Powerful Collaborations:
Building a Movement for Social Change

Community Research Network
2003 Conference Newsletter

CRN 6th Annual Conference
October 16-20, 2003
Sandstone, Minnesota

Acknowledgements

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Preface: *Using this Newsletter*

This newsletter brings together in one place the documentation of the Loka Institute's 6th Annual Community Research Network Conference. It is to provide access to resources designed to support the ongoing work of attendees and others interested in community-based research around the world. The purpose of the conference was to identify and commit to practical steps for using community-based research to make social change. This newsletter was identified by participants as one tool that could help everyone move ahead. It has been designed both to tell the story of what transpired at the conference as well as provide access to people and resources. It is divided into three parts.

- The *Introduction* reviews Loka's vision and a brief description of the Community Research Network, and tells the story of CRN 2003…how it began, grew and culminated.
- The *Resources* section contains the conference program, biographies and contact information for all participants, and an up-to-date resource list of readings and links for doing community-based research.
- *Workshop Notes* are just that: notes, many of them detailed, of what was presented and discussed at the workshops that constituted the first three sessions of the conference.

There is a wealth of material here for anyone interested in Community Based Research (CBR), from those just getting started to seasoned veterans. We hope that it is not only educational, but a practical tool that will connect you with the people, organizations and ideas that will nurture more "Powerful Collaborations." Your comments are always welcome at loka@loka.org.

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I. Introduction

Loka's Vision

To kindle a vibrant popular movement for community-driven policies in research, science, and technology that will advance democracy, social justice, and ecological sustainability at every level – from neighborhoods to nations.

In this high-stakes century, community-initiated and community-directed policies for research and technology are among the most powerful new tools available to nurture the health of families, communities, and the local ecologies they depend upon. Families and neighborhoods under the most stress stand to gain the most from such social change. Research and technology policies are now primarily driven by the competitive needs of corporations and militaries – not by collaborative community efforts to address our most pressing social and environmental problems. Community-driven policies will shift public attention and financial resources from that top-down approach to grassroots priorities. They will foster far more democratic collaborations that empower communities both to address their own urgent local needs and to champion the broad public interest in national and international debates about the design and use of advanced new technologies. This social change is critical because technological advances are happening so rapidly and are having such dramatic impacts on every facet of human culture – from the engineering of food and electronic diversions from family relationships to the increasing threat that weapons of mass destruction could become widely available.

Yet community-based research is still dramatically under funded and promising new methods, that help communities participate in decision-making about the design and use of technologies with far more breadth and depth, are even more rarely applied. At a time when advanced technologies so profoundly change our lives, technology policy remains primarily in the hands of scientists, engineers, and the commercial and military interests that support them. To redirect technology policies to meet the most pressing human needs at every sphere of community – locally, nationally, and internationally – a coordinated campaign to bring the missing perspective of communities to the table is essential. Loka has the vision, the credibility, the connections, and the focused sense of purpose to catalyze such a campaign.

Our emphasis on "community" conveys Loka's core commitments. We seek broad inclusiveness and collaboration with all whose lives are touched and who choose to apply their skills and interest to the issue at hand. We convene open dialogues as opportunities for listening, learning, and shared leadership by all participants, especially youth, who are every community's future. We identify, develop, and promote collaborative methods for planning and conducting research and for evaluating technological issues. We honor and help to develop the leadership and expertise of each individual, especially those who have traditionally been marginalized because of race, income, or age.

Finally, we emphasize community because as members of communities, we are not just consumers, customers, or clients whose behavior is studied and managed by powerful outside forces. In communities, we are families, neighbors, and citizens, who recognize the necessity of sharing power and sharing responsibility. To give communities a strong voice in science and technology policy is to refocus science and technology on the most urgent needs of our families, neighbors, and fellow citizens that can greatly strengthen communities and also breathe new compassion, creativity, and responsibility into research, science, and technology.

The Community Research Network and Social Change

In attempts to ensure the realization of Loka's vision, a small group of people committed themselves in early 2003 to facilitate a movement for social change through the use of a true democratic process. This group of people represented **The Community Research Network** (CRN), a trans-national network of research and grassroots organizations formed by Loka in the mid-1990s whose members conduct community-based research for social change. Their mission is to create a system through which grassroots, worker, public-interest organizations, and local governments can -- by establishing the agenda and controlling the results of research -- find solutions to social and environmental problems and participate more effectively in public policy.

This small group of people envisioned that true participation in this process would acknowledge, honor, and accept diversity. It would acknowledge ongoing oppression, inherent in our U.S. society – racism, classism, sexism, etc., It would allow all stakeholders equality in the decision making process - including those whose voices are hard to reach; those who are disenfranchised and have no access to power or resources; and those whose lives are at the very core of the community issue(s). True participation in this process would allow for the building of political literacy and leadership through reflection (assessment) of community assets; knowledge, skills, human and financial capital; opportunities to make the most of those assets; and for each stakeholder to identify their own community and find their place within it.

In hopes of turning this vision into reality…, this small group of people began to engage others they knew, asking *"What does social change mean to you?"*
Responses brought about a conscious awareness to the diversity of people's personal ideas and interpretations:

- ❖ "Speaking very objectively, social change refers to a significant alteration of the relations of power between and within the institutions and groups that affect the form in which a society functions and reproduces itself. Social change is making some changes, hopefully, improving the quality of life for individuals within a society or social structure." ***Tod Sloan, PhD***

- ❖ "Social change is any alteration in the structural, cultural or ecological characteristics of a social system where the excluded, marginalized and oppressed will have access and control over the decision making process." ***Netra Prasad Timsina, PhD***

- ❖ "In simple words: Social Change is an advocacy for the betterment of humanity" ***Lemuel Doe***

- ❖ "Social Change is when there is rational and envisioned change of views or behaviors practiced by a society, motivated by dissatisfaction with the current form of life" ***Deborah Jendro***

- ❖ "Social Change is when people living in the same community transform their attitudes or alter them in some way." ***Cyd Tietz***

- ❖ "Social change is a variation over time in a society's laws, norms, values, and social arrangements." ***Darlene Lawson***

This small group of people envisioned others joining them… people of all colors, backgrounds, experiences, and from all over the world. They envisioned people coming together to commit to the overcoming of oppression and at best, undoing oppression. The idea of building a social change movement provoked many questions. One of which was "*What does a social change movement look like?"*

Once again, responses brought about a conscious awareness to the diversity of people's ideas and visions:

❖ "A social change movement consists of the diverse efforts to alter relations of power between and within the institutions and groups that shape society" ***Tod Sloan PhD***

❖ " Social change movements look like a goal directed, organized set of activities by the people to obtain transformation and or an altered set of attitudes to obtain a purposeful action" ***Cyd Tietz***

❖ "A social change movement looks like a sustained, organized collective effort of the citizens that focuses on some aspects of rights and responsibilities that balances power relations and establishes a democratic society" ***Netra Prasad Timsina, PhD***

❖ "A social change movement can take different forms and looks very different depending on who is involved, the purpose, and the problem. However, in general I would say it encompasses a group of people who struggle to make changes for the betterment of the group, and ultimately, the society in which they live" ***Andrea Robles***

❖ "A network of groups and individuals who share a common goal to promote change, a new scheme or system of living by forming the basis for an ideational alliance for the betterment of society as a whole" ***Deborah Jendro***

❖ "A social change movement can face either organized or passive opposition or can dramatically change the worldview and behavior of a group" ***Hranush Kharatyan***

❖ "Social change movements, like 'truth', go through three stages--first they are denied, then they are resisted, and then they are accepted as self-evident. They are the place where arts, activism, people and democracy intersect" ***Marcy Mistrett***

❖ "When I reflect on any true social change movement in history I do not see a linear process but rather an expanding spiral. At the core is the issue with some energy around the need to shift or change, more energy in the form of people and attention get gathered, and then resources join in the expansion. Those resources could be in the form of partnerships that then combine intimate knowledge and personal experience with the mechanisms to "tell the story" on a larger scale. The story is told on all levels and fronts through research (getting at the story), evaluation, (what does the story mean) media, art education, (getting the story heard, seen) advocacy, (getting the story to progress). At every spiral the message, the information, the energy, creates a shift in the current paradigm. The empowerment that comes in the form of combined effort and combined resources nourishes continued self-determination. The details and the partnership are as diverse as the communities and respond to the individual community needs. The movement ceases to be a movement but instead becomes part of an established process to invoke change" ***Shannon CrossBear***

This small group of people, wishing to have and partake in a true democratic process, saw opportunity and took action. They put forth their dreams and in a plethora of voices and ideas, created the space for this vision to come true. Then people of all colors, backgrounds, experiences, and from all over the world came to join them.

"Powerful Collaborations: Building a Movement for Social Change" became the theme for the 2003 CRN Conference. This gathering of social change advocates began with a vision, came together amidst nature, and continues in the spirit of all those affected by the relationships and community built that weekend in Sandstone, Minnesota.

II. Resources

The goal for this year's conference was to create the space to share personal and professional experiences, accomplishments, and struggles as we join forces to "build this movement for social change."

A call for participation was made to researchers, community members/organizations, activists, artists, and academicians. They were invited to play an active role to develop strategies for this movement. Special interest went to those who used community-based research to address issues in their own communities and whose proposals included/represented those who are typically underserved and/or whose voices go unheard. We wanted to know how they got started. What got them started? How did they engage community members? What skills were necessary to participate, and what obstacles did they encounter and overcome? We wanted to build on what worked to strengthen communities through the use of Community Based Research.

The response was overwhelming! With all the experiences brought forth, individuals and groups came as teachers and learners to share stories, skills, struggles, methodologies, and/or processes used to create change in individual lives and/or the communities served.

The conference was structured around processes of social change through participation. The conference progressed through five sessions: *Getting started; Tools and Barriers; Solutions and Outcomes; Moving Forward - Our Role; Call to Action – Our Commitments*

Each session lasted approximately three hours to allow for in depth discussion and participation. The first 3 sessions were held in small groups. Community Based Researchers from all over the world informed and engaged participants in their work. The fourth and fifth sessions were held in large group (plenary session). During the fourth session we collectively and strategically identified our role in this movement and how to move forward. On the final morning, during the fifth session, we devised a plan of action along with personal and organizational commitments appropriate for each participant.

Note: It is important to understand that the conference structure was only an artificial breakdown in order to create a schedule.

Conference Program

Session 1: Getting Started

Workshop 1
Art in Public Places: Telling Stories and Concerns
Karen Mack, L.A. Commons
Gabriella Pacheco-Diaz, L.A. Commons

How I changed myself in two decades: Forestry/Environment
Krishna Gautam Grad School - Environmental Earth Science, Hokkaido Univ., Japan

Workshop 2
The Making of a coalition to identify & eradicate paint hazard for children
Mary Beckman, Ph.D. University of Notre Dame, Center for Social Concerns

Promoting Social Change through CBR in Natural Resource Management
Netra Prasad Timsina, Forest Action, Kathmandu, Nepal

Workshop 3
The Ontario Community-University Partnership: Learning Together
Marie Sandy, Sandy Richards, and Susan Gomez, Ontario CA

Community Partnerships: University/Faith Based Institutions addressing health disparities
Benita Weathers, University of North Carolina

Workshop 4
CBR to engage minority residents to improve lives
Ken Williamson, Institute for Community Research, Hartford, CT

Native Youth Alliance: Respect/Honor of Traditions
Shoshana Konstant and Nathan Phillips, Native Youth Alliance, Washington DC

Refugees & Locals; Story of Social Change: Case from Armenia
Hranush Kharatyan, PhD Yerevan Armenia

Session 2: Tools and Barriers

Workshop 1
My Doctor Changed my Meds: Performing Thru/About Mental Illness
Steven Noble Duncan, BC, Canada

Theatre Production
Beth Peterson, Gabrielle Robinson Bajusick, and Destiny Edwards, In the Heart of the Beast Puppet Theater, Minneapolis, MN

Workshop 2
Economic/Cultural/Political Empowerment
Oliver Loveday Eidson, TN

Designing Empowerment Evaluation to Strengthen Collaborations
Marcy Mistrett, Institute for Community Peace, Washington, DC

Grassroot Participation of Water related problems in Ebo
Uwem Robert Otu Ikot Ekpene, Nigeria

Workshop 3
The Harlem Urban Research Center: Using CBR to Affect Policy
Cassandra Ritas and Ann-Gel Palermo, Harlem Urban Research Center, NY, NY

Community Activism or Community Co-optation? The Case of SW Burnley Citizens' Jury Project
Elham Kashefi, Lancaster University, UK

Citizen Panels and Technological Decisions
Colleen Cordes, Evan Crutcher, and Rick Worthington Loka Institute, Washington DC

Workshop 4
Pan Asian & Sexuality: The Attitudes and Community Strategies
Ange Hwang, Tanya Zhu, Chong Khang, Yer Khang and Phuo Kang, Asian Media Access, Minneapolis.

Turix: Collaborative experimental video workshops in rural communities
Byrt Wammack, Merida, Mexico

New Faces: Diversity of Latino/a workers & economic contributions
Maria Elena Viglucci, Working Films, Wilmington, NC

Session 3: Solutions and Outcomes

Workshop 1
University/Community Partnerships: (The CUWIN Partnership)
Bermira Gates, Atlanta, GA

Changing Policy & Alleviating Medical Debt: How CBR Created Change
Mark Rukavina, The Access project, Boston, MA

Workshop 2
Models of Community Based Science-Application to Non-Profit Work
Julie Vastine, Alliance for Aquatic Resource Monitoring (ALLARM), Dickinson College

Participatory Action Research as a Vehicle for Social Change
Greg Tanaka, Pacific Oaks College, Pasadena, CA

Workshop 3
Collaborative Leadership/Community Partnerships: Education
Miguel Guajardo, Francisco Guajardo and Delia Perez, Llano Grande Center for Research and Development, Elsa, TX

Lessons Learned: Northeast Local Learning Partnerships (LLP)
Khan Rahi Toronto, Ontario Canada

Workshop 4
Impact of Science Shops/Empowerment of NGO's
Tom Thomas, Praxis Institute, New Delhi, India

Michael Søgaard Jørgensen, Science Shop, Danish Technical Institute

Photo Exhibit
Cynthia Vagnetti Madison, WI

Summing Up:

Notes from Closing Sessions "Moving Forward – Our Role" and "Call to Action: Our Commitments"

On Saturday, October 19, 2003 a discussion was held based on personal reflections:
"What have you learned? How will you apply it? And what do you need from the group?"

What We learned:

- Processes to connect with those we need; New tools – like art, media and video; About resources and information to help level the playing field; The opportunity to connect more students to universities through connections made here; New ideas about promoting research; New language like Empowerment Evaluation

- There is lots of good work everywhere – CBR and social change – but we don't know each other; It's important to know your own assumptions – and know the people you're working with; The value of different relationships – especially around race and age differences; Trust and participation are not only very important but at the core of building honest relationships; There are other groups going through the same things; Hearts and minds (here) are bigger than Texas; Childhood connections can be re-kindled thus kindle more transformation; Transformation is not static; "*Personal change*" is a part of "*social change*"; It is important to engage in community celebrations;

- A dialogue was spurred about ethics related to funding – the US government is not producing RFP's (Request for Proposal) that support these processes – So how do we get support for CBR at the funding level? – and attend to concerns about co-optation

- *Loka* is willing to listen and to change … we asked for the conference to be more participatory … *this (conference) is social change!*

How We Will Apply It:

- Continue to voice what "I" see needs change. Understand that change is a process, thus "I'll have more patience with the process." "Commit to being the fire and carry it with me to other spaces."

- "Let's blow this open" in our everyday lives – not compartmentalize into just a few projects we're involved in. It's about many strategies. Take the concepts learned into our work by sharing resources and being more purposeful in the work we do. Get involved. "We're gonna get radical" – go to government agency we work with and challenge them to put their money where their mouth is. Be more participatory through implementation of new tools and engaging of all community members.

What We Need:

- *More dialogue about funding* to support CBR and dangers of co-optation by the funders
- *Documentation*
- *Transcription of Conference in Print and Video* to build on this conference – the experiences here and the work being done in our communities to be use as follows:
    - For marketing and promoting the use and support of CBR
    - For sustainability of relationships built – electronic database on the CRN list serv. NOTE: must subscribe to the CRN list serv by sending blank email message to crn-list-subscribe@igc.topica.org;
    - For education and information about effectiveness of Community Based Research - need newsletter with information about what others are doing – "ah ha's" about what is going on – quarterly – multilingual
    - Information on how to package our work so it is palatable for policy makers; how to put it in words for legislators
- *Bi-Annual Conference*
- *Resource lists*
    - For those wanting to get started in community based research
    - For employment opportunities
    - Training opportunities
    - Mentorships

Further discussion lead to…
A Declaration

"Guns and Butter"
"Something was missing from the sessions I attended. There were lots of fears about not enough funding while $87 billion are going to Iraq for guns and butter. What we are doing here is *bread*. Let's talk about that! I'm afraid it won't matter how radical we get. The collective is the most important – this individualism must stop. The Bush administration is starving the Beast (government). 'We' get the left-overs - when the economy is good – think about what we'll get as the beast starves – the work we won't be able to do. Think about those who were challenged coming into the US to be at this conference and those who are not here because they couldn't get visas. This conversation is evidence about the value of this conference. So, what do we do? Can we make a strong statement to Washington – that we cannot do our work? So, how do we get media attention and do we want it? (Yes!) Carry a proclamation home and call news people, radio, … Include it in announcements about your organizations and programs losing funding"

Moving from Micro to Macro

"It is time for another revolution. The last 20 years we have focused on micro and have been subverted at the macro level. We must look at alternative democracies and bring them to the US. E.g.: Corporations now have rights meant to be for the people. Therefore, we now have a government by the corporations and for the corporations. E.g.: What if 1% of the federal budget went to CBR and 1% of the federal budget went to the arts – think what we could do!!

Let's increase participatory decision-making -- Leap from program changes [we've been focusing on] to macro systemic change"

How do we get from here to there?

People… Funding… Practice democracy

CBR is the bridge between different worlds -- We should be demanding money for CBR. The government is driven by fear (healthcare money is going to the war); CBR, engagement of people – is about hope! Re-engage democracy! Campaign financing reform. We must work on the felony disenfranchisement issue (40,000 – mostly black men in New York who would have voted liberal could not vote in the last election because of felony charges) - Maine and Vermont are the only 2 states where this is not an issue. These issues must be addressed locally – they require state reform. A state-by-state clearinghouse? Some states have CBR centers. Maybe everyone here can create state offices to inform people about the issues and the resources.

"They" are breaking down our institutions of higher learning – this conference is an institution of higher learning!

CBR as higher learning is depicted in the graphic on the following page.

Community-Based Research as Higher Learning

Military

Corporations & Business

Government, Congress, Legislators, etc.

Social Movements, Protests, NVDA

Policy Advocacy

Participatory Democracy

Media

CBR
- Research and learning
- CRN, local centers, other networks worldwide

Foundations

Academia

Citizens
Civil Society

CBOs
NGOs State Agencies

Communities
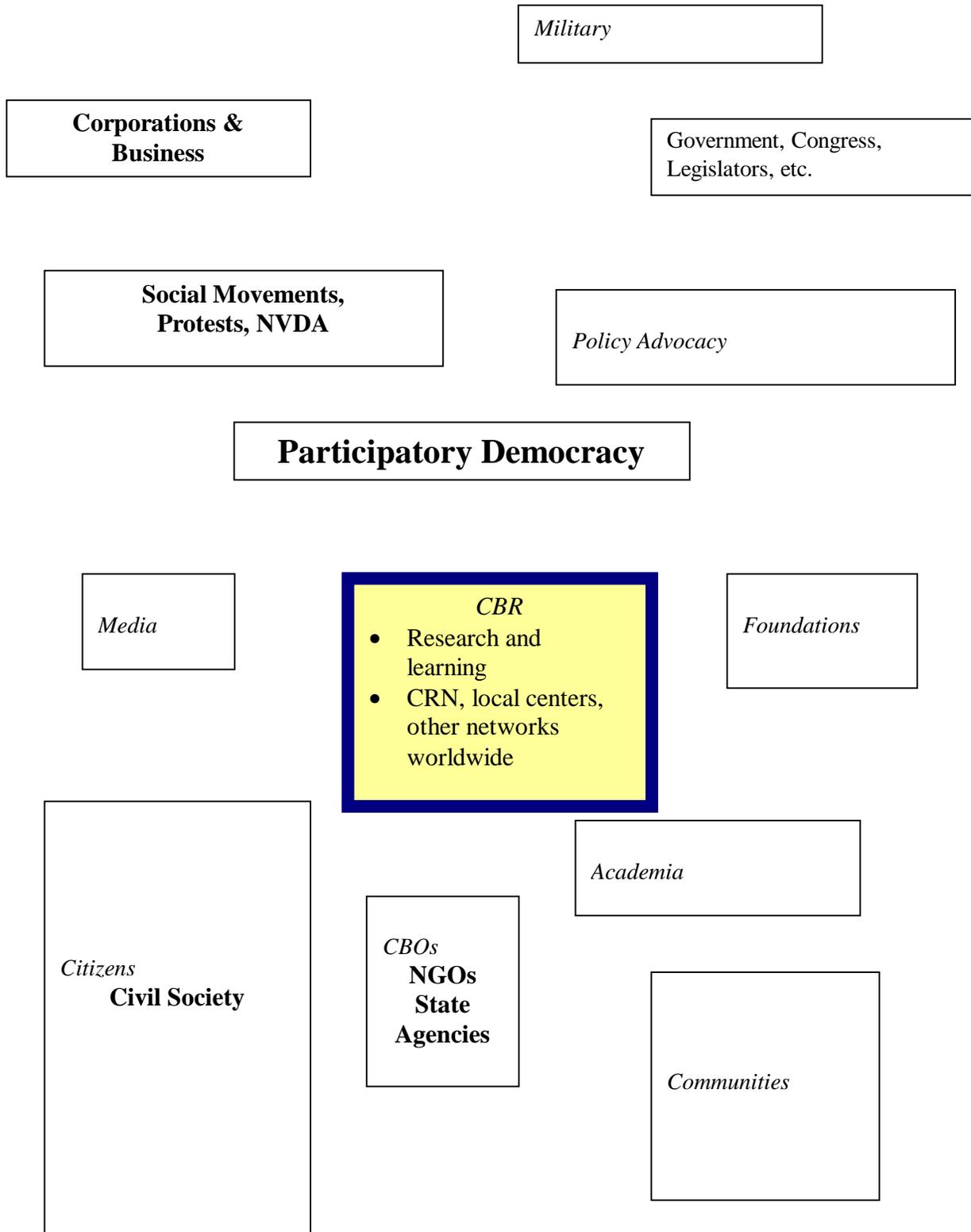
On Sunday, October 20, 2003, the pulse of the people was taken and a Call to Action was made: "What are individuals willing to commit to at this time? What is Loka willing to commit to? And how can we, in collaboration continue to carry out this movement for social change?

Individual and Organization Commitments:

- *Inform others of Loka/CBR* through
  1. Networking
  2. Outreach-demonstrate engagement of families/citizens/residents/people
  3. Media: Make more compelling the necessity for people to use the media-versus the media using us
  4. List-servs: Create a web based data base – for at least New York City – connecting issues and research – technology is only as good as the relationships behind it.
  5. Hold/Host meetings and/or Conferences
  6. Document and educate funders about the value and results of CBR

- *Stay informed and supportive by*
  1. Attending Southern California regional CRN conference in March 2004
  2. Bringing 2 people to conference next year
  3. Exploring state and local resources for CBR
  4. The "ALARM" will be set off in Pennsylvania; will attend to financing; and tap into keystone network
  5. Reviewing 2 social change proposals pro bono

- *Be Politically Active*
  1. Declaration [Guns and Butter] is ready for signatures
  2. Shift Georgetown's long range focus
  3. Be Visible and Start Now!
  4. Change policy through CBR and the use of information

Loka commitments:

1. By the end of 2003 post a web cast of this session on the Loka web site
2. By the end of 2003 post write ups of papers to Loka web site
3. CBR resource list
4. Commit to listening
5. Colleen will help with media coverage of the DC gathering at the Teepee.

Loka commitment requests for continuance of social change movement:

1. Read the Loka vision statement in your packets
2. Visit and review the Loka web site @ www.loka.org
3. Call and talk with us
4. Loka (named by founder Richard Sclove; means "unity in action for the world") was created with a focus on science and technology. Impacts gender, race, immigration, poverty, war… research and development for weapons costs $250 billion. Help change the priorities of the government. This impacts everything we do and experience. Be creative! Increase democratic participation through CBR. Build Loka representation.
5. Contribute papers for posting on the Loka web site.

Action Taken

A letter to the State Department was drafted for all conference participants to sign. Issue was addressed to DC and focus was on the people. Reminder was made to get people to the polls. Prayers. Suggestion was made to have Leah at the tee pee on the Mall – with the proclamation. November 18, 2003 is "Mix It Up Day" – encouraged everyone to create new relationships with someone of a different culture

A letter to the Secretary of State was drafted for all conference participants to sign and protest the actions of United States consulates and immigration officials in connection with a number of our invited conferees. Despite having supplied full information and copies of letters of invitation in a timely manner to the consulates, visas were denied to a number of our colleagues coming from Africa. Equally discouraging was the fact that another of our invitees, who showed full documentation of the purpose of her visit was detained, interrogated, fingerprinted, and photographed, causing various delays and other inconveniences.
Specifically, we asked for more reasonable policies and practices with regard to visas and immigration.

What happened in sessions 4 and 5 were, in my mind, outcomes far more complex than a single "movement" – this felt like deep, organic, and authentic commitment to staying the course, increasing our efforts and broadening our circle. Across so many diverse issues, there was a commitment to build democratic decision-making through the use of CBR with all the new tools, skills, methods, energy, and relationships. *Elaine Slaton*

THE 6th ANNUAL CRN CONFERENCE held in Sandstone MN, 2003 was successful because of all who attended and were willing to take an active and participatory role in this whole process. The measurable outcomes, both qualitative and quantitative were measured and documented through the use of different evaluation tools: personal interviews, the printed evaluation questionnaire, story telling, group discussions, and the video produced by Llano Grande. In a poem written by Deborah Jendro, the experience is also captured.

"Like a dream"
Deborah Jendro

It was like a dream. The kind of dream you hope will never end. A dream that leaves you feeling fulfilled, strong and energy driven! A dream of hope and of sharing… A sharing of love and praise and thoughts and ideas… Hopes of a brighter future and changes in a society that seems to have run amuck on certain areas of concern; Environment, health, education, expression and social reform explored and discussed in sessions of education and exchange. Voices and the sharing of a powerful group of people of all ages, race, profession and ethnic backgrounds coming together to unite in an effort to make a difference in their communities and countries and the world as a whole. Outcomes of research involving communities...all voices... across all walks of life and socio- economic backgrounds. Convincing, effective and influential, and guess what folks? Not a dream...but a reality.

It was an opportunity I could not pass by and one that will be forever imbedded in my mind. I am still in awe over the wonderful people and the creative thinkers and doers I was fortunate to be in presence with. By day and by night we were in each other's company. We broke bread together, we shared sleeping space, we walked together, and we exchanged glances and smiles.

I made some wonderful friends that weekend. Open arms and heartfelt conversations gave way to warm embrace and a sharing and comparing of life in our own worlds. Profound similarities in our quest for a

quieter and more peaceful world came to surface. A glorious procession enhancing the power of peace was held in the evening through the dark and on to a bonfire. Everyone was dancing, singing and wearing colorful handmade masks and headpieces. We were led to the fire of uniquity by a large puppet with sad eyes and a drawn mouth. Her paper mache hands held a large peace bowl, where items of personal closeness were dropped to be shared with those that gathered. Draped in ecru colored gauze she flittered about in a rhythmic succession of dynamism, bouncing to the beat of a near drum. The sight of her careworn face faded in and out of the very black night, as she came to light only by the flickering flames of the campfire. Like an ancient God she was! Steadfast and tall, a symbol of the harmony we all so desperately seek to capture and celebrate and release to the wind like a dove from it's cage. A wind with such might that the whole world would bow to its power and hold hands and join arms and feel the strength that comes from numbers! A wind that would wisp away tyrants of terror and the breakers of dreams and the money munching mongrels of countries at war that gobble up the resources of all that are involved either by choice or mishap! A wind that would start out with just the breath of a few, but gather force as it tripped across the boundaries and borders of struggling world powers and their suffering and confused people.

Let us strive to be the masters of our own destiny. Let us open up the world to the gifts that are only ours and bestow them like a present wrapped in stunning paper! Let our breath be part of the wind. Let us reach for those that are fearful. Let us lead those that are blinded by iniquities, and offer sign to those that lay on deaf ear. Let us remember the value of human life. Let us remember the value of vigilance and kindness, and the need for compassion, pity and understanding. Let us practice these in our everyday lives and in our own small kingdoms Let us choose our heroes by those that have created their own freedom. Let us not place blame on society but step forward to liberate ourselves. We only have one life to live, and if I can live mine by making a difference in just one life it will not have been in vain!

So, blow with the wind my friend, walk out into the world and sing your song! Carry your banner high with courage and fortitude. Live in your strength. Do not escape yourself but find yourself. Do not degrade but assert yourself. Shout truth. Cry peace. Drum equality, and remember, *"If you think you're too small to have an impact, try going to bed with a mosquito!" (Anita Roddick).* It does not all have to be a dream. It can be a reality!

Participant Biographies and Contact Information

Gabrielle Robinson Bajusick
In the Heart of the Beast Puppet Theater
Minneapolis, MN

Lindsay Ballengee
Los Angeles, CA USA
I am a 22 year old in Los Angeles working with local community organizations and academic institutions like the Claremont Colleges, to start up a community- research network in the Inland Valley region.
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Debbie Bartlett
The Mental Health Assoc.of Rochester/Monroe Co. Inc.
Rochester, NY USA
Director of Better Days Ahead Family Support Network of the Mental Health Association of Rochester, NY. Debbie is the founder of the program now in existence for 9 years serving 650 families who have children with emotional or behavioral challenges.
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Jody   Becker-Green
National Indian Child Welfare Association
Portland, OR   USA
Jody Becker-Green, MSW, research coordinator, National Indian Child Welfare Association, has a graduate degree in social work from the University of Utah, with a specialization in administration and disabilities. Over the past 15 years, she has worked in both the public and non-profit sectors as a researcher, social worker, and as a legislative policy analyst for child welfare, mental health, juvenile justice, aging, child support, and developmental disability issues at a state level.   She spent four years of her career living and working on the Navajo Reservation, developing and providing direct services to children with disabilities and their families.
Contact: beckergreen@nicwa.org

Mary Beckman, Ph.D.   University of Notre Dame, Assoc. Director for Academic Affairs and Research, Center for Social Concerns and Professor of Economics. She is currently teaching a community based research course on inner city revitalization, and works with faculty to incorporate community based learning into their teaching and research.   Her current work includes participating in a coalition to identify and eradicate lead hazards for children from low income housing in her local area. She has helped develop a chemistry course at the University which participates in this community based research project.
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Stephen Bradberry
Louisiana ACORN
New Orleans, LA   USA
Community Organizer with Louisiana ACORN. Serves on local Community Advisory Board for Tulane University's Prevention Research Center.
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Mitchell Brown
Institute for Community Peace
Washington, DC USA
Mitchell Brown is the Director for Research at the Institute for Community Peace, a national violence prevention organization. She has 8 years experience in research and evaluation. She also teaches at University of Maryland and George Washington University.

Delia Burnett
McAllen, TX   USA
A Graduate student currently working as part of a grant writing team to submit a federal grant. My past work experience has been working as a volunteer in schools as classroom assistant, PTA Board Member, Yearbook advisor, and coach with the Boys and Girls Club. I am very interested in learning new ideas and techniques in research for propagating social change.
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David Campana
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Graduate student in the Masters in Public Policy Program at the University of Minnesota. Currently, I am working with the Center for Labor Rights (*Centro de Derechos Laborales*) at the Resource Center of The Americas, documenting Minneapolis-St. Paul area Latino immigrant workers' experience in the workplace as a source for community organizing.
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I would like to learn more of community-based research. Currently I work as a participatory evaluator. In the case of contracts with American Friends Service Committee the evaluations are by volunteer teams. They select questions, approve my drafts of instruments, carry out data collection. I write the report for their approval. So far it has been workable, but I'd like to hear reactions of others and test what I'm assuming.
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Colleen coordinates the Technology in Childhood Task Force for the Alliance for Childhood and co-edited "Fool's Gold: A Critical Look at Computers in Childhood," for the Alliance. A former reporter, she covered science and technology policy for the *Chronicle of Higher Education* for many years. Colleen is a member of Loka's Board of Trustees.
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Assistant Professor of Geography at Morehead State University in eastern Kentucky. She was the founding Coordinator of the Community Health & Environmental Coalition in New Brunswick, New Jersey. She is currently completing her dissertation on tobacco grower livelihoods in Kentucky, and plans to work on rural food security assessment next. Verdie's passions include participatory rural development, writing poetry, three dogs and one cat, and a handsome fellow named Ted.
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Shannon CrossBear
Shannon CrossBear works with her business, Strongheart Resource Development, to facilitate and consult with the National Indian Child Welfare Association, the Federation of Families for Children's Mental Health, Georgetown University, the Surgeon General's Conference on Children's Mental Health, and the Aboriginal Healing Strategy. She has also worked with the National People of Color Leadership Institute, the Holistic Health in the Heartland Midwest Conference, and the Children's Mental Health Outcomes Roundtable. Moving policy to practice through the use of evaluation and research that accurately reflects the voices of families and communities is a part of her personal and professional mission.
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Evan studied environmental science at Northwestern University and received a Fulbright Fellowship to study community action on environmental issues in Australia during 2002. He presently works in Washington, DC, and was the Loka Institute's Richard E. Sclove Fellow for 2003.
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Eric Davila
Llano Grande Center for Research & Development
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A recent recruit into the environmental engineering doctoral program at Texas A&M University Kingsville (TAMUK) through a CREST Fellowship. My interests are in assisting the Rio Grande Valley to comply with sustainable development as our region experiences growing pains, while aspiring to boost the scientific and technical infrastructure of South Texans through community-based educational ventures.
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Active with In the Heart of the Beast Puppet Theater. She designed different levels of dance and likes working with children and being seen.

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Ange Hwang

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Ange has 18 yrs. experience in media arts, is the founder and Executive Director of Asian Media Access, Producer/Director/Writer for the monthly cable access program, "East Meets West" (airing since 1989), holds two Master Degrees, one from the University of Iowa (Theater) and another from Metropolitan State University (Arts Management). Promotes positive social change in Pan Asian American communities and main stream through active public dialogues and community-based research.
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Michael Søgaard Jørgensen
Science Shop - Danish Technical Institute
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Since 1985, Dr. Jørgensen has been coordinator of the Science Shop at the Technical University of Denmark, which is a kind of "open door" to the university for citizens and citizen organizations. The Science Shop is part of an international network of science shops and currently part of two EU-funded projects about science shops. Earlier we had the SCIPAS project, in which the Loka Institute participated (2000-2001). One of the present EU projects is the INTERACTS project: Improving Interaction between NGO's, Science Shops and Universities: Experiences and Expectations. The seven partners are science shops from Austria, Denmark, Germany, Romania, Spain and UK. Michael is trained as a chemical engineer and has a Ph.D. in technology assessment.
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Chong Khang
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Participant of Asian Media Access. Youth leader for WAU (What About Us): a project designed by a core group of Pan Asian teen girls to educate peers about sexual violence and gender inequality. Their mission is to change the community perceptions about gender inequalities, to prevent Pan Asian girls from sexual violence, and develop a national youth network to address such issues. She is a senior at North High School, Minneapolis, MN.
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Phoua Kang Participant of Asian Media Access and Youth leader for WAU (What About Us). Phoua is a junior at Northeast Junior High School, Minneapolis, MN.

Yer Kang
Participant of Asian Media Access and Youth leader for WAU (What About Us). She is a freshman at Metropolitan State University, St. Paul, MN.

Elham Kashefi
Lancaster, UK
Elham is a doctoral student and has been a researcher for the past 13 years in Lancaster, UK. Her particular interest is in developing deliberative spaces to increase opportunities for participation in decision-making at the local level, in particular the use of citizens' juries as a community activist tool. Her doctoral studies aim to place this activist research within radical theoretical debates.
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Hranush Kharatyan, PhD
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Dr. Kharatyan is an anthropologist with more than 25 years of professional experience. She has been actively involved in academic and applied community-based research in Armenia and throughout the Caucasus. Her research interests include the minority-majority relationships, as well as possible collaborations in the community level for the social change.
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Teresa Konechne
Teresa Konechne is an artist and an activist who strives to find the critical juncture between the two. She comes to community based work through documentary video, theatre and activism. She sees social change as the inevitable outcome if we connect ourselves to each other and to our mother earth.
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Shoshana Konstant
Native youth Alliance
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Shoshana is Native American, a former teacher, and has been Native Youth Alliance's Program Coordinator since she joined the organization in 1990. She has been involved in Native American and other issues since working with the Progressive Student Network in 1980.
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Oliver Loveday
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Oliver is a multi-disciplinary artist/poet/musician and grass-roots activist of Cherokee heritage. His interests include community research networking, using his skills as a graphic/web designer and electronic communications to assist in the networking and research process. This project is a partnership of Appalachian Focus and Sierra Club.
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Jodie Mack
Behavioral Health Initiatives
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I am the Consumer Housing Specialist for Region-VII (Memphis and Shelby County) as well as the Cultural Competency Committee Chair for the Region-VII Mental Health Planning and Policy Council. I am an advocate for Mental Health Issues. People say, "I am too blessed to be depressed". I say, "I didn't choose my illness, I'm choosing my treatment. There is a difference." I plan to share the knowledge I receive in focused intervention and prevention collaborative efforts to create awareness on health issues, mental, emotional, physical, financial, social, and spiritual. I am a mental health consumer, a single parent of three children (two are consumers as well. I know the resources and the particular needs of my community.
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Karen Mack
L.A. Commons
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Karen founded L.A. Commons as a way of using the connective power of the arts to further the development of relationships across social boundaries in Los Angeles and to contribute to community development activities around the city. In 2001-2002, she served as a Public Service Fellow at the JFK School at Harvard University focusing on the role of arts and culture in community building.
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Rachel Maldonado
With over 13 years of varied experiences working with youth and families, and a passion for enabling individual success, Rachel Maldonado's most profound professional experience has been in partnership with people that share common values and interest in community youth development. She earned a Master's degree in Social Work from Southwest Texas State University and currently resides in Kyle, Texas with her 3 children and 1 grandchild.
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Eric McCoy
Council on Crime and Justice
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Case Advocate for HELP and FOUP. Eric brings over ten years of experience working with youth, and at-risk youth in the school system, and community; also experience in case management/ advocacy with youth, and adult offenders' pre and post release programs with specific groups for anger management / violence prevention issues, and counseling. Eric is also an Instructor Trainer for American Red Cross as well as knowledgeable of family issues related to offender reentry. He also exercises the ability to work effectively across cultures and demonstrate sensitivity to ethnicity, gender, age, sexual orientation, disability and faith.
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Larry Meade is currently serving as an Americorps*VISTA at Ohio State University working with students in community service and civic engagement. His passion for social justice has led him across the world (Russia and India) and across the country (Washington DC, Boston,

Appalachia, Nebraska, and New York City). Larry has a Master's degree in College Student Counseling from the University of Dayton.
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Marcy is the Director for Training and Evaluation at the Institute for Community Peace, a national violence prevention organization. Marcy has over 10 years experience working in communities for social change, with a focus on juvenile and criminal justice issues.
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Steven Noble Duncan, BC, Canada is a doctoral candidate (UBC) working with adults living with mental disorder/illness in developing original popular community theatre productions about the lack of understanding, disempowerment, and discrimination invoked by the mainstream – and the presentation of this back to rural communities on Vancouver Island as interactive, community education.
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Gabriella Pacheco-Diaz
L.A. high school student and Participant in the L.A. Commons Art Project. She has worked with art before and wants to work with small children, so they can learn about the past in a fun way, rather than a teacher saying "that this happened…"

Ann-Gel Palermo
Bronx, NY
For the last three years, Ann-Gel has been working to reduce policy barriers to successful community reintegration for people returning to Harlem from jail and prison. The Harlem Urban Research Center (URC) is a community-academic partnership with a mission to make it easier for drug users to get treatment than to get drugs in our community.
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Beth Peterson

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Nathan Phillips
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Nathan is Native American, an enrolled member of the Omaha Nation; his family is Tapa (Deer Clan), which is one of the Sky People clans. He is a veteran (USMC, '72-'76), and has now been sober 19 years. In 1986 he began working with the United Tribes Community Group, assisting Native Americans incarcerated in Leavenworth Penitentiary in the practice of traditional spirituality. In 1990 he founded Native Youth Alliance.
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Christine is a graduate student in Community Psychology and Social Change at Penn State. She is interested in women's issues, particularly those of women in developing countries and rural development. She graduated from Carleton College in 1996.
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Khan Rahi
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Khan Rahi is Community-based Researcher working in Canada and in the U.S. Former Coordinator of Community Research Network and the Loka Institute (interim). Publications: "Community-based participatory research: Implications for science and technology decision-making in the United States" (with Jill Chopyak & Babar Sher), The Loka Institute, 2001.
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David splits his time between writing short stories about growing up and living in the Rio Grande Valley, mentoring and teaching students at Edcouch-Elsa High School under the administration of the Llano Grande Center, and helping grow Cine Las Americas Media Arts Center in Austin, TX. His latest collection of short stories, *Crazy Loco,* was published in April 2001, receiving the American Association for Librarians "Best Books for Young Readers 2001" Award.
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Cassandra Ritas

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Cassandra has a life-long commitment to the creation of effective public policy through community participation. Currently, she serves as the Chair of the Policy Work Group of the Harlem Urban Research Center. For the last three years, Cassandra has been working to reduce policy barriers to successful community reintegration for people returning to Harlem from jail and prison.
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I am a Sociologist, employed with the Center for Economic Development at the university of Wisconsin-Milwaukee. Presently, I have a couple of participatory research projects in rural and urban Wisconsin. I have worked on participatory projects in the Arkansas Delta and in several other countries. I am looking forward to the conference and meeting people interested and working on Community Based Research!
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Mark Rukavina
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Mark manages the overall operation of The Access Project, a resource center providing assistance to communities in their efforts to address barriers to healthcare access. A graduate of the University of Massachusetts, Amherst, Mark completed his MBA at Babson College. He has more than 17 years of experience as a community organizer and health care policy advocate. Mark has worked with low-income membership organizations on strategic planning, communication, fundraising, and organizing techniques. He has also assisted grassroots groups in designing issue campaigns with a focus on reforming the health care system.
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Abel Salas
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Abel Salas is a writer, performer, and community journalist from Austin, Texas. Currently living in East L.A., he teaches creative writing in Los Angeles County juvenile detention facilities and works part-time at the non-profit National Association of Latino Independent Producers.
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Darshell Silva
HELP   Lead Safe Center
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I am currently a Case Manager at the HELP Lead Safe Center. I work with families of children with lead poisoning. The HELP Lead Safe Center works in conjunction with the St. Joseph's Hospital Lead Clinic and other community organizations, government officials, and private citizens to help families of children with lead poisoning handle all of the situations that arise from it, eliminate lead poisoning, and prevent lead poisoning. I have a Bachelor's Degree in Applied Communications from the University of Rhode Island. I have worked as a children's specialist with the library system here in RI, I've been a community organizer with the RI Community Food Bank, and I've done 3 years of AmeriCorps (2 as an educational advocate and 1 year fellowship with America's Promise). I am active in the community through community service and community organizing.
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Elaine Slaton
Elaine Slaton's personal experiences with dysfunctional healthcare systems led her into two arenas of grassroots advocacy. She participated in the "Death and Dying Movement" of the 70's and 80's that spurred hospice development in the US. Lead developer and co-trainer of an evaluation skills training for grassroots advocates, she is currently focused on child and family mental health systems.
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Greg is interested in learning what others are doing to evoke social change nationwide. He has facilitated action research and published activist based research on race and education, cultural studies and creative ethnographic writing.
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Tom has 17 years of research at grass root, national and international levels. Keen on understanding community level power relationships and finding ways of facilitating change. Is of the firm opinion that positive and sustainable change is not possible without community participation. It's both a personal and organizational belief. His Praxis Institute is dedicated to

listening to, and making voices of poor women, men, girls and boys heard and acted upon through grassroot level research, training, documentation and network programs.
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Psychiatric nurse working mostly with children for almost 19 years. Youngest child diagnosed bipolar at 4 years old. Oldest son Gulf War vet. Have worked on an in patient, partial hospital, residential unit and clinic setting. I am now the co chair of The Federation of Families For Children's Mental Health, Region V.
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Maria Elena Viglucci
Working Films
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Born and raised in San Juan, Puerto Rico, Maria Elena came to the "mainland" to attend the University of Pennsylvania. After earning a B.A. in Psychology, then a M.S. in Education, did 11 years of elementary school teaching in five states, before settling in Wilmington, where she "stayed home" with her two boys. Is currently the Curriculum Coordinator for the "From Farm to Fast Food" project at Working Films.
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Byrt Wammack
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Byrt is from an extended-bilingual family, rural/urban diasporic pastiche. Holds Anthropology (BA) and Economics/Philosophy MS, PhD. Has been in fine- and performing arts since childhood., Later worked in community/ rural development. Lived in Mexico since 1994. Founded project fostering community media (1995); Regional Film/Video Festival (annual since 1999); Project TURIX in rural communities of southern Mexico (since 2002).
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Amy Ward
Minneapolis, MN   USA
I've been involved in or affected by community-based knowledge creation as a form of empowerment since I was a little kid. My grade school, Lake Harriet Open, was a community-based learning and democracy laboratory created by local people (namely my Mother and our neighbors) in Southwest Minneapolis. Later in college and graduate school, I spent a lot of time in participatory research networks and open schools in the Eastern U.S. and Canada and later, Bogota, Colombia. I'm now working in health and social service planning for a local government agency. I'm also working on my dissertation in medical anthropology on the cultural construction of health and environment in transnational social movements.
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Benita Weathers
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Benita is a health educator who has worked on several church-based research projects to decrease health disparities among African-Americans in North Carolina.
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Willie Wesley
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Willie directs and oversees all aspects of the Eliminating Health Disparities Initiative. He is a candidate of the Bachelors' degree program from the University of Minnesota in Public Administration and comes to the Council with an extensive background in education, program development and project coordination. Willie has exceptional knowledge of HIV/AIDS/Hepatitis C and other STDs. He also served as a senior program coordinator and supervisor for the African American AIDS Task Force and is an instructor/trainer with the American Red Cross in Basic HIV/AIDS Prevention Skills and African American HIV/AIDS Fundamentals.

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Ken M. Williamson, as a Community Based Research Educator at the Institute for Community Research in Hartford, CT., is responsible for facilitating trainings in Participatory Actions Research (PAR) for African American/Afro Caribbean residents. He has participated in the development and implementation of curriculum on PAR. He is trained in anthropology, specifically focusing on the centrality of identity for social movements.
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Roxanne Young
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I am a current Americorps VISTA member serving as an organizer for the Center for Neighborhoods' Corridor Housing Initiative. I graduated from Kalamazoo College in Michigan with a Bachelor's in political science. My senior thesis examined the Students for a Democratic Society and the Beijing Provisional Students Union as a means for analyzing their attempts to increase democratic citizen participation.
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Lea Zeldin
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I was born 75 years ago in a hospital on the south side of Chicago. I grew up in the inner city in Columbus, Ohio with working class parents. My high school was integrated and was probably the worst school in the city. The only senior class event was a school breakfast. There had not been a prom since sometime in the 1920s because at the last one there was a little race riot when a white girl danced with a black boy. The school did have a great football team and a winning debate team. I was on the latter. Both varsity teams got letters at a graduation ceremony. At 19 I graduated from Ohio State University; married; had four children; was widowed; and lived on meager Social Security raising the children. We lived in poverty, but challenged the society as though we were rich because we had nothing to lose. I have led a political life working for peace and social justice.
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Tanya Zhu
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Tanya is the Media Education Coordinator for Asian Media Access. Holds a BA in Psychology from University of MN. She has headed a number of youth programs for Asian Media Access, including *What About Us?* (a Pan Asian girl group promoting gender equality), *Stand Up Participate* (a sexual violence prevention youth group), and an anti-tobacco youth initiative. She has worked with youth of diverse backgrounds; Hispanic, Hmong, Lao, and African American. She places youth needs and social advocacy as priorities.
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CBR: Basic References and Links

Some Basic References

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Cassandra Ritas, *Speaking Truth, Creating Power: A Guide to Policy Work for Community-Based Participatory Research Practitioners*, 2003. Excellent review of the basics of CBR, policy advocacy, and participatory processes, with worksheets and resource lists to assist practitioners; www.futurehealth.uscf.edu/pdf_files/Ritas.pdf

Jean J. Schensul and Margaret D. LeCompte, Eds. *The Ethnogropher's Toolkit*, Altamira Press, 1999. Seven volumes of easily accessible methods for doing research with people rather than on them. Order info: http://www.incommunityresearch.org/publications/publications.htm

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Randy Stoecker, "Community Based Research: The Next New Thing", 2001, available at http://coserver.sa.utoledo.edu/drafts/cbrreportb.htm

Kerry Strand, *Community-Based Research and Higher Education: Principles and Practices*, Jossey-Bass, New York: May 2003

W. F. Whyte, (ed.), *Participatory Action Research*. Newbury Park, CA: Sage, 1990
.
Richard Worthington, "The Social Responsibility Challenge," *Pomona College Magazine,* Spring 2001 online at http://www.pomona.edu/Magazine/PCMSP01/altruism.shtml (scroll down).

Links: General and Regional CBR Organizations

General

Bonner Foundation Community Research Project:
http://www.bonner.org/campus/communityresearch.htm

>This project is developing CBR centers with 86 participating institutions in Central Appalachia, Denver, Philadelphia, Richmond (VA), St. Louis, Trenton (NJ), and Washington DC, and other areas. Website has extensive contact information for regional organizations plus research and resources on CBR.

Campus Community Partnerships for Health: www.ccph.info

>Founded in 1996 and based in the health professions, this national organization sponsors research, conferences, and provides extensive tools for building campus-community research and service learning partnerships.

Community-Based Collaboratives Research Consortium: www.cbcrc.org

>First convened in 1999 out of a shared concern for collaborative approaches to land use and natural resource issues, this consortium is housed at the University of Virginia's Institute for Environmental Negotiation, with primary funding from the William and Flora Hewlett Foundation. The Consortium has completed numerous projects that draw on researchers, mediators, government agencies, community members, and business. The website has extensive reports on completed projects, a resource list, and excellent links to representative groups in the above-listed constituencies. There is also a section on ethical and effective research protocols.

The Institute for Community Research: www.incommmunityresearch.org

>Founded in 1987 in Hartford, ICR conducts community-based research in Hartford and beyond, and has published numerous books and reports on the methods for doing CBR.

International Science Shop Network (ISSNET): www.scienceshops.org

>Science shops originated in Holland during the 1970s "popular science" movement. They are organizations that mediate between citizen groups and research institutions, and have spread throughout Europe. The International Science Shop Network connects these institutions worldwide, although the primary focus is European. The ISSNET website is hosted at the University of Utrecht (Holland) and sponsored by the European Union. Resources on the website include the electronic journal *Living Knowledge: Journal of Community Based Research;* the Living Knowledge database of community research centers worldwide; a discussion list and newsletter; and reports on community-based research to the European Union.

The Loka Institute: www.loka.org

> Focus is democratic policies and practices in research, science and technology. Loka manages the transnational Community Research Network, which sponsors an annual conference, produces research, and manages a discussion list (to subscribe, send a blank message to crn-list-subscribe@igc.topica.com). Loka's website contains extensive publications and archives on community-based research (in addition to those listed above) and participatory practices in science and technology, which can be accessed on the publications page of the website, http://www.loka.org/pubs/lokapubs.htm

Participatory Action Research on the net (PARnet): www.parnet.org

> This searchable website managed by the Cornell Participatory Action Research Network contains a large archive of CBR articles, and good links to resources. Broad-based in orientation, but somewhat tilted toward international issues and academic institutions.

Regional

Regional and local CBR activities exceed the capacity of this resource list. Many specific organizations can be identified using the links above. Among the most prominent regional organizations are:

Center for Popular Education and Participatory Research (California): www.cpepr.net

> Based in the School of Education at University of California, Berkeley, this center is more focused on popular education than community research. Excellent material on community participation in K-12 education, adult education, and an incredible list of social action organizations (primarily in California). CPEPR hosts an annual conference at Berkeley and workshops around the state.

Community Research and Learning Network (DC): www.coralnetwork.org

> Based at the Center for Social Justice, Teaching, Research and Service at Georgetown University, this network connects the campus and the metropolitan region through a variety of creative service learning and CBR projects. Excellent interactive website for researchers and community members interested in connecting.

Highlander Research and Education Center (Appalachia): www.hrec.org

> A venerable social change institution founded in 1932 and located in New Market, Tennessee, Highlander is a popular education center focused on the US South, but visited by community organizers from around the world.

Llano Grande Center for Research and Development (Texas): http://www.llanogrande.org/

> Formalized in 1997 after a decade of community action, this community center is based in a classroom at Edcouch-Elsa High School in Elsa, Texas, 15 miles north of the US – Mexico border. Located in one of the most impoverished communities in the U.S., the center practices a "pedagogy of place" curriculum. Its program includes a media institute that trains young people through intensive seminars and national tours, a nationally-acclaimed writer-in-residence, and mentoring programs that have sent local youth to the top universities in the world.

Policy Research Action Group (PRAG) (Chicago): www.luc.edu/curl/prag/

> This coalition of four Chicago universities and a broad base of community organizations founded in 1989 is one of the most experienced campus-community partnerships conducting community-based research in the country.

Southeast Community Research Center (Atlanta): www.cbpr.org

> A new independent institute on the campus of Morehouse College, SCRC is focused on health and environmental issues in Georgia and the South.

Loka Journal: Papers on Community-Based Research, 2004

Richard Worthington, ed.

The papers in this volume were written for CRN 2003. In the first article, Michael Jørgensen of Danish Technical University reports on the results of a European Union multiyear study in 7 countries that analyzed the practices, accomplishments, and challenges facing the European science shop movement. Jørgensen's contribution provides a succinct overview of CBR that is based on exceptionally broad experience in a part of the world that has been at the forefront of participatory research for three decades. From India, Tom Thomas and Karuna Sridharan of Praxis Institute report on a successful participatory monitoring and evaluation project undertaken by women in the most impoverished neighborhoods of Cochin, which is in India's Kerala state. Ange Hwang and her associates at Asian Media in Minneapolis—including two youth contributors—are the authors of the third article, which reports on their study of attitudes toward sexuality among Pan Asian youth and their communities, and communication strategies for addressing sexual violence and related issues. Finally, from Australia, scientist Phillip Tattersall reports on community-based auditing practices in Tasmania, which have proven to be a successful means of organizing citizen research on environmental issues in a way that is both timely and accessible for decision-makers (read: these projects get citizens involved before all the decisions are made, and it is hard for powerful people to ignore them). Taken together, the papers in *Loka Journal* provide broad-based analyses of CBR, and speak to its exceptionally diverse people, places, methods, communication strategies, and applications. Online users can link to individual articles by clicking on the title; the entire journal can be accessed at http://www.loka.org/pubs/lokapubs.htm.

Michael Søgaard Jørgensen, Perspectives of NGOs, universities, researchers and students   on co-operation through science shops

Tom Thomas and Karuna Sridharan, Learning with communities: An experience of poor community women monitoring all the anti-poverty programs of their municipality

Ange Hwang, Tanya Zhu, Chong Khang, Yer Khang and Phuo Kang, Pan Asian Youth and Sexuality: The Attitudes and Community Strategies

Phillip Tattersall, Commmunity-Based Auditing: Empowering the Community to Take Charge.

Notetaker:
Andrea Robles,
Phone: 608-255-4994
FULL NOTES
Session I: Getting Started
Workshop I

1. ***Art in Public Places: Telling Stories and Concerns.*** Karen Mack, Foundation of
   L.A. Commons; Beth Peterson, In the Heart of the Beast Puppet Theater;
   Minneapolis; and 3 students: Gabriella Pacheco-Diaz, Participant of the L.A.
   Commons Art Project, Gabrielle Robinson Bajusick and Destiny Edwards,
   participants of In the Heart of the Beast Puppet Theater
2. ***How I Changed Myself in Two Decades.***   Krishna H. Gautam, Environmental Earth
   Science, Japan

FIRST PRESENTATION

Art in Public Places: Telling Stories and Concerns. Karen Mack, Foundation of L.A. Commons;
Beth Peterson, Minneapolis; and 3 students: Gabriella Pacheco-Diaz, Participant of the L.A.
Commons Art Project, Gabrielle Robinson Bajusick and Destiny Edwards, participants of In the
Heart of the Beast Puppet Theater

1.a.Karen Mack

Speaker (Karen):

➢ This is a continuation of what was said this morning – we are all involved in social
   change – it is not easy work – fighting against lots of resistance – the human desire is for
   equal liberty and spaces.

➢ Social change is about trying to create disequilibrium - King, Ghandi – the two paid an
   ultimate sacrifice. In our work we face a lot of resistance, it is really about engaging
   "self" – the core – the center so you find the <u>courage</u> to do this work. We are going to
   focus on engagement with the "self" and with courage and focus on engagement of
   others.   Need to also have the ability to get support.

➢ Where does <u>courage</u> come from?

Audience: Examples

❖ I have a daughter – you lose courage as you get older – as adults we think about all the
   reasons we won't do something – so it is the fear that takes over – I think courage is
   always there but fear takes over.

❖ We have a line in the sand – until we let people abuse us and then push back the line to
   reassert ourselves.

❖ Not a place of courage but that of anger. The personal challenge is shift from negative
   anger..

❖ My mom has cancer and was telling me about when she got married she got courage, and she thanked me and my sisters because she gave me courage, and with all the obstacles her kids faced gave her the courage.

❖ It can come from a need to survive – to live in a situation – because I survived than have the courage.

❖ The energy or joy or experience of life. I see it with people in communities. People use excuses for leaving things as they are – people face obstacles – and do it anyway – but people keep looking for new challenges because they like it.

❖ I have to agree with him. Some kids I work with are being tried as adults – I was afraid the kids were not going to responds or laugh me out of the jail cell –now I have the courage to joke with them and they now have the courage to put things down – it has to do with developing trust.

Speaker (Karen):

➢ Lots based on emotion – roots of words – "courage" means "heart" – it is the part of engaging emotions in that part of yourself. Going to do a courage exercise to go from courage of self to engagement with others.

➢ [She put music on and asked everyone to get up and dance to the music, after some minutes of dancing, she asked us to think of one word to describe what we felt.]

Audience: Examples of what it felt to have the courage to dance.

❖ Purpose, spirit, personal, love, fly freely, letting go, joy, acceptance, fuck it, love, *guatjope*, (stamps out the purpose) courage, trust, triumphant, inspiration and faith, warmth and connection

Speaker (Karen)

Los Angeles Public Art Project

➢ LA. Commons mission – to engage communities in creating temporary social art that tells important stores and serves as a basis for dialogue, interaction, and empowerment in neighborhoods and connections across the city.

➢ Picking neighborhoods and partnering with organizations to tell important stories – find a location that is important for that story and be involved in the creation of the work.

Two projects in 2003.
    a)Taking Flight: Migration Dreams –
        ▪ Interested in giving voice to people who don't have a voice, 30 to 40 % live in poverty, 30 to 40 % come from other places, many immigrants – the whole idea is to give voice to a few neighborhoods.
        ▪ Showing images from MacArthur Park – A street vending area – street vending is illegal in LA unless you have a permit - The work in situation in trees and birdhouses

all over it – represents dream of home and where people come from – many times see one foot here and one foot from where they came from

- Series of six large trees – and people put up wood pieces and other art pieces on trees, showing different things, from their own experiences –
- People of all ages creating pieces at their workshops, don't give up because you have a mother at home hoping for you" - lots of people looking at the exhibits and talking about it on the street,

b. <u>Koreatown</u> – partner was a shopping mall and LA High School,
- Settings between the two projects very different – they did photo mural s on the computer, the pieces was 100 years of Korean immigrant in the past present in the future - , the kites hang outside the mall and then in the mall (usually 2 x3 Korean kites) but blew them up to hand in the mall,
- The mall paid for all the pieces so they are going to work with them, in the other one, some will keep their work some will go to community organizations,

Q & A

Gave some tours of the two installations, pay artists some stipen,d LA commons raises money to pay artists and supplies, and the partner (mall) pays for the installation, etc. How to pay people is an issue? This mall one cost $40,000. Has to be a site that the community values, and USC is looking at public space and how that contribures.

Community was involved – not just artists do the work but have community involved – connecting people is important and gets to emotions quickly. Different layers of involvement and layers of organizing – the point is engaging the community and product is the art.

What type of funding? Wells Fargo, Council for the Humanities, - Koreatown funded by – 1% of development has to contribute to public art so developer can decide to do aproject like that – Trying to do public and private –0 also trying to see how the images can be used to raise money.

<u>1.b. Beth Peterson</u>

Speaker (Beth):
  ➢ They needed a space and got access to an old porn theater that was a mess, and people contributed to clean up the space – A theatre for kids – they've grown and are now theatre – and they wanted to do a show. Youth dream up what they want to do with adult mentors, and split into teams, make 4 shows, and put them together and go to 16 different spaces and go wherever people want to see the show.

<u>Q & A with Students</u>:
Destiny, 15, Minneapolis
Gabrielle, 15, Minneapolis, South High School
Gabriella, 17 – LA High school

Q: <u>What did all of you get out of your participation in working in community arts?</u>

Gabrielle: "One of the things we got to do is make stores, go to a group of people and it feels weird and then get used to it"

Gabriella: "I had worked with art before, and I found it interesting. I liked the title. I learned a lot about Korean experience including how they were overthrown by people and ruled by people who had nothing to do with their culture and forced to say they were Japanese and not Korean and could not go about their own culture or ethnicity. A lot of people tried to move, to Hawaii to the sugar plantations, and the plantations would take anyone and that is how the picture brides came about. It was mostly men; the picture brides were sent by families. There were many men in U.S. in plantations and once they moved there needed women."

Destiny: "I Heard about it, I am really active, so I brought my pictures of tap, etc, and they hired me. I designed different levels of dance. I liked the idea of getting paid, but liked working with children and being seen. I would have done even if didn't get paid."

Q: What is going to keep you involved?

Gabriella; I Want to work with small children, so they can learn about the past in a fun way, rather than a teacher saying "that this happened…"

Destiny: in the future, tap, dance ballet and sing and opened me up more since we had to do it 16 times. All people have similar ideas, but people can choose to do different stories –
Everyone wants to meet us and you feel famous.

Q: How do you think it will make a difference in the community?

Destiny: First I didn't like to where masks – but it is the shows and how we acted toward each other –

Gabriella: People can make their own argument about what they see and some people can get connected to some piece, - I am liberal and conservative so I'm balanced – and I have a friend and she is less conservative then me but we put things together.

Gabrielle: people who want to do the art – it puts issues out there but it is a serious issue and so in a way that people can understand.

Beth – different years, things vary, teams have done shows about family violence, baby camp, - it depends on the interest of the of the people and who is there. You also taught me how to deal with conflicts. What were you able to do? One night everyone was mad and no one was talking to each other but then we sat and talked, and as a group, decided to go ahead and do the show.

Q- What would you like to teach?

Destiny: I didn't realize I was a leader – but would like to be a leader

Gabriella: – we started off with a different concepts and it was difficult to come up with an image but have people think of the inside

Gabrielle: – I don't know what I want to teach but would like to pass it on.

Audience Comments:

- ❖ As adults we throw words around like "leader" and portray it like a rock – like the puppet we put a mask on – sometimes you are down but you portray this tell kids sometimes it is

ok to feel down, even though we are leaders, it must difficult to feel down.   It is ok to feel down.

❖ You said it will stay with you forever, and it is incredible thing to say that an experience can lead you to make that comment.

Q: Any ideas for adults (wanting to work with youth)?

Responses from Students:

Destiny (?): If you are trying to get youth involved get things that really interest them – not just money but look to their interest

Gabriella (?): Give them the outlook of who they are, and don't put barriers with people working and people leading – the project won't be the same without that motivation – it is ok to be connected to people, people talk about ethics and that is such a strong word but isn't as relevant as people think it is

Gabrielle: I think with adults and kids, adults are judging – As I am getting older, I find myself doing that to younger kids, because only two years have passed, you should let them be who they are and so much that can interest them

Art Activity: Beth took out paper, yarn, etc. and wanted everyone to start creating a collage Art activity – think about some activity – start with your word to create a collage -

SECOND PRESENTATION

How I Changed Myself in Two Decades, Krishna H. Gautam, Environmental Earth Science, Japan

[**NOTE**: In this presentation we had technical difficulties. Krishna had an entire power point presentation planned but we didn't get the projector in time for his presentation. He did the best he could with his English and presenting the major issues to us however, he could have gone into more detail had he had the projector.]

Examples from a Community Forestry Project in Nepal:

➢ Communities have little land, buffaloes, oxen, goats (pigs and chickens in some castes) – forest, water. Community members have Skills and Technology – transferred from older generation – improved with practical experiences, interactions and exposures. Forests are very important for their livelihood and economy.

➢ Audiences were asked for Volunteers for role-play. [Three people jumped up in the audience and were placed them in chairs to represent: government, the elite group, or the disadvantaged group]

➢ In a rural setting, there are many groups, mainly two main groups – the rich group; and the poor, disadvantaged group. Many times there are differences within a community: urban/rural, literate/illiterate, men/women –the disadvantaged group are the people who are normally poor, rural, illiterate, women.

➢ Before community forestry in the 1970s, the government governed most of the forests, but in practice it was the rural elites who were really managing the forest and forest products.   The least advantageous group, with no access to resources, had little land

compared to elite, and no decision making power in the community. The disadvantaged group got forest products from the elite and in exchange they would have to work in their fields. The government was not interested in forest resources but interested in collecting revenues from the elite. The poor group never believed that the forests also belonged to them. They felt that they have no power so they must please the elites to get forest products.

➢ With the government forestry programs, the government [extension agents] expanded throughout the country. They were technical people and did not understand the relations between the groups. They had technical skills and knew how to plant a tree, etc., but not the relations within the community

➢ The government's intent was good: they tried to get the forest in a common pool. The elite got angry because forests were taken from their control. Then the poor no longer had timber (since they used to get it from the elites) and could not get forest rights from the government. The government kept trying to enforce rules, but it triggered deforestation.

➢ The community forestry programs started in the late-1970s. The communities were entrusted the degraded forestland, and these forests were developed through international and bilateral aid resources. But it was the elite who took it over again because the disadvantaged group didn't have the courage. The government agents have tried to get women and the more disadvantaged members to go to meeting but they have not been successful.

➢ Forests handed over to the community. The social challenge is that the elite group is managing the forest so any time there is a meeting; it is the elite that show up not the disadvantaged group. There are challenges and conflicts between the two groups. The disadvantaged group cannot get benefits so the community forest program is not sustainable. Need to maker changes so that the weak group could make some changes.

➢ There are several hundreds forests products that are of interest to the people, but the issue is how to incorporate all those products into forest management. Most of the research activities are confined on the products that are of interest to elite groups.

Examples from project with the Ainu in Japan.

➢ Currently working with Ainu, an indigenous people in Hokkaido, the northernmost island of Japan. Colonization process of Japan renamed 'Ezo' to Hokkaido. Ainu, who lived on hunting, fishing and plant gathering, were prohibited from hunting, fishing and gathering. Due to assimilation and discrimination, Ainu people were abandoned to following their culture, and their name were converted to Japanese name. Thus, the Ainu people are losing their culture.

➢ Although Ainu movement was going on since the beginning of 20th century, it could gain momentum only recently. The law "Hokkaido former aborigines protection act 1899" which has destroyed the Ainu way of life, has been repealed as a result of mass protection from Ainu people. Recently Ainu people are showing their solidarity for reviving their culture.

➢ Working environment in Japan is very different from the experiences of community forestry works in Nepal. However, efforts are initiated to strengthen Ainu group through exploring their knowledge on forestry and environmental management. The focus has been on involving disadvantaged group, which is common in both countries.

SUMMARY

This presentation did not exactly address "starting up" but the presenters explained their projects. The following are the main points:

1) Art in Public Places: Telling Stories and Concerns. We discussed how one's courage, is an important aspect for social change. In our work we face a lot of resistance, it is really about engaging "self" so you find the <u>courage</u> to do this work. It is engagement with the "self" but also engagement with others.

- ❖ Karen discussed two projects in 1993 under the Los Angeles Public Art Project. Her organization's mission was to engage communities in creating temporary social art that tells important stories and serves as a basis for dialogue, interaction, and empowerment in neighborhoods and connections across the city.
- ❖ They picked neighborhoods and partnered with local organizations to tell important stories. They find a location that is important for the particular story and a place where the community can be involved in the creation of the work.
- ❖ One project is Winged Migration and the other Koreatown. The first got local artists involved in creating figures that were publicly displayed on 6 trees in a busy area. The second project involved high school students learning about issues affecting Koreans and putting together a public display at a mall.
- ❖ Beth Peterson discussed her youth theater project in Minneapolis.
- ❖ Three students involved in these projects, one form LA commons and the other from the theater project answered questions on what it was like to be involved, what they learned, and what they hope to do in the future. Some of their main points were:
  - o They were able to learn more about who they are and some of their skills such as being a leader, working with others, etc.
  - o They believe that engaging youths in projects like this makes history and other issues relevant – they find it much more engaging and interesting then just sitting in a class and learning about it.
  - o They would like to pass on the things they learned.
  - o They believe it changed their lives.

2) How I Changed Myself in Two Decades.   Krishna H. Gautam, Environmental Earth Science, Hokkaido University, Japan

- ❖ Krishna presented on his work in community forestry in Nepal and his present project working with the Ainu, an indigenous group of northern Japan.
- ❖ In Nepal, there are existing conflicts between communities and government but most importantly between different groups in the community. Existing power relations govern what groups have control and access to forests and forest products.
  - o The government tried a forestry program (1950-70) that failed because though the extension agents had technical expertise, they did not understand the power relations of a community. The program did not consider the community involvement of the different groups, thus it was not sustainable. The outcome was deforestation.
  - o A new community forestry program tried to give the forest back but the elite took over again and it is been very difficult to get the disadvantaged group that lacks power involved.

- ❖ In Japan, he is working with an indigenous group, the Ainu. Since the colonization of the island by Japanese, the Ainu have faced assimilation and discrimination and have begun to lose their culture
- ❖ Just as in the Nepalese situation, their project is having difficulty involving the disadvantaged group.   Every time they hold a workshop it is the same people that do not necessarily involve the local community.

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FULL NOTES

Session I: Getting Started

Workshop 2
1. ***Action Learning Research in Community Forest User Groups: How action research aims for active management of forest resources and improvement of the livelihood of the forest-dependent communities*** Netra Prasad Timsina, Forest Action Gagan Khola Community - Nepal
2. ***The Lead Paint Alliance in South Bend Indiana: Making of a Coalition to identify and eradicate lead paint hazards for Children*** Mary Beckman, PhD Associate Director for Academic Affairs and Research Center for Social Concerns at Notre Dame, Indiana.

FIRST PRESENTATION

Action Learning Research in Community Forest User Groups Netra Prasad Timsina
  ➢ Work with Forest Action, Nepal

  ➢ Forest Issues
    • Forest Belongs to all people
    • How to give benefit to poor and marginalized through community forest management
    • Trying to give control over the decision-making process to marginalized people
    • Methodology – projector went down 'One of the best ways of understanding world is to try and change it' – Kurt Lewin

  ➢Background
    • Progressive policy statement and support
    • Mechanism in place
    • In a period of 25 years over 13,000 Forest User groups and their networks

  ➢Issues and Challenges
    • Unbalanced relationship: Inequitable control, access & benefit

Governance

Livelihoods & Equity

Resource Sustainability
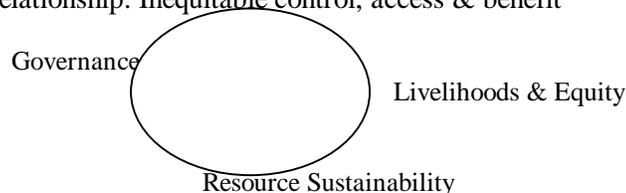
    • No private forest, community forest or government forest
    • Individual interests become shared interests; mental mosaic, systems thinking, conscious social learning
    • Developing group-level self-reflection process
    • Support institution/individual why, how, and who

Group Level inquiry

Ministry Department   And analysis
and other central level Stakeholders

↓   ↓

District-Level Stakeholders   Monitoring Indicators

↓

 Range Post level Stakeholders

Forest users group →▶Tole meeting – ▶Tole reps workshop committee meeting.   ▶
Tole meetings   ──────▶   ──────▶

VG General Assembly
Implement Action Plan

Power/Politics – fear of losing
Knowledge/Skills – inadequate
Learning and reflection – limited valuing of failure

Support system – The Problem
Inpulse(?)
Processes
Outputs

Learning Approaches
Unmonitored experiences
Trial and error
Laboratory Experience
Adaptive (Quasi Experience)
Adaptive Approach
Systemic monitoring to detect 'surprises'
Integrated Assessment to build knowledge
Informing 'model building to structure debate
Strong Influence

Action Model
          Context/Conditions ◀Outcomes
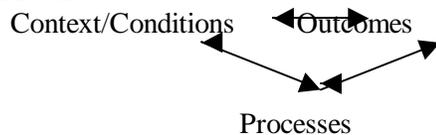
Processes

Our Learning to Date
Adaptive Management processes, enhanced through collaboration could be an innovative
approach in addressing the second-generation issues, including equitable livelihoods and resource
sustainable lessons for future.
People don't always recognize own value
Value Failure – must not externalize
Consider uncertainty and complexity in terms of desire to learn from experience
Consider policy as experiments
Getting prepared for deciding and acting without having complete information

Forest Action www.forestaction.org

Discussion

Q. Can all experience be considered learning? If yes how, if not, why?
     e.g. Why a woman who has given birth to children can't be a gynecologist?

A lot of experience is considered learning but learning might not be the total experience.
    Principle steps Followed:
- Critical Inquiry
- Identification of Issues and Options

    Outcomes
- Access to decision-making (improved governance)
- Representation and active participation (wealth category, gender, caste/ethnicity and geographical)
- Equity on product distribution and benefit sharing system (based on wealth category)
- Improved responsiveness and accountability of stakeholders
- Paradigm shift (Passive Recipient to active managers)
- Transaction lost to poor and marginalized
- If you go through a process you will learn about the cycle and you will learn from it
- New experiences will teach a great deal

SECOND PRESENTATION

The Lead Paint Alliance in South Bend Indiana: Working Together to Identify and Reduce Residential Lead Hazards Mary Beckman, PhD

➢ Introduction
    Organization identifies communities affected by lead-based paint
- Includes State and Local
- Dr. Beckman's role has been to facilitate this.
- In an alliance, people bring different skills and talents

➢ Outline
    I.   The problem of Lead, the Partnership
    II. What we've accomplished
    III. What we've learned

I. Lead Poisoning
- Plan to end child lead poisoning in 10 years
- First identified 2,000 years ago
- 57 million US Homes contain lead paint
- As of 2001, 40% of houses still have lead
- One of the most common environmental health problems

    A. Who is At Risk?
- <6 years??
- Poor and minority children
- Males

- Children in rental homes

B. Why are Children at Risk?
- Children's bodies are still developing
- Children absorb lead more directly
- Lead, dust, paint chips, soil, pipes
- In the system lead competes with calcium –
- High % of African-American people are lactose intolerant
- If children have High iron and calcium, lower fat, the less lead is absorbed

C. Adverse effects
- Dizziness, headaches and clumsiness
- Decreased intelligence
- Developmental delays
- Behavioral disturbances
- Decreased stature
- Seizures (at high levels)
- Comas (at high levels)

D. Exposure Possibilities
- Lead Paint and Dust
- Soil
- Drinking H2O
- Home remedies in Latin homes
- Ceramics
- Lead Industries
- Unsafe remodeling practices
- Hispanic and Asian populations have not been surveyed

E. Treatments
- Remove child from source
- Take child from house
- Use safe practices in renovation
- Encapsulate
- Keep house clean – anything with high phosphorous content will ???
- Improve diet (More iron and calcium, Less fat)
- Chelation Therapy – blood level at 5, process is used to get lead out of bones and passed through blood – won't be used unless house is lead safe.

Screening Questions:

1. Does anyone in the house hold work in an industry or have a hobby (jewelry) that uses lead?

2. Have you or anyone else remodeled your home in the past 5 years?

3. Does your child regularly visit a house or child-care center built before 1978?

4. Was your house built before 1978?

The Center for Disease Control put a book out on how to screen for lead poisoning through health care and case management.

    F. Partnership Roadmap: City of South Bend, Memorial Hospital and Health System; University of Notre Dame; Greentree??? Environmental Center; Robinson Community-Learning Center "Get the Lead Out" Task Force

    G. Federal Government and Lead-Based Paint in Housing
- 1978: Lead Paint is banned for US residences
- 1992: Residential Lead-Based Paint Reduction Act; Full implementation required re-writing HUD's regulation related to lead-based paint
- 9/1999: Final Rule was published
- 1999-2001: The Regulations went into effect

    H. South Bend's response to new HUD regulations
- 2/2000: HUD-sponsored training on the Lead-Based paint regulations

    I. Center for Social Concerns
- Facilitating and/or participating in actions to address social changes orally
- Notre Dame has a progressive mission statement that fosters community development
- Partnered chemistry department with community groups
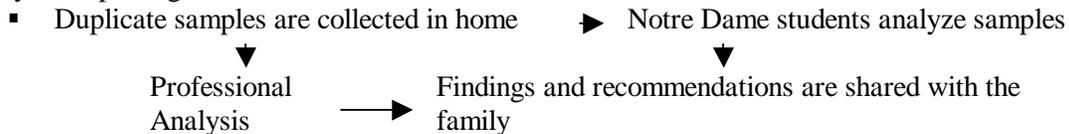- Move to make sure that there are organizers in the neighborhood to counter university voice.

II. What We've Accomplished
- Chemistry Course
- Educational and Testing Event
- Conference Presentation
- Article
- HUD Proposal – Community Outreach Partnership Centers
- Chemistry Course: Community-Based Learning Pedagogy
- Reflection, Civic-Engagement goals, Community-Based Research As Service, Added Center for Social Concerns Interest: Catholic Social thought as a homework for analysis
- Independent Community Based Research Organization should mediate between University and Non-University Groups

Discussion:
- Coalitions: beginning started by organizations are more in power and invested in partnerships
- Universities have come to see the value of non-university groups running organizations
- Facilitation function is the most critical missing piece
- The depth of the ties are key to the success of the partnerships

Analysis/Reporting Procedure
- Duplicate samples are collected in home   ▶ Notre Dame students analyze samples

        ▼   ▼

    Professional   ⟶   Findings and recommendations are shared with the
    Analysis   family

Learning Goals: Professional Expertise, Social Concerns, Leadership, Civic Engagement

Activities in the Lead Course
- Door to Door Surveys
- Information right at the Robinson Community Learning Center
- Blood Screening of Children
- Risk assessments of homes with lead-poisoned children
- Analysis of samples
- Visit to homes
- Student reflections
- Ties could be deepened by including families in final processing

III. Lessons Learned
   A. It is invaluable to find partners who have a genuine commitment to a common issue
   B. A facilitator to keep in touch with all parties involved is also invaluable

IV. Issues of Concern
   A. What happens to the kids who are lead-poisoned?
   B. How does a community temporarily relocate a family while their home is being stabilized?
   C. How do we find and eradicate lead problems before kids are exposed and poisoned?
   D. How do we sustain a continuous project when student participation is closely tied to the academic cycle?

➢ What's Next for Our Partnership?
- Chemistry in the "Service of the Community" continues
- Involve more faculty and students in "healthy Homes Projects"
- The South Bend Housing Authority has invited us to participate in healthy homes inspections
- Expand project to include more neighborhoods
- Video and Writing Projects
- If HUD grant comes through…

Discussion:
- Difficulties of university-community partnerships
- The more involved in the micro, the better view you have in the macro
- Go to campus compact
- At some point, the community-based organizations should ask for help
- Members rarely feel comfortable going onto a university campus
- Community groups won't usually turn away university groups, but universities have turned groups away

Notetaker:
Tom Thomas
Moderator: Verdie Craig
FULL NOTES

Session I: Getting Started

Workshop 3
1. *Community Partnerships: University/Faith Based Institutions addressing health disparities* Benita L. Weathers, University of North Carolina Chapel Hill
2. *The Ontario Community University Partnership.* Marie Sandy, Sandy Richards, Susan Gomez

Key Points:
Self-introduction by participants and presenters, each picked two (or more) postcards to depict what reminds them of home and community-then explained their reasons for picking the cards as part of the introduction.

FIRST PRESENTATION

Benita L. Weathers, University of North Carolina Chapel Hill:
Engaging faith based communities in research to eliminate health disparities in predominantly African American communities:

Key aspects:
- Building relationships – university to university, university to community
- Building foundation
- Building a (???)
- Hearing community voices
- Installing the lights
- Ensuring community perspectives and priorities in research. Also their involvement
- Researchers to be committed
- Return for their participation. Taking forward the research findings to meaningful returns for the communities

Responses:
Funding is directed towards a very hierarchal structure with principal investigator at the helm. Which doesn't make it very conducive for community participation.
Good way of addressing distrust is being honest and up front.
Researchers may be good and up front, but how do the community trust them in the backdrop of the increasing draconian regulations by the state of USA because the research could be at the beck and call of the CIA and FBI and could be used for community activity monitoring.
Community taking control of from the research proposal writing stage itself could answer many issues. Though theoretically it is true, it doesn't work that way in reality in grant seeking/managing. Control goes back to the researcher.

SECOND PRESENTATION

Marie Sandy, Sandy Richards, Susan Gomez, The Ontario Community University Partnership (OCUP)

Briefly traced the history of the OCUP, which was in fact a coming together of two projects, Pitzer in Ontario and OCUP. Once the project started, community priorities-education, health, housing, and capacity building.

The partnership brings together community based organizations. It also synchronizes research and outreach programs. Local knowledge plays a key role in the partnership.

Themes of OCUP

- Started first. Many came later
- Centralized communication-Decentralized implementation-involves multiple partners
- Trust is more important than $. For first year and a half no one paid, nor did they expect
- Not every one involved is an Ontario resident
- The diffuse structure is strong. People develop a shared leadership style. Project doesn't live or die by any one partner

Earthquakes and Hurricane

Richter Scale   1: No Grants

                  2: Some partners gone out of business or dropped out

                  3: Once community partner calling the other crack

                  4: University leaders hired university person to co-ordinate grant

Federal government wants universities to use their resources for community development but comes with lots of strings attached, which has to be worked around.

Accountability of researchers is to the community.

There is a lot of resources out there and it helps to map it (asset map enclose) so that it is easier to plan and utilize all those resources out there.

How does the work integrate with the political structure? Advocacy is an element-and work with advocating with the country. But some groups don't participate for faith reasons.

Participants then helped presenters build a house with suggestions for making the partnership program even better. The suggestion to be put out on their website www.cgu.edu/ses/ocup).

Presenters distributed a tool kit with pictures reminding key elements of partnership.

Things that were very good: (Feedback)
- Subject matter was good and presented well
- Excellent idea to use post cards for introduction
- Asset mapping/sharing of tools
- "Stuff" to do (post cards, tool kit, etc.,.) kept interest alive
- Experiences of community initiated partnerships, partnership with many diverse groups
- Some of the ideas have a global appeal
- Earthquake/hurricane analysis very good
- Learning others' experience provides strength

What could be done better

- Two sessions would have been kept separate

- Is useful to relate the sessions to the overall focus
- Very little mention of the potential of the media
- Long term vision/goal of project not clear

Handouts:
1. Community Health Resource Guide
2. HUD-COPC
3. Community Asset Map

Notetaker: Ken Williamson

Session 1: Getting Started

Workshop 4
1. ***"A Story of Social Change: Cultural Dialogue for Harmonious Co-existence"***
   Hranush Kharatyan and Lusine Kharatyan
2. ***"National Youth Alliance:Respect, Honor, and Traditions"*** Nathan Phillips and
   Shoshana Konstant

FIRST PRESENTATION

"A Story of Social Change: Cultural Dialogue for Harmonious Co-existence"(UNBOLD)
Hranush Kharatyan and Lusine Kharatyan

Armenia is a post Soviet Union state having Independence now for five years. It has been a Christian society for over 1,000 years. Armenia today is a mono-ethnic country, with over 98% of the people belonging to same church. So in connecting history and immigration, the question became how to explain cultural conflict in a mono-ethnic, mono-cultural group.

After the Soviet Union fell, there was war between Armenia and Azerbaijan. Without discussing the history of the war, the Armenian minority in Azerbaijan fled/were forced to flee to Armenia. Armenian refugees were returning technically to their "homeland." So how did people get along with others of the same ethnic origin?

In the rural area where we worked, 31 of 35 settlements are populated by refugee Armenians and only 3 are populated by local (i.e. non-refugee) Armenians. So the conflict between refugee and local Armenians was unexpected. However, in the rural areas, the local Armenian population was more traditional, while the refugee Armenians tended to be more open, urban, and liberal. Additionally there was a language difference. Refugee Armenians spoke primarily Russian and were not good speakers of Armenian dialects, and many local Armenians did not speak Russian. Though 31 of the rural settlements were populated solely by refugee Armenians, 29 of those settlements had local Armenian mayors (you could be a mayor in settlement where you did not live). There were hardly any refugees involved in local government when we started. Many refugees were not receiving services at government centers. Local mayors also rented out land reserved for refugees to locals. There was a great deal of mistrust between the groups. Locals said refugees did not share their customs, while refugees said they were not in the motherland but in enemy land.

There were differences in food, wedding celebrations and language. Refugees said they were unfamiliar with local holidays and celebrations.
We designed a community project to build bridges between locals and refugees and to change some of the policies and practices in the region. We chose 3 local and 3 refugee settlements to do one communal holiday together. The "communal" aspect was critical since it meant that the celebration had to take place outside of the village settlement. We gave classes to teach refugees the songs of locals, and we informed locals about the culture of refugees. Though it was not a big change, it was critical to change people's perception.
Out of the work of having the classes and putting together a large communal celebration, there were several outcomes. There was increased economic exchange between locals and refugees.

There was also some intermarriage, which increased networks between the groups. A joint refugee/local soccer team formed. A joint local/refugee NGO also formed. We also identified a group of locals to observe and monitor elections on refugee settlements to ensure their representation. They also wrote stories in the newspaper praising the collaboration. After three years, 11 out of the 29 villages now have refugee mayors, and 3 out of the 11 are women, to which many locals were unaccustomed.

Many people and organizations were involved in pressuring authorities to change policies and to pay attention to refugee integration. A strike was organized against a local mayor who rented communal refugee land to locals. Locals and refugees organized the protest against the mayor to change.

However, the concern is with sustainability. With continued difficult economic conditions, many refugee activists--whom we have known and worked with over the years--are choosing to leave for Russia.

Critical was the use of joint celebration as a vehicle to create change, to increase understanding, lower mistrust, form networks for exchange, and to bring together local and refugee Armenians who would continue to work together and advocate for issues across communities.

SECOND PRESENTATION

 "National Youth Alliance: Respect, Honor, and Traditions" Nathan Phillips and Shoshana Konstant

Nathan: I am Omaha, of the deer clan. The deer clan is divided into sky and earth people. I belong to the sky people who are more spiritual and abstract. I have been sober for 18 years. National Youth Alliance had its origins in the U.S. prisons.

Our way of prayer was outlawed until 1996. People who practice the Sun Dance were imprisoned for practicing an outlawed religion.

I served in the Marine Corps from 1972-1976, receiving "an honorable discharge for dishonorable things."

Spiritual awakening occurs after hardship. Imprisoned on reservations, you come to a place of forgivingness in order to move on.

It is important to bring kids to every meeting. I was robbed from my parents, culture and language at age 5. They said my parents were unfit because they taught Omaha language and culture. I had a lot of bitterness, suffered from alcoholism until I was able to turn it over. In 1924, we finally became U.S. citizens.

I sat on a hill to figure it all out. After 4 days, I did a spiritual dance to father god, mother earth. I saw buffalo skulls skewered with bones, like Jesus, and gave thanks to the creator for the future and the spirits.

The Powwow is a sacred circle. Now some dance and sing for money, but the root is still there. The Omaha people spread out and separated. The powwow is a way to bring them all back together. In the military and the prison, you find the most Indians.

After fasting, I saw my mission: To create a home for kids whose parents had been incarcerated.

In conflict between Indians and whites, forgiveness and understanding is always placed on the Indian. We set up a teepee in D.C. It is the doorway from one reality to another.

There was continuous conflict between non-natives and Indians, and also sometimes between Indians and Indians. The Winnebago were moved to Nebraska and given Omaha land. In conflicts between the Omaha and the Winnebago people, the U.S. government sided with the Winnebago who got economic development on their side of reservation but not on the Omaha side.
It is easy to get started. It is sustaining that is difficult. I started to quit drinking 15 times.

Native Youth Alliance places Indian kids in homes where their culture and language is in tact.

Shoshana:

You need to start with youth in order to break cycles. We have to know our cultures, plural; there are over 500 separate nations. In the 1940s, 1950s, and 1960s, there was an assimilation project through Child Protective Services (CPS) to take Native American kids and place them in white homes--thereby eliminating the problems (Indians) through assimilation.
Our kids spend a whole month in a teepee, practicing culture and continuing our ways. With the Indian Child Welfare Act, CPS is no longer able to take our children. Tribes now have jurisdiction over where child is placed after being taken by CPS.

Nathan:
It is not about preserving our culture or not changing. We can be Indians with game boys, modern ranch houses, with casinos and money. We carry our worldview into offices. We speak our language at home and have our ceremonies.

Shannon: We have to define and reclaim who we are with pride.

Notetaker:
Khan Rahi
FULL NOTES

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Session II: Tools and Barriers

Workshop 1
</div>

1. ***My Doctor Changed my Meds: Performing Thru/About Mental Illness,*** Steven Noble Duncan, BC, Canada
2. ***Theatre Production*** Beth Peterson, In the Heart of the Beast Puppet Theatre, Minneapolis, MN; Gabrielle Robinson Bajusick and Destiny Edwards, active participants of In the Heart of the Beast Puppet Theatre, Minneapolis, MN

Please Note: both of these presentations involved practical demonstrations and use of many images to make the essential points. These notes may provide a limited version what these presenters have intended to share. Both presentations were very creative and the participants liked what they heard and enjoyed their own participation. This aspect is not adequately covered in these notes.

FIRST PRESENTATION

My Doctor Changed my Meds: Performing Thru/About Mental Illness, Steven Noble Duncan, BC, Canada

Description/Introductory remarks:

- Based on an artistically designed play, a theatrical performance focusing on social marginalization, challenges in mental health, demonstrating art as a spiritual healer, peoples actual daily lives in a small Native town, Duncan, in Victoria, British Columbia, Canada;
- A year old project art therapy through transition-using body painting, colours.
- Issues, poverty, violence, mental health, diverse population (Aboriginal and non-Aboriginal);
- Involved NGOs, drop-in centres, a local club house.

Theatrical considerations:
No funding available, started with $5,000-$6,000.Not a performing arts project, memorization by "performers" not practical, using dance, facial expressions and poetry reading; used poking fun at people who came to the theatre, also made fun of an important political figure, the Premier of the Province who was charged with drunk driving; 16 people in cast, attended by 400 audience, virtually the entire town (Steve showed a video taken from the scene of unemployment office-not very audible and no one seem to make out much of this video).

The play opens with a joker coming in listing all available services in the community, engaging everyone in the audience, a useful tool of engagement. Aboriginal residents were drawn into this thru personal contacts and community connections.

Practical Challenges:

Power struggle within the group, unreliable attendance due to low energy level, Steve's own limitation for being an outsider and difficulty to get accepted, every show was different, effects of drug use on facial expressions, mental health issues, low attention span due to illness, the dominance of guilt feelings, conflict views between popular and traditional theatrical techniques, no funding and more important, the challenge of re-traumatization in role-playing.

Academic Challenges:

Steve's work faced serious academic challenges as well. His work was considered subjective by his academic committee and Department at the university, also faced serious backlash by the social workers and those working with psych patients, including the medical community discredited his work, as academia and community defines roles differently, taking the power element away as they could subject someone to drug treatment so easily and with unquestioned authority. The tribal councils also had concerns but the tension was reduced because the audience knew most of the cast very well. However, outside the academia, the play was received well by the local media, senior level of government bureaucracy and other groups showing interest in replicating the play. Complements included: "I had no idea that you could do this!" "This is taking charge of peoples lives for the first time".

Conclusion:

Steve concluded his presentation by a practical demonstration/exercise by asking the workshop participants to come up and pose an image, holding it and asking others to add to it by their posture to build a larger images of multiple barriers, demonstrating a chain of barriers and repeating that image with more people joining in. Very simple but powerful image was created (this is video-taped, you may want to look at it to come up with own description).

2) *Theatre Production* Beth Peterson, Gabrielle Robinson Bajusick and Destiny Edwards In the Heart of the Beast Puppet Theatre, Minneapolis, MN

Description/Introductory remarks:

- Based on use of puppet (using wood and paper to create different and sometimes large images) in large public demonstrations on the streets and other public places, including the Annual May Day Parade in Minneapolis, depicting child labour in agriculture, treatment (mistreatment) of visibility, a reference to large number of immigrants who have moved to Minneapolis and have made the community more dynamic. Now there are people from Somalia, Guatemala. The group uses local newsletters and word of mouth to publicize this uniquely creative and large event, reflecting the extremely rich labour movement and progress character of Minneapolis.

- Gained more strength and international exposure by participating in an international event which took place in South Korea, especially moving experience was with a group of young Iraqi dancers (Sha'it Moslems) who were brought to South Korea to participant in this event in a gesture against the war in Iraq; the tale of their journey how they grouped and came out of Iraq in itself is full twists and turns; most creative artistic and performing event in music and dance from Iraq, Korea and America mixed and convey powerful messages of harmony and solidarity. This demonstrated that diversity is a strength in all of us. With this strength we can deal with barriers which are inside ourselves (Beth please check to make sure this represents your thoughts appropriately).

Beth got everyone engaged in a brainstorming session to discuss how to create and put together what's need to have the ceremony and parade scheduled for the evening; the idea of burning 100 candles (in tea lights) and people coming together from multiple directions emerged, a reference

to: cultural diversity, balancing energies, individual efforts to form larger communities and unity among all.

Other theme, fire keeps changing and leaving opening for the circle to enlarge, barriers rising up to overwhelm us;
Counteract barriers: use words, different languages to create harmony; start with sounds, have a ceremony; create space for dialogue, action; try reconciling the conflict between old and new, brining out the best of both; create sound and images, reflecting the strength of the diversity that we all represent.

The big picture and larger level of conflict: people vs. government, people vs. the system life vs. sustainability.

Notetaker: Mary Beckman
Phone #: 574-277-419

Session 2: Tools/Barriers

Workshop 2
1. *The Listening Project,* Oliver Loveday the Loka Institute
2. *African Youth Movement on the Environment*, Robert Otu Uwem
3. *Institute for Community Peace National Program,* Marcy Mistrett, Director for Training and Evaluation at the Institute for Community Peace

Note on workshop preparation: Prior to starting the block of presentations on "tools", the three presenters held a meeting and developed a timeline whereby Oliver would show the video, then the power point presentation would be shown, then the third presenter would give a short introduction of their presentation before breaking the group up into small groups for an interactive program. Then everyone would come back together and all three presenters would take part in a discussion about the merits of each research model used in the presentation.

After showing the video, there was a short discussion about the listening project, the next presenter did a power point presentation. As the third presenter started introducing their information, the group started asking questions and the rest of the time block was spent in discussion. The moderator queried the group about how they wanted to spend the rest of the time block, and the consensus was to continue the discussion as a large group.
So the original plan of doing an integrated presentation with all three presenters was adjusted to the needs of the group in order to respond to the direction they wanted to go in. All three presenters took part in responding to the questions from the group, but on a different level than originally devised.

FIRST PRESENTATION

The Listening Project Oliver Loveday, The Loka Institute

Presentation involved showing a documentary video of a "listening project" developed through a partnership with Appalachian Focus and the Sierra Club in Central Appalachia prior to the hiring of a resource person to provide support from the SC Environmental Justice Program to the region. Oliver gave some brief background on the history of this national organization having implemented many fund raising campaigns to support this work in Appalachia, yet very little of the funds were making it into the region. When this issue was addressed by the staff of Appalachian Focus, the Sierra Club responded by way of further dialogue in how to alleviate the problem. Through this discussion a listening project was developed and funded, the project surveyed key citizens in the region involved in environmental justice issues, and responded with their recommendations. The Sierra Club developed the position to staff a person in the region and included representatives of Appalachian Focus in the interviewing process. The primary focus of the video was to document the survey process to serve as an in-house information resource for Sierra Club members and staff. The Sierra Club gave permission to show the video at the conference.

Notes taken from presentation of "Listening Project":
Financial resources weren't reaching Appalachia region. A group came together. Established questions by consensus to take out to each community:

- What do you need?
- Are you willing to work with a broader organization? Etc.,

Sierra Club documented in video (80% educating Sierra Club, 20% in the field) Sierra Club activity. Film depicted the following message: Waste of resources if one comes in from outside to create change. Must listen first to those who are there.

Important Questions to Ask:
- What is the problem? (Don't go in and tell them what it is)
- What is your idea of the solution (must be something law will support)
- How far do you want to go?
- Can we help you?
- What do you need, etc.,

Information gathered from Sample interviews:
- Problems included erosion and strip mining
- Environmental issues, garbage, water politicians, lack of voice, huge % of land in corporate ownership.
- To address problem, you have to really understand it, not just go to state agency and give a little information.
- Need rich who want to preserve land to be in dialogue with those who live on the land, also want to preserve it, but also need to use it.
- Need outside resources – lawyers, landscapers

Important Question Asked of Interviewees:
- If the Sierra Club were willing to work with you, would you work with them?
- Under what condition?

Responses: Integrity, Sustaining power, must be in it for the people.
Examples: KY??, live down street from Tannery, that dumped chemicals and later many hysterectomies occurred. 25 acres in middle of mountain top renewal, won't sell, harassed. People have gone through a lot to stand up for what they're working on.

Outcome of Project: Sierra Club has hired someone. That person was informed by the interviews, and is doing follow-up interviews. Sierra Club has worked well since!

SECOND PRESENTATION

African Youth Movement on the Environment, Robert Otu Uwem

Otu chaired one organization, emerging out of participation in a couple international meetings. He speaks of its efforts. He developed a plan, after getting some information from people. Then took plan back to people. But, it was largely Otu's initiative.
His village – Ebo, all hinges on culture tradition, eg., Gods=success, failure means unlucky with Gods. Had to educate that people's actions make a difference and <u>NOT</u> just "Gods". Rural, rice growers problems include flooding, erosion, silting of river.
Women – aren't supposed to have big role, and his group wanted to work with women, had struggle with men over this.
Stream for washing , drinking, etc = lots of pollution, water diseases.
All of the following are considered:
Technical aspects, political aspects, and non-technical institution, eg.
Sustainability: Who funds? How to keep rolling, etc.,

Strategies: Mass education (eg., when you generate waste, don't throw in streams), Community participation, management of waste instituted, Compliance with laws via mentoring (Law says don't dump waste in streams. This has been left behind.)
Used Drama and Folk Tales to arouse interest

Barriers:
Have moved beyond voluntary work. Now need research into health problems people are facing, etc., Lack capacity to develop women, youth and this is needed too,
Now also need internet to share practices, etc.,.

THIRD PRESENTATION

"Designing Empowerment Evaluation to Strengthen Collaboration", Marcy Mistrett
Institute for Community Peace (ICPeace)

Organizational Overview
The Institute for Community Peace (ICPeace) has been working with 8 communities across the country on collaborative, community-based solutions to violence prevention since 1994. We promote a safe, healthy, and peaceful nation by mobilizing community resources and leadership. We support strategies that emphasize civic empowerment and expanded national attention to the range of factors that contribute to and prevent violence and promote peace.

Empowerment Evaluation and Social Change
ICP uses an empowerment evaluation model with communities to help foster social change. According to David Fetterman, empowerment evaluation is the use of evaluation concepts, techniques and findings to foster improvement and self-determination. It employs both qualitative and quantitative methods. It is designed to help people help themselves and improve their programs using self-evaluation and reflection. Outside evaluators serve as coach/facilitator.

There are typically 5 stages to the empowerment evaluation process:
- design,
- data collection,
- analysis,
- interpretation and recommendations
- application.

What ICPeace has found is that organizations and evaluators typically engage residents in the research design and data collection, and occasionally in analysis, but rarely use resident stakeholders to interpret findings and apply recommendations. This profoundly limits the impact of empowerment evaluation on the community. We found that when communities engage all stakeholders across the 5 stages of evaluation, they were more adept at changing the community from one that responds to crime to one that promotes health and peace.

Marcy challenged organizations in the room to adopt an empowerment evaluation approach to their community-based research, to ensure maximum change for communities. ICPeace has created a readiness assessment for organizations interested in engaging an empowerment evaluation approach to their work. Questions focus on who holds power in the process, and how to engage key stakeholders in all levels of evaluation.

Marcy reiterated that "**Empowerment Evaluation"** requires the involvement of community stakeholders in the entire process of Evaluation. Community Based Research is labor intensive.

There is lots of controversy around it and it's difficult to do. Too often the researchers include communities in the first 2 stages of the empowerment evaluation process; design and data collection, but then fail to include them in the latter stages; analysis, interpretation, and application.

Struggles to empowerment evaluation include time limits, financial costs, staff time, and community readiness.

Tools needed to be successful:
- Observe what you do.
- Be able to assess what works and what doesn't work.
- Be knowledgeable of the process. Don't let evaluators focus only on 1st 2 stages of evaluation.
- Be able to build relationships with researchers and community partners in order to assure inclusion of community partners in all stages of evaluation process.

Marcy gave a list of free resources, eg.,
1. David Letterman (2000) Foundation of Empowerment Evaluation
2. INONET.ORG
3. SAMSA.gov (has funded much of this work)
4. Aspen Institute Roundtable
5. Urbanstrategies.org

Notetaker: Rick Worthington
(909) 607-3529
Partial Notes

Session II: Tools and Barriers

Workshop 3
1. ***The Harlem Urban Research Center: Using CBR to affect Policy*** Cassandra Ritas and Ann-Gel Palermo Bronx, NY, Policy Work Group of the Harlem Urban Research Center
2. ***Community Activism or Community Cooptation: The Case of SW Burnley Citizens' Jury Project***, Elham Kashefi, Lancaster University, UK
3. ***Citizen Panels and Technological Decisions*** Rick Worthington Claremont, CA, Colleen Cordes Takoma Park, MD, and Evan Crutcher, Washington DC

FIRST PRESENTATION

The Harlem Urban Research Center, Ann-Gel Palermo and Cassandra Ritas

The Harlem Urban Research Center (URC) is a community academic partnership with a mission to make it easier for drug users to get treatment than to get drugs in our community. The Policy Work Group is a collaboration between the Center on Urban Epidemiological Studies at the New York Academy of Medicine, the Center on AIDS, Drugs and Community Health at Hunter College (which houses the Harlem Urban Research Center), and Community Partners from East and Central Harlem. It thus brings together very different people, cultures and institutions. The mere fact that grassroots activists in Harlem attend meetings in the stately offices of the New York Academy of Medicine reflects a significant social change. Much of the presentation and animated discussion in this session centered on the interactions among the three principal partners, some of the conflicts among them, and the means by which community activists have retained meaningful autonomy while collaborating effectively with the university and medical establishments. See citation for Cassandra Ritas in CBR Resources section of this newsletter for a more general treatment of community-based participatory research in relation to policy advocacy that is derived in part from the experiences of the Policy Work Group.

SECOND PRESENTATION

Community Activism or Community Co-optation, Elham Kashefi

The national political leadership in the UK has in recent years increased its attention to various forms of consultations with citizens on public issues. The argument can be made (and was presented in this presentation) that the purpose is more to co-opt citizen energies than to mobilize them for purposes of addressing urgent social needs. The following statement by Prime Minister Tony Blair is telling in this regard:

"…democracy needs to respond to people's demand that they have a right to be listened to…even if decisions do not always go the way they want…"

The charges against these consultations are that they are a way of deflecting criticism of current practices; that they are used as "a technology of legitimation"; and that they are social control disguised as emancipation.

This presentation focused on a citizen jury project in SW Burney (Lancaster) that involved powerful local agencies, community and voluntary sector, activists and non-activists in assessing health care needs in impoverished areas. Consultations can range character from being relatively incidental to being grounded in local communities and their needs. This citizens jury model aims to be grounded, as follows:

- Collaborative and co-operative development process through a multi-agency /multi-sectoral oversight panel convened by active community organisation

- Researchers and commissioners acting democratically within this group

- Four guiding principles:
- Deliberation
- Integration
- Sustainability
- Accountability

This process aims to provide the venue and the resources for deliberative, collaborative, sustained focus on urgent needs, with an eye toward designing solutions. While the jurors who participated in this process were highly motivated and felt that they were part of an important process, their recommendations were largely ignored by the government. Their very basic and even radical suggestions about the politics of health were professionalized and removed from their control and lived experience.

The one success was implementation of a recommendation to purchase a community health center and adapt it to needs identified by the jury. Community members, including two jurors, were placed on the steering committee and are involved in running the center and providing services. However, all other jurors remain unpaid three years later for their service on the jury (in addition to seeing most of their recommendations ignored).

The jury's recommendations were revolutionary in many ways - they wanted to see different gender relations based on equality, they wanted to break down age barriers, they wanted to rebuild their community through play and creativity, they wanted to control over their own lives, most of all they wanted to be part of the solution, not the problem.

Given the energy jurors brought to the process, and the powerful solutions they proposed, is it possible to have a better outcome than occurred in this case? The presentation concluded by posing questions that bear on the possibility of doing better:

- By encouraging engagement with the state through the vehicle of citizens' juries, are we participating in the process of co-optation?

    o (co-optation - 'the process of absorbing new elements into the leadership or policy determining structure of an organisation *as a means of averting threats to its stability or existence*' – (Selznick 1966))

- Is the drive towards increased public involvement a way of averting more radical opposition from the populace?
- By encouraging support from state agencies for community-based organisations, as we did in our jury, are we colluding with state agencies in bringing more and more control to the community?

    - (funding comes with regulation, auditing, agenda setting, prioritisation of work and so on).

- Are we doing their work for them?

'Researchers should be espousing commitment not value-freedom, engagement not objectivity and solidarity not independence. There is no independent haven or middle ground when researching oppression: academics, and researchers can only be with the oppressors or the oppressed'

(Barnes, 1996)

THIRD PRESENTATION

Citizen Panels and Technological Decisions, Colleen Cordes, Evan Crutcher and Rick Worthington, Loka Institute

The Loka Institute has been the primary advocate within the United States of Danish-style "citizen panels" or "consensus conferences", which are participatory means of engaging common citizens in decisions about large technological projects (e.g., human genome, atomic bomb, space exploration) that require enormous public funding and often have major impacts, positive and negative, on the quality of life. In 2003 Loka, working with allies across the U.S., presented Congressional testimony and communicated with members of the House and Senate regarding a $2.4 billion research and development bill in the emerging area of nanotechnology, advocating that citizen panels and other forms of citizen deliberation should be incorporated into the legislation that funds this new area of research. As a result, language was incorporated into the legislation, the first such authorization for this type of grassroots citizen participation in technological decision-making in U.S. history that we know of. The discussion at the panel focused on the divide between grassroots activists—who understandably tend to be focused on community issues—and the mobilization of popular support for participation in the seemingly remote and obscure realm of technological decisions (yet these decisions set the pattern for research spending that leaves CBR hopelessly underfunded, and their technological outcomes saddle communities with all sorts of downstream problems). A consensus emerged in the discussion that (1) technological decisions are relevant to community issues, and (2) the challenge is to demonstrate to activists not only that they are relevant, but that there is a good reason for them to divert scarce time and energy into participating in such decisions. While difficult, it is a challenge that can probably be met.

Information on the relevant portions of the nanotech bill passed into law follow, as well as the Loka letter to Congress.

National Nanotechnology Initiative

SEC. 2. NATIONAL NANOTECHNOLOGY PROGRAM. . . .

. . . (b) PROGRAM ACTIVITIES.-The activities of the Program shall include-

. . . (10) ensuring that ethical, legal, environmental, and other appropriate societal concerns, including the potential use of nanotechnology in enhancing human intelligence and in developing artificial intelligence which exceeds human capacity, are considered during the development of nanotechnology by-

(A) establishing a research program to identify ethical, legal, environmental, and other appropriate societal concerns related to nanotechnology, and ensuring that the results of such research are widely disseminated;

(B) requiring that interdisciplinary nanotechnology research centers established under paragraph (4) include activities that address societal, ethical, and environmental concerns;

(C) insofar as possible, integrating research on societal, ethical, and environmental concerns with nanotechnology research and development, and ensuring that advances in nanotechnology bring about improvements in quality of life for all Americans; and

(D) providing, through the National Nanotechnology Coordination Office established in section 3, for public input and outreach to be integrated into the Program by the convening of regular and ongoing public discussions, through mechanisms such as citizens' panels, consensus conferences, and educational events, as appropriate.

Loka letter to Congress

July 2003

We urge you to endorse an explicit requirement for regular, informed, and ongoing public participation – especially the periodic convening of citizen panels – in the pending legislation (H.R. 766/ S. 189) to authorize the federal nanotechnology research and development program.

Citizen panels, or consensus conferences as they are also called, are now internationally recognized as a key tool for effective technology assessments and fiscally sound technology policymaking. They should receive specific statutory authority in the nanotechnology authorization, and the funding for such panels should also be specifically authorized.

Citizen panels offer a simple, cost-effective, and proven method to implement a key recommendation of the National Science Foundation's Panel on the Societal Implications of Nanotechnology. That advisory group stressed the urgency of adopting practical mechanisms to increase public participation in federal policymaking for nanotechnology. Without clear leadership from Congress and the White House on this issue, federal agencies are unlikely to feel free to move ahead on their own authority to implement such an innovative technique for increasing public discussions and public participation regarding this major new technology.

Right now, the House bill, H.R. 766, mentions citizen panels as one possible mechanism for public input and public output – a provision sponsored by Rep. Eddie Bernice Johnson. Unfortunately, the Senate bill, S. 189, does not address the critical need for public participation in

national deliberations about nanotechnology policy at all, nor does it talk about citizen panels. In a democracy such as ours, everyone stands to benefit from this open and inclusive process:

First, the benefits to industry are quite clear. Early and ongoing public deliberations on nanotech issues will give industries early signals of public interest or public concerns about particular lines of research or particular applications or products. Citizen panels would engage average citizens in extensive conversations with leading experts on the full range of nanotechnology issues. That means they would contribute to citizen opinions that take into account the most timely and reliable information available.

Second, research also will benefit. Citizen panels on nanotechnology will draw public attention to a wide range of academic research and federal R&D efforts. That gives universities and other research institutions a prime opportunity to demonstrate to an often skeptical public that they do hold themselves accountable for federal tax dollars.

And third, citizen panels are in the best interests of ordinary citizens, whose voices are now so rarely heard on the profound health, environmental, social, and ethical issues at stake in the development of socially significant technologies. Informed and deliberative public input about nanotechnology may help avoid the contentious struggles that have marked the history of such major technologies as nuclear energy, genetically modified foods, and stem cell research.

In short, citizen panels are good government that's also good for business, good for research and development, and good for families and communities across the United States.

For all of these reasons, we are concerned about the absence of any mechanism for public participation in the current Senate nanotechnology bill, S. 189, and the less than clear embrace of the idea in the House-passed bill, H.R. 766. Citizen panels alone, of course, will not totally correct the current lack of broad informed public participation in technological policy issues. But the inclusion of such requirements in this bill will be a major step in the right direction.

We hope that we can count on your support for public participation via citizen panels in the pending legislation. We also urge you to endorse a provision authorizing strong support for research on societal and ethical impacts of nanotechnology. We look forward to your response.

Sincerely,

See attached signatures

Notetaker:
Darshell Silva
Phone: 401-431-8526
FULL NOTES

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Session II: Tools and Barriers

Workshop 4
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1. ***New Faces: Diversity of Latino/a workers and economic contributions***
   Maria Elena Viglucci, Curriculum Coordinator of Working Films
2. ***Yoochel Kaaj: Cine Video Cultura, A.C. Turix,*** Byrt Wammack, Cofounder and President
3. ***Sexuality: The attitudes of Pan Asian youth and the communication strategies that work to address issues, concerns, and (mis)perceptions*** Ange Hwang, Director of Asian Media Access, Tanya Zhu, Media Education Coordinator for Asian Media Access, Chong Khang, Yer Kang, and Phoua Kang Participants of Asian Media Access

Summary
In this workshop, presenters working on different projects came together to discuss tools and barriers in community work. They showed how to use video, media, and cultural competency, together to engage, empower, and involve the community in different ways. The main barrier that became apparent throughout the workshop presentations was financial. Obtaining funding for community work was shown to be a major barrier to implementing community based projects.

FIRST PRESENTATION

New Faces: Diversity of Latino/a workers and economic contributions, Maria Elena Viglucci, Curriculum Coordinator, *Working Films*

Working Films' aim is to connect documentary filmmakers and community organizations. Their current project encompasses a Social Studies curriculum (film and activities) for North Carolina 8th graders on the history of the North Carolina economy that is available free to educators and advocates nationwide. The film is called "From Farm to Fast Food: On the job in North Carolina." It is still a work in progress, which should be completed by September 2004. A major issue being addressed by the film is the influx of Latinos into North Carolina and its effect upon the local population and employment. Through this unit, the movie makers hope to change the attitudes of the "indigenous" population starting with the children. The segments of the film are made up of clips from full-length documentaries. They include personal stories of many people from all walks of life. The full-length documentaries are available from the filmmakers themselves.

SECOND PRESENTATION

Yoochel Kaaj: Cine Video Cultura, A.C. Turix, Byrt Wammack, Cofounder and President

Television in Mexico is unidirectional.

The organization felt that community people should know how to make videos to communicate. Turix is the group's major project, which is the development of a regional audiovisual production/distribution network linked to a video magazine also called Turix. The pieces of the video magazine are filmed and edited by community students and different community groups. The different communities decide upon the content. The works are varied in nature. They are filmed in various formats depending upon resources. As many copies are made as can be made depending upon resources and are distributed throughout Mexico. Content is usually small documentaries, stories, jokes, plays, music, or anything people create. It is produced every six to eight weeks. People love to watch it and participate in it because it is local. For some communities it is almost the only piece of communication they get from other communities due to the government ownership of communication devices and the isolation of their communities. Other local documentary makers are filming pieces for Turix. The group also lends equipment and use of editing equipment. Their main obstacle is funding.

THIRD PRESENTATION

Sexuality: The attitudes of Pan Asian youth and the communication strategies that work to address issues, concerns, and (mis)perceptions Ange Hwang, Director of Asian Media Access, Tanya Zhu, Media Education Coordinator for Asian Media Access, Chong Khang, Yer Kang, and Phoua Kang Participants of Asian Media Access

Asian Media Access is a 3 year project looking at community issues and empowering Asian youth to organize and act to change things. A big part of this is using the media to reach the community. AMA has produced public service announcements regarding Pan Asian youth and their sexuality. This was done after they performed community-based research studying communication and the Pan Asian community regarding sexual information. The results of that study were discussed. The results are detailed in a handout. What About Us is a group organized by and of Pan Asian girls to empower the female Asian community to take action, which is also a part of Asian Media Access. The youth from AMA discussed their personal experiences. AMA feels that the bottom line is all about communicating and cultural competency. If you are communicating with a target group and are not doing it in a culturally competent manner then you are not actually communicating with your target group. Cultural competence is being knowledgeable about, sensitive and responsive to someone's cultural while recognizing, affirming, valuing, and respecting their culture.

Tools: video, media, and cultural competency

Barriers: funding

Notes
<p style="text-align:center">Session III: Solutions and Outcomes</p>

<p style="text-align:center">Workshop 1</p>

1. ***University/Community Partnerships: Empowering communities in health, education, arts/sciences, and technology projects*** Bemira Gates, Founder of CUWIN (See-You-Win) and community activist
2. ***Changing Policy and Alleviating Medical Debt: How CBR Created Change*** Mark Rukavina, Executive Director of The Access Project and community organizer

Summary

In this workshop, presenters from two different organizations came together to discuss solutions and outcomes. The presenters showed that community collaboration and community based research can effect change on many different levels especially in the area of policy. Many different ways to bring the community together to implement this change were discussed. Examples of concrete outcomes from these collaborations were shown.

FIRST PRESENTATION

University/Community Partnerships: University/community partnerships: Empowering communities in health, education, arts/sciences, and technology projects. Bemira Gates

CUWIN is comprised of over 1,000 members and faculty of colleges. Advocacy, education, strategic management, resources, diversity, community access, evaluation, sustainability, results, and future are the organization's keywords. The organization serves nonprofits. On the Clark Atlanta University campus CUWIN supports academic excellence through service learning projects. CUWIN has a mentoring component and is a resource for members of colleges and universities. CUWIN builds connections. CUWIN creates a win win situation for all involved. CUWIN would like to build bridges, strengthen relationships and neighborhoods, as well as build an international component. The website address is www.cuwin.org . The mailing address is CUWIN Box 955 223 James P. Brawley Atlanta, GA 30314. Community advisory boards are an input and an outcome. Look for members that have the same target population or are involved in the same issues as you. There is always common ground for everyone involved. Working groups (committees) are good to advise about specific projects and are not meant to last longer than the specific project they are working on.

SECOND PRESENTATION

Changing Policy and Alleviating Medical Debt: How CBR Created Change Mark Rukavina, Executive Director of The Access Project and community organizer

People have instituted policy change through research and action projects-legal policy, medical policy, business policy, etc.. Access Project is a resource center that works with groups trying to change access to medical care. Medical Debt is a problem for the insured as well as the uninsured. Nearly half of all personal bankruptcy is a result of medical debt or health problems (debt & loss of income). AP designed community based research projects around the consequences of medical debt. In some states people have been arrested for nonpayment of

medical debt. Tools that can be used to correct these issues are community based research for the hard data and the media especially if you have personal stories. The medical community is now being investigated regarding billing practices for individuals versus insurance companies as a result of the medical debt articles in the Wall Street Journal and community based research conducted by AP. Grants from the Kellogg foundation are being used to further investigate medical debt issues at different community sites nation wide. Getting data, engaging community partners, involving media, educating policy makers, and informing hospitals all worked together to instigate change. This shows that community based research has the potential to effect policy with hard data. It also shows the need to look at a way to how that federally mandated health care works and can even work here in the United States.

Social changes from community based research and collaboration discussed: legal change, support and successful reintegration of prisoners, a balance between where you are now and remembering your culture, subtle changes in diet which effected good change in health, and a change in the Community Research Network conference environment helped with change in how people related.

Session III: Solutions and Outcomes

Workshop 2
1. ***Models of Community Based Science-Application to Non-Profit Work***
   Julie Vastine, Assistant Director for the Alliance for Aquatic Resource
   Monitoring (ALLARM) at Dickinson College in Carlisle, Pennsylvania.

2. ***Participatory Action Research As a Vehicle for Social Change,*** Greg Tanaka
   Pasadena, CA is interested in learning what others are doing to evoke social change
   nationwide. He has facilitated action research and published activist based research
   on race and education, cultural studies and creative ethnographic writing.

Note: These notes are very fragmented and incomplete. Please refer to individual presenters'
websites for additional information.

Welcome and Introductions:

Dreams in the room to add to the introduction – What has inspired you to take back to your work
in the other sessions?

Darlene from San Diego: Empower evaluation col ???, Community Based Research, applied to
the people she works with

Julie Vastine from Pennsylvania: Unique six brothers and sisters. Believes in community.
Conversations are awe-inspiring, especially presentation from Ontario, CA

Netra from Nepal: unique-milks cow and does well on the computer, balances the old and the
new

Mary Beckman: Word – networking is very powerful for this conference, she loves animals

Cassandra from New York: Struck by a comment that it's amazing to be at a conference like this

Julie Vastine - This is where everybody's not talking about direct action. Also awed by the
amazing puppet last night – wants to take this back to New York

Kharatyan: Only person in the whole conference that doesn't speak English. Amazed by how
much injustice there is and how different it is from country to country

Marcy Mistrett: Take away-feeling and reminder to be creative in everything we do every day.
Creativity, risk, and courage; unique – thinks she's six feet tall

Krishna Gautam: Seeing things from different aspects, needs to link from other disciplines

Greg Tanaka: Unique- rooted from the wrong thing, leaves with a sense of hope

Juan: does street ministry and doesn't get use to being a community analyst or paid

FIRST PRESENTATION

Models of Community Based Science-Application to Non-Profit Work, Julie Vastine

Water shed – diffuse area of land surrounding a body of water and the water –

Followed the power point:
Development of citizen scientists programs focused in the last 25-30 years
Questions and Answers:

Does ALLARM help groups determine whether their problem definition and goals are realistic?
Yes during the problem definition phase.
What kind of science education required?
History, English, Chemistry, Geology, and Environmental sciences
Students get trained to apply the ALLARM program model

How does the training of students take place?
Trained in the lab on chemical monitoring techniques, students get paid, professors get involved in the ALLARM model

Is there training in being a service provider for students?
Facilitation training, basic training and overview of ALLARM, on the job training through observation and experience

How does ALLARM focus on developing capacity in the community?
Work intensively with the groups for the first one to two years. Then work with them on a less intensive basis to mean them to work on their own.

How does ALLARM work with community groups to develop volunteers?
Not involved deeply beyond the 5-6 that are the corps – their focus is on energizing and training and supporting this group to be effective at every level.

SECOND PRESENTATION

Participatory Action Research As a Vehicle for Social Change, Greg Tanaka

He took the lead on a 4 year action research project.
He wrote a book about the project, See attached handout – "the intercultural campus"
First ½ hour of presentation was spent on defining participatory research
Next ½ hour of workshop participants developed a participatory research project in teams of two
Greg worked at a campus-doctoral fellowship that transitioned rapidly from an all white campus of students to 50% students of color. Faculty didn't change. There were lots of racial incidents when Greg first began his study.

Monoculture (Eurocentric)

In the late 1970's/Early 1980's Multiculturalism (didn't work at this campus)

American cultures class was added to curriculum and made white students feel like they were at fault. They didn't incorporate the eurocentric model into the American cultures class. Faculty was teachers of color. This American Cultures class was required for every freshman. Instead of creating understanding, it created huge fragmentation, isolated white students, and fueled division and racial incidents.

Content based approach vs. relationship approach
Category based – treated all African Americans, Asian-Americans, and Chicano the same

Content was presented in opposition to the old Eurocentric model but didn't provide a new identity for white students.

Use Miguel's model to examine/analyze the situation

Current	M.C.	Left Out
Positioning?	Category Binary	White Person
Power?	Dominant group	
Dreaming/Hope?	No	
Micro?	--	
Macro?	--	

Participatory Action Research Defined:
You, the researcher, give action/opportunity to a group which is a part of the research
Raise awareness, build skills, create opportunities to apply the skills
Seek change as a desired outcome
Initiated from the need – researcher not the initiator

Notetaker:
Delia Burnett
956-686-8589
Full Notes

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Session III: Solutions and Outcomes

Workshop 3
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1. ***Lessons Learned: Northeast Local Learning Partnerships (LLP)*** Khan Rahi Toronto, Ontario Canada Khan Rahi is Community-based Researcher working in Canada and in the US
2. ***Collaborative Leadership/Community Partnerships:Education*** Miguel Guajardo Austin, Tx is a teacher and a learner; He is also a member of the Loka Board of Directors. Francisco Guajardo Edinburg, Tx Director of the Llano Grande Center for Research and Development, and Delia Perez of Edcouch Tx. is program director at the Llano Grande Center for Research and Development, a school and community based nonprofit organization located in the border community of Elsa, Texas.

FIRST PRESENTATION

Lessons Learned: Northeast Local Learning Partnerships (LLP) Khan Rahi Toronto, Ontario Canada Khan Rahi is Community-based Researcher working in Canada and in the US

Casey Foundation Project sponsored by the Loka Institute
The Local Learning Partnership (LLP) was to collect data and apply that data to improve neighborhoods. The project consisted of 3 cities Boston, Hartford, and Rhode Island. The coalition is under "making connections".

In BOSTON, MASSECHUSETTS
Coordinated by Boston Foundation
The situation was that this area's demographics were changing and because of the change, the needs of the community weren't being met.
There became a socioeconomic shift because of the influx of Latinos causing:
- Huge disparity,
- Dislocation,
- Reduction of services, among other problems

In PROVIDENCE, RHODE ISLAND
Coalition run by Providence Plan (which is the coordinating body)
Community organizer
Recreation – partnership to foster cohesion and bring about coherent body
Run at the municipal level of government
Advantage: Get things quickly
Disadvantage: get caught up in political issues
Consisting of 2 sections: South and East side of town
Very diverse because of the economic influx

In HARTFORD, CONNECTICUT
The library has the leadership and coordination role
Needs: to be sensitive to other's needs
Great – neutral zone – therefore acceptable by everyone
Local organizations participated

Consisting of North and South end of the city
Influx areas – prominent Portuguese but eclectic groups
Economic dislocation has shown that the influx exists and it needs to be dealt with

Purpose: To improve the life of children, families and neighborhoods.

Ongoing Challenge: Partnership; How to make genuine and transparent.
Needs to be solid, but how?

Key element: trust & commitment is what was needed to foster partnerships

Task: How can I bring 3 cities together. Finding common areas.

Partnership requires commitment, trust and transparency.

To begin with:
5 people from each planning coalition
held in Hartford at the library
representatives from each city (about 40 people in all)
Outcomes from the meeting:
    Established a communication network
    Also had to create common language, an important tool
    Newsletter
    Used established resources to save on time and money.
    Identified areas to work
Issues:
    Had to remove fear of losing ground
    Payment to volunteers and planning for it
    Dealing with racism
Role:
    Provide technical assistance an techniques
    Employ methodology
    Utilize and direct the usage of tools
    Bring in Community Based Research (CBR) perspective
    Language transparency – understand why partners are there

SUMMARY
<u>Problems:</u>
Community
Socioeconomic
Influx of new ethnic groups

<u>Solutions:</u>
The communities asked for technical assistance to implement the Local Learning Partnership
(LLP)

Focus: Provide resources and help of the application of community base research and improving
neighborhood development

The LLP's in the 3 cities:
Bring together all 3 partnerships in different cities of Boston, Massachusetts; Providence, Rhode
Island; and Hartford, Connecticut.

Challenges :

To clearly identify the needs of each partnership and their own local contacts
Look into the nature of partnership in order to nurture and foster

Outcomes:
Brought 3 sites together
Developed cohesion and on-going relationship
Opened channel to learn from one another

SECOND PRESENTATION

Collaborative Leadership/Community Partnerships: Education, Miguel Guajardo, member of the Loka Board of Directors, Francisco Guajardo Director of the Llano Grande Center for Research and Development, and Delia Perez Program Director at the Llano Grande Center for Research and Development, a school and community based nonprofit organization located in the border community of Elsa, Texas.

Topic: Evaluating an Evolving Leadership Model. Using the Llano Grande Center (LGC) and the city Edcouch-Elsa, Texas.

Introductions
Explanation of the evaluation process and how the process evolves. Evaluation is ongoing, and there are outcomes in each part of the process, from the beginning to the end. The outcomes provide another opportunity for evaluation and improvement.

Strategy: Documenting a snapshot of the process of collecting data was provided using a video camera, through editing and then presenting the final product for reflection. This process was personalized from clips of conference attendees. Then after viewing the video clip the floor was open for discussion and reflection of that process. The Strategy becomes cyclical by nature through reflections.

Reflection Process was explained:
It is the tool that is used to show what we know. So the questions were raised, "How do we reflect?" and " What is another tool?"

In this case the video camera was used to capture the information. Reflection is done through thinking and conversation in conjunction with the video camera. (The process of capturing information.)

"What does reflection do?"
It provides the emotional, spiritual and relational aspects of the information

Video: has the ability to heal and capture the spirit of things, which bring people together as opposed to print. It is a participatory and collaborative effort that is guided by principles.
It is transformable work

The 2nd video was shown giving information about the community of Edcouch-Elsa and followed directly with clip of a student who is involved with the Llano Grande Center.

The Llano Grande Center is a community development organization and people development organization teaching, interacting and actively participating in education and community.

The relationship that is created with this interactive program is strengthened by trust, sharing of power, giving voice and sharing resources.

It is important to identify the strengths in the community and utilize them.

Community projects are used to develop relationships and trust with the community and reflecting on day to day things. It's an on-going process that helps us to grow.
It redefines the ways of teaching and learning.

Oral Histories: are done by the students about themselves and their community. This creates a sense of pride along with research skills, connecting to others, and raising self worth. As they participate and contribute to their community, they learn about themselves and the value of others.

Feedback on Workshop:
Verbal interaction was constant and many in the class were amazed as to how easy and quickly the presenters were able to capture information. The presentation had a powerful effect on many. Many in the class were thinking of ideas as to how they may utilize this form of media using this type of technique in order to create solutions from such dynamic outcomes.

Notetaker: Christine Quimby
FULL NOTES

Session III: Solutions and Outcomes

Workshop 4
1. *Impact of Science Shops/Empowerment of NGO's* Tom Thomas PRAXIS – Institute for Participatory Practices.
2. *Science Shop at the Technical University of Denmark –An "Open Door" to the University for Citizens and Citizen Organizations* Michael Søgaard Jørgensen

FIRST PRESENTATION

Impact of Science Shops/Empowerment of NGO's Tom Thomas

Learning with communities - An experience of poor community women monitoring all the anti-poverty programs of their municipality

Brief
The Cochin Urban Poverty Reduction Project (CUPRP), undertaken by the Cochin Urban Poverty Alleviation Department (UPAD) and supported by Department for International Development India (DFID India), is a refinement of the earlier slum improvement projects in India. All UPAD programs are implemented through the local neighborhood groups (NHG), and at present are working with approximately 1200 NHGs of poor women, in their attempt to alleviate urban poverty. CUPRP aims at better access to, and more sustainable, livelihood opportunities, and improved welfare services for poor slum-dwellers. The project has undertaken various interventions for the reduction of poverty, including capacity building, infrastructure development, and economic development

In early 2000, the project team envisaged the need to introduce a monitoring and evaluation (PM&E) component into their project. Praxis – Institute for Participatory Practices, India, a not-for-profit, autonomous, development support organization, was then commissioned to develop an effective monitoring and evaluation module in collaboration with the project team and selected NHG members, and to build their capacities in using participatory monitoring and evaluation methods.

In a one-year engagement, Praxis brought together selected members of NHGs, all key functionaries of the department including the Project Director, and arrived at a negotiated set of indicators which were accepted by all the primary stakeholders. They trained 25 NHG women and a few key project functionaries, including the PM&E officer appointed by UPAD, in using PRA tools to collect, synthesize and analyse data.

After agreeing on the key monitoring indictors, designing the system and receiving intensive PM&E training, the NHG members began the actual fieldwork. The PM&E officer liaised with these women and the project team, facilitating the smooth flow of information collected to key

departments, and feedback from the departments to these women and to their respective NHGs. This group of 25 NHG women has now taken on the responsibility of training more NHG members, and according to latest project data, they have successfully trained over a 100 members.

Project Details

Training NHG members

The one-year PME component of the project began in July 2000 with a training in participatory methodologies for the selected NHG representatives. In the five-day training workshop, the women were treated as equal partners and stakeholders in the project. Facilitators discussed in depth the project, its vision and their role as part of the new PM&E component. The women were encouraged to discuss the current functioning of the project, and the problems they raised were then tackled using suitable PRA tools. The whole process was through discussion: they would identify the problems with the design and outreach of the program, and the facilitators would then train them in using different PRA tools to identify these problems and measure the severity. Thus, through discussion and group exercises these women learnt about the project and the application of participatory methodologies for monitoring and evaluation.

Some of the tools they were taught are:

Neighborhood maps: To get an overview of the neighborhood, and then proceed to seek out the poorest and most marginalized groups.
Evaluations wheel: To compare the existing situation in the neighborhood with that of the past, i.e. to measure change, if any, as a result of project activities and services.

Matrix: To undertake comparison amongst multiple objects. For example, comparing different schemes and programs against one another on the selected indicators.

Venn diagram: To enable the NHG members to better understand the various influential factors and/or service providers in program delivery. Further, to capture people's perceptions about these factors or providers (how corrupt the provider is, how accessible he is etc.)

Case studies: For in-depth study of the most vulnerable groups.

Group discussions: Often to probe deeper into the outcomes of PRA processes and discuss sensitive or personal issues, group discussions may be useful.

With a clearer understanding of the project, its objectives, and the application of PRA tools, the NHG trainees then began to discuss the four key areas identified by project team for future monitoring. These are infrastructure development, community development, land tenure and economic development, and health. Through multiple brainstorming sessions the trainees developed detailed monitoring indicators to measure beneficiaries' satisfaction with the project (or specific scheme or service). This was an iterative process: trainees would analyse the problem, raising questions that should be addressed for each key area, and then through discussion arrive at a final list of monitoring indicators for each of the four project areas.

The NHG trainees then went into the field, to put theory to practice. This was followed by a quick refresher training to address field execution problems, and reiterate the need to use appropriate

indicators and a judicious mix of tools to monitor project achievements and changes in the lives of the project beneficiaries.

As part of the field experience, the 25 NHG trainees were taken to a nearby city so they could witness another urban area, meet the residents with similar circumstances as theirs, and understand their issues, struggles prioritisations, and solutions.

SECOND PRESENTATION

Science Shop at the Technical University of Denmark –An "Open Door" to the University for Citizens and Citizen Organizations Michael Søgaard Jørgensen

He is coordinator of the Science Shop at the Technical University of Denmark which is part of the international network of science shops and currently part of two EU-funded projects about science shops.

The basis for this presentation is about the role of science shops – as a place for CBR. 21 case studies have been made to analyze the impact of science shops within the social and the environmental field.

One of the present EU projects is the INTERACTS project: Improving interaction between NGO's, Science Shops and Universities: Experiences and Expectations. The seven Partners are science shops from Austria, Denmark, Germany, Romania, Spain and UK.

The major goals of INTERACTS are:

- Identify opportunities and needs for policy at the European, national, regional and local level for adapting the RTD system, in particular universities, to facilitate cooperation between small to medium NGO's and universities through intermediaries such as science
- Build up knowledge on how the RTD system can become more shops
- Give more in-depth understanding of the functions accountable to NGO's and individual researchers expect these collaborations to perform.
- Give more in-depth understanding of processes and effects of knowledge production.
- Examine the expectations for future cooperation between NGO's and universities through intermediaries as science shops.
- Investigate the potentials of interaction through intermediaries as science shops as a practice in bridging the gap between science and society and thereby as a new instrument in Science & Technology policy.

One of the specific goals of the project is:
Produce an inventory of the impact of direct co-operation between NGO's and researchers and co-operation mediated through science shops in different countries through a number of case studies. **The main points to be addressed are:**

- The impact on the empowerment of NGO's
- The impact on research and curricula
- The policy issues important for the impact of this kind of co-operation.

Another specific goal is:
Mobilize NGO's, researchers and science shops to develop the debate at national and international levels about the potentials and expectations for future co-operation between NGO's, researchers and science shops in different countries. **The main points to be addressed are**

- The conditions for empowerment of NGO's
- The conditions for improving researchers' awareness of public needs
- The need for improvement of the services offered by intermediaries like science shops

As part of fulfilling this goal we have recently carried out 7 scenario workshops about the future role of intermediaries like science shops. So we have used a participatory method to discuss the future expectations for participatory research like research via intermediaries like science shops.