

Local Actions on Travel and Transport



Supporting **Communities**
Creating Change

Resource pack for a 3-hour taster

Taster Pack 7

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Introduction to taster courses

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 sessions 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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Time	Content	Exercise/ Method	Resources	Notes
00	Domestics Groundrules Aims		Trainer Guidance Note 1	
15	How did you get here today?	Round or line game	Trainer Guidance Note 2	
30	Interviews - to gather information about how participants see health issues and access to public services in their community	Pairs with sheets	Trainer Guidance Note 3 Worksheet 1 Handout 1	
55	Identifying issues relating to travel and transport within communities - where are people travelling, why, how	Small groups to map local issues	Trainer Guidance Note 4 Handout 2	
85	What can communities/ groups do re the issues	Small groups to work on 1. Tackling local congestion/ accident spots around schools... 2, making streets safer - redesign of streets 3. Improving access to/ public transport 4. Economic regeneration of areas	Trainer Guidance Note 5 Worksheet 2 Mini resource packs	
125 145	Feedback Where to get help/ support/ resources			
160	Evaluation			
180	End			

Trainer Guidance Note 1

Introduction

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

1. Fire exits and procedures; and ask if people are 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 so people can find you easily.

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

Some examples may be:

- We will keep to the start and finish times and the times 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 you should ask for clarification about comments/ instructions if necessary

The aims of this session are

- To explore some of the impacts that travel and transport has on the health of a community
- To identify issues relating to travel and transport within communities
- To look at what communities can do to improve the situation

Trainer Guidance Note 2

Warm up game

The topic is 'how did you get here today?'

There are 2 ways to play this.

One is to do it as a simple round where each person in turn says how they travelled to the courses and you can ask them to add in something that happened to them on the way.

The other way is to ask people to put themselves in a line across the room based on how many miles they have travelled to get to the course; those travelling the least distance on one side and those the furthest at the other end.

Then ask them:

- To take a step forward if they came by car
- To take another step forward if they car shared
- To take 3 steps forwards if they came by bus
- To take 4 steps forward if they came by train
- To take 5 steps forward if they came by bike
- To take 6 steps forward if they came by feet

You can vary this according to the area, if there is no train service then leave that out for example. You can add in some more unusual one – like skateboarding, wheelies... to make it a bit more fun.

You should then hold a general discussion about why people have used different forms of transport – was there a choice to use public transport or doesn't it exist, for example?

The aim is just to get people moving around a bit and to think about different forms of transport and the choices that we make or if we have choices.

Trainer Guidance Note 3

Travel and health

The aim of this exercise is to enable people to think about issues affecting the health and well-being of themselves, their families, their community and to begin to make the connection with travel and transport issues within their communities. The choice of health is a deliberate one, as health concerns everyone. One way of getting people to appreciate the impact of travel and transport issues is to relate it to their health.

Give out worksheet 1 and ask people to interview another person and collect some information. They will then introduce their partner and feedback their answers.

Record the key issues they come up with and then make the connections between these issues and travel and transport within communities.

These are examples of the links you could make

- The GP's surgery is moving to a supermarket outside of the area which makes it really hard for people to get to it without a car.
- There is nowhere safe for children to play because the streets have become rat runs for cars. This means they stay in more and are not active and are more prone to putting on weight.
- Most children arrive at the village school by car because parents feel that it is too dangerous for them to go on foot because of the traffic congestion around the school gates. Children therefore lack exercise, and also suffer from the exhaust fumes created by the parents sat waiting outside.
- A rural GP's practice has developed a policy of home visiting as little as possible but provide no car park and public transport is very sparse. This has led to congestion in the street outside and fumes caused by waiting cars keeping their engines running.
- Since they put the new ring road around the outside of the estate the level of asthma has increased amongst children.
- A child got injured outside the school gates by someone driving right up to the gates to drop their child off.

Keep your examples to travel issues within communities as far as possible as the other taster on travel deals with how plans from outside can impact on a community.

Handout 1 gives an overview of some of the issues that travel and transport can raise for communities. Give out the handout and highlight some of the main themes that are likely to be relevant to your participants.

Worksheet 1

Health and travel in your community

What is the name of the person you are interviewing?

Where do they live?

Which of the following are they concerned about?

- Lack of a local GP practice
- Lack of a local health centre
- Lack of a local pharmacy
- The lack of places for children to play outside in safety
- The traffic caused by the school run
- Congestion at peak times
- Increase in asthma in young people
- Closure of local shops
- The lack of exercise people take

Other concerns about health they may have:

-
-
-
-

Handout 1

Health and traffic

Transport has a huge impact on our lives. Around 6 per cent of our waking hours are spent travelling, accounting for much of the time we spend out of the house and school / workplace.

We take a daily risk with our health when we venture out into the traffic, and it's not just the chance of being involved in a road accident: air pollution and stress-related illnesses from noise and the breakdown of communities are also increasing. The dominance of the motorcar means that most of us walk and cycle less, losing the benefits of easy regular exercise. Transport should be one of the largest issues in preventative health.

Transport is about access and mobility: getting to places, and seeing people. The diversity of places and people that we seek is good for our health, the grind of travel is bad. Ideally, we would like to achieve the benefits without the costs. The private car is responsible for a limited range of benefits for a limited section of the community, and almost entirely responsible for the costs borne by the whole community. The widespread use of the private motor car is a major health issue.

Road Casualties

The total number of deaths in road accidents was 3,201 in Great Britain in 2005.

The total number of road casualties of all kinds between 2004 and 2005 was 271,000 in Great Britain. www.statistiv.gov.uk

This places a considerable burden on the National Health Service (about 10 per cent of all hospital resources).

Research into child road accidents has shown that the reductions in child fatalities have come about not because roads are getting safer, but because they are much more dangerous; children no longer have as much freedom of movement, and are driven by car to places they would once have gone on foot or by bike. Children are typically two years older before they achieve a given level of independent mobility (like going to school on their own) than they were 20 years ago; this affects their physical and social development.

Walking and cycling are good for our health. They are the simplest forms of regular aerobic exercise that we can take, with the bonus of getting us somewhere. Physically active people reduce the risk of heart disease and stroke by up to half. The risk of early death falls by up to a third if people are active.

Government health advice says that children and young people should exercise for up to an hour five times a week. Walking to school, cycling and playing sports are ideal steps to better health.

Around a fifth of British adults are obese and that figure could rise to a third by 2020.

Busy roads deter pedestrians from crossing them so that communities through which they pass may become divided. The amount of social interaction between neighbours is drastically reduced when traffic levels increase; residents living on busy streets are likely to have less in the way of health-promoting social support networks.

Hospitals and health centres (as well as shopping developments) are increasingly being moved out of town. For those without cars, currently around 28 per cent of households, visiting these places

Handout 1 (continued)

Health and traffic

becomes much harder than when they are at the traditional hub of the local transport network (the High Street). Poor public transport links, bad timetabling of services and inaccessible buses can make it difficult for people on low incomes or with mobility problems to reach the health care they need. The cost of providing fully accessible door-to-door public transport, a service which would enable more Disabled and older people to be cared for at home, is considerably lower than having them cared for in a nursing home or in a geriatric ward. This is a clear example of how transport and health care need to be looked at together.

There is widespread concern about the quality of the air we breathe and the effect it is having on our health. There is increasing evidence that air pollution aggravates existing respiratory and pulmonary problems. While catalytic converters on cars can reduce noxious emissions, they do not work on cold engines or for short distances. The rising number of vehicles on our roads is offsetting any reduction in emissions due to catalytic converters. New technology could make individual vehicles cleaner still. Electric vehicles and hydrogen fuel cell vehicles promise to be more efficient and could eliminate pollution on city streets. Some local authorities are already introducing alternatively fuelled vehicles as part of their council fleets. However, at the moment alternative fuels rely on fossil fuels to generate the energy initially, so they do not provide a miracle cure for pollution.

Most local journeys could easily be made on foot, by bike or by public transport, which would be much better for the health of the community as well as for individuals. Public transport needs more investment to make it faster, more reliable and more convenient; streets need to be designed so that people are more important than cars; out-of-town developments which generate more traffic need to be curtailed; and car traffic has to be actively restrained.

Traffic calming has been shown to be the most cost-effective method of reducing road accidents. Lower traffic speeds, for example more 20mph zones in towns and cities, would provide a better environment for walking and cycling and encourage more people to do this.

Trainer Guidance Note 4

Identifying local issues relating to travel and transport within communities

Ask people to work in groups with people from the same area if possible – do this by getting people to say where they lived again.

Once you have viable groups, give them pens and flip chart paper and ask them to draw or map to show where people travel to and from within their area – it may be to school, to shops, to health care providers, to the football pitches on Sunday. Then ask them to think of any issues and problems that this causes.

Feedback is through the groups displaying their maps / drawings and describing the issues of concern to them.

Handout 2 provides some facts about the dangers of cars to the health of people in local communities, and some facts about car ownership.

You can either work through as a group or suggest that people look at it in trios and then feed back any comments. You may need to explain that these are facts – they are not intended to be part of an anti-car diatribe, but are intended to help us recognise the impact that cars have on communities.

Handout 2

Facts and figures about car travel and its impact on families and communities

Over 9,000 children are killed or seriously injured on our roads each year and of these 63% are pedestrians. The child pedestrian death rate in the UK is the joint fourth worst in Western Europe - seven times as high as in Finland and three-and-a-half times as high as in Italy, Sweden and the Netherlands. Most accidents to children happen on quiet roads, often familiar to them, but where safe crossing facilities are not available. Accidents cluster around junctions, crossroads, parked cars, bends and brows of hills.

www.dft.gov.uk Department for Transport Road Casualties in Great Britain 2005

Studies at Strathclyde University show that children under the age of 9 are very poor at recognising dangerous places or finding safer ones. They tend to think it is safe to cross if they cannot see traffic, even if their view is obstructed by a bend or the brow of a hill. They are likely to choose the most direct route to cross, without considering a detour to reach a safer spot. The highest numbers of casualties amongst pedestrians occur at ages 8 and 12 with boys being a greater risk than girls.

www.dft.gov.uk

In 2005 in Great Britain, of children aged up to eleven 30 were killed and 1,182 more children were seriously injured on foot. 27 children up to the age of 11 were killed while in cars, some not belted up properly. 299 more children were seriously injured in cars. Boys of this age are almost twice as likely to be killed or seriously hurt on foot than girls. This is because boys are more likely to take risks.

Department for Transport Road Casualties in Great Britain 2005

The older children get, the more independence they have, and the more likely they are to die on roads. Deaths and injuries of children on foot and bicycles peak between the ages of 12 and 15. In 2005, 1,223 children aged 12-15 were killed or seriously injured on foot or bikes on UK roads, accounting for more than a third of pedestrian and cyclist deaths and serious injuries among under 20s.

Department for Transport Road Casualties in Great Britain 2005

Drivers aged 17-19 are seven times more likely to have a drink-drive crash than drivers aged 30-34.

Department for Transport Road Casualties in Great Britain 2005

Six out of ten teenagers have either been in a crash/near miss or know someone at school who has been. Teens often get distracted when they cross the road by talking and having fun with their friends, chatting on the mobile phone, listening to music, or just thinking about something else.

Department for Transport Road Casualties in Great Britain 2005

Poor children in the 10% most deprived areas of the UK are five times as likely to die on roads as other children. Partly because they have fewer safe places to play, such as big back gardens, and may walk more as their parents don't own a car.

Institute of Public Policy Research

Children from long-term unemployed families are 28 times more likely to be killed while cycling and 21 times more likely to be killed on foot than children with parents in professional occupations.

Department of Epidemiology & Population Health, London School of Hygiene & Tropical Medicine.

Handout 2 (continued)

Facts and figures about car travel and its impact on families and communities

Around 60 per cent of fatal crashes occur on rural roads, mainly A roads. Transport 2000 www.transport2000.org.uk

Drivers of 4x4 vehicles are involved in 25 per cent more crashes than average. In a side impact collision with a 4x4, a car driver is four times more likely to be killed than if they were hit by another car.

RAC Foundation 2004

Every person has a 1 in 17 chance of being killed or seriously injured in a road crash during their life. Sustrans

Excessive or inappropriate speed is a factor in 40 per cent of fatal car crashes. For every 1mph reduction in a drivers speed, the chances of being involved in a crash decrease by 5 per cent.

Transport Research Laboratory

Hit by a car at 40mph a pedestrian has an 85 per cent chance of being killed, at 30mph they have a 45 per cent chance of being killed, while at 20mph the risk falls to 5 per cent.

FACTS

Around a fifth of households in Britain without a car in 2002/03 had some difficulty accessing supermarkets and doctors.

Source: Department for Transport/National Statistics 2005

A fifth of households of Indian origin did not have access to a car compared with a quarter of households of white ethnic origin and almost half of black origin. 72 per cent of people of white ethnic origin travelled to work by car, compared with about 60 per cent of Indian, Pakistani or Bangladeshi origin.

In rural areas 11 per cent of households did not have access to a car, compared with 40 per cent in London and 35 per cent in metropolitan city areas. In rural areas people don't have alternative choices and so have to have a car to get to work and to access services

In the 10 per cent most deprived areas of Britain, around 55 per cent of households do not have access to a car.

Department for Transport/National Statistics 2005

Buses, coaches and trains in Britain are seven times safer than cars in terms of fatalities per passenger kilometre.

Confederation of Passenger Transport 2003

Trainer Guidance Note 5

Communities taking action

In this main exercise of the session, small groups will be given a choice of the area they want to work on. Mini resource packs have been prepared on the following topics

1. Tackling congestion around schools and other communal places
2. Making streets safer
3. Improving access to and take up of public transport
4. Economic revival of shopping areas

You may want to look at other topics and create additional resource packs to meet particular needs of the group members. The web sites referenced in the packs all have lots of other useful information.

The aim of this exercise is to get people to explore how they could take action on this topic, by working in small groups using the material in the mini resource packs.

The material provided is a mix of facts, a case study and a way of tackling an issue which could be adapted to similar situations.

There is a worksheet to guide their planning.

Ask them to produce a brief summary for the feedback session

Worksheet 2

Taking action in your community

Title of your scenario

Look through the information in the mini resource pack provided. Remind yourselves of the earlier exercises about issues in your community and then discuss the following questions and record your answers in the boxes

What are the main issues you want to tackle?

What do you want to achieve?

How would you plan to achieve your aims?
What steps do you need to take?
Who do you need to involve?
What else do you need to know?

Continue on another sheet if needed

Mini Resource Pack 1

Resource pack 1

Congestion around public places and spaces

Congestion impacts upon the lives of people in many different communities. It can involve the congestion around local schools at the start and end of school days, the roads near to a football ground on match days, the roads near to places of worship when services are taking place, playing fields when there are Sunday league and other sporting events taking place, the roads leading to out of town stores, lorries queuing to deliver to a supermarket in the centre of a town, local beauty / tourist spots which attract people from a wide area.

You can think of other examples affecting your community.

In this mini resource pack you will find some examples of actions that have made a difference, and a lot of information about how to take action to relieve the congestion around schools caused by people driving their children to and from their school.

The information about tackling school related congestion could be adapted to other situations that you may want to work on tackling.

Mini Resource Pack 1

Example of actions that have made a difference:

Safety Cameras

Figures from June 2004 showed a 40 per cent reduction in people killed or seriously injured at camera sites in the 24 Safety Camera Partnership areas. This means that there were 870 less people killed or seriously injured and 105 fewer deaths, saving £221m in NHS and other costs. There was a 7 per cent reduction in average speeds at new camera sites and a 71 per cent fall in speeding.

Source: Department for Transport/University College London

Traffic calming

In Hull where traffic calming and 20 mph zones have been installed at 116 residential locations, in consultation with the emergency services,

- Total crashes have been cut by 56 per cent,
- Crashes involving child pedestrians are down 74 per cent.
- Road crash casualties fell by 26 per cent.

Hull has set targets of cutting the number of people killed or seriously injured in road crashes by 50 per cent by 2010, 75 per cent for children.

Source: Hull City Council 2005

International Walk to School Month

October 2006 was the first ever International Walk to School Month and schools across the UK, and in 40 countries across the globe, took part in events to celebrate.

The aim is to get parents and children to think about how they get to school, rather than automatically getting into the car. The walk to school provides many opportunities

- Quality time to share - Parents can use the walk to school to talk and play games with their children, meet their friends, learn about what is happening in their family's lives, or even just walk the dog.
- Time to get healthy - A brisk 30 minutes to school and back, twice a day, is a great way for parents and children to fit regular exercise into their daily routine.
- Time to learn - The walk to school is an opportunity for children to find out about their neighbourhood, practice their road safety skills, or be tested on their times tables.
- Time to save money - Driving the average school run for a year costs at least £400.
- Walking to School reduces air pollution. Short car journeys are more polluting, mile for mile, than longer journeys because cold engines produce 60% more fumes, and use more fuel, than warm engines.

www.walktoschool.org.uk provides many examples and promotes the idea of a Walk Once a Week - WOW

Mini Resource Pack 1

School holiday bus

Two neighbouring parishes in North Lincolnshire both took up a grant to carry out a transport needs survey and found a need among young people to get to Brigg Leisure Centre in school holidays. They could only get there if their parents took them. They decided to work together to apply for a Vital Villages grant to pay for a bus that shuttled between both villages including an outlying hamlet and Brigg just during the school holidays. This enabled young people to go swimming and take part in other sports, independently of their parents and reduced the number of cars on the road.

Walking school bus in East Riding

The parish council carried out a transport needs survey and found a need to relieve congestion outside the school gates, which coincided with the primary school wanting to encourage walking in order to become recognised as a healthy school. The parish council received a grant to buy a trailer for bags, luminous vests for children and volunteers, and 'ladybird' umbrellas to encourage the children to walk in the rain. The local authority provided training for the volunteers and the school organised CRB checks and organised a 'reward' system for children who took part.

Faith Communities and the Environment

Several Faith communities have started to produce guidance for their members on why they should take environmental issues seriously

www.environment.harvard.edu/religion/religion/index.html- a website with information on most main religions and their outlook on ecology and environmental issues

www.dep.org.uk/resources/Values&visions/ValuesEnvironment.htm - list of environmental publications, some are related to spiritual and religious contexts.

Christian Ecology Link provides guidance for Churches and their members

As Christians we should be concerned about the rightness of our actions and about the effect of these on the quality of life for other people. Our concerns must include those 30% of households in Britain which do not have access to a car for whatever reason.

Our decisions about transport ARE part of our Christian responsibility to simplify our lifestyles as good stewards of God's creation, standing against

- The wasting of resources
- The dire effects of pollution, including aeroplane pollution
- The disruption of people's lives

How, throughout the year, can we show our Christian responsibility in our travelling? Consider implementing as many of these suggestions as you can.

- Whenever you think of making a journey, ask yourself whether it is really necessary
- Walk or cycle all journeys of less than a mile, if you can
- For longer journeys, use the bus or train, and if you need a car, hire it at the other end
- Organize a car-sharing scheme
- Check if your church has a cycle-rack as well as a car park

Mini Resource Pack 1

- Put pressure on your local Council to give priority to people rather than vehicles, through traffic calming schemes, cycle facilities, pedestrian crossings, and lorry restrictions.
- Continue to press the government to give higher priority to an integrated public transport system with simplified ticketing and easily accessible information, and to take firm measures to reduce car and lorry journeys.
- If purchasing a parish or community bus choose one which is fuel efficient. In the future it may be possible to consider buying a gas powered bus which is less polluting.
- If organizing a pilgrimage for a church group use public transport but try to avoid ecologically damaging jet travel.
- When organizing a local church outing also avoid ecologically damaging travel.
- Roll back a piece of asphalt from the church car park and let living trees and plants flourish.
- Find out whether in your denomination the church leader gets an allowance for cycle mileage as well as car mileage.

www.christian-ecology.org.uk

Big Green Jewish Website

The Big Green Jewish Website is a joint venture by The Noah Project and The Board of Deputies of British Jews.

The Noah Project, founded in 1997, is Britain's only Jewish ecological group set up to promote 'education, celebration and action' for the environment within the Jewish community. It has support from all five major denominations and from secular Jews. We promote environmental responsibility throughout the community through celebration of festivals and practical action projects. We provide information and a range of environmental materials for adults and children. We celebrate the connections between the rhythms of the earth and the Shabbat and festival cycle with our Tu B'Shvat Sedarim and Shavuot and Hashanah Rabbah nature walks. We co-ordinate hands-on practical action projects and political action to promote the care of the environment.

Here are just a few of their suggestions which relate to travel, there are many, many other ideas on this site relating to other aspects of environmental actions to take.

2. Purim – The Festival of 'Lots'

At Purim, Esther petitions the king to free the Jews. Now it's our turn to petition our 'kings' for a free and healthy planet. Demonstrate, boycott, and fight for your right for a CLEAN PLANET! Revelry and noisemaking are welcome at this time. What to do:

- Write to your MP and let them know how important environmental issues are to you!
- Participate in environmental demonstrations, boycotts, etc.

6. The month of Tammuz – High Summer - Global Warming

This is a very scary problem. Due to fuel combustion, noxious fertilizers, and polystyrene, there are chemical reactions taking place in our atmosphere that are causing our whole planet to warm up. Scientists predict a 5-15 degree warming over the next 50 years.

Mini Resource Pack 1

- Avoid driving – walk, ride a bike
- Plant trees! Trees breathe in CO₂

www.biggreenjewish.org

Islamic Foundation for Ecology and Environmental Sciences - www.ifees.org.uk

Although there is no specific guidance relating to travel and transport their newsletter has some interesting examples of how people are beginning to work out how they can adopt a holistic lifestyle and take on the role of khalifa (guardian) of the earth, which obliges us to include environmental considerations in all our actions.

SHINE (Sheffield Islamic Network for the Environment)

SHINE has been working with the 'No M1 Widening Campaign' which affects largely Muslim populated areas. The campaign raises awareness of the motorway expansion plans and how they will affect local communities and the environment.

A Family Nature Walk and Litter Pick was organised through the Muslim Welfare House which included a sermon on the environment delivered by the Imam. Volunteers helped pick up litter from streets and parks. SHINE is hoping to repeat the idea throughout Sheffield, one mosque at a time!

Mini Resource Pack 1

A school travel plan (STP)

A school travel plan is a document produced by a school in conjunction with the Local Authority. It encompasses all the issues relevant to journeys to and from the school and includes concerns about safety and health, and proposals for ways to make improvements. It is a way of bringing together the ideas and contributions of different groups of people, to help to solve problems. All parts of the UK have such schemes, and all schools must have their plans sorted by 2010.

“School travel plans aim to encourage schools to identify and solve problems associated with the school journey (especially those related to safety). The plans are produced by the schools themselves and do not have to include physical measures to improve routes but instead are a ‘way of living and learning’.”

Road Safety Strategy for Wales

School travel plans have attracted government support as they are seen as a way to help reduce the number of unnecessary car journeys.

The plan can be used as a basis for measuring change, and, when approved by the governing body (or the school board in Scotland), it can become a formal statement of school policy.

Developing and writing the plan helps to:

- Involve lots of people
- Produce fresh ideas
- Share out tasks and responsibilities
- Define priorities, objectives and targets
- Keep everyone informed of intentions and actions
- Make links to classroom work
- Integrate work on school travel with the Healthy Schools and Eco Schools schemes.

School travel plans are co-operative ventures, and their success depends on informing, consulting, and involving everyone with an interest in the project. This includes pupils, parents, teachers, governors, school premises manager, local residents, councillors, health promotion officers, and perhaps public transport operators.

Representatives of these groups need to be actively involved in working out the details of the plan, and everyone who might be affected, for example all parents, should be consulted about proposals.

Most local authorities in England, Northern Ireland, Wales and Scotland have a School Travel Adviser or Co-ordinator who will give support and guidance.

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How to write a School Travel Plan

Start by forming an action group or committee with its own name. It could be a fairly formal group that meets at the school, or an informal group which works just as well. Seek the support of your local authority school travel adviser / co-ordinator. Many local authorities now produce their own excellent guidelines to help schools prepare a STP, in print or on websites, and some supply a template to simplify the process.

The main elements will be common to all STPs but each plan is unique because it is produced and owned by a particular school, and addresses that school's needs.

Detailed guidance on how to produce a STP, what to include, and what it might look like can be found in the Sustrans free leaflet 'How to develop a school travel plan', and in the DfT booklet 'Travelling to School - A good Practice Guide'. The Scottish Executive's booklet 'Guidance on How to Run Safer Routes to School' contains lots of helpful advice.

The following list is a good basic guide to what a School Travel Plan should contain:

- A brief description of the location, size and type of school
- A brief description of the travel/transport problems faced by the school/cluster of schools. (This should include all pupils' travel needs: journeys to and from school at normal start/finish times, journeys to attend pre and after-school events and journeys made during the school day to attend activities at other locations)
- The results of a survey to identify how children currently travel to/from school and how they would like to travel to/from school
- Clearly defined targets and objectives
- Details of proposed measures
- A detailed timetable for implementation
- Clearly defined responsibilities
- Evidence that all interested parties have been consulted
- Proposals for monitoring and review

Essentially the plan is a statement of problems, which need to be addressed, and a strategy for overcoming or reducing them by a number of initiatives which will make journeys to and from school safer and healthier. The initiatives will often include promotional activities, training, better facilities, enhanced public transport services, and safety improvements to the physical environment.

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How to put a School Travel Plan into practice

The plan needs to be known. Give it suitable publicity. If it is a few pages long, it helps to have a leaflet or poster version highlighting the main targets and proposed actions, which can be displayed around the school and inserted into newsletters to parents.

Seek opportunities to reinforce the aims behind the plan; for instance the Sustrans video could be shown at assemblies, 'new parents' induction meetings, or PTA meetings. Inviting media coverage of special events helps to spread the word, and can be a morale booster for those involved.

There should be reference to the School Travel Plan in the school prospectus and on the school's website, and it could be part of a home school agreement. Ask the governing body / school board to approve the School Travel Plan as part of the school's development plan - and to review it annually. The plan will need to be regularly modified to reflect the school's changing needs and circumstances.

DfES/DfT will give a grant to every English state school that implements a School Travel Plan to help fund measures identified in the STP, such as cycle parking, lockers, bus bays. Details are available from local authority school travel advisers. The capital grant funding has been extended and is now available until 2007/8.

Case Studies

Afon Taf School, Merthyr Tydfill County Borough Council, www.merthyr.gov.uk

The school is sited in an ex mining village of about 400 people.

The partners are pupils, local business, Local Authority, Welsh Assembly

The Key Features of the plan involve Curriculum Work, Cycling, Walking, Community Involvement.

Class 9Q used school travel as a part of their Geography coursework. The target was to bid for a slice of the Welsh Assembly's Safe Routes to Schools budget to construct secure cycle storage. The class divided itself into groups, each with a particular responsibility to deliver one element of the plan to build new cycle facilities on behalf of the school's 1,300 students. During the course of the school year, pupils gave up their free time to work on the project. The final bid was supported by the full range of IT specialisms - video, CD-Rom and desk-top hard copy evidence.

One group tested opinions within the school and those of parents. More than half of those asked said they would like to cycle and parents said they would let them. Another looked at the siting and design of storage racks and sheds, while yet another worked on the details of the management of the cycle to school scheme covering such things as training, locking and unlocking the units, and a system of cycle permits.

A final group looked at upgrading a riverside path to create a traffic-free cycle route to Aberfan, where about 60 per cent of pupils living within two miles of the school are located. The 'Riverside path group' identified that in parts the main pathway into school was too narrow, and that the surface was unsuitable for bikes especially in wetter conditions. The group met with the Road Safety Officer, Surveyor and Teacher in charge of land and buildings, to discuss possible solutions.

The pupils then presented their findings to the Welsh Assembly.

The bid was presented to the Welsh Assembly – and was successful, being awarded £60,000 for cycle storage and other facilities. The Cycle storage was installed in September and has been full each day.

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Bradford

In Bradford many children are taking advantage of different ways of getting to school. Across the district 111 primary and secondary schools now have their own school travel plan and have secured government cash to improve the way children and their parents travel at the start and end of the school day.

Midland Road, became the first nursery school in the district to join the scheme. More than 30 other schools are on their way to writing plans. Primary schools receive an average of £5,000 to implement their plans and secondary schools an average of £10,000.

School travel plans are dramatically reducing traffic log-jams around schools created by the 'school run'. They are encouraging youngsters, and their parents, to adopt a healthier lifestyle. And, in some cases, they are creating new, safe and more exciting ways of getting to and from school such as using scooters!.

The plans are drawn up by the individual schools, in consultation with children, parents, the local community and the Council to cater for the needs of people in their local area. "What is an effective solution for an inner-city school, where most pupils will live within walking distance, will not necessarily work for a school in a rural area. And the needs of primary and secondary school children are often very different. "A range of Council departments – education, highways, planning, road safety and sport and leisure – are working together to make school travel plans work.

"Surveys of children have shown that going to school by car is not what they would prefer. Given the opportunity, they would rather walk, cycle or scooter."

Across West Yorkshire over 70% of yellow bus users previously traveled to school by car – that's 1,500 fewer car trips county-wide.

Other actions have involved:

- Walking buses, where children are escorted on the walk to and from school, are operating at several schools.
- Foot, cycle and scooter paths – including creating new entrances and pathways away from the school's main entrance.
- Cycle and scooter sheds.
- Road safety and cycle proficiency training.
- Allowing cycling on pavements in certain areas to increase safety.
- Crossings and traffic calming measures on busy approach roads that have stopped parents allowing their children to walk or cycle to school in the past.

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Lochnell Primary School, Argyll and Bute, www.argyll-bute.gov.uk

Their partners are Argyll and Bute Council, Sustrans, the Fresh Futures Lottery Fund and the Employability Team. The Key Features of their scheme:- Walking, Cycling, Training, School Travel Plan, Curriculum Involvement, Pupil Involvement.

Lochnell Primary School is a rural primary school in the small village of Benderloch in Argyll and Bute in the West of Scotland, with a large percentage of its pupils living outside the village. Many of the pupils walk or cycle to school or travel by school transport because of the distance they live from the school. However, school gate congestion problems still troubled the school and they wanted to encourage pupils to take on an active journey where possible. Many of those who could walk but didn't said that the busy road, lack of cycle path, traffic lights, pavements and crossing points were all preventing them from walking or cycling. They also reported that they did not like the dark or had no one to walk with.

The new path's route is along the disused railway line through the village to the back of Lochnell Primary School and removed many of these concerns. The school and council worked with the partners above to build a new cycling and walking path with direct access to the school – thus removing some of the barriers identified in the School Travel Plan. The path allows pedestrians and cyclists, wheelchairs and pushchairs to cross at the pelican crossing adjacent to the shop and petrol station and walk to school. The nursery class use the route to access the beach without having to use a busy road, whilst children in the village now use the path to visit their friends. This path will form part of the National Cycle Network route 78, when the route is completed. The creation of this path has made a huge difference to the journey to school for pupils and was recently launched as part of the Walk to Schools Pathways Project.

Other initiatives in the School Travel Plan were:

- Encouraging parents to park in a local car park rather than outside school gate.
- Regular Walk to School weeks.
- Kilometre walks.
- Cycle training.
- Pedometers to monitor how many steps they were taking.
- Road safety in classroom lessons.
- Organise a car rota.
- Keeping in touch with TransServe Scotland about traffic calming and safer crossing measures.

Frank F Harrison School, Walsall Metropolitan Council, www.walsall.gov.uk

The Partners - Pupils, Local Authority.

Its Key Features - High level of pupil participation, cycling, school travel plan.

A secondary school with over 800 students on a busy road that also forms the access to a large industrial estate. There are two large housing estates close to the school but access from these is only possible using the busy roads that surround the site. There have been several minor accidents involving pupils dashing out in front of traffic outside the school site. 52% of pupils walked to school

(1999) and 35% travelled by bus, only 9% travelled by car and under 2% cycled. Cyclists had to chain their cycles to a wire fence at the rear of the school and all were keen to see proper storage facilities. The recently completed school travel plan based on extensive consultation with pupils has identified the potential to develop nearby canal towpaths or other off road paths for walking or cycling to school. The first part of the project involved cycle storage being chosen by a newly formed Bicycle User Group (BUG). A toucan crossing has now also been provided outside the school with a short length of off-road cycle path. Another section of off-road cycle path has been provided on a nearby estate and this will eventually form part of a longer link to school. The second stage was a route that provides a 500m off-road path completed in 2005/6.

The school travel plan outlines many pro-active initiatives to keep up the momentum of the project and involve staff and the local community. Events are organised as part of National Bike Week, including support from the local police. Eight high quality cycle lockers have also recently been provided for school staff use.

It is very encouraging that the numbers cycling have nearly doubled again in a year, but we still have to tackle the numbers that have changed from bus to car travel. We will attempt to raise the number of pupils cycling from 4.36% in 2004 to 8% in 2008. By making cycling and walking more pleasurable we expect to reduce pupil's use of the car from 16.13% in 2004 to 5% in 2008.

Other useful information is available from Sustrans www.saferoutestoschools.org.uk

Resource pack 2

Making streets safer

Traffic on roads can create all kinds of problems for the people who live on and near them.

- The speed and amount of traffic means it is not safe for children to play outside their homes, so for families living in houses with no gardens or nearby parks it makes it harder for children to play and socialise with their friends
- Busy roads mean that it is hard to get across them easily, so children are not allowed to go to the park the other side of the road, and people take chances trying to dodge between fast moving constant streams of traffic.
- Busy roads split up communities and discourage people from talking to others on their street – its very noisy and unpleasant
- The level of pollution is higher nearer to main roads, many of the emissions from cars and lorries are bad for peoples health – here are some examples; nitrogen dioxide makes asthma worse, sulphur dioxide can lead to chronic bronchitis, carbon monoxide affects concentration and damages foetuses, ground level ozone is responsible for causing asthma
- 24 hour opening of supermarkets increases the number of cars and lorries on the streets around the stores throughout the night which affects people's sleep
- Speeding traffic in residential areas leads to more people, particularly children, being killed or badly injured (see Handouts 1 and 2 for figures)
- Rat runs created by drivers to avoid roadworks can suddenly make streets unsafe because people are not expecting many cars or lorries.

You can think of other problems created by traffic in your streets.

In this mini resource pack you will find some examples of actions that can be taken to minimise the disruption to community life caused by traffic.

The information on Home Zones, DIY streets and 20 mph zones can be adapted to support other actions communities may want to take.

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Home Zones

A home zone is a street or group of streets where pedestrians, cyclists and vehicles share the space on equal terms, with cars travelling at little more than walking pace, thereby creating streets through which people can move without fear of speeding traffic.

Home zones subvert the traditional distinction between carriageway and footway. They see the street as a valuable part of the local community's living space, although they are often promoted as 'traffic management' projects. Home zones require a significant amount of community involvement and participation.

UK home zones have been inspired by Dutch woonerf [translates as 'living yard']. Typically, a woonerf combines shared surfaces, trees, planters and parked cars along with seating, artwork and / or children's play areas to create a street-space so unlike a traditional street that vehicle speeds are significantly reduced by the instinctive, behavioural change in drivers. With vehicles travelling at low speeds, all users are able to establish eye contact and negotiate with one another.

Home zones are based on the design principles of safety through uncertainty, whereby an absence of priority along with short driver sight-lines, social activity and a lack of clarity regarding vehicle routes, significantly reduce vehicle speeds. The same principles can be successfully applied to shopping areas and public squares and spaces as well as residential areas.

Case study Ashley Vale Action Group

The initial consultation with residents by the action group showed high levels of support in principle for the introduction of a home zone. Limited funds led to local residents working to achieve low-cost solutions to the traffic problems encountered in their streets.

A working group developed the design and arranged a trial design layout onto the roads, which was important in achieving whole community support.

The main features of the design were:

- A change from undesignated parallel parking bays to perpendicular parking bays.
- Narrowing of the road way to 3.6m allowing for a single car with appropriate passing space.
- Widening one of the pavements by adding a dropped kerb constructed of large planters.

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Ding Residents

The residents in Ding asked Sustrans for support to develop their own home zone, one in which they would be in charge of the decision making process. This required the residents to learn new skills and gain some technical knowledge. The Ding's residents have found ways to make sure that all parts of the community have been involved in the design and development of the home zone. The police, fire brigade, local traders, community groups, local school, Barratt Homes who are building the neighbouring residential development and others have all played a part.

Local residents have played a key role in all decision making from the overall design of the streets right down to detailed decisions on the choice of road surface, planting and artwork.

Since the project began residents have formed the Ding's Residents Association, an Arts group and a number of residents have led community gardening days.



A website at www.homezones.org.uk aims to provide a one-stop-shop for advice on Home Zones and to showcase new build and 'retrofitting' of Home Zones. Home Zones: challenging the future of our streets can be downloaded from the department of transport website www.dft.gov.uk

Do it yourself streets

This is a new project from the charity Sustrans which aims to help residents find ways to re-design their streets to make them safer and more attractive places to live. The idea is to take the positive outcomes from Home Zones and find cheaper ways for local residents to create people friendly neighbourhoods. This project starts in 2007 and runs for three years; up to date information is available from www.sustrans.org.uk

The aims of this project are:

1. To produce resources to guide communities through the process of re-designing and improving their street(s). These will be developed from the practical experience of a selected number of projects in different areas.

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2. To recruit community champions to lead each project, and to provide support and training for and during the consultation and design process.
3. To support local communities to work with key partners including local authorities, ensuring that projects have their approval and can proceed as efficiently as possible. Local stakeholders will be likely to include some or all of the following: transport planners, engineers, landscape architects, police and emergency services, councillors, utility companies, focus groups and local businesses.
4. To work with communities to identify additional funding for capital works.
5. To monitor and evaluate projects to provide evidence of their impact on making streets cleaner, safer and greener and on promoting sustainable travel and active play, and use this to inform national, regional and local policy.

A useful website is www.livingstreets.org.uk

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There are a number of different ways to involve people in redesigning their streets – here are some examples from the Sustrans website:



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The Safer Streets Coalition represents 29 social justice organisations from all sectors of society united by a common concern for the impacts of road danger on transport choice, health, social inclusion and quality of life.

In particular we represent people who are disproportionately affected by road danger because of their age, mobility or mode of travel. We seek greater priority within government for casualty and danger reduction, lower and better enforced speed limits, recognition of the fact of death and injury in charges brought against drivers who kill or maim, more accurate statistics on the true level of death and injury on our roads, and increased funding for measures to calm traffic and for publicity to change attitudes to dangerous driving, including speeding.

The Coalition, which includes Living Streets as well as Age Concern, Guide Dogs for the Blind, Friends of the Earth, The Slower Speeds Initiative, Transport 2000 and many others, calls for a 20mph default speed limit for the streets where people live, because this would slash casualty figures and lead to people using their streets more.

The Coalition is lobbying the government over its Road Safety Bill. Our main concern is that this Bill does not go far enough to make the road network safer for children, elderly people, disabled people, pedestrians and cyclists, nor does it go far enough to protect drivers themselves. Indeed, the proposal to reduce penalties for speeding will make the road network more dangerous.

20 mph Zones

There is a national campaign to get 20mph zones in towns and villages and they suggest the following steps to run your own campaign to get the speed limit reduced in your area. For facts about the impact of speed and people being injured or killed see Handouts 1 and 3.

- You can organise your campaign on your own, with a few other people or as part of an organised group. Getting other people involved will build local support and make your campaign more credible to the local council and the local media. If you belong to a residents' association or community group, getting their backing will really help your campaign. If there is no existing group, think about setting one up yourself. It could be a residents' association or an action group. Try and give your action group a catchy name that is easily recognisable, for example "20's Plenty for Fairlee".
- Make contact with other residents' associations on neighbouring streets as well and try to get their support for the campaign.
- Decide on the aims of your campaign. You may want a 20 mph speed limit for your street but what about the surrounding area? Should neighbouring streets have a 20 mph speed limit as well? Are there local schools that should have a 20 mph zone on surrounding roads? An area with a 20 mph speed limit is more effective than just one road and is more likely to get support from people in neighbouring streets.
- Does your campaign have other aims as well? Draw up a short list of no more than three or four specific campaign objectives. You may want more cycling facilities (such as cycle parking), seating for elderly people or more trees in your street.
- You need to encourage local people to support your campaign so you need to think about how to do this. You could leaflet houses in your street and neighbouring streets. Remember to put

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the contact details of your campaign on your leaflet.

- Ask local shops, businesses and churches to support the campaign and ask them to put a 20 mph poster in their window and distribute leaflets. Meet with the head of the local school to discuss how the parents could support the campaign. Contact your local council and arrange to meet with officers to discuss why you want a 20 mph speed limit. Speak to your local councillor and the councilor with responsibility for transport and try to get their support.
- Organise a public meeting; prepare for it by arming yourself with the facts about why 20 mph speed limits are needed in your area, your council's policy and its track record on 20 mph limits and zones.
- You may find it helpful to carry out some surveys to support your campaign demands. Ask local people if they want a 20 mph speed limit and use the results in a press release.
- Carry out some basic surveys of people and traffic so you have some facts at hand when speaking to council officers. When you collect data is very important. For example, traffic surveys should be carried out on a weekday during the school term. Collecting information about how many people on foot and bicycle are using the street(s) and the problems they have as pedestrians can be very useful. Do this by selecting a particular point on a street and counting the number of people that walk or cycle past. You should note how many of those counted are children. You could time how long people are delayed by traffic when trying to cross the street. Counting for five minutes in each hour will give you a good sample to base a short report on.
- A public event can be used to generate support from local people for your campaign, to get media coverage and influence your local council.

You might want to organise:

- A public meeting
- An action on the street
- A community consultation event
- A stall at a local fair
- Publicise public meetings in local papers and by posters in shop windows. Combine the meeting with a consultation event in which you ask people what they would like done about traffic in their area. Meetings should be held in a place that is accessible to the local community, such as a local community hall or school, and should have wheelchair access and toilets for disabled people.
- An action on the street is a good way of attracting local press coverage. You may want to hold a breakfast in the street with tables and chairs, have a demonstration with placards or block the road to traffic. If you do want to block the road, even for just five minutes, you will need to speak to the local police in advance and get their permission.
- The local media (print and broadcast) are vital for publicising your campaign. Writing to the letters page will get you some coverage but it is even better if you can get a journalist to cover an event or a meeting. You will need to write a press release which briefly explains when and where your event will take place, and why it is happening.

This information has been adapted from material created by Streets for People, Transport 2000's advisory service for local communities with traffic problems. www.transport2000.org.uk

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Resource pack 3

Improving access to and take up of public transport

One of the ways to tackle congestion, pollution, unsafe roads and other traffic problems for communities, is to get more people to use public transport.

It is hard to get people to leave their car behind and impossible if the public transport available isn't convenient or feels unsafe.

In this mini resource pack we have collected information about improving railway stations through setting up friends groups, and improving local bus services through Bus User Groups.

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Adopting a local railway station

There is an Association of Community Rail Partnerships who have produced a very detailed guide called **Adopt Your Local Station** www.acorp.uk.com

More and more local stations are being adopted by their local communities. Usually, these are small unstaffed stations which have lacked tender loving care, following the cuts and economies of the 1960s.

'Adopt a station' schemes have traditionally been one of two models (but there is often overlap!):

- 'Adopt a Station' schemes run by train companies where station monitors report problems to the train operating company on a regular basis
- 'Friends of Stations' where groups actively undertake a wide variety of activities, from feeding in comments to the provision of station enhancements ranging from gardens and planters, cycle racks through to art work and signage.

Station adoption is a way of turning round uncared-for and unloved stations, bringing them back into the heart of the community and encouraging greater use of environmentally friendly public transport.

'It's good for local groups – scouts, a church group or community organisation – to help us do things at stations like gardening or keeping the place clean and tidy.... This encourages local interest and helps the community see that there is a railway and someone is concerned for its well being. Having schools involved helps reduce graffiti and vandalism.'

Everyone gains: local people get a cleaner, safer and more welcoming station. The train company – and the environment – benefits from more people using the train! In a way, this is its own reward. However, most train operators recognise the support they get from station adopters by offering travel concessions.

Most station adoption schemes around the country, run by the train operator, ask you to keep an eye on the station and report any faults, vandalism or other problems. There will be a simple form to fill in. You will also need to sign a simple contract with the train operator setting out your responsibilities. The sort of things you need to look out for will include:

- Lights not working
- Timetables and information posters out of date
- Vandalism and undesirables 'hanging around'
- Faulty equipment (e.g. telephone, PA system)
- Litter bins and general litter, both on track and at the station (it isn't your job to go on the track, under any circumstances)
- Car park: lighting, appropriate use, etc.
- Damaged fences

Most groups would do a weekly check, but if anything happens in between that's important, report it to the train operator immediately (e.g. lights, PA or phone not working)

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You would start by making contact with the train operator and they should arrange to send a member of staff to meet you and give everyone involved a safety briefing. This is not a time-consuming affair but it is extremely important. Make sure everyone who has volunteered to be involved takes part in the briefing. The train company representative will tell you exactly what you can and can't do on the station.

Friends Groups

Several 'station friends' have gone way beyond the basics of checking station conditions and doing the gardens.

- Some have taken over redundant buildings and brought them back to life. Not very many stations still have buildings left, but if your station does have vacant accommodation that you think you could use, talk to your friendly train operator.
- Buildings have been brought back to use for:
 - Tourist information offices
 - Bookshops
 - Cafes
 - Waiting rooms
 - Art galleries
 - Office space
 - Parish council offices
- Train operators like having people at stations. It brings life back to the station and reduces people's concerns over personal safety.
- Several stations have been enlivened by community artwork; artists have worked with community groups and young people to create exciting and vivid artwork to brighten up stations, often incorporating local themes.
- Special Events:
 - Throw a party
 - Host an annual tea party
 - Displays of art work
 - Summer station garden party
 - A Christmas carol singing concert
 - Other musical entertainment
 - Station Gala days
 - Running music sessions on the local train
 - Guided walks from stations
 - 'Poetry events on the train and at the station
 - Rail Ale Trails – promote local pubs near the station!

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- **Station maintenance.** This is a new idea but worth exploring if you are well established with a good team of volunteers. Some rail partnerships have established contracts to undertake certain services on a commercial basis. So far this has focused on station gritting during winter as it often provides a quicker response times when frost or snow is forecast. The concept could develop further, with partnerships or station friends taking on contracts to clean and maintain stations.

Case study

Friends of Irlam Station was set up in 2005 by local residents with an interest in the train station in Irlam, supported by Greater Manchester Passenger Transport Executive and Salford City Council. Members include local residents, commuters, pupil representatives of the Community High School, plus representatives of GMPTE, Salford City Council and the rail company.

The aims of the Group are:

- To promote practical environmental enhancement works especially by volunteers for the benefit of the community and train passengers. To publicise and raise awareness of the benefits of “green transport plans”, the train and attractions of the station area and its environs to increase station “footfall”
- To encourage community involvement and ownership, particularly by young people and schools in conservation, environment and associated education artworks, poetry, competition, etc., at the station and its environs
- To encourage local businesses to improve their own properties and in sponsoring environmental enhancements at the station area
- To campaign for improved infrastructure facilities and services
- To work in partnership with all stakeholders to achieve these aims

Progress so far

The group has a constitution and terms of reference; landownership and key stakeholders have been established and invited to attend meetings and/or kept informed.

Opinions and views were sought at a station site visit (Sept 2005), at FOIS meetings and via a survey undertaken by GMPTE. A large list of potential projects was made.

- The probation services ‘unpaid work unit’ completed vegetation clearance, litter collection and fence painting. This has improved the general look and safety of the station.
- A new FOIS notice board was put up. Dates of meetings, community news etc. will be displayed.
- The group successfully submitted a proposal to extend the existing hourly Liverpool Lime Street to Manchester Oxford Road Sunday Service at Irlam.
- A new website has been created.
- There are regular site visits to look at condition and to report any vandalism or problems.
- A group around community art has been formed with the Community High School

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There are some more long term or future projects that are also being addressed by the group:

1. Look at access issues for people with pushchairs or customers with disabilities.
2. Improve station facilities by fitting seats, dog fouling signs and bins, litter bins and installing bike lockers.
3. Improve information available for customers via boards and announcement or tannoy system
4. Improve safety through lighting, re-design and CCTV. This includes addressing the subway.
5. Improve car-parking facilities.
6. Improve surrounding area including the approach road.
7. Man the station and create booking office.

Costing is being produced for many of these projects, and potential sources of funding are being discussed.

More details from www.friendsofirlamstation.colsal.org.uk

Snapshots of other groups adopting stations

Friends of Levenshulme Station is in an inner urban part of Manchester. On the Manchester to Stockport line and is a busy suburban station. They encouraged Network rail to rebuild the sub-standard platforms and have been involved in working with a local school for the hearing impaired and a number of ethnic minorities. A series of images at the station were erected illustrating sign language.

Mountain Ash, in the South Wales Valleys. The students of the local comprehensive school have been actively involved in improving their local station by clearing overgrown vegetation and litter.

West Runton station was adopted by an existing group – the Women’s Institute - ten years ago and the results are a beautifully looked after garden and some ‘heritage’ style signage, with an annual station tea party!

Friends of Saunderton Station is a lively group supported by the local parish council with strong backing from Chiltern Railways. They formed in 2004 and raised the funds to restore the historic – but disused – station waiting room which re-opened in January 2005.

There are many more case studies in the guide Adopt Your Local Station www.acorp.uk.com

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Bus Users Groups

Buses are important for many communities who do not have access to railways and for travelling across towns and between communities. Nearly five billion bus journeys were made in Britain in 2000/01 - 70% of all public transport journeys in Britain. Traffic congestion blights nearly every community in the country and causes delays that cost billions of pounds to industry. Air quality is a matter of concern to everybody. And the mobility the car has created has meant centralised shopping, health and education facilities, turning rural communities into dormitories. Often those developments are on greenfield sites, and can only be accessed easily by car, generating yet more car journeys. Those without cars are increasingly disadvantaged and socially excluded, and those with cars feel they have no alternative but to use them. Given the right conditions, the bus can fulfill its potential to create a socially-inclusive transport alternative that once again meets the needs of all and can contribute to a better standard of living for us all by reducing car dependency and congestion.

The National Federation of Bus Users is an independent group which was formed to give bus passengers a voice. We believe that the bus has a unique ability to provide accessible, affordable and convenient public transport to the vast majority of communities in this country. We wish to see its potential maximised to create good conditions for social inclusion, to diminish the disadvantage experienced by non car-owners and to create real opportunities to enable car owners to have a choice not to use cars for certain journeys.

This national Bus Users group aims:

- To strengthen the voice of bus users in the discussion of public transport issues
- To increase the influence of bus passengers on local and national decisions affecting bus services
- To develop good communication between bus companies and their passengers

Bus services are local by nature, and have different strengths and weaknesses in different locations. So:

- We help set up local bus users groups
- We organise local bus users surgeries, where passengers can get to talk to their bus managers and local government officers, tell them what they think – and hear their viewpoint, too
- We arrange meetings with bus companies and local authorities
- We help with local problems, both for individuals and for groups
- We are represented on the Bus Appeals Body
- We encourage and promote good practice in the bus industry

We lobby local and national Government for measures to help to improve bus services for everyone. These measures include:

Traffic schemes which help the bus:

Bus lanes, traffic lights that see the bus coming and turn to green and lots of simpler measures that all help to give passengers a quicker journey and make services more reliable and cheaper to run. We want to see buses able to get right into shopping centres, close to railway stations and other places

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where you need to be.

Stricter quality standards

Some bus companies are very good, but others need to improve. We want to see high standards of bus service, and in places with more than one company we want to see competition that benefits everyone, not destructive competition where everyone's a loser.

Adequate support from public funds and lower fuel taxes

Buses can provide the answer everyone's looking for to reduce traffic congestion — so we want more support from local and central government to help bus services and.

Bus Users Surgeries

We organise 'surgeries' aboard a bus parked in the town/city centre all over the country. These give passengers chance to meet and discuss their concerns with the people responsible for the provision of local bus services. Operators are expected to follow up the surgery sessions with a letter to every passenger that does not receive a full answer on the day. We write to everybody a few months later to see if they are happy with the response and to invite them to a follow up meeting. A report on the meeting is sent to all those bus users who respond to our invitation.

BUS USERS UK produces a newsletter, *Bus User*, four times a year, which is FREE to members, and a Good Practice Guide

Contact them www.bususers.org

Their Good Practice Guide sets out the standards that you should expect of bus companies. The guide covers these areas

1. Before a Journey
2. Bus Stops and Stations
3. The Bus
4. Fares and Tickets
5. Punctuality and Reliability
6. Complaints and Claims
7. Consultation

You could use the guide to help you tackle the issues you feel are important.

Some of the issues you could take up are:

- Bus lanes that fizzle out when the going gets difficult
- Bus lanes need to be enforced effectively
- Making sure any Bus Quality Partnerships results in better facilities on the ground and are not just a statement of intent.
- Whole-route improvements, with co-ordinated measures and upgraded facilities will bring

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better results than a piecemeal approach

- Bus stops should be increasingly sited at places where people want to be, and at convenient points for crossing the road. More shelters, with lighting and a public telephone
- Every bus stop should have accurate, up-to-date and easily understood timetable information.
- Buses should be clean inside and out, show clear, accurate and adequate route information and, where possible, be accessible
- A need to have a bus every 20 minutes rather than three buses in the space of five minutes and a 55 minutes gap, or to be able to use a return ticket on any service, regardless of operator
- The need for bus operators to continue to run, and to develop, services in rural areas and in smaller towns/outer suburbs.
- Local authorities need to ensure adequate funding to support the socially-necessary but unremunerative or marginal services which really meet essential local needs, e.g. to local hospitals, education, employment opportunities, shopping centres and interchange points with other public transport services

Social Exclusion

Transport is important to everyone, and public transport is essential to those who do not have access to cars. One group of people who get a raw deal when it comes to public transport are learning disabled people. Mencap has produced some good practice guidelines, which if they were put into practice would make life much easier for many other people as well.

Their guidelines are based on the criteria set out by the Government in their Valuing People document, which talks about:

- The same rights for everyone
- Having choices about how to live your life
- Being able to live as independently as you can and want
- To be included in society

The Disability Discrimination Act – part 5 is about transport which lists the dates when trains and buses should become accessible, but most of these are a long way off.

Mencap carried out a survey and found that:

- People find it hard to understand timetables. This was the most common problem people had
- Some people found it hard to understand signs. This can mean they do not know where a bus stops, or what route it will take.
- Some buses have the same number on the front, but don't go all the way to the last stop. So it can be difficult for some people to know if they have got on the right bus.
- When taking a train, people can have difficulty in finding out when their train will leave and from which platform.

Mencap provide good practice guidelines, sample letters to write to operators and the partnership bodies responsible for transport in your area.

Mini Resource Pack 3

A good example is in Warrington. Here the council has done some work on making transport more accessible for learning disabled people. At bus stops, spoken announcements give information about buses. They have also produced a special wallet that learning disabled people can carry around with them. This wallet has information in it about where the person is going. The person can show this to transport staff, like bus drivers. The transport staff can then make sure that the person has got onto the right bus.

For more information use www.mencap.org.uk and check out their On the Move material.

The Department for Transport has a Mobility and Inclusion Unit which promotes socially inclusive transport, examines the links between transport and social exclusion, analyses social inclusion issues and the transport needs of different social groups, and liaises with other government departments. It is also responsible for implementing the Race Relations (Amendment) Act , and the Social Exclusion Unit's report on transport and social exclusion, Making the Connections: Final Report on Transport and Social Exclusion. www.dft.gov.uk

Resource pack 4

Revitalising shopping areas

One of the problems affecting many communities is the closure of local shops as the trend continues to larger hypermarkets. For every supermarket that sets up, many local shops will close and there will be a net loss of jobs; some surveys have shown that this is often around 250 for an average sized supermarket.

The closure of local shops damages communities in many different ways:

- It is harder for people to get to the new stores as they are often built way out from town centres with little public transport
- Money spent in local shops tended to be spent within those areas so that the community benefited; the money spent in supermarkets is lost to the community
- Empty shops in local shopping precincts / high streets / villages make the area look neglected and run down and become a focus for vandalism

In this mini resource pack we present information on projects to revitalise communities on main roads, how walking can make a difference to local areas and some interesting facts about using your feet to improve local shops.

Mini Resource Pack 4

Revitalising Communities on Main Road

This initiative from Transport 2000 aims to reverse the problem that too many main roads are little more than rivers of traffic by bringing them back to life. This project aims to encourage communities and councils to work together to reclaim high streets from traffic and turn them into attractive places for people. The project is currently working with seven local authorities to provide ideas that can be applied in towns and cities up and down the country.

Walk down almost any urban main road in today's Britain and you will find a street environment dominated by traffic. Air pollution, noise, dirty pavements, streets cluttered with traffic signs and roads congested with vehicles all contribute to an unpleasant environment. Main roads provide vital access for local communities to shops, schools, housing and health facilities. The dominance of traffic over these needs contributes to community severance. Increased road danger discourages people from walking or cycling and parents drive their children to school rather than allow them to negotiate busy main roads.

It doesn't have to be like this. Main roads could be valued public spaces where people can enjoy the local shops, meet with neighbours and pass the time of day. They could be places that are safe for children to walk across on their way to school. They could be places that are at the heart of the local community. There are some urban roads here in the UK and in other parts of the world where this is happening; towns and cities where the needs of pedestrians and cyclists come first. Through careful design and sensitive traffic management, it is possible to reclaim the urban environment from traffic.

Pedestrians are treated as second class citizens in many high streets, yet they are vital to their success. Too many main roads are just rivers of traffic. We're not talking about banning cars but we need to civilise our main roads by resetting the balance. Slowing traffic down, improving pavements and crossings, and adding a dash of green to the concrete jungle would help turn them into streets for people.

New life for main roads is about making high streets places fit for people, not just traffic. These are roads that carry through traffic and may not be suitable for pedestrianisation. But they are streets that have shops, schools, doctor's surgeries, places of worship and provide access to public transport. These are streets that are used every day by most of us, as part of our journey to work, school or the shops

Revitalising Communities on Main Roads is helping local authorities and communities to redesign main roads so they are:

- Safe from traffic danger.
- Enjoyable to shop in or travel through.
- Less polluted by traffic emissions and noise.

Mini Resource Pack 4

Case study

Shenley Road, the main shopping street in Borehamwood, Hertfordshire, used to have traffic flows of more than 1000 vehicles an hour. Congestion and danger to pedestrians, along with falling retail sales were the result. The local authority decided to take action by redesigning the street so that pedestrians would come before traffic. The two carriageways were narrowed, the pavements widened and a central reservation installed. Pelican crossings were replaced with broad road humps that could be used as crossing places by pedestrians. Although cars are not obliged to give way to pedestrians at the road humps, they generally do. Parking for cars is restricted to marked bays and the street environment has been improved with the addition of trees, seating, attractive paving and street lamps.

Hennef, a town of 30,000 people in Germany, situated on the main road between Frankfurt and Cologne. The main street is lined with shops and cafes and is heavily used by pedestrians. This road used to have two lanes of traffic in each direction but now has only one lane each way. As vehicles approach the centre of town, cobbled strips on either side of the road gradually widen making the road appear narrower. Motorists can use the cobbled strips but usually prefer to drive slowly on the tarmac part of the road. A central crossing area for pedestrians is provided in the centre of town but pedestrians can cross anywhere along the road and motorists are expected to give way (and usually do).

The involvement of local people is central to identifying problems and potential solutions on main roads. To encourage this involvement, Transport 2000 has promoted the use of Community Street Audits (developed by Living Streets) to each of the local authorities involved in the project.

On a street audit, small groups of local people examine the street in detail and their findings are written up into a report. Problems identified include broken pavements, redundant guard rails, a lack of trees, illegal parking, traffic speeds and poor lighting for pedestrians. These problems are fed into the redesign of the road to ensure they are resolved as far as possible and previous mistakes are not repeated in the new design.

Launched in August 2004 was Your Route to a Better High Street, a complete guide for local communities on how to kick-start action with their local authority, and an accompanying website at www.newlifeformainroads.org.uk Both aim to bring local residents, shoppers, traders and councils together to bring about improvements. The manual and website describe good practice case studies from the UK, the Netherlands and Germany focusing on success stories. For more information about Revitalising Communities on Main Roads, please contact Transport 2000.

Mini Resource Pack 4

Walking – the magic cure for all ills...

Walking should have a lot going for it, it is healthy, cheap, non polluting, encourages people to be sociable and builds community cohesion. Yet is it rarely thought about as a means of transport, we tend to think of transport as something we get into rather than as something we do.

The problem with walking

When Living Streets (Pedestrians' Association) asked people what problems they experienced while walking in their local area. They uncovered a litany of neglect and disrespect:

- Broken or uneven pavements
- Pavements broken up for repairs or other works
- Obstructed pavements
- Although the space available to cars is generally much wider than that provided for pedestrians, car drivers seem to regard the pavement as parking space
- 37 per cent of those questioned mentioned “too much traffic” as a problem
- Walking is often fine as long as you are just going around the block and don't need to cross any roads

Some facts

- In 1999/2001 we in Britain walked an average of 189 miles per year, just 3 per cent of the total distance we travel
- The number of journeys done on foot has fallen by 20 per cent in 20 years.
- The number of miles walked per person in Britain fell 22 per cent between 1985/86 and 1999/2001
- Between 1989/91 and 1999/2001 the proportion of primary-aged children walking to school in Britain declined from 62 to 54 per cent. The number driven to school increased from 27 to 39 per cent
- One in four children now get taken to school by car, twice as many as 20 years ago. At the peak school travel time of 8.50am, nearly one in five cars on urban roads is taking children to school
- A brisk 20-minute walk provides a great aerobic work-out at 0% of the cost of a gym-session, and you get to see more

Reversing the trend

1. Communities can help change the trends by asking your local council to adopt a Priority Road User Order or to implement a Pedestrian Route Network. Local authorities can set clear local strategies to encourage walking, making the promotion of low-cost alternative transport forms like walking a central feature of their funding bids, introducing traffic calming schemes where appropriate, conducting pedestrian audits of all highway and traffic schemes to ensure they improve convenience and safety for pedestrians and conducting local transport surveys to monitor how much people walk. Chances are your local council won't have a strategic plan to encourage walking. You can lobby it to adopt a priority road user order

Mini Resource Pack 4

2. You can also write to your MP and urge him/her to press for legislation that encourages walking. The Government can help by setting targets for traffic reduction, increased walking and reduction of accidents. It could introduce a Walking Challenge with funding for innovative local authorities who take action to encourage walking.
3. You can join Transport 2000's Streets for People campaign network and change your neighbourhood to one where people come before cars.
4. Draw up a pedestrian route network linking the town centre, local shops, facilities, schools, etc. in a way that makes walking safe and pleasant, with extensive traffic calming, more street-level crossings and general environmental improvements.

Case studies

York City Council

Adopted a priority road user order and they prioritised it like this:

1. Pedestrians
2. People with disabilities
3. Cyclists
4. Public transport users
5. Commercial and business vehicles
6. Car-borne shoppers
7. Coaches, car-commuters and visitors.

It introduced a large pedestrianised Footstreets Zone in the centre, traffic calming in around 20 per cent of all residential areas and various other innovative measures to make walking safer. Within the city Footstreets areas saw a 20-50 per cent increase in pedestrian traffic.

Lothian Regional Council

Lothian Regional Council published its radical Moving Forward strategy in 1994. The work begun then continued when Lothian Regional Council became Edinburgh City Council, which became the first council in Scotland to sign up to the Urban Villages Concept in 1997. It is also the first city in the UK to be developing a car-free residential area, where shops and schools and other facilities will be within walking distance of people's homes.

Mini Resource Pack 4

Shoppers and How They Travel

Research on retail vitality conducted by Sustrans has found that pedestrians are positive news for local trade. 'Shoppers and how they travel', the first study of its kind to look at neighbourhood shopping areas, highlights the importance of catering for pedestrians and bus passengers at local shops as these customers are better for business. Almost half of the customers live within one mile of the shops.

Interestingly Sustrans' research found that retailers significantly overestimate how far their customers travel and the importance of the car, while underestimating how many shops each customer visits.

Retailers overestimated the importance of car-borne trade by almost 100%, believing that 41% of their customers arrived by car, whereas only 22% had done – actually over half of shoppers walked. National research on number of trips taken by mode of transport show that 61% of all journeys were made by car and just 1.5% by bike. However Sustrans' research revealed that in making local shopping trips only 22% were by car and 10% by bike (over six times the national cycling average).

The results show that most customers are local. Retailers estimated that just 12% of customers lived within half a mile, and 40% more than two miles away. In reality, 42% had travelled less than half a mile and 86% had travelled less than two miles.

These customers usually don't just visit one shop. Traders believed that as many as one in four shoppers would make just one visit but this figure was actually only 13%. They thought less than one in ten would visit more than three shops, remarkably, almost 30% did so.

These findings have a real significance for business, land use and transport planning. It is traditional for retailers to focus on car access and parking, and to resist measures to promote walking, cycling and public transport use – although pedestrian shopping areas tend to be commercially most successful. Interviews with traders, shoppers and neighbours show that local people would like to see the impact of traffic reduced.

The picture is of local shoppers mainly walking to the shops, and visiting a number of stores. Interestingly, this is also the picture of healthy, physically active lifestyles and streets full of people. This is just the thing urban transport planners, public health specialists and community leaders want to see. We should do all we can to support and grow this active, community based local market." Communities can use such facts to argue with the planners and others that they should be putting in place the small steps needed to support local shops as part of the economic regeneration of many areas, as well as campaigning against planning permission being granted to even more supermarkets.

Useful web sites include:

www.tescopoly.org - for campaigns against Tesco

www.foe.co.uk

www.sustrans.org.uk

www.transport2000.org.uk

www.livingstreets.org.uk

www.stopurban4x4s.org.uk

www.dft.gov.uk

Handout 3

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 back ground 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	Sustainable Environmental Development 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
- During the meeting; how to introduce yourself – your role; roles people take at meetings;

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

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.

7. Developing community organisations levels 2 and 3

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

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.

9. Effective partnership working levels 2 and 3

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

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 practising 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. Planning for community groups

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

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

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

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

The course aims to cover:

The value and importance of planning

Strategic and operational planning

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

Whose responsibility is it to plan?

Short, mid and longer term planning

Inclusive methods of planning

Gathering information to use when planning

Community planning approaches

Creating plans with groups

Techniques for use in planning with groups

Using the expertise within groups

13. Publicity

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

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

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

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

The course aims to cover:

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

Assessing the intended audience

Developing a strategic plan for publicity

Designing different kinds of publicity material

Preparing press releases

The follow up work required with any publicity campaign

The legal aspects to be considered

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

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

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

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

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

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

15. Funding and resources levels 2 and 3

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

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

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

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

Looking at groups needs for funding and resources

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

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

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

Developing monitoring systems and supporting financial responsibility within groups

Looking at different kinds of resources other than money

16. Neighbourhood regeneration levels 2 and 3

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

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

The course will focus on neighbourhood regeneration by looking at:

Current government regeneration initiatives

Issues arising from Local Strategic Partnerships (LSPs)

Identifying and overcoming barriers to effective involvement

Consultation, Feedback and benchmarking processes

Communication skills and needs

Effective representation

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

Looking at the regeneration needs of their own neighbourhoods

Recognising diverse regeneration needs of diverse communities

Understanding the need for regeneration partnerships

Working through issues around effectiveness of involvement, communication and community representation in regeneration partnerships

Further Information

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

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