"It's my community"
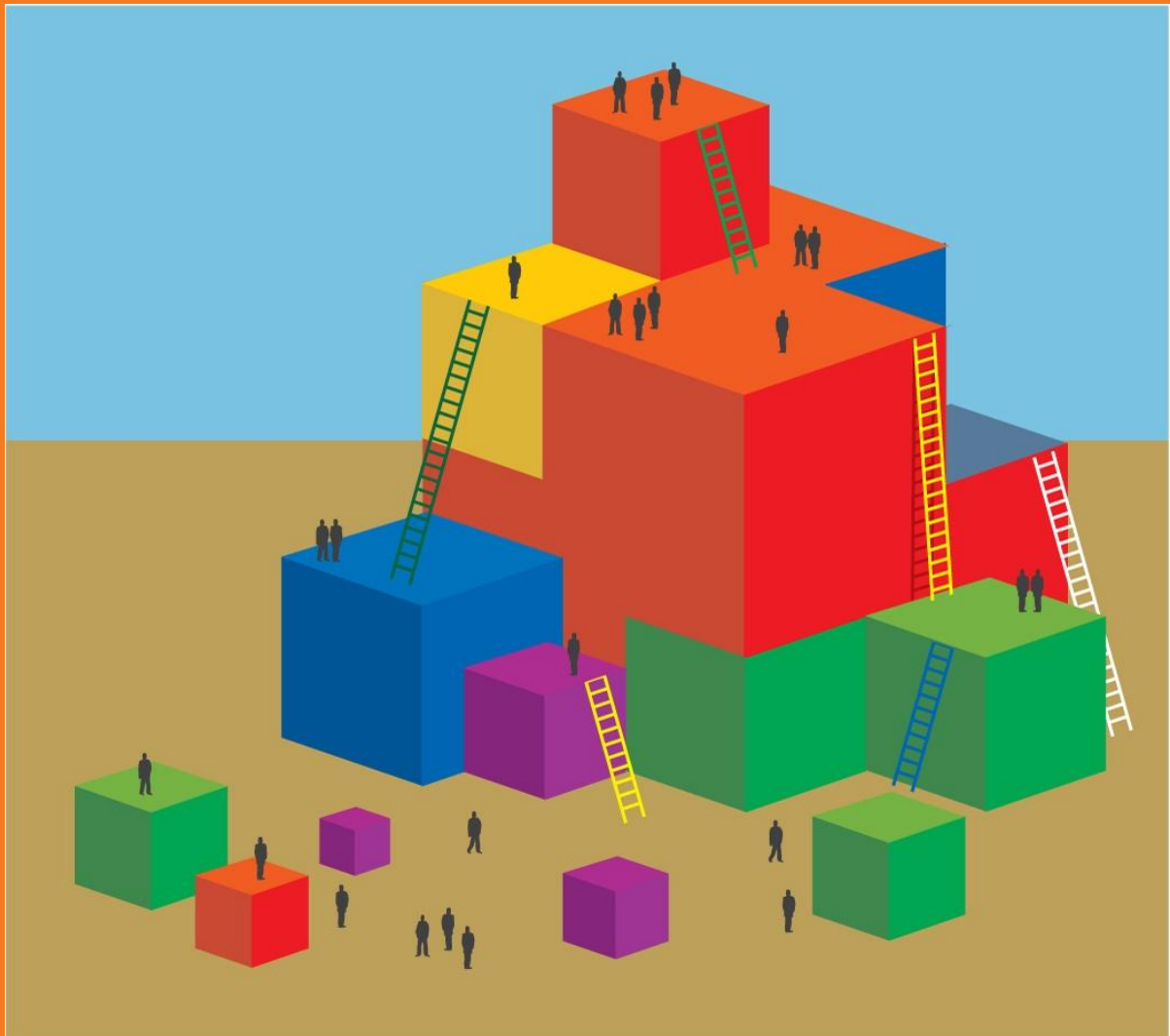## A toolkit for learner engagement in the community

"It's my community"
A toolkit for learner engagement in the community

Preface

In December 2010, LSIS commissioned the" It's my community" toolkit and in spring 2011 Accrington and Rossendale College and Isle of Wight College piloted the toolkit with their learners. The experience from the pilots has informed and shaped the toolkit in its current form, and LSIS encourages comments and resources resulting from its use from learning and skills providers in order to ensure that the toolkit continues to be relevant.

If you or your organisation would like to comment on the "It's my community" toolkit, please contact us at equalities@lsis.org.uk.

Introduction

This toolkit is designed to support staff and learners in exploring key ideas associated with community development, in finding out more about a community and in generating ideas and planning activities to support a community.

The role of 'the community' is gaining greater significance politically and economically. The transition to grass roots decision-making and devolved power to the citizen has been on the political agenda for some time. However, what has long been regarded as complementary support to public service delivery in some areas now could become the norm. Local community groups soon could be running libraries, kindergartens and other services.

Building capacity for citizens to contribute to this new agenda for community development is, however, a significant challenge. Currently, a relatively small proportion of the population make a disproportionate contribution through donations to charity, volunteering and participating in existing groups. The success of the new agenda may rest on the development of capacity for people to engage with communities in new and different ways, including through the development of social enterprise, mutuals and co-operatives. This toolkit:

- Supports learners in gaining an appreciation of the community within which they live and developing a positive view of their potential as active citizens;
- Develops the skills of staff in promoting and facilitating learner-led activities;
- Enables learning and skills organisations to explore and formulate their role in the community;
- Raises the profile of learners and learning and skills within the community;
- Builds capacity for community development.

Learner-led community development
This toolkit is designed to enable learners to find out more about their communities, to understand what the issues of the community are and to explore innovative ways of supporting the development of the community.

At the heart of the toolkit is the proposition that learners may design a project which enables them to explore these issues and which may culminate in a learner-led community-based development initiative. Participation in the project will help learners to find out more about their communities, to recognise their potential to act as powerful agents of change within their communities, and to get involved and work with others. It will encourage them to develop innovative solutions to old and new problems and to form partnerships with other individuals and agencies to put their vision into practice.

The role of the tutor[1] in learner-led activity
An important role of the tutor is to encourage learners to become 'social scientists', exploring, researching and investigating their communities. To promote learner-led activity, tutors will need to act as facilitators and enablers, helping learners to develop their understanding and supporting them as they evolve proposals for action. The toolkit offers a framework, together with example activities and resources, which tutors can use to inform and guide the process.

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[1] Tutor is used throughout the toolkit. However, the toolkit could equally be used by other staff within an organisation, e.g., learner voice practitioners or student liaison officers.

"There is a balance to be struck between the tutor being prepared and planning for each session, and needing to let the learners drive the activities. As a result of taking this approach, we have seen learners grow and take far higher levels of ownership and responsibility than we expected." Accrington and Rossendale College.

Benefits

The benefits of using the toolkit are broad and impact upon a number of stakeholder groups including learners, staff, the organisation and the community. Accrington and Rossendale College and Isle of Wight College piloted the toolkit and a sample of the benefits experienced during the pilots have been outlined below.

	Benefits and Outcomes	Examples of Delivery Models
Learners	*"Student led projects are a great way for students to gain communication, interpersonal, team work and problem solving skills."* Isle of Wight College case study report. *"Youth would do more if they knew more. By researching and discussing the phrase 'The Big Society' learners now feel that they have the 'go ahead' from the government that they can identify and address issues relevant to young people today in the world where they live.* Accrington and Rossendale College case study report • Understand their local community: its history, its needs, strengths and areas for development • Engage in a discussion around their role in the college and wider community and their impact on the development of their community; • Forge links with the	**As a unit within an accredited subject-specific qualification where there is a requirement to find out more about the business sector.** The toolkit might be used to encourage learners to identify representatives within the local business community and to understand the career opportunities, the skills and attitudes sought by employers, and the impact of the sector within the local community. **As a unit within an accredited subject-specific qualification where there is a requirement to plan and organise an event** The toolkit might be used to support learners in organising an event for the community or one which brings young people together with representatives of the community. The project might involve consulting with community representatives to understand the needs and plan an appropriate event to address these needs or issues. *For example, The Isle of Wight College used the toolkit in the*

	community to bring about positive change; • Become better informed about local services ; • Develop ideas and make suggestions about local services; • Develop their research, consultation and communication skills • Have participated in learner-led project activities and taken ownership of their learning; • Learners views and opinions of their community can be voiced and heard; • Understand the national and local policy context for community development (eg, Big Society); • Explore the role of the individual within the community; • Identify some of the ways in which people make a contribution to community development; • Have a positive view about the benefits of active involvement in community activity; • Improve skills when working with people within the community; • Explore social enterprises; • Explore the benefits of volunteering; • Understand the contribution that businesses make within their community; • Engage within team working.	*BTEC ND Business to support the delivery of Unit 18: Managing a Business Event within which learners consulted with representatives of the business community and the student community within the College and developed an event which provided an opportunity for dialogue between the two groups about the needs of the business community and the skills and attributes required for employability.* **As a unit within an accredited community development qualification** The toolkit can be used as a framework for projects to support learners in gaining experience of community development, including the 3 phases of discovery, choice and action **As a unit within an accredited personal, social development component of a foundation learning programme** The toolkit might provide a framework to engage learners in developing their personal and social skills of communication, teamwork, research etc, alongside gaining an appreciation of their potential to affect positive change in their communities and the value of volunteering. *For example, Sunderland Work-Based Learning Providers' Peer Review and Development Group used a similar approach to develop teaching materials which support all learners to engage in a volunteering experience as part*

		of the personal and social development (PSD) element of their foundation learning programme.
Staff	*"The most effective way for students to take full ownership of a project is to give them full control. While this can present challenges and must be managed appropriately, it does result in students developing skills that are not able to be taught in a classroom and need to be learnt through practical application."* Isle of Wight College case study report • The staff involved have increased knowledge and awareness of community development and the opportunities to engage learners in the wider community; • Gain a better understanding of community welfare and services; • Increased confidence in ability to facilitate learner-led activities and projects; • Improved skills in collaborating with representatives from the community; • Enhanced working relationships and potential for new partnerships with community-based organisations and individuals to enrich future learning; • Development of community development learning resources	**As a project delivered within a programme of enrichment** The toolkit might be used within an enrichment programme, perhaps delivered through tutorials, to engage young people in becoming active citizens through exploration of the needs of the community and their potential contributions. *For example, Accrington and Rossendale College embedded the toolkit within a programme of tutorials for foundation learning students to support them in exploring their access to local services within the college community and the wider local community.* **As a project to develop learner voice** The toolkit might be used to engage learners in examining their role and contribution to local decision-making within the learning and skills organisation and/or in relation to the local community. *For example, Accrington and Rossendale College used the toolkit with a group of student representatives and student ambassadors to support them in developing strategies to engage more fully with regional youth parliament and to engage with development of council services for children, young people and families.*

	personalized to the specific needs of cohort and community; • Support learners through the discovery, choice and action phases of the toolkit; Use the toolkit through the whole process from start to finish or as a pick and mix document where they can select specific issues and work with learners on one aspect.	**As a project to engage disengaged young people** *The toolkit may be used within a foundation learning programme or as a non-accredited engagement activity to provide an opportunity for young people who are not in employment, education or training (NEET) to develop their employability and learning skills through participation in voluntary or community work.*
Organisation	*"What started from the implementation of a resource toolkit for use within lessons developed into short and long term thinking and planning on engagement and participation. The learner voice strategy is currently being amended and will reflect findings and learning from the project."* Accrington and Rossendale College case study report • Provides support for staff and learners to undertake a community development initiative, based on analysis of the local community and its needs; • Provides evidence of learners making a positive contribution to the community (CIF A5) • Highlights potential areas for development of the organisation's community engagement strategy; • Support citizenship education (community and culture) and personal	**As a framework for continuing professional development (CPD)** The toolkit offers a framework for continuing professional development of staff, covering topics such as: • The role of tutor as facilitator in learner-led project activities • The role of the tutor in building capacity within communities for development • Collaborative leadership and management skills • Community development skills *For example, LSIS plan to integrate the toolkit as a practical activity within the ILM Level 5 leadership and management programme 'Leading in the Community'.*

	social, health and economic education (PSHE) as part of the learning and development framework and learner voice provision; • Raises discussions about the wider provision for citizenship and how the organisation can engage in the Big Society; • Opportunity to create strong links with local service providers (health, leisure, transport, police etc) in relation to community development and the involvement of young people; • Link the topics to issues relevant to the wider community of the organisation; • Raises profile within the community; • Demonstrates a commitment to equality and diversity by examining the needs of specific communities and developing proposals for changes to provision, partnerships, etc, to address those needs;	
Community	*"[As a result of the project] Key stakeholders … are eager to increase their involvement including how FE learners can become more involved in county and local council activities."* Accrington and Rossendale College case study report • Learners taking an active role in the local community;	

	• Increased levels of diversity as the voices of learners and their views are heard by community organisations allowing them to shape and better align their provision; • Improvements in community services and provision; • A broader democratic voice engaging more citizens; • A greater opportunity to plan provision to meet the needs of learners; • Higher levels of satisfaction from the community; • An enhanced awareness of the contribution of learning and skills organisations to community development.	

How to use this toolkit

The way learners choose to use the toolkit will be driven by the needs of their project. The toolkit does not prescribe a fixed process or timeframe, but instead provides a range of ideas, example activities and resources to stimulate discussion and support project development.

The toolkit is constructed in 3 main phases: discovery, choice and action. Each phase contains a number of 'toolkits' which explore different aspects of community development.

Discovery phase

In this phase learners are encouraged to explore their understanding of the term 'community' by looking at various definitions of community defined by location, shared interest, culture or lifestyles.

Choice phase

This phase supports learners exploring ideas of 'community cohesion' and they begin to identify some of the ways in which a cohesive community can be built and developed.

Action phase

In this phase learners can explore their understanding of community development, recognising what it does and who it is done by. It provides a foundation from which learners can begin to think of themselves as active participants.

Discovery: Understanding Communities
- Introduction
- Big Society
- Understanding communities
- My role in the Community

It's my Community

Action: Making a Difference
- Introduction
- Campaigning
- The role of business in my Community
- Volunteering
- Social enterprises, mutuals and co-operatives
- Engaging in the democratic process

Choice: Identifying the needs of my community
- Introduction
- Community welfare
- What was my community like in the past?
- What are the main issues affecting my community?

The toolkit as a whole is designed to move learners towards taking some form of action that will make a difference in their community or develop the learners' understanding of the community, but the entry point and the journey towards that action may vary depending on local context and the specific needs of learners.

It is not anticipated that you will necessarily use every toolkit within each phase or in the order that they are presented, but that you will choose those that are most appropriate to your project. It is hoped that learners will recognise this as a dynamic process rather than a linear one, encouraging them to move fluidly and repeatedly between discovery, choice and action and taking a creative approach to developing ideas and solutions to community needs.

Example activities and resources
Linked to each toolkit are a number of examples of activities and resources (See It's my community toolkit resources). The activities provided are simply designed to stimulate thinking, but tutors may wish to design and develop learning activities that align as closely as possible to the local community. Similarly, the example resources included here are predominantly from national sources, but you may be able to identify localised resources that are more appropriate to your project. Tutors will also need to ensure that resources are age-appropriate.

It is our intention to offer an opportunity through the Excellence Gateway for organisations to share materials that have been developed by the sector and to build a rich bank of teaching and learning resources. If you design resources that you would like to upload and share, please go to
http://www.excellencegateway.org.uk/page.aspx?o=nav-resources&Taxonomy=134896-8251&node=8249 There is a guide which explains how to upload your resources at http://www.excellencegateway.org.uk/help#155558 All resources should be marked '**This resource was developed by our organisation as a result of using the 'It's my Community' toolkit. The toolkit can be found at http://www.excellencegateway.org.uk/page.aspx?o=318920**'

The intention is that the project should be led by learners, who take responsibility for deciding which community to work with, for understanding that community and its needs and for developing innovative ideas to address an issue. As a dynamic process, learners will be engaged in understanding the concepts of community and their role within it, in finding out about a specific community and in developing ideas and proposals for action.

Locating the project within the curriculum

This toolkit is designed to support community development initiatives which may be linked to specific curriculum areas or are driven by the provider as part of the organisation's approach to curricula themes such as learner voice, community engagement and enrichment.

As the funding for enrichment activities is being reduced, this toolkit offers an opportunity to sustain broader learning activities by integrating them within accredited programmes, either subject-specific or related to those qualifications which focus on community development.

Safeguarding

In undertaking this project and using the toolkit, it is expected that organisations will ensure that their policies and protocols for safeguarding learners are fully implemented and that appropriate risk assessments are undertaken for learners engaged in community-based activity.

Discovery phase – understanding communities

1. Introduction	Learners explore their understanding of the term 'community', by looking at various definitions of community defined by location, shared interest, culture or lifestyles.
2. Big Society	Learners explore the notion of the Big Society as expressed by the coalition government and develop an awareness of how this concept is reflected in government policy.
3. My role in the community	Learners consider their role in the community and ways in which young people can have an impact on the development of their community. Learners are introduced to volunteering as a way of making a contribution to the community
4. Understanding communities	Learners explore the most effective ways to find out about the community, defining the questions to address, the people and information sources that you need to use and the research methods that will be most effective.

Choice phase – identifying the needs of my community

5. Introduction	Learners explore ideas of "community cohesion" and begin to identify some of the ways in which a cohesive community can be built and developed
6. What was my community like in the past?	Learners look in detail at what the community was like in the past using research sources and talking to community members.
7. What are the main issues affecting my community today?	Learners review their research and identify the main issues affecting the community which will act a starting point for the enterprise phase.
8. Community welfare	Learners are encouraged to explore their community in terms of welfare. Learners consider community welfare and the ways in which services impact upon them.

Action phase – making a difference

9. Introduction	Learners explore their understanding of community development, recognising what it does and who it is done by. It provides a foundation from which learners can begin to think of themselves as active participants in their community.
10. Engaging in the democratic process	Learners start to investigative the democratic process and how they can present issues to political community leaders.
11. Social enterprises, mutuals and co-operatives	Learners explore social enterprises, mutuals and co-operatives. It takes learners through an exercise to explore the concept of running a social enterprise within their community.
12. Volunteering	Learners explore the nature of volunteering and the benefits that volunteers gain from actually volunteering themselves within their community.
13. The role of businesses in my community	Learners conduct research into their community to gain an understanding of how local and national businesses contribute to their community.
14. Campaigning	Learners look at taking the initiative in improving their community. This section has a bias for action; it explores the various opportunities where learners can improve their community.

1. Understanding communities – introduction

This toolkit encourages learners to explore their understanding of the term 'community' and will be helpful in deciding which community they are going to work with on their community development initiative. It will also support learners in recognising the importance of shared values in the formation and sustainability of a successful community.

Objectives:
- Recognise a range of different types of community, acknowledging the differences and the commonalities;
- Be aware of their own membership of communities;
- Identify a community that they wish to explore further and to work with as the project develops.

Introduction
The word 'community' is typically used to refer to a group of people living in the same place, but can also refer to groups of people with common interests, whether or not they are geographically connected. Here are just 2 definitions:

"Traditionally a "community" has been defined as a group of interacting people living in a common location. The word is often used to refer to a group that is organised around common values and is attributed with social cohesion within a shared geographical location, generally in social units larger than a household. " http://www.wikipedia.org

"The term 'community' is loosely used, especially in public policy, to mean all the people in a given neighbourhood, town, estate or parish (a geographical community). Or, a more selective network of people with other strong interests in common, whether or not these are geographically grouped – an ethnic community, a religious community, a community of young or old people, an occupational or cultural community."
http://www.communities.gov.uk/documents/communities/pdf/153241.pdf

See page 29 for toolkit resources

2. Big Society

This toolkit enables learners to explore the notion of the Big Society as expressed by the coalition government and to develop an awareness of how this concept is reflected in government policy. Learners will be able to explore their views of this idea and the impact that it may have on them and their community.

Objectives:
- Gain an overview of the coalition government's ideas concerning the Big Society
- Participate in a debate which explores the views of others concerning the merits and problems associated with this idea

Introduction
The Big Society is a government agenda that seeks to shift power from politicians to people. It formed a key element of the Conservatives' 2010 election campaign and was the subject of the first major policy announcement of the coalition government on 18 May 2010. The main themes are:
- Devolving power to communities and local government
- A greater role in public services for voluntary and community organisations (VCOs) and civil society organisations
- Supporting the voluntary and community sector

The Big Society is the government's vision of a society where individuals and communities have more power and responsibility, and use it to create better neighbourhoods and local services. The Prime Minister has stated that 'the people are the boss' and that four tools - competition, choice, payment by results and transparency - are essential to achieving a radical shift of power away from the centre. The Minister for Decentralisation, Greg Clark, has set out three actions for the Big Society to flourish:
- the right to know
- the right to challenge and
- turning Government on its head

And he described three elements being essential to creating the Big Society:
"The first is about what the state can do for us. The second is about what we can do for ourselves. And the third is about what we can do for others."

See page 30 for toolkit resources

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3. My role in the community

This toolkit encourages learners to consider their role in the community and ways in which learners can have an impact on the development of their community. It introduces volunteering as a way of making a contribution to the community (See toolkit 12).

Objectives:
- Explore the role of the individual within the community
- Identify some of the ways in which people make a contribution to community development

Introduction

Margaret Thatcher once said that "There is no such thing as society: there are individual men and women, and there are families". David Cameron now says that "We want society – the families, networks, neighbourhoods and communities that form the fabric of so much of our everyday lives – to be bigger and stronger than ever before. Only when people and communities are given more power and take more responsibility can we achieve fairness and opportunity for all."

There is a growing agenda to encourage people to get more involved in shaping how their communities are run and determining what services are delivered and how they meet local needs. This approach is based on a view that the more people can determine what they need and be involved in shaping it, the more likely it is that those services will meet the needs of individuals and local communities. Research also shows that at an individual level participation can increase people's social capital (ie, their social ties and connections) as well as their confidence and sense of self-determination, and contribute to their overall well-being[2].

'Getting involved' can take many different forms and be done by many different people for different reasons. Some people volunteer, others give money to charity; some act as elected representatives or participate in consultations; some make ethical consumer choices such as buying produce from their local community or boycotting products, others take part in local-level activities.

See page 33 for toolkit resources

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[2] www.socialcapitalresearch.com

4. Understanding communities

This toolkit helps learners to think through the most effective ways in which they can find out about their community, helping them to define the questions that they want to address, the people and information sources that are available and the research methods that will be most effective.

Objectives:
- Identify key sources of information about their community;
- Define the scope of their research;
- Select appropriate methods of research and consultation;
- Gain an appreciation of ethical approaches to research.

Introduction

By now learners will have identified the community that they wish to investigate and will be embarking on a process of finding out more about it, so that they can identify where and how you can support the development of the community.

Before learners begin their research, it may be helpful to draw out what they already know about the community. This will help them to consider the key areas about which they want to know more.

Finding out about their community may combine the need for research which provides them with facts and information (quantitative data) and for research and investigation which reveals people's views, perceptions and concerns (qualitative information). To gain a well-rounded view of the community, learners may need to look at it from a range of perspectives: historical, as an 'outsider' or as a member of the community.

Learners will need to decide what methods they will use to collect this information, particularly when it involves talking to people, eg, questionnaires, focus groups, individual interviews, desk-based research. In making these decisions learners will need to take account of the time they have available, the access they have to key people, the level of detail they are looking for, and whether they are seeking facts or opinions.

When consulting directly with members of the community and getting their views and insights into their community, learners are engaged in 'applied research'. It is important for learners to be aware of their role as a researcher and their ethical obligations to the people who take time to talk to them and may share personal information with them (see ethical research checklist in toolkit resources). As a researcher it is also the learner's role to achieve an objective view of the community. In their research they may find that different people present conflicting views of a situation, or that some particularly vocal people express a strongly held view about something which is actually less significant than other issues and problems. They will need to sift through the views that they collect and look at them 'in the round' to determine what the most important issues are; toolkit 4 will help you with this.

See page 34 for toolkit resources

5. Identifying the needs of my community – introduction

This toolkit helps learners to recognise that communities take many shapes and forms – they can be inclusive or exclusive, cohesive or divisive, sustainable or at risk of collapse. Because of these differences, each community has different needs and it is important to understand the issues, underlying causes and specific needs of a community before developing ideas about ways in which learners might be able to bring about change and help to develop that community.

Objectives:
- Recognise that communities come in many different forms and can have strengths and weaknesses
- Recognise that communities change over time
- Recognise the concept of community cohesion

Introduction
Community cohesion describes the ability of communities to function and grow in harmony together rather than in conflict. It has strong links to concepts of equality and diversity given that community cohesion can only grow when society as a whole recognises that individuals have the right to equality (of treatment, access to services etc) and respects and appreciates the diverse nature of our communities.

The Local Government Association defined a cohesive community as one where:
- there is a common vision and a sense of belonging for all communities;
- the diversity of people's backgrounds and circumstances is appreciated and positively valued;
- those from different backgrounds have similar life opportunities; and
- strong and positive relationships are being developed between people from different backgrounds and circumstances in the workplace, in schools and in neighbourhoods.

http://www.lga.gov.uk

Schools and colleges often work with their local communities to promote and develop community cohesion. The police are often involved in programmes and projects to promote safety in the community.

Subsequent toolkits will help learners to develop ways of finding out about their community, thinking about what it was like in the past and what the main issues affecting it are. They will help learners to build a picture of the community by collecting different people's views and recognising their different perspectives. To begin with though it might be helpful for learners to recognise what they personally think is good about their community, what they like about being a member of it and what they think could be improved.

See page 36 for toolkit resources

6. What was my community like in the past?

This tool supports learners in looking in more detail at what their community was like in the past.

Outcomes:
- Use a variety of sources to discover key events in the history of their community
- Engage with community members to record stories of the past

Introduction

Finding out about what their community was like in the past can help learners to understand how it has changed over time. Talking to people who have been a part of the community over time and listening to their stories of what the community was like and how it has changed is a good way to find out more and to engage with members of the community. These stories will not only provide learners with information about the community, but importantly what it felt like to be a member of the community in the past.

Learners may also want to use libraries and the internet as sources of information about local history in your community, to chart and understand key events which have given shape to the community over time.

See page 37 for toolkit resources

7. What are the main issues affecting my community today?

This toolkit builds on the research previously carried out by the learners, it provides guidance and supports them in drawing together information collected from research to form a view about the main issues affecting the community. Identifying these key issues will in turn provide learners with a starting point from which to develop proposals for community enterprise activities

Outcomes:
- Synthesise the outcomes of research and draw up a short list of key issues affecting the community
- Take account of qualitative and quantitative information to form a view of the main issues

Introduction
The range of possible issues affecting a community is broad. By now learners will have gathered information about their community from a range of sources including consultation with members of the community. Learners will have collected a wealth of facts, personal views, perceptions and concerns. Now they need to sift through them to determine the key issues that are having an impact on the community.

Some issues may be of a profound nature, such as racist abuse or violence. Other issues may be about more practical issues, such as complaints about local parking arrangements. The impact that such issues have on the cohesion of the community may be very significant. The challenge is to identify the key issues and then to consider ways in which learners might develop an approach to addressing the issues themselves or to reducing the impact that they have on social cohesion (See toolkit 11 for more information on setting up social enterprises).

Learners may have had a good idea of what the issues are before they undertook their research, in which case they will have perhaps found out more about what causes the issues, how people feel about them and ideas for addressing them. Alternatively your research may have uncovered issues of which they were not previously aware.

Taking time to think through the issues and the questions outlined in toolkit 7, will support learners as you consider ways in which these issues might be addressed.

See page 38 for toolkit resources

8. Community welfare

This toolkit seeks to encourage learners to explore their community in terms of service delivery. It encourages learners to think about society and the ways in which services impact upon them and the broader community. In particular it starts learners thinking about their society and how it is supported by various sectors. The toolkit revisits the Big Society and starts to explore the impact voluntary and community organisations (VCOs) may have on service delivery. It seeks to align needs in the community with delivery and if this meet expectations. Learners are encouraged to explore the services being delivered within their community. It puts learners in the shoes of social scientists and provides a framework by which they can canvas the views of other people within their community.

Objectives:
- Gain an insight into their community's opinion of the services they receive and the value they place upon them;
- Understand the range of services delivered within their local community;
- Gain an insight into the complex nature of service delivery and how/who delivers the service including the state, voluntary sector, Informal delivery and the market place;
- Review the way in which services are delivered and identify how this may change in the future;
- Understand the changing nature of community services and Identify gaps in service delivery;
- Question the balance of services being delivered within their community;
- Identify where there is good and poor provision within their community.

Introduction
Community services can be defined as services performed for the benefit of society including the supply of essential commodities such as water, electricity, transport. Traditionally such services have been provided mainly by non-profit organisations, including national or local government bodies. Organisations delivering these services want people to be able to access the economic and social opportunities that living in their community should offer.

The changing ways that services are delivered in the future is likely to place greater emphasis on local communities defining their needs and local groups providing services rather than central government. This change is driven in part by the need to reduce costs and achieve efficiency and partly by the government's ideas about local community involvement as expressed in the Big Society.

Many government policies seek to expand VCO's involvement in the delivery of their services; there is growing recognition of the role VCOs have in transforming the sector. In determining the gaps in the community it is first important to understand the current provision within their community.

See page 39 for toolkit resources

9. Making a difference - introduction

This toolkit introduces learners to thinking about ways in which communities might be supported to develop positively – to become inclusive, sustainable and cohesive. It helps them to explore the different ways in which support can be delivered and to recognise that support can come from many different sources – individuals, voluntary organisations, businesses, the state etc. Learners will be able to understand the principles of community development: What it is, how it helps communities, who it is done by and what tools they use to do it with. This will help them to begin to think of themselves as active participants in community development – people who can make a difference.

Objectives:
- Understand key components of effective community development
- Recognise some of the people who play key roles in community development and the impact that they have
- Identify those community leaders who are making a difference to their community.

Introduction
Community development is concerned with bringing about change in a community. It seeks to empower individuals and groups and to give them the skills to find solutions to the problems that affect their community. As such it focuses on knitting society together at the grass roots and building partnerships between local people and other agencies who can support them.

These agencies might include the state, private business and voluntary sector organisations. In recent years there has been a push to improve the ways in which these different types of organisations work together to share expertise and resources and to tailor their services to meet local need as closely as possible.

Individuals can play a key role in supporting the development of their community in many different ways. These might include informally offering support, for example checking on an elderly neighbour when it snows, or by taking on a volunteering role, setting up a business which meets a local need, coaching a football team. The possibilities are endless.

There is a community development profession, with an established set of occupational standards; for example Community Development Officers employed by a Local Authority. There are also active citizens who use community development skills on a voluntary basis.[3]

The concept of the Big Society includes an emphasis on encouraging individuals and not-for-profit organisations to get more involved in community development. In the course of this project, it is the learners' goal to find a way in which they can support their community to address a problem, support a need, improve a service etc. They will need to think about what their community needs and consider the wide variety of ways in which you might help to address those needs. Subsequent toolkits help you look at campaigning, volunteering, the role of business, how to set up a social enterprise etc.

The principles of partnership, innovation and sustainability bring together three key ingredients for successful community development.

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[3] See National Occupational Standards for Community Development (being reviewed in 2011)

Partnership is about bringing together the expertise and resources of a range of partners in order to solve problems that individuals might not be able to. In some cases this is about simply creating a large enough body of people with the capacity to make things happen, but very often it involves developing a multi-agency partnership approach. In such cases multi-agency partnerships bring together people with different skills, different perspectives on a problem, different tools to solve it. A partnership might bring together a group of organisations with responsibility for component parts of the problem or the solution and by working together they can develop new and more effective ways to develop the community.

Innovation is important in order to avoid always trying to solve the old problems with the old solutions – 'If you keep on doing what you have always done, you'll keep on getting what you always got'.

For community development to have long-lasting impact, the solutions need to be sustainable, i.e., they need to be able to continue over a period of time, and perhaps when levels of funding have reduced. Often this can mean looking at ways in which a solution can be integrated into everyday practice rather than depending on injections of extra funding.

See page 44 for toolkit resources

10. Engaging in the democratic process

This toolkit builds upon toolkits 8 and 9 and takes learners through the next investigative steps to better understand their community. This element sees learners as social scientists building upon their earlier research and probing the issues further with key community leaders.

Objectives:
- Gain an understanding of how to influence the decision making process within their community;
- Be able to identify who their elected councillors are within their community and the opportunities they have to discuss community issues;
- Be able to identify their Member of Parliament and the protocols involved in making representation to them on community issues.

Introduction
What is perceived as right for a community depends on different perspectives. When learners speak with different sections of society it is likely that each sector will see society from a different perspective. It is recognising the various perspectives within the community that allows rounded judgements to be made around what is right for the community.

See page 45 for toolkit resources

11. Social enterprises, mutuals and co-operatives

This toolkit seeks to explore social enterprises, mutuals and co-operatives. It also provides a number of exercises that learners can undertake to establish a social enterprise within their community.

Objectives:
- Understand the difference between social enterprises, mutuals and co-operatives.
- Be able to understand the characteristics of a social enterprise.

Introduction
Social enterprises are businesses driven by a social or environmental purpose. There are 62,000 of them in the UK, contributing over £24bn to the economy, employing approximately 800,000 people.   As with all businesses, they compete to deliver goods and services. The difference is that social purpose is at the very heart of what they do, and the profits they make are reinvested towards achieving that purpose. Well known examples of social enterprises include The Big Issue, Jamie Oliver's restaurant Fifteen, and the fair-trade chocolate company Divine Chocolate.

Mutuals are organisations that are owned by, and run for the benefit of, their current and future members. Mutuals take many forms and operate in a wide range of business and social environments.

Co-operatives may look like any other business. It's what goes on inside that makes them different. There are over 4,800 independent *co-operative business*es in the UK. They work in all parts of the economy, from healthcare to housing, farms to football clubs, credit unions to community owned shops, pubs to public relations, wind farms to web design.

Social enterprises, mutuals and cooperatives can take on many different guises, from one-person enterprises to charities with innovative trading models or even mainstream businesses that give a portion of their profits to worthy causes. They can encompass a wide range of sectors including healthcare, food, travel, education, transport, and the environment. A significant percentage of these types of organisations begin with a person or people coming together because they have identified an issue that they care about and is not being addressed. The name for people who develop services that have a strong social mission is 'social entrepreneurs'.

See page 47 for toolkit resources

12. Volunteering

This toolkit helps learners explore the nature of volunteering and the benefits that volunteers gain from actually volunteering within their community. Learners will also discuss "Volunteer Centres" and their value in linking volunteers with organisations needing volunteers.

Objectives:
- Be able to understand the benefits of volunteering;
- Understand how to access volunteering opportunities within their community.

Introduction
Becoming a volunteer can be personally rewarding and help people to 'give something back' to their community. Volunteers can choose from thousands of different opportunities; from helping out at a local city farm to becoming a supporting your local scout or guide group.

See page 50 for toolkit resources

13. The role of business in my community

The toolkit encourages learners to conduct research to gain an understanding of how local and national businesses contribute to their community.

Objectives:
- Be able to understand the contribution that businesses make within their community;
- Research into the businesses within their community and understand how they engage with their local community.

Introduction
Businesses more than ever are looking at their corporate social responsibility (CSR) and how they can better engage with local and national communities. Business in the Community is a national organisation which encourages businesses to recognise the impact of their work in the four areas of community, environment, as an employer and within the marketplace.

Smaller businesses have also come together through the Chamber of Commerce, local business groups including Rotary and Women in Business to support local charities and community groups not only through fundraising but also to deliver a service such as acting as a governor at a local school or a trustee for a local charity.

See page 52 for toolkit resources

14. Campaigning

This toolkit enables learners to explore ways in which structured campaigns can be used to make a case for change and to enable a community voice to be heard by agencies who are in a position to bring about change or as a means to engage other members of a community in a programme of change.

Objectives:
- Investigate campaigning and how this can bring about change;
- Understand the importance of being heard and that their voice will be important when making positive change.

Introduction

Change can be affected within the community in a number of ways. Sometimes when a community wants change to be brought about by other authorities or people in positions of power, they might develop a campaign to bring together people with similar views to enable those concerns to be heard more clearly than if they were represented individually.

A campaign implies a sustained and co-ordinated programme of activities with the intention of achieving a particular goal. Examples might include a campaign to prevent a new road being built through a community, learners campaigning to change legislation to increase fees for higher education, a campaign to improve the quality of the food in the organisation's canteen.

A range of strategies might be included in a campaign, including petitions, marches, posters and leaflets, letters to individuals in authority positions. All of these are designed to engage as many people as possible in supporting the issue, to publicise and raise the profile of the concerns and to ensure that those who are able to change the status are aware of public opinion.

See page 53 for toolkit resources

"It's my community" toolkit resources

The following pages provide examples and a range of resources to guide and support tutors in designing lessons, projects and activities and in developing resources appropriate for learners. The examples provided are generic in nature, but tutors may wish to look for local examples of activities and issues to place the learning into context of the local community and the needs of the group of learners, differentiating according to age, level of learning and to the theme of the learner-led project activity.

1. Understanding communities: introduction

Understanding communities: introduction
Example activities

1. Use a range of research sources to find a variety of definitions of 'community'. Put all the definitions together and as a group identify the core features of a community. Are there are types of community which the definitions you have found do not refer to?
2. Using a brain-storming approach, identify as many examples of communities as possible, including some from your own experience. What are the similarities and differences between all these different types of community? What communities do you consider yourselves to be part of?
3. Draw up a short-list of communities that you might want to work with and explore further during this project. Why have you chosen these?

Understanding communities: introduction
Example resources

Wired-In is an example of an on-line community, in this case an initiative developed 'as a way of empowering people to tackle substance abuse problems …. And to improve the lives of people affected by alcohol use problems.' http://wiredin.org.uk/about-us/overview/

Living with rats – blog encourages people to share ideas on exploring better ways to live and how to make better places to live in http://livingwithrats.blogspot.com/2010/11/community-control-was-easier-in-blitz.html

Our Society is a website which aims to help local people and organisations find ways of achieving social, economic and environmental change http://oursociety.org.uk/

2. Big Society

Big Society
Example activities

1. The government's proposals to develop the Big Society include the introduction of a National Citizen Service which 'will provide a programme for 16 year olds to give them a chance to develop the skills needed to be active and responsible citizens, mix with people from different backgrounds, and start getting involved in their communities.'12 pilots were announced in November 2010.
   http://www.direct.gov.uk/en/NI1/Newsroom/DG_189542

   Questions for discussion:
   a) What do you and your peers think of this proposal?
   b) Would you have wanted to be involved in this when you were 16?
   c) What do you think the government hopes the benefits of this scheme could be?

2. There has been much discussion in the press about what the Big Society means, with varying views expressed about its meaning and the likelihood of it being successful. Using the web-sites listed below and your own internet searches, identify the main features of the idea and the main questions and criticisms voiced by commentators.

Use the information gathered through the activity above, to seek out the views of people in your community or in your organisation, asking them whether they think that they would want to get involved themselves in some aspect of the Big Society.

Big Society
Example resources

"The coalition government has come together with a driving ambition: to put more power and opportunity into people's hands. They want to give citizens, communities and local government the power and information they need to come together, solve the problems they face and build the Britain they want. They want society – the families, networks, neighbourhoods and communities that form the fabric of so much of our everyday lives – to be bigger and stronger than ever before. Only when people and communities are given more power and take more responsibility can we achieve fairness and opportunity for all."
Extract from The Big Society, available at
http://www.cabinetoffice.gov.uk/media/407789/building-big-society.pdf

http://www.ncvo-vol.org.uk/policy-campaigns-research/-big-society/big-society

http://www.communities.gov.uk/communities/bigsociety/

http://www.bbc.co.uk/news

The Big Society Network is a web-based network which shares thoughts and writings on the topic of the Big Society and showcases local projects and initiatives
http://thebigsociety.co.uk/

3. My role in the community

My role in the community
Example activities

1. Using the onion exercise worksheet provided, map out the ways in which you could make a contribution to society and to your community in each of the 'roles' described: as citizens of the UK, as residents in your community, as members of a learning community and as members of a family.
2. Using a specific community as a focus, consider the responsibilities that people have as a member of that community. Consider questions such as:
   a) Are there specific rules that you have to be guided by within the community?
   b) Are there penalties for not abiding by these rules?
   c) Who sets the rules?
   d) Are there specific things that you have to do as a member of the community?
   e) Who are the members of the community?
   f) What do you expect from other members of the community?
   g) What could you do to support the community?
   h) What is your role within the community?
   i) Do other people have different roles within the community? If so, who are they are what are their roles?
3. Identify someone who acts as a volunteer within your community and interview them to find out why they volunteer, what they gain from the experience and what contribution they make to the community.
4. Imagine holding an election. Set up a closed Facebook group to think about how you would communicate with the community of possible electors. How might you differentiate your message for different constituencies?
5. Using the community involvement worksheet, identify the ways in which you and people you know get involved in their communities.

My role in the community
Example resources

For further information about volunteering, see action phase, toolkit 12. For further information about setting up a social enterprise, see action phase, toolkit 11.

Social science for schools, a web-site supported by the Economic and Social Research Council (ESRC) has some useful resources about young people voting in political elections, together with worksheets and questions for further exploration
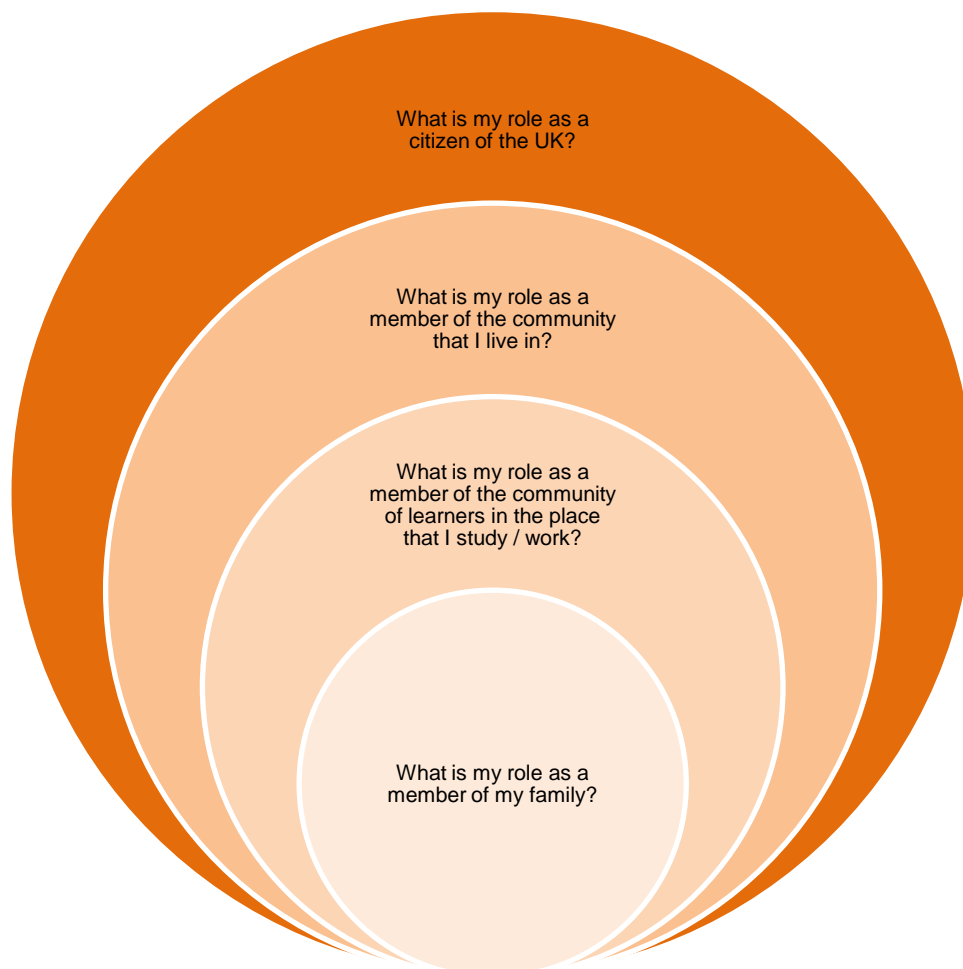http://www.esrcsocietytoday.ac.uk

Worksheet - onion exercise

Consider the things that you do or could do in your role as members of various communities and the wider society. How do people play their role as national citizens? How do people participate in their local communities, in their schools and places of work? What do you do to contribute to your family?

Use the grid below to identify as many different ways in which people play a role in society for each of the layers of the onion.

Citizens of the UK	Residents in a community
Eg, Voting in national elections	Eg, Member of a tenants association
Members of a learning community	**Members of a family**
Eg, Act as a student representative	Eg Share household chores

What is my role as a
citizen of the UK?

What is my role as a
member of the community
that I live in?

What is my role as a
member of the community
of learners in the place
that I study / work?

What is my role as a
member of my family?

Worksheet - community involvement

Research carried out by 'Pathways through Participation' has identified 6 main ways in which people get involved in their communities. Use this worksheet to think about whether you or anyone you know fits within these categories.

	Do this myself	Know someone who does this
The formal volunteer *Gives unpaid help through groups, clubs or organisations to benefit other people or the environment (eg, prison visitor, conservation volunteer, charity shop volunteer, school governor, local magistrate)*		
The charitable giver *Donates money to charitable causes.*		
The voter/traditional public participant *Participates in 'traditional' public participation activities such as voting, contacting an elected representative, being a party member etc.*		
The online public participant *Participates in public participation activities via the internet and other information and communication technologies.*		
The consumer activist *Makes ethical consumer choices such as purchasing fair-trade goods and boycotting products.*		
The local-level public participant *Participates in activities such as attending local authority consultation meetings or completing a questionnaire about local issues such as town planning, health and transport.*		

Pathways through Participation project is a joint research project being carried out by National Council for Voluntary Organisations (NCVO) in partnership with the Institute for Volunteering Research (IVR) and Involve between 2009 and 2011.
http://pathwaysthroughparticipation.org.uk/

4. Understanding communities

Understanding communities
Example activities

Use a large sheet of paper to map out everything that you already know about the community. Use sticky notes and record each piece of information on a separate note. Once you have recorded all the information that you have, group the sticky notes together under themes where appropriate. Review your information and consider which specific aspects of the community you need to find out more about, what key themes or questions that you intend to focus on and what methods you are going to use to collect information

Use the grid provided on the perspectives worksheet to identify the main sources of information that you will use to gather the necessary information.

Understanding communities
Example resources

http://www.socialresearchmethods.net/tutorial/tutorial.htm
A series of on-line tutorials about research methods produced by students at Cornell University, USA

http://www.esrcsocietytoday.ac.uk/
A web-site devoted to social sciences in schools, including case studies and resources for learners and teachers

Ethical research checklist (referred to on page 15)

Informed consent	Tell participants what the purpose of your research
	Ask them to give their consent to taking part in your research
	If you are talking to young people under the age of 16, consent must be secured from their parents or carers
Privacy, confidentiality and anonymity	Assure participants that you will respect their privacy.
	Make sure that you do not publish or share any information which may be sensitive to the person without their consent.
	If you have any uncertainties consult with your tutor. Your organisation may have a protocol that you need to use in your research
	Any sensitive information shared by participants should be carefully stored.
Neutrality	As a researcher you need to maintain a neutral position in relation to views expressed by the participants. If a participant expresses a view with which you disagree or that is offensive to you, you should record the view without commenting on it.

Worksheet – perspectives

Perspectives	Possible sources	Explanatory questions	Specific topics to explore further	Research method
Members of the community	Eg, People living in the community Members of a group or association People who work in/for the community	What do you like / dislike about the community? What makes it a good / bad community? How has the community changed and why? What would you like to see change in the future?		Eg, Questionnaires, focus group, attending an existing community meeting, individual interviews
People who are external to the community	Eg, Local newspaper articles People in neighbouring communities People in a community / group with different views or beliefs	How is the community described/characterised? Do any aspects of the community bring it into conflict with others?		Eg, Questionnaires, focus group, attending an existing community meeting, individual interviews
Historical	Eg. Library Local historical society Newspapers Census records Local research projects Internet	What is the community? How has the community changed over time? Were there specific events or factors which caused it to change? Are there any forthcoming events or factors which might affect the community in the future?		Eg. Questionnaires, focus group, attending an existing community meeting, individual interviews

5. Identifying the needs of my community: introduction

Identifying the needs of my community: introduction
Example activities

1. Either individually or in a group list the things that you like about your community and the things that you think could be improved.
2. Draw a picture of what your community is like. This could be done as individual pictures or as a collective drawing, with everyone adding and sharing elements. Do not just draw the physical features of the community – buildings etc, but try to use symbols and diagrams and notations to represent characteristics. For example, you might put a drawing of 2 hands together in the middle to represent different groups coming together or a long wall in the picture to represent division. This activity is about visualising what characterises your community, not about drawing a beautiful picture.
3. Review an example of a situation where there has been conflict within your community. You might select an example from your own experience, from the local press. As a group, discuss what the causes of the conflict were and consider ways in which these might be addressed to improve cohesion and increase equality.
4. Contact the local police and ask if someone from their neighbourhood or community division can talk to your group about how they work to promote community cohesion. Prepare a set of questions for them in advance of the meeting.

6. What was my community like in the past?

What was my community like in the past?
Example activities

1. Interview a 'community elder', someone who has lived in, or been in involved with the community over time to find out about what the community was like in the past and what it felt like to be a member of it. What are the main ways in which the community has changed from then to now? You may want to think about compiling a number of stories so that they can be shared with the wider community, for example through a film, website or presentation.
2. Develop a timeline to record significant events in the history of your community, plotting each event against a dateline and commenting on the impact that key events had on the identity or character of the community.

What was my community like in the past?
Example resources

Memory share – A BBC website which encourages people to share their memories of periods of time http://www.bbc.co.uk/dna/memoryshare/

History trail – A BBC website which enables you to search for local history events in your area. It also includes various activities, for example a view of a 19th century census which reveals information about family sizes and types living together http://www.bbc.co.uk/history/trail/local_history/

History pin is an online community where people come together to share their historical pictures and stories. http://www.historypin.com/

7. What are the main issues affecting my community today?

What are the main issues affecting my community today?
Example activities

Using a large sheet of paper to map out what you have found out about the issues that affect the community. Write each issue onto a sticky note and position it on the sheet. Once you have presented all your information, consider the questions below.

Are any of these issues related to each other? For example, is a concern about safety on the streets at night related to a concern that there is not enough street lighting?

What are the underlying causes of an issue? For example, are young people hanging around on streets at night because there is nowhere else to go?

Are there any events or changes to the community which are likely to happen and which might be causing concern? For example, plans to develop a new ring road may be causing concern that the village high street will decline

What might the impact of these issues be on different groups? For example, who would be most affected by the closure of the local post office? Who are the people who are most worried about violence on the streets?

Where information has been gathered from members of the community, are you able to validate their opinions with factual evidence or by triangulating with other peoples' opinions?

Once you have considered these questions, draw up a short-list of the key issues affecting your community and begin to think about possible strategies to support the development of the community and to tackle problems that you have identified.

Key issues	Underlying causes	Possible development strategies

8. Community welfare

Community welfare
Example activities
1. Learners consider all the different types of services that they, their families and the wider community access and the impact that these services have on their lives (See onion worksheet below).
2. Learners to discuss the findings of the research and debate if these services are appropriate for society today and in the future and who is delivering the service.
3. Identify a valued service within your community and discuss the impact of it being removed.
4. Develop and conduct a survey amongst your colleagues:

- To help their local community understand where they can best support people in their community;
- To set 'benchmarks' that the local community can measure progress against in the future.

Types of things to ask:
- What are the best things about my community;
- What needs improving;
- Are there lots of things to do;
- Do people feel safe;
- What are the environmental concerns of people;
- What do people think about the education system;
- Does everyone have equal opportunities?

Themes to explore:
- My community as a place to live;
- Things to do;
- Active and engaged;
- Influencing decisions;
- Am I safe in my community;
- Crime;
- My environment;
- Getting around;
- Health and exercise;
- Education, skills and employment;
- Governance.

**Community welfare
Example resources**

Use the 'onion worksheet' to consider services that are available to other members of their wider community, either through discussion, research and/or consultation with people from the community to gain a variety of perspectives. For example, learners could carry out a survey among the learners and staff in their organisation.
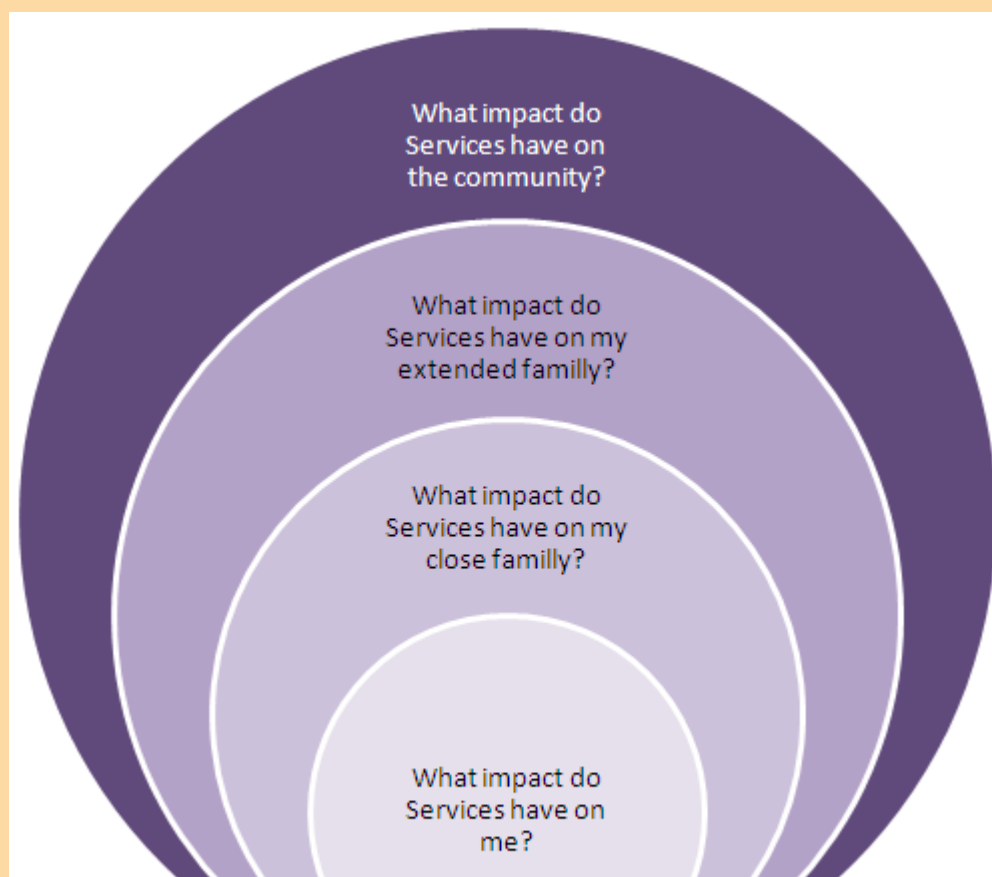
Information about local public services can be found through:

- Local borough council websites;
- Local authority websites;
- Visits to the local council offices to collect literature on public services;
- Visits to libraries to collect information on public services.

Information on proposed changes to local public services can be found at:
http://www.hm-treasury.gov.uk/spend_spendingchallenge.htm (Government consultation on suggested cuts to public services)

Onion exercise – Consider the impact of services on your immediate friends, your family and the wider public. Use the chart on pages 41 and 42 which lists a range of services, numbered 1-13. Identify who accesses which service and place the corresponding number in the appropriate circle on the onion. For example, if you access education, place a number 2 in the central box. If a member of your close family accesses or provides care for someone then place a number 6 in that circle and so on.

What impact do Services have on the community?

What impact do Services have on my extended familly?

What impact do Services have on my close familly?

What impact do Services have on me?

Community welfare continued

Community welfare

1, Motoring • Car tax; • Learners drivers; • Driving licences; • Owning a vehicle.	**2, Education and learning** • Student loans; • Choosing a school; • University; • Play groups; • Nurseries; • Options at KS4.	**3, Tax and benefits** • Benefits and financial support; • Tax credit and child benefit; • Taxes; • Pensions; • Managing debt.
4, Housing and Community • Home buying schemes; • Council tax; • Council houses; • Safety in your home; • Museums and galleries; • Roads and streets; • Flooding.	**5, Travel and transport** • The highway code; • Passports; • Rail travel; • Bus travel; • Foreign travel.	**6, Caring for someone** • Caring for a disabled child; • Caring and employment; • Carers rights; • Carers allowance; • Care homes.
7, Environment and greener living • Recycling and reducing waste; • Energy saving and generation; • Greener travel and leisure; • Greener communities and work; • Climate change; • Greener homes.	**8, Government, citizens and rights** • Voting; • Honours; • Births; • Deaths; • Rights and responsibilities; • Living in the UK; • Consumer rights.	**9, Parents** • Your child's health and safety; • Pre-school; • Having a baby; • Childcare; • Schools; • Family leisure and recreation; • Parents" and children's rights; • Divorce; • Relationship breakdown and family courts.
10, Employment • Jobs; • Employment terms and conditions; • Understanding your work status; • Redundancy; • Health and safety at work.	**11, Young people** • Work and careers; • Health and relationships; • Youth funds; • Young disabled people; • Travel; • Politics and government; • Money; • Housing; • Crime and justice; • Learning; • Sports and leisure.	**12, Disabled people** • Housing support; • Education and learning; • Motoring; • Employment support; • Travel; • Holidays and breaks; • Financial support; • Rights and obligations; • Life and leisure; • Health and support; • Disabled parents.

Community welfare continued

Community welfare

13, Pensions and retirement planning	14, Crime and justice	15, Health and wellbeing
• Planning for retirement; • Financial support; • Pension credit; • Homecare and community; • State pension; • Company pensions; • Tax and national insurance; • Working; • Travel and leisure.	• The police; • Crime prevention; • Going to court; • Sentencing; • Reporting crime and anti-social behaviour; • Victims and witnesses; • Prison and probation; • The judicial system.	• Health; • Medical advice; • Healthy living; • Having a baby; • Carers information; • Health service; • Help with health costs; • Health care abroad; • Medicines.

Once completed, discuss within the group your findings. It should provide an understanding of who benefits the greatest from services.

Blogs
Blog - Ask questions about link between Big Society and public service delivery – links from the Big Society Network
http://natwei.wordpress.com/2010/11/13/public-sector-reformers-we-need-you/

Blog – How can community groups get involved in public services delivery?
http://conservativehome.blogs.com/localgovernment/2010/11/how-can-community-groups-deliver-local-services.html

Young Londoners Survey 2009

In spring 2009, ICM conducted a survey of young Londoners aged 11-16 years on behalf of the Greater London Authority. The results painted a largely positive picture of young people's lives in London, yet also highlighted a number of significant challenges to be addressed.

The report covers young people's views on key themes such as education, crime and safety, civic involvement, transport and the environment, and their attitudes to key policies.
http://www.london.gov.uk/young-london/teens/have-your-say/yl-survey.jsp

Community welfare continued

Community welfare

Worksheet – service delivery
Worksheet to help learners identify how ten services are delivered and who delivers them.

Service	Who delivers the service?	How is it delivered?
Council tax		
Car tax		
Births (register)		
Recycling		
Medical advice		
Pensions		
Neighbourhood Watch		
Museums and galleries		
Crime and justice		
Student loans		

9. Making a difference: introduction

Making a difference: introduction
Example activities

1. Draw a picture of what you would like your community to be like. This could be done as individual pictures or as a collective drawing, with everyone adding and sharing elements. Do not just draw the physical features of the community – buildings etc, but try to use symbols and diagrams and notations to represent characteristics. For example, you might put a drawing of 2 hands together in the middle to represent a core principle of working together. This activity is about visualising what you want to try and achieve for your community rather than drawing a beautiful picture.

2. As you develop ideas for ways in which you can bring about community development, it will be helpful to check them against the 3 core features of partnership, innovation and sustainability by asking these questions:

   i) Partnership: Who else could we work with to improve the impact of our initiative? Do we need to bring anyone else into our initiative to make it work? How can we work with these partners? Will we do any of the following:
   - share resources,
   - share expertise,
   - jointly deliver a service,
   - do different bits of the work but make sure it is joined-up and coherent,
   - promote and help to market each others' work

   ii) Innovation: Is our idea really different to what has gone before? In what ways is it different? Have we looked at the problem from a unique perspective / turned it on its head?

   iii) Sustainability: What impact do we hope our initiative will have? How will we know whether we have achieved a good outcome? How long will the impact last? How can we make sure that our initiative stands the test of time? Do we need to get support from anyone else to help ensure that the impact lasts a long time?

10. Engaging in the democratic process

Engaging in the democratic process
Example activities

If you could change 3 things about society, what would they be? For example, would you like to see tuition fees for universities abolished or free prescriptions for everyone or lower taxes for people on lower incomes?

Discuss your ideas within small groups of 3-4 people, produce a poster on a flip chart; share with the group. Work in teams to form your own community group. You will create your own community group to focus upon some of the issues identified within toolkit 9. Decide on the five key issues that you think should be changed to improve your community.

Engaging in the democratic process
Example resources

Suggested protocols for engaging with community leaders

1, Speaking with leaders of public services and voluntary and community organisations
First write to the community leader directly asking for a meeting outlining your survey and concerns that have arisen. It is important to state within the letter that you would welcome the opportunity to discuss your findings further.
At the meeting be specific. Don't just have a general moan. Detail exactly where the survey identified concerns with particular aspects of your community. Learners may want to make bullet points to guide them through the conversation. Try and avoid introducing new topics.

2, Speaking with my local councillor
If you want to voice any issues with your local councillor, you can contact them via your local authority or attend a councillor advice surgery. Advice surgeries are available to everyone seeking information and advice. The following link will let you enter details of where you live and then take you to your local authority website where you can find out more.
http://local.direct.gov.uk/LDGRedirect/index.jsp?LGSL=357&LGIL=8&ServiceName=Find out about councillor advice surgeries

3, Meeting my local MP
Firstly, make sure learners know who their MP is and make contact directly. Before learners go to an MP's surgery it would be beneficial to send them a letter first.

Arranging the meeting:
Learners can find out when their MP has their surgery by checking their web site, by telephoning their office, or it may be advertised in your local paper. Learners will need to book an appointment to meet their MP. If learners are going to go to an MP's surgery it will be important that they have done their homework. It may help to take a sheet of paper with a small number of bullet points on it.

Engaging in the democratic process continued

At the meeting:
Attending surgeries are a powerful way of delivering a message to your MP, and can have a lot of impact. If learners have written to their MP before they go to see him/her, it is likely that the MP will have a copy of their letter. Learners should be specific. Detail exactly where the survey identified concerns with particular aspects of your community.

After the meeting:
After learners have finished the meeting they may need to jot some notes down about what was said while it's still fresh in their mind. It is important to send a follow up letter to the MP simply restating your thanks for the meeting and outlining any agreed action.

11. Social enterprises, mutuals and co-operatives

Social enterprises, mutuals and co-operatives
Example activities

1. Consider ideas for a social enterprise to support your community. Use the Social Enterprise Worksheet to develop your ideas. The template below is an example based on the "Measurement of Social Investment" page 49 gained by establishing a social enterprise selling boxes of organic vegetables.

Social enterprise idea: Selling boxes of organic vegetables through home delivery.

Social purpose: To improve social inclusion for the community where I live.

	Aim	Measurement	Target
Individuals and their wellbeing	Reduce social exclusion and improve health of senior citizens	Senior citizens from single households ordering boxes	To reach 50 households in one year
Communities and social capital	To show a friendly face and chat with senior citizens	Senior citizens pleased to see you and book more vegetables for the following month	60% of people buy into the system again each month
The economy	To provide affordable access to organic vegetables	Prices are affordable for people on a state pension	Vegetables cannot cost more than 2% of the state pension
The environment	Only use recyclable products	All products recyclable	No waste on packaging materials

Social enterprises, mutuals and co-operatives
Example resources

Social enterprises
The government defines social enterprises as "businesses with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners." Social enterprises operate in almost every industry in the UK, from health and social care to renewable energy, from housing to education. Whatever they do, they do it differently from typical business, because they are driven by a social and/or environmental mission, and they are focused on the community they serve. Within this definition, social enterprises can take on a variety of legal forms, including:
• Unincorporated associations
• Trusts
• Limited companies
• Some industrial and provident societies such as community benefit societies
• Community interest companies
• Charitable incorporated organisations
http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1077475650

Mutuals
Most people recognise mutuals through one or more of the long established building societies, co-operatives, friendly societies and mutual insurers. But the sector encompasses many more types of organisations – some large and well established like housing associations, clubs and employee owned businesses to smaller, specialist bodies such as credit unions, football supporter trusts and community mutuals.
http://www.mutuo.co.uk/category/facts-about-mutuals/

Co-operatives
From the outside, a co-operative may look like any other business. It's what goes on inside that makes them different. There are over 4,800 independent co-operative businesses in the UK. They work in all parts of the economy, from healthcare to housing, farms to football clubs, credit unions to community owned shops, pubs to public relations, wind farms to web design.
http://www.ica.coop/coop/principles.html

Social enterprises, mutuals and co-operatives continued

Worksheet – Measurement of Social Investment

Explore possible ideas for social enterprises to support the development of your community using the template below to identify the benefit that the enterprise would bring to individuals, the community, the economy and the environment.

What is your social enterprise idea?
Eg, Selling boxes of organic vegetables through home delivery.

What is the social purpose of your enterprise idea?
Eg, To reduce social exclusion for the community where I live.

The aim is the social aim of your social enterprise. The example above appeared to be selling vegetables. However, the social objective was to improve social inclusion for older people.
The measurement is designed to measure the success of the social enterprise. This can be quite challenging. The example above measures the value senior citizens place on the services and how pleased they are to see a friendly face.
The target is designed to achieve key objectives the example above set a target of reaching 50 people and that 60% buy the services again and they see value in the service.

	Aim	Measurement	Target
Individuals and their wellbeing			
Communities and social capital			
The economy			
The environment			

12. Volunteering

**Volunteering
Example activities**

1. Learners to work in small groups of 3-4 to research the benefits of volunteering. They will use a sheet of flipchart paper to develop a mind map that covers their reasons for becoming a volunteer. Learners to discuss their findings within the group and share their knowledge with their colleagues.
2. Learners to conduct online research into the volunteering opportunities available at their local volunteer centre. Learners to visit their local volunteer centre to explore the various volunteering opportunities available to them.

**Volunteering
Example resources**

Why volunteer?
There are many reasons that people give for volunteering. For some, volunteering can be a route to employment, or a chance to try something new which may lead to a career change. From this perspective, volunteering can be a way of:

- Gaining new skills, knowledge and experience;
- Developing existing skills and knowledge;
- Enhancing a CV;
- Improving one's employment prospects;
- Gaining an accreditation;
- Using one's professional skills and knowledge to benefit others.

For others, volunteering appeals because of its social benefits. These include:

- Meeting new people;
- Making new friends;
- A chance to socialise;
- Getting to know the local community.

On top of this, many people volunteer for a variety of other reasons, such as:

- Giving something back to an organisation that has impacted on a person's life, either directly or indirectly;
- A desire to make a difference to the lives of others;
- Good karma;
- Helping the environment;
- Helping others less fortunate or without a voice;
- Feeling part of a team;
- Feeling valued;
- Having quality time away from work or a busy lifestyle;
- Building up trust;
- Gaining confidence and self-esteem;
- Finding a volunteering role that suits one's own needs and lifestyle.

Volunteering continued

Volunteer centres
Volunteer Centres are local organisations providing support and expertise within the local community, to potential volunteers, existing volunteers and organisations that involve volunteers. The link below takes you to the volunteering centre locator website and allow learners to locate their nearest volunteer centre:
http://www.do-it.org.uk/wanttovolunteer/aboutvolunteering/vcfinder

Once learners have accessed the site they should be able to enter their address or postcode and gain access to all the volunteering opportunities available to them in their community. The range of volunteering opportunities may include:

- Working with the local football club as a coach;
- Working within conservation as an outdoor worker;
- Working in a local charity shop;
- Becoming a volunteer for your local scout or guide group.

Key resource
'Why volunteering is good for you (and questions to think about)'
http://www.esrcsocietytoday.ac.uk

13. The role of business in my community

The role of business in my community
Example activities

Working in pairs, select a company, either a local or national organisation, perhaps a large company with local branches or a small independent company, and see what you can find out about the role that it plays in the community. Explore their website, contact them directly, look at their advertising, etc.

Come back together as a group and compare your findings, asking yourselves questions about your findings, such as:
- What kinds of ways have you found that business have contributed?
- Do different types of businesses contribute in different ways?
- Can you tell whether the contributions make a real difference?
- How do the companies publicise what they do?
- Are there any connections between the 'mission' or values of the company and the type of community contribution it is engaged in?

The role of business in my community
Example resources

Corporate websites are a good source of information to see how businesses are involved in the community. Business often describe this area of their work as "corporate social responsibility" (CSR). Sometimes it does take some finding and looking for "corporate information" can lead you in the right direction. Searches for community or corporate social responsibility will work most of the time.

John Lewis Partnership
The John Lewis Partnership Corporate Social Responsibility report 2011.

The NatWest Community Fund
"The NatWest Community Fund forms part of our commitment to support the communities we work in. We've received over 18,000 nominations for the fund and regional panels have selected shortlists of three charities/projects for each local area. The local area votes for their favourite charity. The charity or project with the most votes will receive £3,000 with the two runners up receiving £1,000 each."
http://www.natwest.com/global/search.ashx

McDonalds
Their Football in the Community Programme has created some 20,000 new volunteer community coaches across the UK to increase access to free qualified coaching for youngsters everywhere. Together with the FA, they help to improve the standards of the game at grassroots level and to support all 200,000 coaches and 400,000 volunteers in grassroots football.
http://www.mcdonalds.co.uk/about-us/a-closer-look/a-closer-look.shtml

14. Campaigning

Campaigning
Example resources

The Campaign For Change Toolkit
http://www.ukyouthhearingunheardvoices.org/smartweb/campaign-tools/campaign-for-change-toolkit

The Campaign for Change Toolkit aims to give disadvantaged young people the skills and opportunities to speak up to shape their services, through media and campaigning activities. The toolkit is intended as a practical resource for anyone working with young people aged 11 – 19 involved in campaigning activities at any level. It aims to:

- Equip young people and anyone working with them to run and review local, regional and national campaigns to influence young people's services
- Support anyone working with young people to accredit local, regional and national media campaigns through the youth challenges and the youth achievement awards
- Highlight examples of existing good practice

The materials contained within the pack are designed to:

- Increase understanding of what makes a strong campaign
- Offer practical suggestions for challenges and targets to support the development of campaigns
- Look at where things may go wrong and how this can be avoided

The toolkit contains 100 pages of information sheets, session plans and activity ideas. It provides workers and young leaders with everything they need to plan, run, review and accredit large and small campaigns with young people.

The following activities are a taste of what the Campaign For Change Toolkit has to offer:

What is a Campaign?
Aim: To enable young people to differentiate between an issue and a campaign.
Getting Your Voice Heard
Aim: To consider the importance of having a voice on issues of concern
Have Your Say!
Aim: To encourage young people to have their say about issues that matter to them.

Disability equality policy
LSIS is committed to promoting equality for disabled people and we strive to ensure that our communication and learning materials can be made available in accessible formats. Please let us know if you consider yourself disabled and require reasonable adjustments made to support you.