**Morning Session**

**The 4 Building Blocks for Community Capacity Building**

**Building the Skills of Groups**

**Task: - Each set of tables has a list of skills associated with either partnership or management. (See Hand-out 1, pages 3 and 4.) Please identify any gaps or other skills required.**

**Tables 1 to 5 Partnership Skills**

**Tables 6 to 11 Management Skills**

**Partnership Skills**

* Confidence - feel equal, asset equality.
* Communication skills – presentation; language/vocal; precise; report compilation.
* Balancing conflicting view points, personal conflicts of interest.
* Organising information behind the scenes.
* Understanding consensus working.
* Staying power.
* Asking for help.
* Understanding where ability to represent ends (e.g. without advance knowledge of business).
* Fitting in with different culture.
* Understanding structures, levels of decision making.
* Creating culture of honesty and trust in order to challenge.
* To make training real and relevant to activists.
* Negotiation skills
* Working together
* Listening
* Identification of assets – skills; people; buildings; knowledge
* Safe environment

Representing

* Working with young people.
* Meaningful consultation.
* Outcome focussed.

Being strategic

* Participation strategy for the group.

**Management Skills**

* Approachability.
* Developing questions - ability to think critically.
* Listening.
* Negotiating skills.
* Knowledge of how and who to ‘tap into’ - partners etc.
* Financial skills - understanding processes.
* Sharing information - being open and transparent.
* Being able to challenge comments/decisions.
* Confidence.
* Raise hope optimism but manage expectations.
* Clear understanding and knowledge of responsibilities (Legal and business).
* Knowledge of different processes or methodologies to reach into the community.
* Funding/Resources - sustainability.
* Analytical skills - why are we taking over an asset etc.? Understanding structures, tensions.
* Communication skills.
* HR – recruitment and employment etc
* Asset mapping.
* Governance / accountability.
* Build in sustainability / resilience to keep going - recruit new people.
* Mentoring.
* Creativity to generate new ideas.
* Problem solving.
* Dealing with conflict, working together.
* Business planning.
* Motivational skills.
* Change of culture - accepting ownership rather than ‘others job’.
* IT skills.
* Report writing.
* Recruiting volunteers.
* General organising skills.
* Get involved in local/national support networks and partnerships.

There then followed an input session, using practical examples, looking at **Building Organisations**, (Livingstone) **Building Involvement** (use of social media in Stockport) and **Building Equality (**Falkirk). This included a discussion exercise in pairs from which no feedback was required – workers given responsibility to take own notes.

**Afternoon Session**

**The Skills and Roles of Practitioners**

**Participants were split into 4 groups, with each group having a particular CCB building block to consider, along with the roles workers should/could play.**

**Based on your experience what works effectively in building skills/organisations/involvement/equality?**

**What practitioner competencies are needed for building skills/organisations/involvement/equality?**

**As practitioners what roles would be useful when building skills/organisations/involvement/equality?**

**Group A Building Skills**

**Group B Building Organisations**

**Group C Building Involvement**

**Group D Building Equality**

**Group A (Room 13)**

Building Skills

* Listening where community is at, not pre-judging.
* Listen to other partners, share etc.
* Confidence
	+ Giving confidence.
	+ They are valued.
* The can do approach.
* Being relative - identify existing skills, gaps.
* Interpersonal - building relationships, being welcoming.
* Communication; good, audience, jargon - demystifying.
* Measure own skills - formative assessment - soft skills, training heads - less formal.
* Reflective practice.
* Drawn out contradictions - evidence to demonstrate ability.
* Self-assessment.
* Not formal qualities / informal learning.
* Identify their passions/interests.
* Working where people are at.
* Networking - identify others who have skills.
* Appropriate resources - child care/dependents, people (practical level IT) and connecting to others.
* Opportunities and challenges on table but not forcing.
* Knowing local community/history.
* Educational opportunities - push and stretched - scope for learners to be flexible.
* Personalise / control - personal centred learning.
* Social justice - addressing inequalities.
* Raising awareness of issues e.g. homeless - role of educator.
* Embedding learning with other partners - partnership working, influence and raising awareness of CLD approach.
* Time management - time for development/priorities.
* Planning.

Roles

* Different roles at different times.
* Roles not mutually exclusive i.e. facilitator / fact finding.
* Additional notes;
	+ Negotiator
	+ Teacher/trainer.
	+ Group worker / educator.
	+ Mentor.
	+ Coach.
	+ Reporter - 2 way.

**Group B?**

Building Orgs

* Governance (Work by the rules)
* Builder of trust
* Identifier of roles
* Clarity of purpose
* Enabler
* Sign posting
* Counsellor

**Group D.**

Competences

* Self-identify own areas need to build on.
* Values/Philosophy that underpins our work/practice.
* Inclusion - what isn’t represented + those who are stigmatized. Communication.
* Assumptions about who represent what - we have many hats.
* Poverty.
* When we see good practice / let’s talk about it.

Roles

* Obvious barriers.
* Unspoken barriers.
* EQIA - agenda, can skills be controlled?
* Thought process with communities.
* Difference between equal opportunities statement and equalities.
* Challenge top down direction.
* Self-exclusion - myth or reality?

Equality

* Recognise systematic discrimination - a hard look at ourselves and what we collude with. (Culture - recognise differences, compromise etc.)
* Data gathering - should include equalities data.
* Personnel / Staff / Volunteers that reflect disadvantaged population.
* See the hierarchy of discrimination / factionalism.
* Accessible meetings/practice.
* Language - fear of causing offence.
* Parking spaces/toilets.
* Challenging stigma/behaviour - professional colleagues and community.
* Training e.g. gender identity.
* Recognise multiple barriers.
* Stereotyping - people creating their own barriers
	+ Awareness raising, 1:1 then group activity.
* Groups competing for funding.
* Learn from everywhere - truth and reconciliation commission.
* Human rights (recognition, duty barriers) / Rights, (Respect in schools) (should be in CfE) (Sectarianism) 🡪 could learn from CLD approach.

**Various Flip Charts – no table/group identification.**

Partnership Skills

* Joint training and awareness.
* Consultation/information.
* Resilience.
* Choices on joint working.
* Other views.
* Ensuring voices heard in creative ways.
* Keep it simple.
* Negotiation.
* Networks.
* HR.
* Legal issues – health and safety.
* Money man – fundraising.
* Pay roll.
* IT.
* Reports.

Practitioner competences / skills

* Honesty / integrity / being upfront.
* Bringing in the right people – business skills constitution.
* Knowing what support is required.
* Building relationships with elected members.

Skills / competences

* Thinking creatively
	+ Communication.
	+ Building relationships and trust.
	+ What can you do, who else needs to be involved?
* Solutions – Resolutions.
* Coaching skills – encouraging people and building on what they already have.
* Different skills for different scenarios.
	+ Not so easy getting relevance (Showing relevance).
* Being able to link to policies/drivers.
	+ Policy makers.

Roles

* Accessing expertise – imitators.
* ‘Manipulator’.
* Facilitating (step back).
* Building social capital.
* Catalyst?

**PROMENADE ACTIVITIES**

**Task 1: - Go round the room and look at/discuss questions related to Community Empowerment Act and add comments/suggestions to flip charts.**

**Task 2: - Go round the room and consider, individually, the statements related to Community Empowerment and “vote” whether you agree or disagree with each statement.**

**COMMUNITY EMPOWERMENT ACT QUESTIONS AND ANSWERS**

Question 1. (9 Principles for effective community planning)

Do you agree with them? Should there be any others?

* Utilising community assets - from wider community (more affluent). Redistribution of skills and assets.
* Are the CPP really going to be able to do all of this? Reality.
* Community planning created layers of committees, how does the act fir into that?
* Fine principles, how are they translated into action and supported?
* Agree but needs to not just take on pot-holes and dog poo.
* Order: 1, 12, 3 and 4.
* Get rid of local CPPs / Local Government + NHS’s boards - people councils.

Question 2.

What might this mean for CLD practitioners?

* Still doing to rather than doing with.
* Diluting CLD activity.
* Would CLD workers be restricted to specific local authority areas?
* Resources to support ‘hard to reach’ group, carer support, crèche etc.
* How much consideration is given to participation in national planning issues i.e. unconventional gas extraction and how this impacts on communities?
* Challenge top down approach.
* Potentially breach code of ethics.
* Raise awareness of CLD approach and advise CPP of ethical approach.
* Challenging to make it real and effective.
* That CLD have to manage the directives from above again and shape them for the community.

Question 3.

In what ways might CLD practitioners support community bodies to make a participation request?

* Support to understand how services work currently
	+ What’s missing?
	+ How could things be done differently?
	+ What can the community bring?
* Help communities to understand what is not working for them - ###
* Skills audit.
* Need to know processes and steps to take.
* What else would help (information).
* Who to approach.
* Timescales.
* Write the group manifesto.
* Support to apply.
	+ Then what support they would need to progress + ongoing.
* Understand (legislation process, relevance) / Raise awareness.
* Why is the participation request not applicable to the Scottish Government and other applicable bodies?
* Is this a way of getting communities to prioritise part of the service themselves?

Question 4.

What role do CLD practitioners have to promote the use of asset transfer requests and support community transfer bodies to make requests?

* Promote
	+ Should we or should we be neutral?
	+ Awareness raising.
	+ Objectivity.
* Support
	+ Who has responsibility for resolving issues, if community face difficulties to the point of abandoning the asset?
* Equality
	+ Can communities apply to run one of the ‘good’ assets as well as those ‘identified for disposal’ (passing on the problem).
	+ Local Authority’s should pass on asset in a reasonable state, fit for purpose.
* Awareness and articulate why/need.
	+ Consider pros and cons 🡪 decision might well be not to own the asset. Other options e.g. letting: improvements to current service etc.
	+ Communities need to know what the commitments are e.g. time, effort, money etc.

**STATEMENTS ON EMPOWERMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| Empowerment means communities understanding the issues that may be causing problems and deprivation. |  | Agree | Disagree |
|  |  | 39 |  |  | 3 |  |

*Comments*

* Individuals need to understand in order for this information to be shared across the community.

|  |  |  |  |
| --- | --- | --- | --- |
| Empowerment means communities feeling confident and assertive |  | Agree | Disagree |
|  |  | 34 |  |  | 5 |  |

*Comments*

* Structures need to allow communities to feel confident and assertive.
* There may be a need to educate communities.
* Empowerment is a construct that is given here in a binary form 🡪 it doesn’t have to be either or even any of the two options.

|  |  |  |  |
| --- | --- | --- | --- |
| Empowerment means communities exercising their rights |  | Agree | Disagree |
|  |  | 26 |  |  | 5 |  |

*Comments*

* Only if they want to.
* Can also be the right to not take part?
* Offers the opportunity but no guarantees.
* Empowerment comes from understanding right and exercising them.
* And challenging them.
* What rights? Rights of the child? European rights? We need to have definitions to act upon!
* Responsibilities.
* Awareness of any negative impact of exercising right need as part of this.
* And promoting the rights of communities and individuals.

|  |  |  |  |
| --- | --- | --- | --- |
| Empowerment means communities having influence over local decisions. |  | Agree | Disagree |
|  |  | 25 |  |  | 1 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Empowerment means communities taking action to improve the quality of life themselves. |  | Agree | Disagree |
|  |  | 25 |  |  | 3 |  |

*Comments*

* If in a position to do so e.g. cuts to welfare benefits for disabled.
* Real influence and decision making power.
* Communities can only influence if given the opportunity.
* Can we have representative democracy of citizen participation / empowerment at the same time?
* Empowerment not to the detriment of others.
* Having equality of participation.
* Empowerment is an individual and group journey, it grows from our work activities, but we do not give it to others rather it develops from within.
* Influence with responsibility.
* Communities need to feel that any actions they want will be listened to.
* Being allowed to take action.
* Communities choosing to take action that they have identified that is based on inclusive values.

|  |  |  |  |
| --- | --- | --- | --- |
| Empowerment means communities believing change for the better is possible. |  | Agree | Disagree |
|  |  | 18 |  |  | 15 |  |

*Comments*

* Only if they wish change to happen.
* Change is only possible if people want it.
* Believing is only part of empowerment.

|  |  |  |  |
| --- | --- | --- | --- |
| Empowerment means communities feeling responsible for their own services and activities. |  | Agree | Disagree |
|  |  | 9 |  |  | 13 |  |

*Comments*

* Having real responsibility and resources to support their activities.
* Feeling responsible for their own well-being.