

Policies for Environmental Action



Supporting **Communities**
Creating Change

every **action** counts

Resource pack for a 3-hour taster

Taster Pack 10

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Introduction to taster courses

The Federation for Community Development Learning (FCDL) is the national membership body promoting and supporting community development work learning for all those involved in community development as defined in the National Occupational Standards.

Community development work aims to collectively to bring about social change and justice, by working with communities to:

- Identify their needs, opportunities, rights and responsibilities
- Plan, organise and take action
- Evaluate the effectiveness and impact of the action

all in ways which challenge oppressions and tackle inequalities.

Community Development is a particular way of working with communities, it has a clear set of values and ethics which include:

- Working to achieve social justice through challenging oppression, addressing power imbalances, promoting equality and valuing diversity
- The self-determination of communities, supporting communities to identify their own concerns and interests and how to resolve them
- The promotion of sustainable communities based on the empowerment of individuals and groups developing their own skills and structures for working together
- A process of working and learning together, sharing good practice and encouraging people to contribute effectively to their communities
- Supporting the participation of communities, particularly those who are most often excluded, working to tackle the barriers to their participation and to promote community empowerment

Community development work has at its centre the concept of reflective practice - of learning from what happened in the past and to other communities.

Community development is a process which starts with developing working relationships with communities and their organisations, then encourages people to work and learn from each other - determining what their common interests and concerns are. It moves into supporting them to make plans and put those plans into action. Reflection on those activities leads into evaluation and re-planning. Sometimes community members decide they need to set up a new group or organisation and they may need support to do this effectively and legally.

The support that communities and community organisations need will depend on their particular situation and their stage of group development. The skill of practitioners involved in community development is to provide the appropriate support to enable the groups to achieve their aims, rather than trying to make the group fit other people's agendas.

As part of the Federation's work we produce a range of resource packs to support tutors and trainers. All of the packs contain sample session plans, handouts, trainers' guidance notes, worksheets and exercises.

This pack is one of a series being produced to support the Federation's contribution to DEFRA's Every Action Counts programme, which aims to raise awareness of environmental issues amongst voluntary and community groups and the wider community. DEFRA has been charged by our current government with taking action to tackle the bigger environmental issues of climate change and

natural resource depletion. For more information, and details of the whole programme, see the four-page leaflet on our website and the Every Action Counts website (www.everyactioncounts.org.uk).

The Federation has become involved with this programme because it recognises that environmental justice is a key part of social justice – one of the core values of community development work. Poor and marginalised communities are on the receiving end of many social injustices, and likewise they are more likely to live in degraded environments and be adversely affected by current environmental changes.

The tasters are designed to raise awareness of particular issues within the Every Action Counts programme. They can provide progression to the National Open College Network (NOCN) unit on Community Development and Environmental Action, an optional unit at levels 2 and 3 within the national Community Development Work (CDW) awards. Details are provided in a handout at the end of this pack. The full CDW learning and qualifications framework is available on our website.

All the courses designed by the Federation within the Every Action Counts programme are informed by the values of community development work, and aim to support communities and those who work with them, by promoting an environmental justice approach.

This is a trainers' resource pack to support short, non-accredited taster programmes for activists within their communities, community development workers and those who are using a community development approach to their environmental work.

Trainer's packs, by their very nature, provide material on a particular topic, which is aimed at people involved in community development. It is not possible in packs that are being released nationally to provide material that relates to all the local situations. It is the trainer's responsibility to customise the material to their particular audience and contexts. The packs contain suggestions on where to find local material.

Some of the exercises can easily be extracted from this three hour session and used within more informal sessions with groups, provided they are contextualised appropriately.

We will be developing part of our website to encourage all trainers using the materials we create to feed back their views and suggestions. This pack is a revised version of an earlier edition, which has been substantially amended in response to the workshops of autumn 2006. We hope it is now a really useful resource to support your training, and look forward to hearing your views.

The Federation for Community Development Learning

2007



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Time	Content	Exercise/ Method	Resources	Notes
00	Domestics Introduction to people on course	Tutor led Everyone to say who they are and where from	Trainer Guidance Note 1	
10	Ground-rules	Tutor prepared list	Trainer Guidance Note 1	
15	Aims of this session	Tutor led	Trainer Guidance Note 2	Download other taster packs. 4 page EAC leaflet
20	What do we understand by the words policy / policies, and why do we have them	Buzz groups Whole group discussion Tutor led and recorded	Trainer Guidance Note 3 Flipchart paper and pens	
35	Organisational policies	A version of the sun shines on – people can only move if their group has that policy in place Tutor to record list; check which ones most people are working with/ around	Trainer Guidance Note 4 Flipchart paper and pens	Need to arrange chairs to play the game
45	The roles the participants take in relation to policy development	Whole group discussion on the roles they have in helping groups to develop policies for different reasons Each person to explain their situation; tutor to log examples Tutor led discussion on other policy work they are involved in - e.g. with partnerships Tutor input on key role of CD workers in developing community organisations	Trainer Guidance Note 5 and refer to Trainer Guidance Note 3 Flipchart paper and pens	

Time	Content	Exercise/ Method	Resources	Notes
65	Implications of One Planet Living	Tutor introduction to the concept Small groups to discuss concept and consider contributions from VCS Feedback from both parts of discussion	Trainer Guidance Note 6 Handout 1 Flipchart paper and pens	Check the NOCN pack session 7 for global foot printing material
90	Amending polices and the changes that could result	Small groups looking at different policy areas Feedback to group	Trainer Guidance Note 7 Worksheet 1 Handout 2	
125	Creating an environmental policy checklist	Round table relay race to get out ideas for the key components Discuss if they can be measured; input on idea of an audit	Trainer Guidance Note 8 Handout 3 Handout 4	
140	Issues around developing the policy, planning for implementation and review	Buzz groups – identifying the problems Tutor to create a visual ideas board from the feedback	Trainer Guidance Note 9	
160	One action point to take away	Each person to say one thing they will do		
165	Evaluation	Forms etc.		
180	End			

Trainer Guidance Note 1

Introduction

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

1. Fire exits and procedures; and ask if people are leaving early to let tutors know so they can amend the register
2. Toilets
3. Break times and where refreshments served

Remember to make a notice for the door so people can find you easily.

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

Some examples may be:

- We will keep to the start and finish times and the times set by the trainer
- All mobile phones to be switched off during the session
- We will respect each other and our different views. We will take care not to offend others by our language and/or behaviour.
- We can challenge each other's statements but we will not do this as a personal attack
- We will listen carefully to each other and allow people to finish. We will try not to hog the conversation
- We will keep personal and organisational information confidential to the group
- People must take responsibility for their own learning – so you should ask for clarification about comments/ instructions if necessary

The aims of this session are

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

Trainer Guidance Note 2

Aims of session

This taster is aimed at people who have some understanding of sustainable development / environmental actions. It has been designed to complement the first few tasters that have already been written and as such doesn't go over much of the same ground about the history of sustainable development and the different understandings of the causes of the unsustainable nature of our society at the present time.

You may wish to download some of the other tasters in this series¹ and have them available, or use any of the handouts about the background and context of sustainable development from the tasters. In the NOCN resource pack you will find a lot more in-depth material on the subject.

This session is aimed at people who support community groups to develop the ways they work, they may be community workers or group members who have taken on to do some work on policies, for example to support a funding application.

It has been written in response to requests by workers to have material that would support them in their day-to-day work with groups.

The aims of this session are thus

- To explore the different meanings and uses of policies
- To examine the range of policies that a community group might have
- To look at the roles the participants take in relation to policy development
- To consider how policies can be used to increase activity around environmental actions and sustainable development
- To consider the components of an environmental policy
- To look at issues relating to implementing policies

You may also find it useful to have available the 4 page leaflet about EAC, the different strands and the approach being taken by FCDL.

¹ The current tasters are: Care For Your Area, Improving the environment through community buildings, Climate change Communications, Food and Communities, Community Development and Environmental Action, Strategies and policies to support environmental action, Local action on travel / transport, Impacts of travel / transport and communities)

Trainer Guidance Note 3

Understanding policies

Start by explaining that the first part of the session is going to take a more general look at policies and the second part will focus on adapting them to support sustainable development / environmental action by community groups.

If people need to know more about sustainable development in order to feel comfortable with this session, you could bring forward the material in TGN 6 about One Planet Living to explain why it is important to focus on ways to change people's behaviour so that we use less resources and start to live within the resources available to us on this planet.

Suggest that people turn to their neighbour and discuss what the word 'policy' means to them, what images does it conjure up in their minds?

After a few minutes discussion bring them back together and take feedback from each pair and log it on a flip chart / white board.

The next step is to try and group them into categories, for example:

- Policies for organisations (selection and recruitment)
- Policies for working in partnerships (protocols for multi-agency working)
- Policies which seek to influence the way that an organisation / network works (child protection, safeguarding)
- Policies which are about putting strategies / legislation into practice (regional economic policies, policies of the Local Strategic Partnership)
- Policy as a statement of intent (a policy about community development learning in an area and who will implement it)

Discuss the groupings that are coming up, add in other examples as people suggest them. You may wish to add in any others to fill the gaps.

Ensure that through the discussions that the reasons for having policies are highlighted, maybe on a separate flip chart sheet. Some examples might be:

- To ensure standards
- To promote good practice
- To agree ways of working
- To ensure legislation is implemented
- To make plans to achieve goals
- To set agendas
- To change the ways that organisations and their members work
- To make sure people are safe

Trainer Guidance Note 4

Organisational policies

In this exercise we are going to focus on the policies that most voluntary organisations and community groups might need to have in place. The game to get this started is a variation on 'the sun shines on'. Instead of just choosing personal characteristics which is the normal version, this one will focus on policies that community groups might be expected to have in place.

Place a number of chairs in a close circle with no gaps – one less than the number of people in the group.

Stand in the middle and make a statement like "The sun shines on everyone whose group has an (equal opportunities policy)...you need to be working with, or a member of a group that has whatever policy example you give.

Everyone whose group has an equal opportunity policy has to get up and find another chair, and you try get into a chair (you can invent other rules such as not slipping sideways to the next chair)

The person left standing does the next "The sun shines on . . . ", and gives another policy that community groups may be expected to have

And so the game goes on so on until people are finding it hard to think of other policies.

When everyone has caught their breath, agree a list of all the policies that were called out and record them so everyone can see. You can use the list below to check that all the relevant ones have been mentioned. Make sure everyone knows what they all mean.

- Constitution
- Equal opportunities
- Complaints
- Health and safety
- Volunteers
- Financial
- Confidentiality
- Information protection
- Monitoring
- Environmental
- Purchasing
- Induction and training
- Conflict of interest
- Child protection/ safeguarding vulnerable people
- Office policies and procedures

And if there are staff involved

- Selection and recruitment
- Disciplinary and grievance
- Supervision
- Contracts
- Expenses claims
- Use of phone and Internet

Trainer Guidance Note 5

Roles in relation to policy work

Ask participants to indicate if they have a role in helping a group / organisation with their policies – maybe it is to write, update, help implement. For those who say they do, ask them to give an example of this so you can see what roles they are taking in this area of work. This will help you customise the later exercises so they are relevant - the different kind of roles that might come up could include

- Policies needed to get a quality mark, such as PQASSO, to be able to get local council funding
- Policies needed to go with a funding application to lottery or capacity builders
- Policies needed to employ staff
- Policies to help a group work more effectively
- Policies required by legislation or external regulatory bodies such as OFSTED for working with children and young people

Then ask participants to think about what else they have to do with policies – refer back to the different categories you created TGN 3. This should bring out if anyone is working in partnerships to deliver local initiatives, or to influence local bodies.

Explain that this session isn't going to spend much more time on this but that the tasters on Community Development and Environmental Action and Strategies and Policies to Support Environmental Actions (available on the website) have more information on this that can be useful, and within the more topic specific tasters they will find more details of policies – such as those relating to local travel plans.

One of the key roles of being a community development worker is to develop community organisations, which involves helping groups to:

- Think about the resources they need
- Obtain the resources they need, identifying where to approach and how to secure them
- Monitor the resources they use
- Think about their needs for volunteers and staff, how to attract and then to support them
- Think about the way it organises itself, the different roles and responsibilities that people take on
- Think about the way it can be more effective and efficient in what it does

When we look at the roles of community workers and key group members like this, it is easier to see that there is a lot of scope in encouraging community groups and voluntary organisations to include environmental issues within the way they work.

Relate this aspect of community development work back to the examples they were giving about themselves at the beginning of this exercise.

Trainer Guidance Note 6

Implications of One Planet Living

One of the underlying themes within Every Action Counts is summarised by the concept of One Planet Living developed by WWF and its partner BioRegional (www.oneplanetliving.org).

Use Handout 1 to introduce the concept. If you feel you need more information then look at WWF's website www.wwf.org.uk You may also find the information on global footprints in the NOCN pack (session 7) useful for understanding the impact of different countries on the world's resources.

Then ask participants to work in small groups to discuss the idea so they feel confident enough to explain it to others. If they have any questions they should note them down.

Their next task is to debate the kind of contributions that community groups and voluntary organisations could make to reducing the amount of resources that our society is currently using up at such a fast rate. This is intended to get them ready to move into the next exercise on adapting policies.

Take the feedback in two parts – first ask for any queries they noted down about the concept. Hold a debate on this in the whole group and explain where more information can be found for those who want to follow up the topic. The main point to get across is that we are living unsustainably now and we need to change that. We can debate forever who is using more resources than someone else, and in a taster we don't have the time to get into detailed debates on this.

Then ask for their suggestions about the contributions they think the VCS could make. Record these on a flip chart.

Handout 1

One Planet Living

Over the past 20 – 30 years concern has increasingly been expressed about the state of the planet and the way in which natural resources are being rapidly depleted. In 1987 the Brundtland Report talked about the need for Sustainable Development, which it described as “Enabling all people throughout the world to satisfy their basic needs and enjoy a better quality of life - without compromising the quality of life for future generations”

The concept of One Planet Living was developed by the World Wildlife Fund for Nature (formerly WWF) and BioRegional and is now being used by our government and others to highlight how the UK (and all other rich countries) use far more of their fair share of the planet’s resources. If everyone in the world lived as we do in Europe we would need three planets to support us. Therefore we need to reduce our impact - our ecological footprint – by two thirds to a sustainable and globally equitable level. Different countries however are consuming at different levels. In the USA, five planets would be needed, whilst in China, although now living within the one planet level, the current rapid development will lead to a massively increased impact.

In order to move towards only using the resources of the one planet that we have, we need to start changing the way we all use resources. Below is a list of some of the ideas of One Planet Living.

Zero Carbon – Carbon dioxide is a greenhouse gas that contributes to making the climate of the planet warmer. Human activity (burning fossil fuels like oil, coal and gas) has put lots of carbon dioxide into the atmosphere, which in turn is making the climate warmer. To tackle this we need to improve energy efficiency in buildings and produce more renewable energy.

Zero waste – We throw away large amounts of waste and the volume of waste as well as the types of waste is causing problems in how we dispose of it. To reduce this problem we must reduce the amount of waste produced in the first place and reuse and recycle much more of it.

Sustainable Transport - Travel by car and aeroplane can contribute to climate change and cause air and noise pollution as well as congestion. We need to encourage the use of public transport and lobby for improved public transport infrastructure. Offsetting carbon produced by air travel is a controversial option that could be considered.

Local and Sustainable Materials – Transporting building materials long distances and using materials from non-sustainable sources is damaging to the environment. If, where possible, we use local, reclaimed, renewable and recycled materials in construction and products it will help reduce the impact of building on the environment as well as help boost the local economy.

Local and Sustainable Food – Transporting food across the world contributes to climate change and growing cash crops on an industrial scale can damage ecosystems. Supporting local food production that provides healthy, quality food can boost the local economy in an environmentally beneficial way.

Sustainable Water – Water supply could be threatened in lots of places in the world as the climate of the planet changes. Many people in the world already don’t have access to clean water. To make the most of the water we have we need to be efficient with water and reduce the amount we use, start

Handout 1 (continued)

One Planet Living

recycling water and using 'grey water' systems where rainwater is used instead of expensively cleaned pure water for washing cars, flushing toilets etc.

Natural Habitats and Wildlife – Wildlife is being lost because land is being used for building and industry. Losing habitats and wildlife could have very serious consequences for the health of the planet and for people too. We need to make sure that we look after the areas of natural land that we have and create new habitats for wildlife to live in.

Culture and Heritage – Globalisation is affecting local cultures and heritage across the world. It is important that we retain local information and understanding of particular areas to help us combat the effects of climate change and other challenges that face the planet.

Equity and Fair Trade – Many people live in poverty, both in more and less developed countries. Many in the developing world cannot meet their basic needs (food, clothing, shelter) from the money they make from selling what they make or grow. We need to develop fair trading links with other countries and pay a fair price for the things we buy. Using ideas like Fairtrade it is possible to have positive impacts on communities.

Health and Happiness – As we get richer we don't always become happier so we need to think about what makes people happy and healthy. By trying to promote healthy lifestyles for people and the environment it is possible to improve the happiness of everyone. Community cohesion measures and getting people to work together on tackling the problems that communities face is part of this.

www.wwf.org.uk - check out the home page of WWF and find out more about One Planet Living.

Trainer Guidance Note 7

Adapting policies to include actions to support sustainable development

A sustainable society has three aspects which work together as equal partners – economic, social and environmental. One way of thinking of this is as the ingredients of a cake, miss one out, or get the amount wrong and the cake won't be fit for eating. So it is with a sustainable society - if the focus is only on the economy and growth at any price then it has implications for the social and environmental parts of our society. We have seen communities devastated when industries have closed and moved abroad to save money; we have seen polluted rivers, woodlands destroyed to let industry make bigger profits. That is the big picture that everyone will recognise.

The same can be true of community groups and voluntary organisations:

- Being funding led, chasing the money and the contracts without thinking about what this might mean for the group or the local community; (the pressure put on staff/ volunteers if the full costs of delivering a service are not recovered)
- Running events to promote social cohesion may damage the local environment; (the litter left behind by the Mela or bonfire night party)

Depending on the size of your group you may want to split them into three or four smaller working groups. Each group will take one of the following areas (or other more suitable ones)

- Staff
- Volunteers
- Purchasing / sourcing of goods
- Running events
- Running a community centre or village hall

Using Worksheet 1 they should decide

1. What policies are relevant to their topic (refer back to their work earlier in the session) and write this in the second line
2. They should then choose some of these policies to look at in more depth. They should record the addition they could make to an existing policy to support a more sustainable society (e.g. payment of bike mileage as well as car mileage; minimising the amount of paper used in the office; aiming for a carbon neutral building)
3. Then in the last column they should decide what actions might come from such amendments to policies (e.g. more people cycle rather than use cars; double sided copying to save paper, low energy lightbulbs to save energy, change to a green electricity supplier)

Handout 2 offers some examples of the ways that policies can be adapted and added to.

We would like to add to this material so if you could send in the results of this exercise to FCDL we could adapt and strengthen this material using the contributions from others.

Worksheet 1

Adapting policies to promote a more sustainable society

Your topic area		
What policies do you think are relevant?		
Chose some policies to look at in depth. Policy name	What could you add in to make it more environmentally friendly and supporting a more sustainable society?	What actions are likely to flow from this addition to a policy?

Handout 2

Suggestions for additions to policies

Policy	Environmentally friendly actions
Constitution	Commitment to improve the environment enshrined in objectives
Selection and recruitment	No requirement for an applicant to have a car Use of internet to advertise jobs Application form and details on web site; and accepted through email
Employment Contracts	Offer of ethical pension plan
Induction and training	Training offered on environmental awareness and actions Initial training plan to cover groups, policies and procedures
Financial	Ethical banking
Use of phone, email and Internet	Avoiding printing off emails
Travel expenses	Recommended mileage allowance for cyclists Public transport to be preferred form of transport before using a car Encourage car sharing / lift sharing
Office policies and procedures	Reuse envelopes Keep copying to a minimum Switch off all computers and electrical equipment when not in use Recycle toner cartridges Investigate refillable printer ink cartridges Separate paper recycling boxes
Confidentiality	Confidential waste to be shredded before recycling
Purchasing	Buying from local suppliers Recycled paper products – toilet paper / hand towels / copier paper Fairtrade refreshment products Explore free and second hand options first Freecycle and similar schemes
Health and safety	Use of cleaning products that are environmentally friendly, biodegradable and avoiding any impact on the natural world
Publicity and marketing	Targeting of leaflets / fliers to avoid waste of paper and printing All publicity to have details of public transport to the groups premises

Handout 2 (continued)

Policy	Environmentally friendly actions
Building	Low energy light bulbs Not installing electric hand driers Instantaneous water heaters Chill water in fridge rather than water cooling machines Secure bike storage / racks Safe place for buggies Recycling facilities
Events – inside and outside	Recycling facilities to be put around the site Caterers to use non plastic cups and cutlery Publish flyers on recycled paper Use local suppliers
Children's activities	Use of walking bus to pre and after school activities Care share for away sports events
Monitoring	Exploring non printed ways to show the work of the group
Volunteers	Commitment to following the same office policies as staff
Child protection/ safeguarding	Ensure that materials that children could come into contact with are safe, environmentally friendly and non-toxic (fixtures and fittings, resources etc.)

Trainer Guidance Note 8

Creating an environmental policy

This exercise is designed to pull together the different aspects covered so far in this session. The aim is to get agreement on the components that an overarching environmental policy to support sustainable development would include.

One way to do this is a round table relay race. Split participants into equal sized small groups and get each group to stand or sit around a table with a piece of flip chart paper and one pen.

Their task is to take it in turns to write down their ideas for what should be in an environmental policy for a community groups / voluntary organisation. They should take the pen in turn, write down their idea (which should not duplicate what has already been written), and hand the pen on. Allow everyone to have a couple of goes, keep it fast; if people can't think of anything new they need to pass the pen on.

Bring the groups back together and pin all their charts up on a wall; check for valid answers and count up the answers; the group with the most is the winner.

Handout 3 contains some themes that appear in many environmental policies.
Handout 4 is a sample environmental policy suitable for a community group.

Discuss with the group if all of the points in the policy could be measured, as a group or organisation would need to do some kind of audit or check to see where they were at now and then they could review their progress later.

Handout 3

The main components of any environmental policy

Raising awareness

- Of staff
- Of volunteers
- Of members
- Of users
- Of the wider community

Complying with legislation

- Healthy and safety – both keeping the working environment good for staff and volunteers, and when running events
- UK legislation
- EU requirements

Preventing pollution

- Keeping the air clean
- Reducing noise pollution
- Preventing contamination of water systems
- Reducing pollution caused by cars / community vehicles

Energy

- Reducing use of
- Using green varieties of
- Buy energy efficient equipment
- Turning off computers

Resources

- Reducing usage
- Reusing materials
- Recycling unwanted resources

Waste

- Preventing waste building up
- Safe ways to dispose of waste
- Recycling as much as possible
- Provide recycling facilities

Transport

- A green transport strategy
- Use of public transport
- Communal transport - community transport; car shares
- Walking and cycling
- Using venues accessible by public transport
- Walking buses

Handout 3 (continued)

Buildings

Any new build to aim to be carbon neutral

Any refurbishment to aim to reduce the carbon footprint of the building; improve energy efficiency

Explore opportunities for generating own energy

Using timber from sustainable (managed) forests

Water usage

Reduce the amount used

Bricks in cisterns, dual flush systems

Use of grey water

Purchasing

Increase use of sustainable products

Purchase materials and resources that have a reduced environmental impact

Fair trade products

Buy locally

Buy recycled goods

Investments / financial

Avoid investing in firms with a poor environmental track record

Impact on local environment

Improving or creating open spaces

Improving wild life habitats

Events

Make sure recycling facilities are available as well as enough rubbish bins

If it is an outdoor event leave the site clean afterwards

Check out the environmental policy and environmentally positive aspects of venues when deciding where to use

Publish flyers on recycled paper

Use local suppliers for food and drink

Avoid products with excessive packaging

Make sure the venue is close to public transport links and encourage people to attend using public transport

Send information electronically wherever possible

More information is available on these web sites

www.envirowise.gov.uk how to write an environmental policy

www.wrap.org.uk

www.epd.gov.UK

www.inem.org/new_toolkit

www.defra.gov.uk - systematic management of impacts and guidance on quality standards ISO 14001, EMAS – the eco management and audit scheme across Europe, BS 8555 and its Acorn Inspection Scheme

www.netregs.gov.uk for waste minimisation

Handout 4

Sample Environment Policy

A policy should have an opening statement and then outline the details of the policy after that. This policy is an example and contains things that might or might not be appropriate to particular organisations.

Opening statement

Our organisation recognises that it has an impact on the local, regional and global environment and that the choices we make as an organisation affect other people's environment as well as our own. Our organisation needs to be aware of the impact of all its activities on the environment and on both the communities we work in and others. This policy sets out our approach to managing and limiting such impacts.

Our organisation is committed to implementing the requirements of all environmental legislation and regulations and where possible exceeding any minimum requirements.

Commitment to educating our communities

Our organisation knows that this environmental policy will be most effective if everyone inside the organisation knows about it and how it applies to them. We also know that it is important to use this policy to show others outside our organisation how important it is to protect our environment and the environment of others. This environment policy shows our commitment to making our organisation more environmentally friendly and also shows we are committed to educating other people about environmentally friendly practices.

Purchasing policy

Our organisation is committed to purchasing environmentally sensitive products where practical. This means the organisation will look to purchase products with a high recycled content, which are produced in an environmentally sensitive way, are durable or biodegradable, easy to repair, energy efficient, non-toxic and recyclable. This particular applies to cleaning products. Where possible we will buy from local suppliers.

Energy Efficiency

Our organisation is committed to being efficient in heating, cooling, lighting and water systems. We will actively encourage staff and volunteers to participate in energy reduction measures.

When practical the organisation will source its energy from 'green' or renewable suppliers.

Waste Management

Our organisation will follow the principles of Reduce, Reuse and Recycle in managing its environmental impact. The organisation will look to minimise the waste produced. The organisation will reuse material from inside the organisation as well as use pre-owned / pre-used equipment. The organisation will recycle as much waste as possible that cannot be reused.

Handout 4 (continued)

Paper

Pre-printed paper can be used for draft printing. Recycled paper will be used in copiers and printer and also for all publicity the organisation produces.

Landscaping and buildings

Our organisation supports landscaping and grounds maintenance practices that minimise the environmental impacts of new and existing buildings. This includes the use of sustainable and local building materials and design that reduces the need for heating, cooling, lighting and water.

Transport

Our organisation supports and promotes, whenever possible, the use of public transport, bicycles, walking and other kinds of transport that minimise the impact on the environment. Our organisation will pay mileage rates for cycle use. Where practical we will provide cycle facilities for staff, volunteers and customers/ clients/ users. We will put public transport information on our publicity (bus numbers and nearest train station etc.).

Implementation

This environment policy will be reviewed by the management committee (or board) annually. The review will look at the environmental performance of the organisation and seek to improve it. The policy will be updated as necessary after the review.

Trainer Guidance Note 9

Implementation and Review

This exercise aims to highlight issues that community workers may face when encouraging groups to adopt an environmental policy and then try and implement it.

Many groups / organisations happily write policies but run into opposition when trying to implement them because this is where people need to change the way they do things.

That is why having some kind of audit to show what the current practice is so that any progress can be measured is really important.

In buzz groups ask participants to think about how they could work with a community group / voluntary organisation to create an environmental policy, and then to make a plan to implement it.

What issues could they expect to encounter and what ideas do they have for tackling them?

When taking the feedback, log the answers on separate flip chart sheets

- On ways to work towards a policy
- How to make a plan to implement it
- Issues expected to arise
- Ideas for overcoming them

Hold a whole group discussion on the last 2 points.

Handout 5

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;

Additional Community Development Learning Resources

FCDL Taster Sessions

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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