

Impact of Travel/ Transport on Communities



Supporting **Communities**
Creating **Change**

Resource pack for a 3-hour taster

Taster Pack 8

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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	Domestic Groundrules Aims		Trainer Guidance Note 1	
15	Intro quiz on impact of cars	Pairs using quiz sheet	Trainer Guidance Note 2 Worksheet 1	
30	Identifying the travel/ transport issues that impact on your communities	Pairs to discuss their issues and concerns Tutor input Introductions to group	Trainer Guidance Note 3 Handout 1	
45	Gathering information on travel/ transport problems	Small groups to work up plans using handout and worksheet	Trainer Guidance Note 4 Handout 2 Handout 3 Worksheet 2	
75	Understanding local plans relating to transport	Buzz groups to share what knowledge they have	Trainer Guidance Note 5 Handout 4 Prepared flipcharts and post it notes	Trainer needs to download relevant local plans
90	Making the environmental argument	Tutor input using Handout 6 Whole group discussion on other environmental aspects	Tutor Guidance Note 6 Handout 5	
100	Planning a campaign	Small group work	Tutor Guidance Note 7 Handouts 6 Handout 7 Worksheet 3	
160	Evaluations	Any participative ones and written versions	Handout 8	
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

Cars, speed and impact

The aim of this exercise is to provide people with information about the impact of cars, both to counter common myths and to provide facts that will help them with running campaigns (see the exercises later in this session).

Give out worksheet 1 and ask people to pair up with someone they don't know so well and to try and agree on their answers to questions; if they can't agree then differences are allowed.

Call the group back together and then say what they thought, and then give them the right answers.

Answers to the quiz:

Safety speed cameras raised £69m in revenue in a year; how much did the treasury take?	£16m
How much went back to the speed safety partnerships to cover their running costs?	£53m
How much did the cameras save in value to society of reduced casualties?	£221m
Which kills more people a year?	Speed
What percentage of people support speed cameras?	79%
How many people were killed by crashes caused by speed in a year?	1140
20 mph zones in Hull have reduced child casualties from car accidents by?	39%
Britain has one of the worst track records in Europe for cyclists and pedestrians killed on the roads?	Yes
Road crashes caused by speed cost the UK each year:	£5 billion
Fear of traffic stops how many people cycling?	44%
Men commit more motoring offences than women by: 9 times	
<i>Men commit nine times as many motoring offences as women in England and Wales. In 2002 men committed 97 per cent of dangerous driving offences, 94 per cent of offences causing death or bodily harm, 89 per cent of drink or drug driving offences, 85 per cent of careless driving offences, 83 per cent of speeding offences, 84 per cent of offences involving neglect of traffic signs and directions or of pedestrian rights and 77 per cent of obstruction, waiting and parking offences.</i>	
Who is most likely to have been in an argument with a traffic warden?	4x4 driver (22%) (compared to salon car driver 6%)

You can end this exercise by commenting about how speed impacts on people's lives and deaths and that taking some actions can reduce the number of people injured but there is quite a vociferous minority who want to be able to drive with no thought for others.

Worksheet 1

Cars, Speeds and Impact

Safety speed cameras raised £69m in revenue.

How much did the treasury take?

- £16m
- £25m
- £53m
- £61m

How much went back to the speed safety partnerships to cover their running costs?

- £5m
- £19m
- £28m
- £53m

How much did the cameras save in value to society of reduced casualties?

- £10m
- £47m
- £109m
- £221m

Which kills more people a year?

- Drink driving
- Speed

What percentage of people support speed cameras?

- 5%
- 23%
- 47%
- 79%
- 92%

How many people are killed by crashes caused by speed in a year?

- 120
- 575
- 880
- 1140
- 2390

Worksheet 1 (continued)

Cars, Speeds and Impact

20 mph zones in Hull have reduced child casualties from car accidents by?

- 9%
- 16%
- 28%
- 39%
- 53%

Britain has one of the worst track records in Europe for cyclists and pedestrians killed on the roads?

- Yes
- No

Road crashes caused by speed cost the UK each year

- £1 billion
- £3b
- £5b
- £7b

Fear of traffic stops how many people cycling?

- 5%
- 14%
- 33%
- 44%

Men commit more motoring offences than women by

- 2 times
- 5 times
- 9 times
- 12 times

Who is most likely to have been in an argument with a traffic warden?

- A cyclist
- White van man
- HGV delivery driver
- Salon car driver
- 4x4 driver

Trainer Guidance Note 3

Traffic and its impact communities

The last exercise was an introduction to some of the impacts of car and speed on communities.

Traffic also has other impacts on communities – see handout 1 for some examples.

Ask people to pair up and introduce themselves. Then they should discuss what other impact road traffic has on their communities. This could be anything from the very local examples of driving schools using outside their house day and evening to practise parallel parking, or cars that park in bus lanes, through to the main roads that divide their communities and from facilities.

You may want to broaden out the discussion to look at other forms of transport that affect communities – for example are they under the flight path for an airport which means they can't sit outside and have a discussion, or they are kept awake late at night and early in the morning.

Take the feedback from the pairs, record on flipcharts, and ask them to introduce their partners at the same time.

Give out handout 1; discuss some of the other impacts that have not been mentioned so far and record those.

Handout 1

Impact of road transport on communities

- 1. Fast moving traffic severs communities.** Busy roads can divide local communities, literally cutting them in half. Children and elderly people are especially affected. The faster the traffic is moving, the harder it is to cross the road, increasing the risk to the pedestrian. Many elderly and Disabled people literally do not have the mobility to cross roads fast enough between breaks in traffic and so are cut off. High traffic speeds suppress cycling and walking. A MORI poll found that 26 per cent would travel less by car if the conditions for walking locally were better. There are many rural tourist spots, such as in the Lake District where local people are unable to cross roads safely at peak visitor times.
- 2. Speeding traffic reduces the mobility of children.** Children want to be able to play in the areas near to where they live, to walk or cycle to school, to be able to walk round to their friend's house, but parents' fears about speeding traffic and road safety prevent children being independently mobile. Research has shown that fear of traffic, and of speeding traffic in particular, leads parents to drive their children to school. In the past 20 years car journeys to school have doubled and studies have shown that children's free time is becoming increasingly sedentary. These low levels of activity (and poor diets) are leading to rising rates of obesity in British children with the associated risk of diabetes and coronary heart disease in later life. Children's independent mobility is important for health, social development and forming self-reliance.
- 3. Speeding traffic and rat-running through residential areas reduces quality of life and inhibits a sense of community.** Many of our streets now feel like people-free zones. People walk 20 per cent less and cycle 25 per cent less than 20 years ago, while playing in the street, sitting and chatting to neighbours and other social activities have clearly also decreased. Less street activity means neighbours are less likely to know each other, reducing the overall sense of community and all the benefits of social support. Fear of crime increases as street activity falls.
- 4. Speeding road traffic disproportionately affects people in deprived communities.** The Social Exclusion Unit's interim report *Transport and Social Exclusion* stated that deprived communities are more affected by pedestrian casualties and pollution caused by road traffic than richer communities. Children from the 10 per cent most deprived wards in England are three times more likely to be hit by a car as a pedestrian.
- 5. People in the UK make more use of cars than any other European country despite having below average car ownership.** The UK has the most extensive traffic congestion in Europe. Road traffic grew by 73% between 1980 and 2002, most of this was in car traffic. Each year traffic continues to rise by 2% so the problems will just get worse.
- 6. More fuel is burnt at higher speeds, resulting in more air pollution and adverse impact on health.** Driving at 50mph instead of 70mph can reduce fuel consumption by 30 per cent. As speed increases above 30 mph it results in an increase in carbon dioxide emissions. Road traffic is the single largest source of air pollution. As many as 24,100 deaths each year are exacerbated by air pollution and this hits communities along main roads hardest.
- 7. Driving fast creates more traffic noise.** Road traffic is the most important source of noise nuisance and tyre noise increases with speed. Road traffic noise is known to cause stress, poor sleep and mild psychiatric illness.

Trainer Guidance Note 4

Establishing the extent of the problem

If communities are to take action on traffic and transport issues then they need to gather actual evidence of the extent and nature of the problems, otherwise they will not be taken seriously. Making a complaint about increase in traffic through your streets can easily be dismissed as just the general increase in traffic generally.

Handout 2 gives some guidance from Transport 2000 on how to undertake surveys.

Decide on the topics that people want to work on – you can take these from the lists you made in the previous exercise or others that you know are local issues; for examples:

- Parking in bus lanes, particularly at the start of the school day, which affects getting to work
- The danger to cyclists of incomplete bike lanes where they have to rejoin a busy carriageway
- Rat runs through an area because of congestion on the main routes
- Tourist 'honey pots'
- Speeding traffic through a village

In this exercise groups will be looking at how to gather the information they need to make their case about an existing problem.

Surveys can also be used to make a case against proposed developments – e.g. a plan for a new bypass to the previous village/ town will have a knock on effect on congestion a few miles away where the bypass is designed to end. Gathering information now can show that the area at the end of the bypass could not cope with the increase in traffic generated by a bypass.

If there is an issue like this in the area where this course is taking place you may want to offer the opportunity for people to work on that topic.

Ask participants to choose which topic they want to work on, give out handout 2 and worksheet 2.

Take the feedback and discuss any queries that are raised.

Once people have determined what the problem is then they will need to decide what actions to take. This is likely to involve some form of campaigning to achieve their desired aims. The rest of this session looks at the opportunities that are afforded by various planning processes that local and regional bodies have to undertake and how to plan a campaign.

Handout 2

Surveys of traffic problems

1. You might think there is a problem but do other people agree with you? It is worth asking around in your area, maybe by doing a door to door survey, or putting simple questionnaires into local shops, clinics, dentists, or even calling a meeting.
2. Carry out some basic surveys of people and traffic so you have some facts. When you collect data is very important. For example, if you want to make a case for a 20 mph zone then traffic surveys should be carried out on a weekday during the school term. If you are concerned about delivery lorries to a local supermarket late at night, then that's when you need to do your counting. If you are concerned about blocked bus lanes at rush hour then that's the time to be there. Weekends are the time to count the tourists. Sometimes you will want to show the difference between times of the day or between days so you will do 2 sets of counting to show the extent if the problem.
3. If you are trying to highlight the danger of rat runs or speed through an area then 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.
4. 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.
5. If you want to survey the speed of traffic, and cannot afford to hire a speed gun, the following method can be used:
 - Select the vehicle type(s) you are going to monitor, for example cars or HGVs.
 - Measure the distance you want to survey on a map or with a pedometer.
 - Make sure you can see both the start point and end point of the distance you are surveying
 - Measure the time it takes for a vehicle to travel from the start point to the end point.
 - You may want to use a second person to record the information. Average speed = distance / time.
6. Photographic evidence can be really useful. For example, if you have a situation where cars park down one side of the road in a village which means that lorries, buses and ambulances often cannot get through. Taking photos of a lorry or bus on the pavement, which is dangerous to pedestrians, makes the point effectively.

Handout 3

Useful websites to support gathering information about a transport/travel problems

www.transport2000.org.uk

www.foe.co.uk

www.sustrans.org.uk

www.roadblock.org.uk - campaigning group to stop road building and expansion.

www.roadblock.org.uk/roadschemes/eddington.htm - this is an overview of the Eddington Study (2006) from a road campaigners point of view

www.ucl.ac.uk/%7Eucft696/documents/Executive_summary_Jan_2006_HR.pdf this is where you can get hold of the report that RoadBlock describe as “The report that the DfT want to keep hidden... The DfT commissioned this report in 2006 to show how a 60% cut in transport CO₂ emissions could be achieved. The report shows that technology (cleaner car engines, biofuels etc.) will not be enough and that we must reduce traffic growth.”

www.aet.org.uk - the Airfields Environment Trust (AET) was founded in 1978 to advance knowledge and understanding of aviation's environmental and amenity impacts, through research and education. The Trust conducts and sponsors research with the aim of producing innovative solutions to reduce aviation's environmental effects. Has data on climate change and pollution sections.

www.stopurban4x4s.org.uk through us you can find lots of constructive, creative and peaceful ways to deal with your frustration at the increasing numbers of big 4x4 vehicles on urban streets.

www.brake.org.uk - national road safety campaign. Runs the UK road safety week.

www.cpre.org.uk - Campaign to Protect Rural England campaign for a sustainable future for the English countryside, a vital but undervalued environmental, economic and social asset to the nation. We highlight threats and promote positive solutions. Lots of resources available in including tranquillity maps of the whole of England.

www.wildberrys.org.uk - independent website on sustainable living, fairtrade and other environmental issues

www.dft.gov.uk - the Department for Transport – resources on road safety and policies from government

www.statistics.gov.uk provides all the information from the National Travel Survey – lots of useful facts and figures from the peak times of day for car and bus users, changes between months, how much land is being taken up by transport and lots more.

Worksheet 2

Traffic surveys

What is the nature of the problem you are trying to measure?

1. What information do you need?

a) From the actual site?

b) From other research on similar situations? (e.g. a new by pass generates x% of extra traffic)

2. How would you get the information you need from the actual site? Who do you need to involve? When would you get it? what equipment would you need?

3. Where would you start to look for other supporting information? Locally? Regionally? Nationally?

4. Do you have any questions to ask about this in the feedback session?

Trainer Guidance Note 5

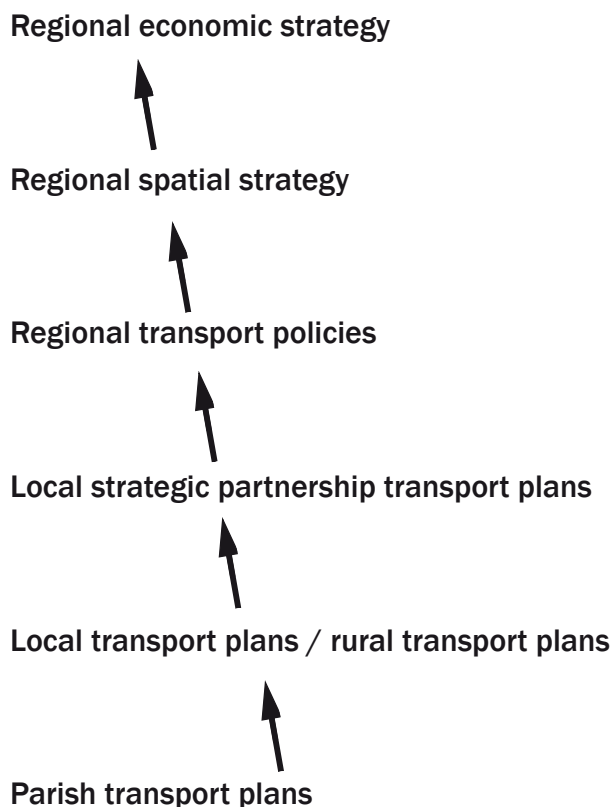
Taking action about the situation

The other taster on travel issues within communities – Taking Action on Travel and Transport - provides lots of information about how to create Home Zones and DIY streets, tackle congestion around schools and public spaces/ places, improving access to public transport, and how pedestrians can regenerate shopping areas.

In this taster we will be focusing on how to use the opportunities to influence transport plans to tackle some of the issues being discussed in this session and which surveys have been undertaken on.

A Google search will provide you with the details of local transport plans for the area in which the course is taking place. If you are training in a rural area then a check about the existence of any rural transport partnerships would also be useful. The local Passenger Transport Executive, the Rural Community Council or the Local Authority Transportation section will have this information.

Talk through Handout 4 about the different kinds of plans and how they link up. You could sketch this out on a flip chart or put onto power point:



The aim of this exercise is to get people to think about what plans exist in their area, how could they find out about them and who is useful to talk to.

Trainer Guidance Note 5 (continued)

Taking action about the situation

Put up some flipcharts around the room with these headings on them and give out post-it notes. Suggest that participants form buzz groups and come up with any ideas they have about

- What local plans exist
- The people who could help them find out
- Where they could go to get information

Use the information you have gathered about the local and regional plans to add in any additional material and contacts.

Handout 4

Understanding transport plans and planning

Local authorities are required to produce Local Transport Plans (LTPs), which are their strategies for developing local integrated transport as part of a longer-term vision for the city. LTPs are used by central government to allocate funding for transport schemes. The current plans run 2006 – 2011. They have a long lead in time and require substantial public consultation. A google search of local transport plans will enable you to find the most relevant one to your area.

Communities may be able to use the statements within existing plans to back up their case, or they may want to ensure that their problems are included in the next plan. Although 2011 seems a long way away, anything to do with tackling traffic problems, campaigning against proposals around roads and runways takes a long, long time. As a general rule the more that communities can influence plans then the more chance they have of achieving their goals.

If you are working in rural areas then you may know that the Department of Transport required rural transport strategies to be developed which would improve transport services in rural areas. When the Countryside Agency existed it produced guidance and funding to develop parish transport plans. The guidance packs are still on the web and there are lots of examples of how parishes used the Parish Transport Grants Scheme to run small-scale projects to meet locally identified needs. www.wiltshire-cpre.org.uk/tpp/LTP-goodpractice-CA.pdf

One of the other initiatives that was set up by the Countryside Agency was to develop Rural Transport Partnership Schemes which looked at the bigger picture – examples of their work includes establishing new transport interchanges, getting new bus services started, community transport schemes, more responsive services. These partnerships had places for voluntary and community sectors representatives.

The current situation with rural transport is not very clear, the Regional Development Agencies (RDAs) have taken over responsibility for rural transport, some of the original partnerships still exists while others have merged with others ones nearby to form big partnerships covering very large areas. transport bodies. You need to check out the situation in your area.

The Department of Transport web site will have up to date information on any new rounds of Rural Bus Challenge. www.dft.gov.uk

Many of the transport plans being produced locally feed into the Local Strategic Partnerships, which have the responsibility for pulling together district wide plans to support the economic development of their area.

A Local Strategic Partnership (LSP) is a single non-statutory, multi-agency body, which matches local authority boundaries, and aims to bring together at a local level the different parts of the public, private, community and voluntary sectors.

As www.neighbourhood.gov.uk explains LSPs are key to tackling deep seated, multi-faceted problems, requiring a range of responses from different bodies. Local partners working through a LSP will be expected to take many of the major decisions about priorities for their local area. Lack of joint

Handout 4 (continued)

Understanding transport plans and planning

working at local level has been one of the key reasons for lack of progress in delivering sustainable economic, social and physical regeneration, or improved public services, that meets the needs of local people. A combination of organisations and the community, working co-operatively as part of an LSP, will have a far greater chance of success. To achieve these improvements, the Government, local authorities and other service providers need to work co-operatively, change the ways they work, reallocate resources and 'bend' their mainstream programmes to tackle issues that really matter to local people.

The plans of these LSPs then feed into sub regional and regional policies about transport. Transport plans are a main part of each region's economic strategy, which are produced by the regional development agencies. Many of the large scale transport issues are to be found in the region's spatial strategy which each Government Office of the region has to develop and monitor; these will include development to airports, ferry terminals, new rail links, main roads and by-passes. There is public consultation on these plans as they are developed and revised but it is quite hard to get into, it is better to get your local council to take up the issues on your behalf. In some regions there are Regional Assemblies made up of local authorities and other key players who have a remit to review and check the work of the government offices of the region and the regional development agencies. There are often voluntary and community sector representatives on these bodies who might be able to offer some support.

Trainer Guidance Note 6

Making the environmental case

The last part of the session was exploring the different opportunities that might be available through the development of various transport plans. One of the suggestions was to get the Local Authority to take up the issues of behalf of communities and build them into these various plans. This means finding ways to increase pressure on Local Authorities. One way of doing that is to look at the issue of the quality of air.

The aim of this part of the session is to remake the connections between transport and the quality of the environment, and to consider how communities can use the requirements on local authorities to aid their campaigns.

Handout 5 explains about the national air quality strategy and gives some ideas of how councils are responding. Read through this with the group and then discuss what other actions they know about around transport that could be taken to improve their environment. One example would be congestion charging in London and the difference to the city that has made; speeding up those who use buses, reducing pollution, getting more people onto bikes and walking. Another would be the development of park and ride facilities in rural beauty spots.

Handout 5

Environmental arguments

Many of the local transport improvements that communities want their local authorities to introduce will help to improve local air quality, for example by encouraging the use of more sustainable forms of transport and reducing the level of pollution from vehicles.

The link between Local Transport Plans and air quality action plans is becoming important, and will become more so as authorities develop their air quality action plans. The government has a national air quality strategy, which was rewritten in 2000 and is regularly reviewed and updated, with new guidance added in 2006.

The aim of the strategy is to make sure that everyone can enjoy a level of air quality in public places which poses no significant risk to health or quality of life. This strategy establishes the future for air quality policy in the UK to 2003 and beyond. It looks at eight pollutants, many of which come from vehicle emissions and have a huge impact on people's health; 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.

You can find details of the government's strategy on www.defra.gov.uk/environment/airquality/strategy/pdf and other updates on www.defra.gov.uk/environment/airquality/strategy/index.htm

Every year Local Authorities have to report on their Annual Progress Report (APR) and this includes the progress that they had made in their Air Quality Assessments. You can check if your local authority has included a detailed air quality annexe to their APR. Some have declared Air Quality Management Areas, and are preparing an Air Quality Action Plan. Some authorities are considering the possibility of innovative measures to improve the local environment for example a Clear Zone in Leicester, while Bristol and Hampshire plan to introduce environment improvements, and encourage the use of cleaner, less polluting, vehicles.

In their APRs, a number of authorities report the steps they have taken to improve the local environment by preventing road congestion in town centres. Many have introduced traffic management measures to help ease congestion. Measures range from small schemes, such as variable message signs, to co-ordinated packages of measures that tackle problems at specific locations. Others have reduced the noise caused by traffic by changing the type of road surface they lay.

Through finding out about your council's plans and their progress reports, and by gathering examples from other places, you can make a stronger case for action in your community as you can show how it will help the council to meet its own and government's targets!

Trainer Guidance Note 7

Planning a campaign

In this final part of the session participants have a chance to put their new knowledge into practice. Handout 6 provides a brief case study of one action group.

For this exercise you need to set some scenarios about roads which are relevant to participants, they could be:

- Campaigning against a proposed new road,
- Campaigning to get a reduced speed limit
- Campaigning to stop lorries taking a short cut across their area
- Campaigning to get roads closed to through traffic and access only for residents

Worksheet 3 offers some guidelines to creating an action plan.

Handout 7 provides hints and tips for road campaigning.

Organise participants to work on one or more scenario and encourage them to use the material they have already and these handouts. Suggest they use the worksheet to organise their discussions and to create the basis of an action plan.

Ask for feedback on the key points from each working group.

Handout 6

A case study - A 30 mph limit in a small village

The Hursley 30 NOW! Group was set up by residents who were angry at the danger from traffic speeding through their village in Hampshire. There had been several crashes, especially involving children going to school and older people trying to cross the road to use the post office. The group decided to campaign for a 30 mph limit and other road safety issues.

Their campaign included:

- Involving the whole village through leaflets on the issue
- Asking everyone involved always to drive at 30 mph through the village
- Producing posters and car stickers
- Organising a petition
- Running a stall at the village fete and fun day
- Meeting local politicians and council officers
- Gaining publicity in the local press

The group maintained a good working relationship with the county council and the local parish council, meeting council officers and councillors regularly. After long negotiations and surveying, the county council agreed that a 30 mph limit would be introduced for the village

This example was taken from *A Better Place to Live*; a guide for community groups to local action on sustainable development, by Chris Church CDF 2003

Handout 7

Road campaigning – hints and tips

Introduction

This briefing describes how to fight a proposed road scheme, with ideas and tips from experienced campaigners.

I've heard a new road is being proposed. What can I do?

You need to ask some basic questions to get the actual facts, which your local highway authority (usually the county council or unitary authority) or Government Regional Office should be able to answer. Sometimes you have to be quite persistent as councils will often try and play down their plans to avoid people objecting; your local councillors may help with this.

- Is the road being proposed by your local authority, the Government or a regional planning body?
- What stage is the road proposal at? If the road is being promoted by the local highways authority, does it have planning permission? Almost all roads must go out to public consultation and then to a public inquiry. The earlier you start to campaign the better.
- What is the cost of the road and who is funding it? Roads are usually Government-funded but local authorities may also look for funding from Private Finance Initiatives (PFI) and private developers.

Using this information you can start to campaign by:

- Networking with other people to build up opposition to the road scheme. Make use of local expertise to identify flaws in the proposed route. Will the road go through a flood plain, sites of conservation interest or a heritage site? Will it sever communities and damage local businesses? Remember: you are the expert on your local area.
- Building alliances with other local groups, such as Transport 2000, Friends of the Earth, Council for the Protection of Rural England (CPRE) and your local Wildlife Trust. Creating an alliance gives you more credibility.
- Organising events, such as public meetings, to demonstrate opposition to the road and inviting the local papers, radio and television.
- Building up evidence to support your case. Look at policy documents such as local authority plans and Government policy, such as the Transport White Paper.
- Operating politically. Develop good working relationships with council officers working in planning and transport departments. Cultivate councillors on your local highways authority transport committee. Where the local highways authority doesn't have a transport committee, find out which councillor has the lead responsibility for transport. Don't forget to try to get the support of local MPs.
- Encouraging as many people as possible to write letters of objection at different stages of the road planning process.
- Finding alternative ways of reducing traffic congestion and campaigning to get them implemented.

Handout 7 (continued)

Road campaigning – hints and tips

- Persuading a sympathetic councillor to put a motion to the local council meeting opposing the road and proposing alternative solutions.

If you begin fighting a proposed road scheme at the later stages you will have less time to build support for your campaign. In this case, the media will be a vital part of getting your message across to a lot of people and generating opposition. You will also need to seek the support of key local people very quickly: local councillors, MPs and neighbouring councils. Find out if the money for building the road is available: lack of money can play a key role in slowing and even stopping roads being built.

Building opposition to a proposed bypass when it appears to be supported by local people

People often believe that a bypass will bring instant relief to their traffic problems. Yet most of traffic in a town is local and would not make use of a bypass anyway. A new bypass will fail to solve the basic problem of reducing traffic. Supporters of a bypass will often claim they have support of the broader community. You need to make sure that as many sections of the community are represented by your campaign as possible. You should aim to build a broad opposition, including local businesses, different ethnic or religious groups and different age groups. Keep your campaign focused on stopping the road and getting alternatives to road building implemented.

What are the alternatives to a new bypass or widening a road?

As part of your campaign you should establish what are the main causes for the traffic problems that the proposed road building is supposed to solve. Identify genuine alternative solutions that will solve or reduce these local traffic problems. You might want to find out more about:

- Improved public transport.
- Freight onto rail partnerships between local authorities and private companies.
- Better pedestrian and cycling facilities.
- Green commuter plans for local employers.
- Safe routes to schools.
- Slower speeds and traffic calming.
- Restrictions on HGVs.

Be wary about proposing alternative routes for the road. This may be viewed as conceding to the need for a road and can seriously weaken your case.

Actions to take

Campaign materials

Create leaflets, posters, newsletters, postcards, stickers and petitions to generate support. Be careful about the environmental impact of creating these materials, use recycled paper, and try to hand out leaflets to people who will look at them and not just drop them on the floor!

Handout 7 (continued)

Road campaigning – hints and tips

Beat the bulldozer pledges: Use a form or a postcard asking people to pledge to be there when the bulldozers arrive. Pledges are an excellent way of demonstrating how much opposition to a road exists. They are also a good way of building up a mailing list. Keep count of the number of cards you receive so that you can use this in your publicity.

Petitions: Politicians tend to ignore petitions unless a huge number of people sign them. However, they can be useful for showing the media that there is a lot of local opposition to the proposed road.

Websites: A website can be a useful way of letting people know about your campaign, what stage the proposed road is at and what they can do about it. Keep your site simple and easy to navigate, and provide contact details. Remember that many people do not have access to the Internet, so you still need to provide newsletters etc.

Getting people involved: From door knocking to public meetings, it is important to let as many people as possible know about the proposed road. Many people do not read the local paper or listen to local radio and may not even be aware that a damaging road scheme has been proposed.

Door knocking is time consuming but effective. As well as gaining new supporters, it can help you establish how people feel about the proposed road. If someone is absolutely for the new road, move on politely and don't engage in time-wasting arguments. Try to work in pairs, and meet up with other people in your team afterwards to discuss the results.

Stalls in the local town centre and at public events are a good way of advertising your presence. Use a big sign saying leaflets are free and have a means of collecting people's contact details. For street stalls, you will probably need to get the permission of the local authority or the police.

Public meetings need to be well advertised in advance and held in an easily accessible place. Try to find good speakers and consider inviting scheme supporters to take part in a debate. Leave time at the end for open discussion (for which you will need a chairperson). You could also create a photographic display that shows what is going to be destroyed by the road, so that people can view it before or during the meeting.

Route walks are an excellent way of getting people out to see what is going to be buried under tarmac. Advertise these walks as neutral events, rather than as anti-road protests, so that people who are undecided can take part. Have people who know about the local landscape, wildlife, archaeology or history lead the walk and answer questions. Make the start point a well-known place, preferably accessible by public transport. If the nearest bus stop or train station is within walking distance of the start point, you could organise a walking bus. This is where you meet people at a public transport point at a pre-arranged time (or at ten-minute intervals for example) and then walk with them to the start of the route. Alternatively, for longer distances you might want to consider providing a minibus to transport people. In your publicity also state the end point of the walk and how far it is, providing an alternative for people who cannot walk far.

Phone trees are useful as your campaign grows and so does your phone bill and the time it takes to contact everybody! Using a tree hierarchy, provide each person with three to six people to phone. The event organiser phones the people at the top of the list, who then phone the people on their respective lists, and so on.

Handout 7 (continued)

Road campaigning – hints and tips

E-mail can be a fast and effective means of letting people know about a campaign activity. However, people don't always check their e-mail regularly so make use of the acknowledgement facility on your e-mail software and follow up with a phone call if needed.

Case study: The battle for Oxleas Wood

If the East London River Crossing had been built in the 1990s it would have destroyed Oxleas Wood, believed to be as much as 8000 years old, and plunged through large swathes of suburban London. With a public inquiry approving the scheme, and with backing from Government and local authorities, the new road seemed almost a certainty.

To defeat the scheme local people and national environmental organisations worked together to make the road a big issue locally and to make it a symbol of the destruction being caused by road building. The campaign's tactics included letter-writing stalls at Greenwich market, lobbying politicians, organising an adopt-a-tree scheme and preparing a public transport alternative to the proposed road. The Government's failure to undertake an Environmental Impact Assessment was taken up by the European Commissioner for the Environment, generating national news coverage.

Campaigners went on to launch a 'Beat the Bulldozer' pledge with the aim of getting 10,000 people to be there if the bulldozers went in. In the face of such well-organised and public opposition the Government of the day backed down.

Further information

The full version of this briefing sheet is available from Transport 2000's Streets for People Network. The complete version includes information and advice on the following:

- Road planning process (trunk roads/highway authority roads)
- Using the media
- Who to lobby
- Public inquiries
- Environmental Impact Assessments
- Multi-Modal and Roads-Based Studies
- Appraisal summary tables
- Local Transport Plans
- Direct action

For updates on proposed road schemes go to www.transport2000.org.uk

Worksheet 3

Planning a road campaign

Details of your scenario

What do you want to achieve?

What do you need to know? Have you enough information? Where might you get it?

What are the arguments you can make? Who can you get to listen? Who do you need on your side? Are there any strategies you can point to? Any environmental improvements you can predict?

Worksheet 3 (continued)

Planning a road campaign

How will you get more local support?

What resources will you need? Money, people prepared to go on TV, people able to organise, computers, leaflet deliverers...

Other comments

Handout 8

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 practicing community development
- Inclusions and exclusion within society and communities
- Sustainability

11. Social Justice levels 2 and 3

Level Two: Mandatory. NOCN Unit Code: EE32QQ045

Level Three: Mandatory. NOCN Unit Code: EE33QQ047

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

The course aims to

- Explore our different understandings of social justice
- Examine the role of community development in promoting social justice
- Look at the meaning of concepts such as equality, diversity, oppression and discrimination and how they affect people's lives
- Explore how systems and structure give some people power rather than others
- Explore the idea of community empowerment and how it might reduce conflicts between communities
- Look at why some people participate and how participation can be encouraged
- Develop strategies for tackling inequality and discrimination using the strengths within communities

Additional Community Development Learning Resources

NOCN Courses and FCDL Resource Packs

12. 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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