

# Community Development and Environmental Action

Resource pack for a 3-hour taster



# Taster Pack 5



Supporting Communities  
Creating Change



Care for Your Area

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# Introduction to the course

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](http://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

<b>Session Title</b>	Community Development and Environmental Action
<b>Target Audience</b>	Aimed at community development workers, community champions, local activists
<b>Links to other sessions</b>	Care For Your Area Community Buildings and Environmental Action Climate change Communications Food and Communities Strategies and Policies to Support Environmental Action
<b>Session Length</b>	Three hours including a break
<b>Session Aims</b>	To explore the links between community development and environmental action in the context of Government policy; and to examine how to embed environmental actions into community workers daily work
<b>Session Outcomes</b>	At the end of the session participants will: Be aware of the history and current interest in environmental action Have considered the links between environmental action policies and grass roots community work Explored a range of actions and activities to embed environmental actions within their work
<b>Indicative Content</b>	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 to engage with environmental actions

Time	Content	Exercise/Method	Resources	Notes
00	Welcome, housekeeping, groundrules, Session aims	Trainer input	Trainer Guidance Note 1 Outline session plan Prepared flipcharts	
10	Introductions	One thing you wouldn't know about me by looking at me	Trainer Guidance Note 2 Cut up slips of paper and a bowl/hat	
20	A brief introduction to the history and current interest in sustainable development	Trainer input Buzz groups	Trainer Guidance Note 3 Handout 1 EAC 4 page leaflet	
35	Why is environmental action important to CDW and workers	Small groups Feedback through swopping flipcharts	Trainer Guidance Note 4 Handout 2 FCDL NOS leaflet Flipchart paper and pens	
65	Mapping work with communities to EAC themes	Trainer input, 5 small working groups with cards	Trainer Guidance Note 5 Cards, pens and flip charts. post-it notes	
90	Break			
105	Opportunities to embed environmental action into existing community activities/ new activities/ buildings/ groups/ own organisation	Small groups, Worksheet 2; discussion and note taking; creation of wall posters	Trainer Guidance Note 6 Worksheet 1 Handout 3 Flipchart paper and pens	

Time	Content	Exercise/Method	Resources	Notes
140	What is needed to take such actions? People in community with skills and knowledge Their own learning needs	Trainer Input	Trainer Guidance Note 7 Worksheet 2 Handout 4 Handout 5	
160	Evaluation and endings	Individual exercise	Evaluation sheets	
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 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

# One thing you wouldn't know about me by looking at me

Ask everyone to write their name on a slip of paper and place it in a bowl or hat - don't forget to have one available.

Ask everyone to think of something they are prepared to share about themselves, that isn't obvious by looking at them, and which has an environmental or green aspect to it; e.g. I have two allotments, I volunteer to plant trees, I love walking in wilderness areas...

Ask one participant to draw out a slip and call out the name – the person with that name introduces themselves by name, says where they come from and what they want to share. They then draw out another slip and call out the next name.

## Trainer Guidance Note 3

# Introducing the topics and background

Use Handout 1 to provide an overview of the Government's interest in environmental issues, and the four page leaflet on the DEFRA-led Every Action Counts project. This explains a little about the Every Action Counts project, the concept of One Planet Living and how this taster programme fits in.

When you get to the third paragraph start by asking participants if they have heard of Local Agenda 21, the local authority programmes to tackle environmental issues locally, introduced after the "Earth Summit" in Rio in 1992. The Handout explains that this summit was a gathering of 179 heads of state and governments which drew up the Agenda 21 action plan for worldwide sustainable development for the world in the 21st century. Work through the rest of the handout with the group.

It may be useful to add at this point that the words being used are quite confusing because, although 'sustainable development' relates mainly to environmental issues, many community workers associate the term with sustainability of community groups and voluntary organisations.

The National Academy for Sustainable Communities (ASC), with its regional centres, is concerned with creating communities that people want to live and work in. It is the outcome of the Egan Commission report (1998) set up by John Prescott when he headed the ODPM, which examined the role of the built environment professionals in developing better communities. The ASC is now part of the Department for Communities and Local Government, which focuses on training for built environmental professionals and has also commissioned some pilot projects to train-up Community Development workers. Within the components the ASC has defined for sustainable communities there is one about being "environmentally sensitive", and another that includes a "quality built and natural environment".

Sustainable communities are supposed to embody the principles of sustainable development as they should:

- Balance and integrate the social, economic and environmental components of their community
- Meet the needs of existing and future generations
- Respect the needs of other communities in the wider region or internationally also to make their communities sustainable

Write up these points for people to see on a flipchart, and then allow them a little time to digest this material. Suggest they may want to talk to their neighbours to check out their understanding and formulate any questions they may have. Then take the questions and between you and the group see if they can be answered, or where the answer can be found.

# Handout 1

## A brief introduction and history

For many years now there has been concern about the impact of the developed world on the environment, indeed the World Commission on Environment and Development (WCED) was set up as long ago as 1983. It published a report entitled 'Our Common Future' in 1987 which became known as the Brundtland report. This report coined the phrase Sustainable Development to highlight the situation where we are using up the world natural resources faster than they can be replaced.

'The goal of sustainable development is to enable 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'. *Brundtland Report 1987*

Over the years, scientists and environmental groups have tried to increase public awareness of the situation. This has led to a number of Government-inspired programmes to improve the environment. Local Agenda 21, the Local Authority programmes to tackle environmental issues locally, introduced after the U.N. "Earth Summit" in Rio in 1992. This summit was a gathering of 179 heads of state and governments which drew up the Agenda 21 action plan for worldwide sustainable development in the 21st Century.

The Rio treaty was reviewed and led to the Kyoto Protocol at the United Nations Framework Convention on Climate Change as an amendment to the international treaty on climate change, assigning mandatory targets for the reduction of greenhouse gas emissions to signatory nations. It was negotiated in 1997 and came into force in 2005.

In the past few years there have been several policy documents emanating from the UK Government – including 'A Better Quality of Life; a strategy for sustainable development for the UK' (DETR 1999) which wanted to protect the environment, make careful use of natural resources and maintain economic growth. In 2005 DEFRA produced 'Securing the Future' which focused on creating a strong, just and healthy society, living within environmental limits and achieving a sustainable economy.

The role of communities and community groups in contributing to this goal of sustainable environmental development was explored in the 2005-6 programme called Community Action 2020, which developed into the Every Action Counts programme for 2006-2009 being delivered by the Community Sector Coalition on behalf of DEFRA.

More recently the concept of One Planet Living, which was developed by the World Wildlife Fund (WWF), has been adopted by the 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 planets worth of resources. The target is to reduce this 'global footprint' by two thirds so only one planet's worth of resources are used.

The Government's environmental policy initiatives are on the DEFRA website [www.defra.gov.uk](http://www.defra.gov.uk). Current themes are tackling the big issues of climate change and creating a fairer world, and at a local level they want cleaner, safer, greener and healthier communities, reducing waste and recycling, travelling wisely or supporting local food initiatives.

# Handout 1 (continued)

## A brief introduction and history

### Summary of key documents

UN Conference on the Human Environment Stockholm 1972.

The relationship between economic development and environmental degradation was placed on the international agenda. After the Conference, Governments set up the United Nations Environment Programme (UNEP), which today continues to act as a global catalyst for action.

World Commission on Environment and Development (WCED) set up 1983 .

Environmental degradation was understood to be a matter of survival for developing nations. Led by Gro Harlem Brundtland of Norway, the Commission put forward the concept of sustainable development as an alternative approach to one simply based on economic growth.

'Our Common Future' in (WCED 1987)

Published report which became known as the Brundtland report. The report coined the phrase Sustainable Development.

U.N. "Earth Summit" in Rio in 1992.

Gathering of 179 heads of state and governments which drew up the Agenda 21 action plan for sustainable development for the world in the 21st century. This led to the Kyoto Protocol to the United Nations Framework Convention on Climate Change: negotiated in 1997 and came into force in 2005.

Amendment of the international treaty on climate change. Assigning mandatory targets for the reduction of greenhouse gas emissions to signatory nations.

'A Better Quality of Life; a strategy for sustainable development for the UK (DETR 1999)

A strategy to protect the environment, make careful use of natural resources and maintain economic growth.

'Securing the future' 2005 DEFRA

Focusing on creating a strong, just and healthy society, which was living within environmental limits and achieving a sustainable economy.

Community Action2020 (UK Government 2005-6)

The role of communities and community groups in contributing to this goal of sustainable environmental development.

Every Action Counts programme for 2006-2009

CA2020 developed into EAC being delivered by the Community Sector Coalition on behalf of DEFRA.

## Trainer Guidance Note 4

# Community development work and environmental action

The previous part of this session had looked at the bigger picture and the government policies around environmental action. These policies have required regional government to ensure that they have embedded sustainable development into their main policies, and likewise local councils have been set targets and goals in this field. So it is all very top down, or can feel like that.

Community Development work, by its nature is bottom up.

As our key purpose statement says the aim of community development ‘...is collectively to bring about social change and justice, by working with communities (communities can be defined geographically, by interest and by identity) 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.’

From this flows our values and principles:

1. **Social Justice** — working towards a fairer society that respects civil and human rights and challenges oppression.
2. **Self-determination** — individuals and groups have the right to identify shared issues and concerns as the starting point for collective action.
3. **Working and learning together** — valuing and using the skills, knowledge, experience and diversity within communities to collectively bring about desired changes.
4. **Sustainable communities** — empowering communities to develop their independence and autonomy whilst making and maintaining links to the wider society.
5. **Participation** — everyone has the right to fully participate in the decision making processes that affect their lives.
6. **Reflective practice** — effective community development is informed and enhanced through reflection on action.

All of the above can be found on the purple leaflet on NOS for CDW, which should be used as support material for this introduction and is available on the FCDL website - [www.fcdl.org.uk](http://www.fcdl.org.uk)

Handout 2, and the four page introduction to Every Action Counts (this is available on the FCDL website - [www.fcdl.org.uk](http://www.fcdl.org.uk)), makes the link between social justice and environmental justice.

Ask participants to form small working groups and to come up with their suggestions as to why community workers should be interested in environmental action and the Government’s initiatives in this field. You can use some of the examples in the four page EAC leaflet and/ or explain how some of the bigger issues that face the communities in which they work are related to the environment;

## Trainer Guidance Note 4 (continued)

# Community development work and environmental action

such as health (air pollution and asthma; poor quality food and ill health); poverty (fuel poverty, water poverty when people can't afford these basic services); more disasters affecting poor areas, (poor communities are less able to cope with disasters such as flooding – poorer people tend to live in areas more likely to flood; tornadoes can hit anywhere, poor people are less likely to be insured...).

Ask the groups to record their ideas on flipcharts; organise feedback through passing the flip charts around the groups, and then display them.

## Handout 2

# Social and environmental justice

### **What is Environmental Justice?**

Environmental justice means:

- Quality of life for all - everyone should have a safe and healthy place in which to live, work and play.
- Enough for us and the future - we need to make sure there are adequate resources for all of us and future generations.

Unfortunately, there are many examples of environmental injustice.

Source: [www.foe.co.uk](http://www.foe.co.uk)

### **What is Social Justice?**

Social Justice can be seen in the practice of community development where people:

- Respect and value diversity and difference
- Challenge oppressive and discriminatory actions and attitudes
- Address power imbalances between individuals and groups and society
- Stand up for civil and human rights
- Seek to promote policies and practices that are just and enhance equality, whilst challenging those that are not.

Reference: National Occupational Standards in Community Development Work see [www.fcdl.org.uk](http://www.fcdl.org.uk)

## Trainer Guidance Note 5

# Mapping work to Every Action Counts themes

Introduce the five themes of Every Action Counts:

- Save our resources
- Shop ethically
- Save energy
- Travel wisely
- Care for your area

Copy the theme cards; split participants into five small groups; give each group one of the themes, and enough cards for everyone; they should discuss their theme and what it means and then jot down (drawing or writing) any activities they are currently involved in, or know about, which could fit under this heading.

Here are some suggestions if they get stuck! They come from workshops exploring what community groups are already doing.

### **Save our resources**

Waste analysis, developing a waste reduction plan for your community group, setting targets for waste reduction, campaigning for recycling facilities, use of recycled goods, conscientious purchasing, raising awareness through local campaigns, using biodegradable rubbish bags made from corn.

### **Shop ethically**

Purchasing Fairtrade products, recycled and locally produced goods; supporting community businesses, purchase of recycled goods, raising awareness through local campaigns, reducing 'food miles', ethical banking.

### **Save energy**

Energy audit, employing organisation switching to green energy supplier, use of renewable energy, purchase of energy efficient equipment, 'green' buildings, local 'power down' campaigns, using a milk float to collect refuse.

### **Travel wisely**

Green transport policies: encouraging visitors to use public transport, use of incentives to reduce reliance on cars, sharing cars, use of venues easily accessed by public transport, incorporating awareness raising into staff and volunteer induction, offsetting carbon emissions through tree planting, walking school bus, walking groups.

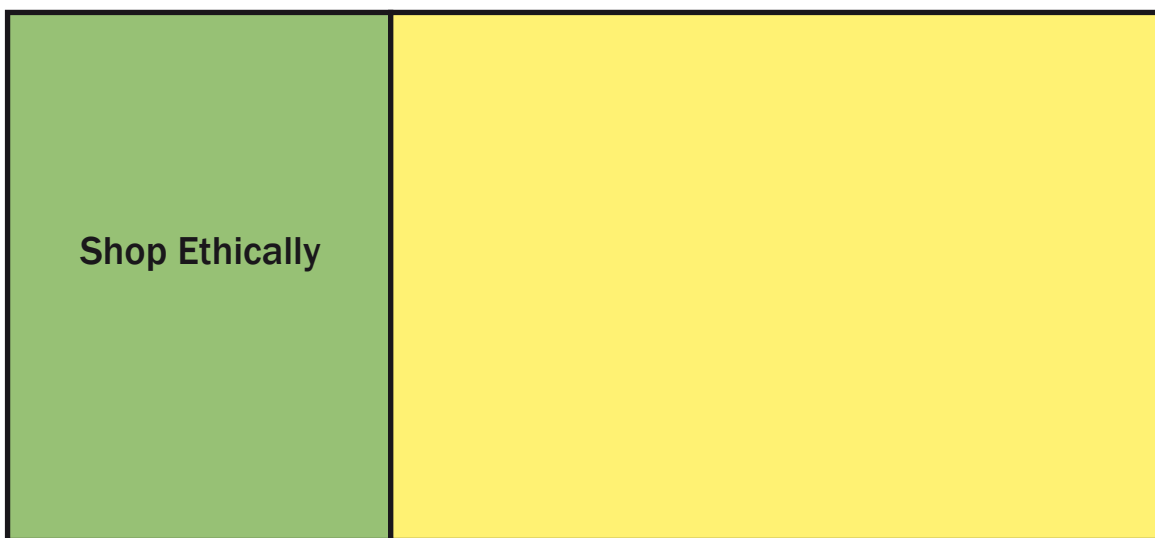
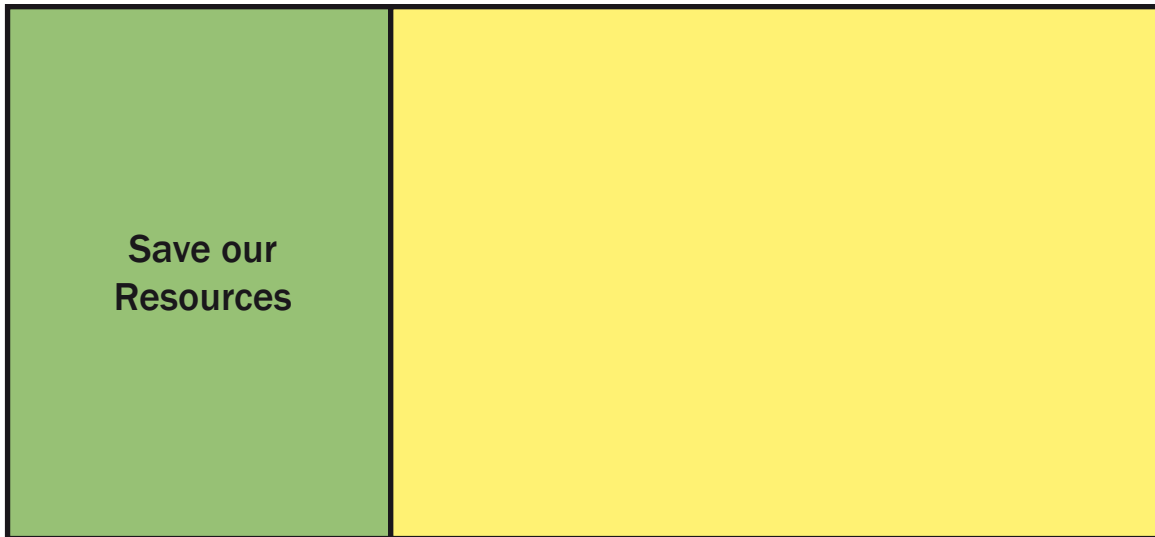
### **Care for your area**

Raising awareness in your area, designing local projects which increase biodiversity, reducing use of non renewal resources, campaigning against 'rat runs', creating home zones, replanting wild seeds and food trees on disused land, taking photos of an area to raise awareness of its good and bad points.

Participants may well be undertaking some activities that don't seem to fit under these theme headings, so encourage them to put these ideas onto post-it notes which can then be displayed (e.g. parish plans).

Ask them to feedback by reading out their cards and pinning them onto a flip chart sheet; collect up any other cards/ post-it notes and put these on a separate sheet. Encourage people to add in other suggestions to the displayed flip chart sheets during the break.

## Every Action Counts Theme Cards



## Every Action Counts Theme Cards



## Trainer Guidance Note 6

# Opportunities to embed environmental actions into Community Development Work

The last exercise will have gathered some ideas about what people are already doing. This exercise provides participants with an opportunity to think about what else they could do to raise awareness and undertake practical actions, this could be in relation to the groups and communities they work with and their own employing organisation; it could also be about adding into existing work or generating new activities.

In small groups of 3 or 4 people – give out Worksheet 1 and ask them to follow the instructions; check when they have all contributed and are ready to move onto creating their poster and give out pens and flipchart sheets.

Take the feedback by letting people see each groups posters, and then discuss with the full group - “How do you think your community group might benefit from embedding considering the environment into its activities?”

This could range from saving money (e.g. reducing the costs of energy for a community building or families) to generating opportunities for people to become involved (through joining in a campaign to clean up their area).

Handout 3 gives some examples of how community development workers are embedding environmental action into each of the key roles of community work, and shows that environmental actions can come into every stage of community work.

# Worksheet 1

## Taking practical steps

In your group, take turns to describe a community group you work with, your own organisation, or some of the wider communities you are involved with. Make notes of where there are possibilities to add to existing work with groups and with your own organisation, or opportunities for starting new activities, that would support each of the themes outlined below. When you have all made your contributions, create a poster/ mind map showing what you are all proposing.

<b>EAC Theme</b>	<b>Building into existing group or community based activities</b>	<b>Building into your own organisation</b>	<b>New activity that could be generated</b>
<b>Travel Wisely</b>			
<b>Reduce Waste and Recycle</b>			
<b>Shop Ethically</b>			

## Taking practical steps

<b>EAC Theme</b>	<b>Help Save Energy</b>	<b>Care For Your Area</b>	<b>Other Activities That Don't Fit Neatly Into these Categories</b>
<b>Building into existing group or community based activities</b>			
<b>Building into your own organisation</b>			
<b>New activity that could be generated</b>			

## Handout 3

# Examples of current community work relating to sustainable environmental development by key roles

These examples have been provided by recent workshop participants.

Role A - Develop working relationships with communities and organisations:

- Encourage groups to use re-cycled safety surfaces on play areas
- ACRE food project – linking community groups, schools, and health agencies
- Work with transport user groups to assist their development
- Support and enable community association to research and consult on community priorities and take democratic and collective actions
- Forming resident reference group to look at environmental issues in community and do something about it
- Encourage village hall committees to think about energy efficiency when running / managing their building
- Promoting the use of Fair-trade products with other organisations.

Role B - encouraging people to work with and learn from each other:

- Organised a clean up of street rubbish
- Bike and walking club
- Young women's cooking project and a multi-media project - looking at diet / image / pressure
- Established a county wide transport forum
- Mapping traffic problems in an area, highlighting rat runs, travel to school congestion, need for safe streets etc.
- Community day to promote residents' involvement in healthy eating and composting with the aim of setting up a community allotment
- Promoting best practice through case studies, and talks by established groups to share experiences with new groups
- Organising focus groups on the topic encouraging sharing of issues and supporting each other
- Set up a rural - urban cultural exchange event, lots of crafts, food to aid social inclusion and community development
- Hold a seminar on recycling ; provide information on where to recycle computers
- Availability of E Rural (mobile IT bus) to educate and bring people together .

Role C - work with people in communities to plan for change and take collective action:

- Green infrastructure planning workshops at parish level
- Consultations - work with groups to plan new projects - extensions, new buildings, play areas improvements
- Working with a group to build a 'model of good practice' of an environmentally friendly hall

## Handout 3 (continued)

# Examples of current community work relating to sustainable environmental development by key roles

- Local transport plan workshops; linking Sustrans routes to isolated villages, walking buses to schools
- Involving communities in rural housing needs surveys enables them to plan for change and work together
- Improve quality of life - issues like litter and recycling how to get young people involved
- Raising awareness within primary schools of the environmental importance of a local disused railway line.
- Environmental clear ups / Operation 'hot spot clean' in local communities
- Replanting wild seeds and fruit trees on disused land / Biodiversity of local green space
- Promote use of public transport
- Patient and Public Involvement (PPI) forums have asked Primary Care Trust (PCT) about what environmental considerations there are at new health and social care centres
- Food co-op and veg vans, food boxes and similar schemes
- Community gardening and allotment schemes to integrate newly arrived people and communities
- Children's and young people's consultation projects - creative - visual arts / photography - using waste materials for creative art workshops

### Role D - Work with people in communities to develop and use frameworks for evaluation:

- Parish consultation - action with groups / organisations to determine direction
- Community centre/ parish hall environmental footprint assessments/ audits
- Funding for going on visits, reports to evaluate progress
- Developing a virtual forum on the internet to discuss 'accessibility' projects
- Village meeting to review activities from a green and sustainable point of view
- Fun day taking photos, asking feedback from residents, improvements for next year
- Offer training to community associations and community groups
- Participative action research / evaluation.

### Role E - Develop Community organisations:

- Outreach work to engage with young people to improve youth provision; user - led participative approach - e.g. setting up new youth groups
- Local garden society link to 'garden organic'
- Help set up a resident association to able to apply for funding to run projects in their community
- Established bus user group
- Friends groups for local 'pocket parks'
- Accessing funding e.g. community champion funding to set up new organisations
- Youth led action groups - form links with parish councils as well as working on own projects
- Work with members of Black and Minority Ethnic groups to develop collectives and work as larger group to ensure a 'voice'

## Handout 3 (continued)

# Examples of current community work relating to sustainable environmental development by key roles

- Paper recycling in the work place
- Computer recycling for community groups

### Role F - Reflect and develop own practice and role

- Continual learning and self-challenging
- Using others skills and knowledge e.g. community buildings, transport
- Follow examples, encouraging others to use recycled goods
- Going to regional rural housing forum enables network meeting and training helps me develop my role as a housing enabler
- Use simple language when corresponding with residents e.g. in a newsletter
- Attend regional transport meetings to learn from others
- Practise reflective action 'working together'
- Important personally to learn by my mistakes and continue to grow and develop through feedback etc.

## Trainer Guidance Note 7

# How to move forward with this issue

In order to be able to make progress in bringing environmental actions into their work they will need:

1. To feel confident in themselves – that they know the subject matter enough to answer queries and to respond to people who think it is all irrelevant to them
2. People in the communities recognising that they do have the skills and knowledge to begin to take action
3. Access to support and resources.

If community workers want to develop their knowledge in this area, the informal learning pack available on the FCDL website has lots of good ideas and support material arranged around the current EAC themes. The EAC website also has additional suggestions and links to relevant information.

Individuals might like to take some time to think about what their learning needs are.

Worksheet 2 is a transferable skills and knowledge tree which could be used with people in communities and community groups. Individuals can self-assess their own skills and knowledge; or they can work with others and use the checklist on the back to discover what each member of a group can contribute. The skills needed to work on environmental issues are similar to other areas of community work. The knowledge may be more specialised but can be easily gathered if people know where to look. If there is time then people may want to use this technique to assess their own skills and knowledge.

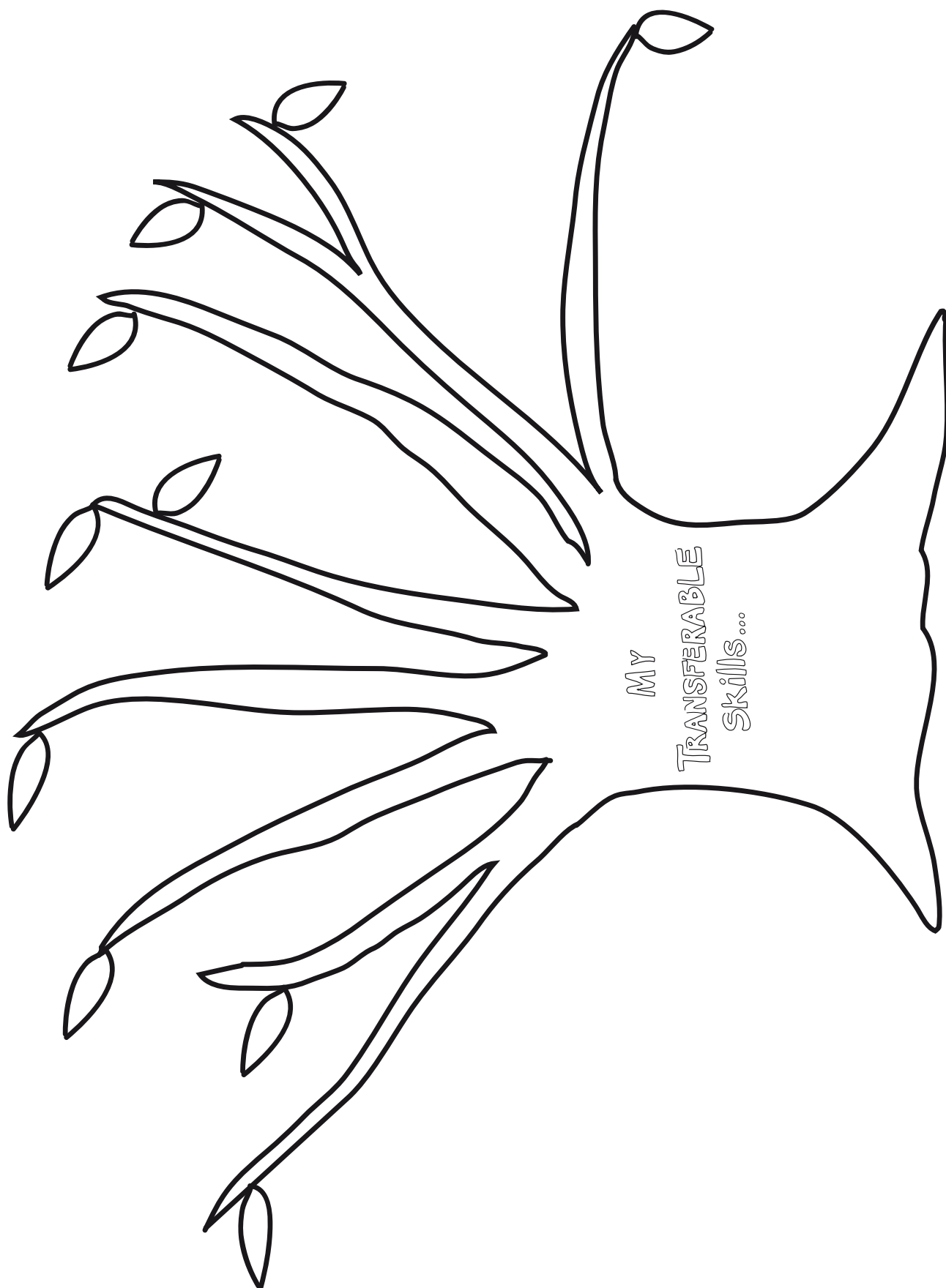
The 4 page EAC leaflet lists some of the other parts of this programme which people may be interested in – e.g. community champions or embedding CD into organisations.

All the other taster packs that they can use with groups are on the FCDL website and also another one aimed at CD workers on strategic approaches to environmental actions.

There is also a unit within the NOCN awards at level 2/3 on Community Development and Environmental Action, and a sample HE unit, which can be adapted by any HE institution and added to existing programmes at all HE levels. See Handout 4.

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](http://www.everyactioncounts.org.uk). Encourage them to look at the site and register.

# My Transferable Skills



## Worksheet 2 (continued)

# My Transferable Skills

This is a list of possible transferable skills you might like to consider:

- Communicating effectively with groups
- Media Skills (radio, press, TV)
- Giving advice to groups
- Persuading, motivating
- Consultation
- Leading, pioneering
- Negotiating, resolving conflict
- Instructing, teaching, empowerment
- Coaching, mentoring
- Gardening “green fingers”
- Maintaining, repairing, salvaging
- Recycling, reclamation
- Craft skills
- Painting, re-finishing, restoring
- Construction
- Marketing, business skills
- Designing, creating objects
- Researching, gathering information
- Funding/ finance
- Policymaking
- Planning
- Organising, prioritising
- Problem solving, analysis
- Evaluation
- Record keeping, monitoring
- Retrieving information

# Handout 4

## 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
<b>Unit</b>	
NOCN Unit	Community Development and Environemtnal Actionlevel 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:

# Additional Community Development Learning Resources

## FCDL Taster Sessions

- The context of partnerships
- 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*

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

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*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

*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.

### **7. Developing community organisations levels 2 and 3**

*Level Two: Optional. NOCN Unit Code EE32QQ016*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

*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.

### **9. Effective partnership working levels 2 and 3**

*Level Two: Optional. NOCN Unit Code EE32QQ019*

*Level Three: Optional. NOCN Unit Code EE33QQ038*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

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

### **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*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

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

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*

# Additional Community Development Learning Resources

## NOCN Courses and FCDL Resource Packs

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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