

## UNIT 6: HANDOUT A

### EXERCISE 2

#### WHAT IS COMMUNITY DEVELOPMENT?

Community Development is a long-term value based process which aims to address imbalances in power and bring about change founded on social justice, equality and inclusion.

The process enables people to organise and work together to:

- identify their own needs and aspirations
- take action to exert influence on the decisions which affect their lives
- improve the quality of their own lives, the communities in which they live and societies of which they are a part.

The Community Development process is underpinned by a set of values on which all practice is based. Community Development practitioners need to relate these values to their roles and actions. There are five key values that underpin all community development practice:

- Equality and Anti-discrimination
- Social Justice
- Collective Action
- Community Empowerment
- Working and Learning Together

(Source: August 2009, National Occupational Standards for Community Development, Lifelong Learning Sector Skills Council and Federation for Community Development Learning)

CHEX views Community Development as a process of:

- Promoting learning, knowledge, skills, confidence and the ability to act collectively.
- Taking positive action to address inequalities in power, access and participation.
- Strengthening organization, networking and leadership with and between communities.
- Working for change through increased local democracy, participation and involvement in public affairs.

Source: Community Health Exchange

Good community development is an intervention which helps people organize and respond to problems and needs which they share. It supports the establishment of strong communities which are knowledgeable, skilled, empowered, participative, self-sufficient, stable, organized and materially improved. Strong communities help improve the quality of life and the quality of government.

Source: Northern Ireland DHSS (in 'Strengthening Communities' by Stuart Hashagen)



## UNIT 6: HANDOUT B

### EXERCISE 2

#### COMMUNITY DEVELOPMENT – HISTORICAL PERSPECTIVE AND KEY INFLUENCES

**1960's:**      **World Events:**  
Kennedy Assassinated – Student Riots in Paris – Flower Power  
– Vietnam War

**Influences/Developments in C.D. and Health:**

Community Development Projects in UK Inner Cities – Growth of Women's Health Movement

**Local Events:**

**1970's:**      **World Events:**  
UK joins EEC – Winter of Discontent – 3-day week  
– Miners Strike

**Influences/Developments in C.D. and Health:**

Expansion of state-sponsored Community Work – Black Community Health Projects – First Community Health Projects in England and Northern Ireland – W.H.O. Declaration of Alma Ata – Gorbals Anti-Dampness Campaign

**Local Events:**

**1980's:**      **World Events:**  
Thatcherism – Reagan Years – Cold War escalation (Star Wars)

**Influences/Developments in C.D. and Health:**

Black Report – Health Divide – First Community Health Projects in Scotland – Disability Rights Movement – 'New Public Health' – Healthy Cities Projects – UK Health For All

**Local Events:**



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### 1990's:

#### **World Events:**

End of Soviet Union and Communist Bloc – Berlin Wall comes down – end of Apartheid in South Africa – End of Thatcherism – rise of New Labour – Devolution – first Scottish Parliament for 300 years

#### **Influences/Developments in C.D. and Health:**

Development of user/advocacy movements – expansion of Community Health Projects in Scotland – development of networking around C.D. and Health (Community Development and Health Network in Northern Ireland + CHEX in Scotland) – Acheson Report – Inequalities/Social Inclusion agenda becomes established

#### **Local Events:**

### 2000's:

#### **World Events:**

Al Qaeda attacks World Trade centre in the USA - US and UK invade Afghanistan to root out Al Qaeda - Euro adopted as new currency in 12 EU countries – Tsunami devastates Asia – Power Sharing Government established in Northern Ireland – USA elects first black president – Polar Bear designated as endangered species – BNP wins seats in European Parliament

#### **Influences/Developments in C.D. and Health:**

Community-led health gains prominence – National Standards for Community Engagement published – Network of Healthy Living Centers established – NICE (National Institute for Clinical Excellence) produces guidance for NHS on community engagement - HICC celebrates 100th accredited course.

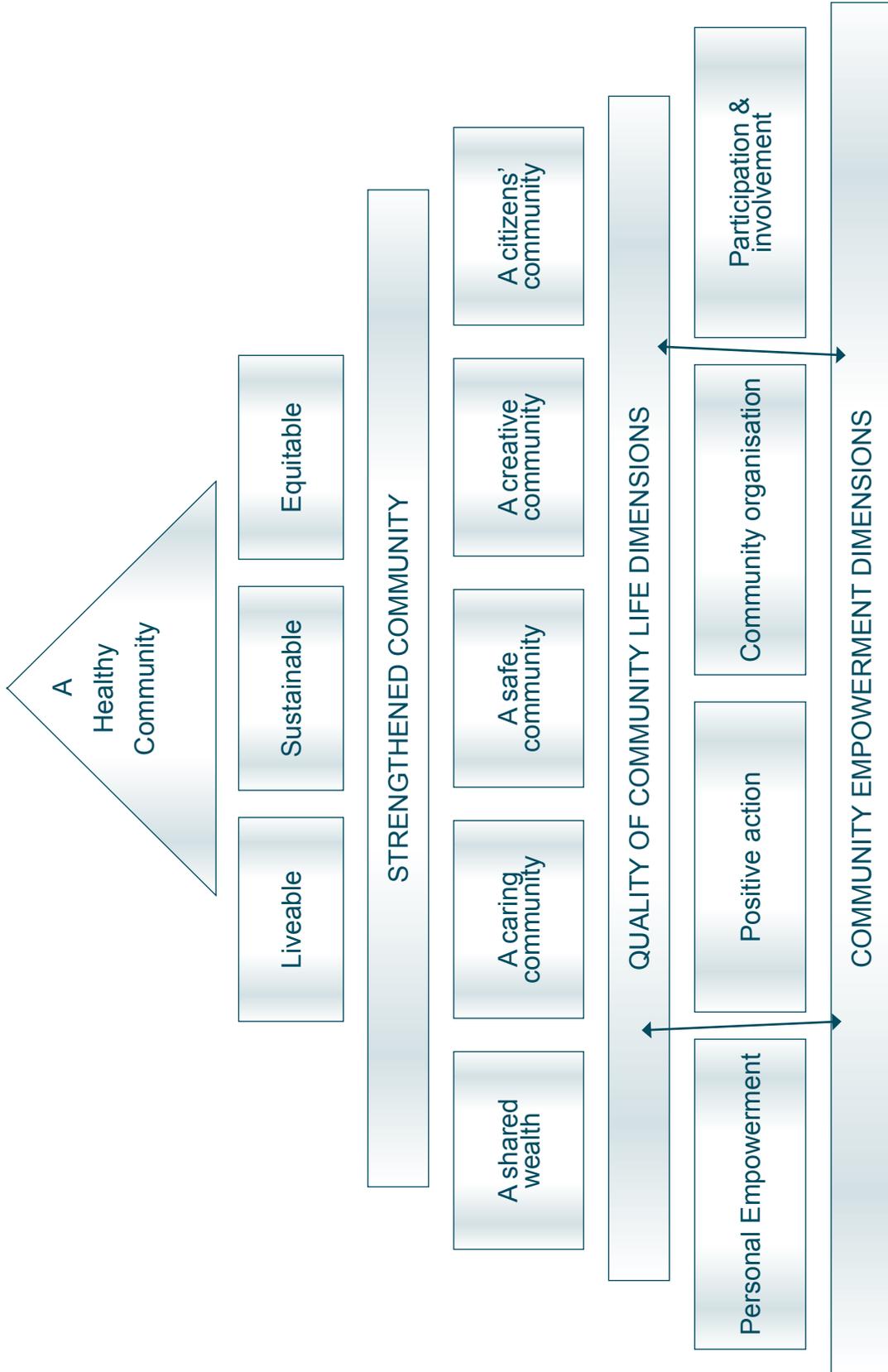
#### **Local Events:**



# UNIT 6: HANDOUT C

## EXERCISE 3

### DIMENSIONS OF COMMUNITY DEVELOPMENT



## UNIT 6: HANDOUT D

### EXERCISE 3

#### COMMUNITY EMPOWERMENT

“Community Empowerment is a process where people work together to make change happen in their communities by having more power and influence over what matters to them.” This is the definition agreed by CoSLA and the Scottish Government in the ‘Scottish Community Empowerment Action Plan – Celebrating Success: Inspiring Change’, ISBN: 978-0-7559-8012-3, Crown copyright 2009.

Along the bottom of the ABCD pyramid are the 4 dimensions of community empowerment which must be built into any community development activity, whether with groups of interest/identity or with geographical communities.

Possible means of identifying whether these dimensions exist within a piece of community work are outlined below:

- Personal Empowerment  
Evidence of an increase in individual learning, knowledge, confidence and skill.
- Positive Action  
Evidence of specific work to identify and involve groups excluded by poverty, health, race, gender or disability and to challenge established power structures.
- Community Organisation  
General activity in the community, the range, quality and effectiveness of community based groups and organizations, and the nature and quality of their relationships with each other and the wider world.
- Participation and Influence  
Evidence of influence over the policy and practice of agencies working in the community through which change in the circumstances of community life are achieved.



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Extracts from *Our Bodies Ourselves*, a book written by a women's collective in Boston, USA, in 1971. It became an influential text in the women's health movement.

'... It began in 1969 in a small discussion group called "Women and their Bodies" at a Boston Women's Conference. For many of us, talking to women in this way was a totally new experience and we decided to go on meeting as a group to continue the discussion.'

'We had all experienced frustration and anger towards specific doctors and the medical maze in general, and initially we wanted to do something about this. As we talked we began to realise how little we knew about our own bodies, so we decided to do further research, to prepare papers in groups and then to discuss our findings together. We learned both from professional sources (medical textbooks, journals, doctors, nurses) and from our own experience.'

'For instance, many of us had "learned about" the menstrual cycle in science or biology classes. But most of us did not remember much of what we had learned ... we started to talk about our first menstrual periods. We found that, for many of us, beginning to menstruate had not felt normal at all, but scary, embarrassing, mysterious. We realised that what we had been told about menstruation and what we had not been told - even the tone of voice it had been told in - had all had an effect on our feelings about being female.'

'The results of our findings were used to present courses for other women. We could meet in any available free space, in schools, nurseries, church halls, in our own homes. As we taught, we learned from other women and, as they learned, they went on to give courses to others. We saw it as a never ending process always involving more women.'

'Knowledge has freed us to an extent ... We want to help make this freedom available to every woman.'

Source: Boston Women's Health Collective, 1971



## UNIT 6: HANDOUT F

### EXERCISE 3

#### A SELF-EMPOWERING COMMUNITY IN RENTON

Cordale Housing Association is at the heart of a 15 year programme of community-led investment which has turned a once notorious urban village in the Leven Valley into one of the most popular places to live in West Dunbartonshire.

Culturally rich but financially poor, Renton was once home to a thriving bleaching and dyeing industry, as well as supplying many workers for the Glasgow shipyards. Subsequent economic and social decline led to the village centre being described as the most depressing place in Scotland. No longer. Renton is now a place with an inspiring story to tell about the realities of community empowerment.

This is no ordinary regeneration project.

Led by local people from

its beginnings in the early 1990s, Cordale Housing Association has, with Government investment, built or modernised more than 400 homes in Renton, some of them transferred from the Council following an almost unanimous tenants' ballot. Alongside its new homes for rent and sale, developments which include 40 recently completed Extra Care apartments, it has spawned a Community Development Trust, a Social Enterprise Centre, an Integrated Healthy Living Centre and a Youth Centre.

The village supermarket, chemist and post office were all built by Cordale; the housing association has been centrally involved in delivering the Central Renton Regeneration Strategy, aimed at transforming the commercial and social heart of the village.

Joyce Findlay is perhaps typical of many Cordale tenants. She moved into the village nine years ago; a single parent at a very low ebb, looking for a place to live. The Carmen Social Enterprise Centre encouraged her to take a One Plus assertiveness course – now she is a receptionist in Renton's Integrated Healthy Living Centre, her home has been modernised and her future looks secure.

*"We are not here to build good quality homes for people to enjoy their poverty in."*

**Archie Thomson, MBE, Chairperson  
Cordale Housing Association**

*"Back Street, where I live, was previously the most unpopular street in Renton. I used to be scared to walk through the village, but I wouldn't live anywhere else now. I love the community spirit here; I've never felt like an outsider."*

**Joyce Findlay, tenant  
Cordale Housing Association**

H



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A recent performance evaluation suggested that, with its local partners, Cordale helped create more than 150 local jobs between 2001 and 2006. Its Employment Ladder initiative provides skills and opportunities in the association for school leavers who might otherwise struggle in the jobs market. Now it intends to put together an innovative Public Community Partnership to build a new primary school.

These outcomes are certainly impressive, but are not in themselves unique in Scotland. There are other housing associations with a track record of supporting local economic and social investment initiatives. The real story behind the facts and figures here is about how a down-at-heel community has genuinely empowered itself.

Wherever you go in Renton these days, you find people with a real pride that the transformation of the place has been achieved by their own community. There is a sense of togetherness which was not present a few years ago. Whilst Cordale has successfully grown the local asset base through its development programme, it is local people who have proved to be the real assets.

Leadership has been important. Although many people have made important contributions, the transformation of Renton owes much to the imagination, drive and determination of a small number of individuals, particularly Archie Thomson, who was born and bred in the village, chairs Cordale's Board and helps a group of teenagers run the local youth centre. Importantly, community leadership is now firmly embedded in the local culture, not least amongst young people, most of whom have a strong commitment to staying in Renton.

Ma Centre is a large youth building, formerly owned by the Council but now firmly in the hands of Renton Community Development Trust and particularly the many young people who use it. Empowered young people are the future of any community. In Renton, the succession strategy is already in place.

Taken from Scottish Community Empowerment Action Plan, Celebrating Success: Inspiring Change, © Crown copyright 2009, ISBN: 978-0-7559-8012-3

*"We don't just talk about local economic development, social enterprise and business development – we do it and have been very successful. I believe that Cordale is an example for other housing associations in Scotland."*

**Stephen Gibson, Director,  
Cordale Housing Association**

*"Eight teenagers run the centre. It's open every day. Louise is the oldest. She gets paid and the rest of us are volunteers. We take bookings for all the activities, staff the café and keep an eye on everything. Archie sorts out any problems, but we don't get many."*

**Macca (15),  
Renton Youth Group**



## UNIT 6: HANDOUT G

### EXERCISE 3

#### ANGUS GLENS PROJECT:

In 1999, Angus Council's Community Education Service established a Community Education worker post to address local problems. The area was isolated from commercial and public services, there was a lack of substantial sources of employment to compensate for the reduction of farming and estate work and movement of families and young people away from the Glens and the influx of new families was changing the structure of the community.

The worker consulted extensively with individuals, teachers, children and existing community groups. It was intended that the project would focus on training community workers and activists. As it turned out, ICT training emerged as an immediate need.

- Farmers needed to be able to email stock movement information and learn to computerise their accounts.
- People seeking employment perceived ICT Skills as essential.
- Families recognised the value of ICT in maintaining links with family member's outwith the Glens.

Initially training was delivered in local farmhouses and now takes place in community managed venues. 600 out of the 1,500 adult population in the Glens have now received training. All training and computer development was accompanied by learning and technical support.

From the outset, the worker engaged local people to develop the training and ensure community access. 6 local computer management groups were established with the workers support. Community –led partnerships with bodies such as Angus Council Training Services, Scottish Enterprise Tayside and Dundee University have been effective in securing additional resources for the project and bringing support services into the area. Community action successfully secured funds to refurbish village halls and in the hamlet of Memus, completely rebuild the hall. Other partners were Angus Rural Partnership and the Scottish Agricultural College.

The worker was also successful in establishing the Angus Glens On-line Resource Action (AGORA) which aspired to develop the project to include internet technology as a business and community tool and the development of electronic commerce as a tool for local businesses. AGORA disbanded after 2 years as the effectiveness, knowledge and confidence of community representatives grew.

By this time, the worker supported the establishment of the Angus Glens Management Group, which coordinated the development and management of a community website, which included economic elements such as tourism and a business directory.



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The management skills and confidence of the ICT Management groups was a platform for the development of projects not directly related to new technology. As people met and came up with ideas, the worker identified potential for further development and supported the formation of groups to take these forward. New development have included

- The Glen's Millennium group, which successfully developed projects including an oral and photographic history project and placement of memorial seats throughout the Glens. Income from the folk history project was used to install a multi-media facility in Memus village hall.
- The Cortachy and Glens Out-of-School Learning Club, which addresses the shortage of local after school provision. The group secured funding from the New Opportunities Fund, to deliver a three-year project, for which it has a service level agreement with the Council. The project is managed and staffed by local people
- The Glensesk Retreat Funding Research Group, whose preparatory work led to the successful community land purchase by the Glensesk Trust. The Trust purchased a major community facility, housing a folk museum and restaurant, with potential for further community and economic development.
- The Scottish Communities Renewable Energy Initiative part-funded the development of renewable energy technology in village halls where computers were based, where this is feasible.

There have been other unforeseen developments. At the time of writing in 2004,

- A group of older people, who had developed a cyber café in one of the village halls, were pursuing the installation of webcams in homes of older people at risk.
- The community in Glensesk was exploring the development of a virtual consultancy based on ICT, to make it easier for patients to access the doctor.
- A local primary school was working with the co-ordinator of Getting Started project to set up an internet link with a school in Tanzania.

Adapted from Case Study Number six in *Illuminating Practice: Case Studies in Community Learning and Development*, Learning Connections Scotland, November 2004.



## UNIT 6: HANDOUT H

### EXERCISE 3

#### Lead In Water Pipes – A Community Development Issue

(From 'Writing about health issues: voices from communities. A selection of writing from students studying "Health Issues in the Community"', January 1999).

A few years ago I watched a television documentary on the toxic effects of lead. Mentioned was lead paint and lead in petrol, but the area which caught my attention was lead found in water because of lead piping used to supply water to householders.

I was made aware that lead was an extremely dangerous substance – poisonous in large doses and harmful in small doses – adversely affecting people's health, but that children and babies were particularly at risk because lead interferes with the development of the central nervous system and brain.

#### Identifying The Issue

Aware of a possible threat to my family, because the house I lived in had lead piping, I was left feeling apprehensive and a little angry. I discussed the matter with friends and borrowed a book from the library on the subject, from which I learned that households with soft water were particularly vulnerable to lead deposits in water. In Scotland the water is extremely soft and lead plumbing and lead-lined tanks were extremely common. This added information backed up my initial fears and served to heighten my concern and is ultimately the reason I chose to focus on this particular issue.

I aired my fears with a member of our local Community Education team, who informed me by letter a week later, that there were a number of others in the community who were similarly concerned. I then arranged a meeting at my house to discuss the matter. At this meeting I passed round an article that had been sent to me on lead piping and council policy re: housing, the content of which caused dismay and the irritation, as it pointed to yet another example of inequality within the system. For household owners with lead piping were entitled to a lead replacement grant, while our area, made up of mainly rented council housing would have to wait until the council got round to us, as part of their plan of 'comprehensive repairs' and those repairs were already well behind because of budget cutbacks, etc. The reason why this news was so disheartening was lead's 'modus operandi'; it is retained in the body and builds up over a long period of time, to then cause damage.



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### Tackling The Issue

From that first meeting came the realisation that it was an issue for others as well as myself and that felt good as I wasn't alone. We were worried and decided our first step would be to discover whether or not our fears were justified. To do this, we would need to get in touch with the local Department of Environmental Health Services and have our own water fully analysed and in the event of a positive test we would form a group to take action.

Action became necessary – we were going to have to act on our earlier decision and form a group, so we got together informally to discuss this and decided to hold a more formal meeting in two weeks time. Meanwhile we decided to talk to as many of our immediate neighbours as possible and any other friends with children living in the area – informing them of the issue and the meeting. We needed more members and the support of the community. We wanted to get others interested for surely if there was lead in my water supply the same would be true for everyone else in my street whose homes had not been renovated as well as in the streets of the others I had contacted. We would also contact Community Education and ask for the help of one of their workers to act as group leader and to help us to get established.

Through a brainstorming session held at this meeting we were able to clarify what we were hoping to achieve, establish our immediate needs and requirements – practical and otherwise – formulate a plan of action, identify and list all immediate tasks needing allocation and plan our next move.

In the first instance there were practical issues identified that had to be discussed and resolved to enable the group to function effectively in the future. So our first step was to agree on a suitable time to hold meetings and how often we would meet in view of individual personal obligations, also crèche provision was a must as most of our members and those we would target in the future would be concerned parents. There was also a need to find a regular meeting place as continuing to hold meetings in members' homes was not a feasible solution in the long term. Then we decided on individual roles: such as chair for future meetings and someone to take minutes and laid down a few ground rules regarding group protocol, i.e. confidentiality, punctuality, our treatment of each other and dependability as regards personal responsibility. We followed this with discussion of our other needs and our action plan which necessitated task allocation. We tackled research as we had a pressing need for more information on various aspects of the lead problem, not only to empower ourselves through confidence but also to facilitate a variety of planned actions, most of which were aimed at raising community awareness, gaining support and recruiting new members. For example, the production and distribution of a circular giving information on the issue and advertising the group's existence, for writing articles for local newspapers and for giving talks to Mother and Toddler groups, tenant groups and housing associations. For this we needed members to visit the reference sections of the main library, the environmental



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section of the University and the Environmental Centre and to contact environmental organisations like Greenpeace and Friends of the Earth.

We also needed volunteers willing to write letters and make phone calls to locate and apply for funding, to make contact with our local environmental group, local doctors, local MPs and local schools, to place the issue on the agenda of the local forum, attend council meetings, meet with council officials, arrange for experts to talk to us and collect signatures for a petition.

### Conclusion

All of this with a view to obtaining for ourselves and our families lead-free water as soon as was humanly possible, either by convincing the council to change their lead replacement scheme policy and making the immediate replacement of lead piping a priority or by getting them to agree to the installation of an appropriate water filter system attached to the mains water supply, for those whose homes still had lead piping. And if none of the above worked, there was still the E.C. Court of Human Rights or the British court on a charge of negligence (hopefully). Meanwhile we would have to make do with bottled water and I wondered if we could send the bill to the appropriate council housing authority. There was a lot to do and we were just beginning but at least we were doing something and doing it together.

