

Northumberland Strategic Partnership

Community development: stronger communities, better services

Appendices

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social regeneration consultants

Appendices

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Appendix I

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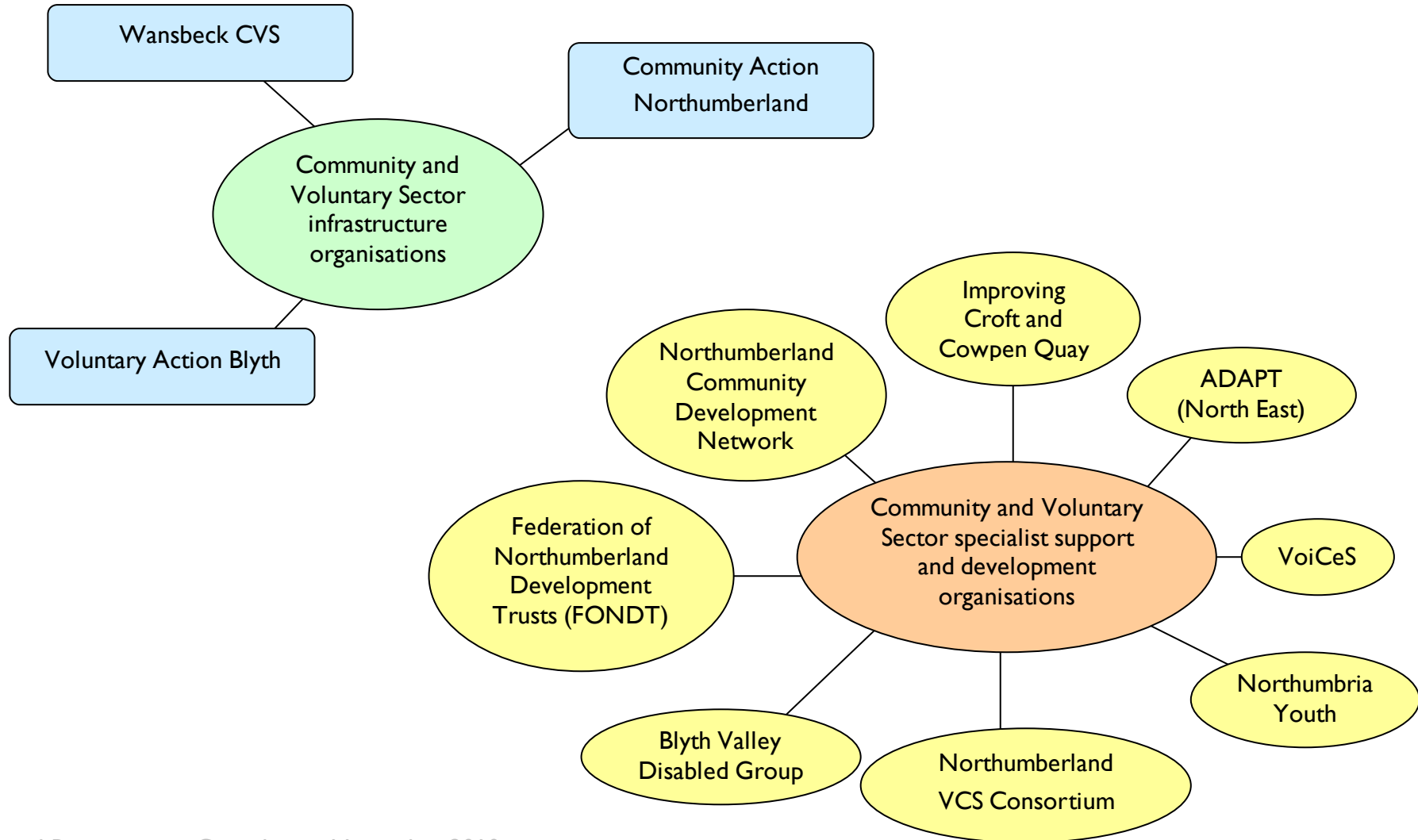
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Appendix 2

Community and voluntary sector infrastructure in Northumberland



Appendix 3

Local case studies

ATAC

Area Training and Activity Centre (ATAC) has been going for over 10 years. It is primarily a youth club, with 62 registered members, but also offers a lot of other services and activities, all of which are run by nine volunteers and self-funded. It works for and with the community and helps to get people involved who would normally not take part, to develop their horizons and improve the quality of life especially for people who are vulnerable or deprived in some way. Services include a well-attended weekly 'Bacon Buttie' coffee morning (with on average 30 people attending) and other events and activities have branched off this session, such as an IT suite and a local litter pick. ATAC have also started a walking group which has worked well due to the group's flexibility and strong community involvement. ATAC has now been accepted as the host organisation for the Coastal Villages Community Forum.

Ambassador Scheme, VoiCeS

The aim of this scheme is to widen the scope and reach of VoiCeS through a network of volunteers, called 'ambassadors'. Ambassadors gather information, identify issues and relay the views of organisations that work with children, young people and families. Although the number of volunteers is not fixed, there have been up to 15 ambassadors working for VoiCeS, and they come from a wide range of organisations, often larger ones, working with children, young people and families within the county. Ambassadors have a variety of roles. Firstly, they represent the collective voluntary and community sector at strategic partnerships and forums. They also make information accessible for the sector by simplifying large policy documents into a more accessible format for community groups or organisations. By being present at events such as funding fairs, ambassadors are also able to make groups aware of VoiCeS as an organisation they can approach to access information on training, e-learning, policies, CRB checks, etc. In addition, ambassadors enable VoiCeS to form links within the sector and strengthen partnership working within it.

Employability programme, Wansbeck (WCVS)

The employability team at WCVS deliver 4 employment programmes all of which offer support in jobsearch, training and helping more people to gain employment. Two of the programmes available are firstly, a Government funded, 'New Deal', and, secondly, an ESF-funded programme called "Horizons". Both of these programmes are sub-contracted to WCVS from A4e. All the programmes help people from different targeted groups through the process of finding a job to post-employment support, this includes CV development, all aspects of jobsearch, confidence building, as well as a recruitment service to employers.

Learning Disability Partnership Board

The Board meets bi-monthly in open meetings, mainly comprising of professionals, family carers and self-advocates (someone with disabilities who is able to speak on their own behalf). It is co-chaired by an executive member for Health, Care and Wellbeing and a member of the Northumberland Forum for People with a Learning

Disability. The Board gets reports from various groups and oversees the delivery of the Government White Paper, 'Valuing People Now', which was updated in 2009. The Board has a number of subgroups to it, including a strategic transitions group which focuses on working with young people moving from family services into adult services, it undertakes a number of assessments, including the Health Assessment framework.

Media Skills Project, Greater Morpeth Development Trust

Collingwood School, a local school with a special media studies status, was given a grant fund for a media suite. One of the conditions for the grant was that the media suite had to be open to the wider community. The development trust helped develop a sustainable business plan for the school that allowed young people from both the school and the wider community to use the media suite. They also took part in the Future Jobs scheme, recruiting young people who have been unemployed for a minimum of six months.

Morpeth Town Hall Project, Greater Morpeth Development Trust

This is a completed two-year programme which transformed the old Town Hall building in Morpeth into a modern, flexible venue for a range of events and activities. Funded by Castle Morpeth Borough Council and through work with architects and with the community, the building was refurbished, restored and improved. It has been designed for both community and commercial purposes and in a way that allows it to sustain itself.

Northumberland Disability and Deaf Network

This is an independent network of disabled and deaf people and organisations in Northumberland, run by disabled and deaf people. The network acts as a source of information, signposting people to other organisations that can support them and also providing its own peer support. It advocates for better services and listens to people's views to find out what people want, with the aim of tackling the issues that are raised.

Northumberland Rural Employability Project

This is a model put in place to cover unemployment issues in rural areas of Northumberland. Delivered by different Development Trusts, resources are given to provide employability support in isolated rural areas where such services and support are sparse. Development Trusts were chosen as delivery vehicles as they are well embedded within their communities and trusted by local residents. The Trusts work with well-established community organisations and employers and use existing resources to engage with the wider local community and attempt to ensure the model can be sustained. These network links help them to work with other local organisations and form wider support and information sharing links. The model helps to give hidden pockets of worklessness a profile and challenges preconceptions of unemployment as being socially 'unacceptable'. One key success of the project is getting employability embedded into the work of Development Trusts.

Young Inspector's Initiative

Northumberland County Council has been commissioned by the National Children's Bureau to roll out a two year programme called the Youth 4 U Young Inspectors which is due to run until March 2011. The programme recruits disengaged young

people from services across the county and trains them in the skills required to become a Young Inspector. The inspections assess whether a service is young people friendly, assessing its accessibility, how welcoming it is, if its clear what the service does, how satisfied young people are with the service, and whether young people are involved in the development of the service. Services range from public sector organisations such as healthcare and youth-offender services to private companies such as ARRIVA travel. Young Inspectors produce a report providing judgements and recommendations following each inspection, this is then followed by a six month review where young inspectors return to the service and ensure that the recommendations have been acted upon. This project is a valuable tool in encouraging services who work with young people to listen to the needs and wants of their users, as well as giving young people a voice in their local community. Alongside this the participating young people develop invaluable skills which will be utilised in their future careers.

‘Action area’ fund

An amount of money, £100,000, provided and managed by the Northumberland National Park Authority. There are four geographical ‘action areas’ which extend beyond the National Park boundary, reflecting the central role that thriving communities play in securing a sustainable future. Local people are supported in taking their priorities forward with expert advice, help and funding. The ‘Action Area’ fund helps roughly 100 projects a year and aims to enable local people, organisations and businesses to conserve, enhance, enjoy, or understand the landscape, culture, traditions, wildlife, history, places or communities in and around Northumberland National Park.

Third Degree Inspectors

This award-winning project’s aim is to empower people with learning disabilities to take part in improving day care services in Northumberland. They do this by delivering professional, credible and comprehensive inspections of in-house day services using standards set by those with a learning disability themselves. Inspectors are trained by a representative from the commission for Social Care Inspection and collectively determine the standards they will inspect. Inspections take place with an advocate and involve talking to service users and staff, observing activity sessions, assessing buildings and conducting surveys. They then highlight areas of good practice and those in need of improvement and present their findings in an accessible report.

The team currently has seven inspectors, with support and help from Spiral Skills Advocacy Service and the Northumberland Forum for People with a Learning Disability. As a result of this project, inspectors have felt empowered and listened to and have been instrumental in improving the efficiency of services to meet the needs of those who use them.

Northumberland Community Flooding Partnership

This partnership formed after it was recognised that there was a demand for help and information to individuals and groups following the flooding in 2008. It is funded by both the Environment Agency (through the Northumbria Regional Flood Defence Committee) and the Northumberland Fire and Rescue Service and overseen by a steering group made up of members from varied organisations. The project helps people get better prepared for flooding, to have plans in place to start an agreed

course of action before and when help arrives, to pool resources and to work together. It focuses mainly on communities within remote rural communities which get cut off for long periods of time during flooding.

The Project officer (employed by Rural Development Initiatives) works with communities to help them assess their own needs and help develop flood action plans, using a variety of community engagement approaches that work to the specific needs of each different group and community. In the past year, the project officer has worked with 12 communities, eight have now set up flood groups or flood contacts and two are now writing their community emergency flood plans. A further year's funding has been offered by the Northumbria Flood Defence Committee and the Northumberland Fire and Rescue Service, this will allow the project to work with more rural communities at risk of flooding within the county.

Castle, Woods and Water, Greater Morpeth Development Trust

Castle, Woods and Water started in 2004 as a government-supported 'Liveability' project in Castle Morpeth. The funds were managed by Castle Morpeth Borough Council and the project was supported by a project board made up of many communities and public and private sector organisations with an interest in the regeneration of the area. The project covers an area of land running along both sides of, and including, the River Wansbeck. The idea behind the project is to help the communities of Castle Morpeth improve and enjoy their surroundings, including historic buildings, ancient woodland and river from Mitford to Bothal. The project incorporated 21 separate strands of work, focusing on five key areas: improving communications, enhancing partnerships, making physical improvements, taking into account environmental considerations, maximising training and skills and increasing community ownership. Responsibility for the management of this initiative has since been passed over to the Greater Morpeth Development Trust and the initiative continues to work on projects that encourage and use communities' input into improvements to the surrounding environment. Examples of existing projects are the upgrading of paths so that they are suitable for wheelchair users and providing more seating and information on the history and wildlife of the area.

Humshaugh Village Shop

The post office in Humshaugh closed in 2008 and an action committee was formed by the local community to discuss the future of the village's only shop. The action committee became the Board of Directors for Humshaugh Community Ventures Ltd and began to raise funds for the community to take over the shop and run it. More than £35,000 was raised in total with support in kind from a local businessman towards refurbishment. The completely refurbished shop opened in 2009 and is run by a rota of community volunteers who have been trained. The community is wholly responsible for the shop now and the process has created a strong sense of local ownership and pride.

Appendix 4

National Occupational Standards for Community Development 2009

In the United Kingdom the National Occupational Standards in Community Development define what a person needs to do, know and understand in their job, in order to carry out their role in a consistent and competent way. They inform 'best practice' by bringing together skills, knowledge and values. Lifelong Learning UK has worked in consultation with a wide range of employers, partner organisations, and stakeholders to develop National Occupational Standards to ensure they are relevant and fit for purpose.

The first National Occupational Standards for community work were produced in 1995 through the Care Sector Consortium and were followed by a second revision of the community development work standards in 2002 through Paulo, the National Training Organisation that covered community development work. The 2009 standards are the third generation Community Development National Occupational Standards and stewarded by LL UK.

Consultation on the 2010 standards is now underway. The following standards are being considered:

- ensuring the appropriateness of the Standards and consistently reviewing these in the light of changing circumstances and occupational requirements
- engage in policy negotiation where appropriate to determine conditions of employment including broader recognition of qualifications
- develop further processes to ensure greater employer involvement in quality assurance of practice taking into account the requirements of the National Occupational Standards for Community Development work

Appendix 5

Community Development approaches and skills for services

PRACTICAL STANDARDS FOR COMMUNITY DEVELOPMENT AND EMPOWERMENT

Step One: Understand the basic concepts and values of community development and the necessary aptitudes to carry it out

Main outcome: demonstrate grasp of community development principles and possession of the personal aptitudes needed to carry it out

1. Grasp the basic principles of:
 1. equality and anti-discrimination
 2. social justice
 3. collective action
 4. community empowerment
 5. working and learning together
 6. democracy [NOS 'values']
2. Understand that community development is the development of community activity (based on the six principles), not the development of a fixed entity called a community. [*Measures of Community*, Home Office and Community Development Foundation, 2004]
3. Ability to work with residents of all backgrounds
4. Ability to empathise and communicate with people in different situations and roles and with people from different cultures, background and beliefs
5. Understand the support needs of people lacking confidence or conditions to participate in community activity
6. Ability to work with people who are under stress from a harsh local situation
7. Understand the tensions and stresses that sometimes arise between different groups of people in a locality
8. Ability to see the commonality of issues and problems across individuals' situations and concerns
9. Ability to identify residents capable of taking up common issues positively and encouraging others
10. Ability to work with local politicians and managers

Step two: Understand localities

Main outcome: demonstrate grasp of how localities work as a combination of human and institutional factors

1. Understand the range of public agencies that serve a locality
2. Understand what local public bodies do and how they are governed
3. Understand how to access data about localities
4. Understand the composition of the local population in demographic terms
5. Understand the importance of independent community groups
6. Understand differences of culture between community groups and professionally-led voluntary organisations
7. Understand the variety of community groups, networks and voluntary organisations within a locality
8. Understand the range of policies that impact on community life
9. Understand how inequality and disadvantage impact on community life
10. Understand the impact of transient and changing populations on community life
11. Understand the importance of diversity and equality of opportunity in a locality
12. Understand causes of conflict within localities
13. Understand how the different levels of local, national and international government decision-making affect community life
14. Understand the contribution of social movements and community action in bringing about change

Step three: Help people find common cause with others

Main outcome: new community groups formed, previously inactive residents take part in community activity, residents extend their social networks and gain confidence about taking up local issues

1. Help people express their needs, interests and concerns
2. Understand what attracts people to community activity and what puts them off
3. Bring people together to discuss their interests, needs and concerns
4. Understand and provide the different kinds of communication and access that people may need in order to participate with others
5. Use people's experience as the starting point for activities and learning
6. Help people identify potential areas for shared aims and activities
7. Support people to participate in discussions and decision-making
8. Work to ensure inclusion of excluded and marginalised people in community discussions and activities
9. Use community activities to share ideas, skills, knowledge and experience
10. Design activities to help people identify shared issues and explore possible solutions
11. Understand issues that people take up with public service workers
12. Identify and help meet the learning needs of people engaged in community activity

from Chanan G & Miller C (2010) *Practical Standards for Community Development and Empowerment*

Appendix 6

Facts and figures about Community Development

The list of organisations who employ Community Development workers is lengthy, but some of the most common are:

- voluntary sector organisations
- local authorities
- community education
- rural community councils
- social services
- housing associations
- NHS trusts

According to a 2008 survey (Prospects, 2008) the range of typical starting salaries for community development workers is £15,000 - 20,000 and £20,000 – 30,000 for someone with two or more years' experience. For public sector posts, there are national pay scales and sometimes an unsocial hours allowance; in the voluntary sector, variations are considerable, and pay often depends on experience and location.

Generally community development workers are required to have a degree or HND. Entry without a degree or HND is possible, although career development is more restricted and relevant experience is far more important than subject studied.

Ongoing training is essential in community work and usually occurs on the job or as part-time study to gain a recognised qualification. It is possible to take National Vocational Qualifications (NVQs) or Scottish Vocational Qualifications (SVQs) in Community Work, and City & Guilds offer related courses throughout the UK.

Opportunities for promotion are limited in both the public and voluntary sectors, and some have to move to another geographical area. Sideways movement into projects with a different focus, from generic to specific work (or vice versa) is common. Senior posts usually involve managing a larger number of staff, a larger budget a wider geographic area or additional disciplines. The following trends were identified by a 2009 survey (Sender et al, 2009) of 1,000 community development workers and managers:

- CDWs were found mostly to be in the C&VS (39%), 25% in local government. A variety of organisations also employ CDWs including the fire service, social housing, NHS, partnerships of local organisations, social enterprises and faith-based organisations
- roles were funded primarily by the LA (35%) and central government (15%) or regional/regeneration development funds

- 64% of respondents were female and 62% 45 years old or over. In addition, a 2002 survey found that black respondents were more likely to be employed in the voluntary sector (65%), than the statutory sector
- two thirds (69%) were educated to graduate or postgraduate level and most have received formal or informal training over their careers. For a fifth of respondents, their degrees are specifically on CD issues
- 18% were part time, although 76% of respondents work more hours than they are contracted
- in relation to the National Occupational Standards for Community Development values 77% say they could demonstrate how they were working to enable Collective Action, and 70% could demonstrate how they were working to enable Community Empowerment
- the main four areas of work are engagement (71%), empowerment (71%), social inclusion (65%) and cohesion (63%). They are also working on specific policy agendas, including Healthy Living, Every Child Matters, Building Stronger Communities, Sustainable Communities, and Real People, Real Power. The majority of respondents state that their organisations approach is most influenced by NI4
- key beneficiaries identified by CDWs were BME groups (53%), older people (47%), young people (43%), families (43%) and disabled people (42%)

In the CLG (2006) *The Community Development Challenge white paper* there are an estimated 20,000 CD workers in the UK –

- most workers are in the VCS and almost as many in public authorities, with many of those in VCS funded through public authorities or government programmes.
- much of the work is community capacity building (CCB)
- about half of CCB work is flexible across all types of community groups and half focused on particular target groups related to an agency priority
- about 70% of the total funding is from statutory sources. Other sources include housing associations, faith organisations and independent funders
- a conservative estimate of the cost of paid CD is approximately £350m, of which about £245m would be government funded (including local government and other local agencies)
- six main types of agency employ workers with hands on CCB remit; LAs, social landlords, other public bodies, local VCS organisations, VCS infrastructure organisations and other voluntary organisations

- of the respondents (CDWs) to this study – 80% full time, 20% part time, 39% in short-term posts, 42% employed in the statutory sector (mainly LA), 53% in the VCS and 5% in private or mixed sector bodies. 83% were white, 17% BME or dual heritage

Appendix 7

Interview schedule

SRC has been commissioned by the North East Empowerment Partnership and Northumberland Strategic Partnership to carry out a project to map community development in the county and scope out the potential for a community development service.

The **key questions** that the work will be addressing are:

- what is the current role, status, profile and position of community development in the county?
- what potential does it have to contribute to current and future social and economic challenges?
- what would need to happen to bring community development to the centre of public service reform?
- what opportunities exist for collaboration and cooperation to form a community development service?

This will involve:

- mapping community development in the county – its scale, scope, role, remit, resources, etc
- identifying key issues and highlighting strengths, weaknesses, opportunities and potential (particularly in relationship to the delivery of public services and a community development service)
- making recommendations for the future of community development in the county

Over the next few weeks, we will be talking to a **range of organisations, agencies, groups and networks** to get thoughts and views on current issues and the potential for community development to become stronger, more central and higher profile in the delivery of public services through the establishment of a community development service.

The questions we have prepared below give you an idea of the areas we would like to cover and can act as a guide for discussion:

1. What is your role in, or relationship to, community development?
2. How do you view / define community development?
3. Are there any changes currently taking place in your organisation in relation to community development, either internally or externally?
4. What is the relationship of community development to engagement and empowerment?
5. What is its relationship to community-led planning?

6. What are your current three priorities (and in the organisation)? Does or could community development feature in any of them?
7. What are your views about the role of the community and voluntary sector in community development? Any issues or challenges, particularly in terms of working more closely together?
8. What do you feel are the current key issues in relationship to community development generally? Do you think it's important that it has a professional status and qualifications?
9. Do you see an expanded and more mainstream role for community development in the future in, for example, the design and delivery of public services, strengthening communities, increasing democratic engagement, etc? What would need to happen for this to be achieved?
10. What are the opportunities for establishing a community development service in the county? Is there scope for collaboration and cooperation between partners and across sectors?



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