

Climate Change Communications

Resource pack for a 3-hour taster



Taster Pack 3



Supporting Communities
Creating Change



Save our Resources
Save Energy

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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



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Outline Session Plan

Session Title	Climate Change Communications
Target Audience	Members of community groups, partnerships, voluntary organisations, community workers and people working in communities
Links to other sessions	Care For Your Area Improving the Environment Through Community Buildings Food and Communities Community Development and Environmental Action Strategies and Policies to Support Environmental Action
Session Length	Three hours including a break
Session Aims	To encourage participants to think about what climate change means to people in their communities To explore how to communicate effectively with individuals active in their communities To develop ideas for initiating community based action on issues related to climate change
Session Outcomes	At the end of the session participants will: Have considered what 'climate change' means to people in their day-to-day lives Have explored the links between the causes and impacts of climate change Have considered ways of communicating the issues to people
Indicative Content	Understanding climate change, and how it affects people and communities Exploring actions that can be taken Understanding people's motivation for change Communication methods, and targeting your message

Time	Content	Exercise/Method	Resources	Notes
00	Welcome, housekeeping, groundrules, session aims		Trainer Guidance Note 1	
10	Introductions	Climate Change bingo	Trainer Guidance Note 2 Worksheet 1	
30	What does climate change mean to you?	Creating a group dictionary	Trainer Guidance Note 3 Flipchart sheet divided into 2 columns pens	
50	The Climate Tree – part 1 – the trunk ‘What is climate change?’	Trainer input Pairs/ trios	Trainer Guidance Note 4 Prepared Tree Cards for trunk / Post-it notes Handout 1	
60	The Climate Tree – part 2- the clouds What impact do you see Climate Change having on your community and other communities you know about?	Small groups Clouds around the tree	Trainer Guidance Note 5 Cards/post it notes Handout 2	
80	Break			
95	The causes of climate change	The roots of the tree Discussion	Trainer Guidance Note 6 Cards for roots/ post-it notes Handout 3	

Time	Content	Exercise/Method	Resources	Notes
105	Why do communities need to take action?	Trainer input – on Government initiatives and on CDW, social and environmental justice. Pairs to interview each other re why communities should be involved	Trainer Guidance Note 7 Handout 4 EAC leaflet NOS 4 page leaflet	
120	What actions can communities take? – the fruits of the tree	Ideas for individual and collective actions	Trainer Guidance Note 8 Handout 5	
135	Communicating the issues and ideas to others	Small group work with bubbles; group discussions	Trainer Guidance Note 9 Speech bubbles Handout 6	
150	Resources available to support their work	Trainer input	Handout on FCDL and EAC material	
160	Evaluation and endings	Individual forms to complete	Evaluation forms	
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

Climate Bingo!

Give out a copy of the Climate Bingo sheet (Worksheet 1) to each person, read through the instructions at the top and ask them to complete the exercise. Allow about 10 minutes for this, and then bring people back together.

Ask for feedback and comment on any common themes emerging. Some people might want more information so allow time for people to share (e.g. Who are the green electricity suppliers - Ecotricity).

The things on the sheet describe actions we can take in the face of climate change. It is a vast, many layered issue to tackle, but if we believe that we all have a role to play in tackling climate change, these are all valid actions that can be taken. They represent different approaches to the problem. As there is so much involved in climate change, let's take a closer look at what we mean by it.

Worksheet 1

Climate bingo!

Find someone else in the room and ask them their name. Ask them if they have done one of the things described below, and if they have, write their name in the square.

 <p>Planted a tree</p>	 <p>Cycled here today</p>	 <p>Uses green electricity</p>	 <p>Recycles at home</p>
 <p>Been part of a campaigning group</p>	 <p>Been on a training course in the last year</p>	 <p>Had trouble finding their way here today</p>	 <p>Has an allotment</p>
 <p>Picked up rubbish in their street</p>	 <p>Used biodiesel in a car</p>	 <p>Came here by train today</p>	 <p>Had a holiday in Britain this year</p>
 <p>Been swimming recently</p>	 <p>Written to the local paper</p>	 <p>Recycles at work</p>	 <p>Believes in climate change!</p>

Trainer Guidance Note 3

What does climate change mean to people?

Ask people to write down what they first think of when they hear the words 'climate change'.

While they are doing this, draw a line down the middle of a flip chart and head the left column 'words' and the right one 'definitions.'

Go round the group taking the answers. Write them in the left hand column; if several people have the same or similar words group these together on the flipchart.

When all the words have been listed – work through them to create a 'dictionary' by agreeing what the words and phrases mean and put the definitions in the right hand column. As other words and phrases come up during the day you can add them to this dictionary.

Climate Change is the phrase used to describe the changes in climate that are natural. It is often used to describe accelerated climate change or changes to the climate that are attributable to human activity.

Global Warming is the increase in average global temperature that has been measured. In the 20th Century the average global temperature rose by 0.6 °C.

The Greenhouse Effect - this is the way that the Earth retains heat inside the atmosphere by using a layer of 'greenhouse gases', such as carbon dioxide, to trap the heat from the sun. Without the greenhouse effect the Earth would be 30 °C colder and little life would be able to survive. The enhanced greenhouse effect is the term used to describe the addition of greenhouse gases to the atmosphere by humans which increases the natural greenhouse effect and makes the Earth warmer.

Weather is the event(s) that happen over a few days or hours, a rainstorm or a period of fine weather.

Climate is weather averaged out over several years in one place, it is the longer term view of typical weather conditions for a particular place.

Climate Chaos is the term people are starting to use to describe the changes in our climate and weather as an alternative to "climate change" because climate change can be a natural process whereas the changes we are starting to see are being caused by human activities releasing greenhouse gases and other pollutants into the atmosphere.

Greenhouse Gases – there are many gases that are "greenhouse gases", the best known one is carbon dioxide but there are others such as water vapour, methane, nitrous oxide, and ozone. All of these gases occur naturally in the atmosphere but human activity has released much more than normal.

Trainer Guidance Note 4

Climate Tree

Much of this session will revolve around the development of a Climate Tree. This involves generating an interactive display that can be used with a group and offered as a way of individuals developing their own, or with others, outside of this session.

You will need:

Large sheet of card or paper, pens, copies of cards attached to this and other training guidance notes throughout this pack, instructions displayed.

The idea is to help people think about climate change in terms of what it is, what causes it, what are the results of it on communities (impacts), and what solutions can be found in the face of it.

Start by drawing a tree, over the equivalent of at least two flipchart sheets, or the back of a couple of old posters. Label the parts of the tree:

Trunk = what climate change is.

Roots = root causes

Rain clouds = impacts of climate change on communities

Fruit = opportunities for action

Explain that each part of the session will be looking at the different components of the tree, so that a completed version will be created by the end of the session.

There are cards of different colours and shapes in this pack to go with each part of the tree.

The image of the tree is significant and can be explained as -

“A tree is a tree, but there can be many types of tree - fir, willow, maple. Likewise, climate change is climate change, it is happening, but in different ways for different people. Maybe an already existing danger (such as sea level rises overwhelming the Pacific island of Tuvalu), a guilt complex (Westerners who fly a lot while being aware that this contributes to the increasing number of extreme weather events they are aware of in the UK), or it could be seen as an extension of long existing social and economic inequalities.” Dhara Thompson 2006

This first part of the exercise is designed to capture some of the discussions and thinking that went into creating the dictionary.

Suggest that people work in pairs or trios and give them the trunk cards or post-it notes. They should write one idea on each of the cards / notes in response to the question ‘what is climate change?’

When the participants have completed the exercise, call the group back together again and start to take feedback. Asking one pair/ trio to place one of its cards / post-it notes onto the trunk and encourage others to add any of theirs that are similar to the first one, then move to another pair/ trio and take another idea and continue this process until all the cards / post-it notes are on the trunk.

Handout 1 provides a brief summary of some of the main points to consider when talking to other people about climate change.

Climate Tree trunk

The Trunk – what is climate change?

Trunk- climate change is...	Trunk- climate change is...
Trunk- climate change is...	Trunk- climate change is...
Trunk- climate change is...	Trunk- climate change is...

Handout 1

The language we use - 'Climate Change' or 'Weather Chaos'?

The focus of this session is on understanding and talking about climate change. The language we use to describe the impacts on communities of what is happening on the planet will affect people's responses, and we need to consider this when talking with people on the subject. How about starting with a look at the phrase that everyone has heard of - 'climate change'.

'Climate' can imply something higher up in the atmosphere, perhaps not what people experience in their daily lives. Satellites and scientists monitor 'climate', but people experience 'weather'. It is the weather forecast that people look to for an indication of what it is going to be like that day and what they should wear!

Similarly we can look at the word 'change'. Not always, but usually, 'change' implies something gradual, so gradual that you don't always notice it on a day-to-day basis. When you meet up with a friend or relative you haven't seen for a long time, you might remark 'haven't they changed!' - even though you could have predicted that they would look different over time. But what is happening to our weather is neither gradual nor predictable.

Flash floods and dry summers are nothing new, but it is undeniable that our weather has become increasingly extreme and unpredictable. 2006 was the warmest year in Britain since records began and was hotter than the two previous joint hot years of 1990 and 1999. Winters are getting wetter and warmer, November 2006 was the warmest November on record and during December 2006 there were many floods. It may, therefore, be more helpful to think not in terms of 'climate change', but to describe the chain of extreme weather events as 'weather chaos'.

Trainer Guidance Note 5

The impact of climate change on communities

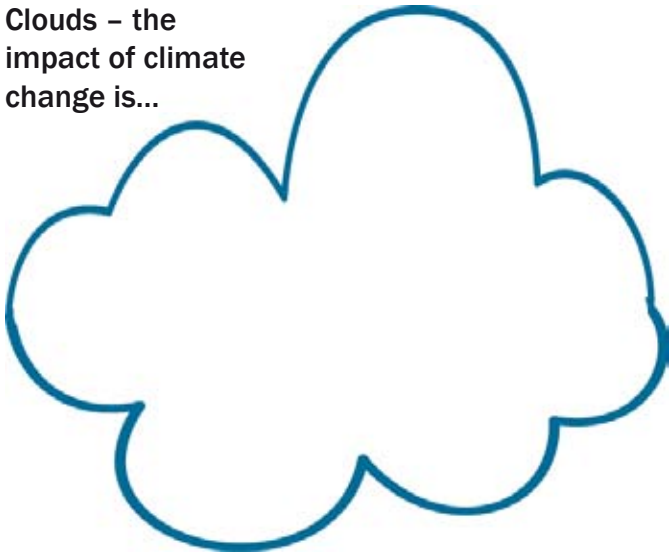
Ask participants to work in small groups, with people they haven't worked with so far. Give out the cloud shaped cards relating to impact, or use post it notes.

Their task is to discuss and decide upon the impact they see Climate Change having on their community and other communities they know about. Encourage them to think about news they have seen from around the country and abroad. Handout 2 gives some recent examples if you need this to kick-start the discussion; otherwise use it as a summing up handout.

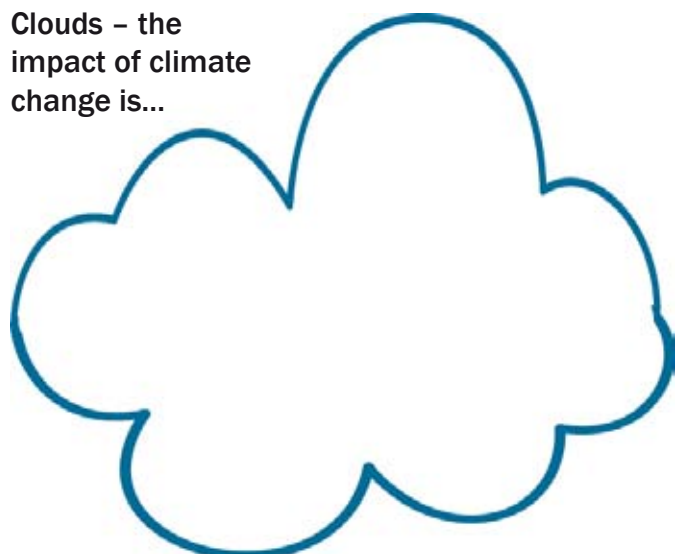
They should write one impact on each card, be prepared to explain it in the feedback and put it around the tree.

Climate Tree clouds

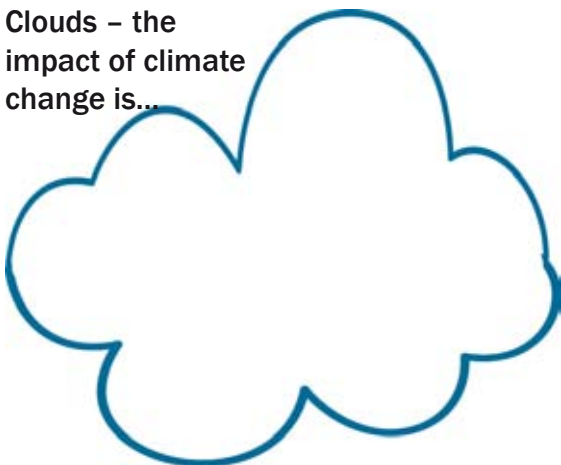
Clouds – the impact of climate change is...



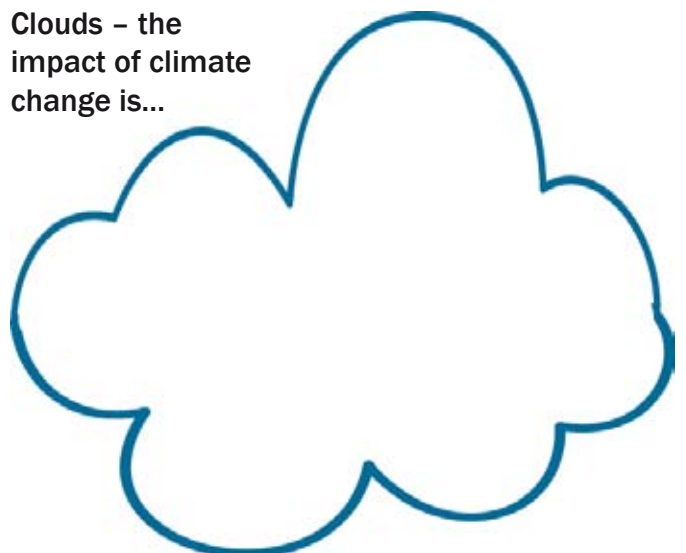
Clouds – the impact of climate change is...



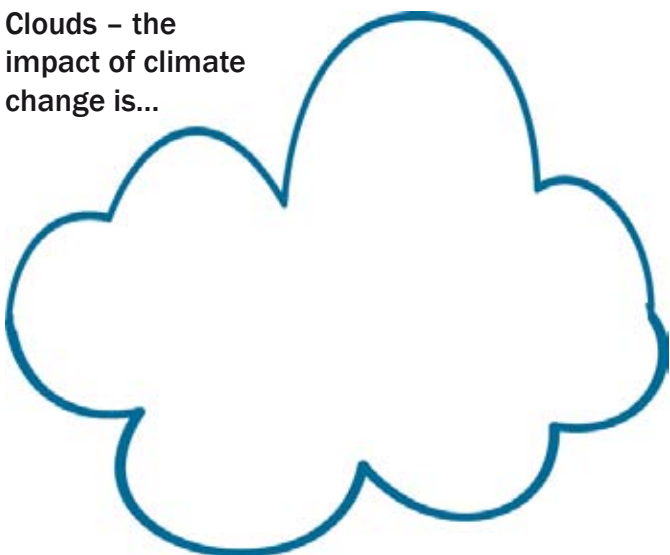
Clouds – the impact of climate change is...



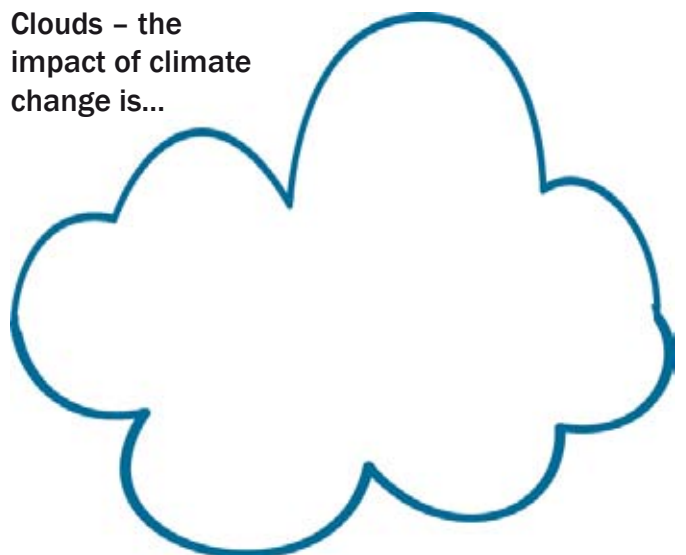
Clouds – the impact of climate change is...



Clouds – the impact of climate change is...



Clouds – the impact of climate change is...



Handout 2

The impact of climate change on communities

Coastal areas

There are many parts of the east coast of England that are quite literally falling into the sea. At the end of the last ice age (18,000 years ago) you could have walked from Britain to Holland without getting wet! As the ice melted and sea level rose the coast of what is now Britain began to erode. There is evidence that over the last 50 years the speed of this erosion has increased. 20 years ago when people bought houses in Scarborough that were 50 metres from the sea that they were told would be safe from coastal erosion for 100 years. Many of these properties are now abandoned because they are so close to falling into the sea or have already disappeared over the cliff edge. This is a story that is replicated in many places along the coast of England where whole communities have disappeared, and others where people cannot sell their houses or get insurance. Some councils do not see that it is their job to re-house people in this situation.

Areas that flood

In August 2004 there was large-scale flooding in a number of places in the UK. In Devon and Cornwall the flooding was so severe that people were being airlifted off their roofs. In Boscastle, Cornwall, 3.5 inches of rain fell in one hour and the river rose seven feet in an hour. The intensity of rainfall, coupled with the fact that the ground was already saturated (it couldn't soak up any more water), meant that the river burst its banks and caused very serious flooding. It has taken the villagers more than two years to get their houses repaired and rebuild their community and some premises had to be demolished.

There has also been an increase in flooding events that caused serious damage in Carlisle, York, Shrewsbury and Lewes in recent years. It is projected that sometime in the near future the Thames Barrier will be breached (probably in the next 20 – 30 years) because of the rise in sea level. The knock-on effect on both riverside communities in London and the economic health of the whole nation could be disastrous.

Drought stricken areas

Drought over recent years has led to hosepipe bans and other water restrictions being placed on farmers and market gardeners. This has led to reduced yields, affected income in farming communities, and increased prices for the wider community. Many allotment holders who rely on wells are finding that they are drying up and if there is no other source of water the allotments become unusable.

Fishing Communities

Fishing communities that are still catching cod are being affected by the movement of cod away from British waters as the sea around the UK warms up and they move north to the colder waters that their food thrives in.

The Natural Environment

The quality of the natural environment is deteriorating in the UK, demonstrated by the reduction in the number and species of insects, which has a knock-on effect further up the food chain to birds and other animals. Birds that were once common, such as the skylark and even sparrows are now rarely seen. Quality of life for people living in or visiting the countryside is reduced if there are fewer flowers, animals and birds to be seen. It is difficult to engage people in the natural world if the environment they live in offers no opportunity to see and hear birds and animals on a regular basis.

Trainer Guidance Note 6

The causes of climate change

The point of this exercise is not to get complete agreement on the causes of climate change; it is to help people appreciate the range of ideas that currently exist, and to provide information that will help them when they are discussing climate change within their communities and trying to convince others that it is important to take action.

Raise the following points in your introduction to this exercise.

One of the main points for people to remember is that no scientist now says that greenhouse gas concentrations are not going up extremely rapidly – they all agree on this, and that it will change the way the atmosphere behaves.

The debate is about whether these changes will cause global warming - and whether they are the cause of the global temperature increases.

The strongest argument is the simple weight of expert opinion. Out of 2,000 scientists involved in the United Nations debates, fewer than ten, sometimes called “climate sceptics” or “climate change deniers”, argue that there is no climate change or argue that burning fossil fuels is not a problem (some even argue both!) and they tend to be paid by the oil industry.

There has been a 20-year long public relations campaign by the oil and coal industries against any international attempts to control greenhouse gas emissions which they saw as threatening their profits.

It is worth remembering that companies and governments have always “created” experts to justify their arguments. Tobacco companies had “scientists” to claim that nicotine is not addictive, asbestos companies have “doctors” to claim that asbestos does not lead to asbestosis of the lungs, and confectionery companies have “dentists” to claim that sugar does not lead to tooth decay. It’s a classic ploy by vested interests.

Ask participants to form small groups, and their task is to come up with all the different suggestions they have heard for what causes climate change and to make a record of these on the roots cards. Explain that it is okay to have different views and that the main point is to become aware of these differences so that we can then focus on how to encourage communities to take the matter seriously. Although we don’t know precisely what will happen in the future, we do know the effect will be unsettling – e.g. fuel poverty will increase as energy supplies become limited, or only available from unstable sources and this will lead to even higher prices. The current price of gas may have fallen on the international market but people’s energy bills do not reduce at the same rate and will remain high. Water is becoming scarce in some areas, hosepipe bans will become more common, it will be harder to grow certain crops without irrigation, so water costs will rise and that will hit the poorest hardest. It is widely predicted that future wars will be fought over access to water.

Feedback is through participants placing the different views on the causes of climate change on the root of the tree. Allow a short discussion of any points that people want to clarify or ask about.

Handout 3 provides some answers to comments that people may make.

Climate Tree roots

Roots – what might be causing climate change	Roots – what might be causing climate change
Roots – what might be causing climate change	Roots – what might be causing climate change
Roots – what might be causing climate change	Roots – what might be causing climate change

Handout 3

Responding to sceptics

Some people argue climate change doesn't exist, or isn't such a big problem. There is no need to raise these arguments directly in a talk, but it is good to be prepared in case they are raised by confused (or critical) people. Answering your opponents will greatly strengthen your case.

The first thing to stress is that almost all of the arguments originate in the twenty year long public relations campaign by the oil and coal industries against international attempts to control greenhouse gas emissions.

Following from this point, people should remember that companies and governments have always "created" experts to justify their arguments. Tobacco companies have "scientists" to claim that nicotine is not addictive, asbestos companies have "doctors" to claim that asbestos does not lead to asbestosis of the lungs, and confectionery companies have "dentists" to claim that sugar does not lead to tooth decay. It's a classic ploy by vested interests.

"Scientists don't agree that there is global warming"

No one denies that greenhouse gas concentrations are going up extremely rapidly. The debate is about whether the rise will cause a warming of the Earth and whether it is due to of human activity.

The strongest argument is the simple weight of expert opinion. Out of 2,000 scientists involved in the United Nations debates, around ten (sometimes called "climate sceptics") argue that there is no climate change or argue that burning fossil fuels is not a problem (some even argue both!).

"Ten years ago you warned of an ice age, now it's a heatwave! These are all scare tactics".

The concerns over an ice age were always a fringe theory thirty years ago - climate science has moved on very rapidly and our understanding of the interactions of the different variables of the Earth's climate is much greater now than then. Climate change is not predictable and extreme cold as well as heat is entirely possible if ocean currents change significantly. Climate is not an easy thing to study because there are so many thousands of variables which could affect it. The predictions of climate scientist suggest that there will be an increasing amount of extreme weather conditions, hot and cold as well as dry and wet.

"You said it would be hot - but it's freezing today /last winter. Where's the warming (ho ho)!"

Warming is measured across global averages and local patterns will still vary greatly. "Warming" may be a misnomer on a local level when we're talking about increasingly extreme weather events (which may include extreme cold), interspersed with periods of more normal weather.

"So make up your mind - you don't seem to have any idea of what's going to happen"

We can be certain that this is a disastrous experiment which will lead to violent changes in the weather. The uncertainty is about how exactly this will effect local weather- we're messing with something vital that we simply don't understand. Scientific computer simulations are becoming far more accurate though.

"Maybe with all this uncertainty, we should just wait and see and then take action"

Handout 3 (continued)

Responding to sceptics

There is a forty to one hundred years time lag before the full effects of changes in the atmosphere are felt. For the last twenty years politicians have been arguing for “wait and see” and the weather is already showing dramatic changes and what we’re experiencing now is the result of emissions in the 1960’s and before. We’d be mad to wait any longer with such a long lead time. We’d just be dumping our indecision onto our grandchildren.

Most people take out insurance policies against uncertainties. The UK Government spend tens of billions of pounds a year on the armed forces to defend ourselves against outside risks that are impossible to predict. At the moment the risk of climate change is far better established than the risk of enemy invasion!

“We can’t afford to reduce our emissions - it would destroy our economy.”

That’s completely untrue. Immediate reductions of 20-30% can be made through simple investments in energy efficiency and conservation and lead to major savings on fuel imports and overheads. Renewable energy can provide jobs and new industries. The changes require substantial investment, but since when did investment do anything other than strengthen the economy? The Stern Report which was published in 2006 by the UK government and written by a leading economist has indicated that to do nothing about climate change would make the UK poorer by somewhere in the region of 20% of GDP (Gross Domestic Product). Stern says: “Our actions now and over the coming decades could create risks of major disruption to economic and social activity, on a scale similar to those associated with the great wars and the economic depression of the first half of the 20th century. And it will be difficult or impossible to reverse these changes”

“It’s the fault of the US” and “It doesn’t matter what we do, China and India are growing so rapidly they will wipe out any difference we can make so why bother”

The US is a huge burner of fossil fuels, twice as much per person as Britain, and this is a serious problem. By all means, we need to put pressure on the US as well as supporting grass roots activists in the US and learning from their successes. But we also have a responsibility to take a lead and sort out our own role. No-one ever wins a court case by arguing that there are bigger criminals about!

China and India are growing at a prolific rate, both in population and emissions but the global average carbon dioxide emissions per person is 1.1 metric tons, whereas the US figure is 5.5 tons, the UK’s is 2.5 tons and China produces 0.6 tons per person. We must set an example and give China, India and other developing economies incentives to seek out energy efficiency as well as solutions to the energy issue. If we want to leave an inhabitable planet for future generations then we must all take our part in changing the way we use the resources we have.

See the Informal Learning pack on our website: this is our toolkit to support community workers to raise issues of sustainable development with the groups they work with and their own organisations.

Trainer Guidance Note 7

Why should communities be interested?

There are two areas to cover in this introduction

1. That the Government has stated its intention to take climate change and its implications seriously; the recent Stern report (commissioned by Gordon Brown) showed the impact of climate change on our economy. The government has decided that everyone has a part to play – it has asked all its departments to come up with plans to tackle this issue, it has instructed regional and local government to build actions into all their work (for more information on all of these see the strategic approaches taster pack), and created programmes such as the one supporting all this training – called Every Action Counts – to raise the issues with and through voluntary organisations and community groups. It is becoming something that communities will be hearing more about.

2. Community development work is essentially about social justice, working to secure changes that will make the world a fairer place. Community workers tend to work with those who are poor and marginalised. Climate change is going to make life very difficult for these communities as they will bear the brunt of the impact – poor people in Bangladesh or Preston have suffered, and will continue to suffer, from flooding caused by rising oceans and increased rainfall. Poor people in southern Africa or East Anglia will suffer the effects of drought. Community development work wants to see Environmental Justice as one of the key strands of social justice.

Environmental justice means:

- Quality of life for all
Everyone should have a safe and healthy place to live, work and play.
- Enough for us - and the future
We need to make sure there are enough resources for the present and future generations.

Handout 4 gives some information on environmental justice.

Activists and communities all over the world have reacted against all kinds of injustice and sought to secure changes, no matter how big the issue or how daunting it seemed. Examples would include: eradicating slavery, resisting wars, taking on the oil companies or mining companies ruining their lands, fighting for union recognition to improve working conditions... because people and communities do not want to just sit there and watch their world disintegrate.

The same motivation is leading communities to take action on ecological degradation and collapse - hence the thousands of instances of resistance, revolt and mutual aid that indicate the possibility of subverting the present social order and of relating in radically different ways.

Faced with such a huge issue as climate change and its impact, it's very tempting to want to hide under the duvet or to feel that there is little that can be done; but the consequences of not taking action are too great.

Depending on the age of your audience you could take the analogy of talking to mining communities in 1979 saying 'you're going to have no mining industry within 10 years, get organised!'. Then it would have been about getting your act together against the Tories, but this is about much wider than any political party.

We do need to be realistic with communities about the scale of the situation we face, but by taking

Trainer Guidance Note 7 (continued)

Why should communities be interested?

action we can improve the situation and force others to change the way they work – for example big companies.

Ask people to work in pairs. They are to imagine that they are in a situation where one of them is a reporter (from a local radio or local paper) and the other is a member of a community group (such as a local woodland group, friends of a park, an allotment society... they get to choose)

The scenario is that there has been quite a lot of publicity recently about a national climate change conference / camp being held locally which local groups have been invited to attend. The reporter is asking why community groups should be getting involved in such climate change campaigns, and the member of the group is trying to explain why it is important that communities and groups such as theirs do get involved in such campaigns.

It is useful to write this brief scenario on a flip chart so people can refer back to it.

The reporter will act as the scribe; they will pose their questions and the community member will try and respond. Feedback should capture the main points people were making about why it is important for local communities and groups to get involved.

Handout 4

Environmental Justice

Environmental Justice has its origins in the Environmental Justice Movement created in the United States in the 1990s. This was in response to the disproportionate siting of hazardous waste disposal facilities in African American communities

Environmental justice has been summed up as:

Quality of life for all – everyone should have a safe and healthy place to live, work and play.

Enough for us, and the future – making sure there are enough resources for the present and future generations.

An environmental justice perspective on the world sees that poverty and environmental problems often go hand in hand, both locally and globally. Examples of environmental injustice are very real and visible in our communities:

In the UK deprived inner city communities living next to a busy road or motorway have to live with the impacts of higher air pollution; communities in former coal mining areas are left with specific industry-related health issues and the legacy of an altered landscape.

Further afield, in the Niger delta, one of the world's largest oil producing areas in West Africa, poor communities have to deal with the effects of frequent oil spills and even devastating explosions from pipelines that fuel-hungry people attempt to tap into, while the profits from oil go elsewhere.

A combination of environmental and social justice perspectives helps us see that the poorest communities, those usually in a position to contribute less to ecological problems (e.g. no car), suffer from the excesses of the more affluent (e.g. flying regularly). It is important to recognise that this is mainly not through choice and that the affluent need to reduce their contributions and that the poorest need to be allowed access to resources that may increase their contributions.

Search 'environmental justice' on the internet for further reading.

Trainer Guidance Note 8

Actions that communities can take

This exercise completes the tree. Participants will be thinking about what actions they and their community groups could take. Give everyone some apple shaped cards and ask them to write a couple of ideas for taking action, one on each of their cards, and then everyone puts their ideas on the branches of the tree.

Handout 5 has some ideas if people are struggling.

Take the feedback by people putting their apples on the tree. Encourage them to think about how they could support each other in their planned actions. Give people time to look at the tree they have made and to trace the connections from the roots to the apples. Explain that if they want to follow through any of this Handout 5 gives details of other training opportunities. Encourage them to visit the Every Action Counts web site and register their actions.

Climate Tree fruit



Fruit - What actions can communities take



Fruit - What actions can communities take



Fruit - What actions can communities take



Fruit - What actions can communities take



Fruit - What actions can communities take



Fruit - What actions can communities take

Handout 5

Ideas for raising awareness of climate change

In May and June 2001, the Rising Tide Climate Chaos Tour visited twelve cities in Britain. Some 300 people came to the Tour. In the last session of each event people broke into small groups and came up with ideas for raising awareness and taking action. Below is a list taken from their ideas.

This list proves that no one can argue that there's nothing we can do about climate change. Our only problem now is choosing what to do - and when has that ever been an excuse for not doing anything?!

Ring up your local radio during phone-ins to give climate change angles on stories, such as extreme weather events.

Find out the sea-level rise or flood level predictions for your area (the Met Office and Environment Agency can provide this information) and chalk this level in blue on council buildings, petrol stations, etc. Accompany with fly posters/leaflets explaining the line and forecasted impacts of extreme weather.

Take action to reduce your own energy consumption - set yourself a target. Tell everyone about it- your family, friends, neighbours, and get their support (like giving up smoking!).

Devise a local guide to help people find where they can buy ethical local produce to reduce food miles and pollution from lorries.

Declare a car share or green transport week; back it up with posters, leaflets, actions. You may get support from your local council - Environmental Services or Transport; or approach a friendly councillor for ideas and support.

Set up an info shop/ or a stall in a busy place. Many city centres have a manager you can ask to set up a table or display for an afternoon.

Talk with your friends or neighbours about what you could do collectively, such as car share, setting personal targets, planning an action, organising school transport etc.

Grow at least some of your own food. Reclaim some space to do this with others; get an allotment; grow plants in pots.

Find out council/local authority unitary development plans and community plans; input your own ideas, challenge anything that doesn't take account of reducing emissions.

Energy reduction - raise the issue in your workplace or school.

Take your holidays without flying.

React to events- when there the next unseasonal flooding, record drought, or unexpected storm, get out on the streets and make the links for people. Prepare a local phone tree to get people together at short notice to do this.

Handout 5 (continued)

Ideas for raising awareness of climate change

Energy Reduction – turn down heating at home and in community buildings; change heating timers to come on less; swap old lightbulbs for energy efficient ones.

If it snows, people with bad insulation will have no snow on their roofs - put a leaflet through their doors about climate chaos and telling how much they could save with roof insulation (plus what grants are available).

Offer to do talks and activities in schools.

Use the space in your bike frame to display a message about bikes rather than cars.

Fix up some bikes (universities, railways and police stations are good places to ask for spare parts and broken bikes) and set up a local free bike scheme, like they used to have in Amsterdam.

Talk with people in this country who have relatives abroad already being affected by weather chaos about the possibility of working together.

Create images of what future climate chaos could look like in your region/town and paste them up in your community centre or local area.

Take infrared photos of public buildings during winter and confront people with the picture of how much heat is going into the air (send photos to the newspapers).

Support people affected by extreme weather in the global south (survivors of the Mozambique floods in 2000 sent a donation to people whose homes were flooded in Malton, North Yorkshire).

Link up with other groups/campaigns with similar concerns - such as fuel poverty groups, local refugee/asylum seekers support groups. Plan joint work around environmental refugees.

Handout 6

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 motivational 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 Environemtal 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

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

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

NOCN units

1. Understanding CD work level 1

Level One: Mandatory. NOCN Unit Code EE31QQ004

Level Two: Optional. NOCN Unit Code EE32QQ005

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

Level Two: Optional. NOCN Unit Code EE32QQ002

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

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

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

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 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.

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

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

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.

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

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 expectations 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 they affect people's 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

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

12. 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

13. 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.

14. 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

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

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

15. 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

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.

16. 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

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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Tel: 0114 2536 770 Fax: 0114 2536 771

Email: admin@fcdl.org.uk Website: www.fcdl.org.uk

The photograph on the front of this pack is of the island of La Gomera, one of the more remote Canary Islands. All of the Canary Islands, to a greater or lesser extent, are under threat from the consequences of climate change. All the islands are susceptible to a rise in sea level and in particular to the predictions of increased storminess that many climate scientists believe to be a current and coming consequence of climate change. Added to that, the Canaries are home to unique bio-geographic zones that are extremely sensitive to alterations in climate. In particular, La Gomera is home to laurel rainforest that is not really a rainforest at all (they are 'fog forests' because they are permanently shrouded in mist and this is the main source of water, rather than direct rain). The island is so small the consequences of changes to the climate of La Gomera are potentially disastrous for the people that live there as well as for the ecology. The Canary Islands are a really good illustration of what the planet stands to lose through climate chaos, i.e. vulnerable and unique habitats, bio-geographical zones and an island culture that has persisted for many centuries.