VIRTUAL WORLD COMMUNITY DEVELOPMENT CONFERENCE 2021

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Community Development: Our Connectedness, Resilience & Empowerment

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Ministry of Labour and Social Protection

Community Development Practitioners Kenya

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BOOK OF ABSTRACTS

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THEORETICAL PERSPECTIVES IN COMMUNITY DEVELOPMENT

ORAL PRESENTATIONS

De Wet Schutte
University of the Western Cape (UWC) – South Africa

P *Community Development Has Been Hijacked*

It is postulated that community development (CD) lacks a proper CD-focussed theory. This paper postulates that the reason for this intolerable state being that community development has been hijacked by charity organizations and politicians with 'do good' intentions, simply because it lacks proper scientific theory that offers some element of prediction in the outcome. Current development approaches are revisited and the basic needs theory proposed as a useful theory that takes community development beyond just various CD 'approaches'. It merges the complexities of the community development concept into a distinct theory that includes a needs assessment technique which makes it possible to identify and prioritize the basic or 'true' needs in a community (P-Index), and integrates this information into a summative Community Index (C-Index). The basic needs theory equates identifying and addressing basic community needs with the 'art of timing', which means that doing the right thing at the right time is the only real solution to trigger the basic needs upward development spiral. In doing so, the theory postulates that once the identified basic needs in a target community are brought within their locus of control, an upward development spiral is triggered and a predictably new set of 'higher level' needs will emerge. This process is deemed essential to the underlying social change principle inherent to any sustainable community development process. This theory is proposed as more than just another approach to community development, rather as a community development theory in its own right.

Lisa Fuchs
International Centre for Research in Agroforestry, Kenya

P *Creating a match between communities and external partners to stop wasting money in international development: Opportunities and challenges of structured 'beneficiary' selection*

A lot of money is wasted in international development, prompting research that identified various systemic and procedural features of the observed development inefficiency. Within procedural inefficiency, problems in project implementation have led to unmet objectives within proposed timeframes and budgets, and consequently, projects 'failing'. Subsequently,

numerous project designs have been dismissed for not producing the expected results and not 'working'. Yet, the observed failure to achieve project objectives is often a result of inefficiency

rather than actual unsuitability of the project approach and design. In the proposed presentation, we address the issue of random sampling and recruitment of project 'beneficiaries' without identifying whether these partners are suitable for the proposed project. Yet, it is these very 'beneficiaries' whose performance will be assessed to qualify the project's success. We hence investigate the possibility of using a structured stakeholder identification process to determine ex ante whether a community group is suitable for a particular project in view of increasing development efficacy, efficiency, and, legitimacy. We discuss a group selection tool developed by the asset-based community development (ABCD) team from World Agroforestry (ICRAF). The tool is composed of two multi-indicator categories: group material well-being, and group capacity and agency. To determine how the tool is associated with positive outcomes, we triangulated various project data. Some relevant results from comparing performance data with the adapted group classification include that groups with higher well-being often formed strategic partnerships with external actors, while those with higher agency and lower well-being were more likely to collaborate with each other. Overall, higher agency was correlated with higher overall performance. While the tool needs further refinement, we expect it to contribute positively to procedural inefficiency concerns in development projects and programs.

Roger Green
Centre for Community Engagement Research, Goldsmiths, University of London, UK

P   *Re-empowering into Voice: Experiments in Community Organic Coproduction*

This presentation explores and extrapolates an emerging concept within community development and practice: namely that of *community organic coproduction*. The concept, as we discuss later, is influenced by previous uses of the term 'organic', specifically as applied by Tönnies in relation to certain types of community, and Gramsci in respect of a concept of leadership. Our development of the term has been generated within the context of reflective practitioner experience, located in a complex and multi-actor community led housing action project, Voice4Deptford, in Deptford, South East London, United Kingdom.

The project is an example of a Community-University Research Partnership (CURP) that explores the interdisciplinary roots of this form of coproduction. These include traditional Marxist and Industrial Area Foundation elements associated the perspectives of Gramsci, Freire and Alinsky, along with methods influenced by Participatory Action Research. It will highlight the way that these pre-existing principles and methods have been adapted, reflected

upon and improvised in the light of the author's 30 years' grassroots engagement to evolve a bespoke approach that we are proposing to call community organic coproduction.

The case study outlines several original dimensions or modalities of organic coproduction, including Stepping Aside, Working with Difference, Giving Voice, Bearing Witness and Consistency, and unpacks the different elements of impact and transformation, that are
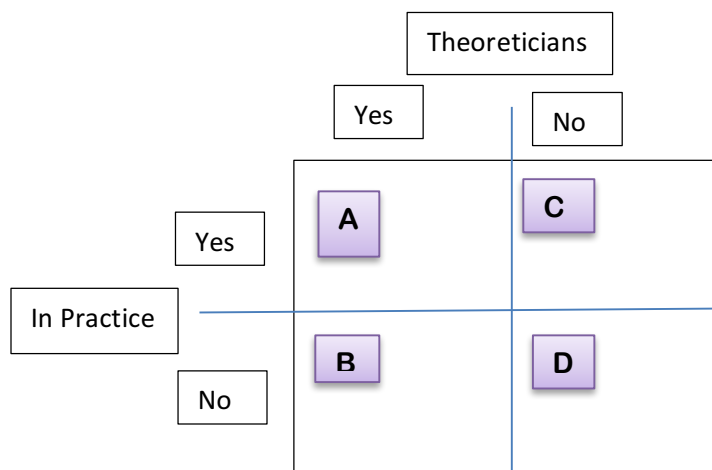
consequent upon organic coproduction. These include 'coming along to meetings', 'having confidence to speak', 'disagreeing with the expert' and 're-prioritising of time and commitments'.

The lessons being learnt from the campaign approach highlights the realities of community organic coproduction; the 'messy, incomplete, complex and tentative' practice of generating voices of communities when confronted by powerful external forces such as developers with a global reach and local power holders. It is an act of mobilising the embryonic social capital potential within communities that promotes a wider message for all urban communities by providing a case study of a 'fluid' and 'experimental' engagement approach in community spaces.

Kausar S Khan
Pakistan

P   *Hello! You are missing the boat!*

A paradox prevails in the field of community development. On the one hand are *theoreticians*, who can talk at length of theories to explain practices of community development. On the other hand are the *practitioners* who are so busy with their practices that they don't analyze their work to build theories. While one (the theoreticians) can be empty, the practitioners can be dangerous. If a 2x2 table is constructed this overview will become vivid.

Missing the boat metaphor is applicable to those in Cell C and Cell B. (Cell D cannot be factored here, as they are redundant to those committed to community development). Unfortunately, most academicians can be found in Cell **B**, and most community development workers and organizations are to be found in Cell C. Even as they claim to be community centered, and participatory in their approaches, and will be using participatory tools like the PRA tools, but have they dived deeply into the ideological underpinnings of these approaches?

Community development needs Cell **A,** whereby theory and practice are equally integrated. How this is to be achieved is a challenge. Community of community development need to have within their teams, those who can analyze and theorize practices and feed into the practices for their improvement. This will ensure that community development does not get reduced to working mechanically and with a monitoring system that reports on what is done, and not on what change is taking place within the community and the development of community ownership of the issues they face. This would make community development a political act, so that communities don't keep *adapting* to their changes instead of working for changes in the determinants of their conditions.

Daniel Muia
Association of Community Development Practitioners - Kenya; Kenyatta University, Kenya

P *Promoting Voice and Agency in Community Development –*
   the community development practitioner's dilemma

Community development is premised on addressing the collective needs as identified and agreed upon by members of a community in a democratic manner. The premise is that the voice and agency of each individual in the community should count. Voice is being able to speak up and be heard, and to shape and share in discussions, discourse and decisions, while agency is being able to make decisions about one's own life and act upon them, to achieve desired outcomes free of violence, retribution or fear (World Bank Report, 2012). However, voice and agency does not always happen, due to many reasons including power relations in communities as well as systemic issues that make it difficult for community development practitioners to actualize it. To the extent that communities are not homogeneous, and there is asymmetry in power relations, there is the dilemma of how community development practitioners can reach out and tap the voice and agency of members of a community in the course of their work, while also building consensus, and avoiding elite capture. This presentation will outline key actions that are critical in community engagement that would go into resolving the dilemma. These will include highlights on how community development practitioners can ensure structured community engagement and stakeholder analysis can facilitate voice and agency of community development actors to count in community development discourse. The presentation will also highlight some of the key safeguards and programmatic work that can enhance voice and agency in community development work.

Anastasia Crickley
Maynooth University, Ireland

P   *Community Work/Development in Ireland 2021: Issues and Interactions*

Over the past 18 months, communities and community workers have led local, regional and national responses to the Covid-19 pandemic. In the process, some have been instrumentalised and reduced to providing predefined packages for the state, while others have been able to partner, campaign, organise and achieve collective changes, they now seek to retain. Meanwhile, the All-Ireland Standards for Community Work have been integrated with government strategy for the community sector for the next five years. A new pilot Community Development Programme has commenced and the All-Ireland Endorsement Body for Community Work Education and Training has received its first funding. This short input seeks to describe and reflect these developments in the light of current discourse.

Huston Gibson
Kansas State University, USA
Christopher Clanahan
Kansas State University, USA

P   *Hindsight 2020: Reflections of Community Visions from the Past*

Around the turn of the century (2000), it was trendy for communities updating their community plans to title them "Vision 2020" due to the catchy name, the approximate 20-year time horizon of these plans, and the recognition that 20/20 vision signifies "perfect" eyesight. This study retrospectively analyzes a dozen "Vision 2020" community plans from this period, with a critical analysis of their vision statements and subsequent implementation. Evaluation and appraisal review of plan implementation is a valuable component of the community development process; reflection fosters improvement. This study uses document data and personal interviews with local community professionals across the United States of America to discover the outcomes and assess the conformance of these community visions. A varied sample was extracted from plans implemented over the past 20 years which exemplified a focus on community visioning. Findings discuss what worked, what did not work, and lessons learned. Subsequent recommendations are intended to aid community development professionals with future community visioning processes and implementation. The practical lesson observed by Hindsight 2020 offers conclusions relevant to the international discourse on community development practice.

Dan Kahl
University of Kentucky, USA

P *Leadership Development as a Method of Community Development*

Many communities and entities host leader development programs that focus on individual leadership development skills. Historically, these programs in the US have been hosted by local economic development organizations, educational institutions, or local government. Criticisms of many existing programs include that participant selection is often narrow and privileged, programs are only economic development or network creation focused, and program outcomes are about individual advancement. This oral presentation will highlight alternative ways to approach community leadership development by expanding on the role of participants to learn leadership skills and test leadership by engaging in community led issues. The framework engages participants to become empowered leaders of change on initiatives identified by the participants. This approach to community leadership education actively initiates community improvement and change.

Sue Kenny - *Deakin University, Australia*
Jim Ife - *Curtin University, Australia*
Peter Westoby - *Queensland University of Technology, Australia and Centre for Development Support, University of Free State, South Africa*

P *Rethinking Community Development 2: Community development and populism*

Many aspects of the political landscapes in which community development is practised today are influenced by populism. From one perspective, the rhetoric of populist leaders, such as emphasising the sovereignty of 'the people' and validating their views, appears well matched with community development. Like community development, populism highlights the ways in which issues of ordinary people are ignored by political elites. Yet the relation between the endeavours of community development and populist politics is complex and profoundly vexed**.** For example, while community development and populism both use the idea of empowerment, community development practitioners promote the autonomous voice of disadvantaged and vulnerable communities to take control of their own futures, the empowering processes employed by populists, which espouse their 'oneness' with 'the people', actually provide a device for taking power for themselves. Right-wing populism in particular, amplifies discontent, which is then harnessed to serve the interests of a populist leader. Populism constructs a distorted form of democracy which denies robust civil society and the pluralist nature of contemporary societies, two features that are critical for community development endeavour.   Drawing on research and arguments presented in our 2021 edited book *Populism, democracy and community development*, we will discuss what populism means for community development today.

WORKSHOP

Peter Westoby
Queensland University of Technology, Australia and Centre for Development Support,
University of Free State.
Lucius Botes
Centre for Development Support, University of Free State

W *Does Community development work? Stories and practice for reconstructed community*
development in South Africa – A book discussion Workshop

What makes community development effective? How can we ensure that this work is
responsive to the decolonial turn, the call for effectiveness and the need for justice?
Highlighting useful practice frameworks for community development workers – both citizens
and professionals – to navigate an increasingly uncertain world, Does Community
Development Work? calls for a new quality of reflection and reflexivity. It sets out a post-
structural, deconstructive and decolonizing perspective on community development.
Grounded in stories of South African history and community development practice – dealing
with issues such as housing, land, cooperatives, education, community protests and urban
farming – this book combines story, conceptual insight and theoretical discourse. These
detailed stories present a wonderful illustration of the global and South African history of
community development. The book concretizes the vision of several notable individuals
including Steve Biko, Mahatma Gandhi, Es'kia Mphahlele and Neville Alexander, whose
writings and actions contributed to community development practice.

COMMUNITY DEVELOPMENT PRACTICE - CHANGE AND TRANSFORMATION

ORAL PRESENTATIONS

Dr Victoria Jupp Kina
Social Research ReImagined, UK

P *Creative waste: how rubbish can encourage new spaces for meaningful dialogues about the climate crisis*

ScrapAntics is a social enterprise based in Dundee, Scotland, that provides a bridge between industry, education and community through the creative recycling and reuse of industrial waste. We are a company with high ethical beliefs, a lot of weird resources and a community of over 400 creatives, local people, schools and businesses. We believe that creativity is core to rethinking our approach to living in and learning about the world, and that the reuse of everyday and industrial waste is central to ensuring the sustainable behaviour change required to address the climate emergency. Using creative thinking and strong community connections ScrapAntics has developed an inclusive, innovative and creative approach to community development within the framework of a sustainable business model. In the three years since we first set up we have diverted over 45 tonnes of industrial waste from landfill, created nearly £100,000 of revenue and provided employment, training and revenue generation opportunities for local people. The unique aspect of our business is that our stock is waste material from industry. Our business literally makes money, improves lives, encourages creativity and addresses climate change with rubbish. In this presentation we will explain our business model and propose that it is through rethinking our approach to waste that we can bring together a variety of actors, including from the business sector, and create new spaces for innovative dialogues about sustainable, impactful solutions to the climate crisis.

Taraneh Afnan-Holmes
Durban University of Technology, South Africa

P *A values approach to sustainable community development*

A Community Based Participatory Action Research project is currently being conducted in Masiphumelele, Cape Town. The primary objective is to create the impetus for the local community to surface and mobilise assets within the community, recognising the role of the individual and collective, guided by inherent values as a pathway to sustained development and peacebuilding. Masiphumelele, a township surrounded by the green affluent Noordhoek valley, has been serviced by many NGOs and is the recipient of many services and skills

development. It spans less than half a square kilometre and yet is home to an estimated 35,000 people; the numbers keep growing. Despite the desirability of living in Masiphumelele, gangsterism, substance abuse and breakdown in family values continue unabated. The United Nations defines community development as "a process where community members come together to take collective action and generate solutions to common problems." It seeks to empower individuals and groups of people with the skills they need to effect change in their communities. A pragmatic path towards sustainable development demands letting go of past habits, working towards harmony and cooperation, towards unity in diversity, a culture of peace. A well-intentioned group can devise practical solutions to its problems, but good intentions and practical knowledge are often not enough. The essential merit of values is to harmonise that which is intrinsic in human nature, fostering a sense of unity and aspirations to facilitate the discovery and implementation of practical solutions to real problems.

Community conversations led by locals are currently being conducted to identify limiting values that foster harmful practices and positive values to support affirmative practices, contributing to developing a sense of well-being and empowerment for themselves and others. Today's context provides numerous opportunities to achieve sustainable normative shifts at an individual and community level.

Sonia Garcha
Development Support Team, Pune, India

P   *Digital Strategy for building resilience by empowering local communities*

In March 2020, India went into a lockdown to control the spread of COVID-19 pandemic which affected thousands of daily wage earners, construction workers, homeless, single parent households, old people and differently challenged. Situation hasn't changed! Maharashtra, the epicentre of the second Covid wave has imposed a lockdown since April 2021 impacting all economic activity. Urban communities continue to grapple with loss of livelihoods especially the daily wage earners, domestic workers and micro-entrepreneurs. Development Support Team (DST) worked towards Socio-Economic Empowerment of 10,000 women through Self Help Groups (SHGs)-Federations model with doorstep access to safe saving and credit enabling 100% financial inclusion. Since 2018, 'DigiShakti', DST's digital empowerment program has equipped community women with digital skills. COVID-19 pandemic brought a paradigm shift in the way women's empowerment programs are run by DST. No physical visits brought community support activities to a complete standstill. No platforms to share problems, address the consequences of the lockdown especially loss of income and domestic violence made women more vulnerable. In response, DST developed a 'Digital Strategy' to support and build resilience in local communities during these uncertain times. Adoption of online tools by "digitally empowered" women enabled information dissemination on government policy measures and social protection programs, ensuring no beneficiary missed their entitlement.

For revival of livelihoods, DST with marginalized segments, community- based women entrepreneurs:

- mapped existing skills to current market needs
- arranged working capital
- enabled digital payments and platforms for marketing products

DigiShakti gained relevance during Covid-19, using online platforms, Master trainers and learning circles, DST empowered 30+ NGOs, 15,000 women from marginalised communities. Digital transformation helped SHGs emerge as frontline workers, the last mile connect between governments and the local communities and ensured collective well-being and support! Building resilience and digitally empowering communities equipped them to survive the second lockdown.

Mary Mogute
Daystar University, Kenya
Daniel Mutunga
Daystar University, Kenya
Titus Masika
Christian Impact Mission: Transforming Communities in Africa, Kenya

P *Program-Centered Versus People-Centered Approach*
for Sustainable Development in Africa

Sustainable development which is manifested through; technological advancement, industrialization, education, improved health systems, food security among others is the process that seeks to meet present needs without compromising the ability of future generations to meet their needs. Attaining sustainable development is a global goal as exemplified in the Social Development Goals whose main agenda is to address multiple challenges facing the world today. Although different development initiatives and colossal amounts of resources have been adopted in post-colonial Africa for decades, it is worth noting that, not much has been achieved despite the continents' rich diversity of natural resources. Development programmes championed by the west in the name of eradicating poverty in Africa have not yielded positive results as some of the approaches used have aggravated poverty. Hence, this paper seeks to explore gaps in the previous approaches used in Africa and suggest an alternative approach that can result into transformational community development using Christian Impact Mission (CIM) model as a point of reference. The study will be informed by social learning and mindset theories by Bandura (1977) and Dweck (2017) respectively. The design of this study will be cross-sectional survey that will employ the use of in-depth interview guides to solicit data from selected key informants. In addition to this, reviewed literature from text books, journals and any other documentations will be utilized to enrich the study whose findings will be used to inform policy and practice towards transformational sustainable development.

Chun-Wei Daniel Lin
National Dong Hwa University, Taiwan

P *Re-imagined Community in the Air: the Connectedness and Empowerment of Indigenous Radio from the Taiwanese experience*

This study intends to explore the indigenous radio as a re-imagined community for indigenous peoples in Taiwan since radio has the capacity to draw collective memory back into the present, via voices, languages, and traditional songs, and further to shape a new relationship via airwaves. Specifically, this study examines the first ever national Indigenous radio in Taiwan, Alian 96.3. The radio was launched in 2017 to provide broader media access for more than 94 percent of the Indigenous communities in Taiwan. As a national wide indigenous media, its establishment is viewed as a key to the solution for poor connectedness of Indigenous communities as well as the future for the empowerment of media access for Indigenous communities to voice their own stories. It has improved the conversation among Indigenous peoples by the concept of Benedict Anderson's "imagined communities" and furthermore to help young generation to "return," as James Clifford argues, back to Indigenous communities where the traditional cultural heritage and knowledge embedded in.

Drawing on data from archive analysis, content analysis and in-depth interviews, this study demonstrates how the particular capacities the indigenous radio may provide singular insight into the empowerment of Indigenous communities. This study concludes by asking if the practice of the radio is capable of fostering an-air sustainable community with clear communication and strong links under current and future conditions.

Euphracia Adhiambo Owuor
Nairobi Women's Hospital College, Kenya
Gladys Nyachieo
MultiMedia University, Kenya

P *Boda-Boda Motorcycles in Kenya: a Source of Livelihoods or Poverty*

The history of *Boda-boda* taxis dates back to the cross-border trade between Kenya and Uganda in the early 1960s when bicycles were used in transporting smuggled goods between the countries. It then transitioned to motorcycles which developed unexpectedly and spread to different parts of East Africa due to the increasing demand for public transit. Today, *boda-boda* has changed the mobility habits of populations in Africa by increasingly meeting the need for transportation. The motorcycles can be used in most terrains compared to bicycles and are more flexible than public service vehicles and cars. In addition, the government of Kenya eased the cost of importing motorcycles thus their fast growth in numbers. *Boda-boda* transport has created jobs for many youths in Kenya. Operators use the income they earn to support

themselves and dependents hence a source of livelihood. *Boda-bodas* have also increased people's opportunities to self-determination. It has also increased participation of groups which were initially excluded as the poor especially in the political/economic spheres thus development in the communities. However, because of loose regulatory systems, sometimes *boda-boda* operators contravene the law by carrying many passengers, over speeding, wrong overtaking etc. As a result, they cause up-to minimum of six accidents on the Kenyan roads weekly. *Boda-boda* riders are known to demonstrate whenever their fellows are arrested for any offence. Sometimes they are hired by criminals to rob shops, residences and by politicians to cause chaos in meetings. The deaths and injuries together with the criminal activities affect the society adversely. Therefore, as much as the sub-sector is a source of livelihood, it is also a source of misery, pain and loss. This paper seeks to explore the role of *boda-boda* as a source of livelihood and poverty in society using a review of secondary data in Kenya and other countries.

Rituu B Nanda
communitylifecompetence, India

P *Communities take ownership of child health and immunization -*
The Application of the SALT approach in India

Intervention villages of Bongaigaon district
Intervention villages of Kamrup district
Intervention villages of Udalguri district

NGO- The Constellation is a not-for-profit organisation since 2005, facilitated the SALT approach in more than 50 countries for facilitating community response.

Project From 2017-2020 the Constellation worked with the Centre for North East Studies and Policy Research (C-NES) and the Voluntary Health Association of India (VHAI) to apply the SALT approach in 90 communities in 3 districts in Assam (Bongaigaon, Kamrup and Udalguri) The intervention villages are shown in the map.

The SALT approach

The starting point for the SALT approach used by the Constellation is that when people take ownership of their health challenges, they will take action to deal with those challenges. In addition, when that sense of ownership becomes embedded within individuals and communities, the action that they take will not be dependent on external stimulus: this sense of ownership is the foundation of sustainability.

The Constellation uses a systematic step-by-step methodology that allows the community to take ownership of their challenge- the Community Life Competence Process (CLCP). Facilitators accompany the community as it moves towards ownership of their health challenges with an appreciative approach that we characterise by the acronym SALT (Support, Appreciate, Learn, Transfer). The steps of the learning cycle allow a community to divide a daunting challenge into a set of specific and manageable steps.
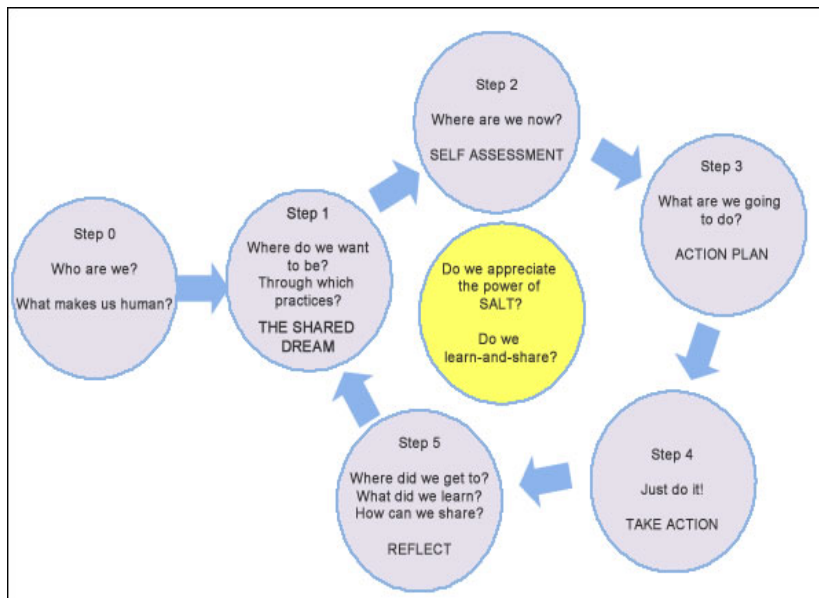
While we consider CLCP to be an effective implementation of the Learning Cycle, our experience tells us that on its own it would not consistently open the door to change. In addition, we support communities as they apply CLCP with the SALT approach. **Website** - https://the-constellation.org/#

Results

The Constellation has found that community and individual ownership of health challenges is not a challenge to existing systems. Rather, community ownership can be the basis for a partnership that opens the possibility to leverage existing resources and funds to deliver better results at lower cost. Community members are able to reach parts of the community which the formal structures find difficult to access. In Udalguri, mothers have helped the health workers to alert other women to the immunisation schedule. In Kamrup, some women have

placed a reminder on a sheet of paper at the entrance to their home with dates of upcoming immunisation schedule. Community members have started to check each other's immunisation cards to ensure the schedule has not been missed. Men who were not involved in immunization of their children have started to share responsibility with their wives.

Enjoy the audio visual https://www.youtube.com/watch?v=KkHEIf9fi-s&t=95s
Learning and evaluation of the project- https://the-constellation.org/2532-2/

What can you take away from the presentation?

- You will learn how communities of diverse background- minority religion, indigenous and semi-urban responded to issues of health of their children, what has prompted them to own and take action
- How can it help in localization SDGs?
- What are the ingredients of facilitative approach to development?
- What are the challenges of implementing such approaches?

Marliz Arteaga
University of Florida, Gainesville - Florida - USA

P *Transdisciplinary Participatory Research on Governance and Infrastructure in the Amazon: The case of the Upper Madera River Basin (Bolivia and Brazil)*

This research is part of the programmatic activities within the Upper Madera Mosaic of the Governance and Infrastructure in the Amazon project implemented by the University of Florida in partnership with local partners in Bolivia and Brazil. The main objective was to strengthen the capacities of undergraduate students from Amazonian universities while co-generating knowledge with communities and other stakeholders from the Upper Madera community of practice. In the Bolivian Amazon, universities and local communities have difficult access to applied transdisciplinary research and experiential training. This collaborative initiative supports the research on issues related to infrastructure governance in close collaboration and participation of communities negatively affected by the construction of hydroelectric dams on the Madera River Basin.

The initiative successfully consolidated ties between partners in the community of practice, especially between three local Amazonian universities, two NGOs, three grassroots organizations, and five riverside communities, introducing a new applied participatory, experiential research model. This partnership cemented a new role for universities to work hand in hand with local communities reinforcing participatory co-generation of knowledge, allowing young researchers to collect data to understand environmental governance better. Thus, five communities were strengthened in the co-generation of knowledge, and five professionals were trained in critical thinking on socio-environmental governance. The significant result was the co-generation of knowledge in the Amazon and the strengthening of the collaboration network between the different partners, which empowers: local communities to improve their leadership skills, the university network to open doors for international and national collaboration, students to become aware of the importance of participatory research, NGOs and communities affected by infrastructure projects to channel their local action research priorities and the availability of material and products in the communities relevant to any negotiation, decision making or other process related to infrastructure projects and their impacts on the communities.

Sreedhar Upendram
University of Tennessee

P *Bridging the Digital Divide in Rural Tennessee:*
A Library Mobile Hotspot Lending Program

Broadband internet is still out of reach for many rural communities in Tennessee. While the Federal Communications Commission (FCC) claims that broadband internet is not available to 24.7 million people in the United States, data from Microsoft indicated that 162.8 million (almost half the population of the United States) do not use internet at broadband speeds (Hegle and Wilding, 2019). In Tennessee, broadband accessibility data indicates that residents in rural counties have limited access to broadband internet (25/3 megabits per second) making them some of the most digitally disconnected communities in Tennessee. Digital Divide Index data indicates that 61 out of 95 counties in Tennessee need to upgrade the broadband infrastructure (Gallardo, 2019). This project is a study of providing internet access through a library to rural residents and seeking feedback through a survey.
The specific objectives of this study are:

1.   To provide internet access to residents in improving educational attainment, workforce, business and wellness of rural communities
2.   To identify cost-effective strategies to improve digital connectivity to underserved populations and economically distressed communities

This project builds on the success of a pilot study of providing mobile hotspots through three public libraries. This program achieves two important goals – first, providing free internet access using existing infrastructure (public libraries) to help administer the program. Secondly, survey data collected will be used to evaluate the costs, savings generated as well as improved efficiency in a cost-benefit analysis framework. The results can provide valuable insights to social planners in designing, planning and implementing strategies to provide affordable and reliable internet access to rural communities.

Adam Brennan, Emma Flood, Esthery Kamoto, Aidan Ryan, Grainne Smyth
Technological University Dublin, Ireland

P *Students Learning with Communities: Developing Data Mapping Software*
to Support the Work of the Blanchardstown Traveller Development Group (BTDG)

This presentation will discuss the collaboration and learning that took place between 3rd year students from the Community Development and Youth Work Programme and the Blanchardstown Traveller Development Group (BTDG) to develop data mapping software. The group placement model shifted due to COVID 19 restrictions and we were assigned to the BTDG to complete a project on their behalf. Following consultation, it was agreed we would create a data mapping tool in collaboration with and for BTDG.

Blanchardstown Traveller Development Group founded in 1992 in response to the living conditions of Travellers in the Blanchardstown area. Its aim is to combat the poverty experienced by Travellers, promote the welfare and human rights of Travellers through the promotion of the recognition of Travellers as a nomadic ethnic group having its own distinctive culture and lifestyle and encourage positive interaction between Travellers and the settled community through committed action via education programmes that build on resilience and empowerment that provide quality accredited programmes that Travellers can participate in and move on to further training, education or into mainstream employment or programmes.

Data was gathered from census demographics, Irish deprivation Index and unofficial Traveller accommodation in Dublin 15 and surrounding areas. The tool provided evidence-based data to create awareness of emerging issues. This will help inform culturally appropriate programs/projects and to promote the human rights of Travellers.
This project shows the value of experiential learning in Community Development education and the value of students learning with communities.

Julia Adamson
Friends of the Saskatoon Afforestation Areas Inc., Canada
Robert White
Friends of the Saskatoon Afforestation Areas Inc., Canada

P   *Twahmwe Watu wa Miti*

Saskatoon, a prairie city, has a contiguous, man-made mixed wood forest, totaling 474 acres, within its boundaries, due to a unique afforestation project, initiated in 1971 by the City of Saskatoon (CoS). Only recently as the city is expanding around them, have the value and benefits of this area been recognized by the CoS. Simultaneously, a citizen-led advocacy group has mobilized community action to restore and protect these assets. The unique biome and ecosystem, a laboratory in ecological succession, has been under pressure from illegal dumping and trespass. A stewardship ethic embracing the elements from Jane Jacob's philosophy, The Death and Life of Great American Cities (1961), backs up the concept of Crime Prevention through Environmental Design. A community ethos of moral responsibility to care for the environment replaces degradation. Preservation provides productive use and maintenance, to allow forest and wetlands to recover. Restoration uplifts the natural aesthetic, and provides a continued habitat and existence for species at risk. The 50th anniversaries celebrate these urban regional parks and their potential as eco-museums. The namesake, Richard St. Barbe Baker, the first conservationist and environmental activist is an inspirational role model. Baker's International Tree Foundation started with a forest guardian pledge to plant ten trees, take care of trees everywhere and do a good deed every day. Planted under the aptly named Green Survival program, the forests are the epitome of community

embracing the ITF slogan *Twahmwe*, means "*All as one*" or "*Pull together*" which echoes Saskatchewan's provincial motto, *Multis e gentibus vires; from many peoples strength*. Research into the rich, historical, geological, cultural, geographical, and natural heritage explores benefits to the current and future generations. A complete demographic transition, community change and transformation, occurs when all people share equitably in a sense of well-being, progress and a policy of community benefits.

Jacktone Akelo
St Paul's University, Kenya

P *Governance for Community Development Projects' Sustainability: A Conceptual Review*

Community development is considered to be a process through which the communities' access to basic services is enhanced through projects. These are in the establishment development facilities and or services in water, education, and/or health sector. These facilities and services, once executed and delivered, are handed over to the beneficiaries; who are considered to be the members of the communities. It is hoped that such facilities and services should be used for a long time, sometimes referred to as the sustainability of the projects. Approaches and processes have been suggested, including the community involvement and participation in the project management cycle. Government policies and acts have been prescribed for management, operations and maintenance of such community facilities and services. Donors and development partners have prescribed conditions for having project sustainability. However, there continue to be a number of such facilities that do not perform the functions they were meant to provide within short period of time. The paper presents a conceptual framework for exploring the role of governance in developments' sustainability. It further intends to look at the role of the project facility governance in these causative reasons; and further recommend strengthening of the governance processes of these projects

Bereket Roba Gamo – *Kongju National University, South Korea*
Genene Tsegaye - *Haramaya University, Ethiopia*
Teshale Woldeamanuel - *Hawassa University*
Duk-Byeong Park - *Kongju National University, South Korea*

P *Socio-Economic Analysis of Sub-watershed Development Impacts:*
    A Case Study from Ethiopia

Watershed development improves the economic, social, and environmental status of rural communities, and mainly the lives of rural poor people. The study identified the household level socio-economic factors influencing sub-watershed development impacts in Ethiopia. A household survey was conducted to collect data from 1,080 respondents in nine districts

in southern Ethiopia. The results revealed that age, educational status and land size of respondents significantly influenced the economic, social and environmental impacts of sub-watershed development in their community. Those respondents who were older, with more completed years of education and had relatively larger land size, perceived more sub-watershed development impacts. Social position of the respondents also influenced the economic and environmental as well as social impacts of sub-watershed development, with community sub-watershed development committee members perceiving more impacts. Participation in sub-watershed development was found to significantly positively influence (p < 0.01) the impacts of sub-watershed development, indicating that the perceived sub-watershed development impacts were different for the participating and non-participating respondents. We suggest that raising awareness and dialogue with the community should precede similar community development practices to ensure community involvement at all stages for better watershed development impact.

Elizabeth Diego
Lusimba - Water Resources Authority, Kenya

P   *Access to Water Resource in Arid and Semi-Arid Land in Kenya*

In the Kenya the constitution gives its citizens' rights to access to water which it implements this legislations under the Water Act 2016.The Act provides for formation Water Resource Users Associations (WRUAs) who are community organizations with a mandate to cooperatively manage water resources and resource use conflicts. The WRUAs are legal entities formed within delineated drainage basins in Kenya through a government regulatory agency called Water Resources Authority. The WRUAs thereafter receive funding for their sub catchment management plans development and implementation thereof. The major problem faced is the vulnerable communities in the Arid and Semi-Arid lands (ASAL) of Kenya. The areas are vast but sparsely populated with reliance to groundwater. Their livelihood is dependent on livestock which are in constant conflict with humans on the water resource availability. This paper through literature review, interviews discusses the need for alternative water resource sustainable projects within communities in ASAL areas that complements their existing culture and livelihoods at the same time the need for market value chain for their products. The findings are based on the case of vulnerable communities in Loisukut, Ol Moran and Dahan sub basin areas which face water scarcity, with limited access to infrastructure making the communities more vulnerable. It explores the community needs that preserve their unique culture and enhance their livelihoods through utilization of existing needs and explore the need for exposure. There is need for further research in all the sub basins within the ASAL areas to initiate sustainable water resource projects that sustains livelihood both for livestock and the communities at the same time preserving their cultures and improve their living conditions.

Daniel Mutunga
Daystar University, Kenya

P   *Gender and Environmental Degradation: Whose Responsibility?*

Even though environmental degradation has been discussed internationally in different fora, this problem has continued to increase and currently it can be said to be a major threat to human life. The natural resources which communities dependent on have been destroyed leading to low vegetation cover, low food production and high incidence of diseases. The main agenda has been human activities, which are gender based, and their contribution to environmental degradation. Gender roles are socially constructed and hence men and women play divergent roles in society all of which determine their access and use of the available natural resources. Men in most cultures are mainly involved in logging, grazing and fishing while women are associated with domestic chores like collection of wood fuel, farming and cooking. These activities, even though they are for subsistence have contributed immensely to the destruction of the environment. This paper discusses the different gender roles assigned to men and women in society and suggests that since environmental sustainability is a gender issue, its can only be achieved if communities are sensitized on environmental care through their gender roles.

Clare MacGillivray
Making Rights Real, Scotland

P   *It takes children to raise a community!*

"It takes children to raise a community!" This the view of a senior local government civil servant after hearing of the work of children human rights defenders in Tranent, East Lothian – a small ex—mining town on the east coast of Scotland - who led the UN Day of General Discussion on the UNCRC in Geneva, and come back home to lead conversations in their local community about climate change and the right to housing. This presentation and short film will tell their story – how a group of children are raising expectations and accountability of adults in their home town; how they are raising awareness of human rights among children and adults and how their leadership is turning heads and awakening their community into action. At a time when the regression of human rights is affecting communities globally, the work of the Children' Parliament to support children using a community development approach shines strong. The old adage that "it takes a community to raise a child" has been turned on its head – indeed – hear the story of how "it takes children to raise a community."

Farrukh Ahrorov
NGO 'Journalism and Democracy', Tajikistan

P   *How we Will Know Problems of Vulnerable Communities*
      in Conditions of Global Isolation?

Considering that today's conference takes place online, I will be very brief that we to be able to hear the views of all colleagues. The global pandemic has made significant corrective to the movement of community development. The compelled holding of this conference in a virtual format is a confirmation of this, and this is just one of the thousands of examples that facing today communities around the world. It so happened that we are not ready for such global challenges like C19 limiting many of the opportunities that have existed until today. I will try to explain. Yes, of course, today there are many modern technical possibilities for virtual meetings, discussions, exchange of information etc. And this is certainly used; it is important and greatly helps in our work to develop communities in conditions of self-isolation each in society from each other. But at the same time significant number of people, especially in many poorest countries, do not have technical capabilities, don't have access to equipment or the internet that to talk about their problems. Because of this, many of them remain outside the field of vision of the global World, and in the prolonged Global challenges such of C 19, eventually it may happen like that we will gradually lose feedback with them and especially vulnerable people will not be heard. How to be and what to do? I don't know. Today, many colleagues around the world share their experiences about solve such situations. There are many publications in mass media and other information resources about this, and these examples are certainly important for use and used in different countries. At the same time, I think it is very important today, if along with the daily work by community development we more thoroughly and purposefully will conduct research of possible Global Challenges and elaboration of recommendations, so that such scientifically- research work becomes a daily and integral part of the communities' development. It is also important to develop existing information resources in communities and adapt many of them to the today's realities. And for this I think it is necessary to cooperate with researchers, scientists, specialists about public communications, etc. Perhaps one of colleagues could add their own recommendations on this matter.

Jean McEwan-Short
University of Dundee, Scotland, UK

P   *Community development, dialogue and sagacious relationships for social change*

This presentation will focus on research undertaken in Scotland on community development practitioners' perspectives on their practice. Using an interpretivist framework, the research was designed to foreground the participants' voices as experts on their own practice.

Dyadic dialogical interviews were developed and used as research methods and the participants' perspectives will be presented as dialogues interspersed with my analysis. The dialogues showcase community development practitioners who are highly reflective critical thinkers, articulate about the conceptual underpinnings of their approaches and fully aware of the socio-political contexts they are operating in. A complex picture is revealed of community development practice that is political, mutual, loving, respectful and courageously grounded in sagacious relationships with transformative intent. Challenges of the somewhat grand expectations of community development practice are revealed and the fragility of community development in a context dominated by service provision is highlighted. The conclusion is a call for further investment in community development as dynamic practice central to action for positive social change.

Anna Grigoryan
"Inclusive family" Community in Armenia, Yerevan, Armenia
Susanna Hoveyan
Armenian State Institute of Physical Culture and Sport, Armenia

P   *Distinctive Features of Community Development in Armenia as Mono-Ethnic Country*

Republic of Armenia is a landlocked country located in Western Asia. It is a part of Caucasus region. The modern independent republic is formed in 1991 during the dissolution of the Soviet Union and has only 30-year history of statehood and democracy. At the same time, due to centuries-old subordination to other powerful conquering countries or empires, and thanks to a thousand-year history, traditions and rich national culture, the life of the Armenian people is tightly connected with the concept of community. The population of Armenia is a 3 billion people community, based on the principles of common national values: family, close friends, environment, church, ancient traditions, unwritten rules of mutual support and almost a complete lack of personal privacy. In my presentation I am going to focus on each distinctive feature of community concept in Armenia and point some important differences between community development forms in multi-national countries, connected with policies, individual and collective attitude, self-identity of the own role in community life and political situation. Also I would try to make a short analysis of possible effective practice exchange in community development field for Armenia and mention needed resources that can provide real assistance in the development of communities of refugees from Nagorno-Karabakh and war victims, whose human rights are severely violated due to the indifference of international legal structures to the current situation.

Marianne O'Shea
Maynooth University, Ireland

P *Crossing Boundaries: Civil Society Participation in Collaborative Governance Spaces - Some Thoughts from an Empirical Study*

Since the late 1990s Ireland has seen a significant expansion in the number and range of formalised processes and mechanisms to enable engagement between the local state and its citizens / residents. Many community-based organisations with a focus on social inclusion nominate representatives to participate in these structures in the hope that they can influence policy-making and/or policy implementation. In doing so these representatives take on a 'boundary spanning' role, inhabiting the often-challenging collaborative space between the state and civil society.

This study explored the experiences of these representatives within collaborative local government spaces. Using a qualitative research design and focusing on three different case types, the study reviewed in-depth the experience of 12 community representatives who have participated in a range of institutionally distinct and thematically divergent collaborative structures.

The research concludes that, by and large, despite high levels of commitment from community representatives who have amassed a considerable amount of expertise and experience in working collaboratively, the extent of real collaborative actions and impacts remains limited. In particular, where complex problems are the focus of the collaborative governance structure, even less progress has been made, as political and administrative preoccupations often trump any commitment towards collaborative engagement and problem solving.
The research also highlights the impact of institutional design and management of collaborative governance mechanisms. In particular, it demonstrates the impact of externally designed, formal rules of collaboration and the control exercised by local authorities over many mechanisms. This was seen to shape the nature of participation and interactions between key stakeholders, especially in the management of deliberation and agendas, in the process, restricting voice and influence and undermining trust.

WORKSHOPS

Bob Rhodes
Livesthroughfriends, UK

W *Dismantling Institutional Obstructions to Connectedness, Resilience*
and Empowerment – towards a Full Systemic Logic

Throughout the world, likely in every nation, people associate to respond to shared interests and challenges. But everywhere they, eventually, find themselves hamstrung and stifled by public institutions and systems that purport to 'do good' and claim the credibility of an 'evidence base'. It seems that the 'institutional world' accords much greater status to programmes and services than the 'core' or relational economy. Extensive evidence tells us that added value accrues and waste is diminished where connected, resilient and empowered communities are nurtured to produce what only a community can produce in respect of health, wealth, democracy and wellbeing. The evidence unequivocally shows that: Governments/Policy Makers/ Service Designers should put the 'relational world/'core economy' at the heart of everything they do; Services can't do the things that matter most to people – that's about relationships in a reciprocal community; Services that perceive themselves as supplementary and complementary to peoples' core/relational economies deliver higher value and less costs; Governments should nurture, promote - and not obstruct or exploit (in pursuit of their own agendas) - strong, resilient, resourceful and powerful citizens, families, communities and associations. LivesthroughFriends is working with practice, praxis and research partners around the world to better understand these issues in a global context with a view to adding to the body of knowledge that offers an alternative to the apparently finance-led, command and control, and consumer-focused paradigm that seems to hold sway. The purpose of the workshop is both to share what we are learning through indicative case studies and to add to our learning through participants' contributions to a webinar-styled debate focused upon the common issues emerging from our study.

De Wet Schutte
University of the Western Cape, South Africa

W *Community Basic Needs Assessment in Practice: The Case of Erijaville*

All over the world one of the challenges local authorities and charity organisations experience is to identify the "correct" development projects that would sustainably improve the quality of life of people living in a specific target community. This workshop uses information from a case study done on request of Strand Rotary Club to identify and prioritise the needs of the Erijaville community to help them to decide on a development project that will improve the quality of life in the community.

The workshop introduces the participants to the (i) principles of the basic needs community development theory, demonstrate how to apply the associated measuring instrument that includes the (ii) Associative Group Analysis (AGA) technique, (iii) the Priority Index (P-Index) used to determine and prioritises the needs in the community, how to (iv) determine and draw a summative baseline Community Index (C-Index), that also act as the point of reference to monitor the effect of any development project in the community, and (v) how to document the results in a typical interdisciplinary report for interpretation by the various stakeholders.

The Erijaville data will also be used to interactively generate and discuss possible recommendations based upon the data. The workshop will put the participants in a position to determine, prioritise and document the basic needs in a target community, and to generate information that can feed into the design/tweaking of sustainable community development projects.

Oxana Hordiychuk
Fedkovych National University, Chernivtsi, Ukraine

W *"Inclusive space. Ukrainian community": values, process and results*

Probably, every individual in society looks for better, strives for perfection and this journey gifts a person with dignity of the spirit and opens opportunities to create culture on earth. Our team found its own way towards perfection. On August 14, 2019, within the framework of the International Inclusive Community Development Program, we established the public organization "Inclusive Space. Ukrainian Community" in the Bukovina Region known for its multi-ethnic population which in itself can be considered to be an inclusive environment.

The purpose of the organization is to facilitate quality organization and popularization of the authentic engagement between the elementary teachers, various professionals in inclusion and children with special educational needs and their parents as the basis for inclusive culture. Our authentic strategy is pinpointed by the following values: idea, fairness, meaningfulness, opportunity and reality, potential, freedom of speech, perfection. Sustainability of activity and development of the members of the community is provided by the Studio of the virtual inclusive space – a unique online project for informal education. The purpose of the Studio is to:
- Bring together motivated professionals and students for comprehensive personal and professional development in the context of inclusive educational and social environment;
- Promote the authentic engagement and empathic relations between the professionals and children with or without special educational needs and their parents;
- Provide sustainable development.

The International project 'Inclusive NON! SCHOOL online' with the purpose of creating a safe space for meeting, communication and development of social norms in the children from the 'Inclusive Generation NEXT' team provides informal inclusive practice. Our community develops inclusion in Ukraine. We see our prospect in the study of issues in inclusion, searching for ways to address them and support of authentic inclusive initiatives and activities.

Saltanat Murzalinova-Yakovleva
Center for Social Inclusive Programs, Kazakhstan
Nargiz Eldenbaeva
Inclusive Practices, Georgia

W *The Practice of Youth Inclusive Community Development in Kazakhstan*

We will share our practical experience in creating an inclusive community; will tell about the results we've already achieved and the things we strive for. At the moment, the project unites 50 parents and 100 children with and without special needs and disabilities. We represent a community based upon shared values and mission: creating an inclusive environment where empathic relationships are a priority.

Our purpose is to create a model of the developing parent-child community. We consider it a priority to work with teenagers. Our experience shows that parents can unite through the shared interests and evolving values of their children. Our social programs are implemented in 3 key areas: inclusive sports, inclusive creativity and inclusive education. We pay great attention to the social rules and values of interaction in the team. Our programs provide ample opportunities for children and teenagers to learn how to communicate and help each other. The goal is for them to notice the others, to reach out to each other, to feel how great it is to be together. Inclusive sport is about connectedness. The easiest way to engage children with special needs is through sports activities. These tasks are carried out by both adults and teenagers who are learning to be volunteers and sport tutors.

We realize our inclusive creativity in our workshops, the purpose of which is to preserve and develop children's interest in discoveries! Inclusive education is not limited to the development of academic intelligence, but is aimed at developing the social and emotional intelligence of students. It is important for us to be constantly in the process of development, and the most amazing changes happen to individual members of the community as a result of development and transformation of the environment that we create. We are happy to talk about this and share our experience.

Dr Isobel Hawthorne-Steele – *Ulster University, UK*
Dr Rosemary Moreland – *Ulster University, UK and The Adult Learner, The Irish Journal of Adult and Community Education*
Dr Erik Cownie – *Ulster University, UK*

W *Emergent Community Development Practice and Training Post-Covid19: Developing a Road Mapping Tool for 21st Century Practice*

Drawing on initial evidence from a current research project, mapping the impact of rapid responses made by community workers, involved in reaching vulnerable groups and individuals, this workshop examines emergent issues in community development practice and education in a global pandemic. The study highlights the disconnects, challenges and barriers faced by community workers, as well as the success narratives, in order to learn lessons from community work responses, which may hone community work practice to better prepare for potential future crises. Building on Freire's problematising principle; the workshop creates a dialogical space for community workers to reflect on the emergent issues, as well as charting the creative actions, synergies, community organisation and collectivism that have emerged since the start of the pandemic.

From the perspective of community work educators, the workshop will also explore how best to capitalise on these organic-led initiatives to further promote social change. A key driver in pedagogy is the underpinning values and principles of community development; however, educators must balance this with ensuring students are provided with opportunities to develop a skill-set fit for purpose. Thus, the critical spaces created by the Covid-19 pandemic offer an unprecedented moment of change and transformation for community workers and community work educators to explore together a post-pandemic community development roadmap. We recognise that COVID-19 has shone a light on existing inequalities and that, looking forward in a solution-focused way, emerging from the pandemic and the likely economic fall-out, gives the community development sector the opportunity to re-set its priorities and energy towards creating a more equal world. This workshop starts the dialogue to begin to frame a new roadmap for community development in 21st Century.

Lyudmila Maximova, Elena Rodomanskaya
Krasnoyarsk Pedagogical College named after Maxim Gorky, Russia

W *Folk traditions as a resource for community development*

Siberia is a special place which combines the variety of ethnic traditions and cultures. Vast expanses of land created natural conditions for uniting the Siberia peoples. More than 150 ethnicities reside in the Krasnoyarsk Region now. The peoples of different ethnicities have always lived, worked and spent their leisure time together. Preserving their own traditions, each ethnic community enriched its culture through cooperation and communication with its neighbors. Leisure activities allowed people the rest from work and also joined them together.

We invite you to take part in the interactive workshop demonstrating the reconstruction of traditional Siberia folk festivities. Thanks to the opportunities provided by the modern Internet technologies you can watch and take part in round dancing and play traditional ethnic games and feel the uniting power of these collective activities. These activities have the depth of traditional wisdom and are expressions of harmonic cooperation common for all the people of any ethnicity.

Talal Waheed
Community Based Inclusive Development Initiative, CBM, Germany

W *Critical Insights and Good Practices from the Field:*
 Disability Inclusive Disaster Risk Reduction (DIDRR)

People with disabilities are disproportionately marginalized in disaster risk reduction (DRR). They are often left out of initiatives seeking to plan, prepare, respond and recover from disasters. They are confronted with innumerable barriers: inaccessible early warning systems, evacuation routes and shelters, unresponsive governments and attitudinal problems are examples, all of which aggravate their exclusion at all levels. Factors like lack of livelihoods, injustices, absence of social protection measures and being below poverty line amplify their vulnerability to disasters. DIDRR has grown in importance over the past years as a possible way of addressing this situation, essentially to ensure that DRR programmes are inclusive of disability, and that they are prepared and responsive. As a result, DIDRR is increasingly mainstreamed in inclusive community development, ensuring communities develop coping mechanisms and resilience.

This presentation will report on a study conducted in five countries with disaster risks (Haiti, Niger, Zimbabwe, Philippines, and Bangladesh). Through good community-centric practices the study illustrates how key contextual dimensions need to be in place to ensure DIDRR. Such dimensions include availability of data, contextual knowledge, alertness to the heterogeneity of disability, prioritising of the voices and strategies of people with disabilities and Organisations of Persons with Disabilities (OPDs), inclusive targeting and alertness to ecosystems such as global pandemics that tilt the balance of plans. These practices traverse a range of areas such as the need to generate useable disaggregated data, strengthening OPDs, the need for informed and relentless advocacy, training on DIDRR at all levels, infusing universal access principles, starting from the community to change attitudes about disability, inclusive early warning systems, and effective and comprehensive mapping. The study report will be made available to conference participants.

COMMUNITY EMPOWERMENT FRAMEWORKS

WORKSHOP

Anna Clarke
Prospect Awards CIC, Northern Ireland; International Association for Community Development
Donna Stewart
Craigavon and Banbridge Volunteer Bureau, Northern Ireland
Chris Leech
Craigavon Area Food Bank; Emmanuel Church, Northern Ireland
Michelle Markey
Armagh City, Banbridge and Craigavon Borough Council, Northern Ireland

W *Shared Leadership and Collaborative Community Planning Practice -*
A Case Study of Empowering Learning from Northern Ireland

This workshop will demonstrate the value and benefit gained for local community leaders, derived from creating space for reflective learning during a time of significant adversity. The 'space' was a 6 month community leadership programme with members of a Community, Voluntary and Social Enterprise Sectors Panel, established to support community engagement in local community planning processes within the Armagh City, Banbridge and Craigavon council area of Northern Ireland. The programme was supported by a major UK Trust as part of its work to embed a wellbeing agenda in public and social policy in Northern Ireland.

The workshop will be hosted by the programme's facilitator and two members of the CVSE Panel who took part in the programme. They will present an overview of the programme and draws on participant reflections to explore how their experiences working with communities during the Covid 19 lockdown shaped dialogue around the importance of shared purpose; the need for trust building between stakeholders; the value of shared leadership practices for collaborative working and the right of CVSE organisations to participate in local decision making processes to achieve better outcomes for communities. The workshop will be underpinned by a theoretical analysis of participation, empowerment and collective action. Programme evaluation findings indicated that even in times of high pressure, the opportunity to step into a mutually supportive and trusting learning environment with peers brought immediate benefit.

Drawing out key areas of learning, the workshop will also present examples of how space for collective reflection contributed to new thinking and empowering practices that are informing local actions to improve outcomes for people at a local level and influencing wider dialogue and decision making.

HUMAN RIGHTS, SOCIAL PROTECTION AND INCLUSION

WORKSHOPS

Clare MacGillivray
Making Rights Real, Scotland

W *Making Human Rights Real in Scotland - What communities have said they need*

At a time when the regression of human rights is affecting communities globally, there is a strong movement in Scotland to embed human rights in national policy and to build capacity in communities, public authorities and civic society to make rights real in practice. The incorporation of UN Human Rights Treaties into domestic law and a national taskforce to oversee this work means the trajectory towards realising rights is positive in Scotland. And communities need to be at the heart of this movement; to "name and claim" their rights by collectively holding duty bearers to account for human rights violations. Building on the success of the 'Housing Rights in Practice' project - the first grassroots human rights monitoring project in Scotland which ran 2015-2018 and realised £3M+ of housing investment in poor housing conditions, a research project has been carried out to find out what communities need to support their taking a human rights-based approach. This presentation will outline the main research findings of conversations with communities 'furthest from the table' of influence in Scotland and will feature the following themes; exploring the need for independent voices; effective support using community development approaches; learning about human rights in action; resilience in the face of power responses, as well as connecting with other grassroots human rights defenders. Find out what communities said they need to make rights real, and how this research has influenced the way grassroots human rights monitoring can be expanded in Scotland. This research has been used to found Making Rights Real a new human rights organisation to support grassroots communities to use a human rights-based approach in Scotland.

Stewart Murdoch - *IACD Global Ambassador*
Kirsty Forrester, *Dundee City Council, UK*

W *How do refugees become better connected, build resilience and become empowered?*

This workshop will share the experience of those who live and work in the Moria refugee camp, Lesbos, Greece. It will invite participants to consider the contribution of community development within the camp setting itself and in the external environment. Moria is governed by the United Nations, it was constructed in 2015 to accommodate 3,000 refugees. By the end on 2019 there were 20,000. The camp is grossly overcrowded, it accommodates refugees from Africa, Middle-East and Afghanistan. Those who have made it to Moria have risked everything.

They have lost family, home, economic security and community connections, many have been victims of persecution and abuse, they have little or no resources, and they have no state and no power other than their humanity. It is hard to explain the complex circumstances that have led each individual or family to resort to the hazardous journeys that have brought them to Moria. It is equally hard to explain the lack of resources at the front line to provide sanctuary and accommodate the refugees given the investment channeled through the UN/EU to the Greek Government and NGO's. This workshop is not intended to provide a critique of the failure of governance globally to prevent these tragic circumstances or to analyse the failure to provide an adequate response, but the workshop will focus on the response of volunteers, and refugees themselves. Despite the diversity of cultural and religious backgrounds, and differing circumstances that have brought people to Moria, there is a shared experience. Within the camp communities are re-built, leadership has evolved and individuals become empowered. Most hope that the living conditions they are experiencing are temporary and that they will be able to move on to re-build their lives. In reality, the difficulties of moving "on" or moving "back" are overwhelming, the processes of obtaining asylum are laborious. In the meantime the consequences in terms of mental health, wasted human potential and cost to the western governments who are the main funders of the current system will continue to rise. Faced with such pressing issues what kind of community development response is possible? Who is assisting within the camps to address human rights? How are the most vulnerable to be protected? and what actions can camp authorities and community leaders take to promote social inclusion? The workshop will invite a sharing of experience from those who have confronted these issues and from those whose experience in other contexts of community development can help us to consider our response.

Alena Stanislauchyk
Belarusian Association of Social Workers, Belarus

W *University of the Third Age: Empowering older people through lifelong learning*

Active aging of the population in Belarus demands new solutions enabling every person to live a long and healthy life and to remain a resource to their families, communities and economies. Despite low priority given to the older people's education in public policy, it may have an important role to play in helping to preserve older people's autonomy, to enhance quality of life, to create opportunities for making a meaningful contribution to society.

Workshop will focus on "Minsk University of third age" project (Minsk U3A) as a tool for social inclusion that helps to overcome barriers preventing older people from accessing opportunities for social participation. Minsk U3A enable non-formal learning opportunities and encourage older people to participate in social life and contribute to society. This multi-year project annually involves over 1000 participants over 60.

On one hand, it has direct outcomes for individuals, keeping mentally and socially active, helping them to redefine life goals, increasing self-esteem and etc., on second thought, it brings changes in society by rising awareness of Ageism and combating age prejudice which leads society to view ageing in a negative light. Minsk U3A is a unique example of how combining resources of NGOs, government, business and local community can make a great contribution to creating opportunities for active and healthy longevity.

DISCUSSION PANEL

Dominique Schlupkothen - *CBM, Germany*
Dr Brian Watermeyer - *University of Cape Town, South Africa*
Dr Vladimir Cuk - *International Disability Alliance*
Anisa Shamsutdinova - *DownSide Sport, Uzbekistan*
Anastasia Matvievskaya - *Inclusive Practices, Georgia*

D   *The Status Quo of Inclusive Community Development Practice*

Ensuring community development practice is inclusive of all stakeholders in the community is a basic requirement to follow a human rights-based approach and successfully contribute to the Sustainable Development Goals, in particular their "Leaving No One Behind" principle. One effective approach to drive inclusion and realise the obligations of the SDGs is "Community Based Inclusive Development (CBID)". This approach is becoming ever more relevant in the context of a worldwide drive for localisation to implement global frameworks and treaties implemented and reach people in their homes. CBM and the University of Cape Town conducted a baseline study on disability inclusion in community development programmes around the globe. The study is being conducted between August 2020 and March 2021 and will be followed up in 2022 and 2024. Its aim is to better understand the status quo of inclusive community development across the world: What strategies are successfully working? Which regional differences can be seen? And what lessons can be drawn from existing inclusive community programmes for the future of inclusive community development? Based on the results of the study and their own community development experience and expertise workshop participants will critically discuss the results of the study and the status quo of inclusion in community development. In preparation, participants will familiarise themselves with the CBID approach and the outcomes of the study (the research report and an overview on CBID will be made available to participants). They will be able to relate the global research to their day-to-day community development practice and reflect. Since the data was collected during the evolving Covid-19 pandemic, influencing factors of the pandemic and the resilience of inclusive approaches in this context will be addressed. The group will develop a set of joint conclusions. These workshop outcomes can be shared with all conference participants.

ROLE OF STAKEHOLDERS IN COMMUNITY TRANSFORMATION

ORAL PRESENTATIONS

Mukunda Adhikari and Keren Winterford
Institute for Sustainable Futures, University of Technology Sydney, Australia

P *Development, Community Development, Post Development, and Localisation:*
is localisation an 'alternatives to development' or a new jargon?

Development including community development has travelled a very long way over the last almost ten decades in its meaning, notions, types, approaches, deliveries, actors and narratives. Along the way, these key dimensions of development have often evolved, modified and revised. Participation, community engagement, bottom-up approach, self-help approach, human rights approach, community-led, and now inclusion are a just few examples on how   terminologies related to development notions and approaches were coined to make development 'community-led and community-owned'. While community development in the north may have been operating independently to the funding of international development organisations, there is a significant number of international organisations that support community development in the South. However, their impact and effectiveness of development have been questioned, and overall supports are viewed as colonial, imperial, and neo-liberal in its notions, intentions, approaches, and practices. Hence, seeing and analysing this development of a few decades, post development theory (PDT) questions and rejects development not on account of its results but because of its intentions, worldview and mindset, and therefore argues for the need for 'alternatives to development'. Accordingly, a greater role of local civil society, and community engagement through bottom-up approach or participatory approach or community led approach in development/community development are also argued as an alternative to development. Recently, two other terminologies, localisation and decolonisation of development, can be seen in the development discourses. One of them, the localisation, is emerging in the development sector although it is argued that it was there for decades in the form of 'building on local capacities'. Key seven commitments to localisation made notably in the 2016, also known as 'Grand Bargain'. Similar to other notions or concepts of development, localisation also could be in five spectrums which include no localisation, limited localisation, partial localisation, advanced localisation and strong localisation. The Covid-19 pandemic also has enhanced the discussion and urgency of localisation within the development including community development being supported by international organisations. In this context, employing literature review analysis and observing recent debate in the development, this paper argues that the idea of localisation is potentially an emerging 'alternatives to development' discussed by post development authors. However, this notion of localisation in development may end up as another jargon as other community development notions, and a tool for the continuation of colonialism and neo-liberalism in the Southern communities if it is not free from any type of influences from so called the developed nations including international organisations.

Patrick Milabyo Kyamusugulwa, Justin Bakenga Munvanya, Philemon Ntaboba Muhigirwa, Jonathan Imani Semuna & John Cirhashagasha
Institut Supérieur des Techniques Médicales de Bukavu, Democratic Republic of Congo

P *Comparative institutional roles in community transformation in urban and peri-urban health zones in eastern Democratic Republic of Congo*

Institutions are formal and informal mechanisms humanly created that shape expectations, interactions and individual and social behaviour, while institution articulation is the extent to which different institutions in each territory have linked one another and the nature of such linkages. In the health sector, community health workers can play vital role in improving coverage of basic health services. It is unclear whether institutions to which they belong to can play such role or whether community health workers themselves can induce such change? This paper aims to determine the role of institutions as a set of social norms to influence community transformation in the health sector in the context of eastern Democratic Republic of Congo. This is a comparative institutional roles analysis study that we have undertaken from 2015 through 2017 in the Kadutu, Ibanda urban health zones in comparison with the Bagira-Kasha and Nyantende peri-urban health zones in the South-Kivu province. We found that depending on the areas, Roman Catholic and some formal Protestant Churches are more influential as institutions on community transformation in the health zones of the study as they are mostly administering health facilities instead of the Congolese State. We also found that rather than community health workers per se, institutions to which they belong are more influential in community transformation because the Health Facility Committee president is at the same time at least one of members or influential member of the existing and dominating churches. Last, we found that in some instances, payment related to vaccination campaign or similar activities play an incentive factor in motivating these agents in doing their job. Development and reconstruction planners and practitioners together with international agencies should take considering the influential roles of institutions in community transformation that can contribute to achieve sustainable development goals in the health sector, particularly.

Yi-ting Chi
George Mason University, USA

P *What creates a Village? - the Socio-economic Factors Supporting "the Village Movement"*

As the aging population grows, "aging in place" is crucial since most people would not choose to move somewhere else when getting old. This project will explore the socioeconomic factors contributing to "the Village Movement" in the United States. The movement involves the growth of a type of community organization, called "Village," that has become a promising model for aging in place in the last two decades. More than 230 Villages are operating in 41 states across the country.

The "Villages" are established and operated by seniors who already live in the neighbourhoods to provide the non- professional services needed by themselves and their older neighbours. This project would be the first in-depth study on the factors facilitating the spread of the Village Movement. Because the movement is a newly emerging phenomenon, the mixed method approach will be used to ensure validity and provide more perspectives. This study will carry out a regression analysis, taking the number of the Villages in a spatial unit (such as a county) as the dependent variable to see what socio-economic variables would lead to the existence of a Village in that area. Moreover, this project will select 7 to 12 Villages to for a comparative case study of how they have been established and operated, through interview and participant observation. Finally, this project will study the Washington metropolitan area, the area with the highest number of Villages, using the grounded theory to answer why some communities have built a "Village" while some have not. The "Village" model is valuable since, compared to other aging in place models, it depends less on government resources and is more adaptable to various geographic settings. My project could tell policymakers how to help people to start and operate a Village in their neighbourhood.

Judi Aubel
Grandmother Project – Change through Culture, Senegal
Mamadou Coulibaly
Grandmother Project – Change through Culture, Senegal

P   *Empowering Grandmothers to catalyze change related to girls' education,*
    child marriage, teen pregnancy and FGM

Most programs to promote Girls' Holistic Development (GHD), dealing with girls' education, child marriage, teen pregnancy and FGM, involve girls and sometimes parents, but almost never grandmothers. In non-western cultures, girls are embedded in family systems where elders have authority, roles are gender-specific and grandmothers are involved in the upbringing of women and children, including adolescents. Across Africa, grandmothers influence social norms and practices related to GHD but most programs ignore this community resource. *Grandmother Project–Change through Culture* (GMP), an American and Senegalese NGO, through an iterative learning process, developed a grandmother-inclusive approach that reflects an ecological and cultural view of African family and community systems and that empowers grandmothers to play a leading role in catalyzing community-wide change for GHD. The intergenerational and grandmother-inclusive approach draws on concepts and lessons from community development, anthropology, community psychology and adult education. In rural Senegalese communities, past GHD programs did not involve grandmothers, viewing them as barriers to change, reflecting ageist attitudes and marginalizing them. GMP's strategy to empower grandmothers to promote transformative change required: changing community attitudes toward them; increasing connectedness between grandmothers; and increasing their self-confidence to learn, adopt new attitudes and promote community-wide change.

Key activities in GMP's program include Intergenerational Forums, Days of Praise of Grandmothers, Grandmother Leadership Training, Grandmother-Teacher workshops, All Women Forums involving girls, grandmothers and mothers. All activities use participatory adult learning methods to facilitate dialogue between grandmothers and within community-wide groups. Community support for the grandmother-inclusive approach and involvement are very strong. Extensive evaluation by university researchers concluded that it is contributing to changing social norms and practices: increasing family support for girls' education; and decreasing child marriage, teen pregnancy and FGM. Empowering grandmothers builds on their status as elders and can transform "barriers to change" into powerful community change agents.

Tatiana Zhuk
Brest Regional Center for Special and Developmental Education and Rehabilitation, Belarus

P *Creative Inclusive Engagement as Means for Cultural Unity of Communities*

Engagement of children with severe forms of disabilities into the educational process and social life is considered to be a part of inclusive culture. The problem of inclusive culture development in participants of inclusive educational process as well as in society as a whole is seen as a social one. Networking includes indirect links among all its subjects: participants of the educational process; local departments of education; state centers for special and developmental education and rehabilitation; educational institutions; NGOs; parents' associations; media. Cooperation among the aforementioned agencies is carried out according to a particular model and builds a Regional model that has a regional center for special and developmental education and rehabilitation as a coordinating link. This model operates on a regional level and prolongs into smaller administrative entities. The main focus is made on development of social inclusion that provides opportunities to bring it as close as possible to real life opening various models for cooperation and social relations.

A notable example of the model is a regional inclusive festival 'Together We Can Do More' that brings together children with and without disabilities. 300-350 children take part in this festival each year engaging in joint creative activities. An important aspect of this inclusive festival is in engagement of volunteers and donors. Many of them participate in an inclusive event for the first time and are sincerely surprised by the limitless abilities and talents of children with disabilities. The purpose of the festival is direct interaction and visual and tactile contact with a child with a disability. At those moments, a person who had never experienced issues of a disability before has a chance to reevaluate their views and accept diversity as it is. A person ceases to see 'an invalid' and instead sees a talented child.

Ibitamuno Irowarisima
University of Abertay, Dundee, Scotland, UK

P *Evaluation of the Role of Faith-based Organisations
in Solid Waste Management in Nigeria*

Many faith-based organisations have been involved in providing charity and social services to its host community. Presently, several traditional forms of charity adopted by faith-based organisation has shifted to environmental sustainability. It often involves outreaches and awareness programs that foster cleanliness. Though laudable, translating these teachings to actions have been in deficit. This study identifies the presence of open dumps in cities across Nigeria requires immediate action and stakeholders' engagement in solid waste management. Therefore, approaches that can be employed by faith-based organisations in improving solid waste management are explored. Using literature, questionnaire surveys of church members and semi-structured interviews of church leaders, this study investigated the role of churches in improving environmental knowledge and awareness for sustainable solid waste management. Based on this, a conceptual framework based on collective action was developed. Using NVivo, this research extended the collective action to explore linkages between households' perception of solid waste, environmental knowledge, and partnership with faith-based organisations. The study explored the current practices of solid waste management and potential involvement based on the current role of faith-based organisations. From the data, the analysis established trust as the connection between members and leaders of churches. Furthermore, barriers such as communication method and feedback mechanism, were identified as important factors to consider in framework application. The conceptual tool is useful to define the purpose of intervention. Involving informed environmental educators and volunteers are foundations to changed behaviour towards solid waste management.

Joëlle Rabot-Honoré
ENL Foundation, Mauritius

P *Agent of change: The role of ENL Foundation in the transformation
of 5 communities in Mauritius*

Since 2010, ENL group, a major player in the private sector has been engaged in the integrated transformation of communities lying in the suburbs of its business areas through its foundation. With an aim to empower communities to take ownership of their full growth, ENL Foundation is committed in enabling communities to live with dignity by working in close partnership with the main beneficiaries, the local authorities as well as specialist field NGOs. Using a Community Development approach, ENL Foundation, as a stakeholder, has been working with 5 vulnerable communities in Mauritius in identifying and analysing their needs,

defining their priorities and focusing on the changes that could be undertaken by them and for them with the support of other stakeholders. 10 years of involvement with members of the community of Telfair, Alma, Ste Catherine, L'Escalier and Pailles/GRNW has helped in connecting with individuals and families and respond through demand-driven projects at different levels namely in education, health, sport & leisure, housing, sanitation, employability/training and women empowerment. Through community empowerment, community members have been able to acquire skills and knowledge and build their resilience. From being vulnerable communities, the 5 communities are now turning into strong and autonomous communities that are building community platforms and working along with other stakeholders to ensure the sustainable development of their community. This paper intends to present the meaningful involvement and role of stakeholders namely the private sector in Mauritius as agent of change, in the process of community development projects.

Judith Mahlangu
Northwest University in South Africa
Michelle Janse van Rensburg
University of Pretoria, South Africa
Helga Lister
University of Pretoria, South Africa

P *Challenges and barriers to participation faced by community development beneficiaries*

South Africa faces various socio-economic challenges. Civil society organisations (CSOs), including non-government organisations (NGOs) and non-profit organisations (NPOs), are acknowledged as crucial in improving and supporting the well-being of society. These organisations rely on government and the private sector for financial support and challenges regarding accountability and transparency continue to occur. Having worked as a community worker in the NGO-sector for over 20 years and living in those communities, I have gained much experience. I have also worked within the private sector with entities that support NGOs financially. I have had many experiences, which are important to share in order to achieve relevant and appropriate solutions in often-complicated scenarios. This presentation will describe the challenges and barriers faced by beneficiaries of privately funded NGOs, especially around the absence of community members in real decision-making. An understanding of these challenges and barriers have been gleaned from years of reflective journaling of my experiences as a community member and NGO worker. Reflections have been analysed thematically, with accountability, inclusion, transparency, power and privilege, and sustainable community development being highlighted. For sustainable community development to be achieved, the participation and inclusion of beneficiaries and community members has been discussed amicably, and for the most part policies have been put in place to monitor funding systems.

However, preventable mistakes are still repeated, which leaves pertinent gaps at ground level. Involving beneficiaries from the beginning of proposed funding of projects is essential. Apart from it being the right thing to do, community members will become empowered, opportunities for skills development are provided and services can be improved. Sincere, long-term and authentic beneficiary inclusion is necessary at all levels to ensure and support sustainable community development efforts. Recommendations towards achieving this will be presented from my perspective as a community worker and community member.

Baiju P. Vareed
MacEwan University, Canada

P *Whose Community? Coalescing the Self of Community Worker*

One of the fundamental question social workers need to ask in community work is why do I need to work with this community. Most often social workers are employed by government or social agencies with the purpose of facilitating desired change on the community. Apart from the professional stake of the worker, why should a worker care about a community? The community worker has to identify how they are allied with the community, before starting to work with the community. Community work is not to save or liberate another community, but change in the targeted community is linked to the liberation and progress of the community of the worker as well. The fundamental premise of humanity, interconnectedness of human problems, and allying of humans across the universe on issues of oppression and liberation intrinsically operate in the community work. The workers use their knowledge, skills and relationships in working with the community. But the worker has to work with themselves first - finding the rationale of working with the community, examining own biases, relating workers life to the outcome of the community work. This presentation examines the identity of the community worker in the context of the social location of worker, mandate of the agency and allying with the cause of community work. I follow critical social work framework to analyze the power relations among stakeholders in community work and to establish the validation in community work.

Svetlana Murza
THEATERWITHOUTLIMITS, Russia

P *THEATREWITHOUTLIMITS as a model of a developing humanistic community*

The project THEATREWITHOUTLIMITS was created in St Petersburg (Russia) in 2018 by several enthusiasts and deals practically with such a large, complicated and multi-level problem as making modern theatre an accessible environment for people with disabilities.

The project offers to professional theatres with different spaces, genres and audiences to perform repertoire drama and musical shows, backstage excursions, workshops with the simultaneous translation to Russian Sign Language and visual description (audio description). At the same time, it gives people with disabilities the opportunity to attend such shows. The creators and the participants of the project believe that the participation in cultural life of all people, regardless of their ability or disability, is not only possible but is necessary. Even theatre itself was born as a democratic and tolerant human activity.

The fundamental idea behind the project's ideology is to avoid the division of the audience into groups. It is important for us that both people with abilities and with mental or physical disabilities share the same theatre auditorium. With this approach there is a strong mutual influence of different groups of audiences as well as audience and actors and other theatre staff. The project cooperates with professional Russian Sign Language interpreters and audio description specialists. They are also familiar with the specific features of the performing arts as the adaptation of stage performances for hearing-impaired and vision-impaired people significantly differs from the work with disabled customers in banks or hospitals. Our professionals graduated from theatre or dance (or other) schools where they got knowledge and skills which influence their level, quality of work, artistry and the ability to communicate with theatre teams. Thus, a completely new community of professionals is now born as a part of the project THEATREWITHOUTLIMITS (it might be called both professional and ethical).

The opening of the first School of Theatre Sign Language Translators in St Petersburg will mark a new stage in the work of the project THEATREWITOUTLIMITS. Different methods of implementing the translation to sign language and audio description (from creeping line and titles to video and the live work of the interpreter) are being carried out as part of the project. Due to the cooperation with Russian IT companies the project can offer to cultural institutions the stream with the interpreter's work for hearing-impaired spectators gadgets. Thus, the project THEATREWITHOUTLIMITS continuous to explore new working methods and to follow the principle of bringing the ideology of equality and humanism to different professional communities.

Craig Talmage
Hobart & William Smith Colleges, USA

P *The Regional Impacts of Food and Beverage Innovations in Finger Lakes, New York, USA*

This presentation showcases food and beverage innovations in small urban areas located across the Finger Lakes (FLX) region of New York (NY), spanning eleven glacial lakes between Rochester and Syracuse. Despite declines in manufacturing in Rochester and Syracuse, today's local FLX industries have evolved due to globalization and shifts towards localism. Today, small FLX cities and towns serve as entrepreneurial hubs to nearby rural residents who have linked their agricultural products to local food and beverage economies.

Spurred on by burgeoning wine, beer, and cider industries, the FLX region has become a new haven for food and beverage retailers, restaurants, and tourism enterprises. New York State has also infused downtown revitalization dollars among other support into FLX small municipalities. Still, many FLX individuals remain marginalized living in food deserts and food swamps, despite perceived food abundance. This presentation proposes three overarching research questions. First, how must small municipalities shift to become regional entrepreneurial hubs? Second, what are the economic, social, and environmental impacts to residents? Third, what are the invisible burdens that communities must bear to facilitate entrepreneurship and regional growth in small urban areas? These questions are addressed through series of community case studies concerning small FLX municipalities that serve as rural innovation hubs. The five hub cities and towns are Penn Yan, Naples, Canandaigua, Geneva, and Watkins Glen. These small municipalities are adjacent to three of the eleven glacial lakes (i.e., Canandaigua, Keuka, and Seneca Lakes). This presentation will provide policy-makers with strategies on how to support food and beverage innovation in small urban and rural areas as well as promote positive sustainable practices in their regions. A model for understanding entrepreneurial ecosystems particular to food and beverage will be constructed and presented as well to help researchers, practitioners, and policy-makers best address the three proposed research questions.

Kiprono Langat
Charles Sturt University, Australia
Ndungi wa Mungai
Charles Sturt University, Australia

P *An organic approach to community engagement and sustainability:*
A grassroots Landcare case study

This presentation is a case study of one of many Landcare groups that form a network of Landcare movement in Australia and New Zealand. Landcare is an example of a grassroots movement for sustainable land and water conservation through community involvement and empowerment. Groups of volunteers form and identify some local priorities to act on. Examples of such activities include tree planting, revegetation for land reclamation, endangered plant and animal conservation, protection and management of wetlands and other degraded land in general. This case study looks at Wagga Wagga Urban Landcare (WWUL) Group as both unique and typical Landcare group. A thematic and place-based analysis of reports, relevant literature and an interview is presented. It is argued that a dynamic community development approach can play a critical role in protecting the environment while also engendering connectedness, resilience and empowerment.

WONG Siu Wai
Caritas Hong Kong Community Development Service, Hong King
CHAN Wing-sun
University of Manitoba, Canada

P   *Social-medical Collaboration:*
A Case Study on the relationship establishment between community workers, public health practitioners, and the sub-divided flats' residents in Hong Kong

Hong Kong has the world's highest rate of myopic children, and there are unmet needs of children eye care service, especially those from the underprivileged families, especially the grassroots children living in sub-divided units (SDUs). Due to crowded living area and poor indoor illumination, the children generally expose to a higher risk of myopia. During the pandemic, the children basically are staying at home to do the online learning and leisure activity in the whole day. This further worsens their eyes health. Caritas Hong Kong Development Project for Grassroots Organisations has organised a community-based project "Vision For Future" to engage the SDUs families and their children in Sham Shui Po district (a SDUs concentrated district in the west Kowloon). This project has strengthened the children and their parents' eye health literacy, and has organised the community stakeholders to improve the social determinants of eyes health. The collaboration of community development and public health effectively led to a compassionate community transformation which improves the social determinants of children's eyes health. With the joint effort from different stakeholders, we could explore different community solutions involving the organic collaboration between residents, local shops, community development practitioners, and the medical professionals.

The process empowered all the stakeholders, and enhanced the community resilience to this public health issue. We conducted paired T-test with 100 people out of 300 participants of random sampling with control group methodology to show the effectiveness of the parental workshops. The project has started for almost 1 year, there were already 300 children received free eye examination and 265 children prescribed eye-glasses for vision correctness. Our social workers conducted 50 SDUs home-visits which most of the children have to study without sufficient light. 180 parents participated the parental workshops to increase the eye care literacy, received extra light (USB light) and learnt the technique for extra light installation so as to protect the children vision. During the pandemic, our project prepared an eye care knowledge video clip to overcome the difficulties to pass the eye protection tips to the needy families, there has been 235views in the YouTube channel.

Anna Carolina Ortiz
Esperança, USA

P *Compounding Community Empowerment:*
Esperança's Experience in Latin America and Mozambique

Localization of resources, decision making, and strategic opportunities in Community Development is part of a new wave of global development, however, it has been a best practice for Esperança for many years.

Esperança is a global health nonprofit based in Arizona, United States that partners with grassroots, community development nonprofits in Latin America and Africa. Our work focuses on connecting communities to clean water, safe housing, food security, health education and disease prevention. These partner organizations directly oversee the development and implementation of all community development work. Community empowerment is foremost in all the programs, in fact, community engagement and ownership of the work is a requirement for all programs. Community members are an integral part of the initial community assessment, discussions about priorities, resources, and assets, and the overall implementation. This is not news in the world of community development. What truly sets us apart is that we apply the community empowerment model not only to communities, but also to our partner organizations. The organizations we partner with have autonomy and the power to make decisions at the local level as programs are being developed and implemented. By embracing the "bottom-up" approach, Esperança empowers its partners to develop community development programs that truly address their priority needs and supports them in scaling up their programs to help more communities.

Additionally, Esperança's model of compounding community empowerment has proven effective because our programs improve entire community systems (i.e. microbusiness, agriculture, sanitation) and build capacity at the household and individual level, thereby addressing issues simultaneously from various angles.

Esperança's success in compounding community empowerment across partner organizations in different countries is a prime example of the power of localization and utilization of the "bottom-up" approach.

WORKSHOPS

Janine Ward
SPACE for Impact, South Africa
John Mathuhle
Senekal/Matwabeng Community Forum

W *From gruesome murder to liberating healing – a small town's journey*

Senekal hit the headlines after a gruesome murder which nearly set the town aflame. Instead the community decided to tackle problems in the area together, instead of waiting for authorities to act. They created the Senekal / Matwabeng Community Forum (SMCF) and got to work - from fixing potholes to clearing dumpsites. The Forum originated from the need to revitalize the town through active community participation. In response to negative publicity and various service, safety and security challenges, the community decided to take ownership of their living environment and create a prosperous future. The Forum aims to initiate, develop, implement and coordinate various projects within the area. Sourcing of funds will be from inside as well as outside the communities. Actual work will be carried out, as far as practically possible, by current residents. Giel Bekker, chairman of the SMCF control board said it was so inspiring. "People came together to tackle problems in Senekal. There are three choices.
(1) Complain, criticize, blame and post negative news on Facebook,
(2) do nothing and say nothing or,
(3) jump in, take part, contribute and DO something.
The latter is liberating and good for your soul and community."

Senekal is healing itself. Focusing on strengths and gifts within the community, the uplifting story of Senekal demonstrates the power of the asset-based citizen-led development (ABCD) approach. This session will follow the healing story of Senekal with the objective of outlining the principles and practices of asset-based citizen-led development (ABCD).

When this strengths-based development occurs organically in this manner it is particularly enriching as the stakeholders are the residents themselves, and sustainability and ownership are thus ensured. This is a community case study in the making, and activities are being monitored and recorded.

Dee Brooks
ABCD & Art of Hosting Practitioner, Intentional Nomad
Michelle Dunscombe
ABCD & Engagement Consultant
Fiona Miller
ABCD Facilitator

W *Asset Based Community Development (ABCD):*
  An emerging practice for the future of local government

All local governments are required to provide community engagement, strengthen and support community leadership and build sustainable relationships. Taking an active role to increase communication, and understanding the needs and opportunities within your municipality provides a platform for strong foundations and greater economic prosperity, liveability and creativity.

What is ABCD?
Asset Based Community Development (ABCD) is a globally adopted approach that recognises and builds on the strengths, gifts, talents and resources of individuals and communities to create strong, inclusive and sustainable communities.
Discovering community strengths is a powerful and productive way to address challenges and realise a collective vision by building relationships and creating the space for opportunities to emerge. This puts community members in control of their own decision making.

Asset Based Community Development:
- Focuses on community assets and strengths rather than problems and needs
- Identifies and mobilises community and individual assets, skills, and passions
- Is place based and locally led
- Is built on community leadership
- Builds relationships

A whole council approach is important when responding to the community and consistency when delivering services, projects and events includes speaking the same language internally and externally to build trust and hear all voices. This results in an increase of:
- Sharing of local skills and expertise
- Inclusion and diversity
- Strengthened relationships
- Interdependence and self-reliance

We believe success comes from co-designing every project, program or workshop with your community and we have extensive experience and knowledge in co-designing ABCD work with participatory practices and processes. With thousands of contemporary tools and resources and global networks and connections available to us, we make sure our processes are current, appropriate and relevant.

Gokul Mandayam
Rhode Island College School of Social Work, USA

W *Design Thinking for Community Development:*
Engaging Communities for Co-creating Sustainable and Impactful Services

Community development professionals are naturally intuitive and client centered. However, often the solutions, services and processes designed by them may not always have the desired long-term impact for disenfranchised communities. As ethical practitioners, they have to pause and ask themselves the question — "Are we making the difference we need to make or can make?" If the answer is "not quite" then they need to modify their approach to understanding any social issue or processes for creating effective solutions for these communities. New players and approaches are infiltrating the social sector to create sustainable impact for recalcitrant problems (Berzin & Camarena, 2018). Such approaches call for the need to expand the inclusion of stakeholders and beneficiaries in creating innovative solutions for community empowerment.

Human-Centered Design (HCD) or Design Thinking (DT) is one such approach that can be applied to better understand community problems and create sustainable solutions. Consumers' experiences and perspectives are at the center of this approach to problem solving. By working closely with consumers, this approach enables high impact solutions to emerge from bottom up rather than top down (Brown & Wyatt, 2010). Deep level of problem mapping with the consumers along with co-creating ideas/solutions and testing them before launching for a larger population ensures a shared understanding of problems and enables designing programs with the community's needs in mind. Design thinking is a powerful tool for community development organizations engaging with and empowering communities as designers of their own solutions (Hanisian & Turner, 2015).

The workshop objectives are to:
a) introduce the participants to 'Design Thinking' concepts, principles and skills;
b) illustrate the rationale for utilizing the design thinking approach for community development for creating impactful and sustainable solutions to address complex social problems;
c) practice design thinking steps in small groups through experiential learning exercises.

COMMUNITY DEVELOPMENT STANDARDS AND ETHICS

WORKSHOP

Colette McGarva, Chris Woodness
Community Development Alliance Scotland

W *Community Development in Scotland: Policy and Practice*

Community Development Alliance Scotland is a unique Scottish charity which coordinates 125 national organisations and networks of regional organisations with core community development principles and approaches creating a national intermediary and anchor organisation. This forms a strong coalition to affect change, develop a shared understanding of community development and provide a valuable network of organisations in order to create a more socially just and equal society. This presentation/workshop will share good practice and policy in Scotland and beyond, highlight collaborative working with the Scottish Government and IACD, share effective networking and coordination practice and provide examples of members feedback, impact statements and benefits.

GENDER AND COMMUNITY DEVELOPMENT

ORAL PRESENTATIONS

Milcah Mulu-Mutuku, Castro Ngumbu Gichuki
Egerton University, Kenya

P *Women Entrepreneurs' Control of Business Resources in Kenya:*
Does Mobile Money Technology Help?

Gender disparities in control of productive resources continue to challenge women's participation in entrepreneurship with detrimental effects on the productivity of their enterprises. Enhanced women entrepreneurs' control of productive resources, especially financial resources, is important due to its positive correlation with enterprise flexibility in pursuance of profitable opportunities. Mobile money technology is changing how people interact and do business as well as contributing towards financial inclusion due to its convenience, efficiency, and transaction simplicity. However, how this technology impacts on the control of productive resources among women entrepreneurs needs to be clearly understood if effective interventions are to be enacted.

In consideration of this, a mixed method study was conducted on 379 women micro entrepreneurs in Nakuru, Kenya to determine the influence of mobile money on control of productive resources. Researcher-administered questionnaires, object-centred focus group discussions and in-depth interviews were used to collect data which was subjected to principal component analysis and multiple regression analysis. Four components were extracted for the control of productive resources: financial freedom, business decision making freedom, business financial management freedom, and business information search freedom. Use of mobile money, specifically mobile payments and mobile banking, influenced business financial management significantly but not the other extracted components. Further analysis revealed great usability of mobile money as a strategy of shielding business finances from male family members' interference. Deep secrets in business financial transactions were noted at the home and business arena as a result of the obscurity afforded by e-wallets. Whereas mobile money technology is enabling women entrepreneurs to manage business financial resources, it has the potential of interfering with interactions at household level and therefore there is need for further studies in this direction.

Catherine Wairimu Thiong'o
St. Pauls University, Kenya
Dr. Daniel Nzegya Muasya
St. Pauls University, Kenya

P *Gender differences in attitudes and behaviour towards green entrepreneurship:*
a case of Mt. Kenya region

Entrepreneurship is essential not only for economic development but also as a tool for innovation and change. In pursuit of sustainable development green entrepreneurship becomes a vital concept as firms focus mainly on maximizing profits and ignoring the impact of their activities on the environment. This study explores green entrepreneurship in relation to environmental attitudes and behaviours as perceived by women in Mt. Kenya region compared to their male counterparts. The study takes an exploratory mixed methods design approach. The findings of the study indicate that there are significant differences in the attitudes and behaviour between men and women. This was attributed to the stereotypical roles of women influencing their perception; leading them to be more inclined towards green entrepreneurship and environmental value creation compared to their male counterparts. The findings of this study can be applied during policy development to ensure that there are engendered approaches in planning, policy formulation and entrepreneurship trainings.

Simbarashe Munamati
Murray Theological College, Reformed Church in Zimbabwe

P *Gender Inclusivity as Panacea for Community Development:*
   A Case of Rupike Irrigation Scheme, Masvingo, Zimbabwe

Community Development discourse has arose out of a chauvinistic society and benefited societies. However, it is prudent to note that a gender inclusive community development agenda promotes a further successful community development language. After its formation with twenty-five men in 1990, Rupike Irrigation Scheme, 80km South East of Masvingo town witnessed numerous setbacks which included: vandalisation of irrigation materials, fence as well as produce. It was only in the year 2000 when the membership was increased to two hundred, one hundred and fifty women included then the project is bearing fruit. From a qualitative study which the researcher is carrying out, it has been preliminary found that the inclusion of women has brought numerous positive development to the government initiated irrigation scheme and the immediate community is benefiting enormously from the produce of the project. Although a lot needs to be done to make the project more viable, gender inclusivity has proved to be a panacea for positive community development.

Tanusha Raniga
University of Johannesburg, South Africa

P *Marginalised women's economic well-being through sustainable livelihoods and social*
   entrepreneurial activities: A case of an NGO in Gauteng, South Africa

The number of women engaged in small enterprises increases as a result of opportunities provided by the NPO sector and through an expansion of existing livelihood activities. As a partial offset to these increases, employment declines in the formal work sector when existing businesses cease operations. The purpose of this exploratory study was to understand the benefits and obstacles which women entrepreneurs encountered during their participation in an NGO in Gauteng, South Africa. The objectives guiding this study was to identify the factors that contributed to women leaving TCB, to explore how TCB has contributed to women in terms of their human capital, social capital, economic capital and physical capital development, to explore the challenges experienced by the women in terms of their human capital, social capital, economic capital and physical capital development. The presentation is based on the primary data collected through survey work as well as in-depth interviews conducted with 23 women entrepreneurs to examine the magnitude and determinants of enterprise births, closures and expansions. It explores the ways in which these different sources of change are influenced by the state of the macro-economy, and examines policy and entrepreneurial implications for household sustainability.

Social entrepreneurship training, access to markets, access and control over goods and psychosocial support were facilitating factors identified by the women. Limited educational opportunities, poor family support, absence of self-actualization and little access to funding were some of the obstacles classified as barriers to the sustainable livelihoods of women entrepreneurs in Gauteng, SA. The findings of this study provide baseline information to community development practitioners to develop a policy framework to boost entrepreneurial activities of women in Gauteng. Moreover, the findings provide suggestions for improvement of support and business training offered by an NGO for women entrepreneurs. Ultimately the adoption of the sustainable livelihood approach presents a positive social development strategy that community development practitioners can embrace to assist women to work towards sustainability of their entrepreneurial activities in the informal economy.

Charles Gyan
University of Regina, Canada
Eunice Abbey
Methodist University College, Ghana

P   *Proverbs and Patriarchy:*
      Analysis of linguistic prejudice and representation of women in Ghana

Discourses govern the phenomenological interpretation of our everyday existence and umpire the way we think, relate to and act towards one another in the world. Undoubtedly, popular sayings and proverbs mediate the way of being in Africa. This paper discusses the place of proverbs in the African culture and its implications for community development practice. This paper attempts to analyze how women are represented in sampled Ghanaian proverbs and the ways in which these proverbs institutionalize the roles, statuses, and identity of women in Ghana. The paper suggests that linguistic resources are systematically used to perpetuate patriarchal culture and gender inequality. The revolutionalization of linguistic resources is therefore recommended to help deinstitutionalize the existing patriarchal discourse and culture, and improve the participation of women in the governance of community development projects in Ghana.

SUSTAINABLE DEVELOPMENT GOALS AND COMMUNITY DEVELOPMENT

ORAL PRESENTATIONS

Paul Lachapelle - *Montana State University, USA*
Huston Gibson - *Kansas State University, USA*
Dan Kahl - *University of Kentucky, USA*

P *Climate Change Educational Outreach as a Community Development Initiative*

This presentation highlights new climate change educational outreach programs targeting youth, adults and professionals and offers observations on challenges and promising strategies for community climate change resilience education and outreach. We start with a review of several current programs including the youth 4-H Weather and Climate Curriculum, a hands-on learning experience for ages 8-10 where the teacher guides students through 9 activities to explore and understand weather and climate connections, and Climate Smart Montana, a network to link citizens and professionals to learn about and apply climate resiliency planning as a community development initiative. We spend the remainder of our session discussing successes, challenges and opportunities with community climate education from our experience in the United States and as well as soliciting comments from the audience on application in other contexts including the Global South.

Dr Vania Neu - *Rural Federal University of Amazonia (UFRA), Brazil*
Dr Victoria Jupp Kina - *Social Research ReImagined, UK*
Dr Daniel Jupp Kina - *University of Dundee, UK*

P *Scalable solutions for water insecurity and poor sanitation: the social impact of rainwater capture systems and ecological toilets for Amazonian river communities*

Water insecurity in the Brazilian Amazon is a severe threat to human health. In the state of Pará, in the Amazonian region of Brazil, the geographically dispersed nature of the rural population means that centralised water and sanitation systems are difficult to implement. Households living along the Amazonian river do not have access to clean water or dignified sanitation, meaning that faecal/oral contamination and water-borne diseases are common, resulting in diarrhoea remaining one of the main causes of child mortality.

Since 2012, Dr Vania Neu has worked with river communities in Pará to address these challenges. Working with 15 households she has led an action research project to design and install rainwater capture systems and ecological toilets.

After three cycles of design modifications, the rainwater systems have now been proven to provide completely clean, bacteria-free water, while the toilets have successfully prevented further contamination of river water. Since 2017, Dr Victoria Jupp Kina as worked with Dr Neu to understand the impact of the new technologies on health and wellbeing. This paper will present findings from a social impact study with the participating households. We will report on key findings from the study, including reported changes in health and wellbeing, the financial impact for households, and the gendered impact of the project. We will also explore reported changes in residents' levels of autonomy and resilience. The findings indicate that the new technologies provide affordable, long-term, and scalable solutions to water insecurity and poor sanitation within the Amazonian region.

Ramona Madhosingh-Hector
UF/IFAS Extension, University of Florida

P   *Integrating SDGs in Education – A Practitioner Approach*

The United Nations Sustainable Development Goals (SDGs) are a blueprint to achieve a more sustainable future by addressing global challenges related to poverty, inequality, climate, and environmental degradation to promote prosperity and peace. The Extension land-grant system can support the attainment of SDG goals through its education mission and contribute to the creation of globally aware citizens. University of Florida Extension faculty utilized a combination of online technology, classroom sessions, community surveys, and appreciative inquiry techniques to educate youth and adults about SDGs. A multi-pronged approach was used with youth, undergraduate students, and adults by focusing on enhancing knowledge of SDGs and application of educational ideas learned in a real-world setting. A team of undergraduate students worked on a capstone project in a local county setting, developed an instructional webinar and video (4-minute), and a final oral presentation (70 slides) contributing 1, 238 hours and a 232-page written report. Faculty also utilized a Google classroom to provide instruction to youth and in-person instruction to adults in Puerto Rico on SDGs. A total of five (5) virtual sessions was delivered to two fifth-grade classes and 50+ adults with a focus on renewable energy following the devastation on the island due to Hurricane Maria. The student groups applied their knowledge to real world situations by creating a solar powered community and adults learned personal and community strategies to support behavior change. The use of technology-based programs allows Extension to extend information in an evolving global landscape, supports local integration of SDG goals, and promotes social action with long-lasting impacts. Extension's ability to leverage community impact through a practical approach can ultimately benefit the land grant mission for outreach education and support global attainment of goals.

Sunday O. Olaniran
University of Zululand, South Africa

P *Africanising Environmental Education towards achieving
the Sustainable Development Goal 13: Climate Action*

The advocacy for the decolonisation of education and curriculum forms part of the larger discourse among academics and scholars in Africa today but little is being said about the implication of this debate to the environmental sustainability in Africa. This paper examined the values and importance of africanisation of environmental education towards achieving the Sustainable Development Goals (SDGs) in the Sub-Saharan Africa, especially the goal thirteen which is geared towards combating climate change and its impacts on human and environment by the year 2030. The current high rate of excessive heat, flood, pollution, and other environmental issues being experienced in the Sub-Saharan Africa coupled with the lukewarm attitude of people to it has revealed that Western style of Education is not enough, thus, the need to revisit the indigenous forms of community education which were prevalent in the pre-colonial Africa before the advent of Western Education. 'Climate Action' is the number 13 of the 17 goals set by the United Nations in September 2015 to address a broad range of sustainable development issues in Africa and, other continents of the World. Africa - being one of the most vulnerable regions to the unprecedented effects of climate change must look inwardly and retrace her steps back to those community advocacy strategies such as proverbs, poems, storytelling, taboos, folklores and riddles, among others, to solving prevalent community environmental problems. The paper posits a proposition for the restructuring of environmental education curriculum, both at the basic and higher education levels, to accommodate and reflect the contents and realities of African communities for the sake of the African young and emerging generations.

Eric Ngang
University of Birmingham, UK

P *Building community and ecosystem resilience to climate change vulnerabilities using
local Indigenous Knowledge and Practices: The case of Western Highlands Cameroon*

Communities have used ingenuity and tried, tested and shared their local indigenous knowledge and practices (LIKP) used over many generations to build resilience to significant challenges such as climate change. This communally owned, locally based, participatory knowledge and practices have been transferred from one generation to another through a process of mutual and collective learning. Many international environmental and human rights instruments have highlighted the importance of LIKP. The local ownership and relevance of LIKP makes it critical for climate change adaptation environmental decision making to address vulnerabilities. However decision making at sub national and national levels are observed to be top-down, sidelining this community contributions.

This paper highlight the hitherto-neglected roles LIKP of communities who are mostly agrarian can play making in addressing vulnerabilities using the Western Highlands of Cameroon as case study.

Using a cross-sectional research approach with 20 focus group discussions and 150 semi structured interviews conducted with randomly selected community members who are mostly agrarian, respondents attest that applying LIKP is bringing real, tangible gains. 59.1% indicated its use in selection of climate resilient seeds, soil management approaches resulted to enhanced food security and livelihoods. For example the sale of organic farm produce generated higher income of 1.5million francs CFA (USD3000) during each cropping season with soil quality maintained.

Unfortunately, the communities indicate that central governments has been slow to give value to communities' contributions in its national climate change resilience strategy. The paper acknowledges that there are gaps with respect to what really constitutes LIKPs, and how it is developed, maintained and shared. It then attempts to address this gap and argue merging community LIKP with Western knowledge is important to build resilience against climate change vulnerabilities. The paper concludes by highlighting the successful use of this hybrid decision making approach in response to climate change vulnerabilities by 10 local councils in the Western Highlands of Cameroon and recommends more recognition of this community contribution and its scaling up beyond Western Highlands of Cameroon.

COMMUNITY DEVELOPMENT TRAINING AND EDUCATION

ORAL PRESENTATIONS

Svitlana Ilinich
NGO "Back to Life", NGO "Social Perspective", Open International University of Human Development "Ukraine", Ukraine

P   *Community Development in the System of Formal and Non-Formal Education in Ukraine*

Community Development is a new practice and academic discipline for the Ukrainian system of formal and non-formal education. The community development approach can propose new important social decisions for modern Ukrainian society in general and some vulnerable groups particularly, that's why it's important to implement community development knowledge and practices into all levels of academic education in Ukraine. We propose some measures to create an accessible Ukrainian informational environment about community development related topics.

Community Development:
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It's also necessary to share the best world community development practice-based knowledge with active citizens, public organizations and educators through massive open online courses and non-formal training and encourage them to social dialogue and discussions and to empower NGOs, local governments, educational institutions and active citizens to implement community development practices as social development tools. Creating MOOCs, starting and running online and offline international training programs, professional excellence training courses, managing workshops, best practice sharing conferences and seminars, developing special websites are the best educational tools for that. The main thing is to involve a wide educational audience in the world active community development movement and to find the optimal way of joint and effective development.

Abdul Hamidu Abdullahi
Ahmadu Bello University, Zaria, Nigeria

P *Community Leadership Development: Pathways to Community Educational Development*

Leadership development programs are meant to equip community leaders with requisite tools to navigate the challenges facing their communities. This paper evaluate the findings of a Participatory Needs Assessment leadership Development Program of Some selected Schools Based Management Committee in Kaduna State, Nigeria. The focus was their understanding of their roles in terms of monitoring and evaluation of their schools' educational development especially in the growing cases of out of school children. The study is based on the assumption that with the requisite training, the management of the schools will be enhanced thereby equality education could be attain.

The study adopted a descriptive survey design and the sample was based on the attendees of the leadership program. The study used questionnaires for data collection. The theoretical framework for the study is the Mintzberg's and Yukl's leadership roles both descriptive and inferential statistics was used during the analysis. Chi-square p-value was used to test the significance of relationships between the independent and the dependent. The findings reveal that the participants have acquired requisite tools that increased their human capital and networking ability for the task of monitoring and evaluation of the schools. It is then recommended that such leadership development program should be encourage so that community leaders leverage on it to enhance their capacity of engaging in the processes of addressing not just educational issues but also other community issues.

Joseph Campbell, Anna Jenderedjian
The Ohio State University, USA

P *Community Capitals Framework and experiential community simulation-based activity in teaching community development in a higher education institution*

In higher education, and in particular within the environmental field, we as educators aim to develop courses that stimulate students to reflect on sustainable community development. Few curricula teach this knowledge and skills using simulation-based and participatory learning approaches. We detail and reflect on our experience of teaching "*Community, Environment, and Development,*" a course for undergraduate students in a U.S higher institution. In a globalizing world, students need robust knowledge and skills to face challenges of planning, engaging in, and assessing sustainable development on a community level. In order to bridge the gap between theory and practice, explore the diversity of stakeholders, students do a series of experiential roleplay activities that model community development, in addition to case studies and theory. A simulation-based community development modeling activity along with case-studies addresses various contexts and provides an opportunity for students to understand the complexity of interests and interactions between various actors. To review and predict the impact of numerous changes on community transformation, students utilize the Community Capitals Framework (CCF) (Emery and Flora, 2006) as an overarching community empowerment framework throughout the learning process. The CCF captures changes and strengths in seven community capitals (natural, cultural, human, social, political, financial, and built), allowing students to characterize the interconnectedness between capitals and predict subsequent cumulative causation.   As an interdisciplinary framework, the use of CCF encourages students to apply knowledge from other classes to plan their communities' strategies. Through the experience of roleplay exercises and CCF applications, students reflect on the ethical and emerging underpinnings and identify issues for improvement, such as the integration of decolonization discourse and climate change resilience. Ongoing dialogue and feedback with students allow us to improve the curriculum continuously.

Bríd Ní Chonaill, Liam McGlynn, Sheila Coyle, Mairéad Cluskey, Georgina Lawlor,
Garreth Smith - *The University of Dublin, Ireland*

P *Embedding Anti-racism in the Community Development and Youth Work programme*

This abstract focuses on the Community development training and education subtheme. The authors are a team of six educators on the Community Development and Youth work programme on the Technological University Dublin Blanchardstown campus. In 2019, research conducted on interculturalism in the youth services in Dublin 15 found that students on the Community Development and Youth Work programme on the TU Dublin Blanchardstown campus had encountered racism on placement and felt ill-equipped to deal with it.

Both the global Black Lives Matter movement and the heightened inequalities that Covid19 has perpetuated among ethnic minorities (for example Travellers, Roma, people in the current Irish International protection system), have highlighted the need for educators and students to deepen their understanding of the multifaceted phenomenon of racism. As a group of white educators working with a diverse group of students, we undertook a funded Le Chéile project during the academic year 2020/21 whose aim is to embed anti-racism in the Community Development and Youth Work programme. This presentation will provide a brief overview of the project actions and then focus on charting our journey to achieve the proposed changes:

- to change the programme content/delivery
- to increase the racial literacy and reflective practice of educators in terms of anti-racism
- to enable students to identify racism and empower them to respond to it.

An action research methodology using a mixed methods approach, combining a quantitative and qualitative methodology, was employed to evaluate the actions of the project. Focus groups, surveys and reflections are being used to provide the evidence base to document the transformative journey. A collaborative approach was adopted, with educators and students co-creating the knowledge and outputs - workshops, events, government submissions, public declaration, changes to modules are some of the numerous examples of proactive anti-racism emanating from this project.

Mairéad Cluskey, Georgina Lawlor
TU Dublin, Ireland
Erin Wilkins, Emma Courtney
Langara College, Canada

P *International Collaboration in Community Development Education:*
Reflections on a Transatlantic Partnership

In 2019, Langara College, Vancouver, Canada and Technological University Dublin (TU Dublin), Ireland signed an international partnership to encourage and facilitate a long-term working relationship. This created a wonderful opportunity for the students and staff from the Community Development and Youth Work Programme in TU Dublin and the Recreation Studies Program in Langara College to work together on a Collaborative Online International Learning Virtual Exchange (COIL-VE). The purpose of the project was to create an opportunity for students to build a global network of emerging community development professionals from around the world while providing students with an intercultural online collaborative learning experience. The necessary digital literacy skills for a virtual exchange came at a time when the world went online due to the global pandemic. Although the pandemic added many challenges to this project, the learning from COIL-VE supported our students in navigating new virtual spaces confidently. A key outcome of this project was to discuss and explore the values and cultural norms that inform community development practice in a local and global setting.

Over the course of the 2020/2021 academic year, staff and students from Canada and Ireland worked together, exploring global challenges through local perspectives by comparing the different issues in community development such as racism, immigration, housing policy and more. A variety of communication technologies such were used to support on-going dialogue, engagement and completing of assignments, culminating in a Magic Moments of Learning: From the Local to the Global showcase at the end of the semester.

This project achieved more than expected for both students and staff ringing true to the theme of this year's conference *Community Development: Our Connectedness, Resilience and Empowerment.* Within this presentation faculty from Langara College and TU Dublin will outline the key learning from this virtual exchange and highlight the value of working with an international partner in Community Development education.

Sharova Liudmila, Sharov Arkady
Perm State Humanitarian Pedagogical University, Russia

P *Specific aspects of training of specialists in the field of adaptive and physiotherapy at the Perm State Humanitarian and Pedagogical University*

According to the first global report on people with disabilities, published by the Guardian, their number in the world is growing and amounts to 1 billion people - 15% of the world's population. An acute shortage of professional personnel in the AFC allowed to open in 2008. In PSHPU department of AFK and LFK. For us it is interesting to how not to prepare amateurs. To feel what the adaptive capabilities of the body (ACB) are, we had to gain our own experience in studying the ACB of a person in the Northern Urals. We offer to influence ACB with the help of extreme sports (ES),e.g. snowmobiles and ATVs. The method is based on the prevention and correction of ACB failure by exposure to biologically active points in 45 examined students at the agro-industrial complex IMEDIS-FOLL (patent 2204374).

Our vibrational spectra contribute to the prevention of stall and increase ACB. Efficiency amounted to 87%, therefore, extreme sports contribute to increasing resistance of students to the effects of traumatic environmental factors. The experience accumulated by us can also be used in preparing students for the organization of an inclusive educational space.

Ihor Okhrimenko
Kyiv Cooperative Institute of Business and Law, Ukraine

P *Community Development Learning Programmes - a starting point for Ukraine*

Effectiveness of any process depends on qualification of those who carry it out and community development is not an exception. However, there is no such a profession as 'Community development practitioner' in post-Soviet countries because successful functioning of a community requires involvement of specialists of various occupations with different sets of skills. But understanding of basic community development principles for these professionals can be very useful and this raises an issue of development of instruments for providing this knowledge. One of the ways of obtaining this knowledge can be practical experience of the Kyiv Cooperative Institute of Business and Law (Ukraine) where community development Standards have been integrated in the curriculum. For example, a master's degree program Social Entrepreneurship has been launched that can be attended by any person with a bachelor's degree. Some disciplines of the program provide knowledge and skills for economic activities of a community as an entrepreneurship entity. But these activities will be aimed not at the maximization of revenue or other corporative gains but at the support of community livelihood. The other part of disciplines provide knowledge on theoretical and practical aspects of community development, study of the community development Standards and their use in community development practice. This approach allows for utilization of previous training with focus on community development and enrichment with vast practical experience provided by the IACD. Study of the community development Standards within the classic educational activity allows for replicating this experience across the network of educational institutions and spreading this knowledge. Taking in consideration the number of communities that can use this knowledge and universality and accessibility of the aforementioned instruments for spreading of this knowledge, we believe that this practice can be successfully applied in all the territories with the formal educational system.

Suet Lin Shirley Hung, Kwok Kin Fung
Hong Kong Baptist University, Hong Kong

P *Community development in Hong Kong in response to COVID-19*

The COVID-19 pandemic has affected everyone globally and every country has felt its economic, social and health impacts. The general agreement is that COVID-19 is a 'man-made' disaster. The spread of the coronavirus across borders and its drastic impacts in most places can certainly be traced to human action. Regardless whether it is (hu)man-made or 'natural', disaster management is conceptualised as having three stages: emergency relief, recovery and reconstruction. Hong Kong was one of the earliest cities that experienced the emergence and spread of COVID-19 in late January 2020. Prior to its emergence, Hong Kong was experiencing social protests against an extradition bill which was receded after the massive arrests of protesters who occupied a few of the university campuses.

The arrival of COVID-19 is yet another blow to the city. In Hong Kong, professional social workers registered their presence during the pandemic when non-governmental organizations (NGOs) sent out its professional staff to deliver different types of services at the height of the coronavirus. Community organizing is a critical intervention in which social workers engage to solve community problems. This paper focuses on community social work in Hong Kong where social work has a history of more than seventy years. A qualitative research study is conducted to examine how community social workers have planned and implemented services in accordance with the three stages of disaster management, the values and theories of social work used in determining the intervention strategies, the impact of the intervention and ideas that address injustices in disaster management work. Implications on community social work practices and social work interventions are subsequently discussed.

Anjinee Poinen
ENL Foundation, Mauritius

P Community Education and training as an area of intervention for community development in two localities of Mauritius

Since 2009, the ENL group, a major player in the private sector has been engaged in the integrated development of communities lying in the suburbs of its business areas. The aim of the ENL Foundation is to empower vulnerable people and localities through social change processes which are carried out through the collective action of individuals, groups and organizations thus, give voice to vulnerable groups and communities as well as the forces of change within communities working for self-determination. More than using the 'Pedagogy of the oppressed,' ENL Foundation promotes social change by organizing, planning, and initiating programs that improve the wellbeing of individuals, children, families, organizations, and communities. It is a holistic transformation process that includes socioeconomic, educational, social housing, and environmental dimensions.

Education service initiatives, particularly those related to improving community welfare, need special attention as part of the development of community education and training. The latter implies the use of innovative approaches, techniques and concepts that must be key words in building people's lives. Community education understands that corrections to past approaches need to be adjusted in the midst of continuous changes in the community, so that innovative approaches that are more in line with the challenges and needs of the community and new knowledge are promoted.

This paper discusses ENL Foundation's use of participatory approaches to the implementation of various programs (after-school programs, after-hours assistance, training for community platforms, community leadership training) for the Alma and Telfair communities during the past years.

Abduljalil Wada Kura
Bayero University, Kano, Nigeria

P *The significance of practical activities and fieldwork in community development*

Training and education of community development agents and workers is significant in bringing development within communities. This paper emphasizes the importance of practical activities and fieldworks in developing skills and capacities of learners. It is through practical activities that learners can understand more and clarify theoretical concepts they learnt in their learning centers. The facilitators, professionals and other experts must always be there with the students to guide and assist them during their practical activities. By working together with professionals, the learners will be able to develop important skills and have a well understanding of community development concepts and approaches.

Ciara Bradley, **Hilary Tierney, Jamie Gorman**
Maynooth University, Ireland

P *Emerging Professional Narratives of Community Workers*

The proposed presentation will draw on a study which explores the narratives of community and youth workers on their journey through professional education and training, and the profession they are joining. The study was undertaken over two years as a classroom project with third year Community and Youth students (44 students) as Research Assistants and three academic staff as part of the module based project.

The students interviewed each other in pairs on various aspects of their journey as developing practitioners including key learning moments/turning points and the principles they practice that they are committed to. They transcribed and analysed the interview, and wrote a short report with preliminary results as part of their module assessment. Staff undertook qualitative analyses of all of the interviews over the two years of the project using qualitative analysis to more deeply understand the journey of students in their professional formation. The presentation will focus on these narratives of professional formation including the motivation of students as they join the professional programme and the key moments in the process of professional formation.

Marianne O'Shea, Angela Rickard
Maynooth University, Ireland

P *'Among Others' and among other possibilities in education:*
reimagining initial professional education with youth workers and student teachers

Demographic and attitudinal changes in Irish society in recent years, have necessitated a reimagining of the professional practice of both second level teachers and youth workers. As educators, working in formal and non-formal settings, both sets of professionals play an important role in the lives of young people. However, in the Irish context, limited examples exist of teachers and youth workers coming together to address issues of shared concern. Moreover, few opportunities are available for both sets of educators to work together to develop an understanding of the principles, purposes and practices that underpin their respective professions. Examples of youth workers and teachers coming together to examine and address the issues facing young people, spaces in schools for youth workers or links from youth work settings back into formal educational processes are limited, ad hoc and seldom appear in educational research.

Seeking to develop and deepen a shared understanding among the two professions pre-qualification, lecturers on professional programmes at Maynooth University combined youth work students from MU Dept of Applied Social Studies and student teachers from MU Dept. of Education. Catalysed by participation the 'Among Others' project, a multi-annual trans-national project funded by the Erasmus Plus programme and scheduled under the auspices of a Social Justice Certificate, the lecturers set out to bring the students together to participate in a series of workshops. As an invitation to open a conversation that could facilitate a shared understanding of each other's professional practice, values and objectives, the module sought to encourage collaborative approaches to working with young people to address and enhance diversity, equality and intercultural communication.

The module is now in its third year and has provided a space for, what we believe to be, transformational learning among students from both disciplines and for the lecturers involved. We are currently embarking on a research project to capture and analyse some of this learning, situating it within a broader discourse on the purpose and practices of education and how this is shaped by, and shapes, the wider societal context. This paper will set out some of the starting points for this research, identifying some points of convergence and divergence across the two disciplines, mapping out the theoretical and policy context and introducing some of the questions that have emerged to date and how we propose to respond to, explore and document these. We suggest that some of the lessons learned may be of benefit in informing thinking about Community Work education vis a vis other social professions.

Busisiwe Lujabe
Nelson Mandela University, South Africa

P *Towards enhancing household food security in Nelson Mandela Bay: A Participatory action and Transdisciplinary approach*

In the current South African context of large-scale poverty and unemployment, and the present economic downturn, which has been exacerbated by the socio-economic consequences of the unprecedented worldwide corona virus pandemic, the challenge of household food insecurity facing sub-urban low-income households appears to be on the increase. The research project sought to contribute towards solutions of addressing household food insecurity of suburban low-income households. The research was done in two phases. Phase one, to determine the household food (in)security status in Nelson Mandela Bay Municipality ward 60, whilst also determining the household's socioeconomic status, assets and capacities. Phase two, used phase one findings to explore transdisciplinary pathways towards designing a community-driven development intervention to improve the household food security in NMBM, using a participatory action and transdisciplinary approach. Phase one employed a quantitative household food security survey. Data was collected using a household questionnaire which is based on the Household Food Insecurity Access Scale (HFIAS). A simple random sampling technique was used in identifying a total sample size of 225 households to participate in the household survey, out of which 170 households participated. Data was analyzed using multivariate linear regression analysis to determine the level of household food security and the main household characteristics that determined the household's food security status. Basic descriptive statistics were used to describe the demographics, social and economic factors, household skills and capacities. Possible findings from this study are expected to show that (i) more than half of the sampled sub-urban households are severely food insecure whilst only few are mildly food insecure; (ii) the key determinants of household food security are mainly household human capital, social and economic factors and demographics (iii) most households have different sets of skills or capacities which can be utilized to generate household income towards various sustainable livelihood opportunities.

WORKSHOPS

Dr. Caitlin Bletscher
Washington State University, USA

W *Enhancing Resilience through Self-Care of Community Development Practitioners*

Self-care has been defined as anything that individuals do for themselves to establish and maintain physical, mental, emotional, social, and spiritual health (Bledsoe, et al., 2011), and prevent and deal with illness (WHO, 1998). Weyers' (2011) meta-analysis of community development research identified eight habits of effective practitioners, emphasizing the importance of spending time on self-renewal, due to the physical and mental exhaustion of their services. Results stemmed from articles emphasizing stress, burnout, job dissatisfaction, and need for 'psychological protection' against stress. Ethically speaking, community development practitioners have a responsibility to engage in self-care practices. Scotland's Community Learning and Development (CLD) Standards Council developed a code of ethics for community development work, with twelve clear statements about occupational standards for professional behavior, which included looking after oneself. CLD concluded that 'looking after oneself' includes professional learning and self-care (Banks & Westoby, 2019). Not addressing and prioritizing self-care as an ongoing practice can have long-lasting, detrimental consequences not only on practitioners, but also on their communities. Professionals around the world have called for the attention of self-care as a basic building block for successful, effective work, not an "emergency response or extra luxury" (Miller & Grise-Owens, 2018). Professional helping organizations – locally, nationally, and internationally – such as the IACD have a responsibility in sustaining the profession and our professionals. This workshop will provide community development practitioners with a justification for the importance of daily self-care, as well as a tangible, Self-Care Plan that provides opportunities for introspective reflection and intentional strategies for self-care professionally and personally.
Participants will meet the following objectives upon completion of this workshop:

1. Understand occupational/organizational stressors commonly experienced by community development practitioners
2. Define self-care, compassion fatigue, and burnout
3. Provide rationale and justification for self-care in the field
4. Engage in a self-care assessment and planning exercise

Mary Sweatman, Gabrielle Donnelly, John Colton
Community Development program, Acadia University, Canada

W *Educating for Compassionate Communities of Interdependence*

In the conference's spirit of celebrating community development as a transformative practice in an uncertain world, the purpose of this workshop is to invite participants to explore the potential transformative aspects (Mezirow, 2003) of community development education.

As professors of community development at Acadia University, a university situated within a coastal, rural, and agricultural region of Nova Scotia, Canada (*Mi'kma'ki* in the Indigenous language), we will share the integrative learning curriculum that we are co-creating in relationship with the surrounding communities, as we prepare students for navigating a complex world (Morin, 2002). At the heart of our emerging curriculum is approaching transformative education for students, faculty, and community partners, with a focus on cultivating compassionate communities of interdependence (Palmer & Zajonc, 2010; Kegan, 1998). By engaging in the integral experiential learning cycle of experiencing, reflecting, generalizing and applying (McCaslin & Flora, 2012), we (students, faculty, our community partners) use both the classroom and the community as an arena of learning for citizens. The learning objective for the session is to collectively explore with participants how community development education can serve to break down an individualistic approach to education that reflects broader (North American) societal patterns (Stewart & Bennett, 1991) by encouraging the "transformation from independence to interdependence" (Palmer & Zojonc, 2010, p. ix), a practice that is needed for the creation of community resilience.

COMMUNITY DEVELOPMENT WITHIN VULNERABILITY CONTEXTS

ORAL PRESENTATIONS

Wilson Majee, Nameri Conteh, Lisa Wegner
University of Missouri, USA

P *Addressing adolescent substance use in rural South Africa:*
A case study of a community coalition in Sea Vista, Eastern Cape

Today, urban and rural communities around the world face a host of problems including school dropout, joblessness, homelessness, crime, and substance use. With the rise to prominence of social determinants of health, people and place have increasingly become the key focus for researchers, practitioners as well as policymakers. Research suggests that substance use, particularly among adolescents, may lead to disengagement and increased illegal activities. Given the anticipated growth in youth aged 15-24 years to about 1.3 billion by 2030, the need for strategies to intervene against substance use is elevated. Substance use among adolescents continues to be a major community development and public health problem globally. Despite advances in the field, effectively intervening along the continuum of substance use involvement remains a challenge. This case study explores the role of a community coalition in rural Eastern Cape, South Africa, established to address adolescent substance use. A focus group discussion was conducted with nine founding members of the coalition.

One follow-up interview was conducted with one of the members. Discussions were audio-recorded, transcribed verbatim, coded and analyzed using NVivo 11. Drawing on narratives of coalition members, we illustrate the complex challenges adolescents in rural communities experience, the unique characteristics and function of the coalition, and the sustainability challenges. Participants identified unity and shared vision as critical to the sustainability of the coalition. Participants identified systemic and resource-based challenges. Participants regarded their main role as being empowerment of adolescents. Additionally participants made recommendations for potential solutions. There is need to identify the unique coalition characteristics and utilize them to create more collaborative community-based strategies and approaches that address substance use. Involving and empowering local communities, and particularly vulnerable groups, should be central to any local and national strategies for promoting health and wellbeing.

Jim Robertson
Project Manager, UK

P   *"Liberating and Listening to Local Voices" – The Faith in Community Project*

Community development is essentially a contestable concept. Experience illustrates that effective community development embraces critical reflection on all forms of social action and the impact of such work on the lives of people in local communities. ***The Faith in Community Project*** was developed to nurture a network and the connectedness of faith-based community initiatives in the 10% most disadvantaged communities in an area of the North East England. Many communities in this location have historically experienced marginalisation and effectively social and economic exclusion. The current Covid pandemic has hugely increased the challenges in this area. It is resulting in increasing debt, the risk of homelessness, unemployment, poverty, and economic sustainability challenges. Broadly, it is recognised that faith groups are a rich source of assets and have the potential to motivate people into active citizenship, community engagement and connectedness and social action. The vision of the Project is to find ways to energise and appropriately release this potential. People involved in community development activity need to be alert to and vigilant about changes in the social and political context within which they work; they need to be able to explain what they are doing at any stage of the community development process, and why they are doing it. Also think about the factors and forces that enhance their resilience and empowerment. The presentation that the Faith in Community Project offers the Conference is that local people from a selection of projects will briefly introduce and visionally introduce their projects. Additionally, each contributor will offer a reflection on how their formal and informal learning about community development has inspired and equipped them for the challenges they face in their local contexts. The Faith in Community project has created practice based routes for formal community development accreditation by the England Standards Board

Linda Seals, Ramona Madhosingh
Hector - UF/IFAS Extension, University of Florida

P *The National Sustainability Summit Builds Community Vitality*

The 2019 National Sustainability Summit targeted educators, researchers, practitioners, and partners who work or engage with Sustainable Development Goals topics. The Summit helped connect participants with academia, local governments, industry, and students from across the United States to improve efforts to build community vitality and resilience. Participants heard from dynamic plenary speakers with expertise in sustainability and energy issues, enhanced their professional knowledge and skills through pre-conference educational tours, and attended abstract presentations and networking sessions. To connect with the local community where the conference was held, the planning committee included local sustainability professionals who were instrumental in developing the pre-conference tours and securing community leaders to speak. In lieu of purchasing summit memorabilia, the planning committee donated the money to a local non-profit organization dedicated to protecting a local estuary. Over 180 participants from 31 states and the District of Columbia attended the summit. A 45% response rate (n=84) was recorded for post-summit evaluations administered online immediately following the summit. Eighty-eight percent of respondents reported increased knowledge. Sixty-two participants responded to a six-month follow-up survey. Thirty-six percent said they worked on a new idea or program learned from the summit. Sixty-one percent of the survey respondents said they have contacted someone they met at the conference or identified potential new partnerships. The National Sustainability Summit provided a venue for educators, researchers, and practitioners to increase their knowledge and to engage with others in the fields of climate change, energy, and sustainability. The summit highlighted opportunities to engage with communities to build vitality and resilience. The Summit provided valuable networking and professional development in sustainability, it provided communities of practice through program examples and case studies, and it provided opportunities for scholarship through research, publications and presentations.

Claire Ugo-Ike, Christina M. Shay
Center for Health Metrics and Evaluation, American Heart Association, Dallas, USA
Leon El-Alamin - *The MADE Institute, USA*

P *Lessons Learned from Implementing a Community Reentry Program:*
    An Interview Study of Program Impact on Prison Returnees in Flint Michigan

Incarcerated individuals have higher prevalence of chronic health conditions, and often experience limited opportunities for employment, housing, and other social determinants of health. This study aims to present perspectives from prison returnees regarding the impact of the MADE Institute Program, a community-driven solution, aimed to reduce barriers to community reintegration.

Methods: Adults aged ≥18 years who were released from prison/local jail and participated in MADE program >6 months were recruited. Semi-structured interviews were conducted via telephone using open-ended questions and question probes. Interview recordings were transcribed, and thematic analyses were conducted.

Findings: Twelve interviews were conducted. The majority of participants were male (75%), ages 25-44 years (75%) and non-Hispanic Black (83%). Participants were incarcerated for between 1 week to 27 years. Participants noted that housing, education, employment opportunities, vocational skills, and opportunity to help other prison returnees, were among key benefits from participating in the program. None of the respondents reported having encounter with criminal justice system since they participated in the program, and described positive motivators, avoiding crime influencers, and engaging with work, as reasons for not recidivating.

Conclusion: the many resources provided to MADE participants were beneficial for promoting a successful community reentry, including providing temporal housing, vocational education, and employment assistance. Increasing the duration of program and collaborating with other community resources could potentially improve program outcomes.

Recommendations:Expanding network of felon-friendly employers, implementing in-jail programs, and incorporating substance abuse treatment into the program.

Yolanda Surrency
Georgia Southern University, USA

P *Mothering through My Pain: Single Black Mothers' Narratives*

Black women's voices and historical contributions have been dismissed, and even excluded, making it difficult for their cultural knowledge to be transmitted to future generations. Black women battle with an unsettled consciousness from subscribing to the normalization of what dominant culture defines as good mothering. This study uses Black feminism to examine single Black mothers who navigate the negative images of the welfare queen and the matriarch. This narrative study also uses Black feminism to examine the stories of single, Black mothers and their daughters. The purpose is to investigate Black mothers' and their daughters' lived experiences to understand their struggles and resistance. Purposeful sampling was used to select seven single, Black mother-daughter dyads, both agreeing, to participate in the study. The participants answered semi-structured questions. Using Black feminism as a guide to explore participants' stories, the researcher identified that Black women may shift through the childhood, teen, and womanhood stages of development. In each stage, the mother-daughter dyad shared oppressions and presented noticeable changes in their mother-daughter relationship.

The analysis further revealed that single household Black mother and daughter dyads managed their household through various levels of interdependence as the daughter aged. Centering this study on the participants' experiences captured their pride in how they triumph rather than suffer from oppression. The participants' stories revealed that they embodied strength inherited from their ancestors and observed strength of their mother and other Black women who navigated and resisted racial and gendered oppression. This "strength-based perspective" that uncovered single, Black mothers' concerns for their daughters can be used by educational and social institutions to support Black women and their daughters based on their needs.

Ironbar, Virginia Emmanuel
University of Calabar, Nigeria
Olabisi, Bella C.
University of Calabar, Nigeria

P *Stakeholders and Community Empowerment of the Vulnerable Groups in Rural Communities in Cross River State, Nigeria*

Community empowerment can only be possible if stakeholders see it as a responsibility to assist citizens with necessary human and material resources for mental and physical development. This will really be impactful when it targets the vulnerable groups in the rural communities. In view of this, the study sought to appraise the role of community stakeholders in community empowerment of the vulnerable groups in rural communities of Cross River State, Nigeria. Using the Theory Evaluation Scale (TES) and descriptive cross sectional research design, multi-stage sampling procedure was utilized in selecting 12 stakeholders and 36 respondents from a defined population of vulnerable groups in rural communities though the purposively and random sampling techniques respectively. Two research instruments: Key Informant Interview Guide and self-developed questionnaire were used to collect qualitative and quantitative data. The collected data was analysed using IBM SPSS version 20 software. Results showed that the aged are the most affected vulnerable groups that need empowerment, followed by the disabled, children and women respectively. The study suggests that stakeholders should always consider these vulnerable groups identified in the study when designing and implementing community programmes/projects in order for community empowerment and development to be complete.

Claire Ugo-Ike, Remy Poudel
American Heart Association, USA
Shon Hart, Leah Hart
InvolvedDad, USA

P *Impacting the Lives of Families through Fatherhood Engagement:*
An Evaluation of Community-Based Fatherhood Program

Fathers' absence in the lives of their children negatively affects children's physical, mental, and emotional health. These problems extend into adolescence and adulthood and include an increased risk of substance use, depression, suicide, poor school performance, and contact with the criminal justice system. This study evaluated an American Heart Association supported fatherhood program aimed to improve children's wellbeing by helping fathers become more involved, responsible, and committed to their children.

Methods: Thirty-nine fathers were enrolled to attend education-based fatherhood program over a 4 months period. Program focused on parenting techniques, successful life skills and workforce development. Same online survey was administered to participants at enrollment and at the end of the program.

Findings: Analysis was conducted to measure change in parental skills and co-parenting 69 hich ord over time. Participants were predominately non-Hispanic Black (85%), ages 25 – 44 years (77%), had high school degree or lower (77%), and are formerly incarcerated (38%). Impacts of the fatherhood program on non-resident fathers were seen in changes in five areas: (a) increased father involvement; (b) improved parental skills; (c)improved co-parenting relationships; (d)increased parenting time; Iincreased employment rate. Results show that the program has significant, positive effect on father involvement, parenting, and co-parenting 69 hich ord.

Conclusion: This evidence-informed community-based program promoted father involvement and co-parenting relationship as participants adopted redefined their conception of their roles and increased their engagement in their children's lives.

Recommendations: Implement combined sessions for mothers and fathers and examine the broader impact of program on children outcomes.

Martin Purcell
University of Dundee, UK

P *Crossing Continents: The Role of Professional Love in Community Development in Vulnerable Communities in the UK and Africa*

This presentation draws on research conducted with community development practitioners over the past eighteen months, exploring the role of professionally loving forms of practice in supporting the most vulnerable members of society.

Survey data – drawn from the contributions of one hundred practitioners from around the world – is supplemented with interview responses from ten practitioners in the UK and a number of African countries. The findings highlight the extent to which effective, values-based community development practice in different continents can be characterised in similar terms, highlighting the importance of sustaining genuine, meaningful and purposive relationships with groups and individuals. Taken in isolation, the notion of 'love' can be problematic, as it is most often interpreted as romantic or sexual in nature; something that even the most ardent supporters of *professional love* acknowledge in the findings.   Addressed from different traditions – Freire's notion of a love of humanity; ancient Greek communal love, or *agape*; a communal ethic of care, or *Ubuntu*, demonstrated in southern African countries – the paper presents evidence from the field that love can underpin the best forms of practice in working with vulnerable, marginalised and oppressed groups and individuals wherever they live.

Joyce Anne Ponciano-Villafania
Founder of kasAMBAG, Philippines

P *kasAMBAG: A Community-Engaged Social Innovation Towards Disability Inclusion, Gender Equity, and Disaster Resilience for All*

The Philippines is the 9th country in the world with high disaster risks. Its geographic location in the Pacific Ocean and the Ring of Fire exposes 70% of the national population to multi-hazards like typhoons, floods, earthquakes, and volcanic eruptions. Vulnerable populations of women, children, persons with disabilities, indigenous peoples, and those living in poverty are disproportionately impacted. Intersections of age, gender, disabilities, ethnicity, and poverty exacerbate their risks. Combining community development and human-centered design thinking, I establish and embark on "kasAMBAG." It is an innovative child carrier, so families with very young children with disabilities are included, or "kasama" in the Filipino language, in the safe, timely, and efficient disaster evacuation. Public servants, families of children with disabilities, women, and artisans contribute, or "ambag" in the Filipino language, in producing each kasAMBAG. Merging community development and human-centered design thinking, I used SWOT and PESTEL analysis to reframe problems with root-cause analysis, map the system, and identify entry points for systemic change. It resulted in more collaborations that expanded to more products and programs. Since its conceptualization in 2019, kasAMBAG is now a social enterprise that allows any Filipino to develop sustainable Philippine communities that are inclusive of persons with disabilities, equitable for women, and resilient in disasters. I highlight and contribute to the discussion systemic thinking and human-centered design thinking in developing programs with the community for the community.

Yuliia Zherlitsyna
Beehive of Ideas, Ukraine

P   *Native lullaby - The State of living children with disabilities in Ukraine*

At the moment, the situation in Ukraine with the support of people with disabilities is changing for the better, but nevertheless, there are many problems. The main one is that the adopted laws are not implemented at the local level due to a lack of funds in local budgets. In addition, there is a need to change the consciousness of people, which is a very slow and painstaking process. In her speech Yuliia will tell about the current situation in Ukraine, in particular, about the state of living children with disabilities, about state programs for disables people, about the contribution of the non-governmental sector to the development of the system of organizations to help children with disabilities. The speaker will also talk about the projects of her organization to work with children with disabilities. In particular, about the project "Native lullaby" which was granted by Ukrainian Culture Foundation. This inclusive project united not only children with disabilities and without but also representatives of 22 national minorities of Ukraine.

Karen Heinicke-Motsch, Dominique Schlupkothen
Community Based Inclusive Development Initiative, CBM, Germany

P   *Locked Down does not mean Locked Out: Reflections and lessons
from people with disabilities and front-line community-based organisations*

As the COVID-19 pandemic spreads around the world, the barriers faced by people with disabilities are growing along with their vulnerabilities. UN agencies, human rights groups and development actors have all recognised the disparity in access to response measures, the widening income gaps, particularly affecting women, people of colour and people with disabilities among others, and the lop-sided efforts to ensure educational access through the pandemic. Communities and community organisations are at the forefront of the struggle to respond inclusively to the ongoing COVID-19 crisis. Their experiences and the experiences of people with disabilities and their families challenge us all to do better while offering powerful evidence of the strengths and capabilities of community-based organisations. CBM committed to a process of reflection drawing from both the lived experiences of people with disabilities and community workers, and from a reflection on our own response in support of our community-based partners. CBM's community based inclusive development (CBID) team was quick to mobilise and provide guidance to field offices and community-based partners in responding to COVID-19. This initial guidance was supplemented by regular online COVID response learning events which provided a forum to discuss response and experiences while contributing to peer-to-peer learning. Through this presentation we will discuss what we learned from the experiences of people with disabilities and community workers and what we found to be useful in supporting our community-based organisation partners to respond to this crisis. The presentation will draw from two separate research pieces undertaken by CBM over the last months and put forward recommendations for improving our own practice in support of disability inclusive community development and our accompaniment of the community-based organisations we partner with.

Wilkins Ndege Muhingi
Pan Africa Christian University, Kenya

P   *Social Protection as a strategy to poverty alleviation during COVID-19*

In the wake of pandemics like COVID-19 many countries took a variety of steps, including closing airports, enacting bans on some foods and medical goods, restricting work hours, quarantine at home, and curfews. These policies have an effect on the country's economic sectors and have the potential to exacerbate social inequality and poverty. This study examined how Social Protection Programmes play key roles in supporting the poor to get out of hunger, chronic poverty, reduce social inequality, and enhance the livelihood of the poor in Africa. This was a rapid literature review which utilized general and specific search engines for data. Key words guided the search for literature.

The study revealed that the governments assist the poor, vulnerable groups, and economic sectors to mitigate the consequences of the COVID-19 pandemic by strengthening social protection practices. This study concluded that social protection is a tool for alleviating or mitigating poverty shocks especially during pandemics. Findings of this study will shade light on the role and significance of Social Protection programmes during pandemics. Guided by the findings, study recommended the need for governments to strengthen social protection initiatives.

Dr Laura Ann Chubb – *University of Auckland, New Zealand*
Dr Kimberly Jarvis – *Memorial University of Newfoundland, Canada*
Dorcas Adewale – *University of Ghana, Ghana*

P   *Voices from the Streets: Ghanaian Youth Recommendations for Culturally Responsive Sexual and Reproductive Health*

Ghana's most vulnerable population, and possibly most resilient, are Accra's adolescents experiencing 'streetism'—a complex state of resiliency and survival whereby young people engage in menial economic activities and encounter socially deviant practises while enduring life on the streets. Formal and informal social support systems underserve these adolescents. Intergenerational cycles of poverty— inclusive of sex-related challenges such as teen pregnancy—reduces chances of breaking away from socialisation into streetism. Adolescent-friendly solutions are optimal for adolescents to feel comfortable accessing services. However, adolescent sexual wellbeing experiences and expectations are less well known than perspectives of youth-serving professionals, and it is a rarity young people be directly involved in the development of these services through youth-driven processes.

This presentation reports youth recommendations for improving the cultural responsiveness of sexual wellbeing initiatives from a participatory study in Ghana. Researchers worked alongside adolescents at-risk of, and participating in, streetism with unmet sexual wellbeing needs to evaluate educational resources from public and private organisations. Creative workshops saw adolescents shaping safe spaces to identify commonalities and challenges within their sexual learning journeys while envisioning change. Relationship building connected adolescents to available services to which they were not previously aware. Empowering young people to sit at the decision-making table concerning is vital for positive generational impacts on sexual wellbeing.

Charles Gyan
McGill University, Canada

P *Building resiliency in Community development:*
The experiences of Rural Ghanaian Women

Ghanaian women face many barriers to political, social, and economic inclusion, such as poverty, illiteracy, lack of legal rights, and traditional gender roles. However, they also display remarkable resilience in surmounting adversity. This resilience may manifest via their involvement in community development. Prior research emphasizes the importance of collective solidarity and intergenerational support as predicting Ghanaian women's resilience. However, within the context of community development, externally imposed programs often frame resilience as a quality imposed on or taught to Ghanaian women, rather than an intrinsic quality of these women themselves. The current study uses a phenomenological lens to examine the motivating and supporting factors for resilience in Ghanaian women (n = 12) involved in community development. Data consisted of interview transcripts that were analysed using thematic analysis. Analyses revealed that women's resilience was motivated or supported by women's concern for their children's futures, familial support, and social support.

Mamadou Coulibaly
Grandmother Project – Change through Culture, Senegal

P *Grandmother Leadership Training:*
using a community resource to promote change for Girls' Holistic Development

Many development programs promote Girls' Holistic Development (GHD) (concerning girls' education, child marriage, teen pregnancy and female genital mutilation) based on western and reductionist concepts that narrowly target and empower girls. African girls are part of family and community systems and their development is strongly influenced by the culturally-determined values and roles, including that of elders in perpetuating social norms such as child marriage.

In the socialization of girls, grandmothers have traditionally played a key role, however, GHD programs have not seen grandmothers as a resource and have not involved them.

Grandmother Project – Change through Culture (GMP), an American and Senegalese NGO, promotes GHD by building on cultural roles and values using a systems approach that involves elders, adults and adolescents of both sexes, but especially grandmothers given their role with girls. In all African communities, natural grandmother leaders exist and GMP identified them as an abundant but underutilized resource for GHD.

A non-formal/adult education program for under-the-tree training of illiterate grandmother leaders was developed by GMP to increase grandmothers': knowledge of GHD issues; sense of collective empowerment to promote GHD; communication with mothers of adolescents regarding GHD; collaboration with traditional and religious community leaders to promote GHD. 300 grandmother leaders, chosen by their peers, were trained in groups of ten, in 4 two-day training sessions. Six months after the training individual in-depth interviews were conducted to evaluate results related to the training objectives. Evaluation results were very positive regarding several aspects of grandmother leaders' roles: increased sense of collective empowerment; increased solidarity between them and with other grandmothers; increased knowledge of adolescent development; increased collective action to promote GHD in communities; and improved communication with girls. GMP believes that the grandmother leadership training strategy could be adapted and used in many cultural contexts across Africa and beyond.

WORKSHOPS

Anthony Ware
Deakin University, Melbourne, Australia

W *Everyday Peace' as a Framework for Strengthening Peace Formation:*
Demonstrating a program working with Rohingya and Rakhine communities
in Myanmar, after ethnic cleansing

740,000 Rohingya fled Myanmar in 2017, in a horrific case of ethnic cleansing. Only 600,000 remain in Myanmar, vulnerable, lacking citizenship and with only limited access to services and livelihoods. This practice workshop will demonstrate an innovative 'everyday peace' approach, developed with international NGO GraceWorks Myanmar and local NGO Community Empowerment Education (CEE), for work with Rohingya villages in Myanmar and their Buddhist neighbours. The 'everyday' has long been a staple in social theory, drawn from the ideas of philosophers and scholars including Lefebvre, De Certeau, Foucault, Bourdieu, and even Adam Smith, Durkheim, Marx and Engels. From this, Prof Roger Mac Ginty, Durham University, proposed the concept of 'everyday peace', to refer to the means by 74hich ordinary, non-elite individuals and groups navigate everyday life in deeply divided societies,

in ways that seek to engage with each other while avoiding conflict triggers, at both inter- and intra-group levels. At the most minimal end, this may be simply eking out safe space where a façade of normality prevails, despite the conflict—but it can become much more. Most peacebuilding starts with a deficit mentality, looking for a few peace entrepreneurs who can be trained and whose work can be strengthened. This everyday peace framework recognises that in resisting narratives urging violence, most community members have already acted for peace, displaying considerable innovation, creativity and agency in the face of overwhelming power. This practice workshop will step participants through the training process we use with representatives from conflict-affected villages, who facilitate their whole community in participatory development practices to more deliberately adopt the everyday peace social practices identified by Mac Ginty. This approach believes that even small or seemingly negative actions can rupture totalizing ideas of conflict and division, and therefore hold potential to contribute to peace formation through the pooling of micro-solidarities.

Anastassiya Bykova
Association of Parents of Autistic Children, Kazakhstan

W *The role of social partnership in sustainable development of inclusive communities*

For 7 years we have been working to create a sustainable and constantly developing inclusive space, both in the families of the Association and together with social partners. The Association of Parents of Autistic Children is working to create an inclusive space, the main goal of which is to include children in a healthy atmosphere through building relationships between parents and children with autism. Together with the children, we learn to organize the space and time for meaningful interaction with the child, not only during exercises, but also at home. We learn to plan and organize events, thereby creating a healthy, inclusive atmosphere for the development and socialization of our children. By organizing social interaction between children with ASD and with normotypical children, we demonstrate an example that every child, either with special abilities or not, can fully live and develop in society, building relationships with people. In our case, the development of both the community as a whole, and each child with autism separately, directly depends on the social development of the mother. Thus, there is a necessity in environment, where the mother can actualize and develop her capabilities, thereby developing and promoting the community, and giving the children the opportunity to socialize and take part in larger mise-en-scenes. For this, we constantly cooperate with social partners. Among our regular partners are schools of inclusive education and students of the faculty of defectology. Working with them, we get the opportunity for our children to immerse themselves in a healthy play atmosphere, and we, in turn, gain experience in organizing sports activities and play inclusive events. We share our experience of creating an inclusive environment with teachers and other parents with children. In addition, we share the experience of interacting with autistic children to students-defectologists, and our children, in turn, get the experience of communicating with different people, and also try themselves in the role of a mother's partner in games.

Ana Opacic – *Department of Social Work, Faculty of Law, University og Zagreb, Croatia*
Jabulani Calvin Makhubele – *Department of Social Work, University of Limpopo, South Africa*
Prudence Mafa – *Department of Social Work, University of Limpopo, South Africa*
Glen Schmidt – *School of Social Work, University of Northern British Columbia, Canada*
Baiju P.Vareed – *School of Social Work, MacEwan University, Edmonton, AB, Canada*

W *Challenges of Community Practice in Deprived Communities*

There is no country in the world that does not have a community that is considered deprived, disadvantaged, underdeveloped, vulnerable, remote and challenging. It may even become a symbol or a metaphor when one wants to emphasize development inequalities. Although we are aware of the problem, surprisingly there is a significant gap in the literature that didn't provide a holistic approach to the topic nor there is conceptualized framework for community practice in these vulnerable contexts. For that reason, a group of authors has published an edited book *Practicing Social Work in Deprived Communities: Competencies, Methods, and Techniques* as a comprehensive overview that fulfils three major aims that will be discussed during this workshop.
1. We will provide holistic perspective that will help to understand ˝deprived community˝. Concretely, what is meant by this umbrella term, how community becomes and remains deprived and how community deprivation affects individual wellbeing.
2. We will explain important aspects of community practice in deprived communities – challenges in community processes and principles of development, importance of citizens engagement, development projects, social services and community reconstruction.

EMERGING ISSUES IN COMMUNITY DEVELOPMENT

ORAL PRESENTATIONS

Alyssa Faulkner
University of Dundee, Scotland

P *Organising Community for Individuals Living with Type 1 Diabetes*

I am a 4th Year Community Learning and Development student and President of Education and Social Work at University of Dundee. This abstract explains some work done around Type 1 Diabetes for young adults in Scotland, which stems from personal history of Type 1 Diabetes. Within Scottish/UK healthcare, there are child/adult doctors, but no speciality that focuses on young adults, who often face more transitions/challenges in their life including mental health. I decided to organise an event for individuals aged 16-30 living with type 1 diabetes in Scotland, called "Young, Fun and Type 1", which has run twice.

The main aim of these events was to create a community of young adults living with type 1 diabetes, to share tips for controlling health. The aims of these events included improving mental wellbeing, peer support, increasing resilience and helping individuals feel empowered to control their health. There were workshops for mindfulness, art therapy, alcohol, work, sport and eating disorders. The focus of the conference was not to preach a perfect lifestyle that all people living with type 1 diabetes should live but help them live a "normal" life. 'Young, Fun and Type 1' has ran successfully 2 years in a row, and the idea behind the event is that community development comes in many forms, and that empowerment isn't something you can give, but something you must want and inspire for yourself. Some feedback from the event: I will talk about how I organised these events, the methods and the outcomes, and what the learning from the events were.

Simbarashe Munamati
Murray Theological College, Reformed Church in Zimbabwe

P   *Soulmates or Anatagonists: Disability and Community Development*

Disability discourse has recently become an area of concern in various world-wide, African as well as Zimbabwean development initiatives. This has been so because of the fact that our communities have many people who are living with numerous disabilities. It is against this background that the researcher has seen it prudent to add to the community development the aspect of disability. Although existing literature has discussed various issues pertaining disability and community development, the study seeks to ascertain whether disability and community development are soul-mates or antagonists? The primary question which the study seeks to answer is the friendliness or the unfriendliness of disability and community development. Preliminary findings however point to a surprising relationship which presents a mixed bag of relationship. How is disability connected to community development? Is there any form of community development without disability inclusion? The study will use the Reformed Church in Zimbabwe schools: Copota School for the blind and Henry Murray School for the Deaf as points of reference in the discussion.

Cristina Asenjo Palma
University of Edinburgh, Scotland

P   *Perceptions vs facts in Asset-Based Community Development*

Asset-based community development (ABCD) is often described as a promising approach to achieve quality of life. The promise of ABCD lies in encouraging a positive view of communities, developing social relations and emphasizing what people can improve by themselves. A number of studies have explored how following ABCD can help communities enhance well-being.

Yet, these have mostly focused on its effects on people's perceptions of how well their lives go. This presentation will explore the differential effects that ABCD has upon people's perceptions and people's realities. It utilises a pluralistic conception of well-being that integrates subjective and objective conditions. Subjective conditions are attitude-dependent and internally perceived. They are based on a person's perceptions of how well her life goes (i.e. satisfaction with income, services, health, etc.). Objective conditions, by contrast, are attitude-independent and externally observable. They contribute to well-being because they improve someone's life irrespective of whether they are desired by that person (i.e. income, access to services, health, etc.).

This presentation will discuss research findings obtained in a case study of an ABCD project in Scotland. Drawing upon interview and documentary data, I argue that there are significant mismatches between the effect of ABCD on people's perceptions of well-being and people's realities of well-being. Given this mismatch, community development practitioners ought to re-think the extent to which people's perceptions of enhanced well-being sustain the claim that a ABCD works.

Olabisi, Bella Charles, Lillian Okoro
University of Calabar, Nigeria

P   *Energizing Community Development in South-East Nigeria*
        through self-discovery in Adolescents

This paper examined self-discovery among adolescents in South-East Nigeria as well as its impact on development. It has been observed that community development in the south east is dwindling while youth restiveness is on the increase. Community development is supposed to be the responsibility of every one both young and old however, most young person's especially adolescents are lagging behind and are not effectively contributing rather they seem to be overwhelmed with peer pressure and low self-esteem. It is common knowledge that the adolescent stage is a sensitive period of transition from childhood to adulthood. It is a developmental stage characterized by physical and psychological changes which sometimes come with challenges and as such requires measures that can help ameliorate the stress. Using qualitative research method; participant observation data is derive. It is the adolescent coping ability that goes a long way in equipping the adolescent for better adulthood. Successful coping culminates in formation of clear and positive identity that can energize community development and vice versa. During adolescence the various changes that occur can culminate in self-discovery.

This paper seeks to examine how self-discovery and identity among adolescents could play a vital role in setting behavioural patterns that can energize community development in south east Nigeria.

Jean Piaget theory on Child development and self-esteem gives impetus to this paper. Findings indicate that children who lack self-esteem are likely to be overwhelmed by the pressures of adolescence and may not be able to contribute to community development, also the level of interaction an adolescent has gone a long way in shaping the perception of self. In conclusion this paper establishes the relationship between self-discovery in adolescents and the impact it ultimately has on the general development of the community.

WORKSHOPS

Sarah Banks
Durham University, UK

W *Rethinking Community Development 1: Ethical Challenges in Community Development*

This workshop is the first of two linked sessions on the theme of 'Rethinking Community Development', inspired by the book series published by Policy Press, https://policy.bristoluniversitypress.co.uk/rethinking-community-development
Community development work is fraught with ethical challenges.

These include: negotiating conflicting rights, needs and interests of different communities, groups and individuals; balancing a desire to achieve social change (ends) against ensuring a democratic process (means); mediating between employer demands and community participation; maintaining vigilance to identify and challenge injustices, and counteract co-option by the state or private corporations; and deciding on tactics that are both effective and egalitarian. In this workshop we will explore some of the ethical challenges faced by community development workers on a daily basis, considering how they arise and how to tackle them, with a focus on working critically towards connectedness, collective resilience and empowerment.

We will draw on vignettes from practice, including examples and experiences from the group. In particular we will consider how new circumstances, such as COVID-19, the growth of populism, the climate crisis and identity-based protests may demand a rethinking of the values and principles of community development and how they are put into practice. While we often associate ethics with 'dilemmas' (difficult choices) and a process of ethical reasoning, in this workshop we will also introduce the concepts of 'ethical vigilance' and 'ethical logistics' and evaluate their usefulness in practice.

Rhonda Phillips
Purdue University, USA
Uchendu Chigbu
Namibia University of Science and Technology, Namibia
Patsy Kraeger
Georgia Southern University, USA
Bjorn Peterson
University of Glasgow, UK
Craig Talmage
Hobart and William Smith Colleges, USA

W *Local Futures: Local Development and Society Considered in the Context of the "New Normal" Post Pandemic*

This panel brings together scholars from around the globe concerned with locally-focused development to improve societies at the community level. It is an interdisciplinary foray into a "future look" presenting innovative research and applications developed locally. These insights for improving or understanding issues, challenges, and opportunities confronting communities and their cultures world-wide push forward towards the "new" normal as we enter the post-pandemic era in the near term. Building on a new journal, *Local Development & Society* (Taylor & Francis), the editorial team and authors from the journal present several dimensions of localism, considered as the process of adapting or adopting changes in a product, content, process, or policy for a specific locale. Potentials of local growth and development, in theoretical, empirical and applied contexts, aim to help strengthen research about communities' development and society. Of special interest are innovative and promising approaches and practices with strong links to local development and policy applications leading to desired outcomes for communities. We discuss potential research areas as well as discussing with the audience opportunities for interdisciplinary inquiry and publishing opportunities.