



**VIRTUAL WORLD
COMMUNITY DEVELOPMENT
CONFERENCE**

**ВІРТУАЛЬНА ВСЕСВІТНЯ
КОНФЕРЕНЦІЯ
З РОЗВИТКУ СПІЛЬНОТ**



3 - 5. X. 2022

ABSTRACTS

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VIRTUAL WORLD COMMUNITY DEVELOPMENT CONFERENCE 2022
INCLUSION AS A GLOBAL CHALLENGE FOR COMMUNITY DEVELOPMENT

Please Note: All abstracts are listed in alphabetical order based on the first letter of the author's surname.



Mark Gabriel Wagan Aguilar. Philippines
INCLUSIVITY IN THE PHILIPPINES TOURISM INDUSTRY

Post the Covid pandemic, countries are now trying to rebuild their economies, and businesses are now doing all that they can to recover from their losses in the last two years. But in doing this we need to ensure that we do not forget the importance of social inclusivity. Through this presentation, we have researched the various approaches that businesses in the Philippines operating within the five sectors of the tourism industry show their support to inclusivity and to making sure that they are also doing it themselves; an example presented is Jollibee Foods Corporation's policy on hiring persons with disabilities. One of the researchers through this presentation aims to share such examples to serve as an inspiration and a guide to others who are still unsure what to do to show their support to social inclusivity and to be a model to other businesses where discrimination and unjust treatment are experienced.

Tonio Axisa, Malta
RETENTION STRATEGIES FOR THE EMPLOYMENT OF PERSONS
WITH DISABILITY WITHIN OUR COMMUNITIES

The UN SDG GOAL 8 promotes the achievement of full and productive employment and decent work for all women and men, including for young people and persons with disabilities, by 2030. This presentation explores how businesses can adopt strategies not only for employing people with disabilities but for retaining them through employee development. What type of employment should our communities promote for people with disabilities? How can the community support this? Why do people with disabilities leave work? Are employers focusing on the career development of their disabled employees thus securing job retention? Being employed means being committed to participation in an activity, fellowship with others and an occupational identity creating healthy communities within our region. People want to feel that they are needed by others and that what they do is meaningful, in both their own eyes and in the eyes of others. For people with a disability, such aspects are probably even more important, largely because they have become an increasingly marginalised group in working life. Therefore, it is crucial that businesses encourage people with disabilities not only to be employed but also to offer career progression making work meaningful and with a purpose. Employee development gives companies an enormous opportunity to retain and improve the talent they already have and includes the exploration of new talents within their disabled workers.



**Raghini Badhrinarayanan, Sonia Garcha, Vanitha P, Bharati K and
Arunadevi K, India**
COLLECTIVISATION FOR CHANGE AND SUSTAINABLE GROWTH

In 2020, Vrutti an NGO based out of Bangalore started working with the women fish vendors of the coastal villages around Chennai, India through addressing the challenges faced by them. The positive results can be attributed to the holistic approach that Vrutti adopted. The total absence of an organisation for women fish vendors was one of the important challenges that the Vrutti team identified. For a sustainable model for strengthening women's livelihoods the first step was to work on creating a local collective of the women fish vendors in Chennai. The Vrutti team, therefore, invested nearly two years in building a rapport with the fish vendors of the coastal villages around Chennai. They organised them into village level groups and promoted and strengthened a robust organisation, the Chennai Women Fish Vendors Association. It attracted 1400 members from 27 villages near and around Chennai. It became a springboard for conducting various capacity building programs. Vrutti's primary objective was to build financial resilience and equip the members by enabling robust options such as doorstep delivery of savings, credit, identify the appropriate government social security schemes and other interventions for building livelihoods.

Jyotsna Bahirat, India
**ENTREPRENEURSHIP DEVELOPMENT PROGRAM FOR GRASSROOTS
WOMEN DEVELOPING MICRO BUSINESSES**

This presentation will share the story of women, who with the support of the YouthAid Foundation undertook entrepreneurship training and started their own micro-businesses. Nandurbar is one of the lowest performing districts in education and the highest in malnutrition in Maharashtra. 80% of the population is tribal. 85% of people depended on agriculture with no industries in the area. Because of such high levels of poverty and disadvantage the migration rate is very high to Mumbai and other nearby states. The COVID-19 Pandemic and the lockdown created havoc in the lives of many. YouthAid Foundation (YAF) believes that one of the solutions to address these issues is entrepreneurship and micro-business development especially for women. As entrepreneurs, women can improve their income as well as create jobs, develop new solutions to problems, create technologies that improve efficiency and exchange ideas locally and globally. In May 2022 Udyamita Yatra of YouthAid Foundation visited Nandurbar. providing support for around 234 women in



entrepreneurship development. After the training, people gained a more thorough understanding of their business. They learned the following from the training: How to increase business; Understand the importance of business continuity; How to organize a business proposal and how to know the entrepreneurship journey; Understand how to save money; Customer and market specifications were identified.

Harun Baiya and Elizabeth Katuba. Kenya
MAINSTREAMING INCLUSION OF PERSONS WITH DISABILITY
IN KENYA - LESSONS FROM MERU

Disability mainstreaming is an important aspect of development. For a long time, persons with disability (PWDs) have been marginalized, excluded, and have limited access to services. Part of the challenge is the lack of an effective structure and system that guarantees PWD representation, inclusion, and access. In most cases, organizations representing PWDs are segmented, focussing upon particular disability types, leaving out other forms of disability. This presentation looks at the work of SITE Enterprise Promotion in Kenya, established as a structure for promoting inclusion of PWDs in Meru, Kenya in 2020/21. A 2022 impact evaluation of the project revealed that the Meru PWD structure was increasing the visibility of PWDs with different disabilities including those who often would be left out like the deaf and those with mental illness; enhancing recognition and engagement of PWDs by government and other agencies; and improving community acceptance of the PWDs, and even more women with disability, thus fighting stigma and exclusion. By working together with SITE and partner organizations, the PWD' capacity has been built through business training, income generating activities like rearing chicken and goats, making soap and detergents, basketry and weaving. As a result PWDs have been more able to access government services, assistive devices, increased their incomes and nutrition, gained community acceptance, and boosted their self-esteem.

Sarah Banks, UK, Pradeep Narayanan, India and
Lynda Shevellar, Australia
ETHICAL CHALLENGES IN COMMUNITY DEVELOPMENT

This workshop will explore the nature of the ethical challenges faced by community development workers around the world. We will consider how and why they arise and how



practitioners respond, including looking at the role of emotion in ethics, new challenges arising in the context of responses to the Covid-19 pandemic, situations of ethnic, cultural and political tension, and living with and tackling the climate crisis. We will also discuss how community-based participatory research for social change and transformation can be conducted in ways that maximise inclusion, value diversity and challenge inequitable power structures. The workshop will draw on contributions to a forthcoming special issue of the *Community Development Journal* on ethical issues in community development, due to be published in early 2023. In the workshop we will present some of the key themes emerging from the contributions covering community development work in Africa, Australia, India, Korea, Lithuania and the UK. Workshop participants will be invited to share their perspectives on some of the pressing and common ethical challenges in community development work and to engage in dialogue groups focusing on key ethical issues or incidents in practice. We will conclude by drawing lessons for practice and education and learning.

Alicia Betancourt and Carol Roberts, USA
USING COMMUNITY FORUMS TO INCREASE PUBLIC ENGAGEMENT
THAT PROMOTES INCLUSION: TOOLS FOR ENGAGEMENT

This presentation will share resources and tools for convening successful deliberative discussion forums. The plethora of issues people are facing around the world is complex but solvable when all voices contribute to the solution. Difficulties arise when people don't know how to share or where, and especially when they feel they do not have a voice. People can become so polarized around an issue that they often fail to comprehend the common ground they might find with others that will lead to a shared solution. Deliberative forums are a powerful tool for exploring issues and encouraging dialogue that leads to community action. A trained facilitator can help frame an issue in a way that allows for diverse perspectives and more inclusive consideration. University of Florida Extension faculty working in community development are using deliberative discussions to bring community members to more shared understanding, leading to more involved solutions and productive actions for the public good. As members of the CIVIC (Community Voices, Informed Choices) team, we seek to engage community members and foster positive relationships by identifying the core values related to an issue and exploring those issues through a lens of diversity, equity, and inclusion.



**Denise Bijoux and Tauma Lobacheva, Catalyse, New Zealand/Aotearoa
PLACEMAKING AS COMMUNITY DEVELOPMENT:
COMMUNITY CONNECTION WORKSHOP**

Many of us have been living in worlds where we find like-minded people all around the world in a few clicks, but we barely know a person who lives next door or down the street. Difficult though the pandemic continues to be, an upside has been a highlighting of the importance of local communities and a taste of what it is, and might be, to connect more with our neighbours. Yet we don't often choose our neighbours, so we are surrounded by people with different individual characteristics and interests and connecting and inclusion can be challenging. In our work, we have found taking placemaking approaches to be effective ways of bringing people together. This workshop draws on these experiences. We will share some practical placemaking tools and resources (free to download) and participants will develop projects together in ways that grow connections, and which support inclusion of a diverse range of people.

**Steph Bitter, Dee Brooks, Michelle Dunscombe, Fiona Miller,
Kate Johnstone and Vic Tyler, Australia and USA
THE INTERSECTIONALITY OF ASSET-BASED
COMMUNITY DEVELOPMENT AND TRAUMA INFORMED PRACTICES**

Come and join our Trauma Informed Community Building (TICB) session as we explore how trauma is common within society at large and is particularly prevalent amongst vulnerable populations, First Nations peoples and people with Lived Experience of disability and/or mental health challenges. As community development practitioners, we need to become more aware of trauma informed practice so that we can help and not harm the communities we work with. Learn more about what it means to be trauma informed and about trauma informed community development practice. Together we will learn about the 4 Trauma Informed Community Building (TICB) principles as developed by BRIDGE Housing Corporation and the Health Equity Institute at San Francisco State University.



Nancy Biwott, Rwanda

**TENSIONS IN THE DIVERSITY AND INCLUSION SPACE:
REFLECTIONS FROM AN 'AFRICAN' PRACTITIONER**

The diversity and inclusion field has grown over the last few years, and many agree that there is value in giving attention to inclusion in the various sectors. Having been a practitioner in public, private, and NGO sectors, and currently, working in higher education, I have observed a few tensions that I am sure my fellow professionals have experienced, and I would like to share this in the session. These tensions include:

- A focus on the systemic vs the operational
- A focus on senior leadership vs the general staff
- Power differences and the need for survival
- The often unmentioned- racism and privilege
- The evidence and data vs the context
- Learning vs the expectations
- Dialogue vs the demand for 'perfection'

This session will discuss these tensions and how I have dealt with and continue to deal with them. The objective of this session is to create an open dialogue where practitioners and those who are believers in the value of this field will share the realities of practicing, how they deal with these dilemmas, and how they have managed to thrive even while these dilemmas exist.

Galina Bohdan, Belarus

**CURRENT APPROACHES IN CREATING AN INCLUSIVE COMMUNITY
OF EDUCATIONAL INSTITUTIONS WITHIN THE FRAMEWORK
OF EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Currently, inclusiveness is one of the key principles of sustainable development. Today we are gradually moving from the task of building a tolerant society to the prospect of building an inclusive society. The main purpose of social inclusion is to ensure equal conditions for the development and self-realization of students, regardless of their level of development, educational abilities, socio-economic status, health status, etc. The main goal of social inclusion is to involve people with special needs in the normal rhythm of social life by creating conditions that take into account their individual characteristics and capabilities. In this



presentation, the main attention will be paid to the experience of a secondary school in Grodno, Belarus where, along with mainstream students, children with special psychophysical development are taught. This case shows that the formation of an inclusive community is the most important condition for ensuring the quality of education, a guarantee of the successful development and socialization of each student.

Elena Bolotova, Georgia

**THE CHALLENGES OF USING A VIRTUAL INCLUSIVE SPACE
IN THE COMMUNITY DEVELOPMENT CONTEXT**

With the advent and development of the Internet as a new means of communication, we can utilize new models of social interaction. Virtual communications based on the Internet have influenced the change in the form and content of social interactions and greatly expands the possibilities for new social interactions. In order to make this topic as useful as possible (since the author is also a member of the WCDC2022 team), it was decided to conduct a study "Using online technologies in the field of Community Development" among the participants of the WCDC2022. During the presentation, the results of this study will be presented. We shall demonstrate how the conference participants use online (virtual technologies) in their professional practice. We will talk about the powerful capabilities of digital online technologies that can help communities across the world be in touch, share ideas, exchange experiences and become stronger. And after that we will discuss what current challenges and missed opportunities in the field of digital technologies await us ahead.

IVA BONEVA. BULGARIA

INFORMAL LEARNING FOR UKRAINIAN REFUGEES IN BULGARIA

Every now and then there comes a time for self-scrutiny and to challenge old truths. "Everyone is a universe, as we know, and in our office lately it is a cheerful and semi-chaotic multiverse. Many children and mothers from Ukraine visit us. We manage to somehow reconcile the parallel realities of war there and peace here and the children play, learn and create. We also learn, every day, different lessons - both from the mothers and from the children. We are waiting for it to get warm to go to Vitosha, we are collecting recipes for pirogi, we are learning in mixed age groups because it is more interesting that way, we have plans.



Victor Bulka, Ukraine

"STRONG-WILLED": A CELEBRATION OF SPORTS, KINDNESS AND UNITY

This presentation describes the "Strong-willed" run held in the city of Kherson, Ukraine in 2021. More than half a thousand citizens gathered that day to take part in a charity run in support of children with disabilities and their parents. The event was held with the aim of raising funds to support children with disabilities, as well as promoting physical activity and a healthy lifestyle. Children and young people with disabilities from the Kherson community and their parents were involved in the marathon, but due to health problems of some with special educational needs, caring citizens ran the distance instead of them and supported them in their aspiration. The initiators of the charity run were the NGO "All-Ukrainian Organization of People with Disabilities "VELID" and the creative children's group "Good Angels" of the Kherson Educational Complex # 48. Invaluable support in the implementation of the plan was provided by the "Kherson regional branch of the NGO "National Olympic Committee of Ukraine" and the Main Department of the National Police in the Kherson region. The marathon was held under the auspices of the mayor Igor Kolyhayev. We are incredibly proud that we all managed to realize such an idea! The main idea was to unite the community around a common goal - to fulfill the aspirations of a child with disabilities or an adult, and run for them!

Jim Cannon. Rwanda

HOW DISABILITY-LED INCLUSIVE RURAL LIVELIHOODS INTERVENTIONS CAN BENEFIT PEOPLE WITH AND WITHOUT DISABILITIES

In Rwanda COVID impacted microenterprises have bounced back to sustain jobs for persons with disabilities. Access to livelihoods and related income generation activities are extremely important to people with disabilities moving out of poverty, but they are very often excluded from these opportunities. In rural areas the largest source of livelihood is agriculture, and people with disabilities often have a hard time joining this workforce due to lack of adequate training, support and assets. People with disabilities are twice as likely to live in poverty and struggle to put food on the table, they have more difficulties in gaining access to resources such as land and credit and productivity enhancing inputs and services. People with disabilities are overrepresented among those in extreme poverty. Improving livelihood



opportunities for persons with disabilities and their families is critical in overcoming the effects of poverty and essential to lead a fulfilled life. This webinar presentation will share experiences showing how people with disabilities can become active participants in rural livelihoods development projects. It will share experiences from the embedding Village Savings and Loan Associations (otherwise known as VSLAs), vocational and business skills training for income generation and livelihood activities both on-farm and off farm more broadly. Livelihood based approaches that increase persons with disabilities and their families' economic empowerment and autonomy, including VSLAs, have been shown to dramatically boost the ability of persons with disabilities and their families to prepare for, react to and recover from crises.

Regina Chernobel. Kazakhstan
ORGANIZING ART CLASSES FOR STUDENTS
WITH SPECIAL EDUCATIONAL NEEDS

This presentation explores the features of conducting art classes for children and young people with special educational needs. Kostanay Household Services College provides equal opportunities for creative self-realisation for people with disabilities and conducts additional adaptation classes for students with special educational needs. Parents of students with disabilities can also attend the classes with their children and go through the entire creative process, from receiving the assignment to doing the practical work. Here parents gain their own practical experience of doing this work and, we have found, acquire authority and a closer relationship in the eyes of their child. Parents also share this practical experience with other parents, thus forming a community of concerned parents who have shared similar experiences. After completing one or other work task the student comes home and is encouraged by their parents to continue to create their own work. The proof of this is the feedback from the children through a WhatsApp messenger group. Members of the art class share their work and can receive additional advice from the group. The main result is the active and ongoing participation of students in various creative activities. Since 2021, Kostanay Household Services College has participated in the Inclusive Practices Virtual Platform. As a result of this close interaction the theme Embodiment of Inclusive Ideas in Artistic Creativity was created on this international platform. Others involved in arts education work can also participate in the platform.



Victoria Churkina, Ukraine

PUBLIC ART WITHOUT BARRIERS IN A TIME OF WAR

During the five months of the war in Ukraine, the Russian army destroyed 200 schools in Ukraine, with more than 2000 damaged. 361 children were killed and more than 702 were injured of varying severity. But every person is a creator, and through creativity, everyone gets opportunities to speak out, express their feelings and emotions. Today, the aesthetic principles of art education and art therapy, public art and the creative industries are becoming a vital part of education in the context of Russia's military aggression against Ukraine. Art as a component of culture influences the consciousness of the people and enriches the spirituality of society, and a modern art school should become an environment for the development of a free creative personality. Art education is a means of promoting the development of cultural capital. This presentation analyzes public art in working with children with special educational needs within a modern non exclusion educational environment. The importance of practical artistic teaching methods - singing skills, movements to music, techniques of playing musical instruments, technical techniques of drawing, sculpting, appliqué, involvement in dramatization, theater, performance of stage sketches is explored.

Anastasia Crickley, Ciara Bradley and Lynsey Kavanagh, Ireland

RESEARCH AS PRACTICE IN COMMUNITY DEVELOPMENT?

Framed by Community Development commitments, and drawing on the ideas and work of Peter Westoby, Margaret Ledwith, Carol Packham, Marjory Mayo, Jean McNiff, Cath Roper, Peter Reason and Jack Whitehead, among others, we explore how the ontology and epistemology of value based practice for equality and social justice informs how we, as community work practitioners and organisations, can use research to further our goals to promote change that is socially just. Using live examples from our practice, this paper explores the various relationships and roles that community workers and community work organisations have with the multi dimensions of research in community work practice including the value and challenge of research-informed practice; research that captures 'practice' and develops and understanding of practice; responding to research requests from external parties, be they state agencies and students and negotiating the gate keeping role; leading, commissioning and managing research. We argue for the value of research for practitioners and organisations which if used within the frame of community work, can



contribute to deeper and more nuanced understanding of a range of social issues in practice contexts and provide a basis for taking research informed action in with and alongside those communities.

**Anna Clarke, Anastasia Crickley and Ciara Shanahan
Ireland/Northern Ireland
BUILDING RECOGNITION AND SUPPORT FOR
THE COMMUNITY WORK PROFESSION AN ALL-IRELAND APPROACH**

Community development has a significant role to play in supporting communities not just to deal with such crises, but to mobilize and organize collectively to bring about positive social change that is community led, informed by community needs and intended to move beyond recovery to resilience and from consultation to co-design, equitable participation and meaningful collaboration. This presentation will look at the work across the island of Ireland of The All-Ireland Endorsement Body for Community Work Education and Training (AIEB), which is working with CD education providers to ensure that this work is supported by professionally skilled and qualified community development workers. This facilitated workshop will provide an overview of the core elements within the approach that AIEB is taking to build recognition and support for the community work profession in Ireland, informed by national recognition for agreed standards for community work. The workshop will also facilitate participants to examine some of the key challenges and opportunities that exist globally in building professional recognition for this field of practice, and identify opportunities for the sharing of good practice approaches, drawing on international examples.

**Jason Clevenger. USA
IS IT TIME TO REVOLUTIONIZE THE NON-PROFIT SECTOR?**

To explore that question, this presentation will look at the community development field through the lens of grassroots organizations. The “small, but mighty” NGOs and non-profits that get their hands dirty by doing real, transformative work on the ground. Often underfunded, but often spearheaded through local leadership and international collaboration, these organizations are crucial to building a more prosperous and inclusive



global community. Yet, there are challenges, (and opportunities to embrace) that the sector must realize and act on! As such, we will discuss the opportunities that these organizations have going forward in relation to the emerging environmental, social and governance field, corporate social responsibility, as well as the paradigm shift that will need to occur to ensure industry-wide inclusivity and sustainability.

John Cornwell. Kenya
USING THE SOCIAL INCLUSION MODEL
TO ENABLE COMMUNITY TRANSFORMATION

The Social Inclusion Model developed from several decades of anti-oppression and social inclusion community work practice was originally designed as a response to the impact of racism and sexism under Apartheid in Southern Africa, the model now takes a holistic approach to “Recognising and Tackling all forms of Oppression”. The model has been used in over 40 countries globally, with thousands of participants and many organisations. It has been adapted to a wide variety of contexts, countries and regions, and remains highly relevant to community development practice. The model and this session in particular aims to enable participants to:

- Understand the nature of power and the power differences that exist in society
- Recognise all forms of discrimination and understand the model of discrimination
- Understand the importance of socialisation in shaping our attitudes and behaviours
- Understand the systemic nature of social exclusion and different forms of oppression
- Develop good practice through practical actions and strategies to promote positive diversity and social inclusion in their working environment and beyond

Alyona Derivedmid and Viktoriya Kuzmenko. Ukraine
FRIENDS AMONG FRIENDS

In this presentation, we want to show that children with Special Educational Needs can study in different educational settings, with the support of specialists, to reach the top, find friends, participate in society, and find themselves. Of course, every child is special. But still, there are children who are called "special" not in order to emphasize their unique abilities, but in order



to note those special needs that distinguish them from other children. Children with certain mental and physical problems have the right to education, to life, to joy, to make mistakes.

Brent Downes. Australia

LOCAL GOVERNMENT AS A KEY ACTOR IN COMMUNITY DEVELOPMENT

The Shire of East Pilbara is the largest geographic local authority area in Australia and one of the largest and most remote in the world. Situated in the vast and remote Pilbara region of North Western Australia it encompasses a resource rich and diverse population. This presentation is a case study of the challenges and opportunities encountered by local government in the geographical context post COVID 19 pandemic as it develops, implements and evaluates Place Based Community Development programming. Around the world, local governments have played an important and increasingly more relevant role in working to develop communities. In Australia, there is a renewed interest in the positioning of local governments as a central actor in communities of place. Positioning local governments as an important actor, driver and leader of, especially remote and regional communities presents significant challenges but also opportunities for innovation and collaboration. This presentation looks at the role in which local governments play in meeting challenges and creating opportunities for community development particularly in remote, regional locations post COVID 19 pandemic.

**Theresa Leba Dumba, Okello Joseph, Samuel Orach,
Opio Richard. Uganda**

**ENHANCING WOMEN WITH DISABILITY ACCESS TO ANTIRETROVIRAL
DRUGS DURING THE COVID 19 PANDEMIC**

The coronavirus pandemic) presented insurmountable challenges including movement restrictions that meant that sick individuals and those on routine medical care and support were disadvantaged compared to others. Such was the case for persons with HIV/AIDs and disabilities (PWDs) for whom COVID-19 was a triple tragedy in their access to anti-retroviral medication and other services. This presentation looks at an initiative for PWDs in Northern Uganda. Here NUWODU initiated a system for easier access to ARVs for HIV positive PWDs. Access to ARVs for the HIV positive PWDs would have exposed them to the risk of contracting Covid-19, notwithstanding mobility challenges, lockdown of public transport and imposition



of curfews. To address the challenges, NUWODU arranged with the Office of the Resident District Commissioner and Regional Referral Hospital for permission to deliver ARVs to PWDs at their homes. In total, 40 PWDs benefited from this initiative, which ensured patients' privacy and confidentiality remained protected. This innovative approach is a lesson towards enhancing inclusion in the context of diversity during risk and disaster management. It highlights that people with multiple vulnerabilities should be included in decision making to avoid plunging them into further vulnerability and exclusion.

Marlon Era. Philippines

OLDER PEOPLE AND DISASTER PREPAREDNESS IN LOW INCOME COMMUNITIES IN THE PHILIPPINES: A BURDEN OR A BENEFIT?

Many disaster related studies on older people focus upon post disaster response and recovery. There is however a dearth of literature on older people and disaster preparedness. The presentation will dwell on the preparedness of older people at home before a disaster occurs. Older people spend more time in their homes where they feel independent and safe. Using in-depth interviews of selected men and women over sixty from low income areas in the coastal communities in the Philippines, this study examined how prepared elderly people were before and during a disaster. The presentation will draw lessons on how community development can contribute in improving disaster preparedness among these old vulnerable groups in the country. The presentation hopes to get more insights on community-based initiatives that will contribute in improving the local and national policies on disaster preparedness to become more responsive and inclusive.

**Ka Yi Fung, Wing Sun Chan, Chui King Chan, Pui Shan Liu,
Hong Kong, China**

**THE MECHANISMS OF INFORMALIZATION OF FORMAL SERVICES:
A CASE STUDY OF CARER CAFÉ IN HONG KONG**

Under the policy framework "Ageing in Community" in the elderly service of Hong Kong, much of the caring duties for the elders shift from formal institutions to informal caregivers, mainly their female family members. The round-the-clock and endless caring duties bring huge burdens and exhaustion to the informal caregivers. There are a variety of community services helping the family caregivers to build up their social support network in reducing their heavy



stress and releasing their frustrations. One of them is the *Carer Café*, a non-subsidised service initiated by the Hong Kong Federation of Women's Centres since 2018. Taking one of the cafes as an illustration, the presentation investigates how their community development practices can help informal caregivers develop their social support network. The Carer Café can create a secure and comfortable third space, providing informality, participation opportunities, professional services, and activities.

Bereket Roba Gamo and Duk-Byeong Park. Ethiopia
COMMUNITY SENTIMENT INFLUENCES COMMUNITY PARTICIPATION

Community sentiment is an essential component of community development and can influence residents' propensity to participate in their community. However, few studies have investigated the effect of community sentiment on community participation in the sub-Saharan region. This presentation examines social connectedness, community attachment and community satisfaction as factors influencing community participation among rural residents in Ethiopia. We collected data through a cross-sectional survey from 360 residents of twelve communities located within Yirgachefe district. The results revealed that community participation was influenced not only by respondents' demographic and socio-economic characteristics but also by their community sentiment. It was noted that respondents who were more socially connected, who have higher levels of attachment to their community and more satisfied with their community are more likely to participate.

Sonia Garcha, Pune, India
ENABLING LIVELIHOOD OPPORTUNITIES FOR SKILLED WOMEN

The covid pandemic has battered both the production and demand for the handicraft and artisans are facing mounting losses and unemployment. This presentation looks at the case of 200 artisans in Bhopal who have organized into 15 Self Help Groups. This has enabled them to access government schemes, to create a brand for the local artisans and through a savings scheme created seed capital to enable participation at local exhibitions. Traditionally Zardozi comes from the Persian term which means 'embroidering with gold threads'. Gold coils and beads are tucked onto fabric using a needle and thread and zari or taar is used to adorn motifs



onto rich fabrics. Artisans belong to Muslim families who are all engaged in zardozi embroidery and tailoring. The husbands are employed as daily laborers and women contribute to the family income. Crouching over a wooden frame or the “addas”, Asif Khan, and his two employees, nimbly weave metallic threads into a red silk cloth stretched across it. Working on a lehenga which fetched him Rs. 40,000 and includes costs of the raw material and the two employees whom he pays Rs. 500 each per day working for the 12 hours. He manages to break even but not make any profit. Asif is an experienced artisan and has decided to work from home taking orders.

Huston Gibson, Craig Talmage, Corrie Wright. USA
LOCALWASHING IN COMMUNITIES

This presentation focuses on the idea of “localwashing” in communities through the lens of inclusion challenges and opportunities. Like the better-known term “greenwashing,” where companies market products as more environmentally friendly or sustainable than perhaps they are, to appeal to a conscious consumer base, localwashing is a term which describes when the construct of localism is undiscerningly preferable in community development. While the presenters certainly advocate supporting local businesses, we explore the notion that local ownership may not always be as community friendly as perhaps it is spun to be, hence the term localwashing. For example, what about a local slumlord who extracts from the community via grants and code-compliance permit waivers only to exploit tenants from lower quality living conditions while hoarding the profits? Because they are local does this make them preferable (from a community development lens) to a larger upscale for-profit company from outside of the area, which uses portions of the profits to philanthropically support (sponsor) local youth sports programs? We are not suggesting that either is perfectly desirable, nor that all businesses come in such extremes, rather we pose an array of nuances to consider when promoting localism in our community development vernacular.

Jenny Glen, UK
COMMUNITY GARDENS AND FOOD GROWING PROJECTS -
COMMUNITY DEVELOPMENT AND ACTIVISM AT A LOCAL LEVEL
ADDRESSING GLOBAL ISSUES.



This presentation will focus on the Community Gardens Beyond Communities Programme. The principles underpinning community gardens (e.g. collaboration, cohesion, shared activity/goals) can be strong drivers to influence behavioural and attitudinal change in the urban environment. This programme involved the collaboration of community activists, and academic partners from Scotland, Brazil, Nepal, Mexico, Kenya, Uganda and Rwanda through a series of participatory and creative online workshops. The workshops brought people together who are interested in community food growing and who have created and are involved in community gardens to learn from each other. Consequently, the programme was able to document and compare the challenges and structural barriers faced by practitioners and community activists when trying to discuss the impact of global issues at a local level, and investigate what opportunities are available to create local environmental sustainability in a range of contexts. This programme focused on SDG 13 (Climate Action) but there are also strong links to other SDG's including poverty (SDG1), zero hunger (SDG2), good health and well-being (SDG3), and sustainable cities and communities (SDG11). The programme also provided an opportunity to explore how universities can be more active in connecting with local communities, and made bridges with diverse disciplinary fields, to increase capacity locally and internationally.

Jamie Gorman. Ireland

PLURALISTIC POPULISM: INCLUSIVE GRASSROOTS COMMUNITY ORGANISING IN THE IRISH ANTI-FRACKING MOVEMENT

Exclusionary populism is on the rise across the globe and presents a serious challenge to the values of justice, equality and rights which underpin our practice of community development. What insights does the populism of environmental justice struggles offer us as practitioners as we consider inclusion as a global challenge for community development? This presentation explores the case of an Irish community group which played a crucial role in the grassroots movement to resist the environmental injustice of fracking. Campaigners mobilised through traditional communitarian discourses. However, they also situated their campaign in a global, cosmopolitan context of resistance to fracking, mining and environmental injustice. Strategically positioning themselves as part of a global movement for justice, the group fostered translocal networks of exchange and solidarity with grassroots campaigners from diverse contexts, including indigenous communities. This case study offers some important insights for community workers when considering how we might embrace our diversity and work across differences and distances to collectively address global environmental challenges such as the climate crisis.



Izaro Gorostidi, Zesar Martinez, and Andere Ormazabal, Spain
CHANGING THE POWER RELATIONS BETWEEN LOCAL COMMUNITIES
AND PUBLIC ADMINISTRATION

This presentation will look at experiences in the Basque Country, where popular movements and local community projects have led to important changes in the forms of negotiation and relationship between local communities and the public administration and its political leaders. We will refer to innovative practices of community management of public spaces, emerging practices, closely linked to the concept of social democratization, which unite participation with self-organization to solve social needs in a self-managed way. They are bottom-up participation actions, civil society agents who share objectives and demands come together to respond to collective problems, to make and promote democratizing practices that empower and help transform the power relations between communities and public bodies. As a university research action group, Parte Hartuz - University of the Basque Country, we have had the opportunity to collaborate in some of these experiences that will serve as an empirical reference in this presentation, whose objective is to show other models of relationship between two areas of political intervention: public administration and popular movements and their projects. In this way, we want to propose collaborative work methodologies that enhance co-creation, applied creativity and the use of collective intelligence to promote and facilitate work in this type of participatory development.

An Thi Ha, Vietnam
COMMUNITY-BASED INITIATIVES AND STRUCTURAL BARRIERS:
EXAMPLES FROM VARIOUS REFUGEE COMMUNITIES

People of refugee backgrounds are often imposed as a burden for a host society while those people actually bring diverse expertise, knowledge and make a contribution to the communities where they resettle. They have their own strengths and resilience and at the same time they have faced challenges and difficulties during the resettlement process. This presentation explores how refugees utilized their strengths to develop initiatives for responding to adversities and improving their well-being. Using a qualitative research method and ethnographic approach, the presenter worked with five communities from various



refugee backgrounds and five refugee service agencies through in-depth, semi-structured interviews, focus groups, and observations. The findings demonstrate the importance and power of community-driven programs and community level interventions among refugees in resettlement. Structural barriers and homogeneous mindsets about refugee populations were found. This research also raises questions about Western social work education and practice being adopted in Vietnam. These are prioritizing individual-centered programs rather than supporting community participation, community-based programs and interventions at community level.

Alla Grebenyuk, Ukraine
SCHOOL OF SUPERHEROES -
AN INCLUSIVE SPACE IN A TIME OF CONFLICT

For any individual, communication is an integral part of development and learning. Due to the declaration of martial law in the country following the invasion, the majority of Ukrainian families with children were forced to leave their places of residence, and lost opportunities for educational support. To help the children, their parents and caregivers to cope with emotional stress and care for the health, safety and development of children during wartime, our team created an on-line educational product based on the core principles of inclusive education: - principles of non-discrimination; taking into account the multifacetedness of a person; effective involvement and inclusion in the educational process of all its participants. The goal of the "School of Superheroes" project is to create a virtual educational environment that would meet the needs and capabilities of each child, regardless of their psychophysical development. It involves all participants in the educational process: children, parents, teachers and provides remote support for the families in conditions of war. Flexibility of place, time, pace, educational level are the advantages that community members can take advantage of. Interaction is built in the form of a dialogue, which involves feedback, ensuring the inclusion of all community members in the process. We believe that this project is a unique authentic educational product aimed at supporting families with children who, for reasons beyond their control, are deprived of the opportunity to fully study and communicate face-to-face.



Svitlana Hereha, Odessa. Ukraine
OUR STORY OF UPHOLDING

Now we are a little used to it... Excuse me for the wrong words “used to”. It is impossible to get used to this. For half a year we ask ourselves “Is it a nightmare? Are we inside of a film about the Second World War? Is this the reason why the air-raid sirens sound several times a day?” This is so different from previous life! This surely cannot be happening in the 21st century! This is surreal! But we are now living here, it is happening to us right now. This is really happening. It is in reality!

Our center like many others works both "live" and on-line. Now there are more children in need of help: now we have refugees! Some came with personal belongings, and some not; some came with documents, some without; some have medical discharge and diagnosis, some not, some children are here briefly, and some have come for a long time. Everyone needs to be treated, everyone needs the support of specialists (Rehabilitologists, defectologists, psychologists, speech therapists). The children who have experienced the trauma of war, need to play and communicate with others, to study, to go to the movies and they finally need to be happy. They have to live! We help refugees to get settled, help them to rent an apartment, help with personal belongings and essentials. Both our staff and parents help. And, of course, we work a lot with the children. You should see how people help us! The “World Central Kitchen” Foundation feeds refugees (both children and parents) with hot meals. They also bring food for the locals: large, real, thoughtful, tasty, satisfying meals for the whole week. There are even goodies inside! When it is necessary to unload, to load, to deliver something, local mothers send messages: “our dad will help”, “and our dad will help”, “our dad will also help”. Our center shares a common wall with the Holy Dormition Odessa Monastery. Many of us are non-believers in the confessional, narrow sense of the word. But we are believers in the broad sense of the word. Glory to all who care!

Oksana Hordiichuk, Olena Bilous, Valentyna Osynchuk, Oleksandra Osynchuk, Oksana Kovalyuk, Olga Savchuk, Nadiia Tsomko. Ukraine
INCLUSIVE SPACE, CREATING SAFE RELATIONS AND HUMAN CAPITAL

This presentation talks about the planning and implementation of authentic inclusive initiatives, in particular the International inclusive competition for schoolchildren and students "Touch Points" - 2021". It is about the two-year history of creating a safe space for



friendship, communication and the development of social skills among disabled children of different ages and nationalities, the work of the "Inclusive NON!SCHOOL on-line" team and the close partnership of inclusion specialists from Ukraine, with parents and experts of Inclusive Practices in Georgia. It describes the experience of audio-visual immersion of the participants in heritage and culture during a virtual transit through Ukrainian cities as part of the International Festival "Overcoming Borders" - 2021. This project was a humanitarian partnership to support our Ukrainian community in these difficult times, with the long-term project aimed at implementing the ideas of inclusion in Ukraine. This is about creating an atmosphere of acceptance and tolerance for professionals and parents of disabled children and became the foundation of the Virtual Inclusive Space Studio.

Susanna Hoveyan, Armenia

DISTINCTIVE FEATURES OF COMMUNITY DEVELOPMENT IN ARMENIA

Armenia is a landlocked country located in Western Asia and is a part of Caucasus region. The modern independent republic was formed in 1991 during the dissolution of the Soviet Union and has only a 30-year history of democracy. At the same time, thanks to a rich national culture, the life of the Armenian people is tightly connected with the concept of 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 these distinctive features of community in Armenia and point out some important differences between community development here and in other countries. I shall also look at the recent challenges facing war victim refugees from Nagorno-Karabakh whose human rights were severely violated.



Ying-Hao Huang. Taiwan
**THE PRACTICE AND CHALLENGES OF INDIGENOUS SOLIDARITY
ECONOMY. THE EXAMPLE OF THE GOOD SHEPHERD SOCIAL WELFARE
FOUNDATION AND INA KITCHEN.**

Solidarity economy emphasizes cooperation, equality, democratic participation, and environmentally friendly economic activities. How might the integration of solidarity economy and social services be the new direction for social welfare groups in promoting local unity and organizational empowerment amongst indigenous communities? This presentation, based upon in-depth interviews, focus groups, participant observation, and secondary data analysis discusses the experience of a small and medium-sized social welfare organization that invests in the development of a solidarity economy. The four findings are that a solidarity economy can reduce reliance on capital and state subsidies, allowing tribes and social welfare organizations to be more autonomous; a solidarity economy of indigenous peoples reflects the character of tribal collective mutual assistance and cultural inheritance; a solidarity economy brings new imagination and working methods of helping people; the keys to success for the operation of the solidarity economy of indigenous peoples are internal democracy and giving back to the community. The cooperation between the Good Shepherd Social Welfare Foundation and INA Kitchen indicates that the solidarity economy and independent enterprises can also be bargaining chips for action in the process of indigenous tribes' fight against oppression and resistance against colonization.

Hung Suet Lin, Shirley, Fung Kwok Kin, He Langjie, Kyle
Hong Kong, China
**DEVELOPING SOCIAL CAPITAL: STRATEGIES
TO ADDRESS INTERSECTIONALITY**

Intersectionality as a concept emerged when black feminists challenged previous feminist perspectives for separating race, class and gender as determinants of inequalities. They also highlight the importance of including the perspectives of multiply marginalized people. Studies on social capital have in the past decade paid special attention to the intersecting of gender and ethnicity, in order to understand the economic situations and dynamics of



immigrants and refugees. Adopting the intersectionality perspective, this presentation will argue that community development projects that target promoting inclusion but do not address intersectionality when working with low-income migrant women have limitations. The idea of intersectionality will be discussed followed by the drawing of implications for community development strategies and practice.

Mohammad Issa, Palestine
CREATIVITY LAB FOR EMPOWERMENT AND INNOVATION:
CREATIVITY IN HARD TIMES

This workshop will explore how using creativity strategically can help people provide powerful solutions to problems and increase motivation and inclusion. There is no difference between creative and non-creative people; only people who use creativity and people who don't. Creativity is innate in all of us; but too many people and organizations unknowingly hinder it from flourishing. Without creativity, it is impossible to develop an innovative organization that can deliver improved services and products and maintain sustainable competitive advantage. The world is in the early stages of a new era of disruptive innovation that promises to transform every workplace and community. Adaptation is the new normal, and creativity is the new literacy. By the end of this workshop, participants will be able to: Define innovation and creativity, and identify the 4 components of creativity;

Recognize their creativity; Build their creative environment; Explain the importance of creativity and innovation in community building; Recognize elements that foster an innovative, creative and inclusive community environment; Use individual and group techniques to help generate creative ideas; Implement creative ideas.

Tetyana Fedorenko, Ukraine
LIFE WITHOUT BORDERS

This film is about how children's spirits have been shattered by the war in Ukraine and how we are trying to rebuild them. It is something like a revival, a new breath, with which we strive to work even more. It will probably be smiles through tear-stained eyes, slightly touching stories and a story about thoughts. And our hope is that we can all, get the jobs we dreamed



about and shout to the whole world about our work and help even more. Having gained strength, our team wants to bring the matter to the end and support everyone in this difficult time for Ukraine! Because our hearts have always been and always will be with those who need.

Irma Kiladze, Georgia

A CASE STUDY OF AN ASSOCIATION OF PARENTS OF DEAF CHILDREN

This presentation will focus on the experience of the Association of Parents “Smenadi”. This demonstrates how to involve parents in the social rehabilitation of children with hearing impairment after cochlear implantation. Through training and meetings with parents this Association of Parents helps children and parents adapt to society. They also work with ethnic minorities. “I am often asked what my line of work is. I work as the mother of a child with auditory impairment. My son is 9 years old now. And for all these years my life has been connected with his problems. We realized that it was the family that should provide assistance for a child, and together we can win. And now, when they talk about me, they say that I’m “Rezi’s mother”. I am proud that I have such a strong son, and together we were able to overcome difficulties. Parents can learn a lot from their children. I learned a lot from my son. Having gone through all the difficulties together with my son and gained knowledge in this area, I decided to help other children, and, especially, parents who have the same problem. After all, it is easier to pass the path that has already been paved. Parents are in particular need of help before the surgery, when they were just told the diagnosis of their child; they need support and encouragement to go on and not give up.” – says the founder of the organization ‘Smenadi’ – Irma Kiladze. All children have the right to joy and happiness.

Hannah Kirby, Scotland, UK

**EVOLVING APPROACHES IN RESPONSE TO COMMUNITY NEED:
ASSETS, WELLBEING AND RIGHTS IN LEITH**

The presentation will outline the work over four years of Inspiring Leith, a project hosted by a faith based housing charity in Leith, North Edinburgh, with residents at a high-rise building. Starting with a remit to support residents with activities of their own choosing, we prioritised



building trust and relationships. Having the time, trust and permission from funders to do this is paramount to the impact of the work. The COVID-19 lockdown required us to increase our awareness of the trauma and health struggles that many in the community were living with. Through listening to the residents, it became clear that there was a pressing need for improvements to the building and repairs service, and that many residents were experiencing far greater stress due to the inadequacy of their housing. We reached out to colleagues with experience in working with tenants to assert their right to adequate housing. Shifting towards community organising and rights based approaches produced significant commitments from the local authority. Rights based approaches are assertive, and participation can have huge benefits for some people. Others simply do not have the time or energy for a battle. We plan to enable as many people as possible to be involved in creative ways, but also to prioritise fun, care and connections as important outcomes in the long term.

Daniel Krueger Leinbizstr. Germany

COMMUNITY DEVELOPMENT IN THE AGE OF DIGITISATION

What does digital communication mean for community building and organizing? The next iteration of the internet is taking place - they call it Web3 - and it is all about decentralization, self-organization and taking back power. This presentation will talk about what the Web3 boost brings in reality and examines the visions from hype. At the same time it will explore what the community organizing movement needs to do now in terms of digital communication tools. The presentation will share with participants EFFEKTIO a community app for the 21st century.

Busisiwe Lujabe. South Africa

**APPLYING A TRANSDISCIPLINARY AND COMMUNITY-BASED
PARTICIPATORY ACTION FRAMEWORK TOWARDS
THE CO-DESIGNING OF PATHWAYS TO IMPROVE HOUSEHOLD
FOOD SECURITY**

Achieving food security cannot be addressed with single disciplinary top-down approaches alone. Food insecurity is a societal challenge that is highly interconnected to other challenges, such as poverty and unemployment, hence, it is a multidimensional phenomenon that



requires a transdisciplinary multi-stakeholder collaborative process. The application of transdisciplinarity and community based participatory collaborative processes provide an opportunity for programme effectiveness, and have important implications for intervention sustainability and appropriateness. This presentation introduces the example of one such approach adopted in South Africa. Transdisciplinary and community-based participatory action research approaches were used in engaging the multi-stakeholder project team, to address the question of how the food insecurity situation can be improved. The collaborative transdisciplinary community-based participatory action research process resulted in the emergence of five themes which informed the five pathways that can categorize household food security interventions to improve household food security, namely: (i) Food relief assistance (ii) Land availability and use, (iii) Agricultural production (plant and animal); (iv) Income generation and employment; (v) Development of human capital, assets and resources mobilization.

Syafira Amanda Maharani. Indonesia
INDIGENOUS PEOPLE, GOVERNMENT INTEREST AND THE FUTURE
OF COMMUNITY DEVELOPMENT: A STUDY CASE OF INDONESIA'S
CAPITAL CITY RELOCATION

As an archipelagic state, Indonesia often has a problem with unequal growth between its islands. Business, education, and many infrastructures are centralized in Java. In 2019 President Joko Widodo announced that Indonesia will relocate its capital city from Jakarta in Java, to the east of the relatively underpopulated and under-developed island of Kalimantan, previously settled by the indigenous community like Suku Paser. The decision to relocate was the result of huge environmental problems in Jakarta caused by pollution from industrial activities, automobile emissions, population density, bad waste management and land subsidence due to the explosion of apartment construction. Conflicts have emerged because of different perspectives between the local communities in East Kalimantan and the central government. The indigenous people see the construction of this new capital as a destruction of the environment and of their ancestral land. On the other hand, the government promises to create a sustainable city. In the presentation, I want to elaborate more on this debate, exploring what is understood by the sustainable development framework and the concept of community development.



Aastha Malhotra. Australia
**THE PROMISE AND POTENTIAL PITFALLS OF COMMUNITY
BASED SOCIAL ENTERPRISES FOR COMMUNITY DEVELOPMENT
IN A POST PANDEMIC WORLD**

The last two years of covid have been hugely disruptive to the functioning of community-based social enterprises which have struggled to continue delivering on engagement and inclusion outcomes. This presentation will look at one such small social enterprise working with the local African refugee community in Brisbane, Australia to give training and employment opportunities to disadvantaged and marginalized women through a restaurant and catering service. When the first Covid-19 lockdowns came about, the restaurant and catering service was however faced by more than just empty tables and chairs. Given the trauma experienced by many of the community members, the loss of connection and engagement offered by the enterprise was a significant concern for the well-being of the community members. This presentation examines the role of community-based social enterprises within the broader community development landscape and reflects on learnings for community engagement within a pandemic and post pandemic context.

Elena Maslova, Belarus
**THE POWER OF SINGING. INVOLVING PEOPLE WITH SPECIAL NEEDS
IN THE INCLUSIVE CHOIR "RADOST' DUSHI"**

This presentation looks at the experience in the organization of an inclusive choir. It explores the relevance of this experience and presents its educational purpose, which is the development of the communicative competence of the participants. Studying this experience of inclusive education, the presenter came to the conclusion that singing in a choir can be one of the most successful forms of activity of an inclusive community.



David Kangara Mbugua. Kenya
**A CRITICAL LOOK AT WHETHER COMMUNITY-BASED ORGANIZATIONS
(CBOS) IN NAIROBI ENHANCE INCLUSION
IN THE U.N. SUSTAINABLE DEVELOPMENT GOALS.**

This presentation assesses whether the fit between policy, practice and theory of community inclusion in development sheds light on the extent and depth in which CBOs have been engaged in sustainable development goals interventions. The presentation shows that emphasis on creating partnerships and using participatory and people-centered approaches has obvious political appeal, yet there is evidence that in practice interventions designed to increase community inclusion in development and reduce poverty have yet to have the desired empowerment, transformation and sustainability effect. The future of community inclusion in a rapidly changing political-economic and demographic environment needs to be more robust in order to achieve the UN Sustainable Development Goals (SDG) 2030.

Kalyan Paul, India and Charlie McConnell, UK
**WHY EFFECTIVE COMMUNITY DEVELOPMENT NEEDS
TO BE HOLISTIC AND MULTIDISCIPLINARY**

This presentation will argue that community development programs require a multi-disciplinary and holistic approach if they are to play a serious role in tackling the challenges disadvantaged, excluded and vulnerable communities face. Single discipline interventions, it is argued, will have only limited impact. Over the past six decades, community development approaches have been adopted by a wide range of disciplines including educators, health workers, cultural workers, architects, social workers, environmental and local economic development workers, each contributing specialist technical expertise and resources. But holistic and multi-disciplinary community development approaches are less common than thirty years ago. And some disciplines are less involved in community development work than before. Why is this? And what can we do to rebuild partnership working across and between



governmental and non-governmental organisations and collaborative working between disciplines supporting vulnerable and disadvantaged communities. The presenters will encourage participants to explore what needs to be done to establish a holistic and multi-disciplinary community development policy and practice.

Liam McGlynn, Ireland

**THE ROLE OF COMMUNITY DEVELOPMENT IN ADVOCACY
FOR CEASEFIRE, PEACE TALKS AND PEACE SETTLEMENT**

As Russia's illegal and immoral war against Ukraine reached its sixth month, peace negotiations remained out of the question. Any conflict whether interpersonal, inter-community or international requires a process of dialogue which examines opposing facts, needs, positions, values and methods. Russia's war against Ukraine requires such an unpacking and analysis. The community development sector in Ireland and elsewhere in Europe is dealing with the consequences of the war in Ukraine with millions of Ukrainians forced to flee 'out of well-founded fear of persecution'. The state with support from community and voluntary groups is seeking to respond to provide shelter and security to the displaced population. Apart from the humanitarian response to the war, this presentation argues the need for a conflict resolution and peace response from the community development sector to the war in Ukraine. It aims to analyse the issues and articulate a community development response to the war in Ukraine in three ways. First, it will outline the context of Ireland's state response to the war in Ukraine, referencing its own historic peace process. It will examine the role of potential collaboration between community development actors and organizations and the Anti-War movement and peace and justice NGOs in support of peace. And it will outline a practical framework which community development educators and organisations may apply in raising awareness toward action to end the war through grassroots advocacy, conflict management and resolution.



Mary Mogute and Daniel Mutunga. Kenya
RURAL COMMUNITIES INVOLVEMENT
IN ACCELERATING SUSTAINABLE DEVELOPMENT

Despite their immense contribution and capacity to contribute to the sustenance of the national economy, rural communities are marginalized and downplayed in Kenya. This presentation will aim to accentuate the critical contribution of rural communities in promoting sustainable development in Kenya. It will establish the role of rural communities in promoting sustainable development; explore challenges faced in mainstreaming rural communities to participate in sustainable development initiatives; and recommend community-based approaches that could be utilized to mainstream and accelerate rural communities' inclusion in participatory transformational development processes. It will advocate for regional and national government policies aimed at promoting inclusive participation of rural and urban populations alike in sustainable development, endorsing best practices that will go a long way to sensitize, empower and mainstream rural communities to engage in participatory sustainable development in Kenya.

Mary Mogute, Daniel Mutunga and Jane Kositany-Cheruiyot, Kenya
PARTICIPATORY APPROACHES FOR REDUCTION OF FOOD
INSECURITY RISKS AMONG MARGINALIZED
AND VULNERABLE COMMUNITIES

This presentation seeks to explore strategies that marginalized and vulnerable communities can adopt to reduce risks associated with food insecurity as a national disaster in Kenya. It is based upon a review of documented literature. Food insecurity is a global concern that affects many people. Developing, particularly, those in Sub-Saharan Africa perpetually suffer food insecurity. Food insecurity is aggravated by climate change, deforestation, destruction of water catchment areas, crop failure, prolonged drought swapped with floods and increased pests that destroy crops. Additionally, poor farming and storage methods, extensive subdivision of arable land and escalating food prices, worsened by Russia-Ukraine conflict have



left most households in marginalized and vulnerable communities in Kenya struggling to access adequate and nutritious food. As a result, food insecurity has become a constant threat to human survival. Indisputably, this trend can be reversed through adoption of community-based, context-specific strategies initiated and managed by community members with little external support. To achieve this, inclusive participatory approaches related to resource mapping, awareness creation, community self-confidence and determination, and mindset change are fundamental.

**Gavin Morgan. Who Cares Scotland? Scotland, UK
A GLOBAL RIGHTS-BASED COMMUNITY DEVELOPMENT
DISCUSSION AROUND CARE**

This workshop provides an input on the work of Who Cares? Scotland in relation to transforming the care and protection system in Scotland through the collective lived experience of care experienced children, young people, and adults. Through breakout groups it will discuss the conference themes of inclusion, challenge, and opportunity, in relation to people with care experience across the world. The session will explore the cultural, societal, and structural commonalities and differences that exist across countries and how we can learn from each other in our ambitions to ensure a lifetime of equality, respect, and love for all people with care experience. It will also discuss the opportunity to create a Global coalition of organisations seeking to create a lifetime of equality, respect, and love for care experienced people. And it will explore what we can learn through a rights-based community development approach that could see effective and transformational change for people with care experience, as we recover from the pandemic.



Daniel Muia, Stellah Masese and Boniface Munene, Kenya
INCLUSIVE OR PARTICIPATORY COMMUNITY DEVELOPMENT:
BUILDING ON UBUNTU TO LEAVE NO ONE BEHIND

Community development in principle ought to be inclusive and participatory. But this is not always the case in most communities. Drawing from the spirit of the 2030 Agenda for Sustainable Development, leaving no one behind, it is important that community development practice is repackaged to ensure understanding, mobilization and action to work with populations often not easily reached and or underserved. While inclusive community development has majorly focused on persons with disabilities, other vulnerable populations also at risk of being left behind include children, youth, older persons, minorities, indigenous peoples, displaced populations, and even the poor. All the categories have unique needs which community development practice ought to serve. Building community development around the ethic of Ubuntu offers a time-tested humane way of ensuring an inclusive yet participatory community development practice. The core of Ubuntu is that “I am because you are”. Thus, all actors in community development ought to realise they share a common fate and journey – and as travelers on the journey of community life – it is best if the interest of all is served. Social capital ingredients of trust, social bonding, and reciprocity become core in underpinning actions that ensure no one leaves anyone behind and in need. There is an ethic and duty of care that should inform community development practice. There is a challenge when groups at risk of being left behind and or of exclusions are focused upon on their own. Profiling becomes a norm and so are prejudices and complexes of patronage (superiority versus inferiority complex), as well as failure to address the socio-structural contexts that perpetuate tendencies for exclusion and being left behind. Therefore, building upon Ubuntu disabuses these and calls upon community development practitioners to develop a community development practice that is not just inclusive and participatory – but humane and transformative.



Svetlana Murza. Russia
THEATRE WITHOUT LIMITS

This presentation looks at The Summer Theater School of Sign Language Translator. The project THEATREWITHOUTLIMITS has been working in St Petersburg for five theatre seasons and has been interacting with different types of communities. Its area of focus implies broad contacts with the communities: THEATREWITHOUTLIMITS is committed to making theatre audiences more inclusive, holding performances with sign language translation and with audio description. A key goal is to create a community of sign language translators and audio description specialists, so in order to reach out to previously excluded participants we organise and hold theatre schools for specialists who would like to get new skill sets and to upscale their capabilities. In 2022 two schools were held straightway in St Petersburg – The School of Theatre Audio Description Specialist and The Summer Theatre School of Sign Language Translator.

Saltanat Murzalinova-Yakovleva, Kazakhstan
THE ENERGY OF ENTHUSIASM AS A KEY FACTOR
FOR SUSTAINING COMMUNITY DEVELOPMENT

What will happen to us if we stop understanding each other and do not move together with common goals? Perhaps this is what is happening now in many countries that are showing aggression towards others. When reality is replaced by fictional representations of 'the other'. One day my teenage daughter asked me: Mom, why don't you ever get tired of work? I said: because I'm not working. I said it and only then realized what exactly I was trying to explain to her. My work in a community organization is not something I have to do for some money. This is my way of life, my mindset. This is the same energy and it is a constantly renewable source. Life in a qualitative sense is possible only in the society that you have organized yourself and that develops and helps you develop. Joint goals and objectives and ways to solve them are not only a way of obtaining resources for life, this is the very purpose of life. Teamwork, teamwork, understanding each other. That's what I wanted to explain to my daughter. I don't work, I live.



**Rituu Nanda, India and Vanessa Stevens, USA
COMMUNITIES AND YOUTH TAKE THE LEAD IN DESIGN,
IMPLEMENTATION AND SELF-MEASUREMENT**

This presentation will focus on the experience and learning of four NGOs working on child labor and trafficking in India from three states of Maharashtra, Meghalaya and West Bengal supported by Global Fund for Children. The NGO staff facilitated a community and youth response to the issue using Constellation's SALT and community life competence process. The presentation will showcase the challenges and the lessons learned in facilitating community ownership in design, implementation and measurement of the issue. The presentation aims to trigger conversation on the importance of the idea of ownership by communities and what is the role of the facilitating stakeholders. To co-create knowledge, the presenter is eager to learn from the insights of the participants and will like to involve them in the conversation during the session.

**Marianne O'Shea and Deirdre Massey, Ireland
SHAPING SUPERVISION, SHAPING PRACTICE:
A COLLABORATIVE APPROACH TO THE PRACTICE DEVELOPMENT
OF PROFESSIONAL COMMUNITY WORK STUDENTS**

This presentation will outline some of the key findings of a research project providing insight into the role of fieldwork practice supervisors, identifying some of the key challenges and opportunities that emerge for them from supervising community work students on fieldwork placement. A key stakeholder in the training of community workers at Maynooth University, Ireland is the fieldwork practice supervisor. Supervisors make a significant contribution to student's professional learning during placement, supporting development of a work plan which meets students' individual learning objectives and providing weekly supervision sessions wherein the students can reflect on, and analyse, their own emerging practice within a structured framework. Supervisors are, typically, professionally qualified, experienced mid-career professionals. They provide a valuable link between the professional educators of community workers and the organisations which employ graduates from these professional



programmes. In 2021, we carried out research with this cohort, seeking to identify and document learning needs among professional placement supervisors, identify gaps in existing provision and elicit recommendations for future engagement, including with our national endorsement body AIEB government departments and other key stakeholders to inform the development of, and progression pathways for, informed, engaged and progressive community work professionals.

Igor Okhrimenko, Ukraine
COMMUNITY DEVELOPMENT LEARNING PROGRAMMES -
A STARTING POINT FOR UKRAINE

Until recently there was no such profession as ‘Community development practitioner’ in post-Soviet countries, in large part because of the absence of professional qualifications in this field. Recently the Kyiv Cooperative Institute of Business and Law (Ukraine) adopted and integrated the IACD International Community Development Standards into the curriculum of their master’s degree program in Social Entrepreneurship. This program provides knowledge and skills for economic activities of a community as an entrepreneurship entity together with knowledge on theoretical and practical aspects of community development practice. The Community Development Standards allow for replication of this experience across a network of educational institutions. Taking in consideration the number of communities requiring community development support across Ukraine, we believe that this practice can be successfully applied across many faculties with the formal educational system.

Otien Ombok, Kenya
THE USE OF CREATIVE EXPRESSION TO CULTIVATE AWARENESS
AND SOCIAL CHANGE

This workshop is based upon a model used globally during international events like WTO forums, Climate Change Assemblies, anti war, inclusivity/diversity. The session in particular aims to enable participants to:

- To play and enjoy themselves. “It is not always serious”
- Activism can be frustrating and energy sapping... Activism sustains humour etc....



- Artivistic expressions reach the mind, the body, the soul and the heart
- It is transferable and easy to communicate

The session will last 2 hours and include several experiential tools that form part of a longer workshop in order to give participants a flavour of the process. These will be followed by a short presentation and discussion around the model itself and its applicability in different community advocacy settings. Various resources and tools will be shared after the session in order to support participants' practice.

Ana Opačić. Croatia
POWER AS A DRIVER OF AND AGAINST A VICIOUS CYCLE
OF COMMUNITY DEPRIVATION: PERSPECTIVES FROM
THE CROATIAN REGION OF BANOVIINA

This presentation looks at the issue of community empowerment in the Croatian region of Banovina. At the end of 2020, a damaging earthquake severely affected this already impoverished region. Although the earthquake itself was a catastrophic event, it brought into the spotlight decades of poverty and exclusion. Right after the earthquake the national government initiated a process for developing a program of revitalization developed by an interdisciplinary group of academics with experience of working and living in this area. It soon became obvious that the central issue was not an issue of money or opportunities, but the issue of power. Our conclusion was that lack of power was a longstanding driver of a vicious cycle of deprivation. The entire region lacked political power and representation and was subjected to different forms of exploitation, corruption and clientelism. The region was additionally disempowered through municipal fragmentation leaving small municipalities responsible, but practically incapable to lead their own development. If revitalization was to really happen, it was important to address this issue of disempowerment providing support to people and assets that could empower citizens to take action for their community. It was also important to develop greater municipal integration and collaboration, and to improve direct communications with central government and with the affected communities.



Cristina Asenjo Palma. UK
COMPARING THE EFFECTS OF ASSET-BASED AND RIGHTS-BASED
APPROACHES ON WELLBEING

This presentation will explore the comparative effects that the asset-based approach and the rights-based approach have upon the wellbeing of geographical communities experiencing socio-economic disadvantage. It will draw upon the findings of a comparative case study of two community development projects in Scotland, one following the asset-based approach and one following the rights-based approach. Government policy drives to reform welfare provision and increase the involvement of civil society in development, are leaving communities in a challenging situation. They have more power to participate in decision-making and guide development by themselves, but less state support and resources to do so. Under this context, communities are responding in two ways. Some communities choose to mobilise their assets and skills to provide self-help solutions to community problems. This approach is broadly known as the asset-based approach. Other communities prefer to take political actions to claim social rights and to pressure the government to fulfil its responsibilities. This approach is broadly known as the rights-based approach.

Yvonne Phiri and Nyarai Sabeka. Zimbabwe
A POST COVID-19 RECOVERY STRATEGY
IN COMMUNITY ECONOMIC DEVELOPMENT

This presentation will focus on Tabudirira Vocational Center in Mutoko, Zimbabwe where a horticulture, fruit and vegetable processing plant was established in 2021 to create a ready market for local farmers. Farmers no longer had to travel 133 kilometres to Harare, their major market to sell their produce, thereby cutting transport and accommodation costs. Through the plant a company called Mutoko Royal Fruits and Veggies which is jointly owned by farmers with 60% shares, and the Government, which has 40% shares has been established. Young people and women are the majority shareholders. The inclusion of disadvantaged groups in community economic development initiatives not only promotes human rights but also facilitates real social transformation especially post Covid-19. Social



inclusion is a process by which efforts are made to ensure equal opportunities for all, in order to improve one's ability, opportunity and dignity. During the pandemic sources of livelihoods were threatened, particularly among marginalised groups which include women, young people and people living with disabilities. Food supply chains from food production, input supply to storage, distribution, processing, packaging and marketing were disrupted. As a result, there was a need to come up with strategies that accelerate post pandemic recovery to ensure increased productivity and sustainability of community projects.

Martin Purcell, Diane Cantali & Tracey Colville. Scotland, UK
EMBEDDING HUMANITY AND EMPATHY
IN COMMUNITY EDUCATION TRAINING IN A SCOTTISH UNIVERSITY

This presentation reports on the findings of a study exploring the role of values in professional community education qualifying courses taught within a School of Education and Social Work at a Scottish university. It aims to enhance understanding of the way in which these courses draw on values-based teaching to incorporate professional values laid out in formal Standards by external professional bodies, relating specifically to the undergraduate and postgraduate Community Education degree programmes, concentrating in particular upon the values highlighted in this year's conference themes of humanity and empathy. Community Development is a values-based form of practice, which places a commitment to humanity at the core of our work with the most marginalised, disadvantaged and oppressed groups in society. In Scotland, professional status as a community development practitioner is attained through participation in university-based degree programmes. These programmes are shaped around the values promoted by the professional bodies that endorse them (e.g. CLD Standards Council for Scotland).

Marina Ralina. Russia
INCLUSION IN THEATER

Who is interested in an inclusive theater where actors with disabilities participate? Is the theater goer ready today to see an actor with disability of movement, speech, or message? Where is it possible to find support and assistance for an inclusive theater? In an inclusive community, relationships should be based on empathy, equality, trust and co-creativity. The



creative inclusive community is united by a common stage task. Such a community develops harmoniously, holistically and effectively. It easily achieves its goals. Common motivation – common development. Performances with actors with special health needs and disabilities always invite viewers to empathize. As a result of such processes, the values of empathy and inclusion are developing in our society. Theatrical creativity with actors with disabilities has its own special approaches and signs. For example, the performance requires careful selection of dramatic material. Not every play is suitable. Sometimes you have to write a script "from scratch"; rehearsals involving actors with disabilities should take into account the needs and characteristics of all participants; an inclusive performance does not always reach a wide audience. And if it does, it may face a dismissive attitude – it may be considered "unprofessional". Or – "not serious". Or – "not real."

Kenneth Ramah, United Kingdom
DISASTER RISK REDUCTION FOR MARGINALISED
AND VULNERABLE COMMUNITIES

The session will take a presentation form where the participants will be introduced to the concepts of Disaster Risk Reduction and how inequalities propagate vulnerability to disasters. Case studies drawn from various disaster events will be used to foster learning and comprehension of the discussion. Participants will then be split into smaller groups to engage in in-depth discussions and share key learnings in the plenary. Natural and human-made disasters continue to affect communities worldwide through loss of lives, damage to property and the environment, and loss of livelihoods. Climate change has increased disaster occurrences with more devastating impacts from phenomena such as floods, hurricanes, tropical storms, heatwaves, drought, and wildfires. These impacts of disasters are disproportionate and have more tremendous implications on the most vulnerable and marginalised communities and households who cannot anticipate, respond to and recover from the disasters. Vulnerability, exposure, and the presence of a hazard increase risk of disaster impacts. Therefore, it is essential to increase awareness of this linkage and how communities can be cognisant of their vulnerabilities to disasters to strengthen Disaster Risk Reduction.



**Samuel Orach, Theresa Leba Dumba, Okello Joseph, Opio Richard
Uganda**

**ENHANCING WOMEN WITH DISABILITY ACCESS
TO ANTIRETROVIRAL DRUGS DURING THE COVID 19 PANDEMIC**

The coronavirus pandemic) presented insurmountable challenges including movement restrictions that meant that sick individuals and those on routine medical care and support were disadvantaged compared to others. Such was the case for persons with HIV/AIDs and disabilities (PWDs) for whom COVID-19 was a triple tragedy in their access to anti-retroviral medication and other services. This presentation looks at an initiative for PWDs in Northern Uganda. Here NUWODU initiated a system for easier access to ARVs for HIV positive PWDs. Access to ARVs for the HIV positive PWDs would have exposed them to the risk of contracting Covid-19, notwithstanding mobility challenges, lockdown of public transport and imposition of curfews. To address the challenges, NUWODU arranged with the Office of the Resident District Commissioner and Regional Referral Hospital for permission to deliver ARVs to PWDs at their homes. In total, 40 PWDs benefited from this initiative, which ensured patients' privacy and confidentiality remained protected. This innovative approach is a lesson towards enhancing inclusion in the context of diversity during risk and disaster management. It highlights that people with multiple vulnerabilities should be included in decision making to avoid plunging them into further vulnerability and exclusion.

Iya Rostomashvili. Russia

KEY POINTS OF SUCCESS OF INCLUSIVE PRACTICES

Everyone, regardless of their state of health, has the right to be recognized, realized and included in various spheres of life. Inclusion is not a problem, inclusion is an opportunity that unites various social communities to build a tolerant society. Inclusive practices are understood as activities aimed at creating accessible, comfortable, informative and safe conditions for people with disabilities. An interdisciplinary and holistic approach of various professionals should be involved in this activity. The main goal is to improve the quality of life of people with disabilities and provide them with optimal conditions for self-realization and



self-expression. The success of inclusive practices depends on a combination of factors, both objective and subjective, and is assessed by the following criteria:

- Competence of the specialists involved.
- Accessibility to the specific category of people with disabilities.
- Informative: any inclusive practice should provide information for people with disabilities or provide access to it.
- Comfort: Inclusive practice, should be comfortable for people with disabilities.
- Universal design: Inclusive practice should be as universal as possible.

Ellen Ruiters. United States

**HOW DO WE SUPPORT THE MOST UNDERSERVED PEOPLE
ON THE PLANET WHO WANT TO GO FROM IMPOVERISHED
TO EMPOWERED?**

This presentation looks at the literacy programs run by ReWrite Life. Worldwide, 773 million people are illiterate. Without the ability to read, write and count, employment is scarce, financial exploitation is rampant and millions of families go hungry. They lack access to education, food, and a way out. At ReWrite Life, we provide literacy education for more than 23,500 people a year, resulting in transformed lives and communities across the globe. We partner with on-the-ground leaders who have the local know-how, ability to train teachers and connections to sustain programs that create impact. We provide a curriculum that encompasses literacy, health, economic development and social awareness - all adapted for local languages. While gaining the ability to read, students are trained and mentored to build a sustainable income. Localized literacy is the bridge from poverty to power for thousands of individuals and communities. With an 85% course completion rate, serving 4 countries with more in development, and 25 years of experience we see the power of literacy in action. We can make a change.

Abdul Fatah Sarangani, India

PROBLEMS FACING POST DISASTER RESETTLEMENT COMMUNITIES

This presentation focuses on the experiences of a group of internally displaced people to be sheltered in Sagonsongan Temporary Shelters two years prior to a disaster in Marawi in 2017 that forced thousands of people to relocate to other places. It examines the situation facing



displaced people on the ground and discovers three major problems that they faced: health and nutrition, livelihood, and sanitation. They infrequently received dietary and health-related support and only received generic and 'not' healthy food products such as sardines, low-quality rice, and low-cost beans. Also, the shelter lacked adequate medical facilities and personnel to address medical needs, especially during emergencies. The drainage system was a potential source of dengue, leptospirosis, and other pathogens that pose a risk to human health due to its inadequate design, which inhibits precipitation from draining. In addition, it was determined that the level of sanitation in the resettlement shelter differs from one area to the next. Garbage disposal management in the area is often inadequate. As a result of poor waste management and an unhealthy environment, cockroaches, flies, and mosquitoes thrived.

De Wet Schutte. South Africa
MANAGING THE CRITICAL MINIMUM AND THE CRITICAL MASS
IN COMMUNITY DEVELOPMENT PRACTICE

Community participation is considered a cornerstone for the success of any sustainable development project, which implicates an improved quality of life for living in the target community. However, community participation seems to be both a reality and a fallacy, especially during the planning phases of a development project. However, the truth is that not all members of a community participate during the initiation, planning and implementation phases of any sustainable community development project. In practice, operable successful community participation refers to the involvement of a critical minimum of participants during the initial stages of a development project and a critical mass of the community to have the catalytic effect for sustainable changes in the community. This presentation introduces the two concepts from a community development theory perspective and discusses the meaning and implications thereof for the development practitioner.



Tetiana Sharova and Serhii Sharov, Ukraine
INCLUSION IN LITERATURE

Inclusive literature has a specific and important purpose: it helps people become tolerant of the individual characteristics of others and forms a positive perception of disability. Numerous studies in this field have proven that the use of such literature makes it possible to understand that every person, regardless of age or gender, abilities can participate in the life of a community and society and make their contribution to its development. The question of inclusion in the literature has been considered by social scientists who care about the fate of people with special needs. The issue of artistic inclusive space in modern literature is therefore relevant today. Modern social scientists investigate this issue from the point of view of interpreting the problem, because understanding the life of a person with disabilities is difficult and not fully understood. Modern Ukrainian writers raise an important issue, the socialization of people with disabilities in society, their acceptance by society and the possibility of adaptation in society by quickly adapting to the needs of this society. The main task of modern Ukrainian authors is not to sympathize with people who have disabilities, but to improve living conditions and to realize that it is possible to live alongside "normal" people. Inclusive children's literature in particular can play an important role. Such books, which depict children with disabilities, help to understand that all children with different abilities and needs can have many common traits. Books on the topic of inclusion form a positive understanding of the condition of such people.

Alena Stanislauchyik, Belarus
EMPOWERING CARERS OF FAMILIES AFFECTED
BY SEVERE MENTAL ILLNESS IN BELARUS

This presentation will focus on challenges which families affected by severe mental illness in Belarus face and solutions aimed at supporting and building capacity of families through educational programs, community-based rehabilitation and support including mobile and online tools for caregivers. According to the results of the study THE CARING FOR CARERS, caring for family members is a long-term (15 years on average) and time-consuming duty (22 hours a week). Often, caregivers do not have other relatives who can share care responsibilities with them. One in four experiences burnout. One in three suffer from feelings of loneliness and deterioration of their own health from caring responsibilities. Key elements



in building family capacity, the research found, include information and counseling support, opportunities for temporary relief for primary caregivers, psychological assistance, educational programs to build capacity and resilience and community support. According to the Ministry of Health of Belarus, the total number of patients suffering from mental disorders in 2019 was 320,000. With the growing need for services and the crisis in public health systems triggered by the COVID-19 pandemic, perhaps the best solution is to strengthen the family and local community capacity, which are the basic elements of any support system for people with mental health problems and their families.

**Aya Morris, Kimberley Sweeney. New Zealand
COMMUNITY-LED DEVELOPMENT AS A PRACTICE MODEL
FOR GOVERNMENT DEPARTMENTS**

The Department of Internal Affairs (the Department) is New Zealand's oldest government department and serves to connect people, communities and government to build a safe, prosperous and respected nation. This presentation will explore the Department's journey towards embedding community-led development (CLD) as a practice model through the Hapai Hapori/Community Operations branch. We will look at the evolution of practice from top-down, transactional, towards a relational, flexible, and responsive approach and examine how this has been realised within service delivery, funding structures and programme development. To bring this practice model to life, we will explore the emergence of COVID-19 in communities as a case study of how Hāpai Hapori's CLD approach has supported community-led action and self-determination. This presentation will conclude by sharing our learnings to date and outlining the next steps in our ever evolving CLD

**Sergiy Sydoriv, Khrystyna Melnyk, Lidia Sydoriv, Marta Sydoriv
Ukraine
INCLUSIVE EDUCATION TEACHER TRAINING
FOR COMMUNITY DEVELOPMENT**

What can education do to make the community inclusive for everyone? How does a country with a past of segregated education, separating disabled from able bodied children and in the



current war situation in Ukraine pursue inclusion of persons with special needs and disabilities? Must citizens wait for the government to take action to promote inclusive non-segregated schools, or can they build a more equitable society themselves? This presentation starts with the story of Without Borders, a grassroots project in Ukraine. Its work complements the country's ratification of the UN Convention on the Rights of Persons with Disabilities and the 2017 Law on Education regarding special and inclusive education services. The goals of the project were to (a) create and support a learning community to enhance inclusion's implementation and (b) implement a coordinated training program to advance inclusion in education and society. Since it began three years ago at Ivano-Frankivsk college in the west of Ukraine, a new program for training education professionals in the field of inclusive education has equipped 38 graduates with the skills and motivation to develop inclusive communities and to support children and adults with disabilities, internally displaced persons and others. The Inclusive Education Lab was also created to equip educators with the understanding of and ability to effectively implement inclusive practices and to serve as a resource center for schools and community groups. Russia's invasion of Ukraine has shaped the activities of the Inclusive Education Lab which is working in partnership with United by Love, a community group for people with and without disabilities supporting internally displaced persons, children and adults with disabilities, youth in transition to adult life, and Ukrainians who protect the country's integrity and human rights.

Nana Tabidze, Georgia
CULTURAL TRADITIONS AS A STRONG WAY
FOR COMMUNITY DEVELOPMENT

Georgia has long been famous for its strong traditions of solidarity, hospitality and other prerequisites for the development of the community. This is especially evident in its cultural traditions. One of main aims for the development of tourism in Georgia is to support an increase in cultural events such as festivals, championships, city days, concerts, etc. in order for residents, visitors and tourists to have the opportunity to visit and experience these. During the preparation period of such events e.g. a city festival, community and cultural organizations enter into cooperation with the city administration and its departments, the owner of the territory (lakes, streets, buildings) where the event will held, and the event (festival) organizer. Through this process our aim is to create some kind of community of like-minded people not simply for the period of the event, but to contribute towards the long term social, cultural and economic development of the city.



Natalia Tarnavska, Ukraine
INCLUSIVE VALUES, MUTUAL SUPPORT IN COMMUNITIES
AS AN ANTIDOTE TO WAR

The new social situation in which people in Ukraine find themselves causes changes in the deep structures of the personality, ideas, attitudes. Judgments are destroyed as a result of which negative processes occur, associated with the emergence of mistrust, apathy, or aggression towards oneself, others, and the world. State institutions try to provide assistance in evacuating people from dangerous areas, medical services, and continuing education for children and youth. But people often remain alone with their problems, which arise due to the loss of social ties, the lack of housing and work. This applies not only to internally displaced persons, but also to Ukrainians who received temporary shelter in Europe. War is a difficult test, a crisis affects the most fundamental vital values and needs of a person, causes difficult emotional experiences, but like any crisis, it stimulates the development of new processes, the destruction of outdated stereotypes, the making of important decisions, the construction of a conceptually new life. The lessons that Ukrainians learned during the war are extremely significant and important for building a future where the main values are people's lives, family, mutual aid, dignity, freedom, and gratitude. For example we learned we needed to follow international norms for the protection of rights and human dignity; to support those who find themselves in a difficult situation due to interaction, self-organization of communities and communities both in Ukraine and abroad; to realize that family is the most important thing for a person, it is always on your side, that your family can become people who are close to you in terms of values and worldview, communities to which you belong; to be proud of your country, to have the courage to stand with a flag without weapons in your hands in front of the military vehicles of Russian invaders, to mourn the fallen soldiers, to pray for the prisoners who are subjected to inhuman torture, to experience severe shocks and to regain strength for yourself and others.

Zulfiya Troska, Russia
THE SCHOOL OF INCLUSIVE VOLUNTEERISM

This is a film about the winning project in the "Inclusive Practices of the future: ideas, research, innovations" contest. The film presents the inclusion of people with disabilities in volunteering activities. You will get to know the people who are at the origins of the creation



of the project "School of Inclusive Volunteering". The 'heroes' of the film will tell how the idea of the project was born, together with them we will go through all the difficulties, discover a lot of new things and feel how cool it is to be a volunteer!

Louise Tully, UK
USING COMMUNITY DEVELOPMENT TO OVERCOME LONELINESS
AMONGST OLDER PEOPLE

In the UK we are facing a loneliness epidemic; 1.4 million older people have said that they feel lonely. At this rate by 2025/26 the number of people aged 50 and over living in England who will often feel lonely will reach 2 million people. How are we using community development to overcome this? This presentation shares the work of Reconnections, a project run by Independent Age in England since November 2020 that has supported nearly two hundred over 65's. We care about older people feeling part of their community, being reconnected into activities they love, making friendships and being independent. We believe the best way to address social disconnection is through meaningful, sustained engagement that doesn't just provide companionship but builds community. We work one on one with people over 65 who identify as lonely, alongside volunteers and community networks. We support them for 6 months and help them find sustainable and lasting relationships in their communities. We listen to the older person we work with; we encourage them to share skills they have, we help them overcome challenges of confidence by coaching and accompanying them to something new for the first few times. As a result, older people feel transformed, and communities are richer because of their involvement.

Mohd Uzair, India
ENSURING COMMUNITY DEVELOPMENT THROUGH ACTION
BASED FIELD WORK IN SOCIAL WORK EDUCATION

Fieldwork is a fundamental component of social work professional education in India. It has been accorded proper weight in the social work curriculum and education. To become a professional social worker, one must complete course based social work education and fieldwork practice, which ensures an understanding of how theory and practice are integrated. Social work education accreditation agencies and ranking agencies have also emphasised the importance of fieldwork practice. This presentation examines a variety of



arguments in light of a review of the curricula of social work training institutions in India which address the significance of fieldwork practice in social work training and illustrate how action-based fieldwork practice contributes towards effective community development.

Dmitry Vdovin, Georgia
TACKLING DISABILITY:
THE WORK OF THE INCLUSIVE PRACTICES NETWORK

This presentation will talk about the approaches adopted by the Inclusive Practices Network launched in 2008. The aim of IPN was to bring together community development and disability initiatives across the successor states of the former Soviet Union and to promote community development as a practice-based profession. A person with a disability constantly lives with the circumstances and consequences of their disability: limited mobility/behavioral capacity, dependence on others, fake and hostile reactions, the presence and possibility of pain, dissatisfaction, depression, loneliness, alienation. But it's also evident that social isolation and lack of self-actualization significantly deteriorates the quality of life of a disabled person. At the same time, awesome strength of mind, mobilization, efficiency, sincerity, hypersensitivity ... are just some of the qualities that disability also brings when given the opportunity to become socially included within the wider society. With guidance, an ability to empathize, to feel another person, the willingness to help and be helpful can be highly developed in people with disabilities. Inclusive Practices see these potential strengths in all disabled people as the basis for our approach to training in community development. Communities where people with disabilities and/or parents of disabled children learn and are encouraged to be active members within the wider community are much more sustainable. This kind of learning is about putting the value of inclusion and diversity into practice, supporting people with disabilities and their families to be active participants in designing and planning activities within the wider community.



**Fiona Verity, Wales, Kenneth Ayesiga, Uganda, David Cappo, Uganda
and Edith Kebirungi, Uganda**
**YOUBELONG HOME:
UGANDAN COMMUNITY MENTAL HEALTH INTERVENTION**

In this presentation, we share the findings of the CHaRISMA project. Through tracing people's experiences and agency practices, we have deepened insights into the fragilities and openings for empowering practices that can support people living with severe mental illness and their families particularly in response to the COVID -19 pandemic. In Uganda, intergenerational care and support for people living with severe mental illness takes central place in a context of limited state resources and social welfare. Poverty and lack of access to health services impact on care. Since 2016, the NGO YouBelong Uganda has worked to assist people with serious mental illness in transitioning from the national mental hospital in Uganda to home, through a pre and post hospital initiative, 'YouBelong Home' which aims to support individual/family, community and system level change. In partnership with academic researchers, YouBelong Uganda was a partner in CHaRISMA (*Curtailing Hospital Readmissions for people with severe mental illness in Africa*) conducted in 2019 and funded by the UK Department of Health and Social Care, Department for International Development, Medical Research Council and Wellcome. Using qualitative methods, CHaRISMA explored what worked well and what could be improved. Importantly, it reinforced the power and value of a recovery orientation, reconnecting relationships as sources of belonging and hope, and a community development approach.

Tatiana Vrajmaş and Aurelia Muntean, Yaloveni, Moldova
INCLUSIVE COMMUNITY - PRIORITY FOR ANY STATE AND SOCIETY

The development of effective approaches to solving educational problems of children with special educational needs and children with disabilities should be a priority for any government and society that consistently promotes generally human values. This presentation will focus on the experience and learning of the local community of specialists, parents and children with special needs from a kindergarten in Yaloveni, Moldova. It will show that the participation of parents and communities is absolutely vital to ensure the quality of inclusive education. It is a key point in creating an inclusive educational environment



accessible to every child, regardless of their individual characteristics. The experience of this local community shows how parents are involved in promoting inclusive school practices at all levels of public life. As a result, parents become sincere, informal partners and make the team of specialists stronger: together they monitor the progress and achievements of the child in various life situations and share this experience with other parent communities.

Wong Siu Wai, Hong Kong, China
TRADITIONAL CHINESE MEDICINE TELEMEDICINE SERVICE TOGETHER
WITH NEIGHBORHOOD SUPPORT FOR RESIDENTS WITH LONG COVID

This presentation looks at a community development project supporting people in poor areas with long covid. With the long working hours and shifts, low paid blue-collar workers often cannot make medical consultations to treat long covid symptoms. They are mostly engaged in a low-wage job and without labor protection. Caritas Hong Kong Community Development Service targeted that need with its Traditional Chinese Medicine telemedicine service for the small community of Kin Shin Lane in the Shum Shui Po neighborhood from April to June 2022. Each enjoyed two free of charge, online consultation sessions to treat their long covid symptoms included insomnia, breathing difficulty and fatigue. The high flexibility let the residents see a doctor on-line anytime, so essential for low paid workers who did not receive paid sick leave. After the consultation, volunteers from the neighborhood would deliver ready-made packs of decocted herbal medicine to homes. This project also stressed the role of a community network in fighting the pandemic, especially in a low-income neighborhood. The Community Development Service developed connections with at least one resident from each block of flats and recruited at least a dozen community volunteers, who helped deliver necessities and medicine to infected neighbors. The project has recently extended the network to some restaurants and pharmacies, in the hope that residents could be well-supported in times of need.



Elizabeth Walters. UK
EMBEDDING COMMUNITY DEVELOPMENT IN LOCAL SYSTEMS

This presentation describes the preliminary findings of a systematic scoping review to identify research focused on community development approaches which have been, or are attempting to become, embedded within local systems. Funding for community development is usually provided on a short term 'project' basis whereas, long term support and investment is needed to make long term changes within communities. An opportunity to provide sustained funding could be through embedding community development within local systems, so the approach is adopted and normalised using mainstream funding. Research evidence on how to embed community development approaches and the outcomes of such embedding, to date, have not been brought together and synthesised. Reviewing such research in a systematic way could help to strengthen community development and maximise its impact on health and health inequalities.

Nargiz Yeldenbayeva, Georgia
COMMUNITY DEVELOPMENT IN VIRTUAL SPACE

During the workshop session, we will discuss opportunities for the development of virtual communities to try to reproduce the energy connection between the participants, to unite the empathic thread. Inclusion is impossible without empathy, the two are inseparable. Empathy-the basis of bringing people together, recognizes no boundaries. We all know and feel that there is inevitably a form of social connectedness between people. However during the long period of the pandemic people have been trapped in the walls of their apartments. Meetings and events became inaccessible. We realized the total social alienation and social boundaries between people. Is it possible to develop communities if people can't be in close proximity, can't hug each other and discuss joint plans at a common table? During the pandemic, our team, Inclusive Practices Network, developed huge experience of working in the virtual space with inclusive communities and people concerned about inclusion including professionals and mothers of children with disabilities. Our practice has shown that the virtual space is ideal for feeling community spirit. Our work is based on the integration of



neurophysiological, psychological, as well as the social and environmental aspects of the disabled person's life. 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 the development and transformation of the environment that we create.

Elena Zdor, Ukraine
INCLUSION BORN OF WAR

The occupation of Vasylivsky District took place from February 28 to March 13. For several weeks, residents of the district center had to stay in basements and storage rooms. With a limited amount of food and water, without light under constant shelling. It was the most difficult for the children, the psychological state of which was significantly affected by stress and fear. From the first days of shelling, we organized the removal of children and women to safe settlements, provided counseling and psychological assistance over the phone, and provided baby food and hygiene products. Before the war six inclusive resource centers worked in our district, providing assistance to 1,447 children, together with two specialized schools, one for hearing-impaired children and a special comprehensive boarding school for mentally handicapped children. These children all had to be evacuated and the school buildings were destroyed. For us, social inclusion is connected with the need to counteract economic and social inequality, solve a number of economic, environmental and social problems, and create a fair democratic society with equal rights and opportunities. But inclusion during wartime faces new challenges that are unknown in many countries. First, teachers will have to teach children who have special educational needs due to injuries and PTSD, unable to speak due to psychological trauma. Secondly, war cripples not only the body, but also the soul. Injured children also have psychological wounds. Many children witnessed the death of their mother or father. Thirdly, there is the psychological burden for children with special educational needs. For example, every child with an autistic spectrum disorder suffers from changes in the established order. This can shock a child with autism, lead to emotional breakdowns or attacks of aggression. Fourthly, there are also a number of technical issues. Children with special educational needs often fled with their parents from hostilities, hastily, so they lost wheelchairs, devices, Braille books, and other individual learning aids. Fifth, a large number of adults and children need prosthetic limbs as a result of injuries received.



**Alina Zemlianska and Anatolii Zemlyanskyi. Ukraine
OVERCOMING "HATE SPEECH" IN INCLUSIVE FICTION**

In the last two decades a tendency towards the study of so-called "inclusive" fiction has become noticeable. These are works where the main character is usually a person with disabilities who tries to find his/her place in the world, overcome the prejudice of the surrounding world regarding their "otherness". At the same time, inclusive fiction can highlight in particular the functioning of "hate speech" in relation to characters with special needs. Hate speech is any communication that is offensive, demeaning or discriminatory simply because of who the target is. In A. Solberg's work "Who is against the super cool", the main character, Anne Bea, experiences discrimination because of her unusual appearance (she is almost albino, has vision problems and is physically disabled). Due to the constant mocking of the "super cool" girls of the school, she feels like a monster. This forces the girl to close in on herself, to hide in her imagination, in a fictional 'normal' world. But as the heroine repels her rival on stage, in a musical battle, the narrative's rhetoric towards her changes. If at the beginning of the work we learned about the degree of insult, then at the end of the text the main character notes that although the "supercool" have become even nastier, she still reacts to it quite calmly, feeling the support of most outsiders like her and how her willpower made her feel stronger inside.

**Yuliia Zherlitsyna, Ukraine
THE SUPPORT OF CHILDREN WITH DISABILITIES
AND THEIR FAMILIES DURING THE WAR IN UKRAINE**

In our presentation we want to tell about the help given to disabled children and their families in a time of war both within Ukraine and abroad. And to talk about the organizations (NGO, Charity funds, united communities) and ordinary people who do their best. After the Russian invasion in Ukraine and the beginning of the war on the 24th of February, the life of many families dramatically changed. A lot of people had to leave their homes and move to a safe place in Ukraine or abroad. More than 9 million people emigrated abroad and about 8 million were displaced within the country. And many families had to stay at home and suffered in dangerous places where the frontline hostilities took place. Children with disabilities and their families were already a group at risk in times of peace and became even more in need during the war.