

Community Development Practice: From Canadian and Global Perspectives

Dear Readers & Community!

Welcome!

Thank you for your interest in Community Development Practice: From Canadian and Global Perspectives.

This Open Educational Resource (OER) is a practice guide for students, social workers, and community leaders. I am delighted to write and create Community Development Practice, a textbook for our Community Development Course (SSWR302) students at [Centennial College](#). In this book, myself as author as well as other contributors have defined key concepts, discussed theories, principles, and frameworks, and developed processes and tools to be applied in community development work practice. This resource book has incorporated community development stories, case studies, models, and practices from Canada, Asia, Africa, and the world. In each chapter, we have incorporated images with captions, videos, and podcasts to make this book digital, enjoyable, and connect the readers with the global community.

My self and the contributors of this book have extensive work experience in community development in Canada and internationally, and currently work in leadership roles. We have shared our firsthand experiences in community practice in this book. We also have shared links to relevant academic and community development practice resources to address readers' further learning needs.

To ensure quality and relevance, a team of experienced community development practitioners and educators provided advice and reviewed the content of this book. As a reader and user, you will have the opportunity to provide feedback in each chapter as this resource book is based on true community principles. We are committed to enhancing the quality of this resource book based on your contribution and [feedback](#).

Finally, Community Development Practice: From Canadian and Global Perspectives is an open and free resource for students, community leaders, and social workers across the globe. Let us learn and work together to build our communities.

Enjoy reading!

Sincerely,

[Dr. Mahbub Hasan BSW, MSW, Ph.D.](#)

Author, Community Development Practice: From Canadian and Global Perspectives.

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Centennial College, Toronto, Canada.

September 2022.

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You may watch a video Podcast on the Launching of Community Development Practice OER.



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<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=4#oembed-1>

Video: YouTube, <https://youtu.be/DCEleARb51I>



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Foreword

Foreword – By Jennifer Woodill, Chair Community Services Department, Centennial College, Toronto



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Video on Foreword Message from Jennifer Woodill.

Source: YouTube, <https://youtu.be/kUdU8ltsIPs>

I have always been a community development enthusiast in my heart, and as I read the amazing work of Dr. Hasan Mahbub and other community development experts in the Social Work field, I remember my roots. And I am reminded of the power of community development principles to create meaningful change in society.

Before becoming Chair of Community Services, I worked in the community for 15 years, first in front-line support (working to support refugees and then folx who were experience homelessness, addiction and mental health). I was introduced to the philosophy and principles of community development (and specifically John McKnight) by Lynn Daley, who is Executive Director at the Christie Ossington Neighborhood Centre (CONC) and founded this center as a neighborhood resident who wanted to make a difference. I am so thankful to Lynn for introducing me to these ideas, which felt radical at the time! I dove deep into read John McKnight and community development philosophy and principles, and I was committed to doing my community work in this way. This sparked my work in developing HEAT (Homelessness Education and Action Team), which was made up of homeless and housed individuals coming together to education others about homeless and to jointly take action in the neighborhood. HEAT was incredible, as part of community development is bringing people together who are living in close proximity but otherwise are separate from each other. Most of the housed community members in HEAT had never spoken to a homeless community member and vice versa. We ended up doing a lot of great work together, including educational workshops in the local schools, neighborhood gardening and beautification projects and conversation cafes within our small storefront space on Bloor St West.

When I transitioned to being a Volunteer Coordinator, I brought my principles of community development with me, and quickly realized that volunteer 'management' was a separate discipline that was developed from an HR/hiring framework and not from a CD lens. I did some [writing](#) and speaking on the need to change our framework for volunteer development (I hated to use the word 'management' in the same sentence as volunteers!) to try to shift the narrative.

Life sometimes comes full circle, and this book certainly feels that way. I met Dr. Hasan Mabub in March 2012

when I was leading a certificate course on 'The Fundamental Principles of Effective Volunteer Management' at York University. Hasan approached me after the session was over with his warm and friendly manner, thanking me and asking if he can connect with me on LinkedIn. He was so lovely and friendly and while we had an exchange that day that was probably less than 3 minutes, Hasan left an impression. Fast-forward 2 years later, and I shifted careers and I was now working at Centennial College. I needed to hire part-time faculty for our Social Service Worker Programs, and I put out a message on my LinkedIn. Hasan responded, applied and was interviewed to teach, wowed me with his resume and incredible experience, and the rest is history (well – 10 years of Hasan's hard work including him completing 2 degrees, taking on several different positions within our Community Services Department and becoming a full-time faculty member!).



Author joining Jennifer Woodill, Chair Community Service, for a podcast.

I remember inviting Hasan to come to a session about Open Education Resources at Centennial College about 4 years ago (before the COVID pandemic) and he enthusiastically (as always) agree to join me! I was intrigued by the concept of OERs and I loved principles behind it, but I had no idea how to get started with it. But this session sparked both Hasan and my enthusiasm! I continued to have Open Pedagogy and OERs in the back of my mind as we moved through our work and our days. Fast-forward to a few years later, when our new [Centennial College Academic Plan was released](#). I read our Academic Plan, and truly I am inspired by its aspirational vision and as a Chair, I want our incredible plan to come to live in our Community Services Department. I love the Wildly Important Goals that jolt me awake, and when I read this WIG: "Embrace the open-access revolution, creating, adopting and adapting Open Educational Resources" (p. 44), I knew that I needed to jump into action. So as the COVID pandemic raged through the world and I was stuck inside my house, I met (through zoom, of course) with Professor Paula Demacio who is an expert (and enthusiast!) in open pedagogy and OERs, and she inspired me to create an [OER plan for our Community Services Department](#). I then worked with my amazing faculty team and we got started on OER planning and OER work. Hasan was enthusiastic in jumping in to this, and here we are with this incredible open education resources on Community Development. Paula Demacio continues to inspire me, and we simply wouldn't be here without her.

I hope that this resource not only inspires our Centennial College Social Service Worker students, but also inspires many change-makers around the world! Community Development is a powerful framework for social

change, and especially in these times where we are seeing increasing social, political and economic polarization, this approach is needed more than ever. I am incredibly proud of Hasan and all of the faculty who have contributed to this book with their passion and expertise and have taken the time to share their stories. Happy reading!

Acknowledgement

Land Acknowledgement:

We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honour all our relations. I am very grateful to work as an educator and social worker in this land.

Acknowledgement to Contributors

Community Development Practice: From Canadian and Global Perspectives is an Open Education Resource-OER that is developed based on collective ideas, learning, and contributions from many community leaders, educators, and social workers. First, I would like to thank the community organizers and leaders across the globe for taking care of their communities and allowing social workers like me to join their community building and fight against poverty and injustice. I have learned so much from the courage and convictions of the community leaders working in Canada and worldwide.

This book is an outcome of teamwork, solidarity, and cooperation. I sincerely thank Ms Jennifer Woodill, Chair of Community Services at Centennial College, who not only encouraged me but also reviewed the content of this book. I am immensely grateful to Jennifer for making Community Development Practice a reality.

I would like to earnestly acknowledge the sincere efforts and valuable time given by the contributors. Thank you, Dr. Valerie Borum, Professor and Director, School of Social Work, Toronto Metropolitan University, for sharing your time and contribution to the Anti-racism framework and joining me in a podcast that is part of the Community Development Practice.

I am very grateful to Ms Sama Bassidj, Professor, Community Services Department, [Centennial College](#); Dr. Agnes Thomas, Executive Director, [CCS](#); Councillor Gary Crawford, City of Toronto; Ms Naheed Ahmed, [UN Women](#); Mr. Towfik Reza, [Red Cross Australia](#); and Moungh Thowai Ching, Executive Director, [Green Hill Bangladesh](#); for their contributions and making Community Development Practice a truly global resource. I also thank Dr. Sanaul Mostafa, former educator of [Saarland University](#), Germany and [BRAC University](#) for technical advice and resources, and Anne Gloger, Principal, [Openly Connected](#), for sharing their resources.

Creating an OER is an exciting and challenging task. Without technical help, it would not be possible. I would like to thank the Centre for Faculty Development and Teaching Innovation team for organizing workshops; the Library team at Centennial College, Joanna Blair, and Shelby Thaysen for their technical support in creating this OER.

I am grateful to my teachers for their continuous support, teaching, and blessings. I am also thankful to my colleagues, who respond to my requests, share time and resources, and provide encouragement. I owe a lot to the [ActionAid Bangladesh](#) and [ActionAid International team](#), who supported me in learning and doing community development for over 10 years.

I want to mention the support system and consideration of my wife-Rini and daughter-Anuva, who are also

involved in community work. My parents would have been very happy to see this work. I am sure my siblings and family will be pleased to see this OER

Finally, I am so grateful to my students and learners worldwide, who inspire me to work hard and create a resource like Community Development Practice. In fact, you are the center of my teaching and learning. Your passion for learning and commitment to social justice and social change inspired me to write this OER- that is free to all.

Sincerely,

Dr. Mahbub Hasan BSW, MSW, Ph.D.

Toronto, Ontario

September 01, 2022.



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About Author

Dr. Mahbub Hasan is very passionate about community development and teaching. He is a Professor in the Community Services Department at Centennial College. Hasan has 23 years of experience in community development, community organizing and leadership, international development, and project management, and nine years of experience in teaching and academic advising at Centennial College. He also teaches at the School of Social Work at Toronto Metropolitan University.

Community Development Practice: From Canadian and Global Perspectives aims to promote social justice and community-led initiatives to address poverty, hunger, marginalization, and inequalities in Canada and across the globe. Therefore, Hasan has created this open educational resource for empowering learners and communities across the world.

He studied Bachelor's and Master's of Social Worker at Toronto Metropolitan University, formerly Ryerson University. He has a Ph.D. in Anthropology from the University of Dhaka. He studied project management and communications at the University of Toronto and received various training in community engagement, volunteer management, community organizing, leadership, and grant writing from York University, FLACSO Ecuador, Centennial College, CARE, ActionAid, and VSO International.

As an international development professional, he worked with ActionAid, VSO International, and CIDA from 1998 to 2010 and worked with various communities in Bangladesh, India, Nepal, Sri Lanka, and Vietnam. At ActionAid International, he worked with partners and affiliates in Asia and Europe and worked together to address hunger, poverty, and inequalities and transform the lives of children, women, and marginalized people. In this phase of work, he learned and practiced the human rights-based approach, fundraising, grant writing, community needs assessment, program development, and project cycle management. In Toronto, he worked with the Council of Agencies Serving South Asians as Project Coordinator and executed various community engagement projects and campaigns during 2011-15. While working with the University of Toronto, he supported immigrant engineers and advocated for their licensing in Ontario. Currently, he is a Program Advisor at BCS and supports their program development and fundraising. In this book, Hasan has defined concepts, described process tools and framework, and shared his stories based on his learning and work experience in Community Development in Canada and across the world.

The following photo gallery visualizing Author's role as a learner, educator and social work.



Listening



Learning



Inspiring



Supporting



Campaigning



Visiting Project



Engaging



Organizing



Adocating



Speaking



Mobilizing



Exploring

*Presenting**Sharing passion**Teamwork**Celebrating success**Thankful*

Photo: Mahbub Hasan

His research and training interests lie in anti-oppression, human rights, civil resistance, community engagement, livelihoods, housing, and gentrification. He authored books and articles on indigenous livelihoods, grassroots journalism, and civil resistance. He won US ICNC curriculum Fellowship award in 2015. He also received awards in 2018 from Centennial College and Ryerson University for his contribution to social justice and experiential learning. He is the host of [Podcasting Social Work](#) and created episodes on community engagement, social policy, community development, and social work practices.

Finally, he cares about students, communities, and social workers worldwide. We are confident that his book *Community Development Practice* will enhance readers' interests in social justice and community development work and generate discussions among learners and practitioners.

PART I

MAIN BODY

CHAPTER 1

Introduction to Community Development Practice

DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. Introduction-Context for Writing this Resource Book
2. Community Development as a Social Work Practice
3. What or Who is Community?
4. How should we understand 'Community Development'?
5. Community Resilience
6. Sustainable Development
7. Why SDGs important for Community Practitioners
8. Community development practice: At a Glance

INTRODUCTION

Community development practice is an important area of social work. This discipline equips community members and leaders to work together to care for their community in good and challenging times. The role of a Community Development Worker is to facilitate a process where people come together for mutual interests and benefits. The word community comes from the ancient Greek word for fellowship (Brown & Hannis, 2012, p.1). People belong to various communities due to location, age, gender, ethnicity, shared experience, and interest. Over 2300 years ago, the Greek philosopher Aristotle described people coming together for different reasons. Recent writers have identified that those reasons include “enjoying mutual association, fulfilling basic needs, and finding meaning in life” (Brown & Hannis, 2012, p.1).

1. HISTORY AND CONTEXT FOR WRITING THIS RESOURCE BOOK

After World War II, many countries became independent from colonial powers such as England and France. International agencies such as [UNDP](#), [World Food Program](#), [UNHCR](#), and hundreds of international NGOs such as [Save the Children](#), [Oxfam](#), [ActionAid International](#) founded this time to support communities to fight poverty, inequality, and climate change, and to promote education and the rights of women and children. There is debate about these agencies' functional approach and ultimate mission; however, until today, international organizations are working with national governments, local agencies, and communities through partnership.

Meanwhile, in developed countries like Canada, community-based organizations, charities, and government institutions work with local communities for their well-being and quality of living. They have adapted the community development approach because “communities make important contributions to individual and family well-being” (Brown & Hannis, 2012, p.1). Therefore, *Community Development Practice: From Canadian and Global Perspectives* is an Open Education resource (OER) for students, learners, and community leaders. This book will define and explain the concepts used in community development, as well as discuss community development principles, theories and frameworks. This book will share tools and processes for community asset mapping, needs assessment, community engagement, planning, and grant writing. In addition, we will share international community development stories and practices from Asia, Africa, and Australia.



Youth Community Journalists were sharing their talents in Bangladesh. Photo: Mahbub Hasan, Year: 2010

The world is full of possibilities. Whether in the global south or north, I have worked with diverse countries across the globe and seen how passionately people are coming together and working collaboratively for their well-

being. I started my community development practice with an urban slum dwellers community in 1998 through ActionAid International. This project organized 2200 women through microfinance and adult literacy programs. When I started my work, there were widespread stereotypes about these slum dwellers being the cause of violence, crime, and creating an unhealthy environment. However, while working with these marginalized people, I saw their resiliency, collaboration, hard work, and leadership for their community welfare. I saw their strengths. Women not only became entrepreneurs and made decisions for their family affairs, but demonstrated leadership by challenging agency policies through dialogue and resistance. Through my work at ActionAid International and Canadian International Development Agencies during 1998-2010, I worked with various communities in Bangladesh, India, Sri Lanka, Nepal, and Vietnam and witnessed the power of communities in challenging oppression, fighting for climate change, human rights and social justice. While working in Toronto since 2011, I was amazed to see the diversity of communities living here. I am inspired to see people from countries all over the world living in harmony and cohesion. Living in Regent Park in downtown Toronto, I have witnessed residents sharing their talents and collectively working together for the well-being of their community. Across neighborhoods all over the world, people are coming together to revitalize their neighborhood and make it greener, safer, and more accessible. People are coming together in community to fight against racism, Islamophobia, and anti-Semitism and collectively striving for a safer community, city, and country in Canada. This resource book will share stories of community development practitioners and community leaders and connect you with some models of community development practice and principles in Canada and across the world.

Video: Meet Waleid, A Community Leader. Learn community development process and principles



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Created by: Mahbub Hasan, Year: 2022. Source: YouTube, https://youtu.be/k_uoNJJXe7E

2. COMMUNITY DEVELOPMENT AS A SOCIAL WORK PRACTICE

Social Work is a practice-based profession and an academic discipline that “promotes social change and development, social cohesion, and the empowerment and liberation of people” (International Federation of Social work-IFSW). The IFSW states that “principles of social justice, human rights, collective responsibility and respect for diversities are central to social work.” This definition of IFSW refers to the role social workers play beyond supporting individuals and families. Social workers engage in community-based practice and work towards changing collective social, economic, and political conditions for communities (Ives et al., 2020, p.141).



Working with the community is very rewarding. A VSO-CUSO/ Canadian volunteer supported a local community in Bagerhat, Bangladesh, through the Strengthening Community Rights Project in Bangladesh. Photo: Mahbub Hasan, Year: 2006

2.1 Why Social Workers engage in Community Practice/Community Trends:

Communities across the world today are facing challenges due to socio-economic and environmental issues. There are growing inequalities, as the rich get richer and marginalized communities are becoming more vulnerable. The farmers are not getting a fair price for their products, and frontline workers and daily laborers are involved in precarious jobs and earning minimum wage. Immigrants, newcomers, and racialized community members face systemic barriers in securing good and relevant jobs. Indigenous and remote communities experience clean water advisories and do not have access to safe water, shelter, and healthcare. Low-income families struggle with current inflation, and it has become difficult for them to pay their bills or buy food for their families. COVID-19 makes life more challenging, whether it is youth who face challenges with mental health due to prolonged isolation and online learning, or women who are the victim of family violence. . The regional conflicts make women and children very vulnerable, and their human rights are violated by the aggressors. In developing countries, quality education is a challenge due to the socio-economic condition of the country. Children face racism and discrimination at school in large cities. There is a rise in gun violence in major cities in North America, and often racialized youth are the victim of this violence. There is a housing crisis in Toronto, where affordable housing is decreasing while, neighborhoods are gentrifying in the name of revitalization. Most importantly, our

mother earth is facing a climate crisis. More and more communities are experiencing excessive rainfalls, floods, cyclones, tornados, drought, heat waves, and wildfire.



Listening to the community and taking collective actions is the fundamental principle of Community Development. The author and his colleagues from ActionAid International joined a community meeting in Dhaka Urban project. Photo: Mahbub Hasan, Year: 2010.

In the context of all of these challenges, community development as a practice provides hope for a way out. We need to work collectively to face these socio-economic, environmental, cultural, and systemic barriers. We require to work with our communities to address these issues through a community development approach. Community Development Workers are critical to tackle these challenges, with the understanding, capacities, and tools to achieve the socio-economic well-being of their communities.

3. WHAT DO WE MEAN BY 'COMMUNITY'?

There are a variety of definitions for Community. According to Ives et al. (2020), "Community can be defined by geography, identity, interest, or any integration of the three (p.141). Ives further stated that communities could be **physically** constructed as members of neighbourhood, municipality, or other geographic region and collection of people connected through shared identities, **interests**, and **experiences** (e.g., ethnicity, religion, ideology, gender, sexual orientation, educational or professional background, common experiences of particular events). The definition of Community further expanded and Ives et al. (2020) opine that the recent conceptualizations of Community include those that build Community in virtual settings or "e-communities" such as for online learning or support.

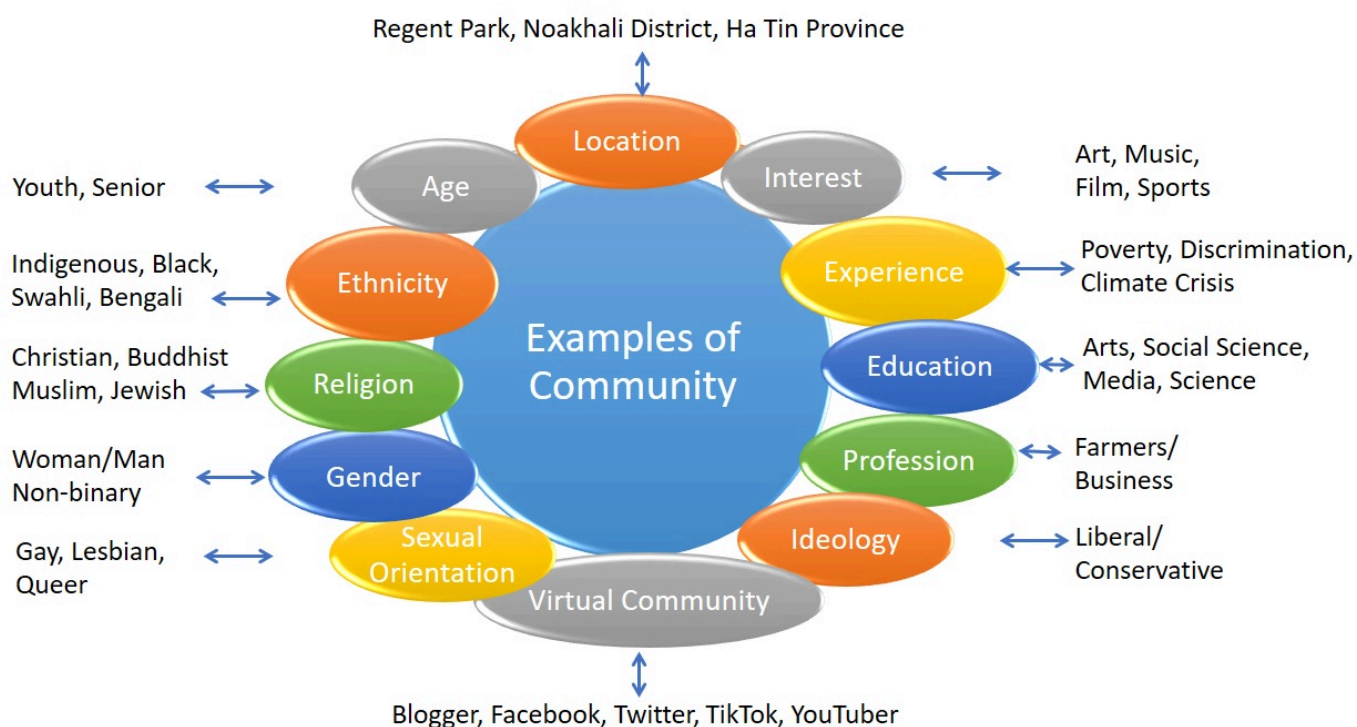


Figure created by Dr. Hasan to explain community

The diagram shows some examples of communities based on various characteristics. Let me define my community using some characteristics. Geographically I live in the Regent Park Neighbourhood of Toronto. Ethnicity wise I am a Bengali; by profession, I am an Educator and Community Development Practitioner. I have a great interest in sports. I am experiencing uneven weather-sometimes extreme cold and sometimes heat due to climate change. Considering interests and characteristics, I am engaged with various community initiatives, agencies, and professional groups and work together for my communities' welfare. I join in meetings and planning sessions, participate in organizing events, and advocate for my community's socio-economic development. As a community member, I work both as a facilitator and participant.



Indigenous communities in Bangladesh were rallying for their rights. Photo: Mahbub Hasan, Year: 2004

3.1 Types of Community

There can be four types of communities, as defined by Brown & Hannis (2012):

- A geographic community is a group of people living in the same physical area
- A group of people “who share or possess a common and essential factor such as gender, race, religion, or socioeconomic status” (Brown & Hannis, 2012, p.5)
- A group of people “who come together to address a common interest or concern”. This category would include professional associations, trade unions, and social action groups, for example (Brown & Hannis, 2012, p.5).
- A virtual community that comes together to learn about work and “share their passion and hobbies” (Brown & Hannis, 2012, p.5).

3.2 Functions of Communities:

According to Warren (1987), there are five functions of a community. I am going to quote these five functions from Brown and Hannis (2012)

“The production, distribution, and consumptions function of community ensures some measures of meeting supply and demand for certain basic necessities, such as food, shelter, and clothing, by locally owned and run business or by local governance. **A socialization function** is met through the process of transmitting to members prevailing knowledge, social values, and behavior patterns. **A social control function** is met by communities that ensure conformity to group norms. **The social participation function** of communities is met by providing opportunities for members to interact with each other and to participate in co-operative activities. **A mutual support function** means that the community acts as a bridge between families and bureaucratized services by providing informal opportunities for mutual support, including care for sick, child care, and help in times of crisis” (p.5-6).

Video: What does Community mean to you?



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Source: YouTube, <https://youtu.be/wv7T23P9oS8>

4. HOW SHOULD WE UNDERSTAND ‘COMMUNITY DEVELOPMENT’?

The academics, social workers and practitioners have defined community development from various perspectives. From a geographic perspective, community development is “a group of people in a locality initiating a social action process (i.e., planned intervention) to change their economic, social, cultural, and environmental situation” (Tamarack Institute). In general terms, community development is a process of bringing people together to achieve a common goal related to changing the quality of life. There are a few elements in this definition: a) it is a process, b) collective actions/people act together, c) common goal, d) quality of life. People from common identity, interests, experiences and geographic location may come together and work for their community's social-economic, cultural, spiritual and environmental development. For example: [Scarborough Arts EAST Youth program](#); [Grameen Bank' Microcredit](#) for Women in Bangladesh; [Fighting Misogyny and Achieve Gender Equality in Toronto](#), [Saving the Farmer, Protecting the Earth in India](#), [Community Revitalization Project in Regent Park](#), [Grandmothers treat depression in Zimbabwe](#).



Immigrant women in Toronto are committed to fighting for gender equality. Photo: Mahbub Hasan, Year: 2022

We often see both top-down and bottom-up approaches in community development practice. A top-down approach imposes goals and processes on a community (Brown & Hannis, 2012, p.9). For example: in a community revitalization project, we often see that residents are consulted, but developers/builders' purposes are served. Another example would be that local and international agencies want to implement their agenda and priorities in community development projects, and community members are treated just as recipients. From my experience, unfortunately, these types of community initiatives dominate local and international community development discourse. Although these agencies show that they use various participatory tools to engage the local community in issue identification, problem analysis, project implementation, and evaluation, in reality, these processes are shown to show their sponsors, funders, and taxpayers. I will share such a story in chapter 10 and how a community practitioner and community can challenge this undemocratic practice.

As community workers, it is our responsibility to take a bottom-up approach **in** which the community actively participates in assessing their needs and setting goals and priorities. Brown and Hannis (2012) suggest that

bottom-up development may start in response to a local issue, such as a food insecurity issue, or as a resistance to an externally imposed condition, for example, a community revitalization project. Regarding this externally imposed project, the goals of bottom-up community development initiative could be “to restore quality of life, diminish inequalities, reinstate democratic functioning, enhance members’ potential, and restore a sense of community among members” (Brown & Hannis, 2012, p. 9).

Community development is a process based on democratic principles. Brown and Hannis defined community development from democratic perspectives (2012, 9): According to the authors:

“Community development is, fundamentally, a democratic and social process (Minkler (1990). It is “a process that increases the assets and attributes which a community is able to draw upon in order to improve their lives” (Ibid, Gobbon, Labonte, & Laverack, 2002, p.485). As well, community development “people acting collectively with others who share some common concern”. (Checkoway, 1997, p.13). It is “the capacity of local populations to respond collectively to events and issues that affect them (Gilchrist, 2003, p. 16). Finally, community development is “working with people at a local level to promote active participation in identifying local needs, and organizing those needs (Wright 2004, p.386). The success of community development work depends on “collective problem-solving, self-help, and empowerment” (Schiele, Jackson, & Fairfax, 2005, p.22).

5. COMMUNITY RESILIENCE

Resilience is the ability of a system (like a community) to absorb disturbance and retain primary function and structure. The term resilience has been applied to communities to describe a method of dealing with crisis and adapting to change (Roleland, 2012, p 11). The efforts to build community resilience often focus on growing the capacity to “bounce back” from disruptions, like those caused by climate change or COVID19. Transformative community development practices aim to help communities build resilience to poverty, natural disasters, gun violence, and socio-economic crises.

6. SUSTAINABLE DEVELOPMENT

According to the Government of Canada (2021), “sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. Roleland (2012) argues that “Sustainable development requires a fundamental economic and social change to improve human well-being while reducing the need for environmental protection” (2012, p.7). The key intentions of sustainable development are: a) desire to secure the means of survival, b) improve the quality of community life, c) protect the environment, and d) make inclusive and participatory decisions (Roleland, 2012, p.3).

The challenges of sustainability in the environment are urgent, as climate change is a massive crisis that already requires fast action. Population growth, overconsumption and wasting resources, carbon emission, and government and private infrastructure projects adversely impact our communities worldwide. As a result, our communities are experiencing poverty, global warming, floods, cyclone, and many forms of disasters. The current COVID-19 pandemic shows that social sustainability can also become fragile due to the global health crisis, lack of health services and its impact on mental health and job losses.

7. SUSTAINABLE DEVELOPMENT GOALS FOR COMMUNITY PRACTITIONERS

In recent times, community initiatives across the world guided by United Nations Sustainable Development goals. On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the [2030 Agenda for Sustainable Development](#) — adopted by world leaders in September 2015 at a [historic UN Summit](#) — officially came into force

([United Nations](#)). The [Sustainable Development Goals](#) are a call for action by all countries – poor, rich, and middle-income – to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs, including education, health, social protection, and job opportunities while tackling climate change and environmental protection ([United Nations](#)). The SDGs are vital for a recovery that leads to a greener, more inclusive economies and more robust and resilient societies. COVID-19 is spreading human suffering, destabilizing the global economy, and upending the lives of billions of people around the globe and the SDGs provide a critical framework for COVID-19 recovery. To achieve sustainable development, it is crucial to harmonize three **basic** elements: economic growth, social **inclusion** and environmental protection. These **factors** are **interconnected** and **vital to** the well-being of individuals and **society** ([United Nations](#)).

8. COMMUNITY DEVELOPMENT PRACTICE: AT A GLANCE

Community development practice: From Canadian and Global Perspectives is a resource book written to promote participatory, local asset-based, equitable, and sustainable community work practice.

Community Development Practice and Process: At a glance. Photo: Mahbub Hasan



Listening to issues



Conscientization



Relationship building



Diversity & Inclusion



Asset mapping



Planning



Teamwork



Taking Actions



Partnership



Campaigning



Advocating



Celebration

Based on the above images, I want to explain the community development process and organize the chapters of this book. People live in a community and share their connections and resources for their well-being. When a community faces issues, the role of a community development worker/leader is to reach out to people especially affected by the issue and organize them. In the next step, they set norms and identify principles to work collaboratively. As the next step, they discuss community issues, prioritize a problem and analyze it to get a deeper understanding. Identifying the root causes of an issue is vital to planning actions. After problem analysis, the next step is developing a plan with a community vision, mission, and action plan. To implement community relies on its assets and resources and asks for external help (financial and technical). In this stage, grant proposals are developed, and community projects are designed based on community needs and priorities. When the collaborative project starts in partnership with a funder/agency, one of the implementation strategies is to engage more community people in the project and implement planned actions, which can include offering immediate support to the community, campaigns, and advocacy for finding sustainable solutions. All these collective actions bring positive change to the community. Evaluating project results and celebrations are vital in a community development initiative

In Chapter 1, Introduction to Community Development, we provide an overview of the history of community development practice, its importance, and its relation to social work and international development. This chapter will help you to define “Community” and “Community Development” for your practice. In Chapter 2, we have identified and discussed key principles and processes for transformative community development. These principles and processes will help you to plan and practice community work from human rights and social justice perspectives. In Chapter 3, we present theoretical frameworks that allow you to understand community problems and needs from different angles and assist the community in developing appropriate actions for their well-being. This chapter will discuss frameworks including system theory, multiculturalism, anti-oppression, anti-racism, and Indigenous world views. In Chapter 4, we discuss decolonizing and Indigenizing community work practice. In Chapter 5, we discuss asset-based community development and how to identify community assets. Chapter 6 discusses community needs, the steps in community needs assessment, and how to assess community needs involving the community. In Chapter 7, we discuss processes and tools in community organizing. Chapter 8 will discuss community engagement principles and how to develop a community outreach strategy for engaging various stakeholders. Chapter 9 discusses how to plan a community initiative based on community needs and assets. This chapter will discuss developing vision and SMART objectives for a community initiative. This chapter will also discuss the project management process and tools. In Chapter 10, we discuss what a grant proposal is and how to effectively write a proposal that will successfully bring in funds. In Chapter 11, we discuss what social entrepreneurship is and how it can promote community

change. From Chapter 12, to 15 we share community development stories and case studies that span the globe. Chapter 12 focuses on the community development practice in Toronto and the foundations of strengths-based community development practice. Chapter 13 shares stories on the humanitarian program for women in Niger and protecting the rights of immigrant women of Bangladesh. In Chapter 14, we will share stories of the Indigenous communities of the Chittagong Hill Tracts and their socio-economic development supported by local, national, and international agencies. In Chapter 15, we will share the story of how the South Asian diaspora re-discover the strength of togetherness as a thriving community in Adelaide, Australia.

READ, WATCH, LISTEN:

- [What is community development?](#) By Government of Australia.
- Community Development Work at Centennial College. This video will provide you with an overview of community development in various settings and community development workers' roles. [Click here](#) to watch.
- [Do you know all 17 SDGs?](#)

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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CHAPTER 2

Principles and Process in Community Development

DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. Principles in community Development
2. Process in Community Development
3. Case Study

INTRODUCTION

This chapter discusses principles and processes in community development. The goal of community development is to bring positive change in the people's socio-economic, environmental, cultural, religious, and political lives. Community development is a process that brings people together to address social and community issues affecting them. Some examples of community initiatives are skill enhancement for better livelihood opportunities, infrastructure development such as roads, schools, and parks construction, quality of education and health services in a community, and addressing poverty, inequalities, racism, homophobia, and marginalization through community organizing and advocacy. Some may argue whether all community development works aims to address social issues such as poverty, inequality, and systemic issues. Some community development work may not directly focus on the problem/issue but instead maintain ongoing relationships and infrastructures.

While working in community development, I have had the opportunity to work with rural, urban, and Indigenous communities and various social groups in the developing countries in Asia and Canada. One thing I learned is that each community context and its issues and initiatives are unique. The success or failure of a community project/program depends on who identified community issues, how community issues are analyzed, who developed principles, frameworks and actions for community change and how the project/program is implemented.



"1 Goal: Education for All" campaign. The author and his ActionAid colleagues organized this campaign with youth, local communities, and partners in 26 Districts of Bangladesh. Photo : Mahbub Hasan, Year: 2010

1. PRINCIPLES IN COMMUNITY DEVELOPMENT

Promote Community Leadership and Ownership

The most important principle is, through the community development process, to actively working with the community to increase leadership capacity, skills, confidence, and aspirations.. Our work is to help community members understand the economic, social, political, environmental, and psychological impact of alternative solutions to the problem (Michigan State University). The community has the primary responsibility for decision-making (Parada et al., 2012). This decision-making includes issue identification, planning, implementation, and resource mobilization to solve agreed-upon problems by emphasizing shared leadership and active citizen participation. Therefore, the community members are primarily responsible for initiating community change work and should own it.

Secure Human Rights

The community initiative should focus on human rights principles. The community and practitioners must adopt the Universal Declaration of Human Rights in their work. The first three articles of the Universal Declaration of Human Rights states that "All human beings are born free and equal in dignity and rights"; "Everyone has the right to life, liberty, and security of person," and "Everyone is entitled to all the rights and freedoms without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin,

property, birth or other status “. The Universal Declaration of Human Rights must shape our collective work with the community because this instrument allows community and Community Development workers to identify their challenges and barriers. This instrument (Universal Declaration of Human Rights) also provides community and Community Development workers provided legitimate/lawful grounds for addressing community issues, human development, and fighting against poverty, discrimination, and oppression. As a Community Development worker, you may practice various approaches such as the Human Rights-Based Approach, Anti Oppression Approach, and Anti-Racism Approach in community development work. One common thing in these approaches is that ‘people are at the heart of community development and workers collaborate with the community members to bring positive change’.

Enhance Quality of Living

The community development should focus on the well-being and quality of living. The initiative may focus on economic, physical, and/or social development. A multi-year initiative may focus on all these components. However, the community initiative is most successful when the community takes one step at a time.

Promote Social Justice

As transformative community workers, our work must be guided by social justice principles, especially equity and inclusion. Community workers work with the community and critically examine the root causes of poverty, marginalization, and exclusions. Therefore, community practitioners work with excluded community members and equip them with knowledge, skills, and resources for their empowerment.

Bottom-Up Approach: Community Participation and Engagement

Community workers continue to put their efforts into ensuring the active participation of community members in the community change process. Community group members who experience poverty, marginalization, violence, conflicts, or environmental disasters know their needs and what needs to be done. Community workers should engage community members in problem diagnosis so that those affected may adequately understand the causes of their situation (Michigan State University). Therefore, as community workers, we must strive to engage the community from ‘the bottom-up’ in every step of the project/program, from issue identification to project planning, implementation, and evaluation. The traditional top-down service delivery approach where community members are just recipients of services and not active participants, is disempowering and further marginalizes community members. Without a bottom-up approach, community initiatives may cause harm to people.

Community Assets / Capital and Resource Mobilization

Community development initiatives should build upon and focus on community assets / capital. Both terms ‘assets’ and ‘capital’ are used interchangeably, and mean the same thing, which are the strengths of the community. Asset-based CD (ABCD) is a term used to...Each community relies on different forms of capital to maintain itself and grow stronger (Parada et al., 2012). Capital includes environmental, physical, economic, human, information, political, and social resources in the community. A community needs all these forms of capital. Among these, social capital is most important in community development. We create social capital when we become involved with one another in routine, often organized ways (Parada et al., 2012). High levels of social capital in a community promote coordination, communication, participation, cooperation, and engagement; thus, positive change is possible (Parada et al., 2012). Rather than seeing communities as “needy” and problem-based, communities should be seen in terms of assets, skills, and capacities (Parada et al., 2012). Exploring, identifying, and mobilizing local capital are the key responsibilities of community workers for sustainable community development. Roseland (2012) argues that sustainable development of communities requires mobilizing citizens and their governments to strengthen all forms of community capital.

Partnership and Collaboration

Community issues and problems are complex. These issues may arise due to individual, cultural and systemic oppression, colonialism, neoliberal policies, patriarchal system, and climate change. A community may not have all the necessary resources and capital to address its issues and problem. Therefore, community work highly

depends on partnership and collaboration. A partnership may involve institutions, external philanthropists, and/or community advocates that can support the host community with technical, financial, and resources.



Author and Executive Director of Shuhislan, a VSO Partner, welcomed the European Union delegation team in Shatkhira Bangladesh to visit a good governance project titled Strengthening Community Rights and Empowerment. Photo : Mahbub Hasan, Year: 2007.

Sustainability

Community development initiatives must consider results for the present time and future. *Sustainable development* meets the needs of the present without compromising the ability of future generations to meet their own needs (International Institute for Sustainable Development). As Roseland (2012) suggests, sustainable development requires a fundamental economic and social change to improve human well-being while protecting the environment. Therefore, community development should produce self-reliant, self-sustaining communities that mobilize resources for the benefit of all members (Parada et al., 2012). Community work must not compromise any environmental and socio-economic degradation; instead, it works with the community with a holistic plan and actions for the community members' well-being.

Respect Indigenous worldviews and local culture

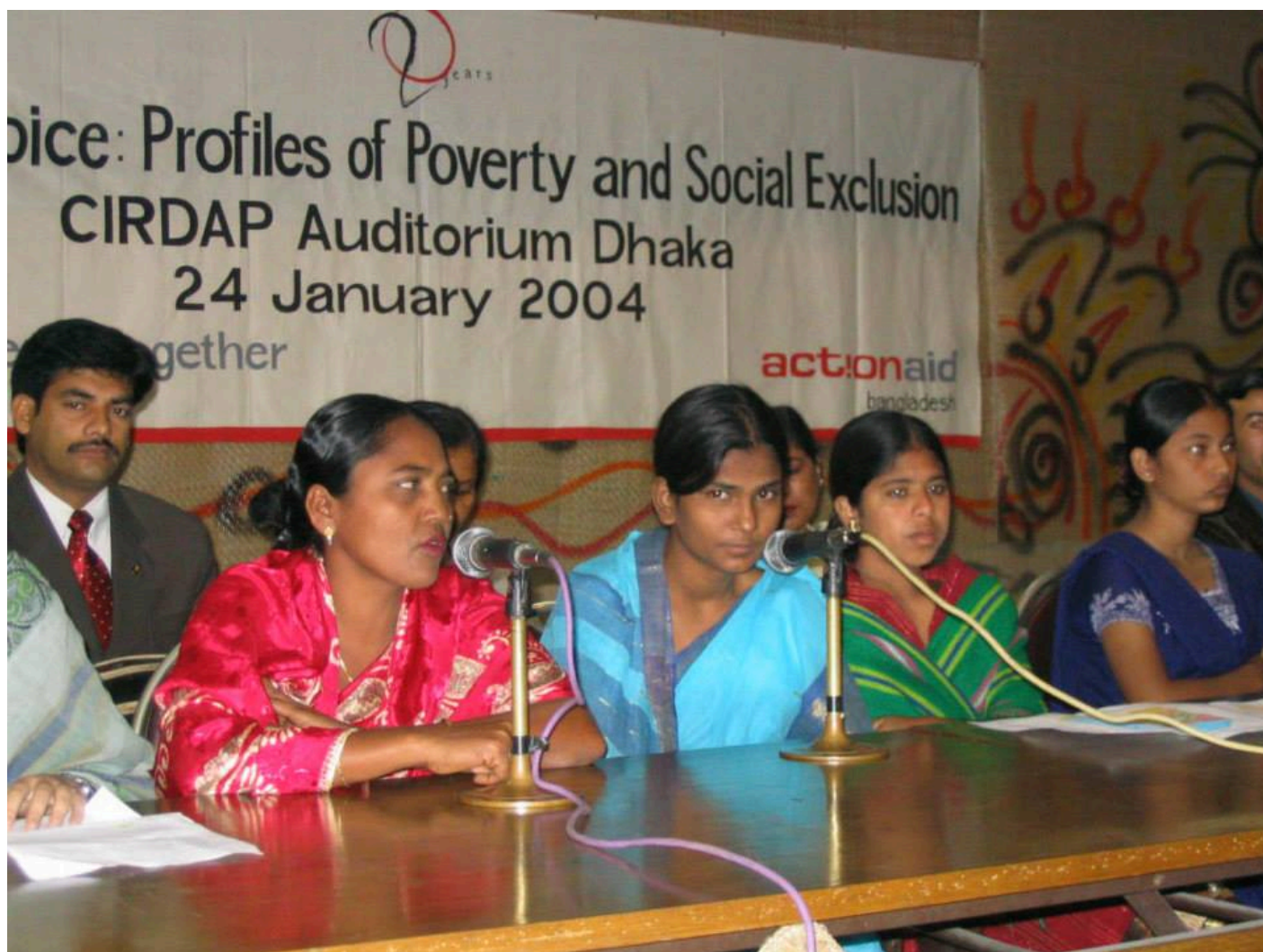
Indigenous communities see development holistically. According to Cull (2018), Indigenous worldviews see the whole person (physical, emotional, spiritual, and intellectual) as interconnected to land and in relationship to others (family, communities, nations). Therefore, these holistic values should be adopted for socio-economic well-being and sustainable development in the community work practice. On the other hand, each community has a rich culture and heritage. Our community development work should respect local culture, norms, and practices. However, some community work may address harmful cultural norms and practices for fair living.



Indigenous artists performed at the Concert for Social Justice organized by Author and CASSA team in Toronto. Photo: Mahbub Hasan. Year 2013.

Resilience and empowerment

Finally, the ultimate goal of community work is to make the community resilient and empowered so that community people should be able to control and use their assets and means to influence. The community development practice should promote self-determination so that people and communities have the right to make their own choices and decisions (Scottish Community Development Center[SCDC], para#3). Community development initiatives should promote active citizen participation so that community members can meaningfully influence decisions that affect their situation (Michigan State University). In other words, the community development should strengthen people's voices and allow them to take collective actions for their socio-economic, cultural, and environmental development and well-being.



Women were sharing their stories of fighting poverty and discrimination in Bangladesh. Photo: Mahbub Hasan, Year: 2004.

This resource book will expand the further discussion on how to utilize these principles in the community development practice in various chapters of this book.

Listen to a Podcast:

Community Development: Reflections on Principles, Process and Importance in Social Work.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=27#oembed-1>

Source: [Podcasting Social Work](#)

In this episode, Ma Pia Catherine, a student of Centennial College, shared her knowledge and experience in Community Development that she has received from Social Service Worker program. Dr. Hasan hosted this episode. For feedback or joining in a podcast episode, email at mhasan@centennialcollege.ca.

2. PROCESS IN COMMUNITY DEVELOPMENT

Community development is a highly process-oriented work. According to Brown and Hannis, "Effective community work is a process of engagement at a local level" (2012, p.71). The authors argue that the roles of the community worker vary significantly, depending on the community, employer/agency, and personal style.

The authors identified 10 steps where a Community worker may be involved. I am going to describe each step based on Brown and Hannis (2012) and from my practical experience:



Figure created by Author based on Brown & Hannis, 2012, p.84

Step 1: Defining the professional's role

Community worker may act as organizer, educator, coach, facilitator, advocate, negotiator, manager, researcher, and communicator (Brown & Hannis, 2012)

Step 2: Researching the Community

Community worker should learn the community by gathering information from secondary (statistics, Government and non-government agencies report etc.) and primary sources (interacting with community).

Step 3: Entering the Community

This step is important because community worker needs to understand the community dynamics, their history, culture, social capitals, power relations, and gradually approach community. Sometimes, community worker needs formal approval to work with a community. For example, I had to take formal permission from Village Head while entering into an Indigenous community.

Step 4: Consciousness-raising

At the initial phase, community workers engage with local residents and discuss socio-economic issues by asking questions. In this step, community worker may utilize adult education for encouraging dialogue and learning. This process builds a sense of belonging among the community members, helps them to understand and challenge oppression (Brown & Hannis, 2012). For example, at ActionAid, we implemented [REFLECT](#) and adult learning and community mobilization program for consciousness-raising.

Step 5: Assessment of Needs and Assets

It is a process where community workers collect information from public forums, through survey, interviews, focus group discussion. Needs refer to the gap between what exists and what should be in a community and assets are resources that can bridge the gap (Brown & Hannis, 2012). This step helps the community to develop a plan. A few tasks can be done at this stage:

- Identify community/affected people. This group/people will be the focus of community work
- Identify community issues, capacities and needs by engaging local community, agencies/institutions working/affiliated with the community.
- Identify stakeholders for the community project/initiative. Stakeholder means people or agency who are directly or indirectly related to the issue which may include local agencies, leaders, funders.

Step 6: Setting Goals

A goal is a short statement about “what a group wants to accomplish and should be based on reality” and example might be “to form a neighbourhood youth council” (Brown & Hannis, 2012, p.84). A community worker can facilitate this process through a brainstorming session with community members and agency staff working locally.

Step 7: Organization Building

Community development work can be initiated by a group of community people. It is helpful to establish an organization so that the community and agency can raise funds. Most funders provide funding to non-profit and registered charities.

Step 8: Strategizing

A community worker can support the agency to develop the agency's strategic plan with vision, mission, objectives that reflect community proprieties.

- Objectives are statements of what to accomplish by when and they are concrete and action oriented” (Brown & Hannis, 2012, p.86). Here is an example SMART objective: For a youth initiative may be “to increase the employment rate for youth in Regent Park by 10 % over three years” (Brown & Hannis, 2012, p.84).
- Strategies describe “how the objectives will be accomplished” (Brown & Hannis, 2012, p.84).

- The action steps explain who will do what by when.
- Select appropriate resource mobilization strategy.
- Identify local in-kind and cash resources to link with other resources to implement a specific plan with the community.

Step 9: Taking Action

Taking action is the critical step in community work. The community initiative may face challenges and resistance from community. Some work can be done at this stage are:

- Implement the strategy/plan emphasizing on shared leadership and collaboration.
- Engage the community in the implementation and monitoring of the project/ initiative
- Gather ongoing feedback on the interventions from the community

Step 10: Evaluation

At this stage, following work can be done:

- Assess the program impacts on the target audience and others to determine if the stated goals and objectives are met.
 - Community members and program participants are consulted using research methods such as interviews, focus group discussion, case study collection
 - Celebrate project success and share lessons learned
 - If not successful, engage with community to replan and implement revised plan
- Video: Sports bring community together-Dr. Hasan's interview with Councillor Gary Crawford, City of Toronto.**



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=27#oembed-2>

Video: YouTube, https://youtu.be/pNzNjAvqP_o

3. CASE STUDY ANALYSIS

Susan and the Seeds of Hope: Once a Casual Labourer, Now a Supplier at the Local Market
ActionAid Kenya published this story.

Communities living in arid and semi-arid areas in Kenya have traditionally relied on pastoralism for their livelihood but diminishing pasture land and protracted drought attributed to climate change has in the recent years affected the communities' wealth and food security. In these communities, the men are the custodians of family land and livestock.

In Kambi Sheik, a remote village in Isiolo County, the story for many families is changing. As recurrent drought wreaks havoc in the area wiping out their few remaining animals, women are taking center stage to ensure their families are resilient to the effects of climate change and are food secure. Please [click here](#) to review it and identify the community development principles in this story.

QUESTIONS FOR CRITICAL REFLECTIONS

- i) What principles of Community Development did ActionAid use in engaging with Susan and her community in Kenya? Please give concrete examples that link to each principle.
- ii) What assets are in your community? Give an example of a physical asset, a social asset, and an economic asset.

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please [click](#) on [Your Feedback Matters](#).

Thank you!

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CHAPTER 3

Theories, Approaches, and Frameworks in Community Work

SAMA BASSIDJ, MSW, RSW AND DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. Why Is Theory Important in Community Work?
2. Systems Theory
3. Anti-Oppressive Practice
4. Ant-Racism
5. Cultural Humility and Cultural Safety
6. Indigenous Worldviews

INTRODUCTION

This chapter focuses on theories and why theories are required in community development practice. There are many theories in social work; however, we will discuss four main theories that community workers should integrate into their practice. These theories are Systems Theory, Anti-Oppressive Practice, Cultural Humility and Safety, and Indigenous Worldviews.

1. WHY IS THEORY IMPORTANT IN COMMUNITY WORK?

Theories help us make sense of the world – and communities – around us. They allow us to explore problems and

solutions with evidence and research to support our practice, instead of grasping at straws. This is particularly important as community workers need to be aware of personal assumptions and biases that may interfere with effective community practice.

Theories may also help us avoid doing **harm**, *unintentionally*. **Good intentions are not enough for community development work.** As social service professionals, it is critical for us to be aware of the ways that our work can perpetuate harm and oppression – and *intentionally* take steps to disrupt harmful systems and practices today. In order for us to avoid repeating harmful mistakes of the past, community work must be grounded in anti-oppressive, anti-racist, and decolonizing practices and relations.

In order for us to explore different theoretical frameworks for working with communities, we must first understand what exactly we mean by *community*. At the most fundamental level, a **community** is based on relationships, identity, and a sense of belonging.

How can theories support our practice with diverse communities? What can they offer to community development work?

We will be introducing the following theoretical frameworks for community work:

- **Systems Theory**
- **Anti-Oppressive Practice**
- **Cultural Humility and Safety**
- **Indigenous Worldviews**
- **Anti Racism**

Note: Keep in mind that this is not an exhaustive list. Continually evolving our practice, drawing on multiple theories from our toolbox, allows for deeper and broader understanding and engagement with diverse communities.

2. SYSTEMS THEORY

Like every *ecosystem*, individuals require ongoing input (e.g. food, energy, relationships) in order to survive – and hopefully thrive. When a system's needs are not met, we may feel out of balance, which prompts action. Preserving a state of balance (or *equilibrium*) is critical for systems to survive.

According to systems theory (Healy, 2005) :

- Individuals do not live in silos (or isolation).
- We are constantly interacting with multiple systems (e.g. family, neighbourhood, city, globe) across different levels.
- Our interactions, whether big or small, have an inevitable ripple effect throughout the entire system.
- All systems operate in relationships with other systems.

This perspective allows us to develop a **holistic** view of individuals and communities in our practice.

System Theory

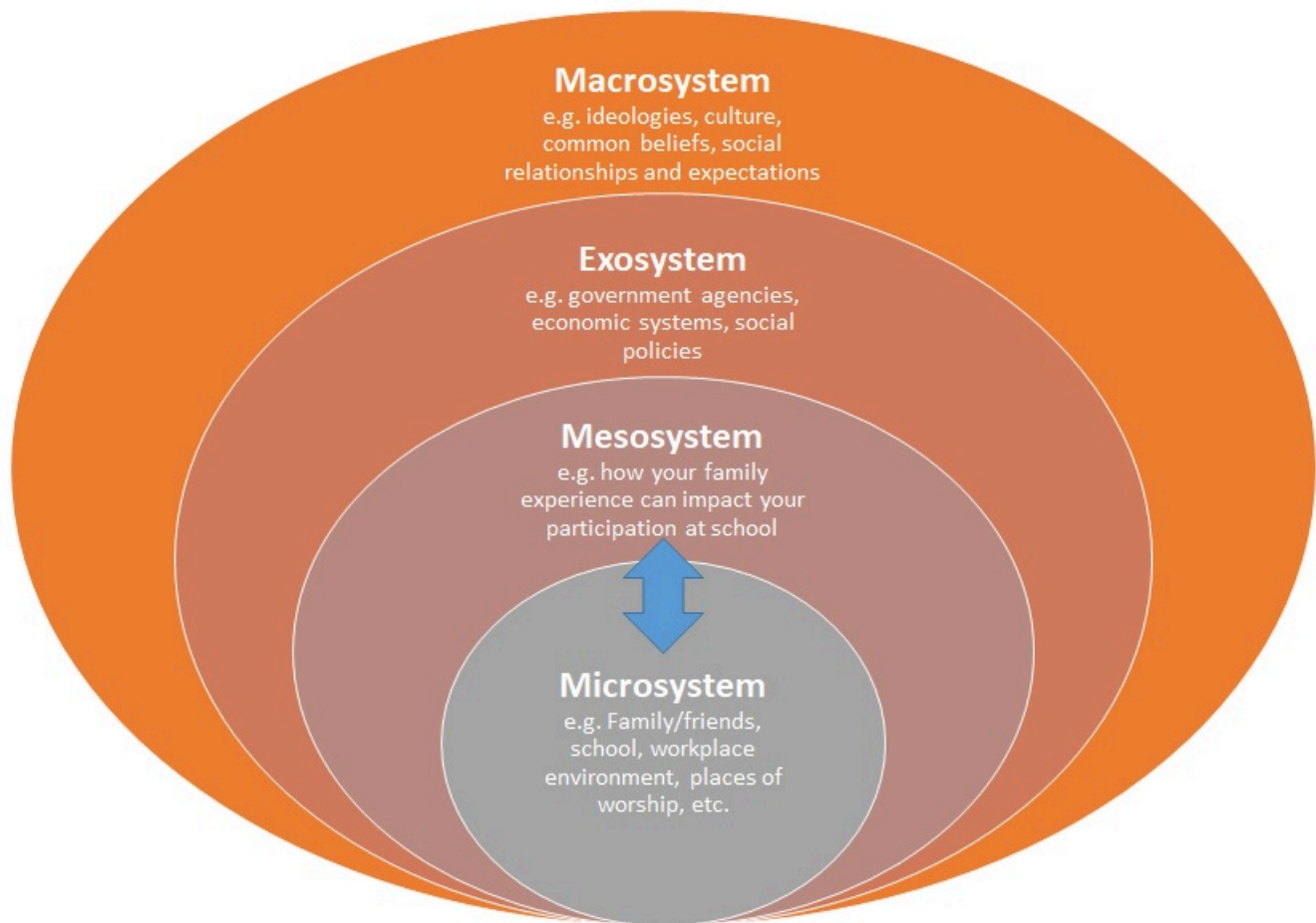


Figure created by Author based on Healy, 2005.

Healy (2005) suggests that in addition to your *self* as the primary system, reflect on some of the following systems you interact with (from smallest to largest):

- **Microsystem** – the small immediate systems in your day-to-day life (e.g. family/friends, workplace environment, classrooms, places of worship, etc.)
- **Mesosystem** – the network of interactions between your immediate systems (e.g. how your family experience can impact your participation at school)
- **Exosystem** – the larger institutions in society that impact your personal systems and networks (e.g. government agencies, economic systems, social policies, etc.)
- **Macrosystem** – the *intangible* influences in society (e.g. ideologies, culture, common beliefs, social relationships and expectations, etc.)

3. ANTI-OPPRESSIVE PRACTICE

Q – What is the difference between more mainstream approaches and anti-oppressive practice (AOP)? How does AOP help communities understand problems as linked to social inequality?

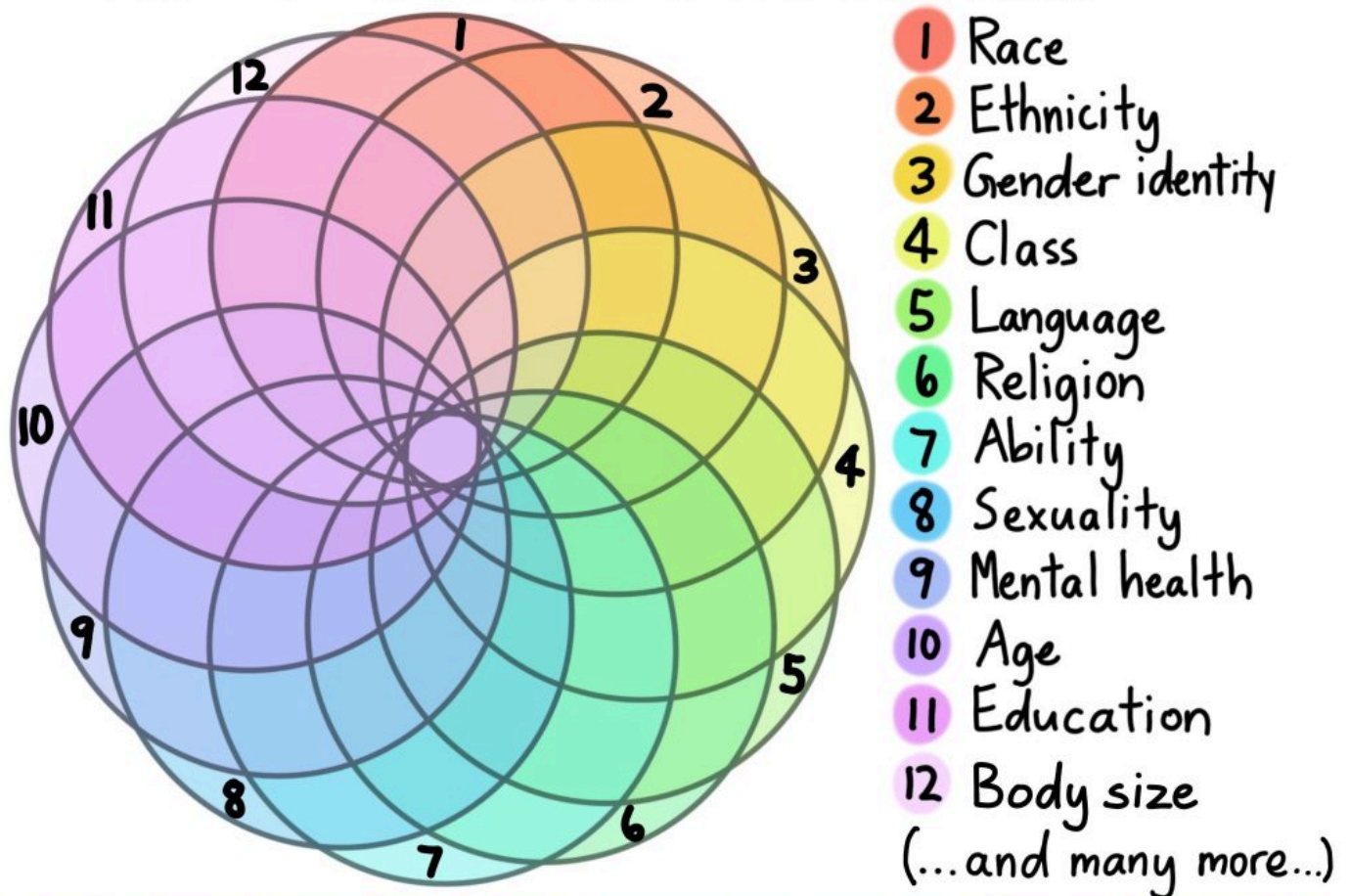
Part of this section is adapted from: [Canadian Settlement in Action: History and Future](#) by NorQuest College is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#), except where otherwise noted.

Oppression can be defined as the experience of widespread, systemic injustice (Deutch, 2011). It is embedded in the underlying assumptions of institutions and rules, and the collective consequences of following those rules. Oppression is often a consequence of unconscious [assumptions and biases](#) and the reactions of well-meaning people in ordinary interactions (Khan, 2018).

The following are some of the ways oppression can manifest itself:

Ableism	Oppression that assumes that differently abled people require “fixing” and that their personhood is defined by their disability (Eisenmenger, 2019).
Ageism	Oppression based on negative attitudes about a person based on their age (or perceived age), and the default orientation of access to public services towards people who are younger (Ontario Human Rights Commission, n.d.a).
Classism	Oppression that discriminates based on a person’s socio-economic class or caste (or perceived socio-economic class or caste) (Class Action, 2021).
Homophobia	Systemic discrimination against individuals based on their sexual identity or preference (Planned Parenthood, 2021a).
Racism	Systemic discrimination against individuals as a result of their real or perceived ethnicity (Ontario Human Rights Commission, n.d.b).
Sexism	Oppression that occurs via through expression of the idea that certain individuals are inferior solely because of their gender; it is similar to the concept of misogyny (the systemic hatred of women) (Illing, 2020).
Sizeism	Oppression based on a person’s body size and shape (Bergland, 2017).
Transphobia	Widespread antagonistic and systemic practices that target transgender individuals (people whose biological sex does not match the gender identity they have assumed) (Planned Parenthood, 2021b).

INTERSECTIONALITY



Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

– Kimberlé Crenshaw –

@sylviaDuckworth

[Intersectionality Venn diagram](#) by [SylviaDuckworth](#) is licensed under a [CC BY-NC-ND 2.0 Generic license](#)

Intersectionality is a core concept in the discussion of oppression. Crenshaw (1989) pioneered the term “intersectionality” to refer to instances in which individuals simultaneously experience many intersecting forms of oppression. Since individuals don’t exist solely as “woman”, “Black”, or “working class”, among others, these identities intersect in complex ways, and are determined by a set of interlocked social hierarchies.

Video: The urgency of intersectionality | Kimberlé Crenshaw. Ted Talk.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=59#oembed-1>

Source: YouTube. <https://youtu.be/akOe5-UsQ2o>

Therefore, **all our oppressions are interconnected and overlapping**. Intersectionality rejects the idea of “ranking” social struggles (sometimes referred to as “*Oppression Olympics*”), as this is divisive and unnecessary, undermining [solidarity](#) (the willingness of different individuals or communities to work together to achieve common goals).

In an intersectional analysis, a person’s identity is layered, and the presence (or absence) of oppression is context-specific. The same person could feasibly be oppressed in one situation, and the oppressor in another (for example, a Black man who experiences racism in the workplace but is domestically abusive). What is important is to look at the social forces that are at play and to remember that “*the personal is always political*”.

It would be difficult to discuss the importance of understanding **oppression** without understanding **privilege**. Garcia (2018) describes [privilege](#) as unearned social benefits or advantages that a person receives by virtue of who they are, not what they have done. Much like oppression, privilege can also be intersectional; however, because privilege is unearned, it is often invisible because those who benefit from it have been conditioned to not even be aware of its existence. **Privilege is thus a very important concept because the relationship that community workers have with communities is often a privileged standing, as they have [power](#) over the lives of the communities they work with.**



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=59#oembed-2>

Video: What is Privilege ?

Source: YouTube, <https://www.youtube.com/watch?v=hD5f8GuNuGQ&feature=youtu.be>

Among the most important roles that can be played by a community worker is that of an ally – when a person with privilege attempts to work and live in [solidarity](#) with marginalized peoples and communities. Allies take [responsibility](#) for their own education on the lived realities of oppressed individuals and communities and are willing to openly acknowledge and discuss their privileges and the biases they produce (Lamont, n.d.).

A thorough understanding of **power, privilege, and oppression** can help community workers develop an anti-oppressive approach to their practice. Being able to engage in anti-oppressive practice requires community workers to be able to deconstruct and challenge the [Great Canadian Myth](#) and expressions of [Canadian exceptionalism](#), and to be able to discuss the often-complicated role played by social service professionals in the perpetuation and execution of harmful government policies towards racialized communities (Clarke, 2016, p. 119).

As such, an anti-oppressive approach requires community workers to continually and critically reflect on their work with communities and to challenge the status of “expert” assigned to them.

Anti-oppressive practice is also a **strengths-based approach** in that the starting point of a conversation with communities is what they *can* do, not what they *cannot* do or are *lacking*. Strengths-based approaches [separate](#) people from their problems and focus more on the circumstances that prevent a person from leading the life they want to lead (Hammond & Zimmerman, 2012, p. 3).

Anti oppression approach addresses the prejudicial and inequitable relations that communities experience (Parada et al. 2011). Anti-oppressive social workers and community workers help communities understand that their problems are linked to social inequality and why they are oppressed and how to fight for change (Baines, 2011). Anti oppression practice addresses root causes of poverty and marginalization and promote collective actions by community.

4. ANTI-RACISM



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=59#oembed-3>

In this episode of Podcasting Social Work, Dr. Valerie Borum, Professor and Director, School of Social Work, Toronto Metropolitan University, discussed about anti-racism framework, roots of racism, and its impact on communities, and how can we integrate anti-racism framework in social work and community development practice. If you have any questions, please contact us at mhasan@centennialcollege.ca. Podcasting Social Work” by Mahbub Hasan is licensed under CC BY-NC-SA 4.0

5. CULTURAL HUMILITY AND CULTURAL SAFETY

Material in this section is adapted from [Introduction to Human Services](#) by Nghi D. Thai and Ashlee Lien is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.

5.1 Cultural **humility** is the ability to remain open to learning about other cultures while acknowledging one’s own lack of competence and recognizing power dynamics that impact the relationship.

Within cultural humility it is important to:

- engage in continuous and critical self-reflection
- recognize the impact of power dynamics on individuals and communities
- embrace a perspective of “not knowing”
- commit to lifelong learning

This approach to diversity encourages a curious spirit and the ability to openly engage with others in the process of learning about a different culture. As a result, it is important to address **power imbalances** and develop

meaningful relationships with community members in order to create positive change. A guide to cultural humility is offered by [Culturally Connected](#).



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=59#oembed-4>

Video: Cultural Humility, Source: YouTube, <https://youtu.be/SaSHLbS1V4w>

5.2 Cultural Safety

Culturally *unsafe* practices involve any actions that diminish, demean, or disempower the cultural identity and well-being of an individual.

According to [Population Health Promotion and BC Women's Hospital](#):

Culturally unsafe practices involve any actions that diminish, demean, or disempower the cultural identity and well-being of an individual. Creating a culturally safe practice involves working to create a safe space that is sensitive and responsive to a client's social, political, linguistic, economic, and spiritual realities. Ultimately, adopting a cultural humility perspective is one of the most effective ways to enable cultural safety – one that will help clients feel safe receiving and accessing care.

Indigenous Cultural Safety and Cultural Humility

As a result of Canada's legacy of colonization with Indigenous Peoples, working towards cultural safety and trust requires humility, dedication, and respectful engagement. Indigenous Cultural Safety is when Indigenous Peoples feel safer in relationships and communities.

According to [BC Patient Safety and Quality Council](#), working towards **culturally safe engagement** with Indigenous communities requires:

- Acknowledgement of the **history of colonialism** in Canada and the impacts of **systemic racism**.
- A level of **cultural awareness and sensitivity**. (e.g. *Provide a meaningful land acknowledgement. Get to know Indigenous Peoples from the Land you work and live on. Be a lifelong learner.*)
- Deep **humility** and an **openness to learning**. (e.g. *Research local cultural practices and protocols. Read the Truth and Reconciliation Recommendations.*)
- Time for **relationship building, connection, collaboration, and cultivating trust**. (e.g. *Work towards balancing power dynamics. Be mindful of experiences of intergenerational trauma in building relationships. Integrate trauma-informed community practices.*)

According to [San'yas Anti-Racism Indigenous Cultural Safety Training Program](#) a commitment to Indigenous Cultural Safety recognizes that:

- cultural humility aims to build mutual trust and respect and enables cultural safety
- cultural safety is defined by each individual's unique experience and social location
- cultural safety must be understood, embraced, and practiced at all levels of community practice

- working towards cultural safety is everyone's responsibility

6. INDIGENOUS WORLDVIEWS

Community development practice owes much of its ways of knowing, doing, and being to Indigenous communities worldwide. Indigenous values of *interdependence* and *caring for all* are at the heart of this practice.

According to activist and academic Jim Silver (2006), who is non-Indigenous:

The process of people's healing, of their rebuilding or recreating themselves, is rooted in a revived sense of community and a revitalization of [Indigenous] cultures...The process of reclaiming an [Indigenous] identity takes place, therefore, at an individual, community, organizational, and ultimately political level. This is a process of **decolonization** that, if it can continue to be rooted in traditional [Indigenous] values of sharing and community, will be the foundation upon which healing and rebuilding are based. (p. 133)

Many Indigenous authors acknowledge one's **identity** as intricately connected to **community** (Carriere, 2008). In fact, family, kinship, and community are viewed as a significant determinant of well-being (Kral, 2003). This community identity is often **place-based**, connected to the Land and one's place of origin.

Baskin (2016) shares an example of an Indigenous community program that emphasizes the well-being of the community and family above that of the individual:

[At] Mino-Yaa-Daa (meaning "Healing Together" in the Anishnawbe language), [t]he individual is seen in the context of the family, which is seen in the context of the community... when an individual is harmed, it is believed that this affects all other individuals in that person's family and community... By coming together in a circle, women learned that they were not alone, and that their situations and feelings were similar to those of other women... [building relationships and a community of empowered women] can only be achieved by individuals coming together in a circle. This kind of community-building cannot happen through individual counselling or therapy (pp. 164-165).

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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CHAPTER 4

Decolonizing Community Development Practice

SAMA BASSIDJ, MSW, RSW AND DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. What Is Decolonization? Why Does It Matter?
2. Indigenization



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=72#oembed-1>

Stories of Decolonization: Land Dispossession and Settlement.

Video source: <https://youtu.be/7xOrUo-SoJw>

1. WHAT IS DECOLONIZATION? WHY DOES IT MATTER?

Material in this section is adapted from:

[Pulling Together: A Guide for Front-Line Staff, Student Services, and Advisors](#) by Ian Cull; Robert L. A. Hancock; Stephanie McKeown; Michelle Pidgeon; and Adrienne Vedan is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

If we want to challenge social injustice and contribute to systemic change, we need to understand and integrate concepts of *decolonization* and *Indigenization* in community practice in an intentional and ongoing way.

Decolonization is the process of deconstructing colonial ideologies that claim the superiority and privilege of Western thought and approaches (Cull et al., 2018). On the one hand, decolonization involves dismantling structures that perpetuate the status quo and address unbalanced power dynamics. On the other hand, decolonization involves valuing and revitalizing Indigenous knowledges and approaches, and challenging settler biases and assumptions that have impacted Indigenous ways of being (Cull et al., 2018).

“**Decolonization** doesn’t have a synonym” (Tuck & Yang, 2012, p. 3). While unquestionably connected to *human rights* and *social justice*, it is not a substitute for these concepts (Ritskes, 2012). Specifically, decolonizing demands a centering of Indigenous ways of knowing and being, Indigenous Land, and Indigenous sovereignty.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=72#oembed-2>

Video: DECOLONIZED EDUCATION EXPLAINED IN SIMPLE TERMS

Source: YouTube, <https://www.youtube.com/watch?v=xestqqmz600>

The physical and mental aspects of decolonization apply equally to Indigenous and non-Indigenous communities (Gray, Coates, Yellow Bird, & Hetherington, 2016).

For non-Indigenous people, decolonization is the process of critically examining your beliefs about Indigenous Peoples and cultures by learning about yourself in relationship to the Land and communities where you live and the people with whom you interact.

We work in **systems** that perpetuate colonial ideals and privilege Western ways of being and doing. For example, many community services use forms and procedures instead of first initiating relationships with community members. This is a colonial process that tends to create environments of exclusion rather than inclusion.

Q - What other community practices and approaches can you think of that are rooted in colonial ways of thinking and doing?

Decolonization is an ongoing process that requires all of us to be collectively involved and responsible. Decolonizing our institutions means we create spaces that are inclusive, respectful, and honour Indigenous Peoples.

(Adapted from [Decolonization and Indigenization](#))

Video: Ted Talk – Decolonization is for Everyone



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=72#oembed-3>

SOURCE: YOUTUBE, [HTTPS://YOUTU.BE/QP9X1NNCWNy](https://youtu.be/QP9X1NNCWNy)

2. Indigenization

Material in this section is adapted from:

[Pulling Together: A Guide for Front-Line Staff, Student Services, and Advisors](#) by Ian Cull; Robert L. A. Hancock; Stephanie McKeown; Michelle Pidgeon; and Adrienne Vedan is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), except where otherwise noted.

Indigenization is a collaborative process of naturalizing Indigenous intent, interactions, and processes and making them evident to transform spaces, places, and hearts. In the context of community development practice, this involves including Indigenous perspectives and approaches to the benefit of all community members ([Cull et al., 2018](#))

Indigenization seeks a fundamental shift in the ways that communities:

- Include Indigenous perspectives, values, and cultural understandings in daily practices
- Position Indigenous ways of knowing at the heart of community development work
- Integrate cultural protocols and practices in the operations of our organizations

Indigenization values sustainable and respectful relationships with First Nation, Métis, and Inuit communities, Elders, and organizations. When Indigenization is practiced at the community level, Indigenous Peoples see themselves represented, respected, and valued and all community members benefit. We all gain a richer understanding of the world and of our specific location in the world through an awareness of Indigenous knowledges and perspectives. Indigenization also contributes to a more just world, creating a shared understanding that opens the way toward reconciliation between Indigenous and non-Indigenous people. It also counters the impacts of colonization by upending a system of thinking that has typically discounted Indigenous knowledge and history.

Indigenization, like decolonization, is an ongoing process, one that will shape and evolve over time.

Starting With Ourselves: Good Intentions Are Not Enough

Good intentions are not enough for community development work. Our work must be grounded in anti-oppressive, anti-racist, and decolonizing practices and relations; otherwise, **we risk repeating harmful mistakes of the past.**

It is our responsibility to question the ways in which we show up in communities, the space we take up, the power and privilege we have been afforded, and how we (knowingly or unknowingly) perpetuate systemic oppressions and settler-colonialism while engaged in community work.

Reflection Questions:

If you are a settler on this Land, it is your responsibility to reflect on how you have benefitted (and continue to benefit from) the **ongoing devastation and genocide of Indigenous Peoples** as a result of colonialism. How have you been complicit in upholding these colonial systems of oppression? Who are you accountable to?

A Shift In Perspective and Power

Indigenous Worldviews on working with communities are valuable for *all* community and social service workers. Decolonizing our practice requires an ongoing commitment to learning and *un*learning; to critical thinking; and to inviting uncomfortable questions that interrogate and challenge accepted knowledge and ways of thinking.

Decolonizing community practice requires an intentional shift in perspective and power from working for a community to working with a community.

"If you come here to help me, you're wasting your time. If you come because your liberation is bound up with mine, then let us work together." – Lilla Watson

As outlined in the [Seven Sacred Teachings](#), the value of **humility** is critical in reminding us that we are merely one small piece of the bigger puzzle. **Nobody is an expert on other people's lives.** Adopting a stance of "*not-knowing*", *humility, openness, and curiosity*, together with a willingness to be held accountable by the communities we serve, are key ingredients for this work.

Change does not happen overnight. Social change takes intentional, ongoing, consistent actions from individuals, groups, and communities. We must look to – and listen to – Indigenous Peoples throughout the process.

Taking Action

We would like to acknowledge that this resource would not have been possible without the work of Indigenous scholars, who have been researching and writing in this field for decades.

When learning about settler colonialism and working in communities:

- Do not act out of guilt, but rather out of a genuine interest in challenging the larger oppressive power structures.
- Understand that [you] are secondary to the Indigenous Peoples that [you] are working with and that [you] seek to serve. [You] and [your] needs must take a back seat;
– Lynn Gehl, ["My Ally Bill of Responsibilities."](#)
- [Accept that you will make mistakes and upset people as you learn.](#)
- Take responsibility for your own learning. *Where do you live? Whose Land are you on? Are you on **unceded Land**? Are you on **Treaty Land**?* Learn what your responsibilities are and how you can act in solidarity with Indigenous Peoples in your community.

Some preliminary steps for settlers in decolonizing community development practice can be found here at the [Community Development Learning Initiative](#).

To get started with your (un)learning journey, check out this [database of anti-racism and decolonization resources](#).

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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CHAPTER 5

Asset Based Community Development

DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. Asset Based Community Development
2. Principles of ABCD
3. Identifying Community Assets and Resources

INTRODUCTION

The chapter will focus on what is a community asset, what is Asset Based Community Development (ABCD) and how to conduct community resource mapping. As a community worker, I have been engaged in community asset and resource mapping to develop new community initiatives. While reviewing existing OER and resources, I found that the Community ToolBox have developed excellent process and tools for community assets and resources mapping. Therefore, I am going to adapt some resources from Community ToolBox for developing this chapter.



Everyone in a community has the talent to offer. Photo: Mahbub Hasan, Year: 2008.

1. ASSET BASED COMMUNITY DEVELOPMENT

“Asset Based Community Development” or *ABCD*, looks for and starts from people’s gifts and strengths (*assets*). These assets equip people to create local opportunities and respond to needs and challenges in their neighbourhoods (Tamarack Institute, 2022a).

ABCD is a framework of community development that begins the development process by identifying and building on a community’s “assets” rather than needs (Smart, 2017, Para#9). Assets include physical space, skills, local knowledge, local groups and associations and networks as well as financial resources. ABCD emphasizes strengths, connections, citizen leadership and recognizes that individual gifts become powerful when they are connected together (Tamarack Institute, 2022a).

Video: John McKnight: Gifts, Skills and Capacity



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=76#oembed-1>

Source: YouTube, <https://youtu.be/xy0V5dtPhes>

2. PRINCIPLES OF ABCD

Tamarack Institute (2022b) identifies 7 principles of ABCD and these are:

1. Everyone has Gifts: Each person in a community has something to contribute!
2. Relationships Build Community: People must be connected for sustainable development.
3. Citizens at the Centre: Citizens must be viewed as actors— not as passive recipients.
4. Leaders Involve Others: Strength comes from a broad base of community action.
5. People Care: Listening to people's interests challenges myths of apathy.
6. Listen: Decisions should come from conversations where people are truly heard.
7. Ask: Generating ideas by asking questions is more sustainable than giving solutions.

You may learn more about the elements and good practices at "[Asset Based Community Development: At a Glance](#)" by Tamarack Institute.

Russell (2017) added two additional principles in asset-based community development.

- placed based: seeing the neighbourhood as the primary unit of change is a powerful strategy for addressing some of our most intractable socio-political challenges, and
- inclusion focused: everyone has a gift/talent to share.

Video: Principles & Practices Asset-Based Community Development



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=76#oembed-2>

Source: YouTube, <https://youtu.be/uWU5nnHbjS0>

3. IDENTIFYING COMMUNITY ASSETS AND RESOURCES

This part of the chapter adapted from: Berkowitz, B. & Wadud, E. (2022, July 11). [Identifying Community Assets and Resources. *Community Toolbox*. Licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License.](#)

3.1 What is a Community Assets?

Video: Professor John McKnight: Capacity Building Beyond Community Services

Five basic resources people use to make things better



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=76#oembed-3>

Source: YouTube, <https://youtu.be/8INtrPcskZ0>

Our definition is broad. A community asset (or community resource, a very similar term) is anything that can be used to improve the quality of community life. And this means:

- It can be a *person* — Residents can be empowered to realize and use their abilities to build and transform the community.
- It can be a *physical structure or place* — a school, hospital, church, library, recreation center, social club. It could be a town landmark or symbol.
- It can be a *community service* that makes life better for some or all community members – public transportation, early childhood education center, community recycling facilities, cultural organization.
- It can be a business that provides jobs and supports the local economy.

I created a list of major capitals/assets of a community based on Parada et al. (2011) and John McKnight, which are as follows:

- a) Human Capital: A person/residents can be empowered to realize and use their abilities to build and transform the community.
- b) Physical Capital: — a school, hospital, church, recreation center, social club. It could be a town landmark or symbol.
- c) Environmental Capital: Green space, lake, river, etc.
- d) Economic Capital: A business that provides jobs and supports the local economy
- e) Information Capital: Library, public notice board, internet connectivity, etc.
- f) Social Capital: Relationship among community/residents, communication and coordination

g) Political Capital: Community groups, Neighbourhood Associations, Policy makers' offices, etc.

3.2 Why should you identify community assets ?

- They can be used as a foundation for community improvement.
- External resources (e.g., federal and state money) or grants may not be available. Therefore, the resources for change must come from within each community.
- Identifying and mobilizing community assets enables community residents to gain control over their lives.
- Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire.
- When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive – "We have the resources within our community to deal with this, and we can do it!" – than one that stresses how large a problem is and how difficult it is to solve.

3.3 How do you identify individual assets?

- Decide on the geographic area you want to cover.
- Decide how many people you will ask.
- Draft some questions you want to ask.
- Design a method by which these questions can be asked.
Try out questions on a sample group.
- Collect your data.

3.4 How can you use the assets you have identified?

- Publish the assets.
- Target a particular area for development.
- Tackle a new project.
- Find new ways to bring groups together.

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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CHAPTER 6

Community Needs Assessment-Process and Tools

DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. Community Needs and Resources
2. Analyzing Community Problem
3. Tools in Community Needs Assessment and Planning
4. Sources of Information for Community Needs Assessment
5. Case Study

INTRODUCTION

The community needs assessment is an essential task and step in community development, and the community worker should have skills in identifying community needs and community needs assessment for any community initiatives. This chapter will define key concepts and processes in community needs assessment and discuss using tools to understand needs and voices.

Material in this chapter is adapted from: Berkowitz & Wadud (2022, July 11). [Developing a Plan for Assessing Local Needs and Resources. *Community ToolBox*](#). Licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License](#).

1. COMMUNITY NEEDS AND RESOURCES

Needs are the gap between what a situation is and what it should be. Resources are those things that can be used to improve the quality of community life.

1.1 Why should you identify local needs and resources?

- To understand the environment.
- To understand public opinion.
- To make decisions about priorities.



Listening to the community and assessing their assets and needs are the crucial role of a community worker. Photo: Mahbub Hasan, Noakhali, Bangladesh. Year: 2008.

1.2 Who benefits from identifying needs and resources?

- Those experiencing the problem.
- Service providers.
- Community leaders.
- Community workers

1.3 When you should identify needs and assets:

- You are planning to start a program.
- You are implementing an initiative.
- Efforts are being reviewed.

1.4 What are the phases of developing your plan?

- Brainstorming: developing preliminary ideas.
- Using what you already have to answer your questions.
- Finalizing questions.
- Identifying your target population.
- Deciding what methods to use.

- Deciding what is missing.
- Deciding if you have the resources to conduct a survey.

1.5 Tools for Collecting Data

- Listening sessions.
- Public forums.
- Assets mapping: One mapping method is to find a large street map of your community, with few other markings (you can probably print one out from Google Maps or some other similar site.) Then just mark with a dot, tag, or push-pin (maybe color-coded by type) the geographic location of the groups and organizations you have found.
- Needs assessments tools [Using existing data](#). This is the research you might do to unearth the information in census and other public records, or to find information that's been gathered by others.

[Interviews and focus groups](#). Open-ended questions (those which demand something more than a yes or no or other simple answer), follow-ups to interesting points, and a relaxed atmosphere that encourages people to open up are all part of most assessment interviews. A [focus group](#) is a specialized group interview in which group members are not told exactly what the interviewer wants to know, so that they will be more likely to give answers that aren't influenced by what they think is wanted.

[Direct, and sometimes participant, observation](#). Direct observation involves seeing for yourself. Do you want to know how people use the neighborhood park on weekends? Spend a few weekends there, watching and talking to people.

[Surveys](#). There are several different kinds of surveys, any or all of which could be [used as part of a community assessment](#).

1.6 Interview Tips

- Start with small talk.
- Explain your motives.
- Ask for a definition of the community.
- Follow up on leads and go on to subjects and areas you haven't reached yet.
- Ask who else you should talk to.
- Let interviewee end the interview.
- Thank interviewee for his/her time.

2. ANALYZING COMMUNITY PROBLEM

Problem can occur any moment in a community. Some of the community problem may include access to clean drinking water, child abuse and neglect, domestic violence, ethnic conflict, health disparities, hunger, lack of jobs, lack of affordable housing, poverty etc.

Criteria you may consider when identifying community problems:

- The problem occurs too frequently (**frequency**)
- The problem has lasted for a while (**duration**)

- The problem affects many people (**scope, or range**)
- The problem is disrupting to personal or community life, and possibly intense (**severity**)
- The problem deprives people of legal or moral rights (**equity**)
- The issue is perceived as a problem (**perception**)

Video: Issue Analysis Technique 1 Root Cause



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<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=80#oembed-1>

Source: YouTube, <https://youtu.be/Ej73eqhO0Wg>

3. TOOLS IN COMMUNITY NEEDS ASSESSMENT AND PLANNING

3.1 Identifying the focal issue with 'Problem Tree Analysis' technique



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<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=80#oembed-2>

Source: YouTube, https://youtu.be/-j-_Y7D35H4

Activity:

- Identify a problem in your community based on the community consultation.
- Analyze the root causes of the problem.
- What are the consequences of the problem?

This activity will help you to understand the root causes of community problems and plan projects/actions to address them. Your project should address the root causes, which are expected to bring positive changes in the community.

3.1 What is SWOT Analysis? Strength, Weaknesses, Opportunities, Threats



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<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=80#oembed-3>

Source: YouTube, <https://youtu.be/Wl1qXpaAbJs>

Question for Reflection:

- When should you do a SWOT analysis?

4. SOURCES OF INFORMATION FOR COMMUNITY NEEDS ASSESSMENT

Various sources can be used for writing a community needs assessment report. The preliminary information should come from your community consultation. To support issues and problems discussed in the community, you should use data from credible sources. Libraries are always a vital information source; you can visit the library in person or access various online library resources. I am providing some references for collecting information for your community needs assessment.

1. Data collected from community
2. Government statistics/statistics Canada.
3. Neighbourhood profiles of the city or municipality.
4. News stories from mainstream media
5. Academic articles
6. Relevant Books and publications
7. Reports written by NGOs or local community agencies
8. Publications of research agencies

5. CASE STUDIES

Video 1: Community Development-Needs Assessment by ActionAid Bangladesh.



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<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=80#oembed-4>

Source: YouTube, <https://youtu.be/lyCMIjFQLGc>

Together In Change is a video on the community needs assessment process of ActionAid, an international development agency working in over 45 countries worldwide. This 13 minutes documentary was made in 2002, which was conceptualized & coordinated by Dr. Hasan of ActionAid International. The community was located in a rural and poverty-prone area of Bangladesh. This community needs assessment video was used for recruiting sponsors from Greece, and over 600 individual sponsors were recruited within six months. Each sponsor used to donate \$30/per month, which raised \$216,000/year for an integrated community development project focused on land rights, women's entrepreneurship, and children's education.

Question for Reflection:

1. Who conducted the community needs assessment?
2. What were the issues identified by the community?
3. What tools and processes were followed in this assessment?

Video 2: Community Development Needs Project – Scarborough North

Students of Social Service Worker program of Centennial College created this video as part of their community needs assignment.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=80#oembed-5>

Source: YouTube, <https://youtu.be/nwpGJ3OEnXs>

Question for Reflection:

1. What were the process and tools utilized by Centennial students?

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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Berkowitz, B. & Wadud, E. (2022, July 11). Section 1. Developing a Plan for Assessing Local Needs and Resources. *Community ToolBox*. Retrieved from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main>

CHAPTER 7

Community Organizing for People, Power and Change

DR. MAHBUB HASAN MSW, PH.D.

TOPIC:

TOPICS:

1. What is community organizing
2. How community organizing works
3. Identifying actors for Community organizing
4. The Five Practices in Community Organizing
5. People, Power and Change in community organizing
6. Organizing Sentence
7. Strategies for building relationships for community organizing
8. Recruitment & Retention Best Practices
9. The Snowflake Model

INTRODUCTION

This chapter focuses on defining community organizing, how it works, how to build relationships, and discusses practices in community organizing, including the Snowflake Model. This chapter also discusses how effective community organizing can create power and bring change in the lives of people. I participated in Community Organizing and Leadership training organized by Institute for Change Leaders and Toronto Metropolitan University. I have utilized learning from this training in my community work practice for the last six years and

successfully organized community for various projects and campaigns. Therefore, in this chapter, I have used materials from the training manual titled “Building Skills for Change” written by Oliva Chow, who is a social justice advocate and educator.

1. WHAT IS COMMUNITY ORGANIZING

Community organizing refers to bringing community members together and providing them with the tools to help themselves or work towards common interests. It requires determination, perseverance, a clear plan with goals, reliability, follow-through, and a willingness to compromise (Citizen Committee for New York City).

Community work starts with community organizing. As community workers, we reach out to the community in good and challenging times. We start with listening to the community and acting together to strengthen relationships among its residents and members. We work together with the community to address their needs.

Community organizing is a process. The most critical step in community organizing is to inform and educate people on socio-political, economic, and environmental issues and encourage their participation in community development. Once people are aware of their issues and feel connected with their community, they will show their interest in the community development process, such as sharing stories, analyzing problems, developing actions, receiving training, and connecting with resources that help themselves and community members.

Video: What is Community Organizing



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=120#oembed-1>

Source: YouTube, <https://youtu.be/6ex6rN0hnm0>

2. HOW COMMUNITY ORGANIZING WORKS

A community worker engages with residents by telling stories about community issues and building relationships with other residents who experience the same issue. The Community worker develops a strategy that includes a vision, actions, and resources needed to address the problem. After the planning stage, the community worker will structure the team with specific roles and responsibilities. Someone may take leadership in raising funds, someone may be the lead for organizing and campaigning, and someone may lead advocacy efforts. After successful completion, the community worker starts a new process to address a similar or another community issue.

3. IDENTIFY ACTORS FOR COMMUNITY ORGANIZING

Community organizing begins with stakeholder analysis/identification of actors. Who is out there we should know about? When developing an organizing strategy, there are five main groups to consider are: Constituency, Leadership, Supporters, Competitors, and Opposition (Chow):

Constituency/Core Participants: The people who are affected by the issue and should participate in your

community initiative. People who interact or express interest with your group/marginalized affected group will be your constituency and your allies .

Leaders: These are the people who are actively working with you. This group is smaller than you think . Leaders are people will actively involve in the process and engaged in community organizing, fundraising, advocacy work.

Supporters: These people may have similar values or interests but are not yet contributing to your campaign/ community initiative. Sponsors, funders, various community institutions, and associations can be a part of this group.

Competitors: They are the people doing the same or similar work as you. Either as a side project or a major project. They are influencing the discussions and activity around your issue.

Opposition: These are people who are actively working against community interests and your interests. They are the cause of your problem and may be blocking change.

4. THE FIVE PRACTICES IN COMMUNITY ORGANIZING

Chow suggests that “Community organizing is all about people, power, and change – it starts with people and relationships, is focused on shifting power, and aims to create lasting change in the community” (, p. 10). The author suggested five key practices in community organizing are these are:

- a) How to tell your story of why you want to organize for community change., why we must act, and what needs to be done soon.
- b) How to build relationships with each other as the foundation of purposeful collective actions
- c) How to structure relationships to distribute power and responsibility while fostering leadership development.
- d) How to strategize to join forces with your people, turning your collective resources into the power to achieve clear goals.
- e) How to enact your strategy into measurable, motivational, and effective action. Though organizing is not a linear process, organizers use the first three practices (stories, relationships, structure) to build power within a community.

Chow argues that last two practices i.e. strategy and action are about wielding that power to create change.

5. PEOPLE, POWER AND CHANGE IN COMMUNITY ORGANIZING

People

People and their well-being are the heart of community work. If you strongly understand people, you will be a better change agent (Parada et al., 2012). Effective organizers put people, not issues, at the heart of their efforts (Chow). The organizer asks the first question, “Who are my people?” before asking “What is my issue?”

According to Chow, “Organizing is not about solving a community’s problems or advocating on its behalf. It is about enabling a group of people with shared values and common problems to mobilize their resources into action to solve their problems. (p.10). Chow also argues that identifying a community of people is just the first step and opines that “The job of a community worker is to transform a community – a group of people with shared values or interests – into a constituency – a community of people working together to realize a common purpose and make a change”. (p.10).

Power

Power is “...something a person or organization possesses and is willing to use. Power involves some sense of purpose or intention. We expect to meet some need or receive some benefits through the use of power” (Parada et al. p.90). Collaboration is one way those in power accomplish their objectives, and power sometimes implies resistance but can also be used in the spirit of cooperation (Parada et al. p.90).

Organizing focuses on power: who has it, who does not, and how to build enough of it to shift the power

relationship and bring about change (Chow, p. 12). Reverend Martin Luther King described power as the ability to achieve purpose” and “the strength required to bring about social, political and economic change.” (Chow. p.12).

According to Chow, “Power is never given but needs to be seized.” The author also argued that “Transformative effects happen when people develop deep, trusting relationships with each other, and then share each other’s talents, which is essential for the success of our organizing efforts” (Chow, p.12)

Change

In organizing, change must be specific, concrete, and significant. Organizing is not about ‘raising awareness’ or speech making (Chow). The author suggests that

It is about specifying a clear goal and mobilizing your resources to achieve it. Indeed, if organizing is about enabling others to bring about change, and specifically, securing commitment from a group of people with shared interests to take action to further common goals, then it’s critical to define exactly what those goals are (Chow, p.13).



Community organizing is the art of bringing people together and taking action for positive change. Photo: Mahbub Hasan, 2016

6. HOW TO DEVELOP ORGANIZING SENTENCE

The “organizing sentence” is a tool to clarify the important components of your strategy and organizing plan. Every team in a campaign – including the core leadership team and each local leadership team – should write an organizing sentence unique to their team. Here is an example on how you can develop your key message for community organizing.

We are organizing (our people-who are affected by the issue) to (strategic goal-what change you together want to bring) through (tactics-actions) by (timeline-when).

For example, in a local neighbourhood, a core leadership team's organizing sentence may look like this:

We, as a core team of 5 people, are organizing 350 tenants in our public housing building to identify everything that is broken and asking that they should be fixed in the building, through door-to-door and phone canvassing, meeting other buildings' residents, forming a tenants association, staging rallies and pressuring local elected representatives and staging rallies by September 13, 2022.

7. STRATEGIES FOR BUILDING RELATIONSHIPS FOR COMMUNITY ORGANIZING

Community organizing enables people to turn their resources into the power they need to make the change they want (Chow). Power comes from our commitment to work together to achieve a common purpose, and commitment is developed through relationships. Chow suggested following steps for building relationships:

- The 1:1 meeting is a key tool for starting and maintaining relationships; there are three types of 1:1 meetings. 1) Recruitment (to find common purpose), 2) Maintenance (provide coaching and training), 3) Escalation (engage in actions based on skills).
- Relationships are rooted in shared values. We can identify values we share by learning each other's stories and discussing decisive moments of our life journeys that shaped who we are. The key is asking each other, "why?" Why are you passionate about making a difference?
- Relationships are created by mutual commitment. An exchange becomes a relationship only when each party commits a portion of their most valuable resource, which is "time"
- Relationships involve consistent attention and work. When nurtured over time, relationships should motivate, inspire and become an important source of continual learning and development for the individuals and communities that make up your organizing campaigns

We have discussed more strategies in community engagement and outreach chapters.

8. RECRUITMENT & RETENTION BEST PRACTICES

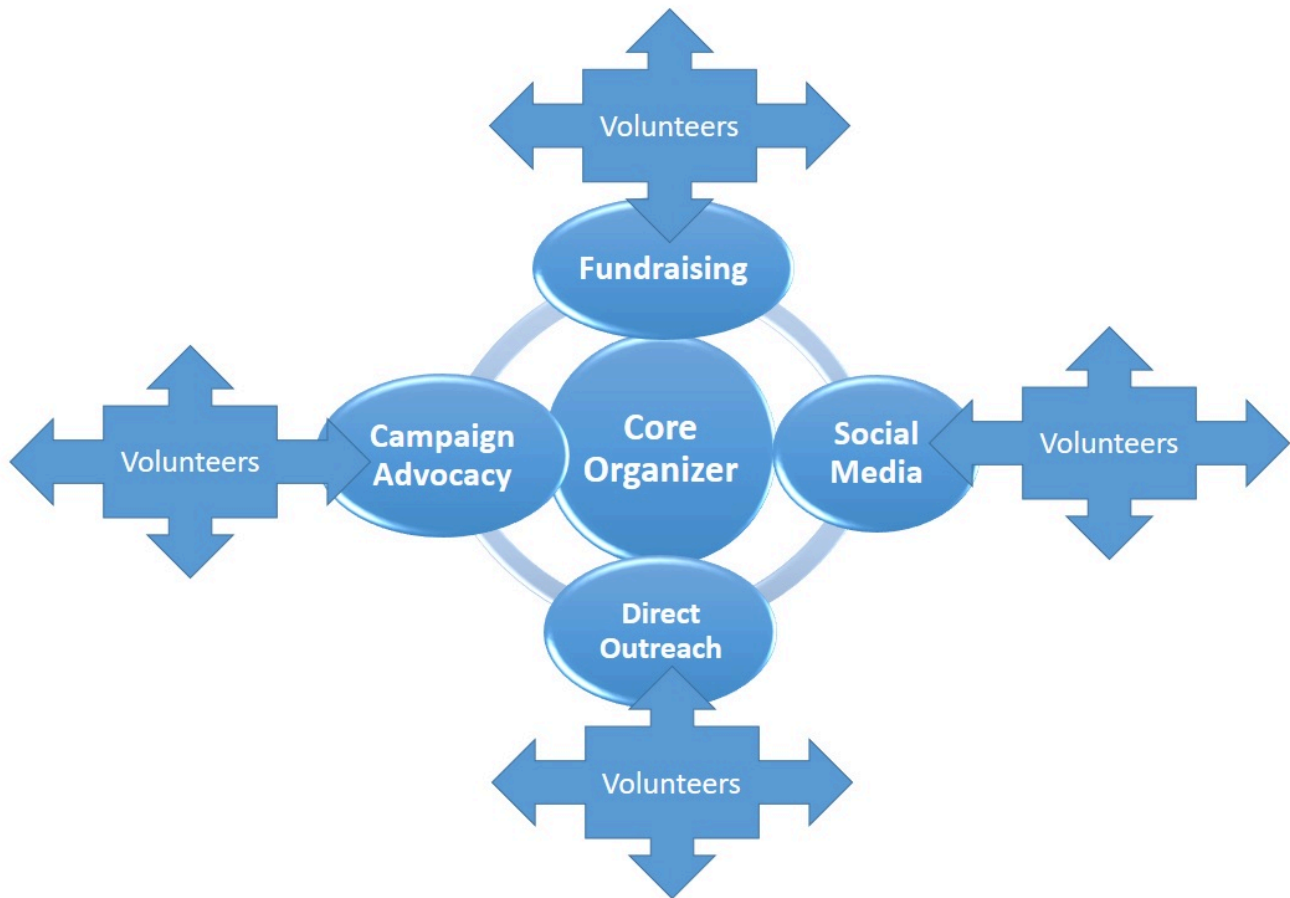
Chow suggested best practices for recruiting and retaining people for your community change work.

- **Be open and enthusiastic:** Organizing is an opportunity, not a favour. When asking for commitment, be enthusiastic.
- **Always follow-up:** When someone offers to get more involved, ask for their contact information and give them yours. Follow up with them as soon as possible, ideally within 48 hours.
- **Always schedule for the next time:** do not let anyone leave without asking when they will be coming back.
- **Confirm commitment:** use a hard ask and make sure your people understand that you are counting on them. Do not assume their commitment before they confirm it.
- **Plan for no-shows:** assume that half of your people will turn up. For example, if you need four people for a successful event, plan on scheduling eight.
- **Design actions well:** that is empowering to participate in

More strategies are discussed in our community engagement and outreach chapter.

9. THE SNOWFLAKE MODEL: A DISTRIBUTED APPROACH TO LEADERSHIP AND COMMUNITY ORGANIZING

The organizational model that best structures relationships to develop a community into a constituency is called the 'snowflake model' (Chow).



Snowflake Model in Community Organizing Created by Mahbub Hasan based on Building Skills for Change.

In the snowflake model, “leadership is distributed. No one person or group of people holds all the power; responsibility is shared in a sustainable way, and the structure aims to create mutual accountability/responsibility” (Chow, p. 11). The snowflake is made up of interconnected teams working together to further common goals

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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CHAPTER 8

Community Engagement and Outreach

DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. **What is Community Engagement?**
2. Characteristics of Community engagement
3. Why community engagement?
4. Principles of Community Engagement
5. Continuum of community
6. Community Engagement Tools and Techniques
7. **What is Community Outreach?**
8. Steps in community outreach
9. Methods of Community Outreach
10. Strategies for Community Outreach

INTRODUCTION

This chapter focuses on community engagement and outreach, two essential areas of knowledge for community practitioners. This chapter will discuss definitions, principles, processes, and tools of outreach and community engagement.

Video:

Role of Community Development Workers and volunteers. Watch what they do in community engagement, outreach, and community welfare.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=132#oembed-1>

Video created by Dr. Hasan, Author. Source: YouTube, https://youtu.be/BSdnTsx_cjw

1. WHAT IS COMMUNITY ENGAGEMENT?

Community engagement is the most crucial step in participatory community development practice. It is the step of actively working with the community to identify and address local ideas, concerns, and opportunities (Tamarack Institute, 2015). Community engagement allows community workers to involve “the public in processes that affect them and their community” (Ibid, p.1).

Community engagement is a process in community development. “Community engagement ...the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people (Agency for Toxic Substances and Disease Registry” (ATSDR, 2015, p.7). It is a powerful means for “bringing about environmental and behavioral changes in the lives of community members” (ATSDR, 2015, p.7). Through community engagement process, “citizens are engaged to work and learn together on behalf of their communities to create and realize bold visions for the future” (Tamarack Institute, 2022a).

Community engagement is a need in community development initiatives. It requires the participation of community members in projects that address their issues. ATSDR (2015) argues that:

“Meaningful community participation extends beyond physical involvement to include generation of ideas, contributions to decision making, and sharing of responsibility. Among the factors that motivate people to participate are wanting to play an active role in bettering their own lives, fulfilling social or religious obligations, feeling a need for a sense of community, and wanting cash or in-kind rewards (p.13)

2. CHARACTERISTICS IN COMMUNITY ENGAGEMENT

We can describe the community engagement approach based on seven characteristics (Tamarack Institute, 2015, p.2)

- A broad range of people is participating and engaged.
- People are trying to solve complex issues.
- The engagement process creates vision, achieves results, and creates movement and change.
- Different sectors are involved in the process.
- There is a focus on collaboration and social inclusion.
- The community determines local priorities. There is a balance between community engagement

processes and creating action.



Community engagement is critical for any social action. Photo: Dr. Mahbub Hasan, Toronto, 2018

3. WHY COMMUNITY ENGAGEMENT

Community engagement increases collaboration, partnership, and community cohesion for their well-being. It can involve informing citizens/community members about your initiative, inviting their input and ideas, collaborating with them to generate solutions to community issues, and allowing you to partner with the community from the beginning to tackle community issues together (Tamarack Institute, 2022). Community engagement often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices (ATSDR, 2015, p.7). Community engagement “increases community cohesion and allows the community to have ownership over the outcomes that will ultimately impact them” (Tamarack Institute, 2022a).

Video: Strathcona Heights Winter Carnival 2016.

This video describe some examples of community engagement.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=132#oembed-2>

Source: YouTube, <https://youtu.be/iPorFswrzfl>

4. PRINCIPLES OF COMMUNITY ENGAGEMENT

ATSDR (2015) identified nine community engagement principles:

Before starting a community engagement effort...

- Be clear about the purposes or goals of the engagement effort and the populations and/or communities you want to engage.
- Become knowledgeable about the community's culture, economic conditions, social networks, political and power structures, norms and values, demographic trends, history, and experience with efforts by outside groups to engage it in various programs. Learn about the community's perceptions of those initiating the engagement activities.

For engagement to occur, it is necessary to...

- Go to the community, establish relationships, build trust, work with the formal and informal leadership, and seek commitment from community organizations and leaders to create processes for mobilizing the community.
- Remember and accept that collective self-determination is the responsibility and right of all community members. No external entity should assume it can bestow a community's power to act in its self-interest.

For engagement to succeed

- Partnering with the community is necessary to create change and improve health and well-being.
- All aspects of community engagement must recognize and respect the community's diversity. Awareness of the various cultures of a community and other factors affecting diversity must be paramount in planning, designing, and implementing approaches to engaging a community.
- Community engagement can only be sustained by identifying and mobilizing community assets and strengths and developing the community's capacity and resources to make decisions and take action.
- Organizations that wish to engage a community and individuals seeking to effect change must be prepared to release control of actions or interventions to the community and be flexible enough to meet its changing needs.
- Community collaboration requires a long-term commitment by the engaging organization and its partners.

You may review details about nine principles at ATSDR (2015), p. 46-53.

Video: Public Engagement-City of Vancouver.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=132#oembed-3>

Source: YouTube, <https://youtu.be/AGwBXk7pMNI>

5. CONTINUUM OF COMMUNITY

Community engagement can also be seen as a continuum of community involvement. Over time, a specific collaboration will move along this continuum toward greater community involvement, and any given collaboration is likely to evolve in other ways, too (ATSDR, 2015, p. 7.) The following table was created based on the diagram/ figure from ATSDR (2015) and illustrates one way of thinking about such a continuum.

>Increasing Level of Community Involvement, Impact, Trust, and Communication >>>>>>

Outreach/Inform	Consult	Involve	Collaborate	Shared Leadership
Some Community Involvement Communication flows from one to the other, to inform Provides community with information. Entities coexist. Outcomes: Optimally, establishes communication channels and channels for outreach.	More Community Involvement Communication flows to the community and then back, answer seeking Gets information or feedback from the community. Entities share information. Outcomes: Develops connections.	Better Community Involvement Communication flows both ways, participatory form of communication Involves more participation with community on issues. Entities cooperate with each other. Outcomes: Visibility of partnership established with increased cooperation.	Community Involvement Communication flow is bidirectional Forms partnerships with community on each aspect of project from development to solution. Entities form bidirectional communication channels. Outcomes: Partnership building, trust building.	Strong Bidirectional Relationship Final decision making is at community level. Entities have formed strong partnership structures. Outcomes: Broader health/well-being outcomes affecting broader community. Strong bidirectional trust built.

Source: ATSDR. 2015, p. 8

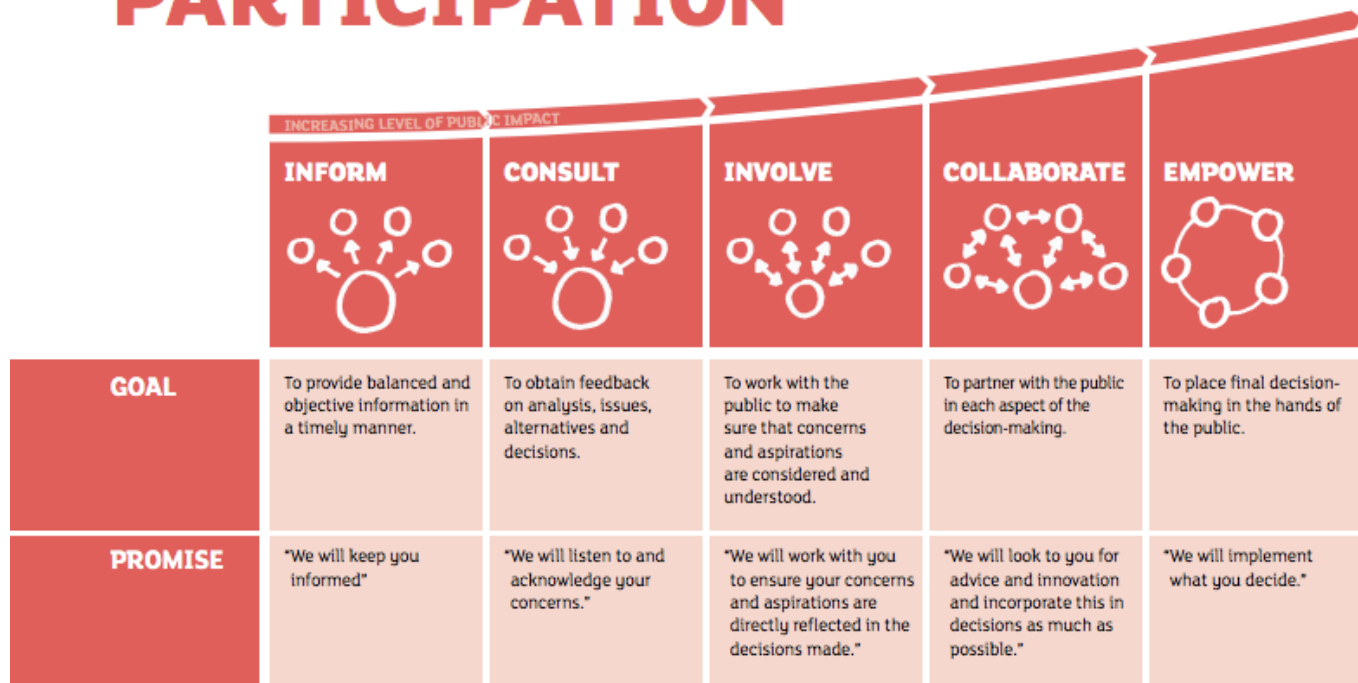
The following community engagement continuum from Tamarack Institute (2022b) provided a visual description, goals, and styles.

6. COMMUNITY ENGAGEMENT TOOLS AND TECHNIQUES

Tamarack Institute has created a comprehensive list of community engagement techniques that can be selected based on your engagement level. Techniques include a description, helpful resources, and factors to consider and are organized by level of engagement – inform, consult, involve, collaborate and empower (Tamarack Institute

2022b). Please [click here](#) to read the details.

IAP2 SPECTRUM OF PUBLIC PARTICIPATION



[IAP2 Spectrum of Public Participation](#) by [Tim Bonnemann](#) in licensed under [CC BY-NC-SA 2.0](#)

You may also review [IAP2 Spectrum of Public Participation](#).

Case Study:

Podcast: Social Return on Engagement



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=132#oembed-4>

Amelia and Victoria, two amazing Social Workers from Albarta, discussed about "Social Return On Engagement" (SROE) project of Aspen, and "Self-care during COVID-19". This episode was hosted by Dr. Hasan, Social Worker and Professor at Centennial College, Ontario, Canada. If you have any questions, please contact at mhasan@centennialcollege.ca. "Podcasting Social Work" by Mahbub Hasan is licensed under CC BY-NC-SA 4.0

7. COMMUNITY OUTREACH

Community outreach is an integral part of social work and community development practice. As a part of community outreach, social and community development workers provide information to individuals, families, groups, and the community, connect clients/community with services and consult them to design services and community initiatives. Therefore, the goal of outreach is to “inform,” “consult,” and “get involved” (Ottawa Neighbourhood Social Capital Forum). There are many ways of outreach, from door-to-door strategies to community events or even to working strategically with one individual. The strategies you use depend on your outreach goal. Outreach can be part of a strategy to achieve something else, for example, to increase the use of a service, gather information, or to improve safety in a neighborhood (Ottawa Neighbourhood Social Capital Forum).

Scarborough Civic Action Network and Behrooz (2012) provided a comprehensive definition of community outreach. It is the process of communicating with communities and community members. Outreach can be done for promotion, education, research, information, connection, or services. The goal of outreach is to get community members more involved in what is happening in their community (p.8)

8. STEPS IN COMMUNITY OUTREACH

The following diagram created by Author to show some key steps in community outreach:



Figure shows steps in community outreach.

9. METHODS OF COMMUNITY OUTREACH

Outreach is not just about posting flyers in a community. It is about speaking with people, sending emails, using social media, calling people, and encouraging residents to forward information to others (Behrooz, 2012, p. 9). Each person has their preferred way of receiving information. Someone may prefer conversation, and some may like written communication. For effective community outreach, you need to use several methods to reach as many people as possible and employ several strategies. Scarborough Civic Action Network and Behrooz (2012, p.9) suggested the following methods for community outreach:

- Posting and emailing flyers throughout the community (e.g., community boards at libraries, community centers, agencies, businesses, etc.)
- Developing an email network & sending information through your contact list
- Calling residents
- Using websites and social media e.g., Facebook, Twitter, Blogs, etc.

- Speaking to people in the community (either informally at a public space or at community events)
- Attending events (this is a great way to network and talk to people about what you do and what events you are promoting)
- Sending information through other networks and using partners to help with outreach
- Use the media to get the information out (if you are holding a large or important event, invite the local newspaper to cover the event)

Ottawa Neighbourhood Social Capital Forum suggests that “Word of mouth is the best source of referrals. Tapping into the word-of-mouth community networks plus door knocking, supported by good flyers, is a very effective way to get the word out” (p.2). Fun community events, activities with food, and recreational programs for children provide great opportunities to connect with community members you may not meet otherwise. In particular, activities with food are one of the best ways to outreach for engagement (Ottawa Neighbourhood Social Capital Forum).

10. STRATEGIES FOR COMMUNITY OUTREACH

There are many strategies that government agencies and non-profits organizations use to do effective community outreach in a respectful way and here are few strategies suggested by Behrooz (2012).

1. Make sure you have outreach materials to provide to people. Create and print (color, if possible) brochures, pamphlets, and business cards. All outreach materials should be written clearly and concisely. Inform your audience about where and when to contact, why/purpose of the event/program, and who is organizing (agency and staff contact).
2. Provide translated materials where required.
3. Know your audience and use appropriate messaging. Create a message using a welcoming and inclusive tone.
4. Connect with a variety of resident leaders and other community organizers.
5. Go to where the people are—for example, malls, restaurants, grocery stores, gas stations, and community centers.

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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CHAPTER 9

Planning and Leading Community Initiatives

DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. What is Planning
2. Why is Planning Important for Community Workers
3. Levels in Planning
4. Project Management-Concepts, Process and Tools
5. Case Study on Planning

INTRODUCTION

Successful community initiatives need careful and thorough planning. One of the key roles of a CD worker is to facilitate discussions with community members, leaders, and various stakeholders to develop vision, mission, objectives, and action plans for a community change. This chapter will focus on defining what planning is, its importance, and how to plan for a community project/initiative. This chapter will orient project management and result-based management concepts and process for planning and managing community initiatives.

1. WHAT IS A PLAN?

A plan is a document that provides a roadmap and directions to achieve the desired goal for a community initiative. According to Parada et al. (2011), "A plan is a set of decisions made with regard to actions to be taken in order to reach a goal. It is the product of the process of planning" (p.142). Each agency usually develops its strategic plan (a detailed plan), engaging its board, staff, volunteers, community members, funders, supporters,

and policymakers, and set its program priorities, target audience, and plan resource for 3-5 years. Accordingly, community workers execute their ongoing programs and plan new projects to address emerging community issues.



A women's group joined in a planning session in Kustia, Bangladesh. Community workers engage people in planning through their excellent facilitation. Photo: Mahbub Hasan, Bangladesh, 2007

2. WHY PLANNING IMPORTANT FOR COMMUNITY DEVELOPMENT WORKERS

A plan is developed based on the consultation with multiple stakeholders, including agency staff, community, and funders, that guides community workers to carry out their actions for community change. Stakeholders are

“people who are actively involved in a project, or whose interests may be positively or negatively affected by the execution or completion of the project” ([Government of Canada, 2014](#)).

- A clear plan helps for better coordination with various stakeholders and promotes teamwork and collaboration.
- A detailed that defines work/tasks, roles clarity with timelines (who will do what and when), and guide to achieve project goals that enhance the well-being of community members



Effective planning needs time, resources, and active participation from the community. Photo: Mahbub Hasan, Toronto, Year: 2013.

3. LEVELS IN PLANNING

Community development workers are integral part of a planning process in agency. You will participate in various levels of planning for your agency and community projects and in many cases you may facilitate this planning process with internal staff and external consultants. This section will orient you with various levels of planning for an agency and project. It is important to note that each community initiative/project are based on developing vision, mission, objectives and actions. This section will define key concepts and provide some examples.

Materials in this part of the chapter is adapted from: Berkowitz & Wadud (2022, July 11). [Developing a Strategic Plan. Community ToolBox](#). Licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License](#).

3.1 Vision (*The dream*)

Your vision communicates what your organization believes are the ideal conditions for your community – how things would look if the issue important to you were perfectly addressed.

There are certain characteristics that most vision statements have in common. In general, vision statements should be:

- Understood and shared by members of the community
- Broad enough to encompass a variety of local perspectives
- Inspiring and uplifting to everyone involved in your effort
- Easy to communicate – for example, they should be short enough to fit on a T-shirt

Some examples of vision statement at community level

- Safe streets, safe neighborhoods
- Education for all
- Zero Gun Violence in Toronto

Some examples of vision statement at agency level

- A world free from all forms of exploitation and discrimination where everyone has the opportunity to realize their potential ([BRAC](#))
- A Toronto where everyone has the opportunity to thrive ([WoodGreen Toronto](#))

3.2 Mission (*What and Why*)

Developing *mission statements* are the next step in the action planning process. An organization's mission statement describes *what* the group is going to do, and *why* it's going to do that. Mission statements are similar to vision statements, but they're more concrete, and they are definitely more "action-oriented" than vision statements.

The mission might refer to a problem, such as an inadequate housing, or a goal, such as providing access to health care for everyone. Some general guiding principles about mission statements are that they are:

- *Concise*. Although not as short a phrase as a vision statement, a mission statement should still get its point across in one sentence.
- *Outcome-oriented*. Mission statements explain the overarching outcomes your organization is working to achieve.
- *Inclusive*. While mission statements do make statements about your group's overarching goals, it's very important that they do so very broadly. Good mission statements are not limiting in the strategies or sectors of the community that may become involved in the project.

Some examples of mission statement at community level

- "To promote child health and development through a comprehensive family and community initiative."
- "To develop a safe and healthy neighborhood through collaborative planning, community action, and policy advocacy."

Some examples mission related to organizations are:

- Our mission is to empower people and communities in situations of poverty, illiteracy, disease and social injustice. Our interventions aim to achieve large scale, positive changes through economic and social programs that enable women and men to realize their potential ([BRAC](#))
- WoodGreen Community Services enhances self-sufficiency, promotes wellbeing and reduces poverty through innovative solutions to critical social needs ([WoodGreen Toronto](#))

3.3. Objectives (How much of what will be accomplished by when)

Once an organization has developed its mission statement, its next step is to develop the specific objectives that are focused on achieving that mission. Objectives refer to specific measurable results for the initiative's broad goals. An organization's objectives generally lay out how much of what will be accomplished by when.

For example, one of several objectives for a community initiative to promote care and caring for older adults might be: "By 2025 (by when), to increase by 20% (how much) those elders reporting that they are in daily contact with someone who cares about them (of what)."

Why should you create objectives?

There are many good reasons to develop objectives for your initiative. They include:

- Having benchmarks to show progress.
- Completed objectives can serve as a marker to show members of your organization, funders, and the greater community what your initiative has accomplished.
- Creating objectives helps your organization keep focused on initiatives most likely to have an impact.
- Keeping members of the organization working toward the same long-term goals.

Types of Objectives

There are three basic types of objectives. They are:

- *Behavioral objectives.* These objectives look at changing the behaviors of people (what they are doing and saying) and the products (or results) of their behaviors. For example, a neighborhood improvement group might develop an objective around having an increased amount of home repair taking place (the behavior) or of improved housing (the result).
- *Community-level outcome objectives.* These are related to behavioral outcome objectives, but are more focused more on a community level instead of an individual level. For example, the same group might suggest increasing the percentage of decent affordable housing in the community as a community-level outcome objective.
- *Process objectives.* These are the objectives that refer to the implementation of activities necessary to achieve other objectives. For example, the group might adopt a comprehensive plan for improving neighborhood housing.

It's important to understand that these different types of objectives are not mutually exclusive. Most groups will develop objectives in all three categories. **Examples of objectives include:**

- By December 2030, to increase by 30% parent engagement (i.e., talking, playing, reading) with children under 2 years of age. (*Behavioral objective*)
- By 2025, to have made a 40% increase in youth graduating from high school. (*Community-level outcome objective*)
- By the year 2026, increase by 30% the percentage of families that own their home. (*Community-level outcome objective*)

- By December of this year, implement the volunteer training program for all volunteers. (*Process objective*)

How to develop SMART Objectives

We often use our each objective should SMART. Objectives should be **S.M.A.R.T.**

Let's discuss an example:

- By 2025, to have made a 40% increase in youth graduating from high school. (*Community-level outcome objective*)

If you look at the above objective, you will find this objective is specific, measurable (40% youth), achievable (considering time and goal), relevant (to the community issue) and time bound (by 2025).

- *Specific.* That is, they tell *how much* (e.g., 10%) of *what* is to be achieved (e.g., what behavior of whom or what outcome) *by when* (e.g., by 2025)?
- *Measurable.* Information concerning the objective can be collected, detected, or obtained.
- *Achievable.* It is feasible to pull them off.
- *Relevant* to the mission. Your organization has a clear understanding of how these objectives fit in with the overall vision and mission of the group.
- *Timed.* Your organization has developed a timeline (a portion of which is made clear in the objectives) by which they will be achieved.

In addition, an objective should be challenging.

- *Challenging.* They stretch the group to set its aims on significant improvements that are important to members of the community

3.4 Action Plan: The specifics of who will do what, by when, at what costs

Finally, an organization's action plan describes in great detail exactly how strategies will be implemented to accomplish the objectives developed earlier in this process. The plan refers to: a) specific (community and systems) changes to be sought, and b) the specific action steps necessary to bring about changes in all of the relevant sectors, or parts, of the community.

The key aspects of the intervention or (community and systems) changes to be sought are outlined in the action plan. For example, in a program whose mission is to increase youth interest in politics, one of the strategies might be to teach students about the electoral system. Some of the action steps, then, might be to develop age-appropriate materials for students, to hold mock elections for candidates in local schools, and to include some teaching time in the curriculum.

Action steps are developed for each component of the intervention or (community and systems) changes to be sought. These include:

- Action step(s): What will happen
- Person(s) responsible: Who will do what
- Date to be completed: Timing of each action step
- Resources required: Resources and support (both what is needed and what's available)
- Barriers or resistance, and a plan to overcome them!
- Collaborators: Who else should know about this action

Here are two examples of action steps, graphed out so you can easily follow the flow:

Action Step	Person(s) Responsible	Date to be Completed	Resources Required	Potential Barriers or Resistance	Collaborators
Draft an Community Outreach plan	Shanna, Outreach Worker.	April 20XX	30 hours (planning, meeting and documentation \$300 (Networking and planning with stakeholder)	None anticipated	Members of the Community Development Team
Project Kick off	Pamela, Project Manager	June, 20XX	20 hours (10 hours for outreach/invitation), 4 hours for preparing presentation, 2 hours for coordinating with presenters, 2 hours for venue setup, and 2 hours event	Low participation due to COVID fear	Members of the Community Development Team

The example remixed with [Community Toolbox](#)

4. PROJECT MANAGEMENT-CONCEPTS, PROCESS AND TOOLS

In this section, I am going to share key definitions and concepts about project management. While working with community initiatives, you will come across these concepts and tools and involve in various phases of a project.

4.1 Project

Let's define what is project? A project is "a temporary endeavor undertaken to create a unique product, service, or result," and Projects end when their objectives have been reached or the project has been terminated (Project Management Institute/PMI, 2013). A project is progressively elaborated. Projects can be large or small and take a short or long time to complete.

Examples of Project:

- Constructing a Community center
- COVID-19 Vaccine Engagement
- Create a Community Garden
- Zero Gun Violence

Let us watch a video titled Introduction. Part 2. Types of Community Development Projects



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=106#oembed-1>

Source: YouTube, <https://youtu.be/jBPbqFc6u00>

Here you will learn about various types of community development projects like events, placemaking & public art, social entrepreneurship, and education projects.

Basic Characteristics of a project:

The following characteristics are discussed by PMI (2013) which I have expanded in the following manner:

1. **A project has well-defined objectives**
 - [Product/service specification](#)– that outlines key requirements for building a new feature, service or product. Like a blueprint, a product spec contains key information (e.g., target users, business needs, goals, and other essential details) to help guide the product team in building
 - [Scope](#) –task, boundaries, responsibilities/who will do what
 - Cost- project costs are **the total funds needed to monetarily cover and complete a business transaction or work project**
 - [Schedule](#)- A project schedule is a timetable that shows the start and end date of all project tasks, how the tasks relate to each other and usually which team members or other resources are responsible for delivery.
 - Quality- the standard of something as measured against other things of a similar kind; the degree of excellence of something.
2. **Utilizes various resources:** Human, Physical & Financial
3. **Has interested stakeholders (Community members, Funders)** – Stakeholders are people who are actively involved in a *project*, or whose interests may be positively or negatively affected by the execution or completion of the *project* (Government of Canada, 2020)
4. **Performed by an organization/your agency/NGO or Government**
5. **Involves a degree of uncertainty**

4.2 What is Project Management?

“Project Management is the skills, tools and management processes required to undertake a project successfully,” (PMI, 2013). As a community development worker, you are already or will be engaged in project management. Therefore, in this section, I am going to orient you to the basics of project management.

Project Management comprises of:

- A set of skills. Specialist knowledge, skills and experience are required to reduce the level of risk and thereby enhance likelihood of success
- A suite of tools. Various types of tools are used by project managers. Examples include document templates, registers, planning software, checklists, etc.
- A series of processes. Various management techniques and processes are required to monitor and control time, cost, quality, scope, etc.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

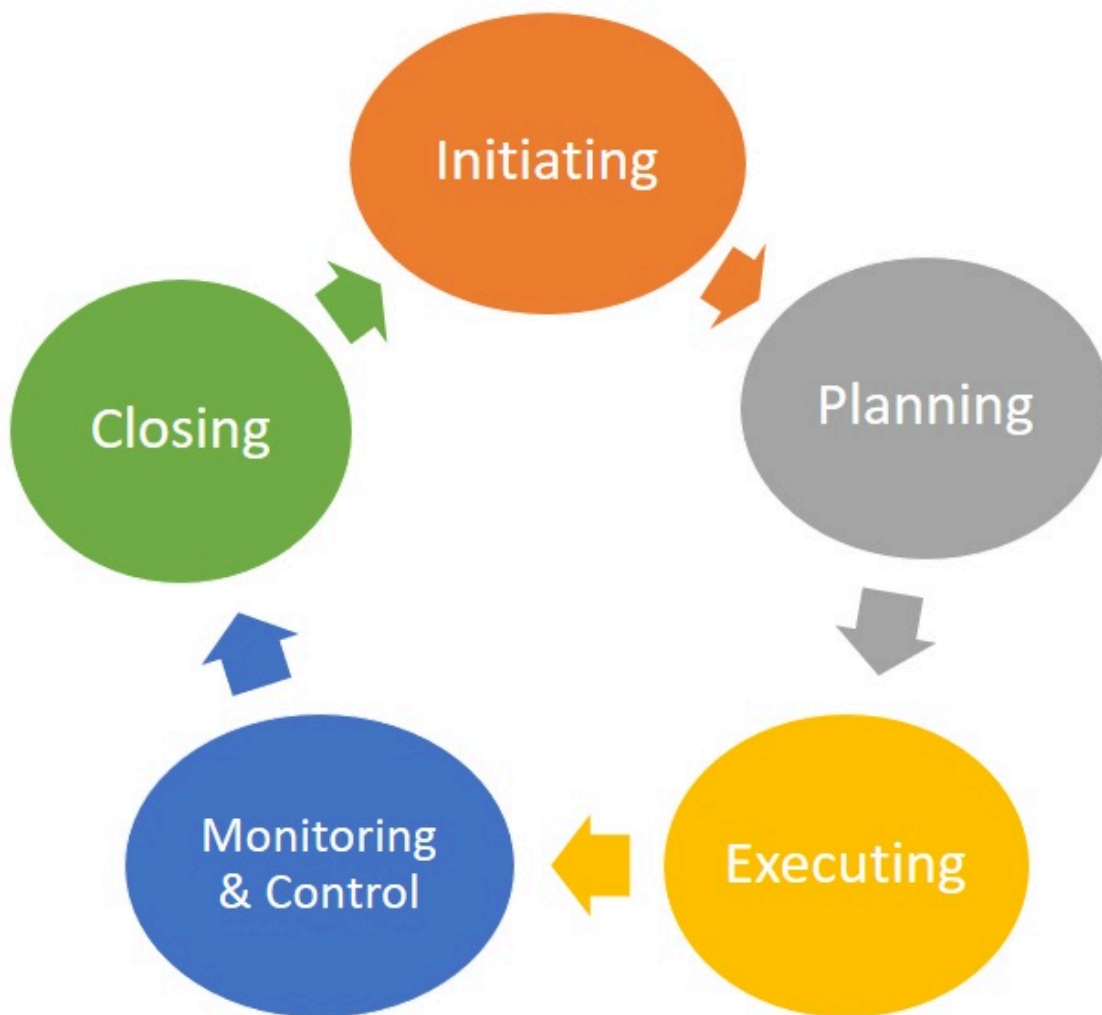
<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=106#oembed-2>

Source: YouTube, <https://youtu.be/Jk-JwtScIlw>

4.3 Project Life Cycle/Process

The series of phases that a project passes through from its initiation to closure is called Project life cycle (PMI, 2013).

Project Life Cycle



PMI has outlined following steps in project

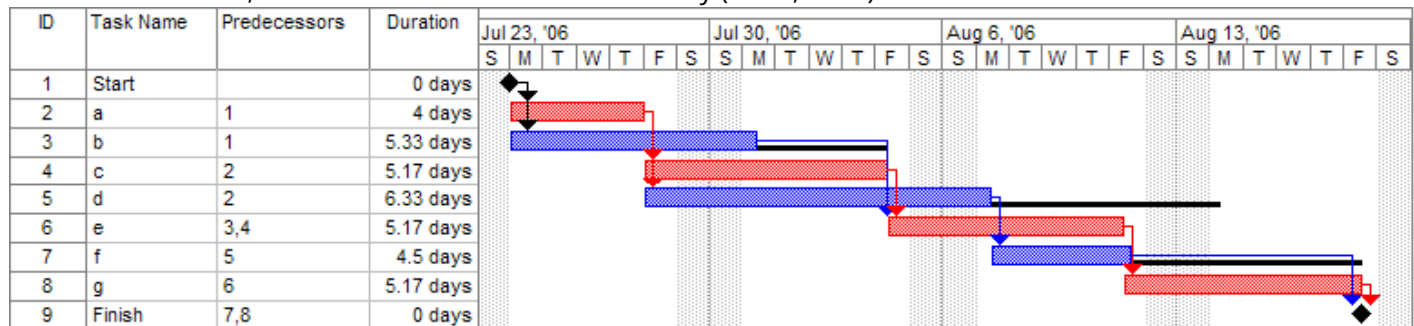
1. **Initiating:** performed to define a new project or a new phase by obtaining authorization to start the project or phase
2. **Planning:** required to establish the scope of the project, refine the objectives, and define the course of action required to the objectives that the project was undertaken to achieve.
3. **Executing process:** performed to complete the work defined in the project management plan to satisfy the project specifications.

4. **Monitoring and Controlling:** required to track, review and regulate the progress and performance of the project
5. **Closing Process:** performed to finalize all activities across the process groups to formally close the project.

Daddey and Watt provided details about Project Life Cycle. You may [click here](#) to review it.

4.4 Gantt Chart : A tool for Project Planning and Scheduling

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time (Duke, 2022). On the left of the chart is a list of the activities and along the top is a suitable time scale. Each activity is represented by a bar; the position and length of the bar reflects the start date, duration and end date of the activity (Duke, 2022).



[Pert example gantt chart](#) by [Dbsheajr](#) is licensed under [CC BY-SA 3.0](#)

This allows you to see at a glance:

- What the various activities are
- When each activity begins and ends
- How long each activity is scheduled to last
- Where activities overlap with other activities, and by how much
- The start and end date of the whole project

5. CASE STUDY ON PLANNING

“Project planning and evaluation” by Public Safety Canada.

This reproduction is a copy of the version available at <https://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/tls-rsrcs/prjct-plnng-en.aspx#a03>

Let's review a Project Plan developed by Public Safety Canada on addressing dating violence. Dating violence means physical, sexual, emotional, or verbal abuse from a romantic or sexual partner. You will carefully review the project plan and understand how the agency describes Project Inputs, Activities, Outputs and Outcomes and answer following questions:

Questions:

- Are the project objectives SMART? If yes, why? If not, how can you make project objectives SMART?
- Do you think the inputs, activities, Outputs, and Outcomes are consistent? Please critically reflect and think about your answer.

Objective(s):

- Objective 1: To reduce the incidence(s) of [dating violence](#) among high school youth.
- Objective 2: To increase public awareness and understanding of dating violence as a serious issue.

Inputs What resources are needed to make your project operate?	Activities What activities will take place during the project?	Outputs How many and what kind of products/ services will be generated from these activities?	Outcomes What will happen as a result of your project?
Project coordinator Meeting space Transportation Library resources	Phase 1 Problem assessment, consultation and development of crime prevention purpose (assessment phase) Organize meetings with key stakeholders (youth, parents, youth workers, school representatives, police, social workers, public health, etc.) to discuss dating violence as a current community problem. Get information on dating violence: books, articles, newspaper, statistics and reports. Identify risk factors (RF) and protective factors (PF) related to dating violence: gender (RF), low self-esteem (RF), negative attitudes about women/girls (RF), supportive adult role models (PF).	Participation of key stakeholders/ people who would like to help with the project Research activities completed Project plan developed	Increased involvement of community stakeholders in collaborative efforts to reduce dating violence (immediate outcome)
Volunteer staff Funding to cover design, printing costs	Phase 2 Curriculum design Volunteer public health nurse and social worker will design curriculum that will include individual work, discussion groups, role modelling, skills training, a written information package and a community outreach component. A subcommittee of key stakeholders will review and approve curriculum content.	Working sessions held to draft curriculum Curriculum that conforms to best practices in the literature, responds to community needs and is feasible given project resources Curriculum available and ready to use on time	Increased availability of prevention resources relevant to the local community (immediate outcome)
Project staff Meeting space	Phase 3 Mentors deliver the curriculum (Implementation) Select and train mentors. Mentors will deliver the curriculum including individual activities to examine issues related to self-esteem; group exercises such as content analysis of film, music videos and other media to identify sex-role stereotypes communicated to youth; discussion about how youth receive these messages, what youth seek in intimate relationships and how they react when their needs are not met; and assertiveness, communication and conflict-resolution skills training to help youth clarify their needs and communicate them to others in clear and positive ways.	Fifteen mentors are hired, trained Sessions are offered weekly to youth at the local youth centre Approximately 75 youth are reached	Increased participant awareness about factors that contribute to teen dating violence (immediate outcome) Improved communication skills (intermediate outcome) Increased use of non-violent conflict resolution skills by participants (intermediate outcome)
Rental facility Funding for information display, printing costs, audio-visual equipment.	Phase 3 Public awareness activities (Implementation) Mentors work with participants to arrange interviews with local print and radio media to discuss what they've learned about the root causes of violence in dating relationships and to invite the community to a public awareness night. Participants put together an information booth and a public presentation based on the projects and ideas they worked on during the year in the mentoring sessions.	Coverage in the local paper and on the local radio station Information booth and public presentation are held Information packages are produced and distributed Approximately 150 people attend the event	Increased community awareness of the root causes of dating violence (immediate outcome) Improved community perceptions of the benefits of prevention activities to reduce dating violence (immediate outcome)

Source: Government of Canada, Public Safety Canada (2021).

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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CHAPTER 10

Grant Proposal Writing for Community Initiatives

DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. What is a Grant Proposal?
2. Why are grant proposals developed?
3. What are the standard components of a grant proposal?
4. Process in developing a grant proposal
5. Logframe
6. Writing Components of a grant proposal
7. Work Plan
8. Project cost and Budget
9. Examples of a Grant Proposal
10. Examples of Grant Call

INTRODUCTION

A grant proposal is an idea and a dream where community aspirations are communicated with funders by an agency or community group. Our communities have various assets, but sometimes they need external support to address the pressing and immediate needs of the community members. This chapter will focus on defining a grant proposal and when and why you should write it. This chapter will describe key elements of a grant proposal

and how to write it logically using result-based management. This chapter also explains how to create a project budget and work plan, by sharing an example of a request for proposals and a written grant.

1. WHAT IS A GRANT PROPOSAL?

A *grant* is a sum of money given to an agency or individual to address a problem or need in the community. The written document that one prepares to request or apply for this money (funding) is a *grant proposal* (Berkowitz & Wadud, 2022). A grant proposal is an expression of partnership to work together on common interests and achieve common goals. This document briefly explains community issue/needs, how the issue affects community members, and provide the rationale for why the issue should be addressed through collaborative efforts with the community.

A grant proposal communicates how this funding will make a positive change in people's lives. Grant proposals are prepared as per the funder's guidelines, including a description of the desired interventions or community change initiatives, inputs and recourses -both financial and technical support required for the community initiative. Some funders may provide only financial support, some may provide in-kind support (such as technical expertise needed), and some funders/agencies partner with local agencies and community groups for community initiatives. For example, agencies like United Way Greater Toronto and ActionAid International provide both financial and technical support for community initiatives or projects. Agencies such as [Women and Gender Equality Canada](#) and [City of Toronto](#) provide grants to community agencies and groups for their project. An agency like [VSO International](#) provides technical support to community initiatives by placing volunteers.

1.1 Where might you find postings of Calls for Proposals

- Web sites for individual government agencies and foundations
- Newsletter circulated by NGOs networks
- Advertisements on social media and newspapers

1.2 Grants are competitive!

Winning a grant is challenging because many agencies submit their unique project ideas for community change. Usually, a funder has specific amounts of grants to disburse in a particular year or a period. A funder cannot fund all projects. For example, while working as Program Officer of Canada Fund for Local Initiatives (CFLI) in Bangladesh in 2005, our office received 54 grant proposals from local agencies. Most agencies wanted to address critical community issues and submit their project proposals. However, we had to select only 11 proposals for funding. Our team lead was the Canadian High Commissioner to Bangladesh. Our team initially selected 17 unique project ideas submitted by the agencies, and then we created Project Approval Document to present to the High Commissioner. Finally, we selected 11 projects for funding through a consultative process. Some key considerations for selection were:

- whether the initiative will address pressing community needs
- project location
- whether the project is logically organized
- if the project goals are aligned with CFLI,
- project inputs and budget are relevant and consistent with project goal and objectives
- community engagement strategies
- how the project activities will be monitored and results will be evaluated

- organizational capacity to successfully complete the project

2. WHY ARE GRANT PROPOSALS DEVELOPED?

In the community development sector, agencies and groups work with the community to address emerging issues, build community assets, enhance harmony and collaboration, and socio-economic, cultural, and spiritual development. In doing this work, community workers continuously dialogue with community members, identify their challenges and needs, and develop an action plan. In an agency setting, Community workers share ongoing community needs and aspirations with their program and resource mobilization team. They jointly develop a formal proposal and seek support from funders such as government agencies, private organizations, trusts, and foundations with similar interests and mission mandates.

2.1 When is a grant proposal developed?

As a community worker, you may plan to submit a proposal for a new initiative or ongoing project that might need additional resources to achieve the goal. Usually, the funders announce calls for grant proposals where donors state their mission, priorities, amount of grants, eligibility for recipient agency and criteria for the community initiatives, what activities will be funded, and timeframe for proposal submission. A grant proposal creates a partnership between two like-minded agencies that have similar interests. In this partnership, one will be directly involved with the community and will implement a project to achieve desired goals set by the community. At the same time, another will provide financial and technical support to the implementing agency to achieve community change.

2.2 Who develops a grant proposal?

Writing a grant proposal is teamwork. A grant proposal has various components such as a statement on community needs/issues, project description, project implementation, and community engagement strategies and budget. As a community worker, you should have the knowledge and skills to develop a grant proposal. In this regard, you must collaborate with your colleagues with specific skill sets such as communications, creative writing, project management, human resource, and financial management. Your teamwork will increase the probability of winning in this competitive process.



Teamwork and innovation can make a winning grant proposal. Photo: Mahbub Hasan, Year: 2016.

3. WHAT ARE THE STANDARD COMPONENTS OF A GRANT PROPOSAL?

Some material in this section is adapted from Berkowitz & Wadud (2022, July 11). [Getting Grants and Financial Resources. Community ToolBox](#). Licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License](#).

The following components are standard in grant proposals, and funder asks for information:

- Describe community needs /statement of the Problem
- Project Description (describe project goal(s) , objectives , activities; how project will be delivered, how community will be engaged and benefitted)
- Monitoring and Evaluation Plan (how project will be monitored; describe criterial and tools for project evaluation)
- Budget (provide cost for human resources -the major cost in project, program delivery cost, administrative costs; community and agency contribution; exact amount asking from funder)
- Applicant Qualifications (registration, experience in the sector)
- Future Funding Plans / Plans for Sustainability
- Appendices (Work plan, audited financial report of the agency, recent annual reports, agency policies etc)

How do you prepare a *winning* grant proposal?

- Following all directions
- Well-organized proposal sections that are integrated and easy to comprehend
- Well researched and documented statement of the problem
- Statement of the problem or need in a way that explicitly addresses the funder's priorities
- Creative or innovative strategies for addressing the need
- Feasible goals and objectives
- Measurable objectives
- A sound evaluation plan

4. PROCESS IN DEVELOPING A GRANT PROPOSAL

Successful grant writing is a bottom-up approach. You should engage community people (who are directly or indirectly impacted by the community issues) in this process. Remember, community people are the experts and have first-hand experience with the issue and needs. As community workers, our role is to capture the community voice, including needs and aspiration, and transform it into a community initiative.

After identifying the issues through community consultations, our next step would be gathering relevant statistics, relevant research reports, and recent news stories from mainstream media, both electronic and print media such as newspapers and television. Funders want to hear a compelling story about the community by sharing their voices, concerns, and aspirations. To explain a community issue and its urgency for support, we should provide facts from recent statistical reports, research reports, and news stories. Identify community assets and resources that will be utilized to address the community issue. Most funders want to see what community resources will be utilized.

Understanding the grant call and requirements is the most critical step in the grant proposal writing process. You should review funders' websites, their vision, mission, priorities, and guidelines for the specific grant call you are interested in applying to. Most funders organize orientation sessions to discuss their priorities and funding guidelines. You should join such a session to gain more deeper knowledge about the grant call. Your participation in the orientation session may help you for building a network with funders and develop a partnership. You can contact the funder for clarification about guidelines.

Community engagement in every stage of the project cycle is an essential indicator for winning a grant proposal. So ask the community how they want to contribute to the project cycle, such as planning, implementation, monitoring, and evaluation. It is our responsibility to explain the project cycle to the community and share how they can participate and provide leadership in the community initiative. One of the ways to engage the community in the project/initiative is to recruit project staff from the community. Of course, the staff has the required skill sets and experience to perform the tasks. We can always build staff capacity through ongoing training and mentoring. Recruiting volunteers is another way to engage the local community with your initiative. Your project should plan how many volunteers you need to recruit, what skill sets are required for performing the volunteer roles, and how the volunteers will be appreciated.

While developing a grant proposal, you should discuss it with local agencies and gather their perspectives on the community issues. Collaboration with other local agencies will make your grant proposal stronger, and sometimes is a requirement of the grant. Collaboration may mean that local agencies write a 'letter of support' for your grant proposal application. As well, you can obtain letters of support for your project from local elected representatives and administrators who are interested in working on the issues.

Finally, ensure that your agency has an updated website with a clear and unique vision, mission, values, principles, and program and project details with stories. These should be outlined in your strategic plan. Your

agency should have updated financial information, audited reports, and annual report. Your agency should have updated policies such as human resources, administration, finance, Anti-discrimination and anti-harassment policies.

5. LOGFRAME

A [logframe](#) is a methodology used to provide a structure for designing, monitoring and managing humanitarian projects ([Save the Children](#)). A community worker should know about the basics of logframe as they use it project designing and management. The following video introduces the purpose of a logframe in humanitarian projects and gives a brief overview of how a logframe is produced .

Video: Humanitarian Logframes



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=144#oembed-1>

Source: YouTube, <https://youtu.be/L8n4PwpFsHc>

6. WRITING COMPONENTS OF A GRANT PROPOSAL

A grant proposal has critical components, and you must answer the following questions to make your grant proposal. You will get instructions for the word limit. You are required to create short paragraphs to write each section. Please do not forget to answer all questions in your shorter paragraphs under each section.

Video: Grant Writing: The Basics



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=144#oembed-2>

Source: YouTube, <https://youtu.be/WddrcheOYkA>

6.1 Describe community needs

In this section, you are going to provide information about a challenge that the community is facing. You should define the problem and provide information from your community needs assessment. You must explain clearly with supporting statistics/facts that the issue/problem impacts community people. To write this section, you can do a Problem tree analysis to define the problem and examine the root causes of the problem. You can use some

direct quotes from community members. Funders review this section carefully to understand the situation and urgency of community needs.

Problem tree analysis

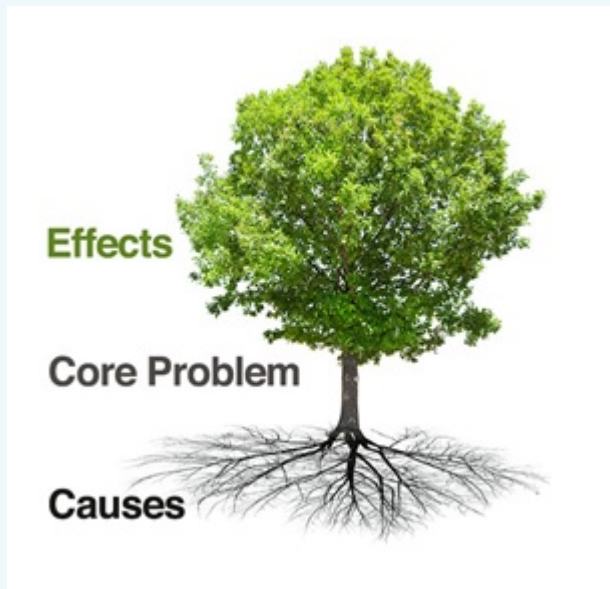
The following section is written based on Results-based management for international assistance programming at global affairs Canada: A how-to guide by Global Affairs Canada. (2016). This reproduction is a copy of the version available at https://www.international.gc.ca/world-monde/funding-financement/results_based_management-gestion_axee_resultats-guide.aspx?lang=eng&_ga=2.60928748.1391290644.1661586075-2032413860.1655745558

The problem tree is one of the methods used most frequently at Global Affairs Canada—although staff and partners may choose to use others. This is a visual situation analysis tool that enables its users to break down a very complex issue into its components, and then to examine and explore the cause-and-effect relationships between these components. It enables users to identify potential reach (intermediaries and beneficiaries), activities, outputs and outcomes for a project and gives users an idea of other key stakeholders and how they relate to and experience the issues. As such, it is particularly well suited to supporting the articulation of a theory of change and the development of a logic model.

Its key steps are:

1. Identify the core problem(s).
2. Identify the causes and effects.
3. Note the relationships.
4. Review the problem tree.
5. Create a solution tree.

Source: Global Affairs Canada, 2016, p.69



Source: *Global Affairs Canada, 2016, p.69*

In a problem tree, the trunk represents the core problem(s), the roots represent the causes of the core problem and the branches represent the effects.

Once the first four steps of problem-tree exercise have been completed, compare the findings to those findings of other exercises, such as program/portfolio review and donor mapping, and budget and organizational priorities, to determine which elements of the situation the project will attempt to address. Next, develop a solution tree for the selected elements. For each selected negative statement, the solution tree should contain a corresponding outcome statement, and output or activity statement.

6.2 Project Participants/Stakeholders

- Who is directly affected by the issue? Here describe your community/project participants who will be closely engaged and supported by your project.
- Who is indirectly affected by the issue?
- Who is (community groups) currently working with/connected with the affected population?

Stakeholders include **beneficiaries/project participants, intermediaries, implementers** and **donors** as well as other actors (Global Affairs Canada, 2016).

6.3 Project Description

In this section, you should create logical framework and describe each section. Funders usually expect that you

provide a logical framework and describe your project idea in a compelling way. The project description is the critical section where you logically share your plan and theory of change. Here is some tips to write this section:

- How do you plan to address community needs utilizing community assets and capacities?
- Demonstrate that each project objective is SMART (i.e., Specific, Measurable, Attainable, Realistic, and Time-specific) and therefore credible.
- Use activity/action words: facilitate, conduct, deliver, promote, train, provide, repair, etc.
- Under each objective, briefly describe specific activities that relate to the objective.
- Your project objectives and activities must be based on Community Development Principles.
- Detail why your proposed strategies and activities are unique and innovative and will effectively respond to the community's needs.

6.4 Describe alignment between community needs, agency involvement, and funder's priorities

- Outline your agency's vision, mission, experience, and priorities in dealing with the issues in the neighborhood and project participants
- Demonstrate community development and resident engagement expertise and knowledge of your agency regarding the local community
- How does your request reflect the priorities of the funder?

6.5 The theoretical basis for the interventions

- Your project activities, objectives, and goals should be connected to at least one or two Community Development theories (e.g. Systems Theory, Anti-Oppressive Practice, Indigenous Worldviews, etc.). We have discussed some theories in this resource book.
- Create a diagram on the theory of change. This will make your grant proposal unique, and it will get the attention of funders. This basis of your theory of change should be your Logical framework/[RBM](#).

6.6 Project Organization

In this section, you should highlight some key points such as:

1. a) How will the proposed project be implemented? Outline your human resource plan (number of project staff and volunteers who will be engaged in the project). Please allocate staff and volunteer costs in the project budget.
2. b) Create a project organogram to show human resources for project administration.

Do not forget to review the funders' website and priorities and match it with your project goals and ideas. Moreover, use keywords, terminologies, and facts used by funders which will help you to show alignments between your project and funders' priority.

6.7 Community Engagement

The following section is written based on Results-based management for international assistance programming at global affairs Canada: A how-to guide by Global Affairs Canada. (2016). This reproduction is a copy of the version available at https://www.international.gc.ca/world-monde/funding-financement/results_based_management-gestion_axee_resultats-guide.aspx?lang=eng&_ga=2.60928748.1391290644.1661586075-2032413860.1655745558

Most funders are interested in how you plan to engage the community in every stage of the project cycle, i.e., from project inception to closing.

Shared ownership

The project must be “based on shared ownership of decision-making.” In the context of development, participatory approaches came into practice in “response to ‘top down’ approaches to development, in which power and decision-making [was] largely in the hands of external development professionals” (Global Affairs Canada, p.25)

Involving the appropriate people

Taking a participatory approach means that all key stakeholders—including intermediaries and beneficiaries, both female and male—are involved and consulted throughout the project’s life cycle, from planning and design to implementation, monitoring and reporting (Global Affairs Canada, p.25)

Allocating appropriate time and resources during the project life cycle

Appropriate time and resources should be allocated to ensure that all key stakeholders are involved in planning, joint monitoring, evaluation and decision-making throughout the project life cycle (Global Affairs Canada, p.25).

Integration of Gender Equality, Environmental Sustainability

- Gender equality results are fundamental to program effectiveness, as it ensures that women and men receive the tailored support they need to achieve similar outcomes. Global Affairs Canada’s Gender Equality Policy for Development Assistance Objectives
- To advance women’s equal participation with men as decision-makers in shaping the sustainable development of their societies
- To support women and girls in the realization of their full human rights, and
- To reduce gender inequalities in access to and control over the resources and benefits of development

Using the appropriate methodologies

A participatory approach can be facilitated through many different methodologies. Project teams should choose those most appropriate to the context in which they are working. Any methodology chosen must also encourage equitable and gender sensitive participation (Global Affairs Canada, p.25).

In writing Community engagement section, you should focus on the following points:

- Demonstrate how the project participants, such as low-income residents and other equity-seeking groups, will be involved and participate in the project.
- Explain methods used for community involvement, engagement, participation, and empowerment (avoid “clientizing” community members).
- What strategies are you using to build power in the community?

- What steps will you take to try and ensure the project is sustainable?

6.8 Monitoring and Evaluation (M&E)

Monitoring and evaluation have always been fundamental aspects of good project and program management. In project management, “the term ‘Monitor’ means to collect performance data with respect to a plan, produce performance measures, and report and disseminate performance information” (PMI, 2013, p.546). And “Monitor and Control project work means the process of tracking, reviewing, and reporting the progress to meet the performance objectives defined in the project management plan” (PMI, 2013, 546).

Here are few questions and tips for creating your monitoring and evaluation section:

- How will you recognize if you are running a successful project?
- Determine how you will monitor your project (planned activities vs. progress and corrective actions).
- How will you measure your program outcomes? (planned objectives and results/outcome and project goal)
- Describe types of documents (i.e., attendance, meeting minutes, etc.) and systems (excel database) your agency will use to record data and assess progress.
- Describe methods (i.e., survey, case study, interview, Focus Group Discussion, etc.) that will be used to evaluate project outcome/results.

6.9 Project Learning and Results Dissemination

- Describe how project achievements and lessons learned will be shared with United Way and relevant stakeholders (other neighborhoods, agencies, policymakers).
- How will your agency collaborate with United Way in sharing best practices?
- Demonstrate the capacity to act as a local convener/issue leader.

7. WORK PLAN

The source of information of this section is Feminist Response and Recovery Fund call for proposals: How to develop your application by Women and Gender Equality Canada. This reproduction is a copy of the version available at <https://women-gender-equality.canada.ca/en/funding/funding-programs/feminist-response-recovery-fund/feminist-response-recovery-fund-how-develop-application.html#sectionE>

The purpose of the work plan is to provide the Funder with information regarding the key activities and timelines for your project (Government of Canada, 2022). While an organization often relies on a detailed work plan for project management, for the purposes of your proposal you are encouraged to only include the key activities that have a direct impact on the project objectives.

The key activities you propose need to:

- be realistic in terms of project duration and funding available

- be listed in a chronological order
- be well-defined and linked to project objectives and deliverables or outputs
- include timelines that are feasible and reflect the requirements of the activities being proposed
- include information to demonstrate how the project outcomes will be sustained beyond the duration of project funding
- include the involvement of partners or stakeholders, if applicable
- Compare the activities to your budget to ensure you have the resources required to carry-out the project activities.

Sample Work Plan by Author:

Project Activities/ Month>	1	2	3	4	5	6	7	8	9	10	11	12
Project Charter approval	X											
Project Coordinator Community Animators	X											
	X											
Outreach to 200 community members			X	X								
Community education through community events (human rights, Charter rights, diversity, sexuality and gender variance)				X	X							
Dialogue with parents on challenges, resources and support for LGBTQ+ youth.						X	X	X				
Establish and support community action group, and work with community at large, service providers and policy makers							X	X	X	X		
Communications , creating webpage, social media for community and stakeholder engagement, project learning dissemination		X	X	X	X	X	X	X	X	X	X	X
Project evaluation by participants											X	
Project closer , celebration and future plan												X

8. PROJECT BUDGET

The project budget is an estimate of all the funds needed to carry out the activities of the project. Budgets are broken down into individual lines that are determined by what the funder wants to see and the actual costs of your project (e.g. staff salaries and other project administration cost).

Every project, no matter how big or small, involves costs. It's very rare to have endless piles of money at the ready, so having a planned budget for a project is a must. As the project manager, you'll be accountable for sticking to the budget, so you need to be sure it's right ([Australian Institute of Project Management, 2022](#)).

8.1 What is a project budget?

A project budget is the total estimated cost of completing each project activity over each phase of a project. It's

important as it helps set expenditure expectations and is critical in getting project approval, ensuring funds are ready at the right time, and measuring performance. It's a dynamic document, continuously monitored, reviewed, and updated throughout the project ([Australian Institute of Project Management, 2022](#)).

8.2 What are the components of a project budget?

Project budgets contain all the costs associated with the project. It generally includes:

- Labour costs: employee wages, benefits, payroll taxes, and overheads.
- Material procurement costs: goods, services, equipment, and supplies needed for the project that come from external providers.

8.3 Sample Budget Template

Project Title: _ _ _

Duration of Project: _ _ _

Start date: (April 1 or the effective date of this agreement, whichever is latest) (YYYY-MM-DD)

Project completion date (YYYY-MM-DD): _ _ _

Allowable Expenditures	From Funder	Organization Carrying Out the Project (Financial/In Kind)	Other Source of Funding	Total Project Funding
a) Direct Delivery Expenditure				
1. Salaries and benefits Please include the hourly rate associated with each of the team members, and a breakdown of how funds will be apportioned to each individual. <i>Example: Project Coordinator: 1 Project Coordinator, 100% working time on project, annual salary \$60,000 (including mandatory employment-related costs)</i>				
2. Travel expenses Please include the proposed location of travel, and the purpose of the travel, (conference, workshop, etc.), the estimated costs of each trip, and a breakdown of how funds will be apportioned (plane ticket, meals, accommodations, etc.) <i>Example: Project Coordinator: 6 trips (Ottawa-Montreal) for workshops, train tickets 6 X \$114 (\$684) + Travel expenses 6 x \$90 (\$540) = \$1,224</i>				
3. Telecommunications* <i>Example: Internet and telephone, \$2,100/year X 5% X 6 = \$630</i> <i>*This item could be treated as Administrative cost depends how funder categorize it.</i>				
4. Contractual services Please include a list of services that will be contracted. <i>Example: Translation services for outgoing communications for 12 days per year, \$700/day X 12 X 6 = \$50,400</i>				
5. Materials and supplies <i>Example: Supplies for meetings with external stakeholders for the 6 workshops, \$150 X 6 = \$900</i>				
6. Rentals (includes equipment and meeting rooms) Please include a list of items that will be rented and the purpose of the rental. <i>Example: Rental space for the 6 workshops, \$400 X 6 = \$2,400</i>				
7. Other (Please specify) Refreshments <i>Example: Refreshment during the 6 workshops, \$475 X 6 = \$2,850</i> <i>Example: Advertising space for 6 runs = \$1,200</i>				
b) Administrative Expenditure				

Indirect administrative expenditures (up to a maximum of 15% of the total direct Project expenditures, i.e. items 1 to 7 above)*

Example: Executive Director, 3% working time on project, annual salary \$90,000 X 3% X 6 years = \$16,200

Example: Accounting, 13 days (i.e. 7 hours), 15% working time on project, \$90/hour X 13 X 7 X 15% X 6 = \$7,374

Example: Photocopying and printing, \$960/month X 10% X 6 = \$576

Example: Office space of the organization, \$15,600/year X 5% X 6 = \$4,680

Total	Total AAA	Total BBBB	Total CCC	Total A+B+C
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* e.g. Indirect administrative expenditures may not to exceed \$6,521.75 for a \$50K project.

Tips:

- Compare your budget and work plan to ensure all expenses including human resources and materials required to deliver each activity are included and expenses not clearly linked to activities may be removed ([Government of Canada, 2022](#))
- Administrative costs will not be approved where they are higher than funders ceiling (15-20% of the total funding requested from the Funder ([Government of Canada, 2022](#))).

Some Clarification on key budget terms based on Government of Canada:

This source of this section is Feminist Response and Recovery Fund call for proposals: How to develop your application by Women and Gender Equality Canada. This reproduction is a copy of the version available at <https://women-gender-equality.canada.ca/en/funding/funding-programs/feminist-response-recovery-fund/feminist-response-recovery-fund-how-develop-application.html#sectionE>

Eligible expenditures are those considered necessary to support the purpose of the project and are costs incurred after the signature of the agreement. There are two types of eligible expenditures:

- **direct delivery expenditures:** expenses related to the implementation of the project and easily traced to specific activities
- **administrative expenditures:** expenses related to an organization's ability to administer and support project activities
- All budget costs must be rounded to the nearest dollar.

Financial contributions offset expenditures related to the project. Examples include, but are not limited to, funding provided by other levels of government and funding provided by private-sector organizations or foundations.

In-kind contributions are non-monetary goods or services provided instead of cash. For the project's budget, a reasonable

monetary value should be applied to in-kind contributions. Examples include, but are not limited to, staff and volunteer time, services, programs, office space and administrative services necessary for the proposed project that would otherwise have to be purchased. Organizations cannot request reimbursement for in-kind contributions ([Government of Canada, 2022](#))

Assessment criteria

- The budget effectively itemizes and details expenditures and demonstrates that these are reasonable (in other words, costs are aligned with regional standards and other related norms).
- The budget demonstrates how project expenditures are directly linked to the activities as described in the work plan.
- The budget includes the required resources to deliver the project or demonstrates that the organization has the capacity to deliver based on the listed in-kind contributions.
- The total amount of administrative expenditures does not exceed 20% of the total funding requested from the Department.
- The total amount requested from the Department does not exceed the allowable funding level based on the project reach.

9. EXAMPLES OF A GRANT PROPOSAL

Project : Rural Community Recreation Project: Increase Access to Technology for People with Disabilities

Project summary:

The Rural Community Recreation Project will address barriers to recreation participation faced by adults with disabilities. Assistive Technology Partnerships, in collaboration with multiple organizations, will promote inclusion, access, and availability of assistive technology used for recreation in two rural communities. Project activities will include community mapping of local recreation resources, training related to assistive technology use, provision of assistive technology devices to community recreation sites, and information dissemination.

Time frame: January 1, 2004 – December 31, 2005

Requested funds: \$184,738

Please review project proposal details at Berkowitz & Wadud, 2022, [Community ToolBox](#).

Reflection Question:

- Please identify strengths and weakness of the [grant proposal](#).

10. EXAMPLE OF GRANT CALLS

Community Development Grant Call from United Way. Please click on [Example of a Grant Call](#) to review it. Grant Call from Canadian Women Foundation. Please [click here](#) to review [grant call](#).

Reflection Question:

- Please identify key components of the [grant call](#)
- Please list eligible costs outlined in the [grant call](#)



*Women in Dominican Republic working together for their livelihood. They proudly share their work and skills to visitors like Author.
Photo: Mahbub Hasan, Year: 2017.*

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

REFERENCES

Global Affairs Canada. (2016). *Results-based management for international assistance programming at global affairs Canada: A how-to guide*. https://www.international.gc.ca/world-monde/funding-financement/results_based_management-gestion_axee_resultats-guide.aspx?lang=eng&_ga=2.60928748.1391290644.1661586075-2032413860.1655745558. Author also received this publication directly from Global Affairs Canada via email.

Australian Institute of Project Management. (2022). *The ultimate guide to project budgets*. Retrieved on August 8, 2022, from <https://www.aipm.com.au/blog/the-ultimate-guide-to-project-budgets#:~:text=What%20is%20a%20project%20budget,right%20time%2C%20and%20measuring%20performance>.

Center for Community Health and Development. (2022). [Chapter 42. Getting Grants and Financial Resources](#). University of Kansas. Retrieved July 24, 2022, from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources>

[Government of Canada. \(2022\)](#). *Feminist Response and Recovery Fund call for proposals: How to develop your application*. Retrieved on August 8, 2022, from <https://women-gender-equality.canada.ca/en/funding/funding-programs/feminist-response-recovery-fund/feminist-response-recovery-fund-how-develop-application.html#sectionE>

Resources:

Blake, M. (2022). How to Apply for Grants in Simple Steps. Retrieved on August 8, 2022, from https://charity.lovetoknow.com/Free_Grant_Applications

Rivera, M. (2022). 7 Steps to Writing the Perfect Project Proposal: <https://www.fool.com/the-ascent/small-business/project-management/articles/project-proposal/>

Community Capacity Building Project: Introduction to Proposal Writing Module

https://www.gov.nl.ca/iet/files/CCB_ProposalWritingGuide.pdf

CHAPTER 11

Social Entrepreneurship, Poverty Eradication and Empowerment

DR. MAHBUB HASAN MSW, PH.D.

TOPICS:

1. What is Social Entrepreneurship?
2. Who is a Social Entrepreneur?
3. Poverty Eradication and Empowerment through Social Entrepreneurship

INTRODUCTION

This chapter focuses on defining the social entrepreneurship role of social entrepreneurs and discusses [the Grameen Bank model](#). This reflective article on my social entrepreneurship experience, especially working with over 2,000 marginalized women entrepreneurs of Bangladesh, and how they overcome poverty, transform their lives and become change agents.

1. WHAT IS SOCIAL ENTREPRENEURSHIP?

Social Entrepreneurship is an innovative and social value-driven activity that can occur within or across the non-profit, business, or government sectors. According to the Schwab Foundation for Social Entrepreneurship, it is about applying practical, innovative, and sustainable approaches to benefit society in general, emphasizing marginalized and poor”.

2. WHO IS A SOCIAL ENTREPRENEUR?

A social entrepreneur is an individual, group, network, organization, or alliance of organizations that seek sustainable and large-scale change. Social entrepreneurs drive social innovation and transformation in education,

health, environment, and enterprise development. While providing examples of social entrepreneurship and social entrepreneurs, I provide the examples of Nobel Laureate Muhammad Yunus and poor women of Bangladesh. I share their stories because of my role as an International Development worker.

Nobel Laureate Muhammad Yunus & Grameen Bank



The author participated in the Microfinance Summit 2016, Toronto, and enjoyed Keynote Speech by Nobel Laureate Professor Muhammad Yunus on Social Business. Photo: Mahbub Hasan, Year: 2016

[Grameen Bank](#) provides poor women with small loans to start businesses and lift their families out of poverty. Microcredit has spread to every continent and benefited over 100 million families during the last 30 years (Yunus Centre, 2016). The Grameen Bank is based on the voluntary formation of small groups of five people to provide mutual, morally binding group guarantees instead of the collateral required by conventional banks (Grameen Bank, 2016). The loan borrowers utilize their credits in paddy husking, lime-making, manufacturing such as pottery, weaving, garment sewing, storage and marketing, and transport services. Through these small businesses, women earn income and raise their status in the family and community.

I want to share a quote from Professor Yunus about his Grameen Bank and microcredit initiative:

“... credit without collateral is a fundamental right of the poor. Our success with this in my own country has been widely replicated all over the world including in some of the richest countries; and the Nobel Peace Prize 2006 for Grameen Bank and myself is one recognition of that success” ([Yunus Centre](#), 2016).

Video: Grameen Bank Founder Has Tips for Entrepreneurs



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=186#oembed-1>

3. POVERTY ERADICATION AND EMPOWERMENT THROUGH SOCIAL ENTREPRENEURSHIP

3.1 From Slum Dwellers to Entrepreneurs

In 1998, I started my community development work at [ActionAid Bangladesh](#). This international agency used to work with poor and marginalized communities in Asia, Africa, and Latin American countries through an integrated program approach. Income generation, adult literacy, primary health care, primary education, and advocacy were vital program components in a long-term project (five to ten years) of ActionAid. Dhaka Urban project started in 1995 to help poor slum dwellers.



Water and sanitation program was a part of the Adult literacy program at Dhaka project: Dhaka Project. Photo: Mahbub Hasan, Year: 1998



ActionAid supported women entrepreneurs and by creating childcare center. Mahbub Hasan, Year: 1999.

The Dhaka project adopted Grameen's model of the microfinance program in order to organize poor women who were mostly confined with household work (lack of mobility/ community participation) and did not have the opportunity to participate in income-generating activities. When I joined

ActionAid, I found 2,200 women already registered with the microfinance program, most of whom were engaged in business.



Slum community who transformed their lives by coming together, hard work and joining social enterprise program. Photo: Mahbub Hasan, Year: 1998.



Women entrepreneurs of Dhaka, Photo: Mahbub Hasan, Year: 1998

A Community Development Worker would meet 4 to 5 groups of women (20 to 25 women) every week, distribute loans, and collect repayment and savings. In this role, I occasionally visited weekly group meetings and

learned about their business plans, as well as successes and challenges. I was so pleased to see the transformation of these women entrepreneurs. I observed how confidently women managed money and made decisions for their business, investment, or property purchase. I found on many occasions that the husbands were assisting their entrepreneurial wives as 'helpers,' which was relatively uncommon in that social structure.



The Author was witnessing the disbursement of credit to a woman entrepreneur of the Dhaka Project. Photo: Mahbub Hasan, Year: 1999.

While conducting a mid-term review of the project in 1999, we learned that over 25% of women entrepreneurs purchased land either on the periphery of the capital city Dhaka or in their villages. On the other hand, the women were keen to send their children to school, challenging urban slum dwellers. Children of low-income families often drop out of school before completing their Grade Five. I also found that group members were mindful of their family members' health and started seeking preventative, primary, and curative healthcare services. This project

is an excellent example of how women's access to and control over financial resources can contribute to their family's overall well-being.

Community empowerment is gaining influence over conditions that matter to people who share neighborhoods, workplaces, experiences, or concerns. The ultimate goals of community development practitioners are community empowerment.

3.1 Social Entrepreneur to Community Leader

Most of the microcredit program group members were illiterate, and only a few women had primary education. As part of the integrated program approach, ActionAid organized adult literacy circles named Reflect (an innovative approach to adult learning and social change) for women. The program provided women with basic literacy skills and engaged them as a community to address various social issues such as domestic violence, drug abuse, and gambling.



Women social entrepreneurs of Dhaka Project were dialoguing with ActionAid officials to stop project closer plans and continue their social enterprise programs. Photo: Mahbub Hasan, Year: 1999.

In 2000, ActionAid changed its program delivery approach and started withdrawing from direct operations and closing some programs. During this time, there were tensions in the organization, and the critical project staff, including the project head, program coordinator, and finance manager, left ActionAid. As part of a strategic shift in the program, the senior management wanted to close the operation of the Dhaka Urban project, where over 2,000 women entrepreneurs started to realize their dreams and their families were coming out from poverty. When the community organizers came to know about the project closure decision, the women members were very disappointed and wanted to meet the Senior Management Team. So, the responsibility came to me to deal with 2,000 members and the senior management of ActionAid and resolve the conflict.

Key Learning

As a note, I maintained a good relationship with both women group members and 20 community organizers and their supervisors. I always considered myself as 'one of them' and part of the community. The group members usually found me busy discussing community issues and bringing new programs. They used to find me in their slums, providing support and solidarity during a flood, fire, or a threat of eviction.

My involvement with the community allowed me to build trust and relationships with them. I started listening to field staff and women leaders, and communicated community concerns to the ActionAid senior management. I emphasized the impact that the sudden project closure would have on the lives of 2000 families and their businesses.

At last, we organized a dialogue session with senior management in an ample community space where 800 women participated. It was a great moment for me to observe how these women leaders raised their voices and put up resistance when the agency did not listen to their concerns.

ActionAid provided education to groups of women based on [Paolo Ferry's](#) community education principles and [Robert Chambers'](#) participatory development approach, but the agency did not realize how much the community had become empowered. The women group provided two significant demands:

1. a) ActionAid should continue the program at least for one more year because sudden project closure will impact their business and their community,
2. b) The microfinance program should not be closed. Instead, it should be handed over to a local and trusted agency where their savings would be safe and the program sustained. Due to the increased resistance from women entrepreneurs, ActionAid accepted their demands. The microfinance program continues through a local partner called [Assistance for Slum Dwellers](#), and at present, it has 2,600 members.

Learn More

BRAC's, world largest NGO, Social Enterprises equip individuals – microentrepreneurs, farmers, and producers – with the necessary tools and resources for greater economic participation. [Click here](#) to learn more!

Entrepreneurial skills. A post by BDC. [Click here](#) to learn more!

[Transforming through Trust: Social innovators have improved the lives of 722 million people.](#) [Click here](#) to watch the Schwab Foundation video.

BDC Podcast: Promotional products based on values. [Click here](#) to listen!

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

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PART II

INTERNATIONAL DEVELOPMENT CASE STUDIES

CHAPTER 12

Foundations for Community Development Practice: Lessons from the Field

DR. AGNES THOMAS

About Dr. Agnes Thomas, Executive Director, [CCS](#), Toronto

Agnes leads the CCS Senior Management Team and joined the organization in 2018. She is a leading community development practitioner and academic with a passion for social justice issues, community building, and organizational transformation. In this role, Agnes is committed to working with a broad scope of stakeholders to build consensus collaboratively, deliver change and drive impact for the 30,000 clients served by CCS' suite of programs and services.

Agnes served in the not-for-profit sector for more than two decades locally and internationally in various capacities and leadership roles, including at various L'Arche communities around the world, and the Yonge Street Mission and the Jane/Finch Family and Community Centre in Toronto. She is also a Research Associate with the Ontario Institute for Studies in Education (OISE) at the University of Toronto (U of T) and serves on a number of not-for-profit boards in Toronto. She has also appeared frequently as a guest lecturer and conference presenter, and has an extensive body of research and published work.

Her passion for advocating for the rights of marginalized groups led her to complete and receive her Ph.D. in Adult Education and Community Development with an award-winning thesis from OISE (U). She has a Masters of Arts (M.A.) in Critical Disability Studies from York University, a Diploma in Social Development from the Coady International Institute, St. Francis Xavier University, and a Bachelor of Arts (B.A.) from the Mahatma Gandhi University.

Agnes enjoys teaching, training, coaching, mentoring, volunteering, writing, and photography. Agnes and her husband have three children and live in Scarborough.

Source: [CCS](#)

FOUNDATIONS FOR COMMUNITY DEVELOPMENT PRACTICE: LESSONS FROM THE FIELD

This brief chapter is presented as a narrative piece to help the reader situate themselves in a community with the task of community development or related work for the first time. This chapter will go over a few principles of operation that will make the work and experience a positive one for all. The themes discussed are broad strokes of

lessons learned within community work in some of the neighborhoods in Toronto. While these lessons are drawn out of the urban context of Toronto, I believe they can be applied in any context as these practices are rooted in a strength-based, participatory planning, and delivery model. This chapter is not attempting to provide a framework for community development, as there are many. Instead, it seeks to provide practical and applicable suggestions learned from the field.

Video: Foundations of Community Development and Strengths Based Approach



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://ecampusontario.pressbooks.pub/communitydevelopmentpractice/?p=166#oembed-1>

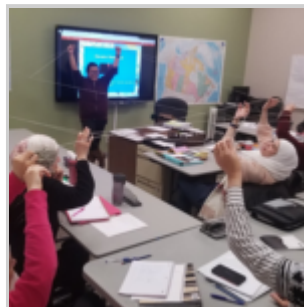
Video created by Dr. Hasan.

Source: YouTube, Source: <https://youtu.be/tgw89KImflg>

Communities are diverse, unique, and have different strengths and capacities. In a metropolitan city like Toronto, with a population of more than [6.3 million people](#) (in the Greater Toronto Area), the community serving sector plays a significant role in maintaining the health and well-being of all who reside here. Along with the issues of housing, employment, food security, etc. often discussed, the recent conversations critically examine the issue of equity and inclusion. The interconnected issues of race, class, gender, disabilities, etc., are at the core of these discussions.



Learn and listen



Address power relations



Planning and Actions

Photo: Dr. Agnes Thomas

1. Understanding community begins with a commitment to learn and listen:

In a [strength-based community development approach](#), the individual and their community are the center of planning and decision-making.

A common theme that often surfaced in many conversations in the community is how the voices of the regular community member are not heard and understood. Frustrations were evident at many planning tables how “leaders” and “planners” from outside the community had a plan for the community without involving its members. In some situations, networking tables trying to solve the issues were halted, and funder representatives were yelled at. When examining the root cause of these disruptions, a picture emerged of people feeling excluded and made invisible in the process of plans that were supposed to help them. There is a lot we can learn from this picture and how we can change some of these practices for positive engagement.

The biggest lesson from these interactions is that no work begins at the community level without learning about

the community, and the key to learning is to invest in relationships. Communities tend to come together when a common purpose and plan are developed out of their participation. People are more than happy to talk to you and help prioritize issues once the workers are willing to listen. The more time you spend in a community as a funder, builder, social worker, or whatever your role may be as an outsider, you either become part of the solution or another problem they must deal with. The question for us to ask: do you want to build relationships to approach the issue at hand collaboratively and find a solution or do you feel wasted and underappreciated and leave feeling as if you did not contribute to change? Entering a community as a learner can begin in several ways. Some ways are by joining or planning for an event, spending time at the local school or the community center, and most significantly, having small conversations with people at the local stores, coffee shops, etc.

2. Be consistent and deliver what you promise

The advice you might give a person starting a new relationship, in essence, would be the same when starting in a community. Relationships are not born overnight, and it takes time. You should not promise things you cannot deliver, and do not pretend that you came with solutions to challenges and everything will be fine if people agree to work with you. Even if nobody shows up for your carefully planned event or meeting, don't be discouraged; be consistent and keep showing up on time until people start seeing you as a constant and genuine individual. How long it takes to build good community connections depends on the previous experiences of the community with other outsiders. Being present and committing time to listen individually and in groups lead to impactful outcomes.

3. Behold the dignity of the individual and community as a core value

There are situations in communities where people go through numerous challenges and require the support of others. Treating people with respect and dignity is fundamental to everything that takes place and influences how you are received and viewed in the community. Many people carry burdens of systemic oppression at multiple levels, and we don't want to add further to this pain. Programs that run with an attitude of, "I am here to help you, you should be grateful" do not survive long, and even if they do, it is simply because community members had no other alternative. It is vital to be aware of undignified experiences that lead to broken trust and unsafe feelings that create unwelcomed attitudes and cause members to challenge your intent. In a community, a safe space also means an inclusive space where people are visible, heard and respected even when there is a difference in opinions and perceptions and when people need your help, support, and services.

4. Address power relations

Paid worker, volunteer, participant, client – these words and titles have different meanings and carry different scales of power. The tendency to downplay the power relations can make situations unnecessarily complicated. Respectfully address power relations and be transparent. The use of language and words make or break a connection. Invest time to learn the politics of language, and ask yourself if you use language and terms that take power and agency away from someone or question their ability. For example, instead of asking "why" something happened, asking "how" something happened changes how the issue is examined and how the response is formulated and understood. Often unequal power relations are created and applied through language and the words used in policies, programs and everyday interactions. Language can become a powerful tool for transformative change if carefully developed and applied.

5. The Individual and the system issue

Sometimes the issues people face seem like individual problems. However, it could be a system issue manifesting as an individual issue. It is crucial to explore the experiences and the root causes of such problems to determine the approach, especially for people experiencing isolation, discrimination, and other forms of alienation in their local community, schools, service locations, workplaces, etc. In other words, paying attention to the everyday experiences of people and the community provides insight into the interconnection between challenges and experiences and it may offer potential solutions to address the same.

6. Community and community work is not monolithic

Communities move, change and evolve all the time. A cookie-cutter approach to problem-solving will not work

often, and a successful initiative in one community may not work in another. Approaching our work flexibly and being willing to change as needed is the first step to a positive outcome. Investing time to learn the intricate threads that connect the various pieces of a community is foundational to good connections and makes the work more organic. Communities are multifaceted – with opportunities and challenges, gifts and talents, and most importantly, solutions and recommendations to address issues. Enter the community with curious wonder and be willing to learn and grow along with the community, impacting members individually and collectively.

Summary

Finally, always remember we are the community; we all belong somewhere and come from neighborhood, places where we want to belong and have a voice in. Before arriving at a conclusion, think and listen to the communities and members' points of view. In summary, be flexible, create room for dialogue, make reflection part of the daily work, and ask questions when you do not understand. Be humble and remain open to feedback.

QUESTIONS FOR DISCUSSION AND REFLECTION

"How dare you come and tell me how to run a group when I have been leading this group for the past 15 years? What do you know about us and our lives? You all come and tell us what to do all the time?" (excerpt from a conversation at downtown community)

- What do you think happened here and what caused such reaction? How would you respond? Discuss in your class/group.

"How did you come up with these recommendations? You don't know our community and what we need; you just got here, and who knows for how long" (Resident at the network table in one of the GTA communities)

- What is happening here? Why is the resident reacting the way they are?
- How would you define community? In your view, what are some of the essential elements of a community, and why?
- What is a strength-based approach, and why do you think it is important?

Learn more

What is [Horizontal community engagement](#)
[Community Development an overview](#)

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

CHAPTER 13

Women Empowerment in Bangladesh and Niger

NAHEED AHMED

About Naheed Ahmed:

I am a female development worker with nearly 2 decades (24 years) of experience focusing my work on promoting Gender Equality and Women's Empowerment (GE-WE) as part of promoting Rights Based Approach (RBA) in development initiatives. My work experience ranges from INGO (ActionAid Bangladesh & UK, to bilateral aid agency (Canadian International Development Agency – CIDA) and multilateral aid agency (UN Women) at various levels and in various locations of the world. Academically, I hold a Master degree in Public Administration from the University of Dhaka and an M Phil in Development Studies from the University of Geneva.

Throughout my work experience in Asia and Africa, I pursued community mobilization for development and building social cohesion as a precondition for promoting and advancing the cause of women's rights. I am sharing two stories from my work life experience to demonstrate how community work had positively influenced the development initiatives undertaken.

My first case is from the West African state of Niger and is an example of how community development played an important role in making effective response while addressing the needs of women and girls during Humanitarian response (2019-20). In a conflict zone, mobilizing the community is crucial not only for shaping the identity but also for collective action towards building social cohesion and resilience.



Caption: Naheed enjoyed working with the UN Women Niger team to deliver humanitarian assistance to women affected by conflict and COVID-19. Photo: Naheed Ahmed, Year: 2021.

CASE STUDY 1: HUMANITARIAN RESPONSE IN NIGER

Context:

Niger is among the most vulnerable countries in the world due to multiple issues related to both internal and external factors including those of climate change (eg. Floods, drought etc). Additionally, since 2015, following a violence at the border with its neighbour Nigeria, the region and the country witnessed a massive displacement of population necessitating humanitarian delivery. When a project on humanitarian assistance was initiated, data provided by UNHCR and the government (June 2018) indicated approximately 118,781 Nigerian refugees with 104,288 displaced persons in north-east Diffa region due to attacks of Boko Haram. Of them about 70% were women and youths. More and more people were arriving in different camps everyday and the situation was going beyond the capacity of the humanitarian actors to handle the crisis. The situation was particularly grim for women and girls. This drew international attention for urgent action in Nigeria and Lake Chad basin.

The organization^[1] I was working to bring need based interventions to the affected women and girls, raise

awareness among the Humanitarian actors for gender sensitive services and build social cohesion as a precondition for peace and stability in this conflict affected region.

What are the usual issues faced by women during humanitarian response?

Discriminatory practices and norms exist even before any crisis happens. But both conflicts and disasters exacerbate the sufferings of women and girls as they are disproportionately exposed to risk, increased loss of livelihoods, insecurity of lives and properties during and in the aftermath of disasters. In this particular conflict zone, women and girls suffered more from the atrocities of Boko Haram and the displacements that took place. While women and girls have different kind of needs for services, their voices are often absent from any formal mechanisms of emergency interventions.

For the project under discussion, women's needs were assessed and classified under the following:

- Protection from sexual and GBV[2] including rape and sexual slavery
- Freedom from economic vulnerability (lack of livelihoods and IGA[3]) and
- Inadequate attention to the specific needs of women and girls in humanitarian response by the actors

Based on this understanding, the responses were planned to achieve two broad outcomes:

1. a) Increasing the access to adequate services for women and girls from the community which included the refugees, IDPs and survivors of SGBV and
2. b) Mainstreaming of Gender Equality and Women's Empowerment in humanitarian response

Considering that the crisis was taking place in a conflict situation, the interventions focused on building social cohesion within the community especially the women from three different strands: the refugees, the displaced and the host community for sustained peace and security in the region. The project was initially designed for 12 months but was later extended to 18 months due to the outbreak of COVID-19.



Caption: Humanitarian Day celebration in Niger by Humanitarian Actors 2019 Photo: Naheed Ahmed.

The project was located about 1400 km north-east from the capital and a small team was deployed at sight for close monitoring of the implementation of the project activities. Periodic field missions were organized by concerned team members from the Country Office at Niamey.

Framework followed and Primary activities undertaken:

The project was designed according to the LEAP a global model of UN Women at that time. The model along with a Guidance note^[4] were developed at the HQ level and was being followed by the agency for Humanitarian responses globally.

The model focused on crisis affecting women and girls and classified the potential interventions in the following categories of needs:

a) Protection needs would cover the services for prevention of violence, psycho-social and trauma counselling, safety mechanisms within the camps and community.

b) Leadership and participation in strengthening social cohesion among the women from the three segments of the community for stronger collective action to promote and protect rights of women.

c) Enhancing livelihood opportunities for women through skills development for economic empowerment remained a prime focus of the model as women quickly lose their small livelihoods and assets during emergency or disaster.

Some major activities that contributed the most to the targeted community were as follows:

a) Construction of Women's Cohesion Spaces: These spaces were extremely useful for bringing together the community women from the three segments: refugees, internally displaced and the host community. The activities organized at the Cohesion Spaces brought the women together, facilitated interactions sharing their common problems and finding potential solutions. Over time, these designated women's spaces also facilitated the engagement of men and boys from the community to participate in various awareness raising and protection activities.

b) Mixed Management Committees from among the community for managing the Cohesion spaces

(COGES)[5]: This arrangement cultivated leadership qualities among women including the deployment of community workers to identify beneficiaries for various training programs.

c) Reinforcement of Health services: In a conflict situation, it is natural to find collapse of existing structures/ mechanism to provide need-based services to the affected population. This particular activity facilitated the revamping of the existing health facilities in three districts expanding beyond the psychosocial support to the survivors of violence in the camp, and to resume regular reproductive health services for women and girls. Women regained confidence in the health services and started to use them for their health needs. This activity also brought together other important stakeholders: health service personnel from the government and other aid agencies and their beneficiaries. It became an example of community engagement bringing hope to the community.

d) Community sensitization: The cohesion spaces rendered the venue for regular awareness sessions for women, girls, men and boys to learn about women's rights, discriminatory norms and practices, as well as to devise mechanisms to prevent violence and protect the rights of women and girls. These sessions along with their innovative approaches induced the community to more cohesion. The space and their management proved equally useful for sensitizing the community during the COVID-19 outbreak.

e) Another strong emphasis was given to enhance women's economic capacity. This activity created huge enthusiasm among women in the community to learn skills that would bring them household income and reduce dependence. As the skills development was accompanied by start-up kits, it was a real opportunity for them to learn, practice and grow. This particular activity created women's sub-groups based on skills leading to community empowerment.

Lessons learned:

Needless to say that the implementation of the project was temporarily stalled by the global outbreak of COVID-19 for a few months and hence was extended for six months by the donor.

The Cohesion spaces became a symbol of all social activities for women and girls. These were recognized by the community as 'Women's spaces' which united women from all sections of the community to the events organized here. The cohesion spaces were also helpful in disseminating information on COVID-19 prevention protocols among women and girls.

With a strong focus on enhancing livelihood options for women, various skills development sessions were organized for women. During the outbreak of the COVID-19 pandemic, women's groups were mobilized to produce masks and hygiene slips for use in the refugee camps. These products were instantly marketed to the Humanitarian agencies working in the camps and shelters for distribution. This particular incident was an instant success for the women producers at the project site.

Outreach programs of building awareness on women's rights, such as protection from violence, were made easier through regular sessions as well as during special days (e.g., international women's day, 16 days of activism, humanitarian day etc).

[1] UN Women – United Nations Entity for Gender Equality and Women's Empowerment

[2] Gender based violence

[3] Income Generating Activities

[4] Guidance Note: Livelihood in LEAP, UN Women

[5] Comite de Gestion – Management Committees

CASE STUDY 2:

PROTECTING THE RIGHTS OF WOMEN MIGRANT WORKERS OF BANGLADESH



Caption: The rally by women migrant workers during the International Migrants' day. The participants of the rally were both returnee and aspiring women migrant workers.

Photo: [Migration as a Right](#) by [UN Women Asia and the Pacific](#) is licensed under a [CC BY-NC-ND 2.0 License](#).

In Bangladesh, women make up only 4.12 per cent of all migrant workers. However, this wasn't always the case. From 2004 to 2015, the percentage of women migrant workers in Bangladesh grew to a significant percentage of 18.66% in 2015. The growth however had a slight dip bringing it down to 15.58 and 12.12 per cent respectively in 2016 and 2017. The 7th Five-year Plan envisioned that women will make up to 30 percent of the total number of outbound migrant workers by 2020.

Since 2006 UN Women Bangladesh is working to empower and promote the rights of women migrant workers in collaboration with Ministry of Expatriates' Welfare and Overseas Employment (MOEWOE), Bureau of Manpower, Employment and Training (BMET) and other UN agencies such as the ILO and IOM. UN Women Bangladesh works for better protection of the rights of migrant workers throughout the migration cycle through improvements in policies and services for women migrant workers.

At the policy level, UN Women contributes to mainstreaming of gender-perspectives- emphasizing the rights of women migrant workers, and ensuring participation of women's rights groups in the regional and global normative process including Colombo Process, Abu Dhabi Dialogue and GFMD. At the national level, it advocates for adopting and implementing gender responsive elements of [Standard Terms of Employment \(STOE\) for Women Domestic Migrant Workers \(WDMWs\)](#) by the Government of Bangladesh for negotiation with labour

receiving countries. UN Women is also supporting the relevant Ministry (MOEWOE) to identify higher-value occupations and safer migration destinations for women for a safer and more empowering migration experience.

In terms of services, UN Women in partnership with ILO supports the BMET to improve effectiveness of pre-departure trainings for female migrant workers. In addition, sensitization sessions for Labor Attachés, BMET and District Employment and Manpower office (DEMO) officials were conducted focusing on the needs and vulnerabilities of women migrant workers in order to provide need based information and services for safe migration.



Caption: Advocacy and collaboration with national government and international agencies are vital for protecting women's rights.

Photo: Naheed Ahmed, Year: 2015

UN Women also supports community-level interventions. Popular street theatre and radio programs were developed to spread information on safe migration to potential migrant workers and help them make better decisions on whether to migrate or not and how. Apart from the radio programs, regular courtyard meetings are also organized by partner NGOs to deliver messages on risks of illegal migration and opportunities for legal channels of migration. These courtyard meetings also served the purpose of reducing the social stigma that women migrants face when they return to their community.

Related stories

- [Helping Women Migrate Safely \(Bangladesh\)](#)
- [Ensuring dignity of female migrant workers](#)

- [Empowerment of Women Migrant Workers in South Asia through Implementation of Standard Terms of Employment \(STOE\)](#)

Key Questions for Reflection:

1. Humanitarian responses are usually of short duration whereas the conflict situation is never short lived. How to strike a balance between the short lived response and finding a long term solution?
2. Sustained peace is a precondition for conflict resolution. How to meaningfully engage women in the peace-development process ?
3. How to strengthen protection mechanisms for women and girls from physical violence during conflict?

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

CHAPTER 14

Community Journalism for Social Change

DR. MAHBUB HASAN MSW, PH.D.

Introduction

Community journalism is a powerful strategy to assist in empowering communities. It transfers power to the community and the oppressed and inspires them to take action for social change. I initiated Community Journalist Groups (CJG) in 26 districts of Bangladesh in 2009 while I was working for ActionAid.

Context

In the wake of the twenty-first century, media is playing a very important role in fighting for human rights and establishing justice. Radio, television, newspapers and the internet are covering our successes, hurdles and promises from the social, economic, political and cultural spheres. Sadly, the participation of grassroots children, women and other marginalized groups in the role of media is hardly there. Therefore, the Community Journalist Group is our initiative to focus children, women and the marginalized people of rural areas, turn them into active citizens and help them be active in claiming their own rights.



Grassroots journalism provided tools and space for the youth of Bangladesh to fight oppression and bring social change. The Author facilitated a session community journalists along with ActionAid Australia colleagues-Dr. Sharna Jade and Joel Katz. Photo: Mahbub Hasan, Year: 2010

Role of Community Journalist Group

It is mainly the youth and women from marginalized communities who are members of the CJG. The community journalists receive training on basic journalism, story writing, and advocacy from local and national level journalists and human rights activists. They write their own stories, collect news, and communicate their challenges and opportunities with wider communities through newsletters, print, and social media. CJGs also organize communities, raise voices against oppression and corruption, and initiate dialogue with local administrators and policymakers to secure their rights.



Girls of 26 in Bangladesh for the first time playing football/soccer in front of an audience before the eve of World Cup 2010. I am pleased to coordinate this campaign with community journalists in 26 districts that challenged gender stereotypes.



Pushpa, an active member of the Community Journalist Group, organized fellow youth for 1 Goal: Education for All Campaign in Dhaka.

Photo: Mahbub Hasan, Year: 2010.

I co-authored a book in 2010 titled [Grassroots Journalism: A Resource Book on Community Journalism](#) to train and equip community workers and the community on writing stories for advocacy and communications. In fact, community workers write stories not only for advocacy and campaign but also for reporting to the funder(s), and writing stories for their agency website, publications, and campaign. Therefore, Grassroots Journalism will be a helpful resource for you to write stories.



Community development initiatives can be supported through mentoring and sharing resources. ActionAid Australia supported youth journalists of Dhaka. Photo: Mahbub Hasan, Year: 2010

Questions for Reflections:

1. Do you think stories can bring positive change to our communities?
2. Do you believe community journalism shift power to the community?

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

CHAPTER 15

The Story of Green Hill: Breaking Through the Challenges

MOUNG THOWAI CHING

INTRODUCTION

Since its inception March 02 1994, Green Hill, a Chittagong Hill Tracts (CHT) region-based NGO in Bangladesh, has been actively engaged in empowering the poorer and deprived communities with special focus on women, children, marginalized people, extreme poor and Indigenous communities living in the hard to reach and unserved areas. While working in the community for over 28 years, the organization has gained multi-sectoral working experience in the areas of: WASH[1], livelihoods, improving the quality of primary education, enterprise development and promotion, women empowerment, strengthening the LGI[2], basic and reproductive health, market development, research, nutrition, social protection, value chain, good governance, community legal services, democracy, climate change resilience, Covid-19, disaster risk reduction and emergency response.. Green Hill NGO has been supported by a large number of international organizations including: FCDO[3] (formerly DFID[4]), USAID[5], CIDA[6], GTZ[7], AusAID[8], UKAID[9], SDC[10], ICIMOD[11], Helvetas Swiss Intercooperation, UNDEF[12], UNICEF[13], ADB-MOCHTA[14], UNFPA[15], UN Women, Start Fund, ActionAid Bangladesh, Water Aid Bangladesh, Plan International Bangladesh, Save the Children Bangladesh, Give2 Asia, Community Partners International-CPI, SAWF[16], and Cord-UK.

Following is the highlight of some achievements:

1. *Sustainable change of the life and livelihoods of the ethnic communities through diversification of fixed market days:*

During the military regime (1983-1990) of the country, the CHT experienced massive human rights violation including a series of genocides, deprivation, oppression many other atrocities and lack of freedom of speech. To subdue the democratic demand of the Indigenous communities for self-determination and also to cripple their life and economy, in the name of security, *"Saturday and Wednesday"* were forcibly introduced as fixed days of the week in the CHT so that the local hilly people were forced to sell their agricultural products to the powerful market syndicate without having a fair price. Green Hill, with the support of Action Aid Bangladesh, mobilized the local communities from a human rights-based perspective. Through empowerment, they united with other relevant stakeholders with the demand to diversify the market days according to the local people's choice and context. 30 villages submitted a memorandum to the Chairman of Rangamati Hill District Council which was accepted by the council as special priority. The council called a meeting with all concerned in the department on February 20, 2002. In that meeting, it was decided that the local *Upazila* administration along with local elected representatives,

traditional leaders, bazar Chowdhury and relevant others would determine the market days according to the local need. Since then, the local communities in the Rangamati hill district started having significant benefits out of this important decision .



Community mobilization and planning through PRA tools. Photo: Moug Thowai Ching



Villagers rallying for Fixed Market Day demand. Photo: Moug Thowai Ching

2. Good governance improved the quality of primary

education

We at Green Hill believe that *the good education is the backbone of a nation* . However, there were concerns with the education in Green Hills. Proxy teaching^[17] practice was the growing burning issue. Very sadly, it was further perpetuated by the local hill district council (HDC) when the primary education department came under the supervision and management of the HDC (it applies only in the CHT, not nationally). HDC was supposed to be electing teachers, but it only had one election at the beginning and then till to date it didn't happen any further . Under that circumstance, appointing incompetent teachers through fixing maximum bribery and systematic manipulation of the test and thereby consciously disregarding the competent candidates who might not have been so solvent to offer higher amount of bribery became the set practice . Green Hill, with the support of ActionAid Bangladesh, stocked the voice and recommendations of teachers, students, parents, education officers, scholars, educationists and media and finally organized a seminar with the HDC, policy makers and all major relevant stakeholders on 2nd June 2002 and reflected the findings, issues and recommendations. Dr. Manik Lal Dewan, was the Chairman of Rangamati HDC and before that he also served as Dean for a government university. He heard all issues and recommendations from the audience with deep patience. Finally, he declared his deeper commitment, firm determination and requested all teachers, officers and parents and local leaders to pay serious attention in this regard.. He duly kept his word. Heled the entire process of teachers' appointment. For the first time, a significant number of competent teachers got hired for teachingwithout any bribery.. Within the next 1-2 years, for the first time ever, students from these remote schools were excelling and some were getting scholarships. The whole system rapidly improved.

3. Changing the life and livelihoods of remote hilly people through safe water, sanitation and hygiene promotion:

Conventional tube wells and ring wells are not feasible for the Grass Hills people, who live in the hills. Rural women would need 3-4 hours per day to fetch water from distant sources, experiencing severe hardships and risking their lives. Many adolescent girls would need to drop out of school because of the time needed for collecting water. In 1998, access to safe water in the CHT was about 15%. Open defecation was common phenomenon in the rural areas. The Grassy Hills community connected with WaterAid Bangladesh (WAB) and shared their innovative idea of a Gravity Flow System (GFS). To make this happen, WAB generously helped Green Hill to receive technical training in Nepal . Having returned to the country with the further support of WAB, the organization for the first time in Bangladesh successfully supplied safe water to the remote hill people through an innovative Gravity Flow System (GFS). GFS subsequently proved to be an effective water solution and very soon it stirred the mindset of the policy makers and other donors. The model was

shared in the WWA[18] contest organized by WWF[19] in Kyoto in 2003. Later, with the support of DANIDA, DFID, AusAID, SDC and UNICEF from 1999-2022, Green Hill implemented the GFS in 3 hill districts and supplied safe water to more than 2 million people. The organization created locally specific education and communication materials.



Women and children enjoying water supply from the tap stand of GFS. Photo: Moungh Thowai Ching

4.: Graduating the extreme poor from their extreme poverty:

Due to various reasons, the CHT region is one of the poverty-stricken regions of the country. Like many other parts of the country, the extreme poor are always vulnerable, voiceless and powerless. Till 2009, there was no special provision of support exclusively for the extreme poor from the end of GOB or NGOs. So, the extreme poor always suffered in their vicious cycle of extreme poverty. From 2009-2016, with the support of USAID through national SHIREE[20] program, the organization directly supported 10,000 extreme poor families to lift themselves out of extreme poverty through awareness building, skill transfer, conditional cash grant support, agriculture and market development, village savings and loan and financial inclusion. The experience was shared at the Tripura University in India.

5. Improving the health condition of the remote hilly people through midway home clinics

To deliver the basic health service due to geographic challenges and departmental limitations, the effort of GOB and NGOs is mainly limited to district and upazila level. Therefore, because the poor people live in the remote and hard to reach areas, access to health services is not possible. Women, children and extremely poor people are the most vulnerable. As well, due to geographic distance, lack of awareness, information and transportation support and also lack of financial ability, poor villagers from the remote areas do not even usually want to come to receive health services from the government *Upazila*/sub district-based hospital. However, since 2010, with the support of USAID through Pathfinder International followed by national NGO health Services, Green Hill has been implementing the health project in 3 hill districts by engaging local community and providing them information and training. Initially it was limited to only the Rangamati hill district. Later, it was extended to 3 hill districts and came under the national programmatic platform, *Smiling Sun*. Locally, it is known as *Midway Home*, and the health services focus on basic and reproductive health. As well, Midway Home provides a mini test lab service.

As part of the implementation process, UNFPA also has been providing complementary support for the last few years. Last year, CPI also provided a complementary support. So far, more than 0.2 million people have been served by Green Hill health workers and community organizers. At the moment, the project being titled, *Advancing Universal Health Coverage (AUHC)* is being implemented in 3 hill districts with the support of USAID complemented by UNFPA through Chemonics International and Save the Children International respectively.

6. Delivering Community legal services:

Increasing gender-based violence is a growing burning issue in the CHT. Green Hill, with the support of USAID through the national Community Legal Service (CLS) program, implemented a project in 2 hill districts through which more than 35,000 people, mainly women and adolescent girls, were benefited. They received much needed legal services. As well, significant adolescent girls were supported to end their unwanted child marriage. The organization received BEACON award at the national level for providing legal services in the CHT.

7. Helping survivors get back to normal life affected by disaster:

In June, 2017, the CHT experienced an unprecedented deadly landslide disaster which snatched the valuable life of

at least 131 people and left many people with injuries. Out of 3 hill districts, Rangamati had the worst experience. It was a big challenge to support the survivors in recovering from their psychological trauma.. Green Hill, with the support of UNFPA and followed by Start Fund through Action Aid Bangladesh, started responding to the emergency situation in terms of providing psycho-social counseling to the affected people living at the temporary shelters, as well as providing referral service to the victims of sexual abuse or harassment to get medical and legal help. Later, girls and women (13-50 years) were given a women [dignity kit](#). Later, UNICEF and UN Women joined in the process to support other affected people living in the Rangamati and Bandarban hill district. UN Women published their contribution in their UN Women portal[\[21\]](#). More than 15,000 affected people from Rangamati and Bandarban district were supported.

Questions for Reflections:

1. What are the issues experienced by the Indigenous communities in the Chittagong Hill Tracts of Bangladesh? Do you see any similarities among the issues that Indigenous communities experiencing in your country? If yes, what are the similar problems?
2. What types of agencies/funders support community development initiatives by Green Hills? How do the partners work in the community development initiatives in the Chittagong Hill Tracts? Discuss their approaches in community development.

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

[\[1\]](#) Water, Sanitation and Hygiene

[\[2\]](#) Local Government Institutions

[\[3\]](#) Foreign Commonwealth Development Office

[\[4\]](#) The Department for International Development

[\[5\]](#) US Agency for International Development

[\[6\]](#) Canadian International Development Agency

[\[7\]](#) *Deutsche Gesellschaft für Technische Zusammenarbeit GmbH* (German: German Agency for Technical Cooperation)

[\[8\]](#) Australian Agency for International Development

[\[9\]](#) United Kingdom Agency for International Development

[\[10\]](#) Swiss Agency for Development and Cooperation

[\[11\]](#) International Center for Integrated Mountain Development

[\[12\]](#) United Nations Democracy Education Fund

[\[13\]](#) The United Nations International Children's Emergency Fund

[\[14\]](#) Asian Development Bank and Ministry of Chittagong Hill Tracts Affairs supported for the project, Chittagong Hill Tracts Rural Development-CHTRDP-Phase-2

[\[15\]](#) United Nations Population Fund

[\[16\]](#) South Asia Women Fund

[\[17\]](#) Proxy teaching means that a local person, most cases incompetent and less educated, serves on behalf of

the government appointed school teacher. This happens because trained and regulated teachers do not want to teach in remote communities.

[18] World Water Action

[19] World Water Council

[20] Stimulating Households Income Resulting in Economic Empowerment. A UKAID challenge fund exclusively supported to the extreme poor families in the country.

[21] After the landslides-Bangladeshi women build resilience in the face of escalating climate disasters
Date: Tuesday, March 13, 2018

CHAPTER 16

Story of South Asian Diaspora Community in Adelaide, Australia

TOWFIK REZA

South Asian diaspora re-discover the strength of togetherness as a thriving community in Adelaide

Reminiscing through my early days in Adelaide, I can only recall being terribly homesick with the relentless haunting of uncertainty in a land completely unknown to me. However, this emptiness soon started to melt away since I met a group of cricket lovers who used to play cricket on Sunday mornings in a nearby school cricket ground. I soon started discovering my inner joy being a part of that tiny cricket community where I could speak in my own language, exchange views, learn new information and get to know the other cricket-loving Bengali community members. Thus, cricket served as a common interest for us while coming under one umbrella with a uniform goal.

Unlike someone native, most first-generation immigrants go through a similar phase in their early days and therefore, the value of having their own community around during such times is beyond description. The Southeast Asian communities living in Adelaide, South Australia are the most thriving ones that have been evolving with time as a unified, strong, cooperative and resourceful platform for their respective community members.



Cricket bring South Asian community together in Adelaide, Australia. Photo: Towfik Reza, Year 2022

The Bengali community here is no different and is showcasing its own glory being active and functional both socially and culturally through observing important historical days, celebrating religious and cultural events and not to mention organizing various sports programs throughout the year.

Cricket, as the most popular game in Bangladesh, has been playing a vital role in making this platform a one-size-fits-all through creating a strong network of support and collaboration. Being a cricket lover, I have observed how this game has brought part of this community together, forming unity among community members, building strong friendships among them and creating a platform to share information, practice networking as well as help each other along the way. The newly migrated community members have always been the prime beneficiaries of this platform.



Towfik at Adelaide stadium.

Sports bring South Asian community together in Australia

South Asian family together enjoying time in Australia, their new home.

Photo: Towfik Reza, Year: 2022.

Technology has always been a blessing in terms of keeping us all connected both locally and globally. We, the cricket-loving people, kept ourselves connected using the platform of Facebook through a dedicated page and we often organize cultural programs, social outings and sports competitions to stay connected besides our regular cricket events. This way, we involved our families too eventually making it a bigger cricket-focused community.

Being a part of such a vibrant community has always been of utmost importance to me. Community participation and empowerment help us to collaborate with each other, ensure self-development and keep our own culture alive on a foreign land. Amidst all the twists and turns of life as a migrant, community makes us positive and optimistic.

Question for Reflection:

1. What type of community was the author discussing in this case study?
2. Do you think community development can be done by a community group/ without the help of an agency?

About Author and his motivation for community organizing in Adelaide, Australia

Professionally, I have been involved with community work since 2009 starting with ActionAid Bangladesh and now with Australian Red Cross, and my involvement with various community development projects so far in both Bangladesh and Australia has positively shaped my capacity in realizing as well as appreciating the strength of such communities far away from home.

While working with ActionAid Bangladesh back in 2009, I was involved with some great community development projects and had some invaluable experience of seeing people getting involved at grass-roots level and achieve positive outcome through bringing social changes and addressing issues that play important roles in their lives.

Part of my experience there was when [Dr. Mahbub Hasan](#) and I had a chance to work in a project titled 'Community Journalism'. We formed 38 community journalist teams in 26 districts of Bangladesh situated in remote parts of the country including the capital. Not to mention, the outcome of the project was significant and was deeply in line with the key objectives of their mother development area (DA) project and therefore, got sustainability being functional till date.

The biggest outcome of this project was enabling those small teams to identify the issues that impact their lives negatively and then publish them in their quarterly newsletters under the guidance of the local journalists and ActionAid staff. This publishing was critical to draw the much-needed attention of the policy makers. This eventually helped them escalate those issues from local to the national level and form policies and legislation to address and resolve those issues at the end. I have talked about this as an example to reiterate the fact that a community, no matter how big or small it may be, if united and active, can bring about positive changes.



Towfik upholds Red Cross values and community engagement principles in his work. Photo: Towfik Reza, Year 2022

So far, my career in Australia has also been focused on community services and I have mainly worked in workforce scheduling roles in various organisations providing services to people and children with disabilities. My current role at Australian Red Cross is focused in providing transport service to the senior citizens living independently in the community. The program beneficiaries under this program are being supported to maintain an independent life through accessing this transport service to get to their medical and social appointments. This scope of mobility has a great impact on their lives as they can fix their own medical, social and other appointments without relying much on their family members and this freedom of mobility is something that they always appreciate and are greatly thankful for.

KEY TAKEAWAYS AND FEEDBACK

We want to learn your key takeaways and feedback on this chapter.

Your participation is highly appreciated. It will help us to enhance the quality of Community Development Practice and connect with you to offer support. To write your feedback, please click on [Your Feedback Matters](#).

Thank you!

Further Resources

The following resources provide frameworks and guidelines for community work practice.

1. [Rothman's Three Models of Community Organizing](#) City of Calgary
2. [What is people-centred advocacy?](#) by John Samuel.
3. [Social Capital](#): By Britannica
4. [Do you know all 17 SDGs?](#) by UN
5. [Human rights-based approach](#) by Government of Canada
6. [The Human Rights-Based Approach](#) by UNFPA
7. [What is the Paris Agreement?](#) by UN
8. [The Convention on the Elimination of All Forms of Discrimination against Women \(CEDAW\)](#) by UN
9. [What is international development? By Concern Worldwide](#)
10. [Universal Declaration of Human Rights](#) by UN
11. [Convention on the Rights of the Child](#) by UN
12. [Determinants of Health – A practical approach!](#)

<https://youtu.be/zSguDQRjZv0>

Resources from Anne Gloger, Centre for Connected Communities

- [An intro to the Connected Community Approach](#)
- [The Connected Community Approach: Citizens and Governments Working together towards Community Centred Resilience](#)
- [A Community Backbone Organization Theory of Change](#)
- [CCA What it is and Why it Matters](#)
- [CCA: A Theoretical Framework](#)

14. Six Steps to Effective Advocacy Campaigns, <https://youtu.be/atbZYs215Uw>

15. Lobby and advocacy – 11 simple steps to run an effective campaign (2018), <https://youtu.be/F5GCwp65lCU>
We will add more resources in future.

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Thank you.