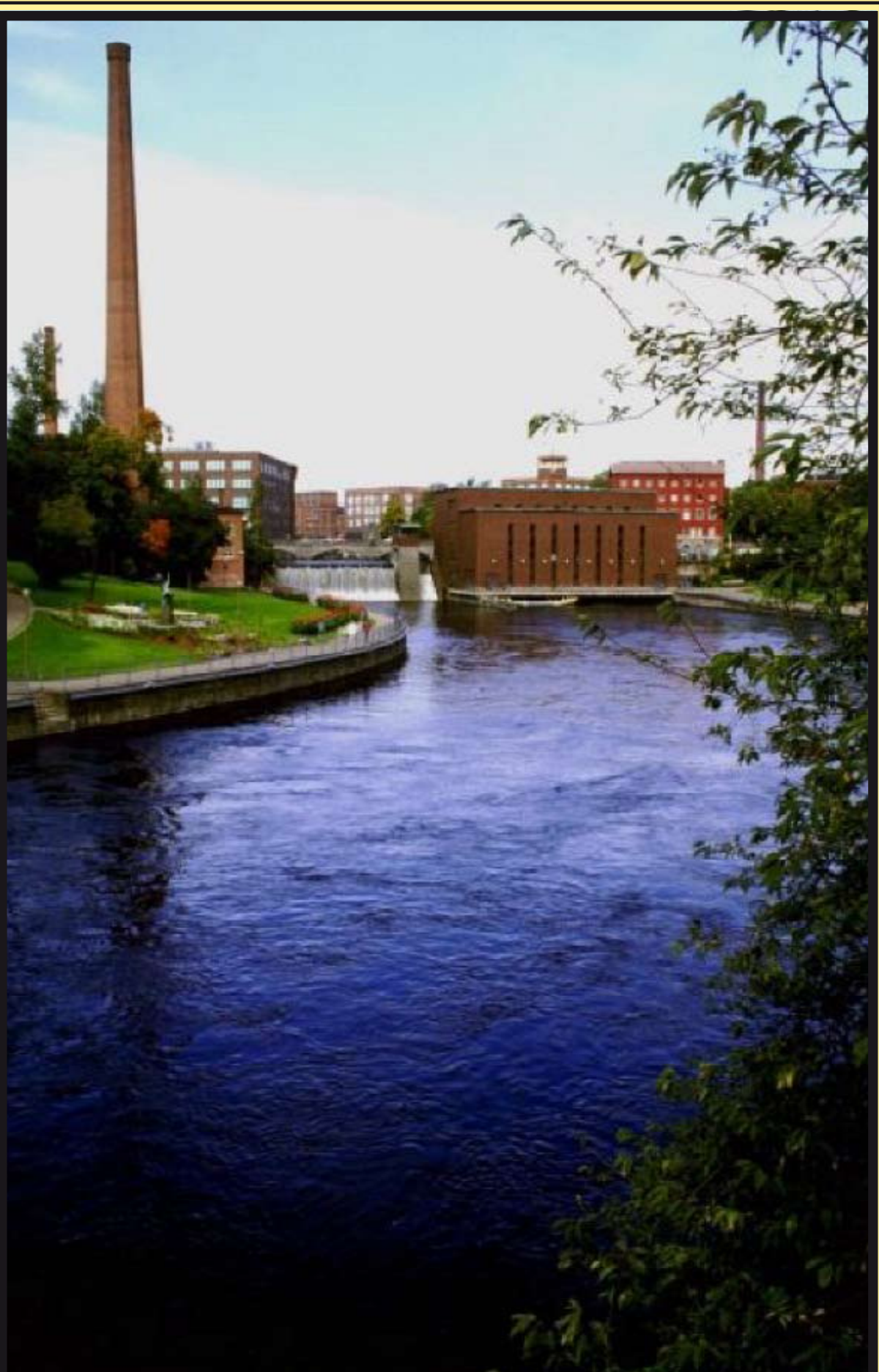


Care For Your Area

Resource pack for a 3-hour taster



Taster Pack 1



Supporting Communities
Creating Change



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Introduction to the taster packs

The Federation for Community Development Learning (FCDL) is the national membership body promoting and supporting community development work learning for all those involved in community development as defined in the National Occupational Standards.

Community development work aims to collectively to bring about social change and justice, by working with communities to:

- Identify their needs, opportunities, rights and responsibilities
- Plan, organise and take action
- Evaluate the effectiveness and impact of the action

all in ways which challenge oppressions and tackle inequalities.

Community Development is a particular way of working with communities, it has a clear set of values and ethics which include:

- Working to achieve social justice through challenging oppression, addressing power imbalances, promoting equality and valuing diversity
- The self-determination of communities, supporting communities to identify their own concerns and interests and how to resolve them
- The promotion of sustainable communities based on the empowerment of individuals and groups developing their own skills and structures for working together
- A process of working and learning together, sharing good practice and encouraging people to contribute effectively to their communities
- Supporting the participation of communities, particularly those who are most often excluded, working to tackle the barriers to their participation and to promote community empowerment

Community development work has at its centre the concept of reflective practice - of learning from what happened in the past and to other communities.

Community development is a process which starts with developing working relationships with communities and their organisations, then encourages people to work and learn from each other - determining what their common interests and concerns are. It moves into supporting them to make plans and put those plans into action. Reflection on those activities leads into evaluation and re-planning. Sometimes community members decide they need to set up a new group or organisation and they may need support to do this effectively and legally.

The support that communities and community organisations need will depend on their particular situation and their stage of group development. The skill of practitioners involved in community development is to provide the appropriate support to enable the groups to achieve their aims, rather than trying to make the group fit other people's agendas.

As part of the Federation's work we produce a range of resource packs to support tutors and trainers. All of the packs contain sample session plans, handouts, trainers' guidance notes, worksheets and exercises.

This pack is one of a series being produced to support the Federation's contribution to DEFRA's Every Action Counts programme, which aims to raise awareness of environmental issues amongst

voluntary and community groups and the wider community. DEFRA has been charged by our current government with taking action to tackle the bigger environmental issues of climate change and natural resource depletion. For more information, and details of the whole programme, see the four-page leaflet on our website and the Every Action Counts website (www.everyactioncounts.org.uk).

The Federation has become involved with this programme because it recognises that environmental justice is a key part of social justice – one of the core values of community development work. Poor and marginalised communities are on the receiving end of many social injustices, and likewise they are more likely to live in degraded environments and be adversely affected by current environmental changes.

The tasters are designed to raise awareness of particular issues within the Every Action Counts programme. They can provide progression to the National Open College Network (NOCN) unit on Community Development and Environmental Action, an optional unit at levels 2 and 3 within the national Community Development Work (CDW) awards. Details are provided in a handout at the end of this pack. The full CDW learning and qualifications framework is available on our website.

All the courses designed by the Federation within the Every Action Counts programme are informed by the values of community development work, and aim to support communities and those who work with them, by promoting an environmental justice approach.

This is a trainers' resource pack to support short, non-accredited taster programmes for activists within their communities, community development workers and those who are using a community development approach to their environmental work.

Trainer's packs, by their very nature, provide material on a particular topic, which is aimed at people involved in community development. It is not possible in packs that are being released nationally to provide material that relates to all the local situations. It is the trainer's responsibility to customise the material to their particular audience and contexts. The packs contain suggestions on where to find local material.

Some of the exercises can easily be extracted from this three hour session and used within more informal session with groups, provided they are contextualised appropriately.

We will be developing part of our website to encourage all trainers using the materials we create to feed back their views and suggestions. This pack is a revised version of an earlier edition, which has been substantially amended in response to the workshops of autumn 2006. We hope it is now a really useful resource to support your training, and look forward to hearing your views.

The Federation for Community Development Learning

2007



This publication is part of the Every Action Counts programme which is funded by the Department for the Environment, Food and Rural Affairs

Outline Session Plan

Session Title	Care For Your Area
Target Audience	Front-line workers, Community Development Workers, Voluntary and Community Sectors employees, 'Every Action Counts' Community Champions and members of community groups.
Links to other sessions	Improving the Environment Through Community Buildings Climate Change Communications Community Development and Environmental Action Strategies and Policies to Support Environmental Action Food and Communities
Session Length	Three hours including a break
Session Aims	To explore opportunities for improving local areas, and contribute to the resolution of wider environmental problems
Session Outcomes	At the end of the session participants will: Understand the impact of poor environments on communities, Understand about the Every Action Counts programme, and recognise actions that can be taken to improve environments
Indicative Content	Uncared for areas and their impact on communities Government's interest in environmental issues Every Action Counts Communities taking action and the resources needed and availability

Time	Content	Exercise/Method	Resources	Notes
00	Introduction, housekeeping, ground rules, session aims	Trainer Input	Trainer guidance note 1 Prepared flipcharts with groundrules Session aims from outline session plan	
10	Introductions and participants interests	Talk to neighbour about interest in workshop and any involvement in caring for their area; record information	Trainer guidance note 2 Flipchart pens and paper	Other exercises can be used instead
25	What worries you about your local area, what isn't cared for? What impact does this have on your community?	Small group to discuss these questions and record Take feedback	Trainer guidance note 3 Flipchart and pens	
45	Facts about the impact of poor environments on their communities Why government is interested in tackling some of these issues	Trainer input, making the links	Trainer guidance note 3 Handouts 1 and 2	
60	Every Action Counts What would you like to see changed in your area?	Trainer input about Every Action Counts and the Care for Your Area themes Trios 'Mapping' ideas against the cleaner, safer, greener, healthier themes Wall posters Small groups to discuss how ideas can link to improving the environment	Trainer guidance note 4 Prepared flipchart Paper and pens Post-it notes Handout 3	

Time	Content	Exercise/Method	Resources	Notes
85	Break			
100	Who can do what? What can communities do? What can community groups, local councils/ parish councils do?	Trainer input - worked example Group based activity to decide who does what about an issue	Trainer guidance note 5 Flipchart paper and pens	
120	What resources are needed to support such activities?	Whole group activity to create a checklist covering money, resources, people, agencies, skills	Trainer guidance note 6 Flipchart and pens	
130	Creating a group action plan on an environmental project as way of engaging people	Round robin on interests Action planning	Trainer guidance note 7 Worksheet 1 Flipchart paper and pens	
160	Evaluation and endings	Individuals to complete evaluation sheets Trainer input on next steps	Trainer guidance note 8 Handout 4 Evaluation sheets Handout 5	
180	End			

Detailed Session Plan

Trainer Guidance Note 1

Introduction to the course

As you welcome people to the session you need to give them information about the venue: for example:

1. Fire exits and procedures. Ask if anyone is leaving early to let tutors know so they can amend the register.
2. Toilets.
3. Break times and where refreshments served.

Remember to make a notice for the door of the training room so people can find you easily.

As this is a short course there will not be time to prepare ground rules as a group, so we recommend that you write down some ways of working together on a flipchart. Talk through the proposed rules, asking for any additions and check that people agree to working within them.

Some examples:

- We will keep to the starting and finishing times, and the timetable set by the trainer
- All mobile phones to be switched off during the session.
- We will respect each other and our different views. We will take care not to offend others by our language and/or behaviour.
- We can challenge each other's statements, but we will not do this as a personal attack.
- We will listen carefully to each other and allow people to finish. We will try not to hog the conversation.
- We will keep personal and organisational information confidential to the group.
- People must take responsibility for their own learning – so if necessary you should ask for clarification about comments or instructions.

Trainer Guidance Note 2

Ice breaker

Ask people to turn to their neighbour and discuss

- What has brought them to this workshop
- What is their interest
- What do they hope to get out of it.

Ask them to share any activities they are undertaking (personally or as part of a group) to care for their area.

Take the feedback from each pair: and log their interests, hopes regarding the course, and any activities in which they are involved.

Trainer Guidance Note 3

Uncared for areas

Ask each pair from the introductions exercise to join with another pair and discuss what they think makes their locality seem uncared for. Check that they understand that by 'uncared for' you are not thinking of managed ecological or biodiversity sites that are intended to be untidy!

Take the feedback and record on flip charts, trying to group similar points together.

Ask the small groups to reconvene: give them one or more of the points on the flipcharts and ask them to think about what impact these have on their community? Ask them to record their thoughts on flip charts. Use these for feedback with the whole group.

Hopefully, the groups will have come up with some thoughts about what an 'uncared for' environment means - for example:

- That community facilities look run down and so don't get used by different communities coming together in shared activities
- That outdoor areas, such as parks or playgrounds, don't get used because they are not seen as safe or inviting and that adversely affects children's health
- That rubbish dumped on bits of land encourages fly-tipping by builders trying to avoid paying landfill site charges
- That it puts businesses off starting up and that affects people's job chances

You should follow up this exercise by mentioning that the Government, recognising that poor environments impact adversely on communities in such areas, has launched a number of initiatives to improve the situation. One such initiative is the Sustainable Communities project; Handout 1 provides some information on this project. If people are interested they can find more details on the Academy for Sustainable Communities website: www.ascskills.org.uk or through www.communities.gov.uk.

Some aspects of sustainable communities are about the physical environment, e.g. that they should be well designed and built, be well connected to other places and friendly to the wider environment.

The Government also has a wider concern about the environment which relates to the fact that the way we live now is no longer sustainable, in the sense that we are using up the world's natural resources faster than they can replenish/replace themselves (for examples over-fishing, running out of oil and fossil fuels).

Handout 2 explains the concept of One Planet Living – that at the moment we require three planets like ours to supply us with what we need, so we must be able to live on the one we have, because there aren't any others we can go to! Part of taking care of our local areas involves contributing to improving the wider environment.

Handout 1

Sustainable communities

“Sustainable communities are places where people want to live and work, now and in the future. They meet the diverse needs of existing and future residents, are sensitive to their environment, and contribute to a high quality of life. They are safe and inclusive, well planned, built and run, and offer equality of opportunity and good services for all”

This definition is used by the Department for Communities and Local Government (DCLG) and forms the basis of the Deputy Prime Minister’s Five Year Plan for Sustainable Communities 2005. These have been described as communities that are planned, built, or modified to promote sustainable living. They focus on environmental sustainability (including development and agriculture) as well as economic sustainability, in urban and rural areas.

Such communities would be able to:

- Integrate their social, economic and environmental aspects
- Meet the needs of the present and future generations
- Respect the needs of other communities in the wider region or internationally

Sustainable communities aim to be:

1. Active, inclusive and safe – fair, tolerant and cohesive with a strong local culture and shared community facilities
2. Well run - with effective and inclusive participation, representation and leadership
3. Environmentally sensitive - providing places for people to live that are considerate of the environment
4. Well designed and built - featuring a quality built and natural environment
5. Well connected - by good transport links and communication systems
6. Thriving – with a strong local economy
7. Well connected – to public services and voluntary organisations and easy to access
8. Fair for everyone – including those in other communities

For more details, see the Academy for Sustainable Communities website www.ascskills.org.uk or through www.communities.gov.uk

Handout 2

One Planet Living

The concept of One Planet Living was developed by the World Wildlife Fund (WWF) and is now being used by the UK Government to highlight how the UK (and all other rich countries) use far more than their fair share of the planet's resources. It has been worked out that developed countries use about three planet's worth of resources. The target is to reduce this 'global footprint' by two-thirds so only one planet's worth of resources are used.

Concern has been raised over the past 20 – 30 years about the state of the planet and the rate at which we are using up natural resources.

In 1987 the Bruntland Report talked about the need for Sustainable Development, which it described as 'enabling all people throughout the world to satisfy their basic needs and enjoy a better quality of life - without compromising the quality of life for future generations'.

The Government has tended to use the same words in its policies for tackling the major issues of climate change and creating a fairer world, as well as in its intentions at a local level of creating:

- Cleaner, safer, greener and healthier communities,
- Reducing waste and recycling,
- Travelling wisely
- Supporting local food initiatives

More information is on the DEFRA website www.defra.gov.uk

Trainer Guidance Note 4

What do you want to change in your community?

Start this exercise by recapping on the points at the end of handout 2 about working at community level. The Government (through its Department for Environment, Food and Rural Affairs – known as DEFRA) has announced a number of initiatives to involve communities and community groups in bringing about improvements to the environment.

One of these is known as Every Action Counts (www.everyactioncounts.org.uk) which has five strands:

- Saving our resources
- Shopping ethically
- Saving energy
- Travelling wisely
- Caring for your area

This session is concentrating on Caring For Your Area (there are also tasters on the other topics).

The main elements in Caring For Your Area are:

- Cleaner
- Safer
- Greener
- Healthier

Write each of these up on a flip chart and pin on the wall. Give out post-it notes or similar. Suggest that people work in trios and look at what they see as uncared for in their area and what they would like to see changed. They should write up their ideas on the post-its and pin them onto the most relevant flipchart. For example: cleaning up a grot spot would help create a cleaner community; improving the security at the local allotments could lead to more people growing food which could come under “healthier”.

When all the ideas have been pinned up, ask participants to form four groups and give each group one of the flipcharts and ask them to summarise how some of the ideas could also improve the environment – locally or wider; for example a walking bus to get children to school saves cars making short journeys and so improves the quality of the air locally, and cuts down CO2 emissions which contribute to climate change.

Improving open spaces by planting different trees and bushes would make the neighbourhood somewhere you want to live as well as increasing the biodiversity of the flowers, insects, birds in the area.

Handout 3 gives some ideas about actions that people have taken. It includes examples from different countries to show that communities from all over the world are involved in taking action.

Handout 3

Grass roots action

Examples of grass roots actions in the UK and other parts of the world being taken to care for an area and improve the local environment

<i>Cleaner</i>	<i>Safer</i>
<p>Community clean ups which used biodegradable corn starch or paper sacks rather than black plastic bags</p> <p>Derelict land turned into a community garden by local young people, with spaces to sit out and flowers planted by local school children</p> <p>Reducing waste by providing information on where to recycle computers and other electrical equipment.</p> <p>Turning waste products into craft items e.g. making recycled glass products in Bolivia</p>	<p>Campaigning against traffic 'rat runs' to make roads safer for children and reduce pollution</p> <p>Campaigning against using the local quarry as a landfill site</p> <p>Encourage groups to use re-cycled safety surfaces on play areas</p> <p>Campaigning against contamination of water supplies from mineral extraction in the Amazon basin</p>
<i>Greener</i>	<i>Healthier</i>
<p>Solar panels installed on a community centre which reduced both its fuel bills and carbon emissions</p> <p>Campaigning for more regular and accessible public transport</p> <p>Extending Sustrans routes into isolated villages</p> <p>Greening community centres and village halls through environmental audits of buildings and the way they are used</p> <p>Local transport plan workshops</p> <p>Installing small water powered turbines in local streams to produce electricity in Nepal</p>	<p>Walking for health groups who use a local park every day can keep an eye on any problems occurring and report them to get quick action</p> <p>'Green Gyms' where volunteers regularly come together to undertake practical tasks to improve open spaces, woodland, parks, school grounds</p> <p>Supporting local food initiatives, on allotments, veg vans, food boxes, farmers markets, community gardens to promote healthy food and reduce food miles</p> <p>Young women's cooking project and a multi-media project - exploring the connections between diet / image / pressure</p> <p>Designing cooking pots that use less fuel, reducing the amount of smoke produced by cooking on open fires in refugee camps which reduced the risk of blindness as well as being fuel efficient.</p>

Trainer Guidance Note 5

Who can do what?

In this exercise the intention is to look at what individuals and communities themselves can do, and also recognise the limitations of local activity on its own, and the role of local councils.

Take one example from the suggestions made by the group members in the last exercise, and explain how it could be dealt with at three levels.

For instance if you take the problem of a grot spot/ piece of waste land being used as a dumping ground -

- Individuals could become involved in a one-off clean up of the area
- The local community centre could adopt the piece of land and keep a watch on it, cleaning up low-level rubbish
- The council could put a fence around the site, or encourage its owners to do so; they could also arrange for a rapid response to alerts from members of the community centre about any fly tipping that occurs. As well as cleaning up quickly the council could also prosecute those responsible.

Ask participants to go into small groups, take an example of a problem, and decide who could do what to resolve it, using these three levels and adapting as necessary, e.g. to include a Parish Council.

Take feedback.

Trainer Guidance Note 6

Resources needed for activities which support caring for an area

Pin up some flipcharts with the headings:

- Money
- Resources
- People
- Public bodies
- Skilled people

In the whole group ask people to look at each flip chart in turn and to call out suggestions for what resources they would need to support activities they have been discussing so far.

Examples could be:

- Money – to pay the travel costs of visiting a project in another area
- Resources – sacks and gloves for a clean up; wood to make bat boxes for trees in the woods
- People – willing to get involved in organising events/ actions; solicitors willing to do ‘pro bono’ work to stop an incinerator being built near by
- Public bodies – the council building paths in local woods;
- Skilled people – architects and landscape experts who could help redesign a park or a community centre.

Trainer Guidance Note 7

Planning to take action

Community Development is all about involving people in making a difference to their communities, whether this is by getting involved in local activities, campaigning to get things changed, or representing their communities on various partnership and other bodies. The main point about Community Development is that people themselves decide what they want to see changed or provided.

One of the most common complaints heard about communities is that people are apathetic, they don't want to become involved... Motivating people to do something about their own local area is not that difficult. Most people do actually care for their area, but may need encouragement to do something and opportunities creating for them to join in. Once people are able to see that what they get involved in can make a difference, then others are likely to join in.

Environmental projects are a good way of involving people as they can appeal to people's interest in their own area, and offer a way to getting involved locally and meet others.

Then ask participants to think about the various ideas they have heard in this session and choose one action they would be interested in pursuing further after this session finishes. Go round the group, ask for, and write up, their suggestions. Then put participants into small working groups, based on their common areas of interest.

Using Worksheet 1, the groups should begin planning how they could take forward the action they are interested in.

If there is enough time let groups feedback; otherwise, let participants have the chance to agree to stay in touch and support each other after the session.

Explain to participants that they can register their action plans and those of the groups they are working with on the Every Action Counts website - www.everyactioncounts.org.uk.

Worksheet 1

Group action plan

What is the issue that we are interested in?	What do we want to do about it?	How can we approach this?	When will we do something about this?
How can we involve people with us?	Who can we work in partnership with?	What resources/ information do we need to support us?	When and how will we monitor the success or failure of this action plan?

Trainer Guidance Note 8

Closing comments

Bring the session to a close by reminding people that in caring for our area we are supporting the environment and our communities (this can be described as environmental and social capital) which in turn support us.

Comment that the economy is dependent on the community, and that both are dependent on the environment. We need to start thinking about our environment in all its aspects as being like capital in the bank. If we just draw on the interest we can continue to survive indefinitely. If we draw on the capital i.e. by weakening the environment and the community the amount of interest will steadily decline until we have neither capital nor interest.

These themes can be further explored in the other tasters in this series. The outline of the contents of the other tasters can be found on Handout 5.

Various opportunities to get involved with other parts of Every Action Counts are in the leaflet on EAC and on their website. Some members might be interested in the community champions strand.

Participants who want to follow up some of the ideas in this session may find the idea of the Place Check useful – Handout 4 gives the details of this initiative.

Handout 4

Placechecklist

Placecheck is a method of assessing the qualities of a place, showing what improvements are needed and focusing people on working together to achieve them.

More details from www.placecheck.com

A Placecheck can start small: half a dozen people round a kitchen table, or a small group meeting on a street corner, A Placecheck can cover a street (or part of one), a neighbourhood, a town centre, or a whole district or city. The setting might be urban, suburban or a village. The initiative can come from anyone, in any organisation or sector.

Placecheck asks a comprehensive range of questions about the processes of change and the potential for improving the area physically.

Placecheck suggests who could become involved, the resources needed and how it can be used in different settings. It provides checklists of questions to get people thinking and then develop their ideas into a plan for local action.

Part A

Three basic questions:

1. What do you like about this place?
2. What do you dislike about it?
3. What needs to be improved?

Part B

Fifteen more specific questions:

The people:

- A Who needs to be involved in changing the place for the better?
- B What resources are available locally to help people get involved?
- C What other methods might we use to develop our ideas about how to improve the place?
- D How can we make the most of other programmes and resources?
- E How can we raise our sights?
- F What other initiatives could improve the place?

The place:

- G How can we make this a more special place?
- H How can we make this a greener place?
- I How can the streets and other public spaces be made safer and more pleasant for people on foot?
- J How else can public spaces be improved?
- K How the place be made more welcoming and easier for people to find their way around?
- L How can the place be made adaptable to change in the future?
- M How can better use be made of resources?
- N What can be done to make the most of public transport?
- O How can routes be made better connected?

Handout 5

Other courses in this programme

Taster Title	Content
Care For Your Area	Uncared for areas and impacts on communities, Government's interest in environmental issues, Every Action Counts, Communities taking action and the resources needed and available
Community Buildings and Environmental Action	The bigger picture relating to the environment The Government's response and Every Action Counts The role of community buildings in improving the environment The building itself The projects running through the building Action planning
Climate Change Communications	Understanding climate change and how it affects people and communities Exploring actions that can be taken Understanding peoples motivation for change Communication methods and targeting your message
Food and Communities	Exploring the relevance of food to communities The importance of quality food The barriers to getting good food Actions communities can take Local food initiatives Food and the environment Community food growing projects Food and social justice
Community Development and Environmental Action	Understanding the background and concept of Sustainable Development and environmental action Why environmental actions are relevant to communities Work already being undertaken to protect the environment Other actions that could be taken Learning needs of community workers and communities
Strategies and Policies to Support Environmental Action	Key Government policies Regional bodies and their role Local policies and strategies Opportunities created for communities to influence policies and strategies Opportunities created for improving resources to support community actions on environmental improvements
Unit	
NOCN Unit	Community Development and Environmental Action level 2/3
HE Unit	Sustainable Communities: Integrating Sustainable Development and Community Development
Informal Learning	We have also produced material to support the day to day work of community development workers - there is an informal learning pack and a new Community Work Skills Manual will be coming out in 2007

Additional Community Development Learning Resources

FCDL Taster Sessions

Designed to be used as an introduction to key aspects of community development work, this series of 14 packs support three-hour sessions that can be used as a first step to further learning, or as a method for trainers to increase their confidence in this area. The packs can be ordered from the Federation for Community Development Learning - see back page for details.

1. **What is community development work?**

This session aims to outline the key purpose of community development and the skills needed by people undertaking community development

The contents include:

- Key purpose of community development work
- The values and principles of community development
- Different types of communities
- What community development workers do
- Skills of community development workers

2. **How groups work**

This session aims to introduce people to the importance of group work within community development and how to make the most of people's skills and expertise within the group

The contents include:

- Key purpose of community development work
- Formal and informal roles in groups
- How to help people take on appropriate roles
- How to get a group off to a good start

3. **Problems within groups**

The session aims to explore what happens within groups and ways to deal with problems and conflicts

The content includes:

- What can go wrong in groups
- The impact of different behaviour on groups
- What might be causing the problems
- Exploring approaches to handling problems and conflict

4. **Involving people**

The session aims to look at different approaches to involving people in issues affecting their community

The contents include:

- The ladder of participation
- What motivates people to engage
- Techniques/ ideas for involving people

5. **Understanding and getting involved in partnerships**

The session aims to put partnership working into a context and to explore different approaches to partnership working

The content includes:

- The context of partnerships

FCDL Taster Sessions

- Pros and cons of getting involved in partnerships
- Different types and models of partnerships
- Development model of partnerships
- Examples of partnerships
- What to look for when joining a partnership

6. **Skills for representing your community**

The session aims to introduce learners to the skills needed to begin to represent a community.

The content includes:

- Creating an action plan
- Identifying existing skills
- The main skills needed to represent a 'community'
- The main problems that can occur in partnerships

7. **Common issues in partnerships**

The session aims to explore some of the common issues that arise through partnership working

The content includes:

- How power operates within a partnership
- Barriers to full participation
- Looking at ways to resolve the issues

8. **Making meetings effective**

The session aims to help people to be aware of what is needed when organising and running a meeting to make it effective and productive

The content includes:

- Preparation: notifying people; agendas and how to get ideas for them; timetabling/ prioritising items; information people need; enabling people to attend; timing; support to get there and into the room; dependants care; roles people take – divvying up the tasks
- Running: setting out the room for different types of meetings; welcoming people; ground rules; introductions; processes within meetings and rationale; roles people take - formal and informal; decision-making processes – formal. Informal, unstructured; recording decisions- different ways; letting people contribute;
- Afterwards: checking on people doing what they said; reporting back to people/ groups not present; representing views of the meeting; preparing for the next meeting

9. **Contributing effectively to meetings**

The session aims too enable people attending meeting to be able to contribute effectively and feel confident at speaking at the meeting

The content includes:

- Preparing for a meeting; understanding different types of meetings; what the purpose of the meeting is; looking at agenda; getting ideas from people they represent; reading through material; checking the implication of a proposal; asserting your needs for information in a certain format; getting support

Additional Community Development Learning Resources

FCDL Taster Sessions

- During the meeting; how to introduce yourself – your role; roles people take at meetings; checking out decision-making proposals; asking questions; feeding in ideas; contributing without dominating; power plays
- Afterwards; reporting back to others/ keeping people informed;
- Doing what you agreed to do; getting support for proposals/ getting items on the agenda

10. **Assertiveness/ confidence building**

The session aims to improve the confidence of people wishing to take an active part in the development of their community

The content includes:

- Examining areas of work based confidence
- Recognising how confidence can spiral up or down
- Practical assertiveness exercises
- Creating a checklist to aid confidence

11. **Feedback and listening skills**

The session aims to enable participants to give and receive feedback effectively.

The content includes

- Identifying the purpose of feedback
- Giving and receiving feedback constructively
- Active listening skills
- Structuring feedback

12. **Report writing skills**

The session aims to improve peoples skills in preparing quality reports for different audiences

The content includes

- Examining why reports are written
- The structure of reports
- Different formats to use
- Checklists for reports

13. **Presentation skills – giving a short presentation**

The session aims to enable learners to give an effective presentation with confidence.

The content includes:

- The structure of a basic presentation
- What makes for a good presentation
- Presentation checklist
- Practice in presenting

14. **Presentation skills - Creating effective presentation materials**

The session aims to improve knowledge and creation of materials used in presentations

The content includes:

- A range of effective presentation materials
- Creating suitable resources from given materials

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

FCDL has produced a series of resource packs which complement the National Open College Network (NOCN) Community Development Work Programme. Each pack is designed to support the teaching of the module of the same name (or similar name), which can be built together to enable participants to gain qualifications at levels 1, 2 and 3.

Each pack contains: Session Plans, Handouts, Exercises, Worksheets, Tutor prompt sheets and Reflective journal sheets for students to reflect on their work.

A pack represents three credits, which build to form a complete award. At each level there are three core modules which are mandatory for achieving the qualification. At levels 2 and 3 these can be mixed with other modules allowing students to specialise in the area of community development most relevant to themselves. Please note: some topics can be delivered at several levels.

Each NOCN unit is equivalent to a notional 30 hours of learning. The packs are conveniently split into two hour slots of group based learning.

There are currently 11 resource packs available to order from FCDL (see back page for contact details), with more packs due to be published later in 2007.

1. Understanding community development work
2. Community development work skills
3. Group work skills
4. Involving people
5. Representing your Lesbian, Gay and Bisexual community
6. Monitoring and evaluation
7. Developing community organisations
8. Reflective community development work practice
9. Effective Partnership Working
10. Practice and Principles in Community Development Work
11. Social Justice

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

New titles available soon!!

Funding and resources for community groups
Publicity skills for community organisations
Planning for community groups
Identifying needs in communities
Neighbourhood regeneration
Community development and environmental action
Sustainable communities

NOCN units

1. Understanding CD work level 1

Level One: Mandatory. NOCN Unit Code EE31QQ004

To provide an introduction to the occupation of community development work by exploring the issues of:

The key purpose of community development work
The values and practice principles that underlie all good community development work
'Community' and its different meanings
Power and powerlessness within communities
The motivation of people to become involved in community development activities and the barriers to their full participation
Working with and within groups.

2. CD work skills level 1

Level One: Mandatory. NOCN Unit Code EE31QQ001

This course aims to give participants an understanding of the range of skills needed to be an effective community development worker, and the opportunity to develop these skills.

These include:

Gathering information about the communities they are working with and within
Understanding groups and how they work
Tackling exclusions and working to promote inclusion
Setting priorities and planning
Identifying resources

3. Group work skills levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ013

Level Three: Optional. NOCN Unit Code EE33QQ003

The aims of the course are to provide an insight into the workings of community based groups and how to make them more effective. The key areas to be covered include:

Understanding why people get involved in community groups

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Understanding the dynamics that can develop in groups
Exploring conflicts within groups
How groups decide on their aims and objectives
Communication within groups
Different ways to organise within groups
Developing and sustaining inclusive groups
The roles that people take and how that affects groups

4. Involving People levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ014

Level Three: Optional. NOCN Unit Code EE33QQ034

This course explores the involvement of people in community development activities.
In particular it will explore:

The motivation for people becoming involved in community development
The different kinds of community involvement
The governments interest in involving people from communities
Different approaches to making contact with communities
Participatory techniques for engaging with communities
Encouraging, maintaining and enhancing peoples involvement in community activities
Quality standards for community involvement

5. Representing your Lesbian, Gay and Bisexual community

Level Two: Optional. NOCN Unit Code EE32QQ022

Level Three: Optional. NOCN Unit Code EE33QQ049

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

There is a unit within the NOCN national awards entitled Representing your community of interest. It has been designed to be general enough to cater for different communities of interest and identity.

This resource pack is aimed at LGB people and explores issues around sexuality as a basis for representation. It has been developed by the Consortium of LGB Voluntary and Community Organisations and the Federation of Community Development Learning.

The pack covers the skills and knowledge needed to represent the LGB communities on various partnerships and planning bodies; it examines the political context and the issues that representatives are likely to face.

6. Monitoring and evaluation levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ018

Level Three: Optional. NOCN Unit Code EE33QQ040

This course aims to introduce participants to the basic concepts and terminology associated with

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monitoring and evaluation. It will take a critical look at the topic and explore how community groups can take control of the process and make it useful to their on-going work.

The course will examine the different stages involved in designing and implementing monitoring and evaluation – from deciding what needs to be evaluated, through to determining who to involve, what techniques to use, how to handle the information collected and how to share the results with others. It is intended to be a practical course to give participants the skills and knowledge to be able to design and run their own evaluation.

7. Developing community organisations levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ016

Level Three: Optional. NOCN Unit Code EE33QQ033

Community Development Workers often work with people in communities to establish new organisations which they feel will better meet the need of their communities. People employed as Community Development Workers often work in disadvantaged areas where their employers have targets to increase the number of organisations involving and/ or run by local people. One of the nationally set indicators used to analyse the strength of a community is the number of community groups and organisations active within an area. Thus those agencies and institutions charged with building the capacity of communities are interested in generating more formal community activity that can be counted. Many of the less well-developed communities of interest have fewer groups and organisations and a less well-developed infrastructure to promote their interests, and members of these communities may wish to establish groups to support and promote their community. Many people assume that there are few options for organisational structure open to them and they can often end up with inappropriate structures being recommended or imposed upon them by funders or statutory bodies. This course aims to give Community Development Workers and community activists the skills and knowledge so they can appropriately advise the developing group or network about what they need to do. The focus will be on developing small groups and organisations. The main topics that will be covered on this course include:

- Developing a shared vision to meet the needs of a community
- Different organisational structures and their implications for group members
- Making meetings effective
- Deciding on volunteers and staff
- Project management
- Monitoring and evaluation systems

8. Reflective Practice levels 1, 2 and 3

Level One: Mandatory. NOCN Unit Code EE31QQ006

Level Two: Mandatory. NOCN Unit Code EE32QQ011

Level Three: Mandatory. NOCN Unit Code EE33QQ031

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Workshop 1 explores what this unit requires and how to plan to gather the evidence to show peoples achievement of the learning outcomes.

Workshop 2 explores the concept of reflective practice within community development work and examines key role F.

Workshop 3 explores how people can use the NOS to determine their learning needs and plan to meet them.

Workshop 4 explores different ways to record practice.

9. Effective partnership working levels 2 and 3

Level Two: Optional. NOCN Unit Code EE32QQ019

Level Three: Optional. NOCN Unit Code EE33QQ038

This course aims to introduce participants to the concept of partnerships and examine some of the issues for voluntary and community sector organisations in becoming engaged in partnership working.

This course will take a critical look at the topic and explore it from different perspectives. It aims to prepare groups and organisations to make considered judgments about when and where, and on what terms, to become partnership members.

This programme will look at the roles and functions of partnerships and different expectation on them. It will explore the different kinds of partnership arrangements that exist. It will discuss the issues for groups in deciding whether to become involved, what needs to happen to make sure that partnerships work, and it proposes ways to make partnership meetings more effective.

10. Practice and principles levels 2 and 3

Level Two: Mandatory. NOCN Unit Code EE32QQ012

Level Three: Mandatory. NOCN Unit Code EE33QQ032

This programme will examine the key concepts of relevance to community development work including:

The key purpose of CDW and what it seeks to achieve in different communities

The values and principles of community development work

The contexts in which community development is taking place

The key roles undertaken by people practicing community development

Inclusions and exclusion within society and communities

Sustainability

11. Social Justice levels 2 and 3

Level Two: Mandatory. NOCN Unit Code: EE32QQ045

Level Three: Mandatory. NOCN Unit Code: EE33QQ047

Social justice is one of the values underpinning Community Development Work and runs through all aspects of our occupational standards.

The course aims to

Explore our different understandings of social justice

Examine the role of community development in promoting social justice

Look at the meaning of concepts such as equality, diversity, oppression and discrimination and how

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they affect peoples lives

Explore how systems and structure give some people power rather than others

Explore the idea of community empowerment and how it might reduce conflicts between communities

Look at why some people participate and how participation can be encouraged

Develop strategies for tackling inequality and discrimination using the strengths within communities

12. Planning for community groups

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/020

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/041

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

This course aims to introduce participants to the different aspects, issues and task involved in planning for community groups.

The course aims to cover:

The value and importance of planning

Strategic and operational planning

Different sorts of planning – action planning; development planning; business planning; financial planning; resource planning etc

Whose responsibility is it to plan?

Short, mid and longer term planning

Inclusive methods of planning

Gathering information to use when planning

Community planning approaches

Creating plans with groups

Techniques for use in planning with groups

Using the expertise within groups

13. Publicity

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/021

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/042

This unit is one of the optional units for the NOCN certificate at levels 2 and 3.

This course aims to introduce participants to the different aspects, issues and task involved in publicity for community groups.

The course aims to cover:

How to become clear about the aim of any publicity and marketing

Assessing the intended audience

Developing a strategic plan for publicity

Designing different kinds of publicity material

Preparing press releases

The follow up work required with any publicity campaign

The legal aspects to be considered

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Monitoring and evaluating a publicity campaign

There will be some input into the key aspects and there will be plenty of opportunity to practice the skills and knowledge required to be effective at supporting community groups with their publicity.

14. Identifying needs levels 2 and 3

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/021

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/042

The course aims to introduce participants to some of the political and practical aspects of identifying needs within communities. Needs of people in both geographical communities and communities of interest can be identified in two different ways – by gathering existing information in a systematic way and by talking to the members of that community. The technical terms for these processes are community profiling and consultation and the various techniques employed in both are covered in this course.

The course will cover some of the political aspects of defining communities' needs which includes the power issues concerned with who identifies and articulates needs and the agendas within Government policy that advocate consultation. It will then go on to look at the different stages of the process, from planning and finding the resources through choosing the appropriate method and applying it to reviewing and evaluating the process. Some very practical skills are covered such as framing questions, preparing questionnaires, analysing data and writing and disseminating reports.

15. Funding and resources levels 2 and 3

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/017

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/039

There are many courses on funding and resources for people working within the voluntary and community sector, this course looks at the role of community workers in supporting community groups with their funding and resource needs, it is not about directly getting and managing funding although it will look at where groups can access more specialist support.

Thus the aim of this course is to take a community development approach to:

Looking at groups needs for funding and resources

Exploring the different kinds of funding available, ethical issues around the different kinds of funding

Help groups to develop a funding strategy and action plan to put it into practice

How to access funding, helping groups to write funding applications, forms, letters

Developing monitoring systems and supporting financial responsibility within groups

Looking at different kinds of resources other than money

16. Neighbourhood regeneration levels 2 and 3

Level Two: Optional. NOCN Unit Code: EE3/2/QQ/015

Level Three: Optional. NOCN Unit Code: EE3/3/QQ/035

The course will focus on neighbourhood regeneration by looking at:

Current government regeneration initiatives
Issues arising from Local Strategic Partnerships (LSPs)
Identifying and overcoming barriers to effective involvement
Consultation, Feedback and benchmarking processes
Communication skills and needs
Effective representation

The course aims to give community development workers and community activists the skills and knowledge to build effective involvement in local regeneration partnerships. Within the framework of the purpose and values of community development work learners will be:

Looking at the regeneration needs of their own neighbourhoods
Recognising diverse regeneration needs of diverse communities
Understanding the need for regeneration partnerships
Working through issues around effectiveness of involvement, communication and community representation in regeneration partnerships

Further Information

For more information and to order taster packs, resource packs, or other publications please contact the Federation for Community Development Learning or visit our website:

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