

Climate Justice, Environmental Justice and Community Action



Supporting **Communities**
Creating Change

Resource pack for a 3-hour taster

Taster Pack 9

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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



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

Time	Content	Exercise/ Method	Resources	Notes
00	Domestics Ground-rules	Tutor input	Trainer Guidance Note 1 Prepared flips	
05	Aims	Tutor input	Trainer Guidance Note 2	Have copy of communicating climate change taster to refer to in case participants haven't seen it
10	Introductory game		Trainer Guidance Note 3	
20	What do we know about climate change	Individual or paired work Feedback and discussion	Trainer Guidance Note 4 Prepared flip charts Handout 1	See appendix – time line of climate change
35	Why is climate change relevant to community development work and the communities we work with	Paired or trio work	Trainer Guidance Note 5 Prepared flipcharts and post it notes Handout 2	
50	What do community development workers need to know	Whole group discussion Buzz groups using flipcharts created earlier	Trainer Guidance Note 6 Coloured pens	
70	Understanding the core words and concepts about climate change	Pairs presenting the ideas to the rest of the groups	Trainer Guidance Note 7 Handout 3	
100	What do we know and what is uncertain?	Tutor led discussion	Trainer Guidance Note 8 Handout 4 Handout 5	

Time	Content	Exercise/ Method	Resources	Notes
110	Impact of CC on communities	Round tables drawing exercise for 2 groups	Trainer Guidance Note 9 Flip charts and pens Handout 6	
125	Actions that community groups can take	Tutor input on different levels; small groups exploring relevant ideas for their work	Trainer Guidance Note 10 Handout 7 Handout 8 Handout 9	
150	Getting engaged in consultations and plans	Identifying relevant actions in their area	Trainer Guidance Note 11 Handout 10	
170	Evaluation	Give out evaluation forms	Evaluation forms	
180	End			

Detailed Session Plan

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

Aims of session/ pack

Recent research¹, a stream of reports and recent commentary shows that many people do not think that climate change will either affect them directly, it is seen as something that affects other countries, and that whatever they do won't make any difference so there is no point in making changes that might make their lives harder.

In writing this particular taster pack we have responded to feedback from the first set of tasters, for material which would give community development workers and trainers more of an in-depth understanding of the issues involved.

This taster pack is therefore aimed at community development workers, environmental workers, community champions and other individuals with a real interest in the topic, rather than as a session to be delivered to community group members.

We have written it for those who provide support for community groups and initiatives and who want information and ideas about how to raise the issues about climate change and to challenge misleading statements, as they go about their day to day work in communities.

We understand that people are unlikely to directly engage with a topic that they do not see as relevant to them and so those who are working with community members and groups may need to raise the topic and explain its significance and relevance. In order to do this they need to have enough information to feel confident, and know where to go for more information and to keep updated in a fast moving field. Community groups and members also learn more from each other and so we have provided examples of what people are already doing and the impact it is having, to help address the fear that whatever they do won't make any difference.

The pack explores

- What participants already know about climate change
- Why climate change is an issue for community development work and community groups
- What community development workers need to know
- Understanding the concepts and meaning of – carbon neutral, greenhouse gas, climate, weather, climate change and other concepts...
- Where the scientists agree, where there are areas of uncertainty, why do some people still deny that it exists or is related to human activity
- What are the impacts of climate change on communities – particularly in the UK
- What communities are doing – going carbon neutral
- What community groups can do – practical steps they can take
- Getting involved in consultations and planning to respond to climate change

¹ CSE / CDF Mobilising individual behaviour change through community initiatives 2007

Trainer Guidance Note 2 (continued)

Thus the aims of the pack are:

- To provide information on the topic to increase participants level of knowledge
- To provide information on the impact of climate change on communities
- To provide case studies and ideas for practical action by communities and groups

This pack builds upon the material in the taster *Communicating Climate Change*, and it is recommended that participants are familiar with that material before embarking on this session.

Trainer Guidance Note 3

Human Quiz

This is an introductory game designed to get people moving around and beginning to get into the topic. You need to prepare the exercise beforehand.

You will need:

Sheets of A4 paper and pen, eight people minimum, blu-tack/tape, floor space.

How it works:

Mark out a nine box grid on the floor, as below, by blu-tacking or taping the sheets of paper to the floor. Each sheet should have one question written on it, clear enough for everyone to see and read. (You could print the questions out in advance, in large print.)

Ask for eight volunteers, and tape one answer on each of them. Ask people to each stand on one of the question sheets, leaving a blank box.

The group now has to work out which answers fit which questions. They have to move each other round until each person is standing on the box that matches their answer. However, people can only move up/down, left/right. No diagonal moving. (By the way, don't number the answers you tape onto people!)

1. What is the main gas causing the greenhouse effect?	2. When did electric solar panel (photovoltaic) technology start?	3. What % cut in carbon dioxide (CO ₂) emissions have governments agreed to?
4. What % cuts in carbon dioxide do United Nations scientists say we have to make?	BLANK SQUARE	5. What is the source of all life (as we know it) on earth?
6. How many homes in Britain have solar water heating fitted?	7. What % of Britain's energy comes from nuclear energy?	8. We can obtain a useful gas from sewage and rubbish dumps – true or false?

Answers

1. Carbon dioxide (CO₂)
2. First experiments 1839
3. 5.2%, excluding US, Japan, air and sea travel (Kyoto protocol)
4. 60-80% cuts, proposed by Intergovernmental Panel on Climate Change (United Nations IPCC)
5. The sun (daily solar radiation reaching earth would meet 10,000 times our global daily energy need)
6. 40,000 homes
7. 25%
8. True

Trainer Guidance Note 3 (continued)

Variations:

- If there are more than eight people in the group, the others can help people match up their answers with the questions.
- Make up your own questions and answers, relevant to the group or the issues that people want to explore – those above are only to show how the exercise works.
- The group could match the answer cards to question cards pegged to a washing line.

Trainer Guidance Note 4

Existing knowledge of climate change

The aim of this exercise is to find out what aspects people feel confident about, where they are not sure and where they want more information. It follows on from the previous warm up exercise.

Participants can work on their own or in pairs.

They will need flipchart paper which is prepared like this

What I know about climate change	Points I have heard about but I am not sure if they are correct or not	I have heard bits about but would like to know more

You can give some examples:

What I know about climate change	Points I have heard about but I am not sure if they are correct or not	I have heard bits about but would like to know more
<i>It is caused by increasing carbon dioxide emissions</i>	<i>Whether it is caused by human activity or its just a blip the planet is going through</i>	<i>That the UN says we only have a few years to turn it around but it is possible</i>

When everyone has produced their own sheet or with another person, let them display them and take the feedback one column at a time; you may need to check the validity of the topics that they say they know as facts in column one. If you are not convinced that people have got it right then you can use Handout 1 and if the particular point isn't covered then you need to get the group to agree how they could check if the facts are correct.

In the appendix is a handout, Climate Change Timeline, which shows the development of scientific thinking about climate change and this has lots of useful websites for getting more information.

Handout 1

Basic facts about climate change

Climate change

Climate change is... Literally changes to the climate of the earth. Climate has always been changing on Earth – severe climate change is a contributing factor to one theory about why the dinosaurs died out. What is meant by climate change in the context of this pack and our lifetimes is human induced climate change - the idea that we are accelerating climate change through our activities which have potentially devastating consequences to both human lives and natural resources.

The Earth's climate has been relatively stable since the end of the last ice age, about 10,000 years ago, but it is now changing. The average global temperature is rising. The 20th century was probably the warmest century in the last 1,000 years: there was about 0.6 °C of warming, with land warming more than the sea. The 1990s were the warmest decade in the last 100 years.

There is also evidence that rainfall patterns are changing, sea levels are rising, glaciers are retreating, arctic sea-ice is thinning and the incidence of extreme weather is increasing in some parts of the world.

The ten warmest years on record have all been since 1990. Six of the ten warmest years on record in the UK were between 1995 and 2004.

Some things we know about climate change:

Most climate scientists agree that we are already committed to a warmer future – it is estimated that there is a 40 year time lag between increasing the carbon dioxide in the atmosphere and the warming effects being felt – so we are now feeling the effects of the carbon dioxide that was released in the 1960's.

At 380 parts per million (ppm), today's atmospheric carbon dioxide level is higher than at any time in at least the past 420,000 years.

The average proportion of the global population harmed by climate-related disasters every year has nearly doubled since 1975, reaching nearly 4 per cent or 255 million people in 2001. The World Health Organisation estimate based on current trends that between 6 per cent and 8 per cent of global population will be directly affected by 2030.

Over the past century, average near-surface global temperatures have risen by 0.7 °C (climatechallenge.gov.uk)

Some key facts and information:

What is the greenhouse effect?

- The greenhouse effect is a naturally occurring process in the Earth's atmosphere that warms the planet - in the absence of a greenhouse effect, the average temperature at the Earth's surface would be approximately 25°C colder.

Handout 1 (continued)

How does the greenhouse effect work?

- Visible light from the sun passes through the atmosphere and is absorbed by the Earth's surface - some of that energy is then emitted back to the atmosphere as heat. Greenhouse gases trap that heat, which would otherwise be released into space, raising the temperature of the atmosphere and, subsequently, the Earth's surface. Increases in greenhouse gases from human activities increase the amount of heat trapped by the atmosphere causing global warming and climate change.

What are the most important greenhouse gases and their sources?

- Water vapour - Water vapour contributes the most to the greenhouse effect and occurs in the atmosphere as a result of the natural cycle of water.
- Carbon dioxide (CO₂) - Carbon dioxide also moves naturally between the atmosphere and living organisms. Plants and algae remove CO₂ from the atmosphere via photosynthesis, while all living things release CO₂ via respiration (i.e., breathing). Carbon dioxide also cycles back and forth between water on the Earth's surface (freshwater and the oceans) and the atmosphere. In addition to these natural processes, humans release large quantities of CO₂ to the atmosphere by burning fossil fuels, deforestation, and other industrial processes.
- Methane (CH₄) - Methane is a natural by product of decomposition, but significant quantities are also produced via agriculture and animal husbandry as well as by fossil fuel production.
- Nitrous oxide (N₂O) - Nitrous oxide is released naturally from terrestrial soils and oceans, but substantial quantities are also generated from the use of nitrogen fertilizers in agriculture and through some industrial processes.
- Other gases - A number of other natural and man-made gases also contribute to the greenhouse effect, including tropospheric ozone, and industrial gases such as halocarbons.
- Aerosols - Aerosols are airborne particles within the atmosphere. Some aerosols, such as sulfate aerosols and black carbon aerosols are also produced by fossil fuel combustion. Sulfate aerosols tend to reflect incoming solar radiation, cooling the Earth's surface. Black carbon aerosols absorb, rather than reflect, solar radiation, which shades the Earth's surface, but warms the atmosphere.

Is climate change a natural or human-caused phenomenon?

- Climate varies naturally over both short and long time-scales, but natural climate variability can be distinguished from human-caused climate change.
- Scientists have conducted a number of studies that compare observed changes in the global climate with those factors that are known to influence climate. These studies indicate that

Handout 1 (continued)

the climate change observed over the 20th century is due to a combination of changes in solar radiation, volcanic activity, land-use change, and increases in atmospheric greenhouse gases. Of these, greenhouse gases appear to be the dominant driver of climate change over the past few decades.

How do we know that atmosphere increases in greenhouse gases are due to human activity?

- Some greenhouse gases, such as industrial halocarbons, are only made by humans, and thus their presence in the atmosphere can only be explained by human activity.
- Naturally occurring gases such as carbon dioxide and methane are generated by natural processes such as plant and animal respiration and decomposition. However, scientists can quantify the various sources (both natural and human) of such gases and measure their contribution to atmospheric concentrations. Current concentrations of the primary greenhouse gases (mentioned above) cannot be accounted for without considering human activities, particularly the combustion of fossil fuels. Global warming may increase the release of greenhouse gases from natural resources.

How much climate change has been observed to date?

- Globally, surface air temperatures increased by approximately 0.7°C during the 20th century. Some regions of the world have experienced much greater warming; Alaska and the Antarctic peninsula, for example, have warmed by approximately 4°F over the same time period. Other regions of the world, such as the oceans of the Southern Hemisphere and the interior of Antarctica, have not experienced warming.
- The observed warming over the 20th century was accompanied by a 10% increase in precipitation in the Northern Hemisphere and an increase in global sea-level of 4-8 inches.

How do scientists estimate the climate of the future and how reliable are their projections?

- Projections of future changes in climate are typically based on three sources of information:
 - Knowledge of historical climate variability and change
 - Scientific understanding of the climate system
 - Computer models of the climate system that generate projections of future climate based upon a number of variables
- Of these three, climate models have received considerable attention. A number of different models exist and each represents the climate in a different way, resulting in large differences among models in projections of future climate change.
- A number of current models do a reasonable job of simulating past climate variability (decades to centuries), but all such models perform poorly at modelling short-term climate variability (days-years) and regional climate variability.

Handout 1

- The projections of climate models are also highly dependent upon the assumptions made about future trends in greenhouse gas emissions and atmospheric concentrations.

What are the current estimates for 21st century climate change?

- The latest Intergovernmental Panel on Climate Change¹ projections for 21st century average global temperature increase is 2 – 5°C, based upon several climate models and multiple assumptions regarding future greenhouse gas emissions.
- Regional warming may be greater or less than the global average. For example, temperature increases in the United States are projected to be approximately 30% higher than the global average. The Arctic is likely to experience the greatest warming.
- Associated with this warming will be an increase in global average sea level of 4-35 inches, depending on the magnitude of warming.
- Global precipitation (rain, snow, hail) patterns will also be altered by temperature increases. It is expected that there will be increases in precipitation at the global level but at a local level there even be less precipitation

What are the Projected Impacts of Climate Change?

- Species will attempt to migrate with the changing climate, but will differ in their degree of success. Ecosystem productivity may decrease or increase, at least over the short-term.
- Increases in temperature and changes in precipitation will have significant impacts on water resources, either reducing or increasing water availability along with increasing the risk of floods or droughts.
- Coastal developments will experience additional sea-level rise that will interact with coastal storms to erode beaches, inundate land, and damage structures.
- Human health may be affected by climate change through a number of mechanisms including extreme temperatures (i.e., heat waves), exacerbation of air pollution, severe weather, and increased spread of infectious diseases.

Adapted from information available on www.pewclimate.org - the Pew Centre on Climate Change

For more information on climate change check out www.greenfacts.org

1 IPCC – an international body made up of leading climate scientists from over 130 countries

Trainer Guidance Note 5

Why is climate change relevant to community development work?

Think of an image that you could associate with climate change – it needs to be something with different parts, for example a flower blooming at an unusual time of the year (with lots of petals and leaves) or hedgehogs born in February (lots of quills) or the ice sheets breaking off into smaller ice floes.

Draw your preferred image in a flipchart; give out post it notes or pieces of paper shaped like petals/leaves, quills, ice floes... and ask participants to work in twos or threes and to agree upon some reasons why community development workers, and those undertaking community work, need to know about climate change, which they write on the post-it notes or pieces of paper.

Ask them to take turns to come and stick their suggestions onto the image. Check if participants agree with the other groups' suggestions.

Handout 2 gives some reasons for it being relevant.

Handout 2

Why climate change is relevant

Climate change will affect how all of us live in the near future, whether we live in the U.K or Bangladesh or Australia. There are very few places and people in the world that won't be affected by climate change.

The last 100 years have seen these changes already in the UK:

- The growing season for plants in central England is now a month longer than it was in 1900.
- Summer heat waves are occurring more frequently, and in winter there are fewer frosts.
- Compared with 50 years ago, we now get more rain and snow, and on fewer days – so they are even heavier.
- Average sea level around the UK is now about 10cm higher than it was in 1900.

The potential impacts on the UK include:

Flooding

We have already seen the consequences of flood on people living in vulnerable areas where people have lost their belongings and homes in recent years as well as floodwater affecting utilities and infrastructure. Businesses can also be severely affected by flooding, farming being a prime example where crops have been lost because of high rainfall and flooding. Building new homes is a big priority in the UK, particularly in the south of England. To build houses that are safe from flooding may mean building on Greenfield sites or agricultural land. Flooding makes getting insured difficult if you live in vulnerable areas, and poorer people are more likely to live in areas that are susceptible to flooding.

Energy costs and fuel poverty

As fossil fuels become scarcer (as we approach peak oil¹) the cost of traditional sources of energy will rise. As energy costs rise so will the cost of all products and services that depend on energy – most industrialised economies are based on oil. Poorer people will suffer the most from rising energy prices because they will have to spend more and more of their income on heating and lighting and other essential energy needs.

Pollution

Pollution from vehicle emissions and industry affect poorer areas much more than more affluent areas. Particulates from cars and lorries cause asthma and more traffic contributes to more road traffic accidents. 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.

Drought

Climate change will bring extremes of weather – both more intense wet weather and intense spells of dry weather, which could mean droughts becoming more common, leading to problems with water supply in some areas of the UK and higher prices for food.

1 Peak oil is when oil production begins to decline because new reserves are no longer being found.

Trainer Guidance Note 6

What do community workers need to know about climate change?

Ask participants for their reactions to the approach that has been taken with this taster pack – basically that they need to find ways in their day-to-day work to raise the issue of climate change with communities as we cannot assume that many residents or groups will see it as their priority or even of relevance to them, and that people need to be given ideas of practical steps they can take which will have an impact.

Discuss what they feel their role should be in relation to climate change, noting down any dilemmas they raise (such as how this approach may conflict with the self determination value of community development).

Ask the participants look again at the flip chart created on what they know, would like to know more about, and using buzz groups with their neighbours, decide which ones would be the most important for them to gather information about. Ask them to use coloured pens to indicate this on the displayed sheets. See if they have any consensus on this!

Some information will be provided on handouts to support this session and a resource list of useful websites and organisations will be provided so they can follow up on the other areas they are most interested in.

Trainer Guidance Note 7

Understanding the words and concepts

Handout 3 has a number of definitions of the main words and phrases that keep appearing when we talk about climate change. Cut up one handout and give each pair one of the boxes; their task is to read through it, discuss it and think of a way to explain it to the other members of the group. If you have a small group you could give every pair another definition. Chose the ones that people have indicated people want to know more about.

As each pair gives their explanation, ask them if they have any questions about it and then ask if the whole group understand the meaning enough to feel confident at explaining it to another person. Let them practice on each other for the ones they are not sure about.

Handout 3

Definitions and Jargon Busting

Carbon

This is often used as shorthand for carbon dioxide, the commonest of the gases which contribute to climate change. Carbon, the sixth most abundant element in the universe.

Carbon dioxide

The commonest of the gases which contribute to climate change. The main artificial source is the burning of fossil fuels like oil, coal and gas. Carbon dioxide is usually measured in tonnes.

Carbon footprint

A representation of the effect human activities have on the climate in terms of the total amount of greenhouse gases produced (measured in units of carbon dioxide). A measure of the amount of carbon dioxide (CO₂) emitted through the combustion of fossil fuels; in the case of an organisation, business or enterprise, as part of their everyday operations; in the case of an individual or household, as part of their daily lives; or a product or commodity in reaching the market.

Ecological footprint

An ecological footprint is the impact an individual, an organisation, a country or any group of people has on the natural resources of the planet. Ecological footprints are measured in hectares – humanity's ecological footprint is 23% bigger than the planet can support. In other words, it now takes more than one year and two months for the Earth to regenerate what we use in a single year. Ecological footprinting is a way of measuring the impact people are having on the planet's resources and it is closely linked with the idea of One Planet Living.

One Planet Living

The concept of One Planet Living, which was developed by the World Wildlife Fund for Nature (formerly WWF) and Bioregional, has been adopted by the government to highlight how the UK (and all other rich countries) use far more of their fair share of the planet's resources. It has been worked out that developed countries use about three planet's worth of resources i.e. if everyone on the planet lived like people in the UK and other developed countries we would need three planets to support us all.

Carbon free

Carbon free is the idea that something hasn't been produced using carbon – or fossil fuel energy.

Carbon neutral

This is the idea that something has been produced and all the carbon that has been used to make it – design, production, transportation etc. has been calculated and either offset or counterbalanced.

Handout 3 (continued)

Carbon trading

This is the idea that companies (and indeed governments) have carbon quotas and if they want to emit more carbon they must buy someone else's spare quota. It is a market driven idea that if there is an economic imperative to reduce emissions then companies and organisations will do it.

Carbon offsetting

Offsetting carbon emissions is principally the idea of funding projects like tree planting or renewable energy to 'offset' the carbon they emit, perhaps by flying or using a car. The idea is that the carbon they emit in one place is absorbed by another. The idea has come in for a lot of criticism and is seen by some as a salve for rich people and nations consciences. There are other problems, including the fact that it doesn't encourage changes in behaviour that are required to cut emissions from rich nations. Additionally, mass tree plantations in developing countries can have very serious negative environmental and social problems.

Climate change

This term is commonly used interchangeably with "global warming" and "the greenhouse effect," but is a more descriptive term. Climate change refers to the build-up of man-made gases in the atmosphere that trap the sun's heat, causing changes in weather patterns on a global scale. The effects include changes in rainfall patterns, sea level rise, potential droughts, habitat loss, and overheating.

Climate chaos

Climate chaos is essentially the same thing as climate change but it is felt by many people that 'change' indicates something natural and gradual whereas what is actually happening to the climate is quite quick and violent – bigger storms, flooding and increased drought. So the term climate chaos was coined to reflect the nature of the changes that are already happening to the climate around the world.

Emissions

Emissions are gases and particulates released into the atmosphere by burning fossil fuels in particular e.g. car emissions. More than 40% of the UK carbon emissions come directly from what we do as individuals – heating and lighting our homes, running cars, taking flights. Transport now accounts for 26% of all the UK's carbon emissions.

Fossil fuels

Fossil fuels are sources of energy such as coal, oil and gas. They are called fossil fuels because they are all formed from the remains of tiny marine animals that lived in the seas 250 million years ago. Fossil fuels are not renewable energy.

Fuel Poverty

The rough and ready definition of fuel poverty is of someone who spends more than 10% of their income on keeping themselves warm. However, fuel poverty is not just about low incomes. It is part of a complex picture, linked to multiple deprivation, unaffordable fuel prices and poor housing conditions characterised by inadequate insulation and inefficient heating systems.

Handout 3 (continued)

Global dimming

Global dimming is a theory that suggests that the true impact of human induced climate change has been masked by the amount of pollution in the atmosphere. The idea is that particulates like soot and other small pollutants that have been put into the atmosphere by humans since the industrial revolution are slowly being reduced as we clean up our act but this is actually increasing the rate of change in the climate. It is possible that as we make our atmosphere cleaner we are revealing the true damage that has already been done to the climate by human activity.

Global warming

Global warming is the increase in the average global temperature – particularly referring to the rising temperatures over the last few decades. It is often linked with human induced climate change.

Green house gas

Gases responsible for climate change, so-called because they act like a greenhouse (or blanket) around the earth. The commonest is carbon dioxide, which is often used to represent all the gases.

IPCC (Intergovernmental Panel on Climate Change)

Established in 1988, the IPCC is the authoritative international body studying climate change and is made up of government officials and scientists from 130 countries.

Kyoto Protocol

In 1992 the Earth Summit was held in Rio De Janeiro. One of the outcomes was creation of the United Nations Framework Convention on Climate Change. The Kyoto Protocol was created out of this convention in 1997 and is the main international agreement to tackle climate change. Some countries have not ratified the Protocol – namely the U.S and Australia. The UK's Kyoto Protocol target is to reduce its emissions to 12.5% below what it was in 1990. It is thought by leading scientists that worldwide emissions need to be cut by at least 60% by 2020.

Methane

Methane is a strong greenhouse gas that is 20 times more effective at holding heat in the atmosphere than carbon dioxide. Methane is produced by burning fossil fuels as well as industry and agriculture. Various places on earth are known as methane sinks, notably in Siberia where the frozen ground holds a very big methane sink.

Renewable energy

Solar, wind, wave, hydroelectric, geothermal and biomass are examples of renewable sources of energy. Renewable sources are essentially ones that cannot be practically depleted – such as solar from the sun's energy or hydroelectric from the flow of a river or waterfall. Nuclear power is not a renewable source of energy. Renewable energy is often used in terms of being the alternative to "traditional" fossil fuels.

Handout 3 (continued)

Runaway climate change

This is the scenario where the temperature of the Earth becomes impossible to contain – also known as the tipping point. Scientists have suggested that this could be triggered by a number of different things, such as ice caps melting and producing a positive feedback because ice reflects much more of the sun's rays than the water and rock which would replace the ice.

Peak oil

This is when the demand for oil can no longer be met by increasing production, as oil gets harder to extract and no new large reserves are found. The world economy depends on cheap oil, so rising oil prices are likely to have a major impact. Some think we are already close to peak oil, while others think it is still 30 or 40 years away.

Transition Towns

Towns which are planning how to cope with the transition to a post fossil fuel economy, following peak oil. Totnes was the first Transition Town in the UK.

Climate and weather

The weather is happening here and now. 'Weather' is the day-to-day change in temperature, air pressure, moisture, wind, cloudiness, rainfall and sunshine.

Climate is the combination of all these elements of weather at a particular place, measured over a longer time. The weather changes rapidly and can be very unpredictable, but climate varies more slowly and scientists can predict climatic trends.

It is a bit like saying there will be a thunderstorm in London on Thursday afternoon, that's a statement about the weather. But climate deals with longer time scales and with averages and other statistics over space and time. So that if it were said that London next summer will be drier and warmer than usual, that's a statement about climate. A catchy way to put it is that climate is what you expect, and weather is what you get. C.J Somerville on www.pbs.org/wgbh/warming/debate/somerville.html

Tutor Guidance Note 8

What do we know and what is not clear

Handout 4 summarises three key reports on climate change:

- The Stern Review – an economists perspective
- IPCC – a scientific view
- Tyndall Centre for Climate Change Report – people’s responses to climate change

The economists and scientists can set out the facts as they see them but the action politicians take is often much less because they water down some of the key points to get agreement. The ideology of some countries and the pressure of corporate lobbyists who have a lot to lose can be seen in this process.

The scientific and economic evidence is quite clear about the scale and nature of the problem facing us. The Tyndall Centre report shows that people are confused. Handout 5 gives some ideas about why the clear messages are not getting through.

Give out Handouts 4 and 5 and lead a discussion on the group’s reactions.

Handout 4

What we know

Climate change is a complex issue that is at the same time global and local, both in its impacts and potential solutions. Below are some perspectives on what impacts climate change could have, what the scientists think and what the UK government and other governments have agreed to.

Stern Review

The Stern report was commissioned by the UK government and published in autumn 2006 was a report on the potential impact on the UK economy and the rest of the world that climate change could have in the near future. The report suggested that the world economy could shrink by 20% as a result of the consequences of a warming planet if nothing is done. This level of impact on the world economy would dramatically affect people in the UK.

The report also says that without action, up to 200 million people worldwide could become refugees as their homes are hit by drought or flood. While most of these refugees are unlikely to be in Northern Europe, the impacts on the UK could include increased refugees seeking environmental asylum as well as the UK needing to provide more aid and troops to help in situations where environmental disasters occur.

“We can’t wait the five years it took to negotiate Kyoto - we simply don’t have the time. We accept we have to go further (than Kyoto).”

Nicholas Stern www.news.bbc.co.uk

Intergovernmental Panel on Climate Change

The IPCC released a preview of their 4th assessment report in May 2007 “Climate Change 2007”. The full report will be available late in 2007. The report was put together by 800 contributors and reviewed by 2500 scientific experts from 130 countries.

The key findings of the IPCC report were that it is unequivocal (no doubt or misunderstanding) that the following things are happening:

- Surface temperatures increasing (land and sea)
- Tropospheric¹ temperatures increasing
- Atmospheric water vapour content increasing
- Ocean heat content increasing which is now directly linked to sea level rise
- Greenland and Antarctic Ice Sheets losing mass
- Glaciers and snow cover decreasing
- Arctic sea ice extent decreasing
- Area of seasonally frozen ground decreasing
- Mid-latitude wind patterns/ storm tracks shifting poleward
- More intense and longer droughts
- Frequency of heavy precipitation events increasing
- Extreme temperatures increasing
- Tropical cyclone intensity increasing

1 Troposphere: the first 14 km of the Earth's atmosphere – where all the weather we experience takes place.

Handout 4 (continued)

The key summary point from the preview of the report was: “The net effect of human activities is now quantified and known to cause a warming at the Earth’s surface.”

All these are changes to climatic systems that will have an impact on the weather we will experience across the world. These changes are happening and while there is debate about how the changes will manifest themselves in terms of the impacts on people’s lives, it is vitally important that we don’t wait to act, both at a governmental level and at a local level too.

To find out more about what the IPCC report says, go to www.ipcc.ch

Tyndall Centre for Climate Change Research Report (November 2006)

The Tyndall Centre produced a report on how people respond to the warnings about climate change. The main point of the report is that people who are communicating with others about climate change need to connect in a way that has relevance and meaning to those that might be affected – which is all of us.

“What is clear is that the problem [climate change] must be made tangible and manageable if the warnings are to have a real impact. Given current representations, the solutions to such a vast and complex problem make the public’s response seem insignificant, futile and in some cases too late to make a difference; as Al Gore accurately identifies, we have moved from a position of “denial” (believing that there is no danger), to one of “despair” (believing that there is nothing that can be done about it), without stopping in between. In this case, the implications of continuing along the current trajectory need to be explained and understood in ways that have to have real relevance and meaning for those that are likely to be affected. Climate change is not an issue of the future in a far away land; it has pervasive social, economic, political and cultural implications for which society should - and ultimately will – have to take into account”.

The political responses

European Union

In March 2007, 27 members of the European Union signed up to cutting carbon emissions by 20% and committed the EU to generating a fifth of its energy from renewable sources by 2020. This agreement included nuclear power as a way of reducing emissions, even though nuclear power is not a carbon-free way of producing power, (uranium mining is an environmentally damaging and carbon intensive activity).

Kyoto – international

The Kyoto Protocol is an agreement that many of the world’s governments have signed up to reduce their carbon emissions. See Handout 3 for more details on the Kyoto Protocols history. The UK’s Kyoto Protocol target is to reduce its emissions to 12.5% below what it was in 1990. It is thought by leading scientists that worldwide emissions need to be cut by at least 60% by 2020 to contain future warming of the planet. The Kyoto protocol took five years to get agreement and the U.S and Australia still haven’t signed up to it, making it difficult to implement and weakening the impact the agreement can have.

Handout 4 (continued)

Climate Change Bill – UK

In autumn 2007 the Climate Change bill will be finally introduced to the UK parliament. The climate change legislation will comprise four key elements:

- It will set out a statutory commitment to reduce carbon dioxide emissions by 60% from 1990 levels by 2050;
- It will establish an independent body - the carbon committee - to work with government to reduce emissions over time and across the economy;
- It will create enabling powers to put in place new emissions reduction measures needed to achieve set goals, and
- It will improve monitoring and reporting arrangements, including how the government reports to parliament.

The main purpose of the bill is to enhance the UK's contribution to tackling climate change. It calls for an annual report to be laid before the House on the efforts being made to reduce greenhouse gas emissions.

Many people, including big NGO's (non-governmental organisations) don't think the proposed bill goes far enough – the general scientific consensus is that the cut in emissions needs to be 80%, not 60%. There are concerns at the time of writing this that the Prime Minister wants to further water down emissions targets set out in the bill.

Handout 5

Why the message isn't getting across

Climate change and its likely impacts have been talked about for years, yet recent research suggests that many people either do not believe that it is urgent to change their behaviour to reduce the impact on the planet or they do recognise the seriousness of the situation they do not think that if they take action then it will make any significant difference.

There are a number of reasons put forward to explain this situation.

One is the role of politicians. Even those who accept the facts fail to agree to take action on a scale that is needed; see Handout 3 for the difference between what the scientists agree upon and what politicians offer in response.

There are many politicians who have refused to accept the concept of climate change, or have sought to keep the facts from the public by influencing the reportings of scientists. For example the Bush administration has been accused of systematically doctoring and changing the reports of its own scientists to take out references to global warming, sending political minders with the scientists to conferences and plans to restrict public debate on this term (Congress Hearing reported in the Guardian 31st Jan 2007). The person in charge of this policy, Mr Cooney, a former lobbyist for an oil company who now works for Exxon Mobil, who described climate change as 'speculative musing'. In such situations it is very clear why some people maintain that climate change has nothing to do with human activity or fossil fuel emissions - their paymasters are those industries that have most to lose.

Another reason relates to the role of the media, which in general prefers good stories to facts. So those people who take a different tack to the main stream scientists are courted; they can write various articles which are not subjected to any peer review or challenge, that are made up of a mish mash of misleading information, where facts are taken out of context, 'facts' are quoted which are not based in any accepted reality, and so they present a sensational piece which can be wildly inaccurate. One of the problems is that few editors or journalists have any scientific background and so cannot check the accuracy of such articles. Another is that people tend to prefer a conspiracy view of everything... and so urban and other myths abound.

It is hard to counteract all of this so you probably need to take the approach when talking to others about this, that if 95% of scientists can agree on something then why are the remaining 5% given disproportionate air time? It's very similar to the MMR vaccine situation where someone wrote a paper on the basis of little or no scientific evidence that MMR led to autism. Despite all the large scale studies that had been done across the world showing that this was not the case, people stopped having their children immunised and so measles has now come back as a major disease in our population and some children have died from it; finally the myth has been laid to rest but a lot of damage has been done in the meantime.

Another reason for people not appreciating the severity of the situation is the under reporting of the scale of the problem - only 16 of the top 100 companies in the UK comply with the basic reporting required by government on greenhouse gas emissions, so 40% of emissions from these firms are not being reported - that's 200m tonnes, more than all of that produced by Pakistan and Greece put together.

Handout 5 (continued)

As more information is being produced all the time as more and more studies are undertaken and reported to the public, so it can seem that the goal posts keep changing. This years facts are not quite the same as those presented last year. Scientists now think that it is better to try and look in more detail at the short term – what will happen in the next 2 – 3 years, rather than try and predict what will happen in 25 years.

This overload of seemingly changing information can make people switch off, as they are not sure what to make of it all.

Although we cannot know all the details of what will happen, we can be sure that the world is warming, that human activity has contributed to this, and changing human activity could make a real difference in the future.

We need to help people to see beyond the climate change deniers and also through the greenwash that suggests that we can easily buy our way out of the problem without changing our lifestyles.

Trainer Guidance Note 9

Impact of climate change on communities

Place sheets of flipchart paper on two tables; title one with 'impact on communities in UK', and the other 'impact on communities in other parts of the world'.

Split the participants into two groups; each group gathers round a table to start with and draws or writes on the flipcharts images or key words to indicate the kinds of impact that they have seen climate change have on communities.

Then they should swap tables and add in anything else that has not already been recorded.

The aim of this is to show that communities in the UK as well as other parts of the world are being affected by climate change.

Handout 6 gives some examples.

Handout 6

Impacts of climate change on communities

The summer of 2007 has dramatically demonstrated the way that the weather we experience is changing – whilst parts of England were flooded, countries around the Mediterranean were incredibly hot. The recent floods in the UK are a result of some unusual weather patterns across the Atlantic ocean and continental Europe. The floods in the UK and forest fires in Greece show extremes of temperature and weather that aren't the types of weather we would expect. Scientists think that the way climate change will affect the UK (as well as the rest of the world) will be to produce more extreme weather events like floods and droughts.

We are used to seeing images of disasters from other parts of the world and it was scary to see the pictures from different parts of England and Wales in July 2007.

There are many direct and indirect costs of the impact of climate change on our communities. Here are some examples.

- The costs to the North Cornwall district council of repairing the damage to Boscastle and Crackington Haven after the floods of 2004 was £2 million, a fifth of the councils budget, only half of which they got back from national government. In addition to this the County Council spent another £1 million on repairing bridges and roads. Finding the money for this has meant cutbacks in other public services.
- The 2007 floods in Hull hit many schools and put them out of action, which meant that in the short term children couldn't go to school and much of their school work has been damaged, community groups using the schools had nowhere to meet, working parents had to find child care and this has impacted upon community schemes.
- The increase in the power of the sun's UV rays is leading to increases in skin cancer – estimated by the Department of Health at 7000 extra cases a year – which puts more pressure on the health services. Children playing out need to use sun screen but teachers and play workers are not encouraged to touch children so will they be kept inside and not get the exercise they need?
- High temperatures will lead to more cases of food poisoning – estimated at 10,000 more a year – any community events with food will need to be really careful about how they are organised.
- High temperatures can lead to dehydration, especially amongst older and vulnerable people; 2,000 older people died in the 2003 heat wave. Groups working with vulnerable people will need more resources to be able to respond. The health service will use more resources trying to cope with the effects of this.
- The heavy rain in June and July 2007 and the resulting floods in England damaged vast areas of fruit and vegetable crops, creating food shortages and higher food costs, which will hit poorer communities hardest. It is disastrous for many farmers who will lose all their profits for this year and may push some out of business.
- The awful weather will have impacted on rural and coastal communities as the tourists stay away – in some places it is being compared to the situation with foot and mouth disease when the countryside was closed down and many rural business went bust.

Handout 6 (continued)

- The 2007 floods showed how easily the infrastructure can be knocked out, such as water treatment plants and electricity supplies. This impacts most on the most vulnerable – such as those people who cannot carry water from bowsers, or do not have cars to pick up the bottles from collecting points, or who need electricity for dialysis machines and those living in rural areas. Community groups need to be able to support vulnerable members whilst dealing with their own situations.
- Worcestershire County Council estimate that all their road budget will go on just repairing those damaged by the 2007 flooding with nothing left for normal maintenance or upgrades, or planned new projects which communities had been asking for.
- Energy costs are increasing, putting up bills for all community centres and village halls and for community groups renting premises, so they have to raise more money. Increased energy costs hit families in poorly insulated and badly maintained accommodation hard. 19% of single pensioner households and 17% of lone parent households are facing energy poverty – the majority of whom are women.¹
- Rising fuel costs means that public transport gets dearer as does the costs of community transport schemes.
- The air quality in many urban areas is often quite poor, with the increasing levels of pollution being trapped, creating smogs, and increased pollen counts, all of these have an impact on people's health.
- We see declining plant, marine and animal life and habitat destruction. As our coastal waters warm up so there is a migration of sea and seashore creatures northwards in search of cooler waters, this impacts on fish as they move with the food or die from lack of food. This then affects fishing communities. The changes in temperatures are fuelling an invasions of warmer sea species which are devastating local plants and habitats. We are also seeing changing patterns in bird migration which can affect areas where there is tourism relating to bird watching.
- Agricultural land in this country being turned over to growing biofuels which reduces the food crops grown'

These are examples from the UK. There are many more and dire examples from other parts of the world where we have seen:

- People dying in climate-induced natural disasters
- Millions of environmental refugees
- Victims of resource wars and violence as a result of climate change
- Rising sea levels- for example in Bangladesh, flooding villages and damaging crops
- The lack of rainfall in sub Saharan Africa means crop failure will increase by 20% and 180 million people could die from diseases arising from the warmer conditions
- 25m people across the Sahel region are struggling as the drought has led to their cows, goats and camels all dying. Their pastoral way of life is wrecked as they have no way of providing food for the families and so they are forced into towns to scrape a living in shanty towns

¹ UN Economic and Social Council, Engendering the Energy and Climate Change Debate (May 2006)

Handout 6 (continued)

Although these can seem very far away and unrelated to us in the UK, here is one example of how closely entwined our communities are.

Grangemouth, in Scotland, is the home of a very large petrochemical plant run by BPAmoco which burns a lot of oil. People in Grangemouth suffer many health threats from this oil burning and from the many toxic chemicals that leak into air, land and water. Rather than clean up its act and make Grangemouth a nicer place for local people, BPAmoco has decided to fund fast growing eucalyptus plantations in Espiritu Santu, in Brazil to offset the pollution it creates in the UK.

This planting of one kind of a tree which is not a native of Brazil and is not suited to the conditions in Espiritu Santu, is having disastrous impacts on the local communities and the environment. The people there are now suffering from pesticide poisoning, land and water scarcity and agricultural devastation.

So the same firm is polluting the communities and both lose out.

Trainer Guidance Note 10

Practical actions

There are three levels of actions that you could examine in this slot depending on the interests of participants.

1. Whole community approaches – of transition towns, low carbon / carbon neutral towns (see Handout 7)
2. Persuading other bodies to take actions, such as social landlords, parish councils, partnership bodies for an area (see Handout 8)
3. Direct actions that a group can take to lessen the impact of their activities or buildings (see Handout 9 and refer to the NOCN pack and other tasters)

Ask participants to decide what they want to focus on and to get into groups with like minded people and, using the handouts as a starting point, they should discuss how they could introduce these ideas into the groups and communities they are working with.

Handout 7

Whole town approaches

1. Transition Towns

Please note that although the term “Transition Town” has been used, what we are talking about are Transition Cities, Transition Islands, Transition Hamlets, Transition Valleys, Transition Anywhere-You-Find-People.

Transition Towns are planning how to cope with the transition to a post fossil fuel economy, following peak oil (see Handout 3 for definition).

www.transitiontowns.org website is a wiki (a wiki is a collaborative website which can be directly edited by anyone with access to it) for use by all the communities that have adopted the Transition Towns model for responding to the twin challenges of Peak Oil and Climate Change. (See Handout 3 for definitions). This website provides a focal point for all towns, villages, cities and localities around the world as they implement their own Transition Initiative.

There is a draft set of criteria that shows how ready a community is to embark on this journey to a lower energy future. For those thinking of adopting the Transition Towns model for their community, they should make an honest appraisal of where they are on these points. If there are any gaps, it should give the group something to focus on while they build the initial energy and contacts around this initiative.

The site outlines Twelve Key Steps to embarking on a transition journey, and then examines seven barriers that stand in the way of a Transition Initiative.

There are places that have been designated as transition towns and many others who are interested; there is a good map on their website which shows the location of all of those who have been given the status and all those working towards it – it is an impressive map of community based actions. The site has links to each of the towns, villages and cities that have achieved transition town status which show the amazing and creative range of community actions being taken by communities determined to face the future in a planned way.

Totnes, Devon was Britain’s first Transition Town, dedicated to find ways to support itself without oil, by producing food and energy locally. Totnes Transition Town (TTT) is a community-led initiative which is working towards the creation of an Energy Descent Action Plan for the town as a tool for designing a positive timetabled way down from the oil peak.

Energy Descent Action Plans (EDAP) is a timetabled vision of how to move away from our dependence on cheap fossil fuels, rebuilding local resilience through localising, where feasible, all aspects of life. Given the likely disruptions ahead, a resilient community – self-reliant for as many of its own needs as possible - will be infinitely better prepared to weather the storms, if only those of price volatility, which will to impact on food supply, energy generation, transport fuels, healthcare and housing. The thinking behind TTT is simply that a town using much less energy and resources than it presently consumes could, if properly planned for and designed, be more resilient, more abundant and more pleasurable than the present.

Fuller details of their work is on the website, along with the activities of all the other Transition Towns

Handout 7 (continued)

within the UK and Ireland.

Another interesting and related site is www.eatthesuburbs.org/edap-primer

2. Carbon Neutral communities

Llanidloes, Powys, is aiming to be Carbon Neutral. www.lles.co.uk

The thinking behind its aim to be carbon neutral is that it will only use the energy it can produce from renewable sources, and so it is developing a community owned renewable energy scheme and encouraging everyone to be energy efficient at home and work. 100 people came together to set up LLES, a local Charity working to raise awareness about the effects of climate change on the environment, encouraging people to save energy and to convert to renewable, non-polluting sources of energy wherever possible. They have obtained EU funding for a development officer to introduce more green energy into the town. Their plans include using the local rivers' energy to produce hydro electricity, giving everyone low energy light bulbs, encouraging people to turn off lights, switching off things and not leaving them on standby and stopping draughts. They have completed energy audits of community buildings and opted for wood fuel as a carbon neutral alternative to oil and gas, and solar for hot water rather than wind. They plan to buy a digester that could break down all the local waste and turn it into compost, compact gas and generate electricity.

Ashton Hayes - a Cheshire village of 1000 population is aiming to become the first small community in England to achieve carbon neutral status. They want their children and future generations to know that they tried to do their bit to stem global warming and encourage other communities to follow suit. Their aim is to encourage everyone in their community to think about how their way of life affects their impact on climate change and to help people to understand how simple actions can make a big impact on CO2 emissions to the atmosphere. "To become carbon neutral we have to assess our current emissions and then take steps to reduce them through personal energy saving and lifestyle considerations. We can't prevent all our emissions but those we do produce can be offset through local renewable energy schemes or forestry projects. Eliminating our carbon footprint will take time but we will help everyone who is willing to reduce their greenhouse gas emissions through simple, and sometimes cost-saving measures."

They started with an evening meeting in January 2006 when 400 people turned out despite the weather to listen to speakers and have locally produced bubbly and apple pie. They have gone on to undertake a survey within their community which estimated the total output for the village was 4765.76 tonnes of CO2 per year. The village school has a solar panel to heat the water to wash the floors. The local pub aims to be the first carbon neutral pub, and the village football team wants to be the first non-league carbon neutral side. It got a £26k grant from DEFRA. The county council has agreed to build a new footpath to make it easier for people to walk to the station; an experimental micro grid powered by bio fuels or woodchips is planned.

For more information go to www.goingcarbonneutral.co.uk

3. Just Transition

The Black Mesa coal mine on Hopi and Navajo land in the US is about to close. This is a rare victory for local activists who have fought the mine, owned by Peabody Coal, for more than 40 years. Local environmentalists have also demanded that funds from the closure be used to invest in clean energy to provide jobs for the now unemployed coal miners. The Black Mesa campaign groups state that: 'For years, the Navajo and Hopi people made major sacrifices ... the people provided labour, coal, pristine

Handout 7 (continued)

water and bore the burden of pollution. Now that the facility has closed, we have a right to ask the owners to help us make the transition to a better future, to repay the debt.'

The unemployed are local people, mostly Navajo, and the principle of 'just transition' – building alliances between workers in polluting industries and affected communities – is strong in the US.

The local Black Mesa groups are affiliated to a national movement, the Just Transition Alliance, who explain 'Companies will often drive wedges between workers and local communities, primarily by creating "job fear" and painting activists as the environmental bogeyman. Just transition principles bring those two parties together, building political power and identifying who the real culprits are – such as corporations and government institutions.'

'Just Transition is a process, a principle and a practice, not a focused campaign.'

In the UK just transition is barely on the radar of climate campaigners. While environmental groups give just transition low priority, unions have taken on-board some of the ideas, inspired in part by the movement in the US. The Trade Union Congress (TUC) said 'Just Transition is at the heart of our policies on climate change and we want to develop a UK model. To us, Just Transition means developing industries around renewable energy to create job opportunities. But you have to have strong grassroots engagement. Action on climate change won't work if it's top-down.'

The US debate around Just Transition is well-developed, in sharp contrast to the level of discussion in the UK. Even so, grassroots activists do see its relevance. Norman Philip, a community organiser based in Grangemouth (see Handout 6), a major Scottish petrochemical town, says: 'This is where America does it so much better. When NGOs don't use processes like Just Transition, communities and workers who are at risk from polluting industries while being economically dependent on them, feel ignored and isolated. That doesn't inspire them to sign up to campaigns on climate change.'

'Climate change is fought and lost in Grangemouth every day,' he continues. 'People here are on the front-line of the main source of the problem, the petrochemical industry. If we don't have communication and solidarity between fence-line communities, workers and environmental NGOs, then any work on climate change may fail the people most impacted.'

More details from www.jtalliance.org and www.tuc.org.uk

Other useful websites

www.carbonweb.org

www.planb.org

Handout 8

Getting others to act

As well as taking actions themselves, community groups can be effective at getting others to act. There is only so much a community can do itself and sometimes it needs to persuade other bodies with more resources and weight to take action.

Here are a few ideas for bodies that communities can target and proposals that can be put to them.

1. Get the local council to sign up to the Nottingham declaration on climate change showing they recognise that climate change is likely to be one of the key issues for our communities this century. Check if your council has joined the 100 Local Authorities who have signed the declaration at www.idea.gov.uk

2. Get the council to commit itself to:

- Reduce their carbon emissions by 60% (by using low emission fuels)
- Improve public transport
- Make all their public buildings low carbon
- Join the low carbon network

3. Support the local council to

- Examine opportunities for congestion charging
- Research the potential for car share schemes www.nationalcarshare.co.uk

4. By 2010 all schools should have a school travel plan encouraging students and pupils to travel by feet, bike, bus, rather than by car – schools in London adopting a plan have already seen car use falling by 5.5%.

Get involved and support schools to take on this opportunities – it leads to less congestion, less pollution and healthy alert children; support cycling proficiency schemes www.bikeability.org.uk, www.walktoschool.co.uk, www.neighbourhood.gov.uk, www.transport2000.org.uk, www.sustrans.org.uk

5. Support councils and developers to use renewable energy schemes.

6. Actively object to projects that will increase emissions such as new roads, airports, gas power stations, out of town shopping centres. www.airportpledge.org.uk and www.roadblock.org.uk

7. Put pressure on national government to combat fuel poverty – there are two million people who can't afford to heat their homes, but over a million don't have their hot water tank insulated, six million homes don't have proper loft insulation, and nine million need cavity wall insulation – these would save the UK 3.5 million tonnes of carbon a year and do a lot to reduce fuel poverty.

8. Lobby local and national governments to provide grants for conversion to solar and wind energy.

Handout 8 (continued)

9. Lobby national government to look at the example of Norway which aims to have zero carbon status by 2050 and Sweden which aims to run their economy on renewable energy rather than oil by 2020, and ask what the UK is doing. The EU reckons that 200,000 jobs could be created in the UK if there was a major push towards renewable energy; the German economy has benefited from their solar industry increasing its turnover ten fold in the past six years – worth 3.7 billion Euros and employing 42,500 people. These jobs could benefit poorer communities.

10. Tenants groups can lobby their housing associations, asking them to look at examples of other associations and their eco homes and seeing what they could implement in their housing stock. There are plenty of examples of housing associations installing alternative water technology – rainwater harvesting and recycling from baths, showers and washbasins to flush toilets and water the garden, and alternative energy suppliers along with super insulation – thermal insulation, air tight construction, draught lobbies...

All of which reduce tenants fuel bills by an average of £200 compared with average costs paid by tenants.

11. If there are new buildings taking place in your area then lobby the developed to design in key features to save energy. The costs of achieving a high standard on new build are calculated at just 3% and there are grants available. BRE run a low carbon building programme. www.bre.co.uk

12. Anglican Churches have a project called Operation Noah with lots of advice on what churches can do to reduce their impact on climate change. They have the Shrinking the Footprint initiative, supported by the publication 'How many lightbulbs does it take to change a Christian?' www.shrinkingthefootprint.cofe.anglican.org Get local churches to sign up and take action.

13. Parish and town councils can be persuaded to:

- Walk to meetings
- Share transport to meetings and events
- Encourage recycling and energy saving by the parish clerk
- Sustainability proof all their policies and actions

Handout 9

Practical steps that communities/ groups can take

There are many websites which give ideas for individuals to take actions to reduce global warming; here are a few ideas that can be adapted by community groups and which might lead people to change their behaviour at home as well.

1. In community centres / village halls / group meetings only boil as much water as is needed to make drinks (if everyone did this at home as well it would save the equivalent of the electricity to run 2/3rd of our street lighting).

2. Encourage staff, volunteers, members not to use cars for short journeys under two miles, as that is when cars use most fuel. Walking or cycling is better for peoples health and reduces CO₂ emissions. Use public transport wherever possible for longer journeys, www.thetravelfoundation.org.uk alternatively encourage people to share cars, both within the community and for longer journeys; websites such as www.LiftShareSolutions.com are really useful.

3. In community premises use energy saving light bulbs. Look out for special offers and opportunities to get free or cheap bulbs for people using your centres and services. Each bulb saves over £100 over its lifetime and lasts twelve times longer than ordinary bulbs.

Find out about your local energy efficiency centre and what it can offer in the way of grants 0800 072 0150 and publicise this.

4. In offices make ensure that computers, printers, phone chargers etc. are turned off when not in use and not left on standby. In the UK we use the equivalent of two power stations worth of electricity leaving things on standby.

5. Aim to reduce the energy consumption of your community group by turning down thermostats in offices and centres. Switch off lights when leaving rooms. Change to a green electricity supplier www.good-energy.co.uk

When refurbishing community buildings improve insulation, double glaze, buy energy efficient systems, dual flush toilets, and white goods such as fridges; look at solar water heating, micro wind turbines. www.est.org.uk. Use sustainable wood where possible, see www.aceb.net for the association for environmental conscious building which has lots of ideas for suppliers of environmentally friendly building materials.

6. Put up displays at public events and in public spaces about climate change and what to do about it. Talk to people about it. Take photographs of the changes in your local area and use them.

7. Buy local produce and goods from local suppliers, to save transport costs and pollution. Promote and support a local farmers' market for your area

8. If the group has any savings then they should look at how they invest this into funds which limit their impact on the world. Ethical Investment Association (EIA) is a nationwide body of Independent Financial Advisors which aims to set standards in the ethical investment industry. They have a directory which is at www.eiris.org

Handout 9 (continued)

9. Encourage group members to reduce, reuse and recycle their equipment and stationery; set up recycling boxes in the centre or office.

10. Look at the chemicals that a group uses – change to green detergents and cleaning products; non toxic fertilisers and pest controls for community gardens and allotments.

11. Set up projects to involve the local community – one example is of the EcoCity Project in Craigmillar, where primary school children worked with teachers, architects, planners, urban designers, artists, youth workers, environmentalists to design their vision for the future. The priorities decided by the children were tackling pollution – wind and solar power, reedbed sewage systems; safe travel paths between different areas of housing, for walking, cycling and roller-blading. (Reported in Shell Better Britain Campaign SBBC project profile 21,1997).

Trainer Guidance Note 11

Getting involved in consultations and planning around potential emergencies

The changes that are being predicted, and often felt on the ground, arising from climate change are leading to each area undertaking revised emergency planning to deal with situations such as the recent floods, and officials are working out longer term strategies for defusing potential problems. One example is from the Humber where the government's regional office and local authorities are devising new strategies to deal with the flooding on the east coast and the Humberlands. A consortium of the larger voluntary organisations, regional and national government departments are working with communities in a project entitled Coastal Futures. www.coastalfutures.org.uk They are coming up with ideas for letting the river flood farm land that is currently defended by river banks as one way of reducing the impact further along the river and in more built up areas. They are consulting on their ideas with local communities and bodies.

Community development workers and the communities and groups they work with may well want to look at some of these plans, they may want to influence the design of any plans, or contribute to the emergency planning services or the Regional Flood Defence Committees. Many voluntary organisations are already involved with the emergency services and local authorities in planning to deal with emergencies.

Useful web sites are www.preparingforemergencies.gov.uk and www.ukresilience.info

The response to emergencies, in the UK, is primarily delivered at the local level. Frontline responders come together in Local Resilience Forums, to facilitate multi agency planning arrangements which meet the needs of their local community. These are established on the basis of existing police areas. The engagement of the voluntary sector in emergency preparedness will largely take place through arrangements with local statutory agencies within these local resilience areas. There may be opportunities for community groups to get involved in these local forums.

In this short slot participants could consider the situation of the areas they are working in, referring back to the discussions earlier about why community development work is involved in climate change. They should share ideas about how to find out about any such planning exercises and how to become involved.

Handout 10 provides a list of useful websites and organisations involved with climate change.

Handout 10

Resources

www.airportpledge.org.uk - pledge against airport expansion.

www.bikeability.org.uk - Bikeability is the Cycling Proficiency Test for the 21st century, designed to give the next generation the skills and confidence to ride their bikes on today's roads.

www.carbontrust.co.uk - The Carbon Trust helps business and the public sector cut carbon emissions, and supports the development of low carbon technologies.

www.carbonweb.org unravelling the carbon web - working to reduce the environmental and social impacts of oil corporations, to help citizens gain a say in decisions that affect them, and to support the transition to a more sustainable energy economy.

www.cat.org.uk - The Centre For Alternative Technology demonstrates practical ways of addressing sustainability issues.

www.coastalfutures.org.uk The 'Coastal Futures Project' has been developed through a partnership of the RSPB, Environment Agency, Natural England and Defra to support communities dealing with coastal change and sea level rise.

www.communities.gov.uk - home of the Department of Communities and Local Government.

www.eiris.org - ethical investment research services for organisations and individuals.

www.energywatch.org.uk - EnergyWatch is the independent gas and electricity watchdog.

www.environment-agency.gov.uk -The home of the Environment Agency.

www.est.org.uk - The Energy Saving Trust.

www.funnyweather.org cartoon guide to explaining the science of climate change.

www.goingcarbonneutral.co.uk - Ashton Hayes going carbon neutral project. Information about Ashton Hayes in Cheshire project for going carbon neutral.

www.good-energy.co.uk - the 100% renewable electricity supplier.

www.greenfacts.org - facts on health and the environment.

www.greenmap.org - the Green Map System (GMS) is a locally adaptable, globally shared framework for environmental mapmaking. It invites design teams of all ages and backgrounds to illuminate the connections between natural and human environments by mapping their local urban or rural community.

www.idea.gov.uk - IDEa works for local government improvement so councils can serve people and places better. Find out more about Local authorities and their environmental credentials and ideas.

Handout 10

www.ipcc.ch - home of the Intergovernmental Panel on Climate Change. Look here for updates on what leading climate scientists are thinking.

www.LiftShareSolutions.com - Liftshare provide sustainable travel tools and support that help organizations, communities and individuals.

www.lles.co.uk - Llanidloes Energy Solutions is a local Charity working to raise awareness about the effects of climate change on the environment, encouraging people to save energy and to convert to renewable, non-polluting sources of energy wherever possible. Based in Llanidloes in Wales.

www.pbs.org/wgbh/warming - what's up with the weather? Facts, figures and information on the debates surrounding climate change.

www.pewclimate.org - information on climate change from the Pew Centre on Global Climate Change.

www.planb.org - Plan B works with partner organisations to urge the UK government to stop using development aid to fund oil and gas companies, and instead support decentralised renewable energy supplies.

www.preparingforemergencies.gov.uk - the UK government web pages on advice on emergencies – including environmental disasters such as flooding and drought.

www.reflect-action.org - good resources on working visually, among other things.

www.roadblock.org.uk - Road Block is an alliance of groups and individuals campaigning against road-building. Lots of information on road building and impacts of roads.

www.sustainability.com - Independent think tank and strategy consultancy dealing with corporate responsibility and sustainable development.

www.sustrans.org.uk - the sustainable transport campaign group.

www.walktoschool.co.uk - The Walk to School Campaign asks parents, pupils and teachers to think about their journey to and from school, and the many benefits of making it on foot. Lots of information on walking and cycling to school.

www.wwf.org.uk - The World Wide Life Fund for Nature site containing many resources and publications.

Appendix 1

Climate change timeline

1753

CARBON DIOXIDE: Joseph Black discovers carbon dioxide by treating limestone (calcium carbonate) and 'magnesia alba' (magnesium carbonate) with acids. Black gives the name 'fixed air' to the gas he discovers. He later finds that 'fixed air' is present in the atmosphere, is produced during the fermentation of beer, and is contained in air exhaled by humans.

Source: www.courses.lib.odu.edu

1827

GREENHOUSE EFFECT: Jean-Baptiste Fourier suggests the existence of an atmospheric effect keeping the earth warmer than it would otherwise be. He uses the analogy of a greenhouse.

Source: www.greenhousenet.org

1896

GLOBAL WARMING: Arrhenius, a Swedish chemist, advances the theory that carbon dioxide emissions from combustion of coal would enhance the earth's greenhouse effect and lead to global warming.

Source: www.ec.gc.ca

1900

POPULATION: There are 1.6 billion Homo sapiens on the planet.

Source: www.ngdc.noaa.gov

1924

ATMOSPHERIC CARBON DIOXIDE: Based on 1920 coal use, Lotka, a US physicist, speculates that industrial activity will double atmospheric carbon dioxide in 500 years.

Source: www.ec.gc.ca

1950

POPULATION: The population of the world is 2.5 billion.

Source: World Resources Institute

1967

GLOBAL TEMPERATURE WARNING: The first reliable computer simulation calculates that global average temperature may increase by more than 4° F when the atmospheric carbon dioxide level reaches double that of pre-industrial times.

Source: www.ec.gc.ca

1969

VISION OF EARTH: Astronauts walk on the moon and send back pictures of the earth from space.

Source: www.aip.org

1975

POPULATION: The population of the world reaches 4 billion.

Source: World Resources Institute

Appendix 1 (continued)

1979

CLIMATE CHANGE WARNING: The report of a National Academy of Sciences (NAS) panel on climate change advises that 'A wait-and-see policy may mean waiting until it is too late' to avoid significant climate changes.

Source: www.ec.gc.ca

1979

FIRST WORLD CLIMATE CONFERENCE: Adopts climate change as major issue and calls on governments 'to foresee and prevent potential man-made changes in climate'.

Source: www.greenhousenet.org

1987

ICE-CORE EVIDENCE: An ice core from Antarctica analysed by French and Russian scientists reveals an extremely close correlation between carbon dioxide levels and temperature going back more than 100,000 years.

Source: www.ec.gc.ca

1987

WARMEST YEAR ON RECORD: The 1980s turn out to be the warmest decade, with seven of the eight warmest years recorded up to 1990. Even the coldest years in the 1980s were warmer than the warmest years of the 1880s.

Source: www.greenhousenet.org

1988

UNITED NATIONS TAKES ACTION: The United Nations sets up the Intergovernmental Panel on Climate Change (IPCC) to analyse and report on scientific findings.

Source: www.greenhousenet.org

1990

POPULATION: The population of the world is 5.26 billion.

Source: World Resources Institute

1990

EVIDENCE OF WARMING: The first report of the IPCC finds that the planet has warmed by 0.5°C in the past century. The IPCC warns that only strong measures to halt rising greenhouse gas emissions will prevent serious global warming.

Source: www.greenhousenet.org

1992

CLIMATE CHANGE AT RIO EARTH SUMMIT: The Framework Convention on Climate Change (FCCC), signed by 154 nations in Rio de Janeiro, agrees to prevent 'dangerous' warming from greenhouse gases and sets initial target of reducing emissions from industrialised countries to 1990 levels by the year 2000. President George Bush signs on behalf of the United States.

Source: www.greenhousenet.org

Appendix 1 (continued)

1994

CLIMATE CONVENTION RATIFIED: On 21 March 1994, the FCCC, which was signed at the Earth Summit in Rio de Janeiro in 1992, comes into force. To date, it has been ratified by 181 countries.

Source: www.ec.gc.ca

1995

THE HEAT IS ON: Hottest year yet.

Source: www.greenhousenet.org

1996

CLIMATE CHANGE CAUSES AND IMPACTS: The Second Annual Conference of the Parties (CoP 2) is held in Geneva and endorses the IPCC finding of a 'discernible human influence on global climate' and that 'projected change in climate will result in significant, often adverse, impacts on many ecological systems and socio-economic sectors, including food supply and water resources and on human health'.

Source: www.ec.gc.ca

1997

KYOTO PROTOCOL: The Kyoto Protocol agrees legally binding emissions cuts for industrialised nations, averaging 5.5 per cent, to be met by 2010.

Source: www.greenhousenet.org

1999

HOTTEST DECADE IN 1,000 YEARS: Scientists, reconstructing the global climate for the last 1,000 years, using weather records, tree rings, coral and ice-core readings, declare that the decade of the 1990s is the hottest in the last millennium.

Source: www.greenhousenet.org

2000

POPULATION: The population of the world is just over 6 billion.

Source: World Resources Institute

2001

KYOTO PROTOCOL SIGNED: On 27 July, 178 countries give life to the Kyoto Protocol.

Source: www.ec.gc.ca

2001

EVIDENCE OF CLIMATE CHANGE MOUNTS: United Nations weather agency reports that 2001 is the second hottest year in the 140 years that meteorologists have been keeping records. Nine of the ten warmest years since 1860 have occurred since 1990, the agency said, and temperatures are rising three times as fast as in the early 1900s.

Source: www.greenhousenet.org

2002

HOT ENOUGH FOR YOU?: Since 1980, the earth has experienced 19 of its 20 hottest years on record, with 2002 the second hottest ever recorded, and 1998 the hottest.

Source: www.greenhousenet.org

Appendix 1 (continued)

2003

HOW HOT IS TOO HOT?: Globally it is the third hottest year on record, but Europe experiences the hottest summer for at least 500 years, with an estimated 30,000 fatalities as a result. Extreme weather costs an estimated record of \$60 billion this year.

Source: www.newscientist.com

2003

EXTREME WEATHER: Agence France-Presse reports that 13 million trees have been damaged in a freak snowstorm in Beijing.

Source: www.harpers.org

2005

POPULATION: The population of the world is 6.45 billion.

Source: World Resources Institute

2005

FEELING THE HEAT: The New York Times reports that a NASA study finds that 2004 was the fourth warmest year on record.

Source: www.harpers.org

2005

KYOTO PROTOCOL RATIFIED: 16 February. On the 90th day after at least 55 Parties to the Convention (responsible for at least 55 per cent of the total carbon dioxide emissions for 1990) deposited their instruments of ratification, acceptance, approval or accession, the Kyoto Protocol came into force.

Source: org.eea.eu.int

2005

G8 LEADERS ACT: At the G8 Gleneagles summit in July 2005, climate change is one of the two main issues addressed by leaders of the eight largest industrial nations, along with invited developing nations. The other issue is poverty in Africa.

Source: www.g8.gov.uk

Handout 11

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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