

GLOBAL DIALOGUE DAY PROGRAMME (Monday, 19th of September 2022) (Belgium time)

TIME	TITLE	RG OR TG ORGANISING THE EVENT	SPEAKERS	ABSTRACT
11:00 -12.30	Parallel session 1A: Vaccine equity and hesitancy, asia-pacific experiences	Asia-Pacific Regional Network (APRN)	Patrick I. Osewe (ADB), Tikki Pangestu (NUS), Joanne Bryant (UNSW), Kompal Sinha (Macquarie University, Sydney), Fahmida Khatun (CPD Bangladesh), Santanu Pramanik (NCAER-NDIC)	The surge in COVID cases and the advent of more virulent viruses have pushed up the demand for vaccines in the highly populated Asia-Pacific region. There are also supply issues, especially in developing economies. Within and across countries, issues around equal distribution alongside vaccine hesitancy has ongoing and future implications. This panel discussion will feature 5 to 6 speakers addressing questions that have been pre-circulated to them. Hopefully, the range of speakers will bring together economic, social, and health perspectives to share the experience and learnings from their respective countries and context.
	Parallel session 2A: School as a space and place for capability formation, enhancement, and deprivation – ongoing debates and implications from the pandemic.	Asia-Pacific Regional Network (APRN)	Rukmini Banerjee (ASER), Jandhyala b g Tilak (CSD), Pradeep Choudhury (JNU), Francis-tan, Andrew (NUS), Jeneva Ohan (UWA)	While the literature connecting education and capability is abundant, there remains a gap in understanding the consequences of learning disruptions on children's capability, particularly school closures due to the pandemic. In this session, the panel of speakers will explore if and how school closure can result in capability deprivation for children paying particular attention to informal learning through co-curricular activities and peer-group interaction. The speakers will also highlight and discuss alternative learning models which have emerged in response to this challenge.
	Parallel session 3A: Place and community well-being	European Regional Network	Mario Biggeri, (University of Florence), Alexandre Apsan Frediani (Principal researcher human settlements group, international institute for environment and development, IIED) and Andrew Crabtree (Adjunct associate professor, copenhagen business school)	Given the importance of place in human history, it is surprising that it has, with a few notable exceptions, received little attention within the human development paradigm though a great deal of work concerning places, communities and well-being already exists outside of the paradigm. However, there has been a growing interest in environmental issues. At the same time, within the broader literature, there has been increasing attention given to the interrelationships between the natural environment and settlements. This session aims to integrate the themes of place, community well-being and the natural environment from two entry points: housing and public spaces. The first part of the session examines housing as a pathway for more equitable and environmentally just urban development. By drawing on experiences from a variety of contexts, particular typologies of housing practices are interrogated in terms of their potential

				<p>to advance community well-being while simultaneously nurturing ecological life sustaining systems in cities. The second part of the session will consider the role of nature-based initiatives and rewilding of public spaces?, the role of nature-human interactions and the case of mental health during the ongoing Covid-19 pandemic. Drawing on the notion of <i>nature-based human development</i> introduced in the 2020 Human Development Report, this part of the session will discuss both the positive and negative faces of human-nature interactions paying particular attention to the literature on green-blue spaces and well-being. The session will then open up for a conversation, where participants, both present and online, can also introduce experiences they are familiar with, and explore their implication to community wellbeing and sustainability.</p>
	<p>Parallel session 4A: What can the capabilities approach and qualitative research do for economics?</p>	<p>Empowerment Thematic Group</p>	<p>Cristian Santos, Esubalew Assefa, Julia Chukwuma and Kevin Deane</p>	<p>The capability approach has its origins in Amartya Sen's seminal work in the 1970s criticising the limited informational basis of traditional welfare economics and social choice theory. This was a period within the Economics discipline where normative economics of what should be, or of what ought to be, was growing out of fashion in favour of the positive economics of what is. As argued by Friedman in late 1960s, " in the Western world[...] differences about economic policy among disinterested citizens derive predominantly from different predictions about the economic consequences of taking action – differences that in principle can be eliminated by the progress of positive economics – rather than from fundamental differences in basic values" Friedman, the methodology of positive economics, in Friedman. M. essays in positive economics, op. cit., 3-43, p. 5, in twelve contemporary economists, p.67. Reliance on quantitative data and solid empirical evidence of cause and effect relations in society provided the tools to argue for positive economics as an uncontested factual way of doing and thinking about economics. We would like to argue in this panel that the limiting informational basis within economics, and therefore, the relevance of economics to answer relevant questions, was further shrunk by the emphasis given to positive economics and to the identification of cause and effect relations. To do this, we will show how often answering relevant questions in economics requires wider informational basis which both the capabilities approach and qualitative research can deliver.</p>

	<p>Parallel session 5A: Book launch: Democratising participatory research: Pathways to social justice from the south</p>	<p>Southern Africa Regional Network</p>	<p>Mikateko Mathebula, Carmen Martinez Vargas and discussants tbc</p>	<p>This book explores how academic participatory research and the way it is carried out can contribute to more, or less, social justice. Adopting theoretical and empirical approaches, and addressing multiple complex, intersectional issues, this book offers inspiration for scholars and practitioners to open up alternative pathways to social justice, viewed through a Global South lens. Martinez-Vargas examines the colonial roots of research and emphasises the importance of problematising current practices and limitations in order to establish more just and democratic participatory research practices. Although practitioners have been challenging the Western roots of research and participatory research for decades, their goals can be compromised by pluralities and contradictions in the field. This book aims not to replicate past participatory research approaches, but to offer an innovative theoretical foundation—the Capabilities Approach—and an innovative participatory practice called ‘Democratic Capabilities Research’. Democratising Participatory Research is not only timely and relevant in South Africa, but also in the Global North owing to the current crisis of values jeopardising the peaceful existence of diverse societies. The book gives essential recommendations for capabilities and human development scholars to reframe their perspectives and uses of the Capabilities Approach, as well as for participatory practitioners to critically reflect on their practices and their often limited conceptualisation of participation.</p>
	<p>Parallel Session 6A: Capabilities, emancipation, education, and communities: a philosophical-empirical dialogue</p>	<p>Education Thematic Group</p>	<p>Richard Brunner, Nicki Hedge, Maureen McBride, Nick Watson (all University of Glasgow); Sarah Ward (University of Edinburgh)</p>	<p>This panel presents a range of short perspectives from CA researchers based in Scotland. As a group, we contain both philosophers of CA and engaged social scientists, with a collective concern for challenging oppression. Using practical and philosophical examples from our research in both formal and informal educational contexts, and with a common focus on those experiencing oppression, the panel engages with the question: what does CA give us as a framework for emancipatory change? On the one hand CA offers an opening for ‘imaginative courage’ (Nussbaum, 2006: 415), for transformational thinking and envisaging social justice futures. It also operates as a highly pragmatic tool, seeking to enable self-understanding and conscientisation among oppressed groups and to move from the individual to the collective (Ibrahim, 2017). CA can be used to conceptualise and re-frame work done in formal and informal educational contexts. However, a common experience of our panel is that despite these diverse applications, enabling ‘voice’ among oppressed groups is distinct from empowering institutions and structures</p>

				to listen and to act: 'voice' is not sufficient to satisfy social justice outcomes (Lundy, 2007) and misrecognition is rife (Honneth, 1999). There is a risk that CA research becomes an ever-decreasing circle of CA researchers in education, and other domains, who open up 'imaginative courage' for oppressed groups, only for the realisation of transformation to be denied or frustrated by institutional powers. The five presenters at this panel present empirical findings from work in Glasgow with children and young people, and with disabled people and their organisations, in dialogue with philosophical reflections on the potential of capabilities for human emancipation. The panel view this as an 'opening up' of their dialogues in Scotland, with audience contributions very welcome
1.30 – 3.00	Parallel session 1B: Practitioners Roundtable Panel	Early Career Researchers and Practitioners Network	John Hammock, Andrés Valenciano Vamuni, and José Manuel Roche	Practitioners fulfill a crucial role in bringing about the opportunities people value and in realizing the capabilities approach in diverse contexts. This role, which secures the link between academia and practice, is particularly important for emerging capabilities scholars who are exploring future applications and the interrelationship between scholarly contributions and practical impact. The main objective of this proposed session is to create a platform for practitioners to openly discuss practical issues that arise when deploying the capabilities approach, for them to exchange ideas and create new connections across different fields, sectors and practices. This roundtable panel furnishes a space in which 3 or 4 practitioners of the capabilities approach can speak about what they do, and how they have come to engage with the capabilities approach to address specific issues from the standpoint of their practice. As an approach that can be practiced in many fields, this roundtable shall especially focus on how practitioners of different fields (e.g. in politics, policy making, consulting or NGO work etc.) convert the capabilities approach into their practical work. They could additionally share their insights encountered when engaging with the capabilities approach with their stakeholders, clients, partners, and beneficiaries, as well as how they have successfully overcome issues surrounding their practice. Our panelists are encouraged to also share what they view are some future directions that aspiring practitioners can partake in to innovatively put the capabilities approach into practice.

				<p>We propose to set this practitioners roundtable as part of the Global Dialogues so that it can reach a broader public and be accessible to practitioners and interested audiences who might not be able to attend the HDCA conference. This session could run between an hour and fifteen minutes to an hour and a half, with a conventional roundtable structure of brief introductions from each panelist, a conversation amongst them, and ending with open discussions and questions from the audience.</p>
	<p>Parallel session 2B: "Amartya Sen and Paulo Freire - What can the capability approach learn from freire and the critical pedagogy movement?"</p>	<p>FICA Thematic Group & Education Thematic Group</p>	<p>Bill Walker, Matthias Kramm</p>	<p>Amartya Sen (1999; 2006; 2009) and Paulo Freire (1982; 1993) are two of the most influential development thinkers of the last fifty years. While both emphasised that development requires freedom and justice, their writings emerged in markedly different contexts, their assumptions often differ, they reached distinctively different conclusions and their work spawned separate movements.</p> <p>In this roundtable discussion, we compare their thinking and explore potential synergies between their respective thinking and movements.</p> <p>To focus discussion and conversations on these two complex thinkers and the evolution of their work, we distinguish three areas of their respective legacies: (1) Earlier writings establishing their respective approaches to development and freedom; (2) The ensuing corpus of their work and the many possibilities through which each has been and can be further developed; (3) Their work on various issues, including subsequent more applied, empirically grounded, and contextually rich inquiry.</p> <p>In this roundtable, our primary focus will be on the first and second of these legacies.</p> <p>Since many participants at this HDCA roundtable will be more familiar with Sen's work than Freire's, we suggest four distinctive aspects of Freire's work to stimulate our conversation with Sen's work:</p> <ul style="list-style-type: none"> a) humanising praxis is needed to overcome dehumanising impoverishment and injustice b) collective freedom from oppression requires deep democratisation c) the necessity of critical, social learning and praxis for lasting community transformation d) the nexus between culture, power, and collective action outcomes

	<p>Parallel session 3B: Gender, Sexual Health and Rights: Looking beyond the bio-medical lens during pandemic</p>	<p>Gender and Sexuality Thematic Group</p>	<p>Nupur Ray and Karen Lorimer</p>	<p>This panel presents a range of perspectives on gender sexuality and health, from India, Scotland and England. The Capability Approach framework offers important analytic and normative contributions in relation to human flourishing and social justice. However, the Covid-19 pandemic has resulted in many areas of health dominated by epidemiology and biomedical perspectives, thus narrowing service provision to 'priorities'. A biomedical lens seems to have made a comeback, like a phoenix rising from the shadow of significant efforts across three decades to evidence and tackle the social determinants of health. The effect of this was a focus on keeping people alive, provision of minimal services and biomedical solutions to what we know to be complex social phenomena. We are more than a set of conditions to 'fix', but whole humans who exist in relation to a social structure. A common theme across this panel discussion will be the way in which there has been a withdrawal to treating bodies and conditions minimally rather than embracing notions of human flourishing, rights and social justice. Sex workers are to be kept alive; in sexual health, services have largely been restricted to 'priorities' of disease treatment, and; incarcerated men were locked in isolation for 23 hours per day as bodies to keep virus free. The idea of a whole human capable of leading a flourishing wellbeing given the right circumstances was barely acknowledged. Whilst we have sympathy for a biomedical lens dominating in a pandemic, we wish to explore a concern that a wider notion of rights and flourishing have not captured the attention we may have thought. The panel will invite the audience to reflect on how those working in fields related to gender and sexuality ensure we do not regress to merely treating bodies but witness the normative arguments for a flourishing life become embedded across policy and practice.</p>
	<p>Parallel session 4B: Dignity Neuroscience: Links between human rights and the human brain</p>	<p>Human Rights Thematic Group</p>	<p>Tara White, Stephen Marks & Deborah Parkes</p>	<p>Neuroscientist and psychology researcher Tara White proposes that protections provided by international human rights instruments are rooted in fundamental properties of the human brain. The emerging field that she has named dignity neuroscience stems from her and others' work in human brain science and human emotions. Dr. White proposes a framework that provides an empirical foundation to support and foster human dignity, universal rights, and their active furtherance by individuals, nations, and international law. It incorporates understandings of brain structures involved in agency, autonomy, and self-determination, the harms of privation and maltreatment,</p>

				and the concept of intrinsic human dignity expressed in longstanding cultural, religious, and philosophical traditions. There will be an opportunity after Dr. White's presentation for questions and discussion.
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<p style="text-align: center;">2.00-4.30pm</p>	<p>Session 1C: J. Lebreton and the projects of économie humaine, integral human development, and development ethics</p>	<p>Human Security Thematic Group</p>	<p>Des Gasper, Lori Keleher, Nuno Martins, Vitor Teixeira, Alex Villas Boas, André Folloni, Jérôme Ballet (University of Bordeaux), Jean-Luc Dubois, and Alice Kouadio (University of Abidjan), Yves Berthelot</p>	<p>The work of the French socio-economist and human development philosopher L.-J. Lebreton (1897-1966) and his associates, continuing through to the present day, is too little known in English-language circles but had a considerable presence in Francophone countries and in Latin America, especially in Brazil. A new special issue of the Journal of Global Ethics Volume 17, Issue 2 (2021, November), pp. 115-278, has tried to fill part of this gap. Authors from Brazil, Costa Rica, Cote D'Ivoire, France, Mexico, Netherlands, Nigeria, Portugal, and the USA describe and assess various aspects of the extensive output of Lebreton and his school and its lines of influence both inside and far beyond Catholic circles. The special issue was co-edited by Des Gasper (International Institute of Social Studies, The Hague, Erasmus University Rotterdam, Netherlands), and Lori Keleher (New Mexico State University, USA). https://www.tandfonline.com/toc/rjge20/17/2?nav=tocList. The list of contents is open-access, as are three articles, including the opening overview paper.</p> <p>This workshop includes presentations and discussion of five of the papers, as follows (1) Investigating L.-J. Lebreton as a pioneer of human development thinking and global development ethics: An introduction. Des Gasper and Lori Keleher. Pages 115-126. To be presented by Keleher. Free access: https://doi.org/10.1080/17449626.2021.1973539 (2) Lebreton's Christian-inspired societal project and integral human development. Nuno Martins and Vitor Teixeira. Pages 167-184 (3) The 'common good' spirituality of Louis-Joseph Lebreton and his influence in the Constitution and development thinking in Brazil. Alex Villas Boas and André Folloni. Pages 185-203 (4) The Abidjan School and Louis-Joseph Lebreton: Marrying empirical research and development ethics. Jérôme Ballet (University of Bordeaux), Jean-Luc Dubois (Fellow of HDCA) and Alice Kouadio (University of Abidjan). Pages 222-242 (5) L.-J. Lebreton: a human development ethics grounded in empirical social research and a global perspective. Des Gasper. Open access: https://doi.org/10.1080/17449626.2021.1954051 Pp 146-166 (6) Commentary by Yves Berthelot. (Réseau international pour une économie humaine. Formerly: President of Développement et Civilisations Lebreton-IRFED, Paris; Co-director of the UN Intellectual History Project; Executive-Secretary of the United Nations Economic Commission for Europe; Deputy Secretary-General of UNCTAD.)</p>
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<p style="text-align: center;">7.00-8.30</p>	<p>Session ID: Post-covid socio-environmental challenges for economic reactivation in latin america</p>	<p>Latin America Regional Network</p>	<p>Thiago Fonseca Morello (Phd in economics. Center for engineering, modeling and applied social sciences – ceacs, federal university of abc – ufabc) and Deborah Delgado Pugley (Phd in sociology sociology department, pontificia universidad católica del Perú (pucp)</p>	<p>Latin American governments are implementing a series of policy efforts to foster economic growth in order to mitigate part of the consequences of the COVID-19 pandemic. However, these efforts take place in a context that is not free from challenges. First, the pandemic has increased income and non-income multidimensional inequalities in a region that was already highly unequal before the pandemic. Second, some of the economic activities promoted by governments in the region are related to extractive industries and might increase emissions of carbon dioxide. In turn, this could collide with the targets Latin American countries have committed to under the Sustainable Development Goals (SDG) agenda. There are plenty of examples of highly controversial extractive projects in the region. For instance, the Argentine government has recently approved two extractive projects in a move that caused significant political and social discontent in different regions of this country. Additionally, in the Amazonic area of Brazil forest fires have increased during the “burning season” as a strategy to expand the agricultural frontier. This has caused loss of biodiversity as well as an increase in air pollution. A third example is Peru, where the remarkable economic recession that affected the urban areas has put pressure on the government to promote extractive projects in a context of high commodity prices. Currently, Latin America faces a new version of an old dilemma that leads to a series of questions that will be discussed in this panel: is it possible to protect Nature, change people’s consumption habits and modify the energy matrix in the presence of high levels of poverty, destitution and inequality? Is it reasonable to forego the advantages of extractive industries, when economies try to recover from a severe recession? Do these options exhaust the political possibilities or the dilemma itself implies a rejection of even thinking an alternative to development? How the importance the human development approach gives to agency and well-being can offer us a better understanding of the socio-environmental conflicts in the region, as well as of the trade-offs between economic growth and leading a life in a resilient and healthy environment?</p>
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