

Community Development Foundation & Community Development Exchange

Equalities Case Studies

Introduction

This collection of case studies gathered from community work practitioners show a range of community development work and projects that champion the interests of traditionally marginalised and excluded communities.

They illustrate the variety of approaches that can be used to successfully challenge the oppression and discrimination faced by people in communities. Within these there are some commonalities which deserve to be highlighted.

Many of the case studies show the value of working closely with community members to gain a greater understanding of their experience and the barriers they face. The case studies demonstrate that community members themselves are often expert witnesses and problems solvers! It is vital, therefore, that communities are directly involved in strategies for tackling inequalities and managing diversity.

What many of the case studies also have in common is the building of relationships and the development of trust between practitioners, agencies and community members which takes time and is often the unseen element of community work, particularly in those communities that have been severely disadvantaged over the years. Good relationships, based on trust and respect, are crucial in enabling practitioners to make progress (often in the face of resistance and suspicion) because they allow people to resolve conflicts and deal sensitively with issues that arise.

The case studies show the need for working in partnership and alliances with a range of people and organisations. Getting people involved and identifying who can help was critical (though often challenging) to the success or otherwise of projects and initiatives.

The case studies also reveal the levels of pragmatism and persistence shown by practitioners. They often talked about not trying to do too much too soon. This might be seen as an excuse to do little but in many of the studies it is an example of the determination to ensure things progress gradually at a pace that communities feel comfortable with and to make sure that things actually work.

In addition there are good examples where imaginative steps have been taken to overcome hurdles, in order to get the best out of the resources they have and to empower people, individually and collectively.

Finally, what is striking about many of the case studies is the optimism that emanates from the practitioners arising from a belief that they have in some way made a difference. The “difference” may be through improving service delivery, supporting friendships and self help activities, or providing greater access to facilities and decision-making. Even where things have not worked, that it is seen as an experience to learn from.

Acknowledgements

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CDF and CDX would like to thank Durham County Council Community Development Team for giving permission to use their pro-forma as the basis for all the case studies produced.

If you would like the contact details for any of the projects please contact CDX on 0114 2412760 or email: admin@cdx.org.uk

Organisation	Salford New Deal For Communities (Community Involvement Team)
The Horizon Project - To encourage asylum seeker and Refugee women to take part in activities outside their home.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Women who are asylum seekers & refugees in Salford
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Isolation of women who asylum seekers and/or refugees in the Salford area. A lack of knowledge of services and facilities in the Salford area.

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Community Involvement workers for Salford NDC developed the project.
What was the timeframe?	January – March 07
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>We (the community involvement workers) organised a series of activities for a total of 25 women that included:</p> <ul style="list-style-type: none"> ○ Art and crafts activities with an arts worker ○ Visits to local places of interest in Salford e.g. museum ○ Visits to the leisure centre ○ Sessions with a health development worker ○ Tai chi and belly dancing, singing and dance ○ Keep fit ○ Photography <p>We encouraged the women to take part by distributing leaflets about the first day's activities around the area. After the first activity we had a list of contacts that we sent leaflets to and also contacted by phone to tell them about the activities.</p> <p>The community involvement team spoke to local residents who they knew and those women who engaged in the project were able to bring along any one they knew in the community who may benefit.</p> <p>It was agreed that the event's would be held on Friday's as this was the most convenient day for</p>

	<p>women to attend, also different venues would be used around the Charlestown and Lower Kersal Area.</p> <p>We hired an interpreter to assist us in communicating with some women. After some of the events had taken place it was agreed that the activities would be offered to women from BME background that were not asylum seekers or refugees.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>The women were asked how they felt before coming to the sessions and they recorded that they were not feeling very happy and felt down. They also recorded that since joining the sessions they were now happy and overall the ladies said life had got much better for them.</p> <p>Since joining the women's group most women felt that they had gained more confidence talking to new people and had made lots of new friends.</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>We will be supporting the women with future activities organised through the Health Improvement team and Exodus Arts programme.</p> <p>Also we will continue to encourage and include new members to join the group and encourage and support women to attend other activities in the area.</p> <p>Since this first project the group have taken part in two further projects both building on the work from the previous. The second project was art based and involved activities such as a photo project, dance and art activities. The group produce an art piece which is to be displayed in a local community facility. The third project look at health and weight management and the group was opened up to all women in the community. This activity took place in a local community facility not previously used by the group. The third project demonstrates the growth in those women from the initial project with the confidence and skills they have gained. Members of the group are now working on forming a group and developing yet more projects open to all women in the community. This project will focus on women's</p>

	activities as well as organising holiday activities for children.
How do you know that you are/were successful (or not)?	We undertook an evaluation which showed that the women who took part were generally happier and had more confidence than they did before the project took place.
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>Initially it was a challenge in engaging asylum seekers and refugees and maintaining their engagement due to other priorities in their lives. Tensions in the local communities who have not previously worked with asylum seekers. Due to funding having to define the area and having to say no to people outside of the area. Sustainability due to currently rules effecting asylum seekers.</p> <p>When changing venues for activities, the room we used had to be divided for the group as part of it was used as a café. We decided on the divide as the ladies group was doing exercise and the ladies did not wish to be seen doing such activities in front of men.</p> <p>A few people who use the centre were upset as they could not understand why the room had to be divided, and thought that the group was receiving special treatment. As the group developed more residents from the local community took part in activities helping to break down some of these barriers and understand why the dividers were needed.</p>
What have you and the others involved learnt from this piece of work/project?	Working with asylum seekers can be challenging for a number of reasons such as their life circumstance which means they cannot always attend and quite often get moved from one area to another without more than one days' notice this means that it can be difficult to maintain and work with the same people during the project.
Any advice for others implementing a similar activity?	<p>Have a core group that you work with that would then phone their friends.</p> <p>Identify services in the area where asylum seeker would drop in.</p> <p>Include the local community right from the start.</p>
Please list any contacts, links or resources	Refugee Action

that you found particularly useful in carrying out the activity and which could be helpful to others.

Organisation	Adult A Team Charity
The Adult-A-Team are a local community based registered charity in the Drumchapel area of Glasgow and have been in existence for 11 years. The Charity has developed a Local Area Co-ordination (LAC) which brings together service users and learning disability support services in the West of Glasgow.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Adults with learning disabilities
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Changing the perceptions and attitudes towards local people with learning disabilities

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	The Charity has a membership of 25 people with learning disabilities and they developed an initiative called local area co-ordination as a way of working with individuals and families in the community.
What was the timeframe?	Ongoing
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>At their 9 year mark the group made a film about their dreams and aspirations and this was used to start a new initiative called Local Area Coordination. This is led by a service user Reference Group of 14 representative individuals from all learning disability services and groups in the West of Glasgow. Membership for the Adult A Team and the LAC is open to adults with learning disabilities from West Glasgow.</p> <p>Local area Coordination is a way of working with individuals and families in the community. It provides a bridge that helps people to connect their aspirations and lives with support. It is a way of building and strengthening connections that will last. It supports people to identify, access and make use of a range of supports including informal support. Local Area Coordination is a key driver which can ensure that the wishes and lives of the person with learning disability and their family become the centre of everything that is done in their name.</p> <p>The group organise annual information events and produce literature, they perform drama sketches, facilitate school anti bullying workshops, and serve on many local and city wide decision</p>

	making groups and structures.
OUTCOMES	
What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	<p>The development of the LAC Reference group has created a structure that enables adults with learning disabilities in West Glasgow to have strong voice on local and city wide decision making structures for example the Public Partnership Forum. Due to there involvement this and other structures pay particular attention to the accessibility of information and procedures at there meetings. An example of this is the use of red and green card. The cards encourage and support participation. Pre meetings are also held to support participation.</p> <p>Members of the group designed and facilitated anti bullying workshops at local primary school. The children sent letters to the group to say how informative the session was.</p> <p>The group have grown in confidence and have developed sketches that demonstrate issues faced by adults with learning disabilities they have recently recorded a DVD that captures the work of the group.</p>
How will the project/activity and its benefits continue into the future?	<p>This year the LAC have attracted funding from the West Glasgow Community Health & Care Partnership to employ an activities support worker and a sessional worker. The most recent development will be the merging of the Adult A Team and the LAC. This new development will see the Adult A Team as the activities sub group of LAC.</p> <p>The group are in the process forming a sub group to source funding for 2008/09.</p>
How do you know that you are/were successful (or not)?	<p>The group membership and activities continues to increase. Members are involved in various activities many of them now in mainstream community facilities.</p> <p>The group have developed workshops on consultation and are being invited to facilitate the workshop at events.</p> <p>The group won the Evening Times Local Heroes Award 2007 in the category of "Breaking Down Barriers"</p>
DISCUSSION/LEARNING POINTS	

<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>The group all have fabulous ideas for projects that they wish to carryout. They also all want to be involved in every aspect of the work and activities. This is a positive challenge that can be difficult to manage.</p> <p>The main role of the reference group was to consult with adults with learning disabilities the results would inform the work of the LAC coordinator. Unfortunately this post became vacant in April 2007 and as yet funding has not been identified to reinstate this post. However the group secured money to employ a part time support worker with a sessional budget. This has allowed the group activities to continue and develop, The West CHCP community development team offer additional support to the reference group. Community development students on placement with the community development have also worked and supported to the group to achieve many of their successful outcomes.</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>The work is successful because the group themselves identify and drive the work they do. Individual and group support is designed to meet the needs of the group. There is a need to be flexible and creative in chosen methods to support participation of group members. There needs to be a balance of fun activities verses serious business activities.</p>
<p>Any advice for others implementing a similar activity?</p>	<p>Think out the box and be prepared for a fabulous rewarding journey.</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	<p>Use local facilities Offer student placements(colleges and universities) Use technology Be creative</p>

Organisation	Liverpool Community Network
Black and Racial Minorities (BRM) Joint Action Plan – The BRM Network brings together community and voluntary sector views from the BRM Community in order to identify key issues and help develop solutions. The BRM Action Plan is an important mechanism for communicating the needs and aspirations of BRM communities	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Black and Racial Minority community members
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	The failure of public sector services and local government to adequately address the discrimination and disadvantage experienced by Black and Racial Minority communities in Liverpool.

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Local Strategic Partnership (LSP) and BRM Network
What was the timeframe?	2003 to date
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	The Black and other Racial Minority (BRM) Joint Action Plan is a living changing document, Underpinned by principles of social justice, participation, equality, learning and co-operation which aims to promote racial equality and community cohesion across the core areas of Neighbourhood Renewal. The plan is unique in that it has been formulated and shaped by community members and their representatives, while also achieving the endorsement of and commitment from Liverpool's Local Strategic Partnership, Liverpool First. The Plan has short, medium and long-term targets, developed through a cycle of continuous Improvement involving a process of continuous consultation and review to ensure the continued relevancy of the Plan. Training and capacity building has been provided in setting priorities for action, identifying framework for funding awards, understanding of NRF processes and eligibility, allocation of funds.

OUTCOMES

What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	Progress has been made against the BRM Joint Action Plan, particularly with the allocation of £570,000 over a three-year period from the Neighbourhood Renewal fund. This funding has been used to employ an Action Plan Coordinator and Assistant and Community Representatives,
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	<p>set the priorities for spending the remainder of the funding by commissioning community organisations to deliver a whole host of projects, which go some way to achieving actions within the plan. Further progress will also be achieved in the year ahead with European Funding, which for the first time ever will be top-sliced and directed to the BRM agenda in the form of the BRM Action Plan.</p> <p>Activity against key priorities in the Plan include;</p> <ul style="list-style-type: none"> • Work with Liverpool City Council (LACK) to re-launch the BRM Governors Forum • Raised awareness and negotiated increased resourcing of BRM Governors Forum • Joint research with LCC educational attainment of young people • LCC take lead in addressing issue about relationship between BRM communities and city centre employers. This was raised at July BRM open meeting and led by BRM Steering Group member with expertise in employment issues to major city centre employers to meet together. It was also agreed that the BRM Network is the central contact for employers in regards to diversity and the Arena and Conference have contacted BRM Network direct to advertise job vacancies <p>Changes in practices and attitudes include;</p> <ul style="list-style-type: none"> • Mainstreaming of BRM Housing Priorities in the Liverpool's Registered Social Landlord (RSL) Race and Housing Strategy • Understanding of the constraints of public agencies • Identification of gaps in data • Increase in confidence of BRM Steering Group • Maturity of dialogue and partnership working between public sector and BRM communities through the Network • Recognition of BRM as leaders of their communities • Cohesion between BRM communities as people sit down to work together and understand each others issues and share common experiences
<p>How will the project/activity and its benefits continue into the future?</p>	<p>Partnership working with a range of public bodies such as Primary Care Trusts, Merseyside Police</p>

	<p>and Liverpool City Council continues through working groups consisting of representatives from the public sector and community representatives and where the delivery of the Action Plan is seen as the key to achieving real and substantial progress in the thematic areas of housing, education and young people, employment and training, community safety, health and culture. Whilst progress has been achieved there is still much work to be done, particularly in achieving sustainability and adequate capacity to enable community organisations to serve communities effectively. The increased commitment of mainstream resources to the Action Plan is also crucial if significant and lasting progress is to be made.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>Real things happen! See examples above</p>
<p>DISCUSSION/LEARNING POINTS</p>	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<ul style="list-style-type: none"> • Needing joint responsibility for the Action Plan: BRM for identifying issues and possible solutions and public sector to listen, advise and respond. • Getting public sector to take issues seriously - lobbying and finding out facts and presenting them to the public agencies and challenging them (in partnership style!) • Change in staff requires relationships to be rebuilt - you just have to keep going back and starting again • It is still possible to talk even though you don't agree (or even like each other....) it's about the end game. • Public agencies need to understand that communities cannot identify targets, indicators and outcomes – nor can the public sector always identify the issues and the solutions that will work • Do the research and find the facts • Support from LCC Chief Executive and head of Equalities, various elected members for specific pieces of work, Liverpool CVS chief executive and LCN staff team <p>Unexpected: The BRM Network won the Housing Market Renewal Initiative Award for good practice in</p>

	consultation.
<p>What have you and the others involved learnt from this piece of work/project?</p>	<ul style="list-style-type: none"> • It's not just about one sector of the community – others communities of interest or identity share issues in common e.g availability of equalities data affects disabled communities in same way as BRM • Find someone who can work in partnership and make things happen • If you feel like something is going wrong – talk about it • Difficult to get activity mainstreamed • Need to ensure everyone understands what they are doing and what its too achieve. • Vital to listen to grassroots communities and strategic officers in public sector
<p>Any advice for others implementing a similar activity?</p>	<ul style="list-style-type: none"> • Be patient – years of disadvantage and exclusion and disinvestment can not be resolved in 12 months • Be repetitive, persistent and challenge constructively • Find out public agencies legislative obligations and public functions and then map your priorities onto them • Identify something that can be done and do it - this is how you can show things will change and give confidence as long as you communicate what you've done • Communities can make hard decisions – people have to understand constraints and the trade-offs • Understand where critical decisions are made e.g. Executive Board of Local Authority, Select Committees and get on the agenda • Establish relationships with operational and strategic staff in the same organisation – don't rely on the trickle up or down of information within an organisation • Be focussed on key priorities – you can't eat an elephant whole so break it down into bite sized chunks - if you take on too much you will dilute your efforts and achieve little
<p>Please list any contacts, links or resources</p>	<p>Race relations amendment Act</p>

that you found particularly useful in carrying out the activity and which could be helpful to others.

LCC Corporate equality plan
2001 census data/ONS
LCC surveys e.g. feelings of safety, quality of life
National policies from Neighbourhood Renewal Unit/Communities & Local Government

Organisation	Durham County Council
“Cap a Pie” arts workshop: A Disability Arts Consultation Event & Production of DVD – The event aimed to explore what the fears, hopes and aspirations are for people with a learning disability in Derwentside.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Adults with a Learning Disability
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?”	Understand discrimination, aspirations , hopes and fears of service users of the Pontop Day Centre

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Adult & Community Equalities & Diversity Group and Community Development Team, Arts Development Team and Finance Department
What was the timeframe?	Community Development Team & Arts Development Team involvement since October 2006. The actual activity took place over 5 days in July 07 as a residential arts week – using live theatre
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>Engagement objectives were based around the modernisation of day services, which was to explore new engagement methods with service users of the Pontop Day Centre. This project is a culmination of 2 years development work to promote the inclusion of adults with a learning disability into the community, to move away from institutionalised Day Centres into the community to lead a more fulfilling life.</p> <p>One of the key objectives of the project was to develop and explore new consultation methods by using the arts with the service users as individual ability varies from adults with low, moderate and severe Learning Difficulties. One engagement method may work for some adults with moderate needs – but not for people with severe difficulties.</p> <p>It was therefore important to identify the arts as a discipline to enhance engagement techniques through a week long residential arts course (with a performance at the end). Research work took place working with our colleagues in the arts development team, to identify a suitable organisation who could deliver such a project. CD methods/interventions used were: Project planning, programme, project outline, project proposal, linking different sections of council, acting as a conduit to bring everyone together Advising colleagues in the DSI Team where existing arts facilities were across the county, and advising the</p>

	arts development officer.
OUTCOMES	
What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	A DVD documentary film has been released in September 2007.
How will the project/activity and its benefits continue into the future?	The project group has agreed to extend the project into a phase 2 stage and apply for arts council funding. DVD will be available across the county as an example of good practice.
How do you know that you are/were successful (or not)?	The outcome has been that a designated a budget has been provided to run a 4 week arts festival in February 2008 that will focus on delivering up to 100 "Person Centred Plans" for adults with learning disabilities. There is the potential of the festival becoming an annual event.
DISCUSSION/LEARNING POINTS	
What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?	Bureaucracy, red tape and some people not being prepared to work outside their own silo's. Funding and lack of commitment from within DCC overall. Determination and using tactics to get a better outcome for service users. The event was nearly cancelled due to CRB checks being left in an in tray in priory house. But colleagues based in Priory house sorted out the problem. (Use staff based within the service to get through the red tape and senior managers.
What have you and the others involved learnt from this piece of work/project?	Personal aspirations, fears and ways to improve their own situation as an individual. Staff began to learn more about people as individuals rather than just service users.
Any advice for others implementing a similar activity?	Ensure that the appropriate section in Durham County Council do Criminal Record Bureau checks at least 8 months in advance. Get senior officers to sign appropriate paperwork well in advance. Change transport arrangements for service users so that they can stay longer if they wish – and not have to fit into the day centre timetable. Use as many resources as you can within the organisation to get the finishing result
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	Regional Arts Council Government Office North east Mencap

Organisation	County Durham Lesbian Gay Bi-sexual Transgender Steering Group
A project aimed at Strengthening the Development of the LGBT Infrastructure in County Durham	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination	County Durham's LGBT Community
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	The lack of services available to LGBT community members and the lack of accessibility of existing services to the LGBT community.

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Research undertaken in 2005 (Commissioned by CD team) showed the need for more, improved and accessible services for LGBT communities in County Durham. The steering group's remit was one of the recommendations from a subsequent seminar in 2006. Therefore a steering group consisting of Durham County Council (DCC) (lead), District Councils, PCT, Criminal Justice Board, Gay Advice Darlington & Durham (GADD), Mesmac and Durham University was established. In addition a community focus action group is attached to this development, ensuring the steps we take are appropriate.
What was the timeframe?	A project plan was developed early in the process with definite timeframes indicated for each milestone. The partnership/steering group agreed to one year (until April 08) then to undertake a review.
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	Engagement objectives were based around the focus action groups at the consultation phase undertaken by GADD in terms of the production of the report into LGBT communities. Further engagement took place with the focus action groups at the seminar phase which strengthened the findings of the research and gave some recommendations in terms of the next phase and ways in which to progress what we have found into real action (Steering Group). CD methods employed were: Linking people together both internally (education in the community, equalities team) and externally (interested agencies to the steering group) also externally to internally and vice-versa. Contacts

	<p>list of group used for sharing work with each other and making connections</p> <p>Project Plan, Action Plan, Research and Seminar Reports, minutes, terms of reference, posters (events)</p> <p>On the development and formation of the steering group, project planning/management skills and tools. Putting in processes and styles of group working ensuring a style of partnership working which is effective.</p> <p>Some training in legislation on equalities issues and LGBT (not enough)</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>Improved and more accessible services locally (County Durham) tailored to LGBT community needs – Not Yet Achieved. A developed infrastructure promoting engagement of LGBT in service design and delivery – Not Yet Achieved. A co-ordinated approach to delivering services, sensitive to the needs of LGBT communities – Not Yet Achieved</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>Further consultation is planned for October and November 2007 through engaging people at social and cultural events organised by the Steering group to help promote the development of a Hub in Durham and to see what other needs/issues LGBT community members have that may be able to be brought into the steering groups work</p> <p>Review at the Seminar stage of the engagement of the focus action groups in ensuring what they said was to be delivered in the future</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>It is too early to tell a review of the steering group's work is planned for March/April 2008 after a year's operation.</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity?</p> <p>Did anything unexpected happen – how did you handle this?</p> <p>What support did you get?</p>	<p>Politics (between some agencies involved in the steering group). Funding as this project (as ever) is reliant on financial support to be achievable. Recognised the politics as 'just politics' and ensuring it does not impact on the development and the whole partnerships 'buy in' to the overall aim. A three strand funding process combining DCC, PCT and charitable funds (no outcome yet). Perhaps take more soundings (from the</p>

	<p>community) at more stages in the process. Address tensions earlier in the process</p> <p>In a positive sense the unexpected was that partners have been very willing to undertake the tasks set and commit extra time and effort to achieving each milestone.</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>Perhaps how to create a partnership that is effective, time limited with agreed milestones and targets, a more project managed approach to partnership working. More awareness of LGBT communities and issues and the impact of poor service on their lives. A more realistic knowledge of Equalities legislation and the impact on LGBT communities</p>
<p>Any advice for others implementing a similar activity?</p>	<p>Try and target 'the right person' which has helped by having very good, willing, able, and more importantly relevant to their work, partners in this development.</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	

Organisation	Durham Sight Loss Survey Partnership
The partnership was set up to bring three organisations together to carry out a survey to identify the needs of blind and partially sighted people in County Durham with the aim of improving services for these people.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination	People with sight loss in County Durham
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Lack of appropriate service provision for people with sight loss

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	This is a partnership between Blind Life in Durham, Durham Society for the Blind and Partially Sighted and Action for Blind People. The partnership came together on the instigation of the Community Development Officer (CDO) of Durham County Council (DCC) and with support from the DCC Sensory Support Team.
What was the timeframe?	The first meeting of the group was in December 2006. Initially the aim was for the survey work to begin in September/October 2007.
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>The Partnership came together with the aim of carrying out a survey on the needs of blind people in County Durham. However this was not able to be done until the three organisations set the parameters for joint working which represented the most immediate challenge</p> <p>Originally Blind Life was going to carry out the survey as part of its own future plans. The CDO suggested that Blind Life invite other sight loss groups working in the county to join with them to work together on this. Durham Society for the Blind and Partially Sighted and Action for Blind People were contacted and agreed to an initial meeting.</p> <p>CDO did Internet and other research and identified whether and where other similar surveys had been conducted. Contact was made with relevant organisations in other parts of the country and information about specific surveys obtained. This information was shared with the group. CDO advised the three organisations on the benefits of working together and how this could be</p>

	<p>achieved and worked with Blind Life to plan and lead the partnership meetings CDO co-chaired the meetings of the partnership and supported Blind Life through checking and amending meeting minutes as required.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>The three major VCS sight loss groups operating in the County are now working together for the benefit of people with sight loss</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>The activity when it is completed will provide useful information for all three of the partner organisations. It will enable them to tailor their services more to the actual needs identified and it will benefit all people with sight loss in County Durham. There will also be other benefits in terms of closer working relationships and mutual support between the organisations in relation to other joint activities.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>Organisations are now working together and are also working together on setting up a “Low Vision Services Committee” for the County.</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>The main challenge was to persuade one of the organisations to work with the others. There was some hostility and obstruction from one of the partners to be overcome. I met this challenge by seeking to create a positive working environment for the group, by listening to the issues of the negative group and helping them identify ways of resolving these, by helping the group members to focus on the benefits of working together and what could be achieved through this work.</p> <p>Another challenge has been that, having come together to work on one objective, the partnership has been diverted by one of its members onto another much larger, joint objective. As this is also a positive outcome it is being overcome by linking the two activities together.</p> <p>A third challenge is keeping the balance between three organisations with very different resource levels. Although Blind Life is the lead organisation for the partnership, Action for Blind People has much more power to influence the direction of the group. This has led to the partnership pursuing a new objective with more vigour than the original one. This is currently being challenged and the</p>

	balance is being restored.
What have you and the others involved learnt from this piece of work/project?	The three major VCS sight loss groups have learned that they can come together and work with each other to achieve something positive With more time I would have worked harder to ensure that the group kept on track with its original purpose when it began to divert to the new one.
Any advice for others implementing a similar activity?	Believe in the possibilities and keep focussed on outcomes. Encourage people to see the bigger picture rather than home in on the obstacles to be overcome.
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	Linked in to other research/surveys carried out by other organisations e.g. Cornwall Blind Association & Visual Impairment Centre for Teaching and Research (VICTAR) University of Birmingham

Organisation	Durham Disability Voice (DDV)
Disability Outlook Engagement Proposal - Improving the engagement of disabled people in County Durham to enable their voices to be heard more effectively in decision making processes	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	People with all disabilities
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Disabled people are not effectively included in the decision making processes

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Disability Outlook and Durham County Council (DCC)
What was the timeframe?	No specific time frame as project to be ongoing but the proposal itself has a 1-year timeframe for developing a suitable way forward
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>Invited a group of disabled people and representatives from local disability groups to come together to discuss a proposal to explore how disabled people could be more effectively engaged in decision making processes.</p> <p>CD methods/interventions used</p> <p>Worked with Disability Outlook to develop the proposal</p> <p>Worked with Disability Outlook to plan and carry out initial and follow up meeting and worked with Real Lives Real Choices to plan second and third meetings</p> <p>Group members, both individually and collectively, kept informed of progress regularly between meetings</p> <p>Community Works etc. training was offered to group members and some took it up</p> <p>All meetings were self evaluated by participants and the results collated and given as feedback to everyone.</p>

OUTCOMES

<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>Many disability groups and disabled people met together, shared information, networked, identified common issues and agreed to work together for mutual benefit. The work is currently ongoing and the group has been given some initial funding to enable people to meet to take the work forward.</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>A steering group is being set up both to take the initial proposal forward and to explore developing a sustainable countywide disability network group.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>The group were positive and wanted to move forward. Subsequently a way forward has been identified and a steering group of twelve people has been set up that has met on five occasions.</p>
<p>DISCUSSION/LEARNING POINTS</p>	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<ul style="list-style-type: none"> a) Enabling a wide range of disabled people to come together and communicate effectively is neither straightforward nor inexpensive. Providing the necessary support is both time-consuming and costly. b) Many of the people involved were angry with DCC over the closure of the Service User and Carer Forum and so good relationships had to be developed and nurtured to enable trust to be rebuilt. <p>The challenges were overcome by having built good relationships prior to the meeting, by allowing plenty of time to arrange and organise meetings, by consulting with potential attendees about best times for meetings, by ensuring accessible venues were used and necessary support provided, by seeking (and obtaining) funding through the Members Initiative Funds for group to continue meeting.</p> <p>Some room layouts made it difficult to meet the needs of blind people, deaf people and wheelchair users all at the same time. Also the need for frequent breaks can make it difficult for meetings to flow well and the time limits require a different approach to achieving results/outcomes.</p> <p>I did the best I could at the time and changed venue for the next meeting to make things work better. The new venue had a fault with the loop system but this was overcome by the presence of</p>

	<p>a lip speaker and use of personal support.</p> <p>Until disability equality becomes a reality, there are always going to be difficulties, both expected and unexpected, so expect them, learn from them and be resourceful.</p>
What have you and the others involved learnt from this piece of work/project?	That there is a groundswell of support among disabled people for developing an umbrella disability organisation in County Durham that can be used to enable all disabled people to get their voices heard where it matters
Any advice for others implementing a similar activity?	<p>Much of what was done would be done in the same way as it was well received.</p> <p>Allow plenty of time, ensure all support needs are met, listen to people and respond to what they say, get lots of help as managing meetings with many different disability needs present requires a higher number of people to make it work effectively, be prepared to get lots of flak for things that are not your fault!, encourage people to get involved, believe in what you are trying to do otherwise there is no point. Be gracious and good humoured!</p>
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	<p>“Real Lives Real Choices” – The Path process</p> <p>Contact – Alison Russell</p> <p>Email: reallives.realchoices@virgin.net</p>

Organisation	Salford New Deal For Communities (Community Involvement Team)
Gemini Older Peoples Group – A project aimed at encouraging the older community to take part in the regeneration of the area	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Older people in Charlestown and Lower Kersal Salford
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Older people in the regeneration area not engaged in the process.

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Community Involvement workers for Salford NDC developed the project.
What was the timeframe?	From 2005 - Ongoing
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>Following a series of door knocking in the area it became clear that there were a number of older isolated residents in the area who were unsure about what regeneration would mean to them. Some of these residents also lived in properties which had been identified as redevelopment areas and would be subject to clearance.</p> <p>The community team arranged a tea dance and invited as many older residents as they knew to come along. During the event the community workers spoke to the residents and encouraged them to speak about their hopes and fears for the area. Following this event a hand full of residents expressed an interest in meeting on a regular basis to discuss their concerns and access information about the regeneration.</p> <p>A community worker worked with the group who began to meet monthly and agreed which agencies they would like to come to their meetings to discuss their concerns. Initially a number of officers from the New Deal Team came to the meetings to answer questions about what was happen especially about the redevelopment of the housing. As the group has developed they have campaigned for bus shelters, been to city wide consultation events and organised older people events.</p>

	<p>As the group has grown and developed they have now become a constituted group and have accessed funding for projects including a history project on the area.</p> <p>The group have grown from a small number of residents wishing to come together to a large active and supportive group who are making a difference to older peoples lives in the area. The chair of the Gemini group is now a community representative on the NDC Partnership Board and members of the group attend NDC Task Groups around health, physical and environment and crime and community safety giving older residents a voice in the decision make process.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>The confidence, knowledge and skills of the older residents has increased. The relationship between older residents and the NDC Programme has improved and there has been a greater understanding of the needs of older residents within the area.</p> <p>The group have been able to campaign and now secured bus shelters in an area where older people had previously had to wait in the rain for a bus.</p> <p>Older residents in the area are more aware of how Salford City Council works and who to contact if they wish to express their views.</p> <p>The group have developed a large social network which has been invaluable for residents during difficult times in their lives. Some of the most active members of the group are those who were previously very isolated residents.</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>The group are continuing to build their skills and networks which will help then in the continuation especially as the NDC support comes to an end.</p> <p>The group continue to look at ways of sustaining themselves through fund raising as well as accessing funding opportunities.</p>

	<p>The group have just produced a calendar of their memories which has already sold 150 copies and there are already requests for more.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>The group continues to grow and develop with new members attending on a regular basis. The group this year hosted an older peoples conference for the city with over 180 older people coming together to access information from service providers in a fun and informative way.</p> <p>The positive impact of being a member of the group has had on those who attend including residents effected by the clearance feel supported and informed rather than the isolation they previously felt.</p> <p>Group members have expressed their feelings in the fact that once I was always at home and never saw any one now I am never at home.</p> <p>The skills the group have developed has helped then become very positive and outgoing. Members have just organised an event to launch their calendar and four members gave a speech something they would never have believed possible a couple of years before.</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p> <p>What have you and the others involved learnt from this piece of work/project?</p>	<p>Engaging and supporting older residents to come along to the meetings was very resource intensive. Some older residents can be forgetful so it was important to keep in regular contact and make sure information was not only spoken but written as well. As the group has developed members now ring each other to remind them of meetings and activities.</p> <p>Working with other agencies to see the benefits of coming to meetings to discuss issues and try to resolve them.</p> <p>Older residents have a very real role to play in the regeneration of an area – it not just about organising social events. Older residents, once offered the opportunity, can make a very difference to the lives of older residents in an area and as the group has grown so has the knowledge and skills of the individuals involved.</p>

	Older residents need support but they also need to be given opportunities – they are not afraid to say what they feel.
Any advice for others implementing a similar activity?	Make sure you can provide the resources needed in the initial phase of the project. Be patient and listen to what older people are concerned about. Do not assume that because people are older they are only interested in bingo, tea dances and singing.
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	Age Concern Salford Museum Greater Manchester Transport (This was a big issue for residents in our area)

Organisation	Guildford Borough Council/ Access Group Guildford/Guildford Voluntary Association
Guildford Dispages Project - 'One stop shop' service for people with disabilities	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	People with disabilities.
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	The lack of access to information and services locally.

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Access Officer from Guildford Borough Council, volunteers from the Access Group Guildford and members of the Guildford Voluntary Association.
What was the timeframe?	2003 – 2005
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>The Access Officer from Guildford Borough Council, volunteers from the Access Group Guildford and members of the Guildford Voluntary Association became aware there was no 'one stop shop' of information relating to people with disabilities within the borough of Guildford.</p> <p>With this in mind funding was sought from the Lottery Fund and technical assistance from Brooklands college, Weybridge to help set up a database and website. The project took 12 months from start to finish and culminated in a launch where 70 agencies attended.</p> <p>We went to the members of the Access Group Guildford and asked them to speak to all of their respective groups to get their views and opinions on what information was lacking in the borough. We also went out to all of the day centres (for people over the age of 55) in the borough and told them about the project and get a feel from them about anything we had missed. We put information about the project in the local press and our own website and paper for all residents.</p> <p>A project team was established to over see the project and ensure its success. The original data was drawn from the local CAB office and from the local knowledge of members of the project group. The actual product of Guildford Dispages was</p>

	given to the Citizen's Advice Bureau in 2005 for guardianship and further development.
OUTCOMES	
What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know? How will the project/activity and its benefits continue into the future?	The agencies who attended the launch felt this was responding to local need in a practical beneficial way. Once the website was established we needed a gatekeeper to keep the site working as a stand-alone, there was no natural place for it to be held within the Council so CAB were identified as the gate keepers. They now host the sit and run it as dispages.
How do you know that you are/were successful (or not)?	Positive feedback from customers. Was or is this through customer service evaluations of service users
DISCUSSION/LEARNING POINTS	
What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?	Knowing that we had included details of the services available locally. It was difficult to scope the needs of the local community as there are clearly people who have a disability from birth, or through accident and there are clearly people who develop disabilities associated with age. We had to make some difficult decisions about which information to include and which to exclude and we took the decision to include everything we could find out about.
What have you and the others involved learnt from this piece of work/project?	Community needs can be met but a partnership approach is required.
Any advice for others implementing a similar activity?	This project had a local and well-accomplished businessperson as the project manager. The individual made sure that all milestones were met and ultimately the object was achieved. It is really important to have a 'driver' on board with this project. The project also needs funding and without money from the lottery fund we would not have been able to undertake this project. The success of this work also relies on 'buy in' from the local community who need to be part of the decision-making process and have an opportunity to celebrate the success too. There was also a lot of multi partnership working between local stakeholders and this is really important when trying to meet the local community needs; it may be that one

	stakeholder offers a service or knows of one that you don't!
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	Lottery Funding.

Organisation	West Glasgow Community Health and Care Partnership (CHCP)
West Glasgow Grandparent Support Group (WGGSP) - WGGSG is a group of approximately 15 individuals who live within the boundary of West Glasgow Community Health and Care Partnership (CHCP) area. Group members are all providing Kinship Care for their Grandchildren or other Children related to them. This is because the Children's own parents are unable to care for them for a variety of reasons such as bereavement, mental health or addiction issues.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Older people and the children they care for
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	For grandparents who are carers to be given similar rights and benefits as those awarded to foster carers regarding benefits and support services

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Service users in partnership with myself.
What was the timeframe?	The group was established in June 2006
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>The group came into being when one of the group members attended a kinship care meeting in East Glasgow and decided to seek support from the CHCP's Community work department to establish a similar group in West Glasgow. The group are campaigning for Kinship carers to be given similar rights and benefits as those awarded to Foster carers. This is because group members feel that the children they care for are being discriminated against due to the lack of benefits and support services available to them. This has involved work with members of the Scottish Parliament. Community Development methods and interventions have been;</p> <ul style="list-style-type: none"> (i) Advice and support to the group in how to plan and manage campaigning activity for example working with other similar community groups to organise events and speak at conferences on issues related to kinship care and to undertake work with the Children's commissioner for Scotland Kathleen Marshall who reports to the Scottish Parliament. (ii) Supporting the group to build links with

	<p>relevant agencies and access support services.</p> <p>(iii) Assisting the West Glasgow Grandparent Group to develop a programme of social activities for themselves and the children being cared for.</p> <p>The group provides a crucial support network for members to discuss issues they face caring for their grand children in a safe supportive environment, and is a vital support network for people who could otherwise be very isolated.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>The three Kinship groups from Glasgow have presented petitions to the Scottish Parliament and arranged a hustings event to coincide with the last Scottish election. One result of this work is that Kinship Carers are mentioned in the latest budget proposal paper produced by the Scottish Government.</p> <p>As a result of the engagement with agencies and support services members and the children they care for being able to use services provided by Glasgow Association for Mental Health, Geeza Break, and Glasgow Association of Family Support Groups.</p> <p>Committee members have had the confidence to apply for and to successfully secure funding from Awards for All (National Lottery).</p> <p>The group have worked with two other groups from Glasgow (New Fossils and Kinship for the Future) to organise a hustings event. Group members have also spoken at conferences related to Kinship care and Fostering</p> <p>The group have grown in confidence and representatives from the group have developed the skills to set up meetings with the director of Social Work for Glasgow.</p> <p>The group have undertaken a piece of work with the Children's commissioner Kathleen Marshall. This work assisted a process to enable issues of</p>

	Kinship care being debated in the Scottish parliament. Kinship care has now been recognised as distinct from foster care in the latest Scottish budget proposals.
How will the project/activity and its benefits continue into the future?	The group is now well established and have planned a range of social and training activities and are undertaking further fundraising.
How do you know that you are/were successful (or not)?	Feedback from members states that the group is informative and provides a vital support structure for people who would be otherwise isolated. Membership is increasing.
DISCUSSION/LEARNING POINTS	
What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?	Building trust and confidence with people who were wary of the Social work department. Understanding and explaining legislation but not making meetings too technical and heavy going. I have been well supported by my manager and staff at Dumbarton Road Corridor Addiction Forum.
What have you and the others involved learnt from this piece of work/project?	That there are a large number of adults providing kinship care in West Glasgow who would be otherwise isolated without groups like the West Glasgow Grandparent support group. That there is a lack of knowledge amongst service users and some professional workers about the range of support services available to kinship carers.
Any advice for others implementing a similar activity?	Do some research about the range of support services in your area. Work with kinship carers should be dictated by the needs of the group but a mix of campaigning, support and social activities provides a balance.
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	Geez a Break. Glasgow Association of Mental Health. Links with community workers based within Glasgow Social work department. The Scottish Drugs Forum. Dumbarton Road Corridor addiction Forum.

Organisation	Health Improvement Team South East Essex PCT
Healthy Living Group - Supporting people to manage their holistic health more positively so that they can make healthier life choices, becoming more independent and feeling more included in the community.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Women with mental health needs
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Issues that affected the well being and mental health of the women involved in the group

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Rachel Clark Community Development Worker
What was the timeframe?	Within 12 weeks (time span for healthy living group)
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	The group facilitator identified a tendency for the group attendees to depend on the facilitators for direction. This often means at the end of the course when the group members are supporting themselves they again become solitary. A need was identified to signpost these women to support groups in the community. This enables women to be involved in community life and develop their own strategies for social inclusion. Having attended two sessions of the group I have been able to signpost and introduce group members to a local community group called 'pound losers'. 'Pound losers' is a social group that encourages women to look at weight management and healthy eating.

OUTCOMES

What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	The group has welcomed the 'healthy living group' members and is supporting them to feel socially included and in forming meaningful relationships with each other. Overall, the joining of the two groups encourages women to support each other, work independently with limited health professional support, tackles obesity and prevents social exclusion.
How will the project/activity and its benefits continue into the future?	Future healthy living group members will be signposted to pound losers. This group will become more independent but able to draw on the resources from PCT, CMHT and Estuary housing (pound losers group supported by this partner)
How do you know that you are/were	Positive participants, good feedback and regular

successful (or not)?	attendance
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>Addressing individual needs and supporting women who had understandable concerns about joining a new group in the community. Dealing with circumstances as they arose, for instance one woman required special scales to be weighed and Healthy Living group facilitators made these available to ‘pound losers’ every week.</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>Creating an environment where otherwise socially excluded women can meet, make friends, seek advice and support enhances their confidence in social skills and improves mental well being</p>
<p>Any advice for others implementing a similar activity?</p>	<p>Initial set up is challenging but real challenge is to ensure initiative is aimed at developing an independent, self-sustaining group, able to determine and acquire the resources they need independently. Necessary to continue to provide support to these groups in an unobtrusive way.</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	<p>Rachel.clark@see-pct.nhs.uk</p>

ORGANISATION	Craven Arms Skate Park Association
Craven Arms Skate Park Project - A project to develop a skate park by young people in Craven Arms Shropshire	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Young people
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Prejudice and preconceived notions of young people by some older people

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Community Development Co-ordinator Shropshire County Council, a South Shropshire senior youth worker and a group of local young people
What was the timeframe?	The development and support of the group and the consultation was undertaken over a year
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>There had been a history of local failure to recognise young people's needs and to honour earlier commitments to provide resources. Many adults' perceptions of young people were polarised, with some seeing them as disadvantaged and ill-served, while others saw them as threatening, anti-social and abusive. Work was carried out with a group of local young people (male and female) by the Community Council's Community Development Co-ordinator and the South Shropshire Senior Youth Worker to set up the 'Craven Arms Skate Park Association', which then took responsibility for planning their ideal park and for setting rules in place for its use. The Craven Arms Together Project Officer worked with the group to raise substantial funding to build the park and buy and install the equipment. The park had been recommended by the Town Council and local market town partnership that the skatepark should be located on the Community Centre playing fields, and a group of local young people had taken responsibility for planning the park and setting rules for its use.</p> <p>Some residents in houses surrounding the playing fields launched a vigorous campaign against the proposal, claiming almost unanimous local opposition to the proposed location. It was decided to conduct house-to-house structured interviews to allow residents to express</p>

	<p>their views, and this was conducted by two community and youth workers. The potential difficulties included the very high levels of emotion among some members of the community about the proposals, and the possibility of physical violence being directed against the interviewers – there were anecdotes of previous threats of violence by one member of the local community. An introductory letter was hand-delivered to all 70 local households saying that they would be visited between specific times in the following week, and offering the option to book a time to talk with the researchers. Two residents took advantage of this offer.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>The picture painted by the objectors to the skatepark had been one of almost unanimous local opposition to the playing fields location. The survey showed a local balance of 30% opposed to the project and 70% either for it or not explicitly opposed to it. Was this change as a direct result of the intervention – not clear what this is about</p> <p>It also raised a number of issues about the proposal for the Youth Issues Sub Group and the newly-formed Craven Arms Skate Park Association to address:</p> <ul style="list-style-type: none"> ▪ Need for supervision: Three residents specifically raised the need for supervised sessions on the skatepark, with one other seeing supervised sessions as an opportunity to extend the Community Centre’s services rather than as a necessity for the skatepark as such. Reasons varied, but included the inclusion of younger children in the activities, security concerns and ensuring that other Centre users receive uninterrupted access. ▪ Need for time-controlled floodlighting: There was some concern about the possibility of floodlighting being on late into the evening, especially for houses immediately on the southern and A49 boundaries of the playing fields. It was suggested that the lights should not be on after 8 to 9 pm in winter or after 10 pm in high summer.

- **Soundproofing:** Several people commented on the need for noise control, either to reduce the sound of the skateboards themselves, or in order to reduce the sound of shouting by users.
- **Screening:** Several residents suggested that planted screening would contribute to a reduction of noise nuisance and improve the appearance of the skatepark. There were, however, some concerns about vandalism of trees and shrubs.
- **Car parking:** The issue of increased car parking in local roads was raised, linked with concerns about possible increases in the number of people coming to use the skatepark from outside Craven Arms.
- **Multi-use facility:** Several people asked why the skatepark had not been designed for multi-use, including roller blades and BMX bikes.

In addition, a few more general points were raised:

- **Litter and rubbish:** Several people raised the issue of litter on and around the playing fields, including broken glass, torn drink cans and used condoms.
- **Vandalism and anti-social behaviour:** Vandalism, threatening language and offensive behaviour by young people were raised on numerous occasions, both by people opposed to the skatepark and by people in support. There was a widely-shared perception that a core group of young men was responsible for the majority of problems in this area, and that the police had failed to take any effective action to curb the nuisance. This perception had fed into the arguments about the skatepark, with one reason for opposing it being that many of the perceived “core group” were also identified as supporters of the park, and there were concerns about their bad influence on younger people, especially on boys and younger men.
- **Young people’s needs:** Another widely-

	<p>shared concern was that there were virtually no facilities for young people in Craven Arms, and that a skatepark would at best go only a little way towards meeting their needs. There was also quite a widespread feeling that young people had been badly let down by the Craven Arms community and agencies.</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>The skate park was built in the proposed location and has been well-used, with 'policing' effectively carried out by the young people who use it. It has now become an uncontroversial aspect of the Community Centre's facilities.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>The survey:</p> <ul style="list-style-type: none"> ▪ established the real level of objection among local residents to the proposal ▪ provided a factual basis for argument and presentations to local and other bodies about the location of the skatepark ▪ encouraged young people that there was local support for "their" project ▪ empowered the newly-formed Craven Arms Skate Park Association ▪ provided the Youth Issues sub group with a list of real local concerns about the project, and an agenda for addressing them <p>It was less successful in reducing the opposition of a few local residents to the introduction of the facilities, or their suspicion and hostility towards those who supported the project.</p>
<p>DISCUSSION/LEARNING POINTS</p>	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<ul style="list-style-type: none"> • local prejudices among some sections of the population against young people • high levels of emotion among some members of the community about the proposals • possibility of physical violence being directed against the interviewers • demonstrating a real commitment to meeting young people's needs after several years of failure to do so <p>Support from the local Partnership, District Council workers, Youth Service, an unexpectedly wide range of local residents</p>

<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>Confirmation;</p> <ul style="list-style-type: none"> • Of the need for a comprehensive consultation and information strategy to be planned for projects which are likely to provoke a “nimby” reaction or raise issues of competing interests. • That it is important to “start where people are” in addressing prejudice and discrimination • That it is crucial to work with rather than for local communities
<p>Any advice for others implementing a similar activity?</p>	<ul style="list-style-type: none"> • Make sure that you do this kind of detailed consultation and engagement work well before you start any planning!! • NEVER work alone on this kind of door-to-door project • Always ensure that you have clear means of escape and a tension-lowering strategy in place
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	

Organisation	Sefton Equalities Partnership
In-Trust Community Empowerment Network - Supporting men and women with an transgendered or intersex histories	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination	Intersex and transgendered people
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	To combat the myths surrounding the issues of transgender and lack of awareness of the discrimination many 'trans' face in areas of employment and service delivery.

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Sefton Equalities Partnership is based in Merseyside and is a project aimed at promoting equality and diversity throughout Sefton. SEP therefore wanted to raise the issue of barriers that transgendered people face
What was the timeframe?	The project was developed in December 2006 and is ongoing
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>We raised awareness and made contact with transgender people via transgendered people themselves. We established a network of transgendered people and developed a strategy encouraging employers to be positive about transgendered people and with support from "press for change" a national organisation that supports people with a intersex or transgendered history the network launched its first employers award for organisations that have actually sought to remove barriers and provide a supportive atmosphere for people.</p> <p>The Network has provided a safe place to explore and express personal gender identity, providing advice and support with transitioning</p> <p>In June 2007 the network had a launch which attracted people from all over the north west including representatives from public and voluntary sector organisations both from Sefton and beyond and the money raised at the launch was used to support the work of "Press For Change"</p> <p>The Network has established a mobile exhibition</p>

	<p>stand, which provides information on the Sefton Third Party Hate Crime Reporting scheme and the Sefton Community Empowerment Network raising levels of awareness and promoting equality and diversity.</p> <p>In-Trust volunteers have also carried out safety audits of shopping areas, training and informing security staff.</p> <p>The Network also provides equality and diversity training for all sectors and has played a significant role in working to embed best practice and procedures into the mainstream work environment.</p> <p>A pilot Volunteer Project specifically designed to support transgender people into employment is under development with Sefton Primary Care Trust and Sefton CVS Volunteer Centre</p> <p>A pilot education project for schools is being developed to increase understanding on issues facing young transgender people and to address issues around Transphobic bullying.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>Public sector bodies are developing transgender policies and requesting transgender awareness training for staff.</p> <p>Evaluation of training highlights staff knowledge and awareness increased with requests for further support.</p> <p>Requests being received from other areas of Merseyside to support development of other groups.</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>The network is part of the larger Sefton community empowerment network which supports the Local Strategic Partnership</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>The first year of building the network has produced a work plan which the members have developed which will contribute to Sefton's Gender Equality Scheme which will be monitored and evaluated against the set outcomes for the next three years and beyond</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in</p>	<p>Making initial contact with the transgender men</p>

<p>implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>and women of Sefton and assisting them in being confident to meet with public sector bodies to allow a working relationship to develop. The support of Sefton Equalities Partnership has supported this process</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>There is still huge lack of understanding on the issues, which face one of the most under-represented groups in society. Myths still exists that transgender is related to mental illness or that it is a life-choice. Transphobic bullying is less understood particularly for young trans people</p>
<p>Any advice for others implementing a similar activity?</p>	<p>Allow the development of any group to be driven by the real needs of the individuals concerned and not what you perceive them to be. Don't be over ambitious set realistic goals, which increase confidence of group members.</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	<p>Press for Change Australian Intersex Society</p>

Organisation	Durham County Council
Equalities & Diversity Group: Disability Workshop - How do adults with Learning Disabilities influence decisions about the services they receive from Durham County Council?	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Adults with a Learning Disability
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Lack of inclusion by departments in the local authority to plan and include adults with learning disabilities in their day to day services

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Adult & Community Equalities & Diversity Group and Durham County Council (DCC) Community Development Team
What was the timeframe?	One month preparation – and a half day consultation workshop
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>Representatives attended a workshop from every department of the council, and had the opportunity to ask particular questions directly to a group of adults with a Learning Disability relating to their area of service.</p> <p>Questions were based around benefits, housing, transport, education, employment and quality of life indicators.</p> <p>Individual responses from service users were noted, and officers had the opportunity to ask further questions.</p> <p>The workshop finished by asking each section of the council to commit to 3 pledges each – to show a commitment and to integrate decisions into future service plans.</p> <p>CD Methods used were:</p> <ul style="list-style-type: none"> ○ Information was shared with the Equality & Diversity Improvement Group officer about key contacts to invite to the workshop. ○ Community knowledge of officers (involved) and their links with community members

	<ul style="list-style-type: none"> ○ across geographical areas ○ The provision of individual transport for service users from their home ○ Community engagement/development training was offered to council officers by Community Development Team members
OUTCOMES	
What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	Service users were able to directly question why services were patchy, and inconsistent with officers. They then feed back comments to the service user parliament. Each individual department of the council set 3 pledges to achieve in the next 6 months.
How will the project/activity and its benefits continue into the future?	The Equality & Diversity Improvement Group (EDIG) officer proposed further meetings take place in the future – and that a follow up meeting take place to re-visit pledges made.
How do you know that you are/were successful (or not)?	The various services within the Council have made and acted upon the pledges they gave at the workshop that will hopefully (over time) produce improvements in the provision of services to people with learning disabilities.
DISCUSSION/LEARNING POINTS	
What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?	Transport issues were the biggest barrier for service users. This prevented half of the invited group to attend the workshop. By pre-arranging shared taxi's. However the pick up times were difficult to co-ordinate. Some service users did not turn up on the day. There were more officers than service users at the workshop!
What have you and the others involved learnt from this piece of work/project?	Service users have learnt more about how the council works – and the need for service users to play more of an active role within the council
Any advice for others implementing a similar activity?	Use the authority's own transport or a community transport scheme to get people transferred to county hall. Possibly change the venue so that it is closer for most people. Encourage other departments of the council to have workshop days with specific service users – to acid test the services.
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	Use of the Impact assessment forms and knowledge from different departments of the council.

Organisation	Glasgow Health & Care Partnership
Glasgow West Voices for Change Local Service User Network - A Network to engage service users in decision making relating to the provision of health and community care services	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Older people, people with learning and physical disabilities, people with mental health issues and people who are homeless
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Discrimination felt by those groups of people in relation to accessing services

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Community work team in Glasgow West CHCP in partnership with service users.
What was the timeframe?	Set up April 2006 to coincide with the creation of Community Health and Care partnerships in Glasgow.
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>GHCP have assisted Service Users to create a Local service User Network Executive Group which meets every 2 months. The executive group is comprised of service user representatives from all of the client groups who use community care services for example Older People, learning disability, physical disability, Carers, Mental Health Issues, Homelessness etc. (see diagram attached).</p> <p>CD methods/interventions Provide support to service users to enable them to participate fully and effectively in meetings. This includes the booking of interpreters and personal assistants to support service users and arranging transport where necessary. Supporting service users to articulate their issues of concern, and to bring information from the sub groups to the executive group.</p> <p>Providing administrative support for the Local Service user network executive and also assist service users to develop relationships with relevant individuals and departments in order to take forward their issues. Representatives from the LSUN Executive group are also members of the Public Partnership Forum (PPF) and the CHCP board (see diagram attached). These</p>

	decision making structures provide a mechanism for the LSUN members to bring issues from the grassroots to the attention of the Director Of the WEST Glasgow CHCP.
OUTCOMES	
What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	It has enabled issues of concern for service users such as the delivery of incontinence supplies, and the provision of Public and Community Transport services to be debated and discussed by service users and service providers. We are engaging isolated groups such as those with sensory impairments or physical disabilities in the decision making process that impacts on their level of service provision.
How will the project/activity and its benefits continue into the future?	We have established a structure of regular executive and sub group meetings.
How do you know that you are/were successful (or not)?	Service users have given positive feedback at a conference we held. We have expanded the support to cater for a wider range of service users
DISCUSSION/LEARNING POINTS	
What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?	To build links with agencies in the voluntary sector to ensure as equitable representation as possible from a wide range of service users. This took considerable networking with voluntary agencies and service users to explain the Local service user network structure. I received support from my manager and colleagues in the community work team.
What have you and the others involved learnt from this piece of work/project?	That you need to put in place a wide range of support structures if you want to engage with as wide a range as possible of community care users. This includes providing translators, interpreters and personal assistants when necessary to enable people to participate as fully as possible in meetings and events.
Any advice for others implementing a similar activity?	If necessary use relevant documentation such as the national standards for community engagement to justify to managers and funders why you need resources in order to undertake genuine and meaningful community engagement.
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	National Standards for Community engagement, developed by Communities Scotland.

Organisation	Priority Estate Projects
The Moulsecomb Inclusion Project - East Brighton	
The facilitation by community workers of networks and that involve local people from a range of disadvantaged communities and service providers coming together to both highlight and resolve common problems.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY	
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Who was facing the barriers/discrimination?	A variety of additionally disadvantaged communities
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Isolation and failure to access local community facilities and services

THE PROJECT/ACTIVITY	
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Who decided what needed to be done and took the initiative/lead?	The current work was defined by needs that were confirmed by a community audit and open stakeholder meetings. A larger scale project had previously been funded by New Deal for Communities and Local Authority. Neighbourhood Renewal funding supports the current phase.
What was the timeframe?	Currently 12 months – fundraising ongoing
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>Facilitated a central dynamic of networks and service providers coming together to both highlight and resolve common problems. We work closely with marginalised groups to develop their own local support, but also link in with city networks to strengthen support and increase confidence in potential further engagement and cohesion.</p> <p>We have developed generic support and hold events to encourage new relationships to be formed that extend the diversity of access to existing resident managed facilities.</p> <p>We are currently developing work with Bengali women (around various issues) who are isolated in a predominantly white and deprived neighbourhood for example we have set up a women only swimming group supported by the city to extend their contact and held events at a community centre that they have not felt confident enough to access in the past.</p> <p>We encourage different projects (locally and further a-field) to share good practice and</p>

	<p>stimulate ideas.</p> <p>We are gradually developing wider cultural links through joint activities and establishing support for other communities of interest and working on ways to integrate activities within more generic community forums and initiatives.</p> <p>We work with training providers to support capacity building and encourage use of shared resources to promote groups and develop fundraising strategies.</p> <p>We develop consultative frameworks for resolving issues and progressing activities and networks. We door-knock and circulate publicity.</p> <p>The project will be producing an illustrated local directory which aims also to generate interest from local people in producing a newsletter.</p> <p>The project will produce regular reports highlighting and reflecting on practice.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>In general, across the local community network the feedback has been extremely positive – in that people feel that they are being encouraged to work from their own agendas and in a way that does not increase individual burden – but shares responsibility between different groups and agencies. Our open stakeholder sessions are evaluated by attendees.</p> <p>As a consequence of our style of approach people feel that what emerges is more tailored to local need and not seen as a bolt on to larger or outside agendas.</p> <p>In helping groups develop and refine their constitutions and publicity groups feel clearer about their roles and visions.</p> <p>In providing a resident friendly interface between services and their users agencies have found that they can now access specific communities and begin offering more suitable and longer term</p>

	support.
How will the project/activity and its benefits continue into the future?	We are currently fundraising to ensure the project continues.
How do you know that you are/were successful (or not)?	We are currently looking at raising specific funds to commission specific evaluation of the project, compare it to other initiatives to promote good practice around integration, working to expand diversity and supporting 'additionally disadvantaged groups'.
DISCUSSION/LEARNING POINTS	
What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?	The short –term funding has always presented a constraint – particularly given the range of the project and the limitation on worker hours. One surprise was how willing other agencies and providers have been to support initiatives with funds – largely because they previously were unable to engage specific communities. Joined up responses can work when benefit can be demonstrated to all the stakeholders.
What have you and the others involved learnt from this piece of work/project?	Sometimes large initiatives can complicate resident involvement and sideline many issues that are specific to a local neighbourhood. Working small and linking big can be effective if there is a healthy level of trust and strategic thinking applied to difficult situations.
Any advice for others implementing a similar activity?	It is essential that contact with specific groups is culturally sensitive to difference and carried out in partnership with representatives from that community who can communicate in culturally specific ways. This sends out a strong message of support and illustrates that a project values that community. The project then needs to involve agencies with specific remits to support wider or better resourced initiatives. It proves the value of community development approaches to agencies that only have a vague notion of how the profession can utilise fluid and effective tools.
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	Super output area information Electoral lists Specialist agencies

Organisation	Oxfam
Making Regeneration Better project in South Lanarkshire - A project looking at how the employment programmes of South Lanarkshire Council can challenge inequality and poverty, and improve the lives of more women and men.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Women
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Women's pay and employment rates are considerably lower than Scotland's average in South Lanarkshire.

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	While men seemed to be benefiting from local employment initiatives, women were not. In late 2005, South Lanarkshire Council began work with Oxfam, looking at how and why the Council's employment programmes weren't benefiting women and men equally.
What was the timeframe?	2005 – 2007
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, mentoring etc?	<p>An Oxfam staff member was placed within one of the South Lanarkshire Council regeneration hubs in order to embed awareness of gender into the plans and activities of Council project officers. This was done by:</p> <ul style="list-style-type: none"> - giving numerous presentations, workshops and seminars to a variety of managers and officers, including equal opportunities working groups, Community Planning Partnership and Regeneration Partnership board members, and local employment advisers among others - providing mentoring support to various projects like the development of the Council's Gender Equity Plan, a study of provision of financial advice services to men, and the Council's Homelessness Strategy - establishing a steering group to guide the project, as well as a broader 'Gender Network' across South Lanarkshire - disseminating information through publications like the Tackling Inequalities booklet, a Community Planning best practice website, and several articles in leading regeneration magazines and planning documents - working with a group of local women to build their confidence and raise their economic aspirations, and find out what they thought about regeneration

	<p>services and projects – and employment programmes in particular</p> <p>One major strand of support and mentoring was with local advice and support service Routes To Work South, helping advisers to identify where gender stereotyping was funnelling women into low paid jobs and training schemes that were unlikely to improve their job prospects. While advisers weren't overtly pushing men and women into stereotypical training and jobs, they weren't actively challenging their clients' perception of their own skills and abilities, which had particular implications for clients living in poverty.</p> <p>As well as work with advisers, the project undertook research with young adults on their beliefs and aspirations about work. When a group of young men taking a manufacturing course were asked why girls weren't on their course, they said it was because 'lassies like weans, and care is easier'.</p> <p>As a response, five young women took part in a pilot work experience placement in joinery and noticed 'there wasn't once lassie around except for the receptionist and cleaners'. Several of the girls said they had gained confidence through the work experience, felt accepted and interested, and would recommend it to other girls.</p> <p>This dual approach meant that the project was able to address issues with clients (and potential future clients) as well as the service provider – tackling more than one side of the employment problems in the area.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>In the participating Council managers and departments, there was a perceptible shift from a belief that 'gender' referred to issues relating only to recruitment and employment, to an awareness that gender is a key concern in almost all aspects of regeneration. There was also a stronger realisation that 'equality and equal opportunities' are not only about procedure and point of access, but also about equality of outcomes.</p> <p>Some of the changes that happened as a result are:</p> <ul style="list-style-type: none"> - More women and girls are participating in several training schemes that are traditionally seen as 'male'. - Oxfam and the Community Planning Partnership

	<p>produced a booklet called Tackling Inequalities: A guide to planning better services, which will be given to all Council officers who undertake Equalities Impact Assessment Training – this will be all public agency officers and their partners, and will help them to make sure their services are better targeted and more effective</p> <ul style="list-style-type: none"> - The booklet will also be used to help guide the drafting of new proposals for future regeneration money - The Community Planning Partnership has committed to setting up a sub-group to drive forward equalities work in the Council, as well as agreeing to look into disaggregating their key performance indicators - The Council’s central policy unit have produced a South Lanarkshire-wide gender report, with detailed gender statistics and analysis <p>In answer when asked whether there had been a positive shift in colleague attitudes about gender equality because of the project, one Council officer reported:</p> <p>Yes – the ones that have been exposed to [the project officer’s] results. However there are a lot of people who have not and we must rise to the challenge and continue to promote the work even after [this] project is finished.</p> <p>Another replied:</p> <p>Certainly there is a greater sensitivity, but we probably have seen a positive shift in terms of approaches to equalities issues overall.</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>As well as the changes mentioned above, which are becoming more integral to the daily work of the services, the future work will also be carried by the ‘champions’ who were involved in the work. These include people who were already ‘switched on’ to gender mainstreaming, and those who were subsequently convinced of the benefit of the approach. The support of these managers developed and strengthened as they realised that the project’s goals were closely in line with their own.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>The actions and feedback mentioned above show that the project has been successful in initiating change, as well as specific feedback about how gender is now recognised as having a major and integral role in strategies to reduce poverty.</p> <p>The Community Planning Partnership Co-ordinator in the Council, said:</p>

	<p>The Oxfam project has had a huge impact on my work. Before I started working with [Oxfam] I had limited knowledge of gender inequality. Working with [Oxfam] raised my awareness and understanding, particularly of the impact of career decisions on the lifelong earnings capacity and the implications that can have in terms of poverty.</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>Time proved to be one of the biggest obstacles. Although our partners were very interested in this project, it wasn't necessarily their priority. As a consequence, organising meetings or workshops required tenacity and patience and at times didn't even come to fruition. A long lead in phase for preparatory work is also critical and objectives and outcomes of the work need to be tempered by the reality of other people's priorities.</p> <p>Also, the organising of the 'Women's Economic Empowerment' training with local women was very time and resource intensive and it has been difficult to keep up the momentum of the groups; although the group in Larkhall have met on an ad hoc basis, the number of participants continues to drop with each session.</p> <p>Rather than working directly with local women in this way, Oxfam should consider in future working with established women's groups (such as Tea in the Pot in Govan, for example) who then work with local women. In this way, those organisations can build up their own local network, rather than Oxfam establishing one for them.</p> <p>Support for dealing with this came from other Oxfam staff members who were not explicitly or solely focussed on this project, but stepped in to help, especially with things like administrative support.</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>Having a project officer embedded in the Council had a huge impact on achieving the goals of the project; the project officer brought new tools, methods and expertise to the work so as to make the link between gender and domestic poverty. This close proximity also meant that she was able to acquire local knowledge quickly, build up trust and confidence between the Council and Oxfam, and respond to ad hoc and unexpected requests easily.</p> <p>The project was a process of practice, change and continuous learning within the Council, and so was seen by Council staff as non-confrontational and not undermining the</p>

	<p>work that was already taking place within different programmes. The Oxfam project officer's involvement also facilitated work across department structures and different peer groups within the Council.</p>
<p>Any advice for others implementing a similar activity?</p>	<p>Seconding the Oxfam Project Officer into the Council was the key to the success of the project – however, it is also a very resource intensive approach, and needs careful balancing in terms of management, administration, and delivery, without compromising the outcomes.</p> <p>This warrants careful consideration!</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	<p>Tackling Inequalities: a guide to planning better services is a booklet produced by the South Lanarkshire Community Planning Partnership and Oxfam, based on the learning from the project that will be helpful to anyone involved in community planning and regeneration.</p> <p>It can be downloaded from the UK Gender and Race Equality section of the Oxfam website (see below for the url).</p> <p>The following toolkits and resources proved invaluable to the work - providing practical templates and guidelines that have been used throughout the process:</p> <p>See Both Sides: a practical guide to gender analysis for quality service delivery</p> <p>Into the Lion's Den: a practical guide to including women in regeneration</p> <p>All of these, along with lots of other resources relevant to regeneration and gender, can be downloaded from the Oxfam website, in the UK Gender and Race Equality, and Gender and Regeneration sections.</p> <p>http://www.oxfam.org.uk/resources/ukpoverty/resources.html</p>

Organisation	Polari (www.polari.org)
Polari in Partnership Project (PiPP) - A participation project with older lesbians, gay men and bisexuals (LGB)	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY	
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Who was facing the barriers/discrimination	Older lesbians gay men and bisexuals (LGB people)
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Discrimination regarding service provision including health, housing and social care.

THE PROJECT/ACTIVITY	
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Who decided what needed to be done and took the initiative/lead?	The project was conceived after a Polari research project examined the views and needs expressed by older lesbians and gay men (Ruth Hubbard and John Rossington, <i>As We Grow Older</i> 1995) and after further consultation with older lesbian and gay communities between 1996 and 2000
What was the timeframe?	2002 – 2005
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>Polari successfully raised funds to develop a project and employed a project co-ordinator (a lesbian) and an information and resources worker (a gay man):</p> <ol style="list-style-type: none"> 1. To enable older lesbians and gay men to influence social care and housing services available to them; 2. To enable older lesbians and gay men to play a greater part in the planning of services; 3. To ensure that service providers are more aware of this group whose needs are often excluded from service provision; 4. To develop models of work that can be used by older lesbians and gay men and service providers in other parts of the country; 5. To reflect the diversity of older lesbians and gay men. <p>Advisory groups of older lesbians and gay men 55 and over were established in each of the 3 project areas selected for local work which were Hackney, Kingston and Westminster. The advisory groups decided their own priorities and jointly agreed a work-plan.</p> <p>The Co-ordinator liaised with planners and providers in the Boroughs following up issues that participants had raised and group members took part in a variety of consultation exercises with</p>

	<p>council departments and other providers. The workers also undertook information research into issues raised by participants and reported to them, and raised issues with local providers and national bodies on behalf of participants, who did not always want to be out or did not have time to take this further.</p> <p>In 2004 Polari ran three local seminars on older LGB people and housing, hospital care, and independent living and care.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>There was increased awareness of issues related to sexual orientation and ageing and needs of older LGBs in local services. Some service providers had thought numbers of older LGB people were negligible or had failed to understand sexual orientation in terms of rights. Attitudes changed. Anecdotally, from feedback from events, and from the evaluation report. Older LGB people felt empowered by participation – reported to external evaluator</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>The project has informed all Polari's subsequent work (which now includes advisory work at national level with government and agencies) Members of the PiPP forums have maintained links with the organisation and have been consulted on a range of issues</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>An evaluation of the project was undertaken. The evaluation showed that: Not every one of the main objectives of the project (some of which were very ambitious for a three year project) was completely met: older lesbians and gay men did not play a significant part in the planning of new services during the life of the project. However they did influence existing services. There was increased awareness of older LGB issues in local services</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>Recruiting older lesbians gay men and bisexuals – 'hard to reach', due to community safety issues or to facing stigma amongst other service users many are not 'out' and it is hard to reach people who are not, especially black and minority ethnic older LGB people.</p>

	We had great support from Kingston Voluntary Action and Voluntary Action Westminster and all three Age Concerns locally.
What have you and the others involved learnt from this piece of work/project?	The concerns, issues and aspirations of older LGB people. New ways to engage local services. Ways that recent policy changes at national level impact on older LGB people.
Any advice for others implementing a similar activity?	<p>Have a larger advertising budget than you might imagine (and produce attractive positive post cards, not just leaflets). Link in with local LGB forums (these were not in existence in our areas when we did PiPP)</p> <p>Assume recruitment may be quite difficult even if there are local LGB networks. If possible have a social support aspect to the project not only policy and consultation work though this is harder to raise funds for. Consider having peer researchers as was done not in PiPP but in the Grey and Gay in Dorset project.</p> <p>Use 2007 Equality Act Goods Facilities and Services legislation and other sexual orientation legislation to help engage local services.</p>
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	<p>Age Concern England and Local Age Concerns (find c/o http://www.ageconcern.org.uk/)</p> <p>Stonewall http://www.stonewall.org.uk/</p> <p>Stonewall Housing http://www.stonewallhousing.org/</p>

Organisation	Roshni Women's Group
Black & Minority Ethnic (BME) Women's art and drama group based in Pollokshields Glasgow	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination	BME Women
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	The women are seeking to challenge and raise awareness of issues such as domestic abuse, racism, child care issues, accessing services and arranged marriages

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	The project was initiated by workers from Glasgow Council's Community Development Team.
What was the timeframe?	The Group is ongoing but began 10 years ago
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>The group has two main aims. The first is to provide an opportunity for women to meet in a relaxed setting, to discuss issues and to support each other. For some of the women in Roshni this is the only opportunity they have to meet with other women out of the family home.</p> <p>The group's second aim is to use drama to address many of the issues women in BME communities' experience. These include racism, domestic abuse, child care issues, accessing services and arranged marriages. With some assistance the women write, produce and act in the sketches/shorts plays.</p> <p>Over the years the women have organised a number of events for women. Some have been very large, using Tramway a local theatre, with approximately 500 women attending. Others have been small events in local schools. Their most recent event was as part of International Women's Day in Pollokshields. The group also participated in the recent Eid Celebrations in Pollokshields. The events usually involve a mix of drama, music and fashion.</p>

OUTCOMES

What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	The women involved became better informed, more confident and aware of their rights. There was an increased awareness in the wider community of local services and services.
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<p>How will the project/activity and its benefits continue into the future?</p>	<p>The women continue to meet on a weekly basis. The membership of the group changes on a regular basis. As some women become more confident they move on – for example into employment and training. Other women join the group. The group have just become involved with NHS 24 and are planning some drama work around poverty.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>The numbers attending events and the participation of the women in the group are two obvious indicators of success. It is difficult to assess the wider changes that may have occurred because of the work. The women are willing to become involved in new projects which suggest they are more confident. An example of this is their involvement with SWIA during the recent inspection of Glasgow's Social Work Services.</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>Funding some of the projects is a big issue for the group. A considerable amount of time is spent sourcing funding. The nature of the issues discussed is a clear challenge to the community in which the women live. The women do become more empowered and you can never be sure what the response will be from the wider community.</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>It is possible to discuss sensitive issues and at the same time empower women in a very traditional BME community</p>
<p>Any advice for others implementing a similar activity?</p>	<p>It is important to have experienced highly skilled bilingual workers, who know the community, local resources and have the confidence to support a vulnerable group of women to address issues, provide information and support and increase awareness of rights.</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	

Organisation	South Sheffield Partnership – Black Minority Ethnic (BME) Infrastructure Partnership
BME Infrastructure Partnership - Project aimed at bridging the gap, between local BME Community Organisations and the minimum standards set by mainstream agencies wishing to engage the community sector in tendering for procurement contracts	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Members of BME Community Organisations
What were the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	Barriers to engagement in procurement as a financial income stream to voluntary and community groups Barriers to education and knowledge Barriers arising from poverty and disadvantage Barriers to information, Advice and guidance Limiting and preventing organisational growth and development experienced by BME groups and individuals seeking to break through the glass ceiling for influencing and engaging in strategic decision making in Sheffield

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	A network of BME groups operating in South Sheffield undertook consultation which identified a need for a training project. The purpose of which is to pilot test a model of transparent and open support to multi cultural groups seeking to engage in procurement. The network collaborated with South Sheffield Partnership to submit a bid for grant funding to Sheffield Council, co financed by a funding pot from Objective One, and Yorkshire Forward (the regional development agency for Yorkshire and Humber). The model of development draws on multiple delivery Partners, exchanging outputs for access to training opportunities, information and support.
What was the timeframe?	Feb 2007 – Dec 2008
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	The BME infrastructure project primary focus is on 5 BME community organisations offering them an intensive programme of procurement training opportunities and organisational development. Initially groups from across South Sheffield were invited to submit a self assessment portfolio. This provided an independent panel of judges with evidence of each group's tender readiness.

Groups from differing cultural backgrounds were then selected for an intensive capacity building programme. They are known as trendsetter organisations.

The five groups benefit from an intensive package of training which includes the following types of support.

- Consultancy support, Advice and Guidance throughout the change process
- Mentor support time
- Web Page development
- Management information systems development if required
- Training Grant
- Free Training Needs Analysis worth £1000 per person including a personal training plan.
- Free training Modules in Procurement Skills Development, Monitoring and Evaluation Skills, Policy development, Full cost recovery, Work Place Discrimination law, Disability Discrimination law, Leadership skills, Negotiation Skills, Management of Change, Risk Management, Managing Conflict, Team Building, Social Accounting, Gender Duty
- Free organisational Health Check
- Support to meet Quality Assurance Standards
- Free Membership of the Chamber of Commerce and BME Business Forum
- Enterprise Support to move towards alternative income generation sources moving away from grant dependency and closer to sustainability

Value is added to the Infrastructure project by supporting an informal bi monthly network for all south Sheffield BME groups. This involves joint working from key partners to offer in-kind support facilitating meetings. The agenda for these meetings includes information exchange on local events, promotion of training opportunities, especially those that are free, funding information is disseminated at meetings. Within the BME

	voice agenda, nominations are invited for the selection process to Local Strategic Partnership (LSP) boards, guest speakers and trainers are also invited to sessions.
OUTCOMES	
What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	The five organisations are managing a process of internal cultural change. Attitudes are moving from a grant dependency culture towards earned income and stronger sustainability. Attitude changes experienced include, greater multi cultural awareness, improved understanding of the Equality agenda arising from training received e.g. Disability Discrimination law in the workplace, Gender Duty agenda, Legal implications for employers of fair employment and equal opportunities legislation. Groups are supported to develop a range of up to 20 relevant policies and procedures. E.g. Human Rights Policies, Harassment Policies, These are then embedded into organisational practice. As part of this project groups are required to place copies of their policies on our files as a benchmark of their move towards procurement contracting readiness. Attendance at training events offered within the project is recorded. Within each organisation senior management's self confidence grows as a result of inter agency and business to business networking. Groups identify alternative incomes sources via chamber of commerce membership, strategic positioning on key decision making boards arising from the LSP and attendance at local network meetings which exchange information using a cascade model.
How will the project/activity and its benefits continue into the future?	The project is to test a model of organisational development using training. As an infrastructure organisation we will be seeking procurement contracts, and grants. In addition we have potential for our trading arm to market the brand and individual training modules commercially. The project encourages beneficiaries to enter into external consortia tendering for work. Consortia can be cross sector and income generated can be from a number of agencies and sources.
How do you know that you are/were successful (or not)?	Our funders monitor our performance against key milestones and outputs. Fundamentally the model will have been successful if groups can

	demonstrate increased knowledge and skills arising from training financed via our project. Having the skills and essential documents and supporting evidence in place to complete a Pre Qualifying Questionnaire as part of procurement tender would prove the fitness for purpose of our model of organisational development.
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>The low base line of readiness to engage in procurement experienced by the sector was an initial challenge. Groups were reticent to submit an application to become a project beneficiary fearing they would not have the skills and capacity to rise to the challenge. This evidenced a need for intense support offered on a high ratio of support officer time to a small number of groups receiving support. It also highlighted the need for a learning centred approach to embedding a business model within a voluntary sector organisation. Our multi agency audit panel offered focused guidance throughout the initial phase of identifying 5 beneficiary organisations.</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>The organisational development curve required to engage in a procurement process to make the transition towards an earned income model and sustainability is prohibitively steep for the majority of voluntary community sector organisations. The amount of capacity building undertaken to date has not focussed on the issues of financial sustainability for any organisation. A business sector model requires an entrepreneurial approach and a managed process of change and training which takes a longer period of time to achieve than is currently available under current funding streams.</p>
<p>Any advice for others implementing a similar activity?</p>	<p>Secure cross agency buy in for the project at the developmental stage</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	<p>Local Authority officers, members of South Sheffield Partnership and their member organisations, Chamber of Commerce, Voluntary Action Sheffield, Business Links South Yorkshire, Sheffield Enterprise Clusters, Sheffield Community Enterprise Development Unit (SCEDU), Local Management Consultants, Audit Panel members</p>

Organisation	Steve Biko Housing Association
Intergenerational Arts and Healthy Living Project	
A project to engage older people and children & young people in educational and practical based workshops over the summer.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Young People and older People and BME community members
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	The intergenerational barriers that exist between older and young people

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	The projects were led by Steve Biko Housing Association who worked in partnership with community organisations and public services i.e. Kuumba Imani Children's Playscheme, local Youth Club (Methodist), Liverpool Museums, Primary Care Trust (Heal 8) and Steve Biko Housing Elders Residential provision who were keen to be involved.
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What was the timeframe?	June - August 2007
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What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	The project engaged older people and children and young people aged 5 - 19 years through a series of Educational and Practical workshops during the summer holidays. The project focused on participants learning new skills, mixed ages and abilities. Local free-lance artists were assigned to lead on workshops. Topics included issues affecting communities e.g. crime and fear of crime, racism, poverty, unemployment, litter ,nuisance behaviour, local amenities, plans for the area, facilities for children and young people etc.
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OUTCOMES

What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	Many of the elders commented on the behaviour and respect of the children and young people they met, which has helped dispel some stories shown in the media, and some real life experiences that were not acceptable. There was joint recognition among participants of different ages of negative media, in television and newspapers of Liverpool in general. Music and popular culture, interests and aspirations were
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	shared.
How will the project/activity and its benefits continue into the future?	<p>The creativity and art work inspired the young people to think about further education and pathways for information to follow up, to think about developing projects for themselves at the local youth centre.</p> <p>The local Youth Centre has accessed a new group of young people as a result of the project which has now broke down access barriers, as many were quite territorial in one particular area of the community before the project, they are now aware of the opportunities available 5 minutes from where they live.</p> <p>A visit to a flower show inspired the elders to enter competitions next year, and they have shown interest in creating a communal garden patch which young people could get involved with alongside them next year.</p>
How do you know that you are/were successful (or not)?	Feedback has been all positive aside from some who are not interested in Art based projects, their recommendations have been taken on board
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity?</p> <p>Did anything unexpected happen – how did you handle this?</p> <p>What support did you get?</p>	<p>Keeping the young people engaged over a 5 week programme- gift voucher incentives enabled continuous participation.</p> <p>Unexpectedly the Youth Worker had failed to inform us that in week three the group were going on a trip abroad for the week, given they were the main catchment group the project attendance that particular session would have been low, I phoned a local summer play scheme project to enquire if they wanted to join the session that week which they did bring a small group of 5 children to the venue with their own staff supervising.</p> <p>The staff remaining at the Youth centre who had not accompanied the original group on their trip joined in and supported the new group of children taking part.</p> <p>The artist was engaged with references that he had experience of working with teenagers and in diverse communities, his style of room set up gave a classroom feel to it on the first session, however after a comment from one of the young</p>

	<p>people stating "Oh this looks like school we're on our hols mate", he quickly delegated a re-style of the room asking the young people to set it up how they felt it should be. This worked well and the room plan the young people chose remained throughout.</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>I would enquire at the outset if any other activities were likely to affect the attendance at the project and plan the sessions to exclude those dates.</p> <p>To try and ensure that the space you have for the project is exclusive and that there are not other activities going on that can disrupt the activities as this happened with activities for the youngest persons because the sports hall had limited space because of refurbishment.</p> <p>Over all I and others have learnt that if lead by experienced facilitator with the right people skills young people will engage in projects, we have learnt it is not impossible to bring together young people of different cultures (as some perceptions may exist) Young Yemeni, Somali and British Born young people worked together</p>
<p>Any advice for others implementing a similar activity?</p>	<p>Ensure the planning and remit of facilitators and partner agencies are clear with clearly defined roles and responsibilities for all. Ensure you are prepared to be flexible to young peoples needs. Be prepared to respond and where possible take forward other idea's that are forthcoming from participants to ensure further involvement in future or to find information that can be shared in signposting to other interests they express etc. Ensure you record and monitor and encourage participation in evaluation.</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	<p>Dot Art - a company who have a data base of local professional artists who work with communities and corporate organisations.</p> <p>Local Attractions and venues - Croxteth Hall , they now have a mailing list for our tenants to receive information on their activities direct to their homes.</p> <p>Museums – Liverpool Museums have many community outreach and in-house activities to encourage people to engage in family history</p>

research, local, National, and International research, and fun /art workshops, Lectures of interest etc.

Youth Centres - Methodist Youth Centre, Toxteth Liverpool have experienced a lull and reduced funding in the past 3 years but have now raised significant funds to refurbish the centre and encourage young people of all cultures to attend, with NVQ courses for young people, links with Connexions Advisors, and Sexual Health organisation to prevent teen-pregnancy and police in prevention of gun and Anti Social behaviour. They have a new Music Studio and revamped Teen Café for healthy cooking, the facilities are available for other groups to hire and engage in partnership work.

Movie Productions - Toxteth TV (Ian Freeman), who capture workshops on film/photography exhibitions and work with people of all ages.

Healthy Community Living Projects - Heal 8 in Liverpool- Karl Smith Manager- healthy community living projects - grow your own - delivered by enthusiastic staff team - based at the Kuumba Imani Centre Liverpool

NHS PCT Food workers- available at NHS web site local Primary Care Trust - healthy food workshops delivered.

Experienced Facilitators - Maureen O'Keefe - Cardiff Wales 'Mo Masaics email:

mo@momosaic.co.uk She has facilitated world wide workshops and with all groups young and old, and people with mental health needs and people with disabilities, She has done larger scale projects for hospital and schools, is a great facilitator with mixed ability and aged groups.

Organisation	Stockport Community Development Team
Stockport Black & Minority Ethnic Childrens Project - Six different Black and Minority Ethnic communities have come together to provide supplementary education and play activities to help their children learn about their heritages and cultures	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/ discrimination?	B & ME communities in Stockport
What was the barrier(s) / discrimination you are/were seeking to challenge/overcome?	Stockport's BME communities are scattered across the Borough and under- resourced in comparison with other urban areas. Children attend predominantly white schools and have had few opportunities to explore their identity and take pride in their community's heritage.

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Stockport Council's Community Development team had links with the various BME communities before developing the project. Community Audits were undertaken 2001-03 and showed a shared need among BME communities for paid sessional workers to help organise and provide activities for BME children. Groups needed more resources to pay rent, insurance, sessional tutors and to buy equipment and educational resources The various communities had been providing separate provision but struggling against a back drop of little funding to provide adequate resources. The CD team developed a bid to the Childrens Fund which was successful in obtaining £75,000 for a BME Childrens Project. A BME liaison worker was recruited to give day to day support to communities. A Steering group was developed that brought together representatives of all of the communities concerned to begin the process of creating shared ownership of the overall project
What was the timeframe?	2003- present
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	The project originally was managed by the CD Team because of the complex bureaucratic demands from the funding body, but the team used CD facilitation to enable the communities to take the lead – they supported the communities in learning how to develop self-management within the funder's requirements: keeping registers, writing lesson plans, sending invoices for payment in arrears, recruiting tutors,

understanding and applying health and safety procedures, and gaining CRB clearance. With the aim of increasing community strength in running the project, the CD team developed training for the volunteers in funding bids and admin skills and developed a Steering group of community representatives from each of the 6 community projects, to begin the process of creating shared ownership of the overall project.

It was a challenge to move from project management to community development; we still faced the demands of project management within strict external funding conditions but realised we could help the communities to move towards increasing levels of self-management by helping them explore and devise systems which would meet funders requirements but would mean something to themselves.

We had to develop space for face-to-face discussions between communities and tutors so that everyone could own the way we organised. When previously self-employed sessional tutors had to become Council employees to meet external audit recommendations, we worked alongside communities and tutors to explore how to make the potentially disempowering situation work under the control of the communities.

The induction process brought together tutors and their committee representatives and it was agreed that the tutors initially seek support and guidance from their community organisation and if there are unresolved difficulties to bring it to the CD team for consideration and we agreed to bring the issues back to committees if they needed a management decision. In practice, the hardest problems were caused by lack of ongoing tutor support in the early days of the project, so we now set about increasing the levels of support for the tutors to end their isolation from each other.

As the communities' Steering group began to debate strategic issues, the CD Team workers began to move into the role of facilitators of meetings and promoters of equality within the project, so that stronger groups didn't overwhelm the others. The workers facilitated discussions on really sticky issues, such as the funder's refusal to allow religious activity to be funded

	<p>in particular, community groups had to learn to express Islamic studies as part of a programme of acquiring mother-tongue languages, cultural and historical studies, and promoting community cohesion through showcasing their work through public events such as Black History Month and EID Melas.</p> <p>The development of the Steering Group was facilitated to the point where an independent community organisation has now been formed, Stockport Communities United Forum. The team supported the communities in developing their vision and aims, embodied in a constitution and the election of officers so that every group is equally represented. The team now supports the key officers in developing their skills and confidence in their roles, and provides a training programme for the tutors to share experience and best practice.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>Changes in attitudes: A key moment in the life of the project was how the community Steering group tackled its the biggest challenge to the cohesion of their shared work, when a national cut in the Childrens Fund led to local cut , taking us from £75000 to £45000 . In the first meeting to discuss how to reallocate the budgets, it became clear that the Steering group members were dividing over self-interest and in danger of competing against each other for greater shares. The CD team suggested that a second meeting should focus on each community sharing information about what they were doing with the money, and how it was meeting childrens' needs, and what would happen to the ir children if the project ended. The resulting empathy between the groups meant that they were able to agree to reallocate the money so that no one's financial survival was put at stake. This created new levels of trust and recognition of each other's worth. And this is the key to everything positive which followed.</p> <p>Changes in activities: By focussing on their children, the communities had kept their eye on what really mattered and this really helped them to respond positively to their children's rights to have a say in the activities . Children's satisfaction surveys were developed as playful exercises with the support of the Childrens Fund's</p>

	<p>Participation worker. The surveys revealed a complex picture – some children wanted more play and less adult-led education, others wanted the noisier children to be quieter so that education could take place. At the same time, the tutors views were surveyed, and led to a fascinating discussion amongst the community representatives at the Steering Group about the contradictions revealed , and these insights provided the ownership of the issues necessary for the communities to recognise tutor’s multiple needs for support and training in play and education aspects. The Supplementary Schools advisor from Manchester reassured the communities that play and education were both extremely important, and that play is in itself educational. Since then, Ola Spence from the CD team has devised a training programme with the tutors. Community representatives members and tutors also attended Safeguarding Children training. This shows how evaluation can be really dynamic in creating the stimulus to change and improve</p> <p>Changes in confidence: In October 2007, the communities received the RENEW award from RENEW and the lead Councillor for Communities, and presented their own powerpoint on their progress and future plans to an audience including the Chief Executive of the Council. This demonstrated the communities’ growing self-belief and assertiveness</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>The evolution of the community Steering Group into an independent community organisation, Stockport Communities United Forum, enables the group to apply for external grants as a united, cohesive project. The new title reflects the communities’ thinking about community cohesion: while membership of the new organisation “shall be open to all Black and Minority Ethnic community members of all age groups in Stockport and surrounding districts” it is also embracing “other Stockport residents who share our aims”. The aims in the new Constitution proudly proclaims:</p> <p>“To develop a strong and inclusive Black and Minority Ethnic community organisation to provide supplementary schools for Black and Minority Ethnic children in Stockport, providing play, cultural and educational opportunities in community settings, and to develop community groups for all age groups”.</p>

	<p>So there's still a lot of work to be done: the communities will be bidding to the new version of the Childrens Fund in Jan 2008 for extended funding from September 2008, but will also target other funders (putting their eggs in a few baskets), and will be reaching out to professionals to seek partnership and influence, as part of the Extended Schools agenda.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>We will know that the project has succeeded if the Childrens Fund Executive renews their funding in the face of serious competition from statutory agencies or other major external funding is secured before the expiry of current funding in September 2008. We will also measure the impact of the supplementary classes on childrens' levels of attainment within mainstream education, and the levels of tutor confidence in their role.</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>The main challenges are described above : moving from the inflexible demands of funding criteria for project management to a community development approach which passed ownership step-by-step to the communities The unexpected cut in the budget brought another major challenge: how to avoid losing the fledgling solidarity through competition emerging for a share of smaller resources. The above sections describe how we used sharing of awareness about the impact of cuts on any single project to develop empathy and deepen the solidarity between the groups We received support from various agencies to help the groups develop their skills, knowledge and confidence: the Play Team provided Safeguarding Children training. the Council for Voluntary and Community services and the Economic and Environment team from the Council helped the committee find potential sources of funding and how to make a strong business case. The Childrens Fund lead officer helped the group understand how to present itself within current priority outcomes.</p>
<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>Communities can manage highly demanding schemes but that it takes time to develop their skills and knowledge so that they are "voluntary but not amateur".</p>
<p>Any advice for others implementing a similar activity?</p>	<p>Spend a lot of time with community groups to explore common ground as the basis for a shared vision, so that they know what each other is seeking to achieve</p>

	and value their partnership.
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	ContinYou website on Supplementary Schools: http://www.continyou.org.uk/what_we_do/children_and_young_people/supplementary_education Community Matters website on community self-organisation: http://www.communitymatters.org.uk/

Organisation	The National Trust
Lake District Community Links Project – A project to develop and enable staff members of the National Trust based in the Lake District to engage more effectively with a range of excluded communities.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	A range of communities have been identified as suffering from exclusion
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	To enable staff to gain further knowledge and insight into marginalised and diverse communities so that they can engage with them more effectively

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	Regional Community staff initiated the work and where supported by senior managers in the Region.
What was the timeframe?	2006 – ongoing
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>Last year, we appointed a Lake District Community Links Officer to work with our staff and with local communities to forge deeper, more equitable relationships and to enable people to be involved with our planning and decision making processes, particularly where we are facing or responding to change. At the heart of our conservation and access work is the need to manage change. The community development process works with communities to analyse, initiate and influence change and Lake District communities in particular are facing increasing change and pressure and so community development values and practices are an invaluable way for us to promote justice, equality and mutual respect in our work.</p> <p>We are creating a Statement of Community Engagement so that we have clear ways of working and standardised, equitable practices which are agreed by us all which can be communicated clearly. We are changing our management practices to enable participation by communities, including recognition of the right of communities to propose alternative course of action and developing the flexibility to value</p>

	<p>different levels and types of participation.</p> <p>We have developed a community network for our staff to build their capacity so they can understand and work with communities better. This includes detailed community mapping with staff to highlight issues of social exclusion and enable staff to understand how inequality or social injustice develops.</p> <p>We are working directly on issues of concern within communities and trying to ensure good community development practices are being used in practice, on every day issues affecting individual communities. We are also working proactively with communities, seeking views to influence key policies we are developing now, such as Housing Policy and our future work in the Lake District.</p> <p>We are also developing a toolkit so staff can develop the skills they need to work better with communities and understand how people may respond differently to a range of involvement methods.</p>
OUTCOMES	
<p>What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?</p>	<p>Staff are beginning to understand what community development values are and how they can use them in their work. Their confidence in involving communities is beginning to increase because they are involving our Community Officer to help them in that. Senior staff now understand the value of involving communities in making policy and are supporting us to facilitate opportunities. We still have a long way to go though!</p>
<p>How will the project/activity and its benefits continue into the future?</p>	<p>We are trying to change policy, management procedure and everyday practice so that it becomes embedded in everything we do.</p>
<p>How do you know that you are/were successful (or not)?</p>	<p>We are evaluating the change as the project goes on.</p>
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity? Did anything unexpected happen – how did you handle this? What support did you get?</p>	<p>The main challenge has been staff being willing to involve communities in a meaningful way, listen to alternative views and potentially to give up some power. We have been surprised at how keen staff have</p>

	been for our help and input in involving communities. They have been nervous, but keen to do it.
What have you and the others involved learnt from this piece of work/project?	It takes a long time to change people's views regarding excluded communities, and to explain how / why we should work directly with those communities and how they can influence our work.
Any advice for others implementing a similar activity?	When you are working with colleagues to help adopt new ways of working, don't give up! It take a long time, but people are willing to try new things when you help them develop the necessary skills and confidence.
Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.	cdx.org.uk communities.gov.uk

Organisation	Durham County Council
Framwellgate Moor Division Member's Youth Forum – Durham. Setting up a Youth Forum as a mechanism to consult with young people on issues affecting their area and to advise on the use of the Members Initiative Fund (MIF) - elected members have £2000 per year to give to groups and projects in the community which enhance well-being and encourage community involvement and participation.	

BACKGROUND AND CONTEXT TO THE PROJECT/ACTIVITY

Who was facing the barriers/discrimination?	Young People
What was the barrier(s)/discrimination you are/were seeking to challenge/overcome?"	The lack of involvement of young people in decision making in spending in a defined geographical area

THE PROJECT/ACTIVITY

Who decided what needed to be done and took the initiative/lead?	This was an initiative of an elected member who wanted to involve young people in decisions about how money is spent in the local area and in particular the MIF. It would also act as an introduction to the democratic process and enable young people to develop their understanding of citizenship
What was the timeframe?	It was agreed in consultation with the young people involved to convene four meetings per year.
What did you actually do? What community development methods and interventions were used e.g. consultation, training, advice, informal conversations, events, Mentoring etc?	<p>Framwellgate Moor Division within the Durham City District covers the semi rural villages of Bearpark and Witton Gilbert, and the semi urban area of Framwellgate Moor & Pity Me</p> <p>Six Young People from three schools (two per school) whose catchment area covers the divisional area (Framwellgate School, Fyndoune Community College and Durham Community Business College) were invited to take part in meetings with the local elected member to find out what issues of concern the young people had in their community and to allocate resources in the area from the MIF.</p> <p>CD Methods used: Advice given around letter of invitation to schools, outline for events and practical details. Advice and support also received from training officer for ideas on icebreakers, washing line exercise and follow up. Informal discussions with elected members after</p>

	the meetings.
OUTCOMES	
What changes occurred in attitudes, knowledge, practices, policies, confidence, etc. How do you know?	<p>Young people from three areas in the division had the opportunity to give their views about the issues affecting their area and to prioritise actions to address these. £900 of MIF from 2006/07 (£300 for each area) was committed by the elected member for environmental projects to be determined by the school councils.</p> <p>An immediate response to a litter problem in Framwellgate Moor Front street was addressed in partnership with Neighbourhood Wardens and the school which resulted in significant (though short term improvements). Priorities for action on wider issues have been identified for the elected member to take forward in partnership with the district & parish councils.</p> <p>The young people have gained confidence in giving their views as they can see results from their comments.</p>
How will the project/activity and its benefits continue into the future?	It is planned to hold four Forums per year with the young people feeding back to their school councils, and representatives from the next year group coming forward to shadow existing members to ensure continuity. It is hoped to develop an intergenerational element to future meetings if the young people want this.
How do you know that you are/were successful (or not)?	There has been significant continuity in attendance and new members from different year groups have come forward to replace those who have left. We have not yet incorporated an intergenerational element other than inviting specific officers from both County & District councils to listen and address the issues raised by the young people.
DISCUSSION/LEARNING POINTS	
<p>What are/were the main challenges in implementing the project/activity?</p> <p>Did anything unexpected happen – how did you handle this?</p> <p>What support did you get?</p>	<p>The main challenges were logistical, coordinating with the three schools to ensure cooperation and availability of students all at the same time. The elected member involved negotiated this well and all three schools were willing to participate. Transport had to be arranged to bring them together (the first meeting was held at Rivergreen, the second at County Hall).</p> <p>In terms of anything unexpected happening - thankfully no!</p>

<p>What have you and the others involved learnt from this piece of work/project?</p>	<p>That participation can lead to change, that young people's voices and opinions are valued, listened to and acted upon. The stakeholders have been introduced to the idea of participative democracy and have been introduced to the workings of local government.</p>
<p>Any advice for others implementing a similar activity?</p>	<p>It would be good to involve a greater number of young people, possibly involving others already involved in youth participation work e.g. Investors in Children, the Youth Parliament. However this was deliberately a lower key approach as both of us were finding our way. Working with a group of this size was manageable and seemingly quite productive Commitment, leadership and enthusiasm from the elected member are prerequisites. CDO act in supportive and facilitative role ensuring that the outcomes are for the benefit of the whole community and are not politically biased.</p>
<p>Please list any contacts, links or resources that you found particularly useful in carrying out the activity and which could be helpful to others.</p>	<p>The washing Line/laundry basket exercise was an excellent method for involving people in an interesting and imaginative way. It encourages participation and discussion.</p>