, community forum marketing, and survey deployment. The overarching goal is to ensure that constraints are minimized and participants are empowered to inform, participate, and implement. While buy-in is essential, a level of ownership needs to be achieved to ensure that goals meet expectations and that objectives are achieved.

This presentation will highlight the best practices, lessons learned and resulting impacts derived through the research and engagement activities of Purdue Extension and the Purdue Center for Regional Development via the Hometown Collaboration Initiative and Rural Housing Program. Handouts will accompany the presentation so participants can review the processes used, examine report exemplars, and learn more about community-led capstone projects and implementation strategies.

Rachel Winslow and Deborah Dunn - Westmount College

Engaging and empowering communities via deliberative dialogue

How might liberal arts colleges become better neighbors, increase the transferrable skills of their students, and give students more meaningful opportunities to engage in their communities? Furthermore, what unique resources can small universities provide to towns and cities grappling with multi-layered "wicked" problems?

As faculty members in two separate departments at a liberal arts university, we addressed these questions by training our students to facilitate a deliberative forum. Deliberation is a method of discussion that encourages ordinary citizens to consider multiple perspectives and weigh trade-offs when discussing a complex problem. We chose to feature immigration due to its current political resonance and because our region hosts a significant Latin American immigrant population. We formed an interdisciplinary collaboration between two upper-division courses: Group Communication and Leadership (GC) and Transnational America (TA). GC students learned facilitation skills through in-class lectures, discussions, and practice hosting their own forums. They then trained TA students in facilitation. Likewise, TA students provided a training session on American immigration history for GC students. Students then served as facilitators and note-takers for an evening forum in Santa Barbara's business district. Sixty community members participated, and students gained valuable practice navigating a politically charged conversation reasonably and carefully.

Equipping students to facilitate community deliberations bridges chasms between higher education and local neighborhoods, empowering the community to effect social change. The forum provided space for a diverse range of community members to express their values and priorities and listen to other points of view—space not previously available. Since we embedded the work into existing classes, the model can be used as a resource for those without stand-alone centers devoted to community development. It

engages faculty to use their disciplinary training to frame local concerns while prioritizing the contributions of citizens. Thus, it remaps existing power dynamics and reinvigorates democratic practices.

Danielle Wood – University of Notre Dame

Elizabeth Maradik – City of South Bend, Indiana

Gibbs Maria – Invanti

Samira Payne – University of Wisconsin-Madison

Sheri Niekamp – United Way of St. Joseph County

System mapping for collective impact and collaboration

Dr. Danielle Wood has a Ph.D. and MS in Urban and Regional Planning from the University of Wisconsin. Before returning for her Ph.D., Dr. Wood worked in the nonprofit, private, and public sectors in community planning related efforts, both in the U.S. and abroad.

As the practice of implementing collective impact efforts is refined, stakeholder organizations recognize that they exist within a complex ecosystem of services that make it difficult to know how best to align their work. Moreover, the collective impact model assumes a common content agenda, but within the landscape in which community organizations operate, other efficiencies could be addressed outside of agenda alignment. This proposal outlines an action research effort by faculty in collaboration with local partners to map systems for causal leverage points for a regional poverty initiative. By collecting information that includes organizational actors, outcome aims, and critical organizational needs as part of the process, the mapping effort provides information to identify not only redundancies and opportunities on key outcome aims but also opportunities for economies of scale in common endeavors such as providing transportation and building awareness of programs for residents. As such, this proposal addresses the question within the conference theme of how we can work across traditional boundaries to create new opportunities for positive social change.

From initial codification of a community development effort in Ohio and publication in the Stanford Social Innovation Review, collective impact approaches have found prominence and exist almost entirely within the community development sphere. The relevance of this work to community development is in its addition to the tools available to realize the promise of collective impact. Although the project is just nearing completion, the potential for impact in both efficiency and efficacy of identifying and acting on opportunities for collective approaches is substantial.

Practice Workshops

Sheila Allan and Robin Falconer – Dundee City Council

Promoting sensitive poverty practice in Dundee

This workshop aimed at practitioners and policy makers focuses on training developed by the Community Health Team to ensure that people experiencing poverty, poor mental health, and inequality are supported sensitively and effectively by frontline staff. The 90-minute workshop will outline the training development process, philosophy, aims, and outcomes.

The workshop offers the chance to participate in interactive exercises, particularly those from the Poverty Sensitive Practice session, which won the Scottish Public Sector award in the Employee Development and Skills category in 2016. Session content is consistent with community development values and principles, and explores definitions of poverty, attitudes towards people who are vulnerable and poor, concepts such as stigma and equity, how it feels to make difficult decisions when faced with limited resources, and the importance of supporting people to access services that can help improve life circumstances. Participants will be encouraged to reflect on and challenge their own preconceptions and build skills to interact with marginalised people compassionately and respectfully.

This workshop explores power through an example of good practice that challenges the approach of some services when dealing with the public. It posits that the poor are victims of right-wing policies such as Welfare Reform and questions the role of the media and politicians in creating stories about poverty that are unjust and which have filtered down in some cases to service delivery. This practice example is reflected in the recommendations of Dundee's Fairness Commission to roll out poverty awareness training as well as fieldwork visits that will showcase how CLD activity in the city is attempting to redress power imbalances. It connects with community development principles of tackling oppression and promoting social justice as well as resonating with national guidance in Scotland that CLD approaches should be supported and encouraged across the wider system.

Mark Allen and Aroha Te Namu - Community Waitakere

Bringing indigenous wisdom: Mātauranga Māori into mainstream organisations

This workshop will continue the ongoing consideration of community development practice in a post-colonial world and its power structures. There is a growing theme in Aotearoa that indigenous wisdom provides an approach that informs dialogue on healthy sustainable communities, low carbon living, and responses to climate change. This workshop will support reflection and discussion on the process of bringing this wisdom into mainstream-pakeha community organisations and their practices and projects. The workshop will then in the session seek to foster dialogue with similar experiences elsewhere in the world and enable further connection with-in and after the conference. What participants will learn and achieve as a result of the workshop. The workshop's focus is on the bringing of indigenous knowledge to mainstream community development organisations and will be of interest to practitioners and policymakers. The workshop will hear about progress in West Auckland in Mātauranga Māori informing community development practice with particular reference to community-based family violence reduction initiatives. Reference will be made to the 'White Ribbon' programme and its re-framing to a

Māori world view in a Kura (school) environment and subsequent touring exhibition. The presenter is Aroha Te Namu who has worked in a variety of Maori and Pakeha community organisations.

Philip Arnold – Red Cross

Community development, integration, and inclusion of refugees (NB: listed in programme as ‘Embracing refugee voices, skills and talents to build inclusive societies’)

By its nature, the forced displacement of asylum seekers and refugees creates a turbulent transition period for people. In fleeing from persecution and conflict, some refugees find themselves replacing the security of home, work, culture, and language with a maze of insecurity, uncertainty, professional stagnation, and poverty, adding to the turbulence. In the desire, the manage restrictive immigration policies the skills, resources, and aspirations of people seeking protection are often missed.

Community Development frameworks can effectively bridge this divide, transferring power to communities in their new places, enabling people to become part of the solution for real impact and change.

The Red Cross is the largest independent provider of services to asylum seekers and refugees in the UK, supporting around 35,000 people each year across 60 towns and cities. As part of a programme running in Latvia, Ireland, Italy, and the UK the Red Cross has established the VOICES network to enable refugees to change services, policies, and the hearts of minds of people through co-production. Now running in Scotland, Wales, West Midlands, East Midlands, South East England and London, the VOICES network is now an established programme enabling services and policy development to benefit from inclusive diversity of practice through co-production.

Two VOICES Ambassadors Sharlu Rajen and Saffie Chow, and Phil Arnold (Head of Refugee Support for Red Cross) will explore the importance of co-production, diversity, and inclusive practice to achieve services, policy developments, and behavioural change.

Ammar Badahur Air – Sahakarmi Samaj

Jim Sheehan – The Social and Health Education Project

Exploring the role of Local NGO— Local NGO ‘International Learning Partnerships’ in promoting global participatory and community development

Description of Project: This practice workshop will explore the experience of one such ‘Learning Partnership’ - a twelve year partnership between Sahakarmi Samaj, a local NGO working with marginalised communities in South West Nepal using the ‘FEST’ (Facilitation for Empowerment and Social Transformation) approach and The Social and Health Education Project, an Irish Community Education and Development NGO working in the most southerly counties of Ireland.

Presenters: Ammar Badahur Air, Executive Director, Sahakarmi Samaj, Nepal & Jim Sheehan, Project Director, The Social & Health Education Project, Ireland (both with over 25 years’ experience as community development practitioners).

What participants will learn & achieve

- Exploration of key elements of the learning partnership model which has evolved and how it relates to workshop participants' experiences of similar partnerships.
- Open, reflective dialogue on the key challenges and lessons emerging, particularly in terms of the interrelationship of people, place, and power in such learning partnerships.
- Exploration of the challenges of scaling up and replicating this particular approach to supporting community and participatory development at an international level.

How it addresses at least one of the questions; The 'Local NGO- Local NGO International Learning Partnership' model, in particular, has something important to say in response to the issues such as: What are the innovative ways in which community development practitioners work with people to harness their power and challenge for positive social change? What are the innovative practices in community development that enable positive social change? And How can community development contribute to a more sustainable human civilisation?

Sarah Banks – Durham University

Peter Westoby – Queensland University of Technology

Practising ethically in unethical times: Ethics, equity, and community development

Sarah Banks is co-director, Centre for Social Justice and Community Action and Professor, Department of Sociology, Durham University, UK. She teaches and researches on professional ethics, community development, and participatory action research.

Peter Westoby is Associate Professor in Social Science and Community Development, Queensland University of Technology, Australia; Visiting Professor, Centre for Development Support, University of Free State, South Africa; and a Director with Community Praxis Cooperative.

This workshop explores the place and meaning of ethics in community development work. Often associated with ethical codes and right behaviour of individuals, we argue for a more collective, flexible, and reflective approach to ethics. In community development, we tend to focus on the constraints of the political context, often without naming or specifically paying attention to the ethical dimensions of practice. We will examine together some of the ethical challenges in community development work, especially in the context of neo-liberal and authoritarian regimes. Here resistance to inhumane and degrading practice may be difficult, and possibilities for policy advocacy and transformative change limited. We will draw on themes from a new book, *Ethics, equity, and community development* (S. Banks & P. Westoby, eds, Policy Press, May 2019), working with participants on:

- Group discussions on ethical issues raised by vignettes from across the world (from sex workers in India to indigenous people in Australia).
- Identifying common ethical challenges in community development work based on participants' experiences.
- Drawing out common themes and issues and identifying lessons and messages for community development work.

Learning – raising awareness of ethical issues, generating ideas for training/teaching and frameworks for understanding ethics in community development work.

Questions addressed – How can creativity respond to diversity? How is power addressed? Does CD practice maintain/address inequality? How ensure vulnerable minorities are not disadvantaged?

Michael Bartle – University of Dundee

Changing the game by changing the players: sport with and within communities

Sport coaching frameworks serve the needs of traditional sports, seeking to increase participation and performance successes. This reflects a well-developed relationship between coaching skillsets and sporting success (Cooper & Allen, 2017). Such skillsets have not, however, evolved fully within broader sporting contexts to support the ‘power of sport’ for community development (Coalter, 2013). Coaches need to operate differently when community/social change outweighs sporting performance. Although current coaching skillsets are expansive, the expertise needed in community contexts has not been the primary focus in traditional training (Adams & Harris, 2014). Framed by these challenges, a strategic partnership of European sport-for-change organisations based in the UK and Holland was formed. Under the project title of ‘Changing the Game by Changing the Players’ and supported by Erasmus+ funding.

Drawing upon Scottish and European Community Sport organisations as well as wider Community Education approaches, this programme developed an understanding and methodology for (a) creating safe spaces to develop community sporting practices (Spaaij & Scholenkorf, 2014), (b) understanding conflict management and change to progress new coaching practices (Brandsma, 2017) and, (c) cultivating effective activities into an online manual to benefit organisations working throughout Europe and beyond. The focus was on interdependence through mentoring early career sports coaches located within community settings. For example, co-joining Street Games coaches, non-violent communication, and anti-racist sports training to improve sport as a social and communal change agent.

This 45 – 60-minute workshop will illuminate community sports practices developed and how it has been integrated into broader community sports engagement beyond Europe. Participants will experience activities to stimulate practitioners and academics alike to consider sports for change. It will contend that sport development models fail to understand how sports need to exist with and within Communities (Chawansky & Holmes, 2015)

Dee Brooks - Jeder Institute

Around the World in 80 Dais: a global nomad’s teaching and learnings of walking the talk of Asset Based Community Development (ABCD)

This emergent workshop is for anyone who lives in a community; that’s everyone! Participants will explore complementary intersections between ABCD a range of strengths-based community development patterns, practices, and processes based on 20 years of practical application across a range of countries.

This workshop is based on the lessons learned from 4 years (to date) of living a globally, nomadic life and how those lessons can be practically applied in anyone’s everyday life. Based on immersing myself in the

principles of ABCD and other participatory approaches, the principles I have actively adopted and intentionally applied, in many interesting situations, all over the world, will show how others might:

- Teach a place-based approach without a local or fixed address
- Use creative asset mapping daily life
- Apply the principles of organising to guide global movement
- Lead by stepping back to offer conflict resolution strategies
- Discover what people care about enough to act on

There are patterns, practices, and processes, which can offer fundamental ways to understand the waxing and waning stages of life:

- Pattern: a recurring characteristic, which helps identify past, present and future movement or rhythm, e.g., chaos and order, new system and old system
- Practice: a foundational form undertaken to improve, e.g., a repeated daily practice, conscious reframing, shifting perspective
- Process: steps taken to achieve an outcome or activity, e.g., intentional movement, generative space

Through co-design and collaboration processes, I have been able to discover and maintain ways to weave and embed my work learnings into my personal everyday travels. Workshop participants will explore these ways to weave and embed a range of strengths-based approaches in their lives through interpersonal co-design and collaboration processes and will explore effective ways to move from dialogue to action.

Louise Christie - Scottish Recovery Network

Making Recovery Real in Dundee

Making Recovery Real in Dundee brings Scottish Recovery Network and a range of people and organisations with interest in involving people with lived experience and increasing the focus on recovery together. The approach taken has been designed to be informal and participative and to nurture a longer-term dialogue on making recovery a reality for people in Dundee.

A key priority has been to give voice to lived experience. This work reached out to a large number of people living with mental health challenges and resulted in the production of a film featuring the stories of 18 Dundonians. The film had a high profile premiere at Dundee Contemporary Arts in March 2018. Since then, a Dundee Peer Recovery Network has been established, and members have been taking the film out to decision-makers, services, and communities as a way to get conversations about recovery started.

This workshop will provide participants with an opportunity to see the film (20 minutes) and to find out more about how it was created and is being used. The workshop will be facilitated by a small group of people involved in the film and supported by the Scottish Recovery Network. We will use story sharing and conversation café to model the approaches used in Making Recovery Real. The minimum time

required for the workshop is 60 minutes. The workshop is aimed at practitioners, policy makers, and community members. We believe that academics may also be interested in the approach.

Participants will learn how a peer-led approach using recovery story sharing addressed power inequalities and enabled people living with mental health challenges to using their lived experience and that of others to work for change. In this way, we treat questions of power and working in non-traditional ways with people.

Dave Close and Andy Robertson – Hot Chocolate Trust

Reclaiming monitoring and evaluation

Hot Chocolate Trust (HCT) is a youth work charity in Dundee city centre working, since 2001, with marginalized young people aged 12-21 (www.hotchocolate.org.uk). Dave Close is HCT's Executive Director since 2013, with 24 years' experience in youth and community work and management in England and Scotland.

"Reclaiming Monitoring and Evaluation" explores common tensions between youth work/community development practice and frameworks of monitoring and evaluation (M&E). As Tania de St Croix, Kings College London, notes "evaluation does not simply reflect what we do – it shapes and influences our work," but practices congruent with youth work values are rare (in CYP Now magazine: Special Report, August 2018). Frameworks are commonly shaped by the power dynamics of the relationship between funders and managers: what power to make meaning to the people have whose relationships constitute the work: young people and youth workers?

The workshop will explore, as a whole group, experiences of M&E practices (positive and negative) and discern together the harmony and conflict of practice and values in these. Then 3-4 small groups (self-selected and individually facilitated) will explore 3-4 examples from HCT, integrating M&E with our youth work values and practice. The third phase will draw out other examples (noted in part one) and exploring these alongside the HCT examples will test and imagine evaluation practices which

- subvert the normal power structures;
- invite people to shape their own journeys and the work we make together;
- enable organizations to persuasively, credibly measure, and report impact to external stakeholders.

Participants will:

- Reflect on the interrelation of practice values and M&E frames
- Learn about the impacts of several real-world practices
- Begin to imagine new M&E practices for their own values and context

The workshop focuses on practice, but previous conversations have been most fruitful when mixing practitioners, academics, funders, and community.

Claire Edwards and Siobhan Edwards - Edwards Evaluators for Rank Foundation

DCDP: People & Power in Place – Evaluation as a tool for engagement

Presenters, Claire Edwards and Siobhan Edwards, are the evaluators of the Rank Foundation's Community Development Programme in Dundee (2015 - 2020). They bring extensive experience in the voluntary and public sectors, gained over many years as trainers, coaches, project managers, and evaluators, with particular interests in advocacy and innovation.

In the workshop, we will share the learning from our evaluation of the Dundee Community Development Programme (DCDP) and 'Valuing Place,' our recent report on Rank's approach to place-based funding. Participants will gain an understanding of how our evaluation approach has informed the DCDP and its outcomes, and itself acted as a tool for engagement. We will present our work through the lens of People, Place, and Power.

Workshop format (60 minutes)

- Welcome and introductions
- Facilitator input: People, Place & Power - what we know from DCDP evaluation
- Introducing 10 characteristics of effective place-based working
- Exercise: 5 groups – table-based discussions of 'Valuing Place' characteristics against themes of People, Place & Power
- Feedback, Q&A
- So what? What next?

This workshop will appeal to conference delegates, including academics, practitioners, and policy makers interested in using evaluation to build project engagement.

Participants will:

- be introduced to a 'live' evaluation process
- be introduced to 10 characteristics that have emerged from the evaluation process (in Dundee and elsewhere)
- have an opportunity to discuss and reflect on People, Place & Power
- consider potential applications in their own work

Mary Emery – South Dakota State University

Using Ripple Mapping to understand program impact

Mary Emery, professor and department head for Sociology and Rural Studies at SDSU in the US, has evaluated several projects and programs. In that role, she has worked with a variety of colleagues on developing ripple mapping as a tool for analyzing the impact of projects or programs. Ripple Effect Mapping (REM) practitioners use REM to engage participants in evaluating the outcomes and overall impact of many kinds of projects, programs, and strategies. This process uncovers results that are often overlooked in traditional evaluation strategies and that can also be integrated into those strategies for more robust evaluations. In engaging participants, REM encourages reflection on how the program/project/strategy evolved and became successful in enhancing both individual and collective efficacy. This workshop is targeted primarily to practitioners and community members, and academics may find REM a useful research tool. The session will introduce participants to several versions of the REM process, followed by a demonstration and an opportunity to practice the mapping process. The workshop

will also include a discussion of how to proactively use the tool to enhance planning and evaluation efforts and the steps involved in planning a successful REM session. This session addresses explicitly the call for reflection on motivations and re-imagining the future of community development.

Heather Ford – West Cromwell, Persevere and Citadel Residents' Association

Chloe Trew – Scottish Human Rights Commission

Sean Brady and Dessie Donnelly – Participation in the Practice of Rights

A human rights-based approach to housing

In this session, we will explore how human rights can be used as a practical tool by people in their communities. In 2015, social housing tenants in Edinburgh were facing poor housing conditions, including damp, mould, cold, and poor maintenance. Inspired by work undertaken in Belfast by Participation in the Practice of Rights (PPR), tenants were supported to reframe the issues they were facing through the lens of human rights. With the support of the Scottish Human Rights Commission, PPR, and the local tenants' organisation, tenants held the local authority to account by developing human rights indicators, surveying, and monitoring conditions and participating in the development of local authority funded plans for improvements. This session will explore the collaboration of people, NGOs, and a National Human Rights Institution in effectively challenging public authorities to deliver on their obligations. We will consider the added value of a human rights-based approach to community development as well as assessing some of the challenges to embedding these approaches more widely.

Claire Garabedian – University of Stirling

Creating a sonic haven: the shared experience of receptive music listening

This workshop will illustrate how sharing the experience of receptive listening to music can sonically create an environment wherein: time alters; engagement increases; and commonalities and equality are highlighted. Particular attention will be paid to how listening to music from our cultural origins can provide a sense of identity; attachment; empowerment; comfort; and personhood.

Dr Claire Garabedian, is a professional cellist specialising in historical performance, a Certified Music Practitioner (USA), and a postdoctoral researcher focusing on the effects of the arts on people with dementia/people nearing the end of life. Her Ph.D. at the University of Stirling explored the impact on communication and connection that individualised live and recorded music had on care home residents with dementia who were nearing the end of life and their carer. She has presented her work throughout the UK, Europe, and the USA; including at the Hay Literature Festival and on BBC Radio 4. Claire is currently working with the University of Stirling on work focusing on memory-friendly neighbourhoods <https://memoryfriendly.org.uk/>.

Huston Gibson - Kansas State University

Charlie McConnell - International Community Development Standards Working Party

Anna Clarke - Prospect Awards CIC

John Stansfield – Unitec Institute of Technology

Colin Ross - Community Learning and Development Standards Council Scotland

Anne Jennings - The University of Notre Dame Australia, Broome Campus

Community Development Education: Practice insights from around the world

At the WCDC 2018, IACD launched the International Standards for Community Development Practice. Since which the Standards have been translated into several languages and disseminated around the world. In light of this, IACD's Practice Insights magazine is publishing a special edition focusing on community development (CD) education. This special edition edited by Huston Gibson, will be the most recent edition of Practice Insights published prior to the WCDC 2019; this workshop will be an opportunity for the guest editor, contributing authors, collaborating partners, and others interested in CD education and its connection with practice to reflect on the state of CD education and the implication of the Standards.

Gibson will contribute to international access to online CD education; Stansfield on the Global Community Development Exchange and how it can be a teaching and learning resource for professional training; McConnell on the emergence of CD as an area of professional practice; Clarke on creating occupational standards and endorsement processes; Ross on developing a standards body for endorsing CD education; and Jennings on the pros and cons of registering professionals. Also, there will be several other contributions, spanning multiple countries.

The format for this workshop will be a roundtable discussion, facilitated by Gibson, with each panel member offering brief reflections on the topic before opening a discussion. Time requested is 90 minutes. The workshop is aimed at both academics and practitioners. Participants will learn various approaches to CD education delivery and how the innovation of the International Standards may influence future CD education. From the Call for Participation, this workshop will specially address the questions of:

1. Is digital technology changing the nature, context, and practices of community development?
2. What are the innovations in community education that ensure students can understand and challenge social injustices?

Rosalind Harris and Ron Hustedde – University of Kentucky

Patricia Wilson – The University of Texas, Austin

Duncan Wallace – Independent Consultant, Edinburgh

On soul and community development practice

The purpose of this interactive workshop is to explore the role of soul in community development practice. Workshop leaders will set the tone with brief insights about what is soul and how they are wrestling with and balancing the tensions between soul and CD work. This participant-driven workshop will investigate two major questions:

- 1) How are we present to communities that want to Develop?
- 2) How are you currently wrestling with soul in community development practice?

We will conclude with two major questions:

- How will this conversation about soul influence your community development practices?
- What should WE do in IACD or with other CD organizations or groups about the integration of soul into practice?

Ann Jennings – The University of Notre Dame, Australia

Working within, and moving across, traditional community development boundaries

This workshop will focus on the conference’s ‘People’ section. It will address working within, and moving across, traditional community development (CD) boundaries to create new opportunities for positive change – grounded in the IACD statement ‘without community development there is no sustainable development.’

So, what are the traditional boundaries of CD that could be crossed? This will be examined in the workshop, as will the issue that CD practitioners often don’t have the flexibility within their workplace to cross boundaries, even when it could lead to progressive social and environmental change. People’s workloads, organisational limitations and government policies, including funding agreements, also play a part in decisions to allow workers the time ‘luxury’ to cross boundaries – to undertake collaborative, positive change.

Further, workers’ skill base may not be broad enough, as identified by IACD in a submission to the United Nations in 2016. This acknowledged some CD practitioners were more familiar with social development goals; others may have experience in dealing with environmental or economic development goals; while fewer have had in-depth experience in dealing with all three sustainable development dimensions. This, it was expressed, will need to become a higher priority.

This workshop aims to assist that priority, as well as recognising and/or developing ways to work across boundaries, including in:

- Sustainable development
- Environment and natural resource management
- Economics – big picture and/or ‘small is beautiful’
- Education for sustainability
- Belief systems/eco-spirituality

A case study will be presented to illustrate where practical experience has been successful in this domain. Participants will then be invited to join small groups to collectively share, discuss, and record examples from their own experiences and localities. The resultant valuable knowledge will be collated and made available internationally through IACD’s ‘Practice Insights’ magazine and to the membership via the Global Community Development Exchange (GDEX) resources online repository.

Barry Jordan – LGBT Youth Scotland

LGBT Dundee Human Library

We are Scotland’s national charity for LGBTI young people, working with 13–25-year-olds across the country. We also deliver the LGBT Charter programme to schools, organisations, and businesses. Our goal is to make Scotland the best place to grow up for lesbian, gay, bisexual, transgender, and intersex young

people. We play a leading role in the provision of quality youth work to LGBTI young people that promotes their health and wellbeing and are a valued and influential partner in LGBTI equality and human rights. Over the past ten years, we have worked in Dundee with local young people through using a 1.1 coaching approach and running the two very successful youth groups Allsorts and Spectrum.

LGBT Youth Scotland's Dundee Youth group reps and group members will be hosting a human library workshop. Human Libraries are a chance for you to hear the personal stories of some of our human books. From local activism, discovering their gender identity to starting their own drag business, the young people offer their stories and welcome your questions in this fun interactive session. You will also have the opportunity to discover more about LGBT Youth Scotland's wider work through our LGBT Charter in Dundee and how this tool has been used successfully in working in partnership with Dundee Schools.

Paul Lachapelle – Montana State University

Cari Patterson – Horizons Community Development Association

Cara Spence – LGBT Youth Scotland

Deborah Albin – Montana State University

Jeff Myers – Del-Myr Associates

LGBTQ+ Inclusion and Community Development: A global conversation

LGBTQ+ rights and inclusion have made significant progress over the past few years; for example, the legal status of same-sex marriage, discussions of LGBTQ+ rights at the United Nations, and openly gay politicians being elected. Yet, significant challenges remain, and LGBTQ+ people still face widespread stigmatization and persecution. There are over 70 nations where same-sex activity between consenting adults is illegal, with some resulting in prison or even death. Globally, individuals face violence, arbitrary arrest, imprisonment, and torture as a result of their sexual orientation and/or gender presentation. Additionally, LGBTQ+ people of all ages and cultures face alienation from family and friends and harassment in professional and social spheres, which can lead to a higher chance of homelessness (especially in youth), depression and suicide.

This conference session presents a unique opportunity to engage in the topic of LGBTQ+ rights and inclusion from a community development perspective. All are welcome to participate in this interactive conversation where we will hear about local LGBTQ rights and inclusion issues and results and then share self-introductions (for those who want to share) and brief situational overviews from home communities and countries. A facilitated discussion will focus on key contextual themes of current legal rights, cultural conditions, and planned and established community development programs. The overall goal of the session is to create new global networks and enhance creative and productive partnerships between community development practitioners and those involved in the LGBTQ+ rights and inclusion movement.

Chris Leslie – Scottish Book Trust

Dan Brown – Leisure & Culture Dundee

How Digital Storytelling can empower communities

In this workshop for practitioners and community members, Dan and Chris will explain what Digital Storytelling is and talk about the impact of Dan's work as the Digital Storyteller in Residence at Leisure and Culture Dundee between September 2018 and June 2019.

Our aims in designing the Digital Storyteller in Residence project, which is running in five library services across Scotland, are to create a fun and meaningful way to encourage people to get online and to help them see the value of sharing their stories with others. We want to help disenfranchised individuals make their voices heard and see their experiences represented in the cultural life of their community.

Dan is currently working on a nine-month residency, leading workshops where participants create digital stories. A digital story is a slide show of images, accompanied by recorded narration, which conveys a personal experience. The project was funded by the Scottish Government after two successful pilot projects in 2017, and you can see digital stories created during Dan's previous residency in Fife [here](#).

In this workshop, participants will learn what a digital story is and how they are created. You'll also learn how staff at Leisure and Culture Dundee, and staff at Dundee's Community Learning and Development team, have supported Dan to identify and work with community groups, share the digital stories and create a legacy through training for library staff.

The project shows how technology is changing the context and practices of community development, responding to both the opportunities offered by technology and the challenges it poses for inclusion. We can't wait to share this exciting methodology with you!

Romy Listo – The University of Queensland

Recovering localised meanings of women's empowerment with Collective Narrative tools

(NB: Unfortunately Romy had to withdraw from the conference, so this workshop will be replaced with a workshop by Rebecca Sero titled 'Ripple Effects Mapping: A participatory evaluation tool')

Romy Listo is a young researcher, educator, and advocate with a feminist practice framework, working in the area of gender equality and rights both in her local context of Australia and internationally. She is currently completing her Ph.D. at The University of Queensland, Australia in the field of gender and development, with an academic background in international and community development.

This workshop is to explore, practice, and critique Collective Narrative Practices methods for understanding women's empowerment. Collective Narrative Practice is a suite of techniques originating in family therapy used to help individuals, communities, and groups talk about experiences of suffering in supportive, rather than re-traumatising ways. The methodological tools were adapted for participatory research fieldwork undertaken over five months in Cape Town and Johannesburg, South Africa. They are designed to uncover and make conscious localised meanings of and change in women's empowerment, in ways that are participatory, reflective and attentive to power dynamics between women at the grassroots and practitioners and researchers.

The workshop engages with the theme of 'people,' and explores how community development approaches can be used in creative ways by practitioners to respond to and hold the diversity of nebulous processes such as 'empowerment.'

Niki Logan - Linkes (SCIO)

Small Space: Big Welcome - How to make room for everyone in a small community hub?

Bio

Since completing my masters in Community Education at Edinburgh University in 2010, I have managed a small independent Community Development charity in a high-rise estate in Glasgow. The community is home to a wide range of migrants, refugees, and Scots; as reflected in our diverse board of charity trustees. We operate from two small community flats on the ground floor of two high rises. These spaces must be neutral, safe, creative, and welcoming to all the diverse range of people that access our project: this is a work in progress and the motivation for my workshop. Apart from work, I am a mother of two children, I love cycling and am wildly hopeful.

Workshop Proposal

In this 60 minute workshop, we will explore the practical steps we can take to make our community spaces radically welcoming. In an introductory presentation, I will bring insights from three Glasgow-based case studies: Linkes Community Project; Kinning Park Complex; and Glasgow Autonomous Space. Each project has a distinct history, social geography, and membership: these factors have crafted and influenced different expressions and extensions of hospitality. In the second part of the workshop, we will share learning amongst ourselves in discussion groups. Ideas will be captured at each table, and there will be time for feedback to the wider group. This workshop is aimed at practitioners and community members. Participants will take away small, affordable ideas for change that they can adapt to their own setting. This workshop addresses all three themes of People, Place, and Power. By recognising that power is contested in space and consciously considering how our community spaces impact people differently, we can make small changes to address hidden power imbalances and extend a big welcome to everyone.

Karen McArdle – University of Aberdeen

How to generate evidence of impact of work in the community

A group of 5 collaborators from Scotland is writing a book for Policy Press on how to generate evidence of the impact of work in the community. We aim in this workshop to seek ideas and generate discussion about the methods we can use and the challenges we face in showing that what we do is working (or not).

The workshop is aimed at practitioners at any level of community work. By the end of the workshop, all participants, including the collaborators, will learn what the purposes are of generating evidence; the methodologies that can be used and the issues that these methodologies present us with. The session will focus quite overtly on How to Do it as well as how to think about gathering evidence.

Gathering evidence is inevitably linked to Power and to People as participants in the processes we use. We consider that gathering evidence of effectiveness is crucial to the empowerment of the profession. We know what we do works, but we also have to be able to demonstrate this often complex process is effective.

The workshop will begin with a brief input from Karen and Ed about the themes we have identified for the book, and these will be tested with participants through group discussion stimulated by challenge

questions.

Karen and Ed will lead the workshop. Professor Karen McArdle (FRSA) has been involved in Community Learning and Development for more than 30 years. She is also Convenor of WEA Scotland. Ed Garrett is a senior worker in the voluntary sector and brings extensive experience of working to gather evidence of effectiveness in a community context. Other members of the collaborative team listed above may also participate and bring policy, management, associate assessor, and senior practice expertise.

Stephanie McDermott – Carlow College St Patrick’s, Rohingya Action Ireland

Annette Fox – Carlow County Development Partnership

Communities of Practice (CoPs): the challenges to collaborative projects between a Higher Education College (Carlow College), a Community Development Organisation (Carlow County Development Partnership) and a community of resettled Rohingya refugees as they work together to establish a ‘community of practice.’

The Rohingya community in Carlow are a group of 78 refugees who came to Carlow in 2009 under the UNHCR resettlement programme. Local authorities and civil society organisations worked together to support the resettlement process. There have been several collaborative projects undertaken to highlight Rohingya visibility, participation, integration, inclusion, and empowerment of the Rohingya as they begin to call Carlow their home. The Freirean approach of ‘open dialogue’ is utilised as a mechanism to identify the needs of the Rohingya community while also aiming to increase empowerment, solidarity, and ‘critical and political consciousness.’

This workshop will critically reflect on the process of building a sustainable collaborative partnership, which is appropriate and underpinned by the principles of community work practice. It will identify and examine the challenges of establishing a ‘community of practice’ and the potential for projects to build capacity within migrant communities in the resettlement process. The workshop will also focus on how sustainable communities are built that support expression of solidarity among partners. Finally, it will explore ways in which Higher Education Institutions connect to the community in the applied nature of academic work.

It is argued that ‘Communities of Practice’ can develop a shared repertoire of resources (a toolbox) as a result of working together collaboratively, listening, valuing ‘the lived experience’ and recognizing that people are experts in identifying their own needs. These resources are invaluable when addressing issues within the community and referred to when establishing best practice models of working with refugee and migrant communities.

Sarah McEwan – Dundee University

Alan Fraser – Dundee City Council

Learning without walls: outdoor work with dads and children

The workshop will focus on the benefits of learning taking place in outdoor spaces. The workshop will highlight some of the key learning and community engagement that has taken place in the urban green areas of Middleton Woods and Murrayfield Community Allotments, in the North East ward of Dundee. Particularly, the targeted approach to engaging males in outdoor learning.

It will also facilitate a discussion about 'why' learning should take place in spaces without walls. The spaces in which we work help to create a frame of reference for the learning that occurs there. Architecture, interior design, and even landscape design embody social norms and power structures. We can reduce inequalities and remove barriers by changing spaces.

How do green spaces facilitate the learning experience?

What are the benefits to individuals and communities from taking a community development approach to utilising urban green spaces?

Does changing the learning setting to an outdoor one attract more male participants?

Does adult learning work with men need to be targeted exclusively?

These are some of the questions we will be exploring in the workshop.

The workshop is aimed at practitioners and community members who are interested in using outdoor spaces for learning. The workshop is also aimed at academics and policymakers to consider the arguments for green learning.

Workshop participants will leave the workshop with:

- An understanding of the work that has been taking place in local communities in urban green spaces, the outcomes for individuals, and the wider community.
- A critical awareness about the benefits of removing the walls from your learning space
- Some ideas from discussion about how space influences learning and reinforces inequalities/barriers to learning

Clare McGillivray – IACD

Corinne McGinlay and Jo Ross – Fife Council

Loadsawemenlaughin': 'You can't be serious - storytelling workshop for women!'

'Comedy is simply a funny way of being serious' Community Education Workers, CLD Practitioners, and women in Education, in general, should not be taken seriously...

We are like your favourite comfort food with a limited shelf-life. If we are fortunate, we may practice for another 30 years. And 30 years is just 1,564 weekends. Do we really need to be so serious?

It's ok to get worked up, to laugh in the face of injustice, to champion the underdog, to make mistakes, to unsettle the status quo, to upset our employers, to giggle, to cry, to feel. We are women, not machines.

The words of Paulo Freire "Education....is the practice of freedom, how men and women deal critically and creatively with reality and discover how to participate in the transformation of their world... "

We want to share our practice with you; our learning, our stories, highs, and lows; to make you laugh out loud, to hear your story- warts and all. It's not so long ago we would have been burned as witches for daring to be different. Learning is about laughter too, and we aim to offer a safe space where your knowledge and experience can be discussed and understood. Come along join in the fun, and share your story, have a laugh.

Do you sometimes feel like you are banging your head against a brick wall? Did you hear the one about the youth worker who locked the kids in the centre...? Have you ever been told to get off your high horse? Then this workshop is for you. 'Don't let the b*****s grind you down.' You are not alone. Join in our workshop and hear some humorous tales of triumph against adversity. Journeys that are 'hysterical, not historical.'

Joel Mills and Erin Simmons - American Institute of Architects

Culture smart: Adapting process to place

In a rapidly growing and diversifying world, our communities are more complex than ever. Today, every community has a unique identity. Our people speak different languages, practice different religions, and observe a variety of traditions. If we want to grow the field of community development, we need adaptive processes that are inclusive and embrace a variety of cultural realities. Culture-Smart processes require an orientation that elevates community values within diverse cultural contexts and responds to changing circumstances to create culturally competent and inclusive participation. These processes become a celebration of community and an important element in the narrative of place. Using a wide range of case studies and examples, this workshop will explore the challenges facing practitioners in designing successful public processes today. The workshop will use exercises and examples to explore a variety of ways that we can create community development success stories by adapting process to place.

This workshop is geared for community development practitioners who are eager to explore challenges facing the field and discuss different techniques to create successful public processes. Participants will engage with some contextual examples and situations through the workshop to build an understanding of how to adapt processes to fit differing local realities. The workshop format will include exercises, case studies, short film, and discussion. It addresses elements that cross all of the key themes of the conference. Joel Mills and Erin Simmons have worked with hundreds of communities and will draw from these experiences to create exercises and case studies that participants can engage in through the workshop. Through their work with the American Institute of Architects, they have designed and led public processes, conducted training and capacity building work, and worked in diverse jurisdictions across four continents.

Cathy McCulloch and Katie Reid - Children's Parliament

"Human rights belong to us all!" Taking an intergenerational human-rights approach to community development

Children's Parliament works in partnership with a range of organisations and individuals to increase awareness and understanding of the power of a human rights-based approach. Embedding a human rights approach across our communities allows for consistent practices across children's lives, the benefits of which radiate outwards to positively affect relationships across their wider community. To demonstrate the impact of this approach, Children's Parliament has worked in many communities across Scotland with children from diverse backgrounds and with varying abilities.

Case Study: Tranent, East Lothian

In 2016, StreetsAhead Tranent explored children's views and experiences of their local community and built environment; examining how these factors impact on children's rights and wellbeing. Following workshops with 250 children from five primary schools, 16 children engaged in an intensive, innovative process creating a 36' x 4' mural of the past, present, and future of Tranent.

Two years on, Children's Parliament has been working intensively with 12 children from Tranent aged 12 – 13, (six of whom were in the original StreetsAhead project) to develop greater awareness and understanding of a human rights-based approach across Tranent. This project, 'Children as Human Rights Defenders' is run in partnership with East Lothian Council, Recharge Youth Centre in Tranent and the Children and Young People's Commissioner Scotland and builds on global and national conversations about protecting and empowering child human rights defenders. In early 2019, the children will work with stakeholders from across East Lothian to consider and begin the process of introducing human rights to Tranent which aligns with the theme of the World Community Development Conference theme, People, Place, and Power.

We propose to co-deliver a creative, participatory practice workshop with the children involved in this project, which will invite participants to explore and reflect on taking an intergenerational, human rights-based approach to community development.

Cissy Rock – Community Think

The complexity of community decision-making: who has the power?

Sometimes bringing about community development can be a very challenging process. Particularly when there is no universally accepted view on an issue/decision being considered. Setting up appropriate consultation, rallying participation, enabling deeply held concerns to be expressed, and dealing with unfavourable media coverage can all be testing. Community decision making might mean responding to volatile and reactive outbursts, to opinions that divide a community, and continuing in the face of challenges.

Typically within a community, there will be various groups that have differing experiences of power, influence, and privilege. There will be minorities who are vulnerable and a tendency to polarise and divide into groups of allies and enemies. The work of a community developer requires an appreciation of the myriad of complex issues involved.

This 60-minute workshop is aimed at practitioners, academics, policy makers, and community members. Attendees can expect to be actively involved in a sociodramatic enactment, exploring the complexity of decision making as it occurs, mainly when a decision is controversial.

Cissy Rock MNZM is the founder of Community Think a community development business based in Auckland, New Zealand. Cissy has over 15 years' experience working alongside communities, with Local Government, NGOs, Corporates and a range of community-based organisations. Her most recent challenging experience has been as the Chair of the Auckland Pride Festival (New Zealand's largest Pride event, a celebration of the diverse rainbow community) in which she has faced huge backlash to the

Board's decision to make the Police force's participation in the parade conditional on them not wearing uniforms. Cissy is an advanced trainee with the Auckland Training Centre for Psychodrama where she is training to be a sociodramatist.

Andrew Paterson – Scottish Community Development Centre

A foot in the door: Scotland's emerging community empowerment landscape

Andrew joined SCDC as Policy and Research Officer in 2010 and has been immersed in the policy environment around community empowerment and democratic renewal. He has recently conducted action research into people's understanding of participation requests (part 3 of the Community Empowerment (Scotland) Act) and has helped develop SCDC's response to the Scottish Government's Democracy Matters conversation.

People, place, and power have been at the heart of recent policy in Scotland, including legislation and commitments around community empowerment, local democracy, and community involvement in planning. Working at the locus where community activity, community development practice, and policy join up, SCDC both contributes to shaping policy and ensuring it has an impact on the ground. We recognise that the 'empowerment agenda' raises important questions relevant to community development in Scotland and internationally.

Workshop Format

Using practical examples, the workshop will briefly introduce the policy landscape and SCDC's work linking policy to practice. Participants will then work in groups to discuss the implications of this work on one of the three conference themes of people, place, and power. Cards with prompt questions relating to these themes will be provided to aid the discussion. Key insights will be agreed and recorded for the conference's feedback and to inform SCDC's work going forward.

Intended audience

As SCDC's work in links up community members, practitioners, and policy, all three of these audiences should find the workshop useful.

Learning

Through dialogue and sharing their own experiences, participants will identify practical opportunities, as well as challenges, to take forward, support, and promote community empowerment.

Which questions the workshop addresses

The workshop is relevant to all three conference themes, but a key question will be around how community development can engage with these innovative policy developments to influence social change.

David Quinney Mee and Michael Cecil - Rathlin Development & Community Association

Rathlin: an island journey

Rathlin Island is Northern Ireland's only off-shore inhabited island. Its increasing population, now approximately 160, is evidence of improving services, infrastructure, and other essentials that make island

living more sustainable. Islanders have worked hard to achieve their current support structures, often through campaigning and lobbying of the local, regional and national government. Since 2010, the Regional Government endorsed a Rathlin Policy, accepting that the island's context requires policies to be 'island-proofed'. An action plan, developed and revised with the community, is overseen by a Ministerial Forum of Government Departments and the RDCA Committee.

After a brief introduction to the island, the workshop will use stories and Visual Minutes to explore the learning in shifting from external lobbying and campaigning to the collaborative partnership, strengthening local democracy through engagement with Appreciative Inquiry, Asset-Based Community Development, and Participatory Budgeting. It is a story of a community's growing understanding of its own strengths and its strengthening voice, a shifting understanding of place from an image of being out on the edge struggling for recognition and inclusion to one of a community that has been and is keen to be on the cutting edge as a laboratory of learning and good practice.

The workshop will explore relationships between community, practitioners, and policymakers, providing an interactive opportunity for participants to reflect on their own contexts, assets, and opportunities.

Iain Shaw - Media Education CIC

Using participatory video for effective participation in decision making

Iain Shaw is one of the founders of Media Education, a community interest company based in Scotland. Influenced by the praxis of Freire and the visceral holds of oppression countered by Boal's work, Iain searches for practical ways to acknowledge and navigate complexity and address structural factors identified by Ledwith and others. With over 30 years experience, he has developed simple approaches to motivate and support people to take action through the digital technologies they have access to.

With real need for structural change in the ways that public services are planned and delivered and the importance of citizen participation in decision making, the workshop will focus on Media Education's alternative method of local TV news generation - called 'imMEDIate NEWS' (or 'iN-Film' for short) - to explore ways for people in a community to embark on a transformational learning and empowerment process as they build resilience and visibility, benchmark issues based on human rights, develop reasoned arguments and conduct constructive conversations with peers and decision makers.

<https://vimeo.com/186246968>

<https://vimeo.com/157461267>

<https://vimeo.com/219497258>

<https://vimeo.com/280956899>

iN-Film is an easily understood and easily applied starting point for reversing hegemony, harnessing the power and making a challenge for positive social change as people set their own agendas and take control over the messages they choose to generate and share.

Ideal for policymakers, practitioners, and community members, the workshop will consist of:

PowerPoint presentation and screening, which explains the process, the impacts, and the developments.

Tasks in smaller groups, including:

One-to-one discussions on what participants have seen and heard;

Critical analysis of ethical considerations and possible repercussions for marginalised individuals and groups and the staff within service delivery and statutory organisations;

Pair work with participants developing their own ideas for how they might apply to learn in their own contexts.

Holly Ann Scheib – Sage Consulting

Po Chen – Youth Heartline

Shawn Duran – Taos Pueblo Community

Native Lands, Native People, Native Rights: Participatory practice in the intersections of community strategic planning, data sovereignty, and cultural identity in Taos Pueblo

This workshop features techniques from the perspectives of three partners in a community-based, participatory process of strategic planning and capacity building with tribal members of Taos Pueblo, a sovereign First Nation in New Mexico. Taos Pueblo village, a UNESCO World Heritage Site, is the oldest continuously inhabited homesite in North America.

Taos Pueblo sought technical support in the planning on four Priorities (education, housing, economic development, and community health). They reached out to Sage Consulting (a research and evaluation organization) and Youth Heartline (a child protection organization), who work together with Native communities to build culturally-appropriate policies and programs.

New Mexico indigenous communities must engage with external agencies for community development support, and these have historically practiced hierarchical models of implementation to limited success. The partners use a process that allows for locally-led innovation, enhancing capacity in the mechanics of assessment; needs prioritization; program development, implementation, and evaluation. These techniques were built upon in the Tribal Priority Strategic Planning Process, where engagement with tribal leadership shaped each step to local realities, forming a community development process unique to this community.

The workshop has three components relevant to researchers, practitioners, and community members: first, it includes interactive examples of methods used in workshops; second, it showcases the distinct roles of each partner; and third, it demonstrates how these methods fit the cultural traditions of this Native American community. It includes an interactive illustration of practice, reflection on that practice from three perspectives with discussion from participants, and reflection on the impact of the practice as appropriate for indigenous needs.

This workshop is an opportunity to explore the diversities that shape the day to day work of community development and give insight to how partners may better reflect local needs within communities where historical legacies of oppression still influence daily life.

Janine Ward and Anne Timms - SPACE 4 Impact

The value of blended ABCD processes for developing relationships

Blending a combined 60 years of community development experience, the founding Directors (Anne and Janine) share their skills and passion for asset-based citizen-led development in a holistic flow of goods and services. With a skilled team of facilitators, participants are guided through a participatory process of igniting personal potential to strengthen community capacity for citizen-driven change. The belief behind the vision (to Spark Personal And Community Essence) is that everyone has the potential to do things for themselves, but because of circumstances or environmental, political or social pressures and injustices, it is challenging to realize this potential. SPACE for Impact comes alongside and sparks that potential, supporting individuals or groups until they are strengthened to continue on their own.

We wish to share our experience of presenting a blended ABCD training package in 5 African countries for SOS Children's Village International. We incorporated ABCD principles and tools with NLP (neuro-linguistic programming), personal development (Truth About Trust and The Tree of Life), capacity building for CBOs, and economic empowerment.

We believe the value of the blended process is in providing a holistic approach to development, giving participants a range of tools for leadership and self-development as well as tools for working in communities to build capacity in others.

The IACD workshop will be packaged in an interactive way to demonstrate the tools we used, as well as sharing the feedback of impact we have received from the SOS teams. We will show video snippets of the training in action, have collages of training photos, and conduct some demonstrations of tools, ending with a question-and-answer session.

Vicki-Ann Ware and Anthony Ware – Deakin University, Melbourne

Arts-based pedagogy for strengthening everyday peace formation

Community development (CD) is unlikely to be sustainable in deeply divided societies, without addressing peacebuilding as well as development issues. 'Everyday peace' has been proposed in the literature, as the way individuals and groups navigate life in deeply divided societies to minimize conflict, and local action toward non-violent re-engagement post-conflict. Strengthening 'everyday peace' has thus been proposed as having a potential contribution to peace formation. We have used a CD approach to help strengthen 'everyday peace' formation through an asset-based-CD programme in Myanmar's Rakhine-Rohingya conflict region, including with communities affected by the 2017 ethnic cleansing. We use innovative arts-based pedagogy to achieve critical-awareness-raising and changing attitudes towards the other, contributing to social change. Arts move people out of rational communication modes, to allow expression of new narratives. Inherently messy, creativity allows disordered expression without recourse to pre-existing thought-categories, deferring critical analysis, generating new insights, and exploring alternative perspectives.

Workshop format: We briefly introduce practitioners to the key ideas of 'everyday peace,' then demonstrate several arts-based pedagogy techniques within CD-programming by engaging participants in several of our game/play and story/song/poetry writing training activities. The activities for this workshop

are designed to broaden a sense of identity from the narrow identities generated by conflict, and bring nuance to people's perception of the Other.

Our workshop primarily targets CD-practitioners and interested community members working or seeking to work in conflict-affected situations anywhere in the world. Participants will learn the importance of linking peacebuilding with CD, and several basic arts-based pedagogical techniques to facilitate collective conversations about the bottom-up strengthening of peace formation.

We link to all three conference questions around people/place/power. We show how innovative coupling of CD and peacebuilding, using the arts, enables the most-disempowered communities to strengthen social cohesion and everyday peace, sustaining other CD outcomes.

Phia Van der Watt – University of the Free State

From mirrors and screws to conscious steps: workshop on a healing-informed community development approach

Phia is a community development practitioner in South Africa, who focuses on intergenerational communal wounding and healing. She is also a post-doctoral fellow at the Free State University.

Globally, the legacy of colonialism, oppression, and geo-political arrangements remain a lived reality for communities. On-going systemic discrimination, stigmatisation, and hardship compound complex layers of woundedness. Healing from these wounds has to match the deliberateness and cunning with which the wounds have been (and still are) inflicted. However, healing is not adequately acknowledged or researched in the community development discourse. We do not consider consciously how wounding impacts on the potential of current interventions or how our interventions impact on the wounding. This is especially critical when our interventions (often pre-planned and mechanically-replicated, aimed at services and the material/economic) fail to be sustainable. Are we not, in the name of community development, compounding old messages, and inflicting new wounds? There is clearly a need for theoretical and practical frameworks to engage meaningfully with the complexity of intergenerational communal wounding.

In the workshop, I introduce a communal healing approach, developed within the South African context. It hinges on two elements: the 'story of healing' (an articulated process to raise awareness on the impact of personal, societal and historical realities) and 'start-with-self' (positing that healing starts with and relies on the inner journey of the facilitator). I also discuss themes emerging from a healing process I recently conducted. The workshop of 60 minutes includes theoretical explorations, practical illustrations, and reflective discussions.

The workshop is aimed at practitioners, academics, and policymakers. Participants are introduced to a practical approach through which community development can engage with the complexity of wounding. There will also be an opportunity to debate how a healing approach can support our interventions internationally and what this implies for policy, resource allocation, and staff training/mentoring.

Jen Wingate – Durham University

What is your web? Mapping your connections for learning about, and sharing, community development practices

Have you ever drawn the web of relationships through which you have developed your community development practices? Or the network of people you have shared community development practices with? This participatory workshop will provide the space to do that.

The workshop is based on a research project that is looking at how community development practices are spread by practitioners. It draws inspiration from the concept of social contagion, which has explained how some social phenomena pass from person to person. The project interviewed 76 practitioners, in Newcastle-Upon-Tyne (UK), Suffolk (UK) and Nova Scotia (Canada), and 15 leading proponents of community development in the UK.

The workshop will include:

- A brief presentation about the project, covering the relationships through which research participants had learnt or shared practices; including who was involved, how they were connected, and whether these overlapped with other relationships.
- Mapping your connections for learning about, and sharing, community development practices.
- Exploring if there is untapped potential for practice sharing in your networks, based on the experiences of other delegates and the research participants.
- Discussing what enables, or prevents, these sharing processes, by considering topics such as shared spaces, isolation, and mutuality.
- Identifying how the sharing of community development practices by practitioners could be better supported.

You will leave the workshop having identified new opportunities for positive impact, based upon any untapped potential in your networks, and learnt from the experience of others.

Jen Wingate is currently researching a Ph.D. at Durham University. She has been involved in community development at the local, regional, and national level within the UK for over twenty years. Contact: j.s.wingate@durham.ac.uk

The workshop is for practitioners, academics, trainers, and community members.

Film Screenings

Zoe Ferguson and Ben Thurman - Carnegie UK Trust

The Kindness Innovation Network: A year of taking action on kindness

The Carnegie UK Trust works to improve the lives and wellbeing of people throughout the UK and Ireland. Kindness is at the very heart of our wellbeing and, over the past three years, the Trust has been exploring what can be done to encourage kinder communities.

Since March 2018, we have coordinated the Kindness Innovation Network, which brings together 100 people from across Scotland to develop ideas and practical action to encourage kindness in workplaces and communities. At the same time, we are working in partnership with North Ayrshire Council and key community stakeholders to overcome existing barriers to kindness in services and communities throughout the local authority.

This film will present the key themes that have emerged throughout these two parallel projects. Through the voices of key stakeholders in communities, civil society and government, it will tell the story of the challenges of promoting kindness, which often stands in opposition to important frameworks around regulation and professionalism, fairness and transparency. And it will highlight some of the ways the people are pushing back against these barriers and creating space for connection and human relationships.

In doing so, the film will address several key questions relating to people, place, and power: it will focus on some of the barriers that currently inhibit the potential of community development practice, and yet it will also highlight innovative projects and partnerships for social change.

The film will be used alongside the project report as part of the Trust's ongoing advocacy, to address not only what communities can do, but more importantly how national and local policy implementation can enable rather than inhibit kindness.

The film will be released in Spring 2019 and will be approximately 10 minutes long. For an example of a previous piece of work, please follow this link: <https://www.youtube.com/watch?v=FgSVrl mp4>

Emma Kennedy – NHS Health Scotland

Neil Quinn – University of Strathclyde

Lucy Mulvagh – Health and Social Care Alliance Scotland

What do you mean, I have a right to health?

This video is about a study on the right to health in Scotland. It looks at what homeless people and women who are refugees and asylum-seekers think about their right to health and what it means in their own lives. This work explores the researcher's and participant's understanding of rights, their ability to enact them and explores the concepts of power and rights in action.

This work was funded by NHS Health Scotland through the Scottish National Action Plan (SNAP) for human rights. The partnership consisted of NHS Health Scotland, The ALLIANCE and the Centre for Health Policy

at the University of Strathclyde. This video describes the peer research process and outcomes. All of the researchers had experience of homelessness and being asylum seekers. This type of research is often referred to as participatory action research and challenges traditional approaches to research into communities by putting their experience and expertise at the heart of the process.

As well as positive outcomes for the peer researchers, the partner organisations have strengthened relationships. The value of participatory research is heightened, and there is significant learning for those who commission and carry out research. We continue to promote this approach to research, challenging the power imbalances in research, and promoting participatory approaches.

This work provides an excellent example of the partnerships required to work across boundaries. A partnership with the NHS, third sector and the university have enabled a group of rights holders to uphold their right to health. It explores what the right to health means in a Scottish context. It's a collaboration between people with lived experience, academics, researchers, and organisations that want change and acknowledges the need for collaborative, innovative approaches required to transform health and social care in Scotland.

Joel Mills and Erin Simmons – American Institute of Architects *Communities by Design*

When urban democracy expands, cities flourish. This series of short films will explore case studies in community development where the status quo was replaced by democratic urbanism, a method of city-building that integrates democratic ideals into the design process and applies shared governance models to the implementation of community aspirations. The narratives will illustrate how to create places of deep meaning that are broadly “owned” in the civic mindset. These case studies represent a broad range of community contexts that illustrate how a democratic process can change the status quo, involve citizens directly as partners, and transform places for the better. They show how communities can mobilize to address some of the key challenges that the field of community development faces today.

In Portland, Oregon, a derelict warehouse district with a rampant vacancy was transformed into the “Pearl District,” a neighborhood is known worldwide for its vibrant life and unique character. In Santa Fe, a conventional development slated for a former rail yard was rejected by the community in favour of a bold experiment that achieved an authentic community place celebrated by locals and recognized internationally as a model for placemaking. Birmingham and East Nashville transformed struggling neighborhoods that had been wiped out by devastating storms. Austin and Port Angeles implemented processes to create dynamic downtowns that inspire community pride and economic success. These are remarkable stories of transformation at work, and they are instructive to communities seeking a platform for reinvention and publicly-driven change. These stories all emerge from the American Institute of Architects’ Communities by Design program. Joel Mills and Erin Simmons have worked with hundreds of communities, including processes as well as training and capacity-building work across four continents. All of the films can be found on our Youtube channel: https://www.youtube.com/channel/UCYY7-ftE5INPp2rzYY12WSQ/videos?view_as=subscriber
The total length of the film series is 56 minutes.

**Jill Muirie, Cat Taberner, Sheena Fletcher – third and fourth – Glasgow Centre for Population Health
Elinor Dickie - second, Marc Lunness, Garth Reid – fifth and sixth – NHS Health Scotland**

Power - a health and social justice issue

In 2016 a briefing on 'Power - a Health and Social Justice Issue' was published by NHS Health Scotland based on their theory of causation of health inequalities. At the inception of the Public Health Evidence Network (PHEN) in 2017, a common interest was identified between NHS Health Scotland and Glasgow Centre for Population Health (GCPH) to further understanding about the relationship between the distribution of power and inequalities in health outcomes. With GCPH's experience of approaches to building community empowerment, a collaboration was identified to jointly commission an animation to extend the reach and understanding of this public health theory.

As part of knowledge into action approach, the existing theory was aligned to new legislation, the Community Empowerment (Scotland) Act 2015. The Act requires those working in public bodies to move towards ways of working that promote 'power to' and 'power with' communities, to place community knowledge and lived experience at the heart of decision-making. It is hoped the animation would provide a means for professionals to consider where power lies and how they can play their part in power being shared more equally to tackle inequalities. The collaboration, facilitated by the PHEN, was successful in meeting common public health interests and utilising complementary skills to add value.

The animation was launched in August 2018 and dissemination is ongoing using opportunities identified jointly by the two agencies. Our aim now is to evaluate the use and impact of this new resource.

Stan Reeves – Adult Learning Project

The Adult Learning Project: Freire in Scotland

Since 1979 The Adult Learning Project in Edinburgh has been responsible for a programme of democratic adult education and community development in West Edinburgh. Investigating social issues with the local people, ALP initiated a whole series of projects over more than 30 years. Land studies, women's studies, Scottish social history. Writing and indigenous language studies, traditional music song, and dance, and political education have been some to the topics involving hundreds of local participants. Out of these topics, community development projects have led local folks to tackle some of the social issues raised and to develop autonomous voluntary organisations taking sustained action in the community. This includes Writers Workshops, Land Reform, Women's Festivals. Music events, and Political/Cultural action groups.

Living Adult Education: Freire in Scotland (Kirkwood and Kirkwood) was published in 1989 and a second edition, detailing initiatives from 1990s, which enlarged the scope of the project to include immigrants and refugees and applied literacy publish later. Alp has engaged with thousands of folk and created a "Democratic Learning Community."

In the summer of 1988, the Brazilian educator Paulo Freire responded to an invitation to visit Scotland to attend a week-long training programme for Community Development workers. ALP joined with the Universities of Dundee and Edinburgh to create the training programme (which ALP delivered) and public lectures in Dundee and Edinburgh. Dr Freire observed and led a session in the training programme, and his lectures were full to bursting.

Stan Reeves worked for ALP for 32 years developing programmes with local people and creating actions and organisations in the community. Stan will present his and others recollections of the visit of Dr. Freire and his wife Nita, and connect that to the issues of identity and struggles for autonomy then and now, through a decoding conversation with Dr. Freire.

Kate Tagai and Sam Belknap - Island Institute

Using humor to build community resilience

The first step on the journey to a more resilient community is the conversation about climate change, sea level rise, and the specific vulnerabilities of that community. These are hard and often controversial discussions - with many points of view and no easy answers - that need to coalesce around shared values and mutual respect. By using multiple strategies for communication about the impacts of climate change, we can reach a wider audience, increasing awareness, and spurring vulnerable communities to action. In addition to more traditional forms of communication such as pagers, community meetings, and training, the Island Institute has developed a short, animated film using colloquial, Maine-specific humor as a tool to catalyze conversations around sea level rise. These exchanges can then draw on other tools, including local documentation of flooding events, national sea rise calculators, funding models, economic impact studies, vulnerability assessments, and other media tools. Using humor to set the tone increases the possibility of finding common ground, thus encouraging problem-solving for vulnerable areas. Along with using the video to launch individual community conversations, it is also posted on social media and available online. With more than 24,000 views in 3 weeks, it has already reached a more diverse audience than we could with one-on-one community meetings. Whether people love the video or hate it, we hope they will talk about it.

Barbara Watson, Ralph Johnson, Lucia Ricciardelli, and Paul Lachapelle - Montana State University

Seeking Shelter: A tiny home solution

Seeking Shelter: A Tiny Home Solution is a documentary short film about the Housing First Village (HFV), the result of a partnership among Housing Resource Development Center (HRDC), Reverend Connie Campbell-Pearson and St. James Episcopal Church and the Schools of Architecture and Film and Photography at Montana State University. This idea was brought to HRDC by the project coordinator, Connie Campbell-Pearson, a deacon at St. James Episcopal Church. Her passion for providing a dignified solution to homelessness in our community of Bozeman is already bringing various sectors of the community together.

Targeted towards the homeless population that is most at risk, HFV is a safe and sustainable model designed to support successful reintegration into community living and permanent housing. The single-user tin homes provide a cost-effective way to address the growing issue of homelessness while maintaining autonomy and dignity. Utilizing best practices from around the world and based on the Housing First philosophy, HFV limits the barriers to entry and provides supportive services to help the resident achieve self-sufficiency. HFV will provide transformative housing to Bozeman, Montana's chronically homeless.

In May 2017, Architecture graduate students and community volunteers began construction of a tiny prototype house on the MSU campus under the supervision of Architecture Professors Ralph Johnson and

Bill Clinton. Every step in the building process has been thoroughly documented by MFA students Jessica Portuondo and Evangeline Koonce with the guidance and supervision of film professor Lucia Ricciardelli. This documentary film demonstrates how every community can build a village where the residents feel protected, respected, and connected. By breaking down stereotypes about homelessness, the documentary film will help lower the walls of hatred and fear that so often leads to discrimination, isolation, and exclusion. By bringing different sectors of our community together, we can work to support our homeless neighbors in finding a place to call home.



Installations and Artistic Responses

Paul Creechan - Seniors Together

Mobile Men's Shed: Shoulder to Shoulder

As Scotland's population continues to rise and male and female life expectancy now well into the mid-'70s, it has become a growing public health challenge of finding a way to accommodate an often-forgotten subgroup of society mainly older men. A preventative health initiative which began in Australia in the late 1990s is fast becoming an ever more popular way of meeting with men, who traditionally have deficient levels of engagement with community activities/groups.

The global grassroots movement of the Men's Sheds is meeting with men in an informal way which they are comfortable with and 'shoulder to shoulder' when working on a project or socialising together problems are shared and spoken through. Men's Shed is a place where all men are welcome; to learn new skills, practice your old ones, develop community projects, and socialise while setting the world to the right over a cup of tea. With 1 million men in the UK now living alone, men's sheds are actively helping to tackle the common issue of loneliness and isolation affecting many older men. There are limited opportunities to find groups which primarily focus on the health of older men leaving the men's shed movement in a unique position as it continues to empower members, increase their agency and benefit communities with the Shed members skills and experiences.

At Seniors Together in South Lanarkshire, we are tackling loneliness head on across the length and breadth of the county by creating the innovative mobile men's shed to spread the men's shed message. In doing so, we can actively engage with men within many different communities and assist the Sheddors in developing their own Men's Shed that works for them and their community.

Christian Hanser – The University of Edinburgh

Community development around the wood fire stove of a tiny mobile house: experiencing the civic shelter of the Welcome Hut

The 'Welcome Hut' is a space of hospitality and welcome installed in rural and urban neighbourhoods across Europe. The shepherd's hut facilitates the experience of civic shelter as open access and informal community space. By setting up a provocation and cosy disruption in an often anonymous public sphere, participants can spontaneously sit together around the wood fire stove and share life stories. Beyond age-related, cultural, geographical, and social categories, a group can collectively experience sanctuary and take a rest from the challenges of usual daily activities.

During the conference, the hut is installed at the back entrance of the Dalhousie building and will be open at specific times for experiential workshops as informal drop-in sessions. Aiming at knowledge exchange between practitioners and researchers, the Welcome Hut 'dream tank' allows conference delegates to reflect on the potential of mobile spaces for community connectivity.

James Holloway – Camina

Govan through a social lens: A photographic journal from a socio-spatial wasteland

Govan through a social lens documents the lived experience and built environment for a majority of residents living in Govan, Glasgow. It uses the participatory method of photovoice, to raise awareness around the effects of inequality and the current austerity measures that have been rolled out into areas statistically labelled deprived in Glasgow. The photovoice method was used as a tool for social change, and to offer a clearer and deeper understanding of the lived experience for many individuals experiencing poverty within Govan. The photographic project highlights the important role images can play in sharing experiences between communities and different groups. Photographs stop time, giving the viewer a moment to think, to react, to feel, to soak in the details of complicated situations. Moreover, the Photographs were used as tools of exploration, passports to inner sanctums, and instruments for change.

Khaleda Noon – Intercultural Youth Scotland

Intercultural Youth Scotland

Intercultural Youth Scotland (IYS) encourages a collective action of less heard youth Black and Ethnic Minority voices in Scotland, creating social impact and justice. We broaden horizons and offer direct, specialist support, and vital pathways for Scottish multicultural young people who face barriers to success.

IYS provides specialised inclusive weekly services to nurture talent, enhance voices, and deliver cultural gender equality. We build upon experience and consistent support with intercultural youth who face educational inequalities, racism, discrimination, and underachievement in Scotland.

We are so excited to showcase our talent at the World Community Development Conference where you will hear some beats from DJ JKSN, an acoustic set from Naz and see the budding talent of many more creatives from Scotland’s diverse communities.

There will be an opportunity for you to hear about the dreams and the struggles of intercultural young people living in Scotland during a youth panel question and answer session which will be hosted by the charity’s CEO Khaleda Noon.

For more information, please follow our Instagram page @Interculturalyouthscot and visit our website <https://interculturalyouthscotland.org>

Posters

Tanita Addario – Aberdeen City Council

Creative place-making: A case study of a mural and health walk project in Scotland

The focus of my poster is the Mural and Health Walk Project from the group VictoriArt, based in Aberdeen. As the development worker, my role is to support VictoriArt to realise their goal of bringing art and creativity to Torry, a regeneration area in Aberdeen. The Mural and Health Walk Project centres around four new murals, which will focus on the theme of mental and physical health, to form a health walk in the heart of Torry. In the context of increasing levels of mental ill-health, isolation, and loneliness (Teuton 2018), the project aims to use the catalyst of murals to encourage discussion and promote community cohesion. Research suggests murals can help promote a sense of belonging, identity, and make art accessible to all (Anglin 2017, Smith and Matthews 2015, Price 2014). The murals will engage with the history and character of Torry, and artists will collaborate with local people in the design of the artworks.

Recent research examined the role of creative placemaking in helping improve areas (Richards and Duif 2018, Courage and McKeown 2018), by converting under-utilised spaces and transforming them into vibrant and interesting sites to visit and discuss. The poster illustrates the use of innovative practices such as the inclusion of mental and physical health as the focus of the murals, a health walk and organising a workshop, which will provide an opportunity for people to have a go at creating art for themselves. It also illustrates how the launch of the project will bring residents, businesses, churches, schools, and social clubs together, promoting community cohesion. Community development is at the heart of the project because it focuses on the relationship between people, place, and power addressing questions such as ‘what is ‘place’ in modern community development’ and ‘what are the innovative practices in community development that enable positive change?’.

Liz Allardice – Dundee City Council

Adult Education Associations in Dundee City

I have been working with Dundee City Council for 31 years. I worked as a generic Community Learning and Development Worker before taking up post as a Senior Community Learning and Development Worker (Adult Learning) in 2003. I am currently managing a team covering Lochee and Strathmartine wards; focusing on steps to learning, employability, family learning, and support to community-based Adult Education Associations.

The poster would represent the current practice in Dundee to support Community Based Adult Education Associations in 3 areas of Dundee; Broughty Ferry, Stobswell/Hilltown, and the West End. Illustrating the work of local community volunteers in developing learning programmes for local residents.

Project Goal

The object of the Association shall be to provide facilities for learning, recreation and leisure time occupations for the community and surrounding areas, in association with local voluntary organisations and local authority.

Community Development

Each Adult Education Association is managed by a group of local volunteers who form management committees. They are elected annually through an AGM. The group works on a range of tasks to ensure effective delivery of annual programmes which reflect the interests and is of relevance to local communities.

Outcomes of the project

Participants: new experience, to gain knowledge, increase confidence, develop new skills, and to form new relationships within their communities.

Management Committee outcomes: skills in planning, skills in organising and development, promotion, keeping finance and managing resources, legal responsibilities, recruitment of tutors, evaluation of practice, reporting on outcomes and forming new relationships within their communities and understanding the value of learning in communities.

Call for Participation

This project relates to the call for participation, as it focuses on people providing learning opportunities in local communities and empowerment which happens as a result of this work within the management group as a result of this process.

Ayala Cohen and Zeevik Greenberg - Tel Hai College

Power together and power over: Professionals and parents of children with disabilities creating productive partnerships

The disparity of power and authority in the relationship between parents and professionals is a major challenge in creating a successful partnership in caring for children with disability. The goal of this research was to evaluate workshops attended by professionals and parents of children with disability, by raising awareness to barriers related to incompatible expectations and role definitions. The research explored the experiences of the participants to identify factors that facilitated or impeded their collaborations. Data collected from three workshops attended by mothers of children with disability and professionals.

The workshop was one component of the community development project we evaluated. We used Tew's (2006) typology of different modes of power to deconstruct the power relations that played out between parents of children with disability and professionals during the workshops. Findings showed that parents and professionals joined forces to create a productive working relationship by taking advantage of the different uses of power relations. This mutual process required participants to be aware, empathic and respectful of one another's needs and limitations; acknowledge the contribution of experiential and professional knowledge, and cooperate in overcoming the effects of social stigma and ineffective bureaucratic service systems.

The poster will address the questions: How can we work across traditional boundaries to create new opportunities for positive social change? How is community development influencing social change? How is power understood, and does this enable practitioners to negotiate the complexities of modern community development practice? What are the innovative ways in which community development

practitioners work with people to harness their power and challenge for positive social change? How do we ensure that community decision making does not disadvantage vulnerable minorities?

Marco Domingues, Deolinda Alberto, Regina Viera – Polytechnic Institute of Castelo Branco, Education School

Environmental, the social and economic impact of the short supply food circuits in Beira Interior, Portugal

The poster presents the performance assessment matrix of the social, economic, and environmental impact of the potential of the short supply food chain in the region of the Beira Interior in Portugal. It results from the multidisciplinary research project with the designation of STAI.Bin - Support Technological System for promotion and assessment of the social, economic and environmental impact of the SmartFarmer.pt short circuit market in Beira Interior, and suggests changes between the relation of the local production with the collective consumption of social economy organizations, as a opportunity development mechanism, for a more sustainable human civilization.

The study of the production and consumption indicators analyzed allows us to design in several scenarios the potential social, economic and environmental impact of the creation of short supply food chain in the region of the Beira Interior in Portugal, namely; to create income in territories with few opportunities; return to local production and distribution of food; preservation of local ecosystems and biodiversity; promotion of cooperative production and consumption models; reduction of carbon footprint in food transport; and promote the integrated rural development model.

The poster presents the systematization matrix of the current impacts on aged territories, projecting their potential for community development.

William Forbes - Stephen F. Austin State University

Linking community development and study abroad: a proposal for service-learning

I have coordinated an undergraduate geography degree program from 2006-2012 and a sustainable community development degree program from 2013-2018. I have also served as director of a research center that has conducted “livability” studies of two small cities in Texas, using the “triple bottom line” framework of sustainability. In an attempt to build more experiential, cross-cultural learning in our degree programs, I have been developing proposals for service-learning study abroad courses of approximately two to three weeks in duration. In March 2016, I attended an IACD Practice workshop in Nepal with Paul Lachapelle and Ron Hustedde. Before and after the workshop I met with a local non-profit to plan a future service-learning study abroad course. I more recently (May 2018) attended our conventional study abroad to Ghana, distributing before and after 42-question “global mindedness” surveys to determine any increase in cultural awareness. A colleague also distributed these surveys before and after her service-learning study abroad in Haiti in June 2018. The poster reports on differences in results from these two surveys. It also reports on proposals for future study abroad courses, in Ecuador, Ghana, and Nepal, which not only incorporate a community development, service-learning component but attempt to increase cultural interaction and local benefits through home-stays. Brainstorming with local leaders about community development initiatives is part of the process. Some questions from the Call for Participation that this poster attempts to address are: People - how can creativity enable community development to

respond to diversity? Place - How can community development contribute to a more sustainable human civilization? Power - What are the innovations in community education that ensure students can understand and challenge social injustices? The initiative is part of an effort to revise the sustainable community development degree program.

Zeevik Greenberg - Tel Hai College and Haifa University

Ayala Cohen - Tel Hai College

Model of a community partnership between local and new residents

This poster introduces a model of a community partnership between the local group and new residents in small communities in rural and peripheral settlements. The model will be shown based on research findings that were conducted between the years 2011-2017 in those communities. The presentation will answer on the questions how is power understood and does this enable practitioners to negotiate the complexities of modern community development practice and what are the innovative ways in which community development practitioners work with people to harness their power and challenge for positive social change?

In the last two decades, new neighborhoods were built in rural settlements, to these neighborhoods come young families who ask for life quality and being part of the community. The meeting between the old community members and the new ones is creating a community crisis following the gaps in the balance of power between the two groups.

This model offers a process to develop a community partnership between the local members and the new residents. This partnership requires constructing the following infrastructures: social, economic, and organization new structure, make those fit to the community. This model will be presented the idea of building a new social capital based on the collaboration between the old residents to the new ones. Building the community partnership with the new social capital will benefit making the new community identity that expresses social solidarity and has a sense of belonging to the community. This model partially or fully can be used for other communities that suffer from crises or community conflicts based on the balance of power in that community. We can learn as well from this model about similar absorption processes of other new populations in old settlements around the world.

Connie Loden – New North, Inc

Measuring impact and success of community change

The Community Change Network is a coalition of individuals, universities, and foundations from across the United States that are focused on the opportunities, challenges, and barriers facing communities as they deal with internal and external factors. Formed in 2010, the Network is a CDS Fellows Initiative and has undertaken several key projects including the development of a Resource Bank and, most recently, a survey of CD practitioners and their professional development needs.

This poster will highlight the Network's upcoming survey of community foundations and other charities (scheduled for implementation in February 2019), which looks at what foundations seek in their return of investment related to community change efforts. We will highlight some of the key findings and discuss implications for both practice and skills development in the area of community change and particularly

around impact measurement, long term change and what points to successful community change initiatives. In addition, the poster will be designed to gain additional feedback on how philanthropy can make meaningful investments in community initiatives. The Community Change Network looks to use this information to help design a model for providing a “Go-to Resource” and connecting foundations to the research, practice and theory work gained in the field by community development professionals.

Future strategies for the network include the working with foundations to assist them in tracking impact from their funding, scaling up the Community Change Network to have a home with an appropriate organization and developing capacity to provide technical assistance to communities in need of a renaissance or change initiative.

Jean McEwan-Short – University of Dundee

Dialogue, values & community development process: what practitioners say

This is a qualitative inquiry into community development practitioners’ perspectives on their practice. Community development is broadly defined as a process that aims to influence positive social change in communities and beyond. Founded on the premise that the world is an unequal place, it is a hopeful practice that strives for a more socially just society. Certain core principles are generally agreed as central to the practice, including mutuality, equality, collective action, democratic voice, social justice, dialogue, and community-led action. Ultimately as a process, community development involves people in communities coming together to collectively influence change on social issues that are detrimental to their lives. Ultimately, community development practitioners are charged with working alongside people in communities on these very processes; however, the practice is often criticised for vagueness and for falling prey to neoliberal individualised agendas.

By facilitating lengthy dialogue with community development practitioners in twos, this inquiry illuminates practice that demonstrates that the challenges of neoliberalism are indeed evident. However, a picture also emerges of values-led processes that are pushing against social inequalities and striving for positive social change. This picture suggests that subscribing to community development presupposes an understanding of social inequalities as being located beyond the individual and in the way society is structured and functions, and that action needs to be situated in the personal as political; otherwise a reinforcement of discrimination and injustice is likely to ensue.

Kanako Nakano - Otani University

Social action for the eradication of poverty through changes in the community: Making the public aware of welfare beneficiaries' situation

Welfare beneficiaries in Japan have come under harsh attack since 2012. The Japanese government took advantage of the situation and lowered the standard of public assistance in 2013. It has been the biggest reduction in the post-war period.

Welfare beneficiaries have barely been able to make ends meet since this reduction. However, they have since launched a counter-attack on the government with strong determination and brought a state compensation suit to the court in 2015. The beneficiaries claim the reduction of the standard of public assistance damaged their decent lifestyle. There are over one thousand plaintiffs within Japan, and fifty

of them live in Kyoto. This became the biggest welfare trial in the history of public assistance. Since then, the plaintiffs based in Kyoto have taken part in a variety of social actions, such as making speeches in public and appealing their claims to citizens. They have started to affirm that they have the right to live decently, even though they are not in a position to earn money for themselves. From a community development standpoint, one of the most remarkable aspects of their social actions is that they have connected with many people who had been excluded from society. This report clarifies that the public has been made aware of the situation of welfare beneficiaries through the many trials, understanding the problems of poverty and establishing human relations that support each other in difficult situations. As a result, the idea of new community development with both public view and regional changes is being born through the process of these actions.

Akane Okabe - Otani University

Study of effects of support by communal living for young people who faced living difficulties

In Japan, the living difficulty of young people has been drawing attention as a social problem since the 1990s. Its representative existence is a young person called "HIKIKOMORI" and a young person who has difficulties participating in social activities. A research by Cabinet office in 2015 found out that the population of HIKIKOMORI (aged 15 years old to 39 years old) seems to be about 540 thousand in Japan. In this situation, now, most researches about support for the young is mainly on employment support and diverse social activity as practices for the young. Little has been reported on the support that provides the communal living with another young peer (communal living practice). However, living with parents draw some conflict for young adults, so research about some form of living support without parents is needed.

The purpose of this study is to find out actual conditions, effects, and problems of support by communal living practice. This report's analysis is based on some data by field work for some communal living practices. The investigation shows some findings. First, young people who participate in these practices are many kinds of people. For example, HIKIKOMORI, young of poor background, young people with disabilities, a homeless, ex-convict. Second, these practices provide a safe house for young people, and they can live apart from their parents. Also, they can communicate naturally with other young people through communal living. So, young people who participate in this practice can relearn to build a good relationship with other people. These data suggested that communal living practice is beneficial to support young people who are facing living difficulties. Communal living practice and community made my life with other young people seem to have an effect on their empowerment.

Carolina Ortiz-Domínguez and Michael Wilcox – Purdue Center for Regional Development

Exploring demographic change in the IndyEast Promise Zone

The Promise Zone is an Obama-era initiative which focuses on selected high poverty and high capacity communities striving towards improving their quality of life through a collaboration between the federal government and residents. The IndyEast Promise Zone (IEPZ) is part of the second generation, selected in 2014. It is located east of the revitalized Indianapolis (IN) downtown area. This research aims to identify the space-time changes that the IEPZ's neighborhoods experienced during the last decade (2008-2012 and 2013-2017), as the IEPZ was being introduced. The basic motivation of this research is to create a baseline for the IEPZ to facilitate the measurement of impacts that the designation has had on the area. Additionally, we examine if those changes can be related to gentrification. We analyze socio-

economic indicators as levels and percent changes, in addition to Spatial Autocorrelations and a Geographically Weighted Regression (GRW) to achieve our goal.

Louise Sheridan, Helen Martin, and Amanda McDonald - University of Glasgow

Community development: A value-driven affair

Louise Sheridan, Helen Martin, and Amanda McDonald currently teach on the BA (Hons) Community Development at the University. Louise and Helen teach across the four years of the programme, and Amanda is the Placement and Practice Co-ordinator for all students. All three have experience as community development practitioners in a range of contexts and, as well as working in academia, are involved in different community projects in their 'spare' time.

The poster will focus on the BA (Hons) Community Development as an example of higher education that situates community development values at the heart of practice. Helen, Louise, and Amanda developed a model, in the form of a jigsaw, which provides a framework for value-driven community development practice in any context. The foundational belief is that communities are powerful and can be agents of positive change. Their model of community development is relevant as it demonstrates how to bring values to life. The model exemplifies how a range of theories are useful in bringing values to life and exemplifies good practice that aims to achieve positive outcomes within communities. The poster will demonstrate that by taking a value-driven approach to community development, communities move beyond simply having the ability to act, to acting with others to challenge injustice and inequality within communities and society. The poster locates the dynamics of power at the heart of value-driven community practice. In bringing values to life through practice, communities are supported to exercise power within themselves as individuals and power with others through collective action, which is the overall message of the BA Community Development

Kate Treharne and Stuart Fairweather - Dundee City Council

Horticulture as a transformative tool for community regeneration

Dundee's Fairness Commission recommended that community gardening be promoted as a means to alleviate poverty in the city. A post was created within the council's Environment Department to facilitate and support community growing in 2014. With ring-fenced capital funding to complement the staff time, it has been possible to establish several local growing spaces, targeting Dundee's most deprived communities. One of these gardens – Tay View in Maryfield ward – has been particularly successful in terms of community support, diversity of participants, and local impact. This poster showcases the development of the infrastructure of the garden (place) and how it has dove-tailed with the community engagement and community development (people) that has resulted in a thriving urban garden with free access, public art, significant biodiversity and a vibrant committee of local residents (power).

Michael Wilcox and Indraneel Kumar - third – Purdue University

Johan Santiago Ruiz Moreno - second – Universidad Nacional de Colombia

Economic resilience and diversity in Indiana from 2002 to 2016

The great recession of 2008 had long-term effects on the economic growth of regions throughout the United States. As a result, after eight years, some counties were still struggling to recover. This period has called into question traditional facets of economic development (e.g., industrial recruitment and a

heavy emphasis on manufacturing) and highlighted the need for a more sustainable approach that considers the community and economic development aspects of community resilience to exogenous shocks, such as a recession. Also, communities and local governments need scientific validation of policies that may allow them to withstand downturns.

This research deals with the linkage between resilience and economic diversity in Indiana. We examine to what extent industrial diversification can be a source of stability for a county or region. To do so, we analyzed key data on jobs and establishments across industrial sectors in Indiana's counties from 2002 to 2016. In addition, we computed the Hirschman and Herfindahl Index for sectoral concentration and developed a measure of resilience. We also examine the effects of the recession on population trends, by county, and the sources of job creation (via entrepreneurship, attraction or expansion).

Subsequently, we estimate a spatial lag model to examine our research question in a spatial context. We find that sectoral diversity is important when it comes to a counties ability to withstand a crisis. However, in contrast, sectoral diversity may play a more limited role in the recovery from an economic recession. How can community development contribute to a more sustainable human civilization? To the extent that industry sector diversity insulates the effects of a recession, these measures might help communities and local governments gauge their economy's exposure to exogenous shocks and contribute to fostering a more sustainable economy in the long-run.



Unconference Afternoon

Dave Close – Hot Chocolate Trust

Bryan Beattie – Creative Services Scotland

UNESCO Creative Cities Networks: bringing people together

Dundee is one of 180 UNESCO Creative Cities (find out if your city is too here <https://en.unesco.org/creative-cities/creative-cities-map>) and we are working to connect people from these cities through a creative festival or summit here in 2022. We want to have a central theme around radicalism and tackling inequality; we may have a particular focus on young people. Would you like to help us shape our plans? Would you like to be involved or get others involved? Come along to an informal conversation with Bryan Beattie (<http://www.creativeservicescotland.co.uk>) and Dave Close (www.hotchocolate.org.uk).

Michelle Dunscombe – IACD

IACD Country Correspondents Meeting

The International Association for Community Development has a network of Country Correspondents responsible for promoting and connecting community development colleagues to join IACD. This is the first global forum for Country Correspondents to connect.

Erin Farley – Leisure and Culture Dundee

Creative Histories walking tour

Led by Erin Farley (Library & Information Officer for Local History, Dundee Libraries), this walking tour around Dundee city centre will focus on voices from Dundee's past which, while often being overlooked by mainstream histories of the city, have important things to say about creativity and community action. Dundee has a strong tradition of using poetry and song as a shared conversation, using mediums like the newspaper press, small independent print shops, and performances in workplaces and at strikes and demonstrations. This walk will explore how these works used tradition, humour, and imagination to create a strong sense of place and community, and how they still speak to contemporary issues in the city.

The walk will last approximately one hour. The route will avoid stairs, but please be prepared to be moving/standing for most of the time.

Alyssa Faulkner – University of Dundee and IACD

Young Practitioners' Forum

The Young Practitioners' Forum is an exciting free Unconference Event. Hosted by the Student President of School of Education and Social Work at the University of Dundee and International Association for Community Development (IACD) Global Youth Rep, Alyssa Faulkner.

This is a unique opportunity for young practitioners new to the field of community development and students studying the profession to connect with practitioners from around the world.

Paul Lachapelle – Montana State University
Roubie Younkin – Valley Country Montana
Stewart Murdoch – Leisure and Culture Dundee
Cultural Sector and Community Development

Dundee is viewed as an international example of good practice in culture-led regeneration. It is proposed that delegates will be allowed to take part in walking tours (in groups of 10). These will be 'walk and talk' tours led by a representative of the cultural sector and a community representative. It will allow for discussion on the tensions between investing in culture and community development and the efforts made in Dundee to ensure that this investment serves both the cultural tourist and the local citizen.

The walking route will allow delegates to be guided into the cities Art Gallery and Museum, the McManus; the Verdant Works, Scotland's Jute Heritage Museum and a key part of the cities industrial heritage; the V&A Dundee, Scotland's Museum of Design and the city's newest and shiniest cultural icon; Discovery Point, the exhibition centre which tells the story of RSS Discovery and Dundee's role in Antarctic exploration; Dundee Contemporary Arts; groups will also have passing contact with the Science Centre and the REP Theatre.

In a short programme there will not be enough time and dialogue between groups will inevitably vary. The experience will be informed by the context in Dundee and the wider challenges for museums and gallery professionals and those whose focus is on community development.

Victoria Jupp Kina – University of Dundee
Anastasia Crickley – Maynooth University
Community Educators' Forum

This session will provide an opportunity for all community education and community development educators to gather together to identify key priorities and strategic developments.

