

Train to Sustain

A Research Project on behalf of creating:excellence South West



Carried out by
the ReAct Consortium
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Executive summary

This research, undertaken between October and November 2006, was commissioned by creating:excellence as the first stage in developing a live sustainable communities' project (a Learning Laboratory) called Train to Sustain. The research provides an analysis of the levers and motivations which may engage local people - professionals, community activists and leaders and young people - working and living in Gloucester, to take up learning for sustainable communities as part of the Train to Sustain pilot project.

Key findings and recommended action resulting from Train to Sustain research

Finding 1 - A wide range of target groups and individuals who may play a part in the Gloucester Heritage Urban Regeneration Company (GHURC) area, and who might benefit from developing their generic skills for sustainable communities, were identified during the research (See Appendix 3).

Recommended action - All these groups and individuals could be contacted with information about sustainable communities and the Train to Sustain pilot.

Finding 2 - Most people who were interviewed during the survey had heard of the term sustainable communities. However, they had different levels of understanding and ways of interpreting the term and attached varying levels of importance to the concept. This was reflected in all three target groups – professionals, community workers/activists and young people.

Recommended action - Further action needs to be taken, nationally, regionally and locally, to raise awareness of the concept of sustainable communities and how it relates to government policy, communicate what the term means, come to a common understanding of it and recognise the importance of this issue.

Finding 3 - The Academy of Sustainable Communities (ASC) as an organisation was not widely known by respondents and may require further promotional activities if it is to become recognised, especially by community activists.

Recommended action - ASC to develop a marketing and promotional campaign aimed at the wider community, which promotes understanding of sustainable communities.

Finding 4 - Respondents often indicated that people in other organisations needed to learn about sustainable communities. Few people felt that

learning about sustainable communities was an element within their organisations' existing professional development priorities. People indicated that they would take up learning on this issue if their organisations stated that it was a priority.

Recommended action - Organisations need to be persuaded of the importance of incorporating learning about sustainable communities and of supporting staff to gain the skills which support the development of such communities, as a key element within their training and development plans.

Recommended action - Senior managers need to be persuaded of the importance of making learning about sustainable communities, and the skills that underpin this, a priority in their own and their employees' training and development.

Finding 5 - It seemed that interviewees did not see it as their responsibility to take action as individuals in relation to their own learning on sustainable communities

Recommended action - A broader campaign is also needed to persuade individuals to take responsibility for and become engaged in learning on this issue.

Finding 6 - It was common for respondents to highlight this as an opportunity for various groups who might not usually have access to such opportunities to develop their skills and to feel part of developing a sustainable community.

Recommended action - It is important that the widest possible range of people are offered the opportunity to develop their skills for sustainable communities.

Finding 7 - Young people expressed an interest in the idea of sustainable communities.

Recommended action - Further research may need to be undertaken with young people in schools,

those involved in voluntary work and in further and higher education to explore the ways in which young people might be stimulated to pursue this interest, gain appropriate skills and qualifications and enter careers that support sustainable communities.

Finding 8 - All survey respondents and participants indicated they would like to know more about sustainable communities. Some wanted to know more about the concept so as to be able to influence decision makers and others wanted to know more about what works and the lessons learned.

Recommended action - There is a growing interest in sustainability and marketing should 'piggy back' people's desire to become more informed and able to take action in relation to the issue of sustainable communities.

Finding 9 - Most respondents indicated that all the skills identified by Egan were important. However, financial management was often seen as something that would be managed by 'someone else,' for example a financial specialist.

Recommended action - Strong financial management skills are vital for effective community regeneration and sustainability. It is important that managing finances is emphasised and that training is provided in this skill, alongside the other skills Egan identified, as financial management is an essential part of many people's roles, from community activists to professionals.

Finding 10 - Interviewees identified other key relationship management and communication skills which they felt were needed to support sustainable communities. These included: team work; engagement, empathy and sensitivity; active listening, negotiation and mediation skills; the ability to get commitment from people; awareness of diversity and equal opportunity; managing different view points and making sure they are heard; political skills; creativity and visioning; engaging communities; performance management and bid writing.

Recommended action - Advertise and include these associated skills within learning activities

Finding 11 - There appeared to be a general lack of confidence in relation to: people's levels of knowledge and understanding of sustainable communities; preparedness to attend a development centre; taking up and pursuing learning about sustainable communities and the capacity to address challenges raised by this issue.

Recommended action - Any marketing and learning provision should seek to de-mystify terms such as 'sustainable communities', use clear, uncomplicated language, and promote confidence in people's existing knowledge and experience and capacity to develop their skills to address this issue.

Recommended action - The practical examples of ways in which perceived barriers to learning may be overcome should be considered when organising learning on this issue.

Finding 12 - The opportunity to assess existing skills in supporting sustainable communities and meet and network with others who are interested in developing their skills in this area were key motivators for those who took part in the research.

Recommended action - Use these motivational levers in any invitations and information used in marketing.

Finding 13 - The opportunity to improve prospects for gaining employment and for progression in work were more important motivators for community activist respondents and those from the neighbourhood project focus groups than for most professionals.

Recommended action - These motivational factors should be borne in mind when preparing marketing and advertising strategies for use with staff working in the voluntary and community sector.

Recommended action - Linkages should be made with the Voluntary and Community Sector Workforce Strategy and community activists should be encouraged to see work in sustainable communities as offering a career development opportunity.

Recommended action - Learning provision must ensure that community activists are not made to feel overburdened as there is a '*Danger that we expect even more from unpaid activists*'.

Recommended action - The Academy of Sustainable Communities needs to consider possible funding implications in the event of high interest levels for the Raising Our Game programme.

Finding 14 - Additional motivating levers for community activists were the opportunity to find out about learning opportunities and qualifications.

Recommended action - These levers should also be reflected in any marketing and promotional literature.

Finding 15 - The least motivating factors for all participants were the opportunity to: find out about which methods of learning suited them best and make a personal development plan which identified strengths and areas for action relating to sustainable communities.

Recommended action - The emphasis for the development centre should be on identifying areas of improvement for skills rather than focusing on identifying learning styles and producing personal development plans.

Finding 16 - The publicity/advertising activities which were most likely to prompt people to take action to attend an information or learning session about developing skills to support sustainable communities were: a personal invitation through post and or e-mail; case studies of people in similar roles which explained how learning particular skills and/or a qualification in sustainable communities had helped them in their work and/or their community; a telephone call or personal visit; recommendations from friends and colleagues (or recommendations from people featured in existing case studies who have success stories to tell, for example those on the creating:excellence and RENEW North West websites).

Recommended action - Prioritise these approaches in marketing activity.

Finding 17 - Other types of marketing were unlikely to attract individuals by themselves but could be used alongside personal invitations for awareness raising.

Recommended action - Use leaflets, posters or postcards to support and supplement the personal approaches outlined above.

Finding 18 - Most professionals who already had formal qualifications particularly at degree and postgraduate level were not interested in taking further qualifications, but were interested in gaining knowledge and keeping up to date with current issues and might therefore be interested in learning about sustainable communities.

Recommended action - Any marketing literature or invitations could emphasise the need to keep up to date with how the sustainable communities agenda might impact on their roles and organisations.

Finding 19 - Gaining a qualification was regarded by many as involving academic study. Few were aware that action learning as part of the day to day

work could enable them to achieve a qualification without undertaking a long process of formal study.

Recommended action - Documents such as the creating:excellence document brochure 'Real Ways of Learning' should be distributed very widely to demonstrate a range of innovative approaches to learning which can help address perceived barriers to formal learning.

Finding 20 - There was concern about the ways in which existing skills and experience and levels of learning would be addressed in any accredited provision on sustainable communities.

Recommended action - Assessment and accreditation of prior learning should be incorporated within the qualifications offered.

Finding 21 - Community activists were more interested in taking up accredited learning on this issue than were professionals. Many of those working in communities were less well qualified than professionals.

Recommended action - Marketing activities in relation to accredited training should consider community activists/workers as a priority group.

Recommended action - Qualifications need to be offered at NVQ level 2 and level 3 as well as higher levels, to build progression routes, particularly for community activists.

Finding 22 - Many of those who assisted with the research, particularly professionals, emphasised the importance of ensuring that any learning provision should be of excellent quality, run by well trained, knowledgeable staff and have clearly stated outcomes, which linked with their priorities.

Recommended action - Ensure that learning provision is run by known and respected organisations/individuals and has clearly focussed and stated outcomes which indicate how participants will be able to perform their roles better as a result of attending.

Finding 23 - An accessible and pleasant venue, free provision, refreshments, timing and the availability of childcare provision were all factors which could affect people's take up of learning provision.

Recommended action - Ensure that these practical issues are considered and addressed when offering information, advice and learning provision.

Finding 24 - On a practical level, information presented at an existing meeting was popular and was seen as making good use of time as well as offering a captive audience!

Recommended action - Where possible piggyback existing provision such as staff meetings and development events.

Finding 25 - Language matters! Masterclasses appear to attract professionals, however, they may be intimidating to some community activists.

Recommended action - Ensure that the language used in marketing and advertising fits the client group.

Recommended action - Masterclasses could be organised with a specific focus on senior staff.

Recommended action - These masterclasses could be offered as part of the Train to Sustain pilot, for people to attend on an ad hoc basis to improve their level of knowledge and understanding in specific aspects, alongside those individuals who were taking a qualification.

Finding 26 - Many interviewees commented on time restrictions, workload and childcare commitments and part-time working and therefore emphasised that learning provision needs to be flexible.

Recommended action - Perceived barriers may be overcome by focussing on motivational levers, such as improving prospects for gaining employment and for progression in work. Practical steps such as those suggested in Annex I (for example, offering financial and other incentives) can be useful in encouraging some individuals/groups to take up learning.

Finding 27 - Young people were in favour of upbeat, hard hitting, jazzy approaches to inform them of developments in relation to sustainable communities.

Recommended action - Approaches such as texts, e-mail and internet pop-ups might attract this group.

Finding 28 - There was a low level of knowledge about the Gloucester Heritage Urban Regeneration Company's (GHURC) activities at present. The research prompted interest in its work.

Recommended action - Every opportunity should be taken to include information about the GHURC within Train to Sustain activity. For example, examples of GHURC activity could be used to demonstrate how particular skills might be used and

developed which would make it more relevant to people taking part.

Finding 29 - It is vital that key organisations, such as the GHURC are fully aware of the work of creating:excellence and initiatives such as Train to Sustain.

Recommended action - Creating:excellence could offer a programme for GHURC staff to update them on creating:excellence activities. Such a programme could then offer a model for work with other organisations such as the city and county councils.

Recommended action - GHURC staff need to be fully aware of the Train to Sustain programme. Information sessions presented to the GHURC Board and creating:excellence senior staff could encourage participation in the programme, with the GHURC becoming an exemplar organisation in supporting sustainable communities.

Finding 30 - The research process itself also appeared to raise levels of interest knowledge and understanding about sustainable communities.

Recommended action - In order to build on the interest generated, those who take part in research about sustainable communities should be provided with a 'thank you for taking part' information pack which should include items such as 'Real Ways of Learning' and details of other planned events such as masterclasses and lectures.

Finding 31 - Good local knowledge and contacts within the community enabled the consultants to identify potential individuals and organisations which came within the scope of the research in a relatively short time frame.

Recommended action - Wherever possible actively use the skills, experience and expertise of local professionals, community workers and young people in research, motivational and learning activities.

Recommended action - The neighbourhood college model of equality and diversity representatives could be developed so that each community organisation could have a sustainable community representative/ champion/ambassador.

Recommended action - Ask Gloucester Development Centre participants to speak at masterclasses.



I. Introduction

This report provides a detailed analysis and discussion of the research element of the 'Train to Sustain' project which was commissioned by creating:excellence and carried out by members of the ReAct Consortium², Sue Martin, Jacqui Hughes and Ruth Thomas between October and November 2006.

I.1 Context

In 2004 Sir John Egan produced a report entitled 'Skills for Sustainable Communities' which highlighted skills gaps in the ability to deliver sustainable communities and made suggestions as to how to meet these needs. 'Skills for Sustainable Communities' detailed eight key elements, all of which must be developed in a holistic way if we are to achieve well designed, inclusive, sustainable communities. These are governance, transport and connectivity, services, environmental, equity, economy, housing and the built environment, and social and cultural elements.

'Skills for Sustainable Communities' also identified over 100 occupations with differing degrees of involvement in creating sustainable communities:

- **Core occupations** - those people who 'spend almost all their time in activities to do with planning, delivering or maintaining sustainable communities or whose involvement is critical to the success of those communities'.
- **Associated occupations** - whose contribution is extremely important to successful delivery but who are not involved full-time. This includes police officers, educators, health service managers and the staff of local businesses.
- **The wider public** - whose involvement does not result from their occupation, but whose active engagement is essential, including local residents, the media, members of neighbourhood groups and tenant associations, students and school children.

The report proposed that all of the above occupations must be able to understand and display some key generic skills and behaviours, for example, project management, communication, partnership working, if we are to be able to create and maintain sustainable communities.

Creating:excellence is the Regional Centre of Excellence (RCE) for sustainable communities in the South West. RCEs aim to support the people, partnerships, and public and private organisations in delivering better communities and in improving the quality of life across the regions. Centres of Excellence help to achieve this by improving access to, and the availability of, learning and skills development for sustainable regeneration and by helping people share best practice, knowledge and understanding.

Creating:excellence has recently been funded by the Academy of Sustainable Communities (ASC)³ to organise and deliver a Learning Laboratory⁴ known as 'Train to Sustain' which includes piloting Raising Our Game⁵ for the area covered by the Gloucester Heritage Urban Regeneration Company (GHURC).⁶

The City of Gloucester is in the early stages of a major programme of physical regeneration being led by the GHURC, "to bring life back to the many historic areas of Gloucester, and to create a new and prosperous city for the 21st Century" (GHURC website). Gloucester is a diverse city of massive potential, with a primary catchment population of 204,000 and the need for regeneration is well recognised.

In Gloucester the major challenge is to ensure that the planned physical developments are supported and enhanced by upskilling the local workforce and communities. Ensuring that professionals, young people, community leaders and activists have the necessary skills will be key to embedding the benefits of regeneration. A skilled population is vital to the ongoing wellbeing and economic success of an area. This is particularly the case in the South West:

*'which has the lowest share of jobs requiring no qualifications in the UK. This level is expected to decline at a faster rate than other regions between now and 2010, confirming reports nationally of a decreasing relative demand for occupations that require little or no basic skills.'*⁷

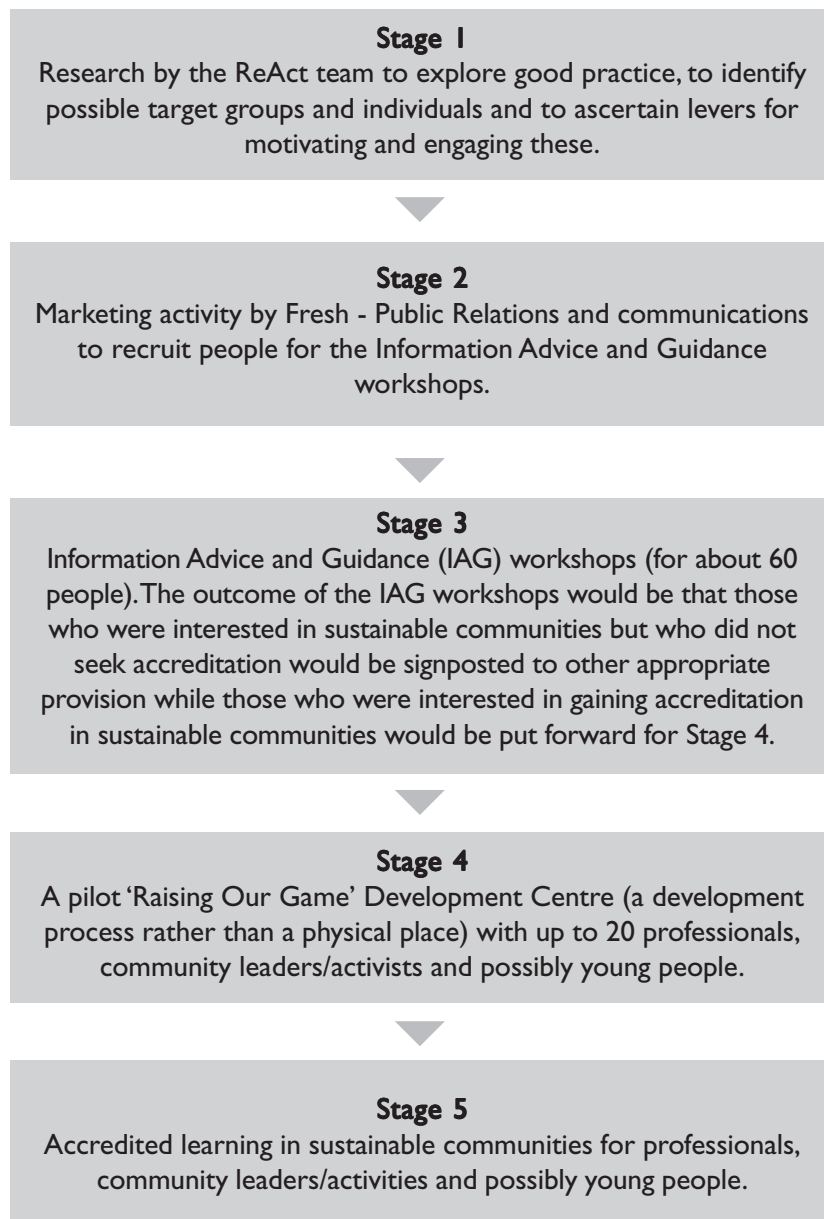
It is worth noting too that the findings of a recent study by the Joseph Rowntree Foundation, *The geography of poor skills and access to work*,⁸ conclude that those with:

'poor skills face more constraints in accessing employment than their more highly skilled counterparts – both in terms of skills – the number of jobs they can do; and geographically – in how far they are able to travel or the extent to which it is worthwhile for them to do so'.

The 'Train to Sustain' Learning Laboratory project provides an opportunity to promote, engage, demonstrate value and enthuse people affected by regeneration. It is intended that communities living alongside the development areas, such as White City, Barton and Tredworth, and Westgate, some of which have strong levels of deprivation¹⁰, will also benefit, as will other areas locally and nationally through the development of a model which can be disseminated and applied elsewhere.

Professionals too, need to be supported to ensure that their skills remain current. The shift from 'training to learning' approaches, with the emphasis on 'just-in-time', 'bite sized learning' and learning which is tailored to the needs of the area and the workplace may be relevant here.⁹

The 'Train to Sustain' Learning Laboratory has the following stages:



1.2 Project Aims and Objectives

The research has focused on Stage I (above) of the Train to Sustain project and addresses the following two aims:

Aim 1 - scope targets and identify good practice in relation to skills for sustainable communities in the areas of Gloucester affected by the GHURC.

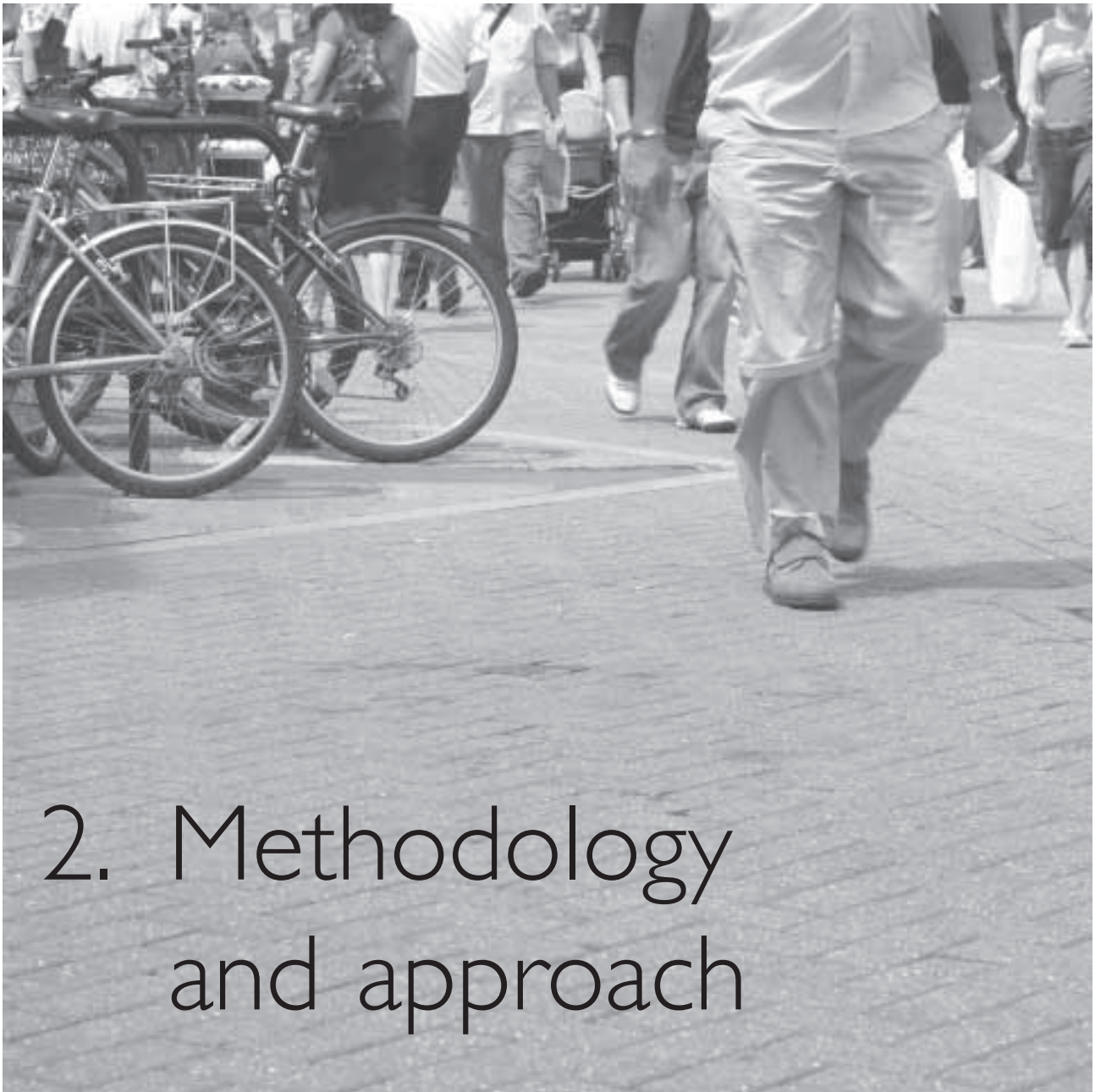
- Identify, map and profile the main groups that will play a role in GHURC or be affected by it.
- Explore appropriate regional and national good practice.
- Ascertain relevant good practice in other sustainable regeneration projects within the county.

The research has identified who to engage with to help achieve the aims of the 'Train to Sustain' Learning Laboratory, and highlighted relevant practice, with applicability to the Laboratory.

Aim 2 - identify levers for motivating and engaging individuals.

- Work with the target groups to identify levers for change which will motivate professionals, young people and community leaders, champions and activists to get engaged and take up the learning needed to benefit the regeneration areas.
- Develop recommendations on how to incorporate these levers in promotion and marketing.

The research identified levers to motivate and engage professionals, community activists and leaders and young people working and living in the area through promotion and marketing.



2. Methodology and approach

Project aims 1 and 2 are presented as separate elements in 1.2 above, however, because of the timescales for the research, activities were undertaken concurrently.

The main work strands were as follows: desk research; preparation of briefing documents, a questionnaire (Appendix 1) and a focus group prompt sheet (Appendix 2); the identification of the main groups that will play a role in GHURC or be affected by it (Appendix 3); interviews with key organisations and individuals (Appendix 4); focus groups; analysis of desk research, interviews and focus groups (Appendix 5) and the production of a final report. The methodology is detailed in Appendix 6.

Appendices are available on www.creatingexcellence.org.uk.

The key study elements were achieved through a range of approaches which included:

- Active engagement with key partners and the local community.
- Analysis of information and identification of key elements and themes to inform the study.
- Taking local regional and national developments which provide the context for the study into account.
- Production of a draft report.
- A seminar to disseminate the key findings and recommendations resulting from aims 1 and 2 will be arranged after the end date of the research project.

3. Findings

3.1 Aim 1 – Groups affected by the GHURC development

The aim of this element of the research was to: scope potential target groups and identify good practice in relation to skills for sustainable communities in the areas of Gloucester affected by the GHURC. This involved:

- Identifying, mapping and profiling the main groups that will play a role in GHURC or be affected by it.
- Exploring appropriate regional and national good practice.
- Ascertaining relevant good practice in other sustainable regeneration projects within the county.

3.1.1 Mapping of target audience

In considering the target audience for the research, the boundary of the Gloucester Heritage Urban Regeneration Company was examined. The area covers a substantial part of the commercial and business areas of the city and includes Kings Square and bus station, Greyfriars, Blackfriars, the Docks, Gloucester Quays and Canal Corridor.

In order to reach a broader range of the population, with more community leaders, professionals and young people, it was suggested that the zone should be widened to include the area bounded by the inner ring road on the North (St Oswald's Road, Escourt Road and Barnwood Road to the junction of Eastern Avenue) coming down to the southern most tip of the proposed junction of the south west bypass. This would incorporate residential areas of White City, Podsmead, Tuffley, Kingsholm, Barton and Tredworth and parts of the Westgate Area and the St Pauls, Wotton and Linden wards.

The inclusion of these additional areas gave access to the views of a wider range of people who are likely to be affected by and/or benefit from the impact of regeneration opportunities outlined by the Gloucester Heritage Urban Regeneration Company.

The rationale for including the above additional areas is also reflected in the Learning, Skills and Employment Project¹¹ which identifies White City, Barton and Tredworth, and Westgate as areas that

will particularly benefit from opportunities arising from regeneration work in Gloucester Docks. A copy of a map of the GHURC boundary and the area covered by the research is given in Appendix 7.

Good local knowledge and contacts within the community enabled the consultants to identify potential individuals and organisations which came within the scope of the research in a relatively short time frame.

An initial list of possible contacts was developed using this local knowledge and the creating:excellence database. This was supplemented by reference to the list of core occupations identified in the Egan Report and separated into the three target groupings, Professionals, Community Activists and Young People, as specified in the tender brief.

In developing the list of potential contacts the consultants wanted to identify potential interviewees from across a range of occupations and groupings. The limited time available to undertake the research directed the research to those people who could be contacted and interviewed within a relatively short period of time.

Whilst initially it seemed a simple task to separate individuals into the three groupings, in reality this proved to be more complicated. Professionals are strictly defined as those with professional qualifications and those who are governed by a professional body. However the term has come to have a more generalised meaning and includes individuals with qualifications working within a structure, usually in a relatively senior capacity or formally as a trainee.

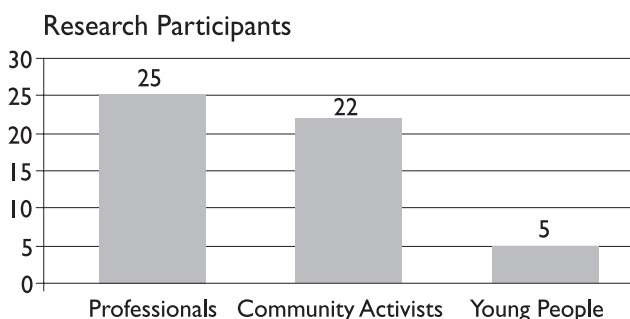
A number of interviewees from the community sector who work directly with local people could be regarded as professionals but are also community activists and facilitate community developments and therefore for the purposes of this research these people have been described as community activists.

Young people were regarded as those aged under 25.

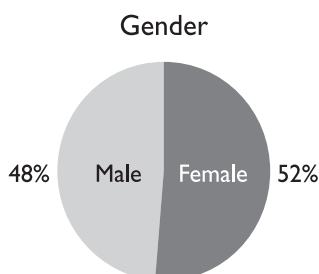


3.1.2 Research Participants

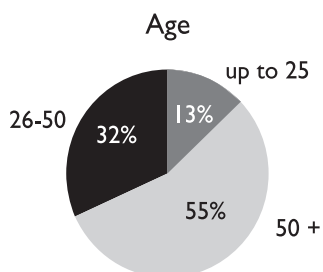
A total of 33 people were interviewed on a one-to-one basis with an additional 18 interviewed in three focus groups. Of these, 23 were professionals and 10 were community activists. As has already been mentioned, differentiating between the professional and community activist can be subjective particularly where community activists are also employed in senior roles within voluntary or community organisations. In such cases the individuals have been identified as community activists. Five young people were interviewed in a focus group.



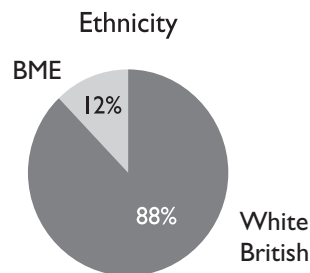
Gender – 17 males and 16 females were interviewed. The gender of participants in the focus groups was not recorded.



Age - The 5 young people interviewed through the Youth Parliament focus group were aged between 14 and 17, but the ages of the adults in the other two focus groups are not included.



Ethnicity - Of the 33 respondents interviewed individually, 29 identified themselves as White British and 4 identified themselves from BME (Black or Minority Ethnic) groups. The specific BME group was not recorded nor was the ethnicity of respondents in focus groups.



Disability - One person identified that they had a disability.

Occupational Breakdown - The core occupations identified in the Egan report were identified as Implementers and Decision Makers, Built Environment Occupations, Environmental Occupations, Social Occupations, Economic Occupations, Community Occupations and Cross-Cutting Occupations. Interviewees were asked to identify their occupation from a more detailed list ¹².

| Professionals | Number |
|---|--------|
| Implementer/decision makers* | 13 |
| Environmental | 1 |
| Built environment | 1 |
| Social occupations and community | 3 |
| National Agency | 1 |
| Cross cutting – not featured specifically on list | 2 |

| Community Activists | Number |
|--|--------|
| Community/voluntary worker (including those from focus groups) | 19 |
| Environmental and also community and also economic | 1 |
| Environmental, economic and community | 2 |
| Elected member | 1 |

Note: not all professional interviewees commented on their occupational area.

*This includes 3 who were in education training or learning occupations.

Focus Groups - The participants of the focus groups were drawn from the Youth Parliament, White City Community Project and Podsmead Neighbourhood Project.

The young people of the Youth Parliament were still in full time secondary school education.

The members of the White City group were all community activists in roles such as:

- Project manager
- Advice team leader
- Volunteer coordinator
- Creche leader
- Resource manager
- Project team leader
- Healthy living worker
- Education team leader.

Those from the Podsmead Focus group included:

- Vice Chair of community association
- Senior play worker
- Debt advice worker
- Education advice worker.

The young people interviewed in the Youth Parliament focus group were still in education and represented six different areas of Gloucestershire. These were Stroud, Cotswolds, Cheltenham, Tewkesbury, Forest of Dean and Gloucester.

3.1.3 Target Groups identified

As part of scoping the research, a list of possible interviewees and organizations were identified based on Egan's core occupations. During the research, interviewees were asked who else they thought might be interested in developing their essential skills for supporting sustainable communities. All these individuals and groups are listed in Appendix 3.

Many of the responses were already included in the initial scoping process, but there were some helpful additional suggestions. Interviewees were not shown the initial list and it was notable that their suggestions largely reflected the initial listing.

Organisations frequently cited included - statutory agencies, county council staff, community organisations, the voluntary sector, URC board members, LSC staff, Gloucestershire first, adult ed, (and education and learning services in general), Young peoples' services and young people themselves, politicians, elected members, and neighbourhood projects.

Additional suggestions included:

- Museum staff and Qaka – a small conservation group in Quedgeley.
- Mental health groups.
- Parish councils and rural communities.
- People who have returned to learn, those who have discovered opportunities through learning, those involved in IAG, people in the community, nursery and childcare providers.
- Utility companies.

Other comments included:

'Could be a long list ! – especially small BME groups, Bangladeshi Women's group, Chinese Women's group and other faith or ethnic based groups.'

'Statutory sector, especially middle managers dealing with infrastructure below assistant director level, need to be directed to participate.'

'Cooperative Futures and Gloucestershire First – Could help Gloucestershire First to deliver a wider, more integrated plan.'

Young people were mentioned on several occasions.

'Young Gloucestershire – charity which delivers the Princes Trust subcontract. This would offer opportunities for young people to be involved in decision locally.'

Although young people were interviewed in a focus group through the Youth Parliament it had been hoped that a focus group of students from the University of Gloucestershire could also be interviewed, but it was not possible to set up an additional focus group meeting in the short time available for the research.

3.1.4 Examples of good practice and sources of information in relation to developing skills for sustainable communities

Examples of good practice and possible sources of good practice in relation to developing skills for sustainable communities, particularly in relation to increasing the competence of professionals, community activists and young people, were explored during the research. The findings result from web and literature searches and the suggestions of those interviewed during the research. They include information on regional and national developments and on sustainable regeneration projects within Gloucestershire. This information is given in Annex 1 and Annex 2 in order to maintain the flow of the research report.¹³

Aim 2 – Identify levers for motivating and engaging individuals

The aim was to identify motivation for engagement and to make marketing recommendations.

- Work with target groups to identify levers for change which will motivate professionals, young people and community leaders, champions and activists, to get engaged and take up the learning needed to benefit regeneration areas.
- Develop recommendations on how to incorporate these levers in promotion and marketing.

Summary of questions – these are arranged in the order they appear in the questionnaire. In the text which follows, questions are discussed under issue headings.

| Question No | Question | page ref |
|-------------|---|----------|
| 1.1 | Have you heard of sustainable communities? | 24 |
| 2.1 | Please describe your role and the way it impacts on sustainable communities? | 25 |
| 2.2 | Why are you/would you want to be involved in sustainable communities? | 30 |
| 2.3 | Is sustainable communities something you would like to understand better? | 26 |
| 4.1 | Importance of essential skills for people involved in sustainable communities? <i>Partnership Working/Communication/Leadership/Project Management/ Conflict resolution/Financial management/Process or change management</i> | 26 |
| 4.3 | Interest in understanding more about the <i>current level</i> of essential skills for sustainable communities? | 27 |
| 4.4 | Interest in <i>developing</i> skills for sustainable communities? | 28 |
| 5.1 | How interested would you be in attending an information session to find out about opportunities to develop a range of skills in sustainable communities? | 30 |
| 5.2 | What would motivate you to attend an information session? | 31 |
| 5.4 | What has most motivated you to attend an information session/development session or workshop event over the last three years? | 34 |
| 5.5 | What might put you off attending an information session on developing your skills in relation to sustainable communities? | 34 |
| 5.6 | What type of information session would you prefer? | 36 |
| 6.1 | How interested would you be in gaining a qualification in sustainable communities? | 32 |
| 7.1 | What publicity might prompt you to attend an information session? | 35 |

3.2.1 Levers for change in behaviour

The research process sought to establish participants' awareness of the term 'sustainable communities', the skills that are needed, and if they would like to develop a better understanding. The purpose of this was to provide an insight into what might trigger an interest, motivate and engage people to develop their skills in relation to sustainable communities.

Awareness of 'sustainable communities'

Q 1.1 Have you heard of sustainable communities?

| | |
|--------------|-----------|
| Yes | 29 |
| No | 4 |
| TOTAL | 33 |

Common themes and areas of interest referred to in describing the phrase included: involving local people in creating their own communities; partnerships; jobs; services and facilities; the environment; housing; education; culture; and collaborative use of resources. Some interpretations were broad and adopted a more holistic understanding whilst others singled out particular aspects of sustainable communities.

Participants in the two neighbourhood project focus groups had a limited understanding and were concerned that greater emphasis should be put on developing local people through education to raise their aspirations, particularly for young people.

'Bringing together a range of activities joining parts together; economy, education, housing, social developments. Not developing in isolation.' (community activist)

Some respondents were less sure of the usefulness of the phrase and perceived a lack of common understanding.

'Sustainable communities has become a catch phrase – not at all sure about it.' (professional)

'Confusion with the term, need to meet government criteria... need a shorter definition, I don't think some people know what it means – in terms of government's point of view.' (professional)

The following examples show some awareness and knowledge amongst professionals:

'A place where people want to live that will grow and meet local needs not to the detriment of the environment.' (professional)

'Broad sense, the means to thrive and resources to thrive now and in the future – just the latest term.' (professional)

The Youth Parliament focus group indicated they had some level of understanding of the term.

'Vaguely, it rings a bell. Keeping it the same, building something so it will last, making amenities available so communities don't collapse... something to encourage people to stay in the communities, stop people moving so quickly and creating jobs.'

Findings from the survey show the majority of people interviewed had heard of the phrase but with varying degrees of understanding and interpretation and this was reflected in all three target groups. Further action needs to be taken to raise awareness of the concept of sustainable communities and to come to a common understanding of the importance of this issue.

The Academy of Sustainable communities was not widely known by respondents and may require further promotional activities if it is to become recognised especially by community activists.

Impact of individuals' role on developing sustainable communities

Q 2.1 Please describe your role and the way it impacts on sustainable communities

Responses varied considerably between the groups. Professionals were less likely to be directly engaged with members of the community. They commented that their roles supported people to, for example, access education, enjoy a historical environment, work within their community better and create strategic frameworks. Activists worked directly with communities or community organisations supporting community or environmental issues.

Professionals commented:

'Encourage as many people as possible in the local community to engage in education and to support them to be successful when they do engage.'

'The role is to support/aid enjoyment of the historical environment – (we) need the support of the community and to some degree support communities.'

'Create the framework in which sustainable communities can be developed and enhanced - supporting the capacity of communities to be involved in decision making.'

A community activist commented:

'We campaign to try to get people to, for example, leave their cars at home one day a week, use public transport... Trying to make it more understandable to the public and help them see that a lot of things are not sustainable e.g. packaging.'

'The word sustainability frightens people. Need to communicate what it means.'

Young people commented:

'Young people are being consulted more which is good and called on to play a part, e.g. new housing, play facilities, open space for teenagers.'

Q 2.3 Is sustainable communities something you would like to understand better?

| | |
|-----|----|
| Yes | 33 |
| No | 0 |

All survey respondents and participants in three focus groups indicated they would like to know more. For some it was to gain more confidence to be able to influence decision makers and others wanted to know more about what works and lessons learned.

Skills for Sustainable Communities

Survey respondents and focus group participants were asked to comment on the level of importance of a range of skills, their reasons for their answers, and if there were any other essential skills they viewed as key to developing sustainable communities.

Q 4.1 Importance of essential skills for people involved in sustainable communities (numbers indicate those answering 'very important')

| | |
|---------------------------|----|
| Partnership Working | 31 |
| Communication | 31 |
| Leadership | 29 |
| Project management | 28 |
| Conflict resolution | 22 |
| Financial management | 20 |
| Process/change management | 20 |

Most respondents indicated that all the generic skills identified by Egan were important.

Fewer survey respondents answered 'very important' to process/change management, financial management and conflict resolution.

Financial management was often seen as something that would be managed by 'someone else' for example a financial specialist. However these skills are key to community regeneration and it is important that managing finances is seen as an essential part of many people's roles from community activists to professionals.

Some comments indicated a need to take into account the specific learning requirements of local communities at grass roots level.

'Communication and conflict resolution are particularly important in an ethnically mixed community.' (community activist)

All target groups commented on the need to have the skills to communicate effectively with and engage local people so as to make them feel part of the process. For young people, this was the most important skill:

'Communication skills, can't have a community without it. To be able to communicate to diverse parts of the community, being able to engage someone who can represent you but not take control.' (Youth Parliament focus group)

With more probing the importance of leadership and conflict resolution was spoken about by professionals and community activists, often in relation to partnership working and the political scene.

'In terms of working with and through communities, leadership (by the local politicians) is very important. Also if you are going to achieve anything it must be through partnership and communication is also absolutely key.' (professional)

'Negotiation and compromise skills, managing different expectations. What is good for one group is not necessarily good for another.' (White City Community Project focus group)

'Conflict resolution is very important, who is making the decisions, do they actually live in Gloucester. Need strategic leadership but danger of detachment.' (professional)

The research asked participants if there were any other essential skills they thought important. The most frequently mentioned skills were associated with relationship management and communication and included:

- Team work
- Engagement, empathy and sensitivity
- Active listening skills
- Negotiation skills
- Mediation
- Getting commitment from people
- Diversity and equal opportunity issues
- Managing different view points and making sure they are heard
- Political skills
- Creativity and visioning
- Engaging communities
- Performance management
- Bid writing.

Interest in understanding and developing current skills for sustainable communities

Q 4.3 Interest in understanding more about current level of essential skills for sustainable communities

| | |
|-----------------------|----|
| Very interested | 16 |
| Quite interested | 14 |
| Not at all interested | 3 |

Q 4.4 Interest in developing skills for sustainable communities

| | |
|-----------------------|----|
| Very interested | 18 |
| Quite interested | 13 |
| Not at all interested | 1 |

Most survey respondents and focus group participants showed some level of interest in assessing and developing their skills and were keen to say that there was always room for improvement. Reasons for their level of interest varied.

Some people referred to a lack of skills in other organisations, rather than their own, when they were asked about other target groups and individuals who might use GHURC developments as an opportunity to develop their skills.

For those who were interested for themselves, the following comments show their particular reasons:

'We all need to keep our skills up to date, opportunity to reflect and re-evaluate where we are, share experiences.' (community activist)

'To ensure I have the relevant skills to play an active part in the community.' (community activist)

'Would be very interested in developing conflict resolution skills. Would want to see the detail though.' (professional)

Others were quite interested but had some reservations and reasons, often connected with time constraints, other commitments and perceived lack of need to develop further, although the latter did not apply to young people or community activists:

'Already have a fairly well structured appraisal system.' (professional)

'Would normally but work demands too high at present.' (professional)

'Quite interested but have recently done courses on leadership and so not keen to develop self further.' (professional)

'Time, cost and how could a number of people from the project participate.' (White City Community Project and Podsmead Neighbourhood Project focus groups)

Interestingly, few people commented that learning about sustainable communities was a key element within their existing professional development priorities.

It seemed that some interviewees did not see it as their responsibility to take action for their own learning on this issue but they would do so if directed by their organisation stating that this was a priority.

'You may think you have the skills but do you?'
(professional)

'Gain more confidence from having more detailed knowledge.' (professional)

'Quite scary, in case I'm not at the level I thought I was at, depends in what form.' (community activist)

There is an emerging theme indicating that confidence may be an issue for many people in different ways, for example, in their own level of knowledge and understanding and the capability to promote the issues connected with sustainable communities.

Those who were not interested perceived they already had the relevant skills. One professional said their life was already on track and was happy with what they were currently doing. Another said:

'Not really, have a good understanding of current skills – essential part of job.'

Other groups or individuals perceived by survey respondents and focus groups to be lacking in skills or not having access to opportunities included:

- Politicians and elected members
- Utility companies
- Local authority middle management
- Statutory sector – particularly in relation to engaging communities and using the right language.

It was common for respondents to highlight this as an opportunity for various groups who might not usually have access to such opportunities to develop their skills. This would enable them to feel part of developing a sustainable community.

These included:

- Young Gloucestershire
- Community organisations
- People returning to learn
- Museum staff
- Neighbourhood project staff including IAG workers
- Young people forum
- GHURC residents and community forum
- University students on relevant courses
- Voluntary organisations
- Wildlife Trust.

3.2.2 Motivation

The research asked participants why they are involved or might want to become involved in sustainable communities which would provide some indication for their motives for taking up associated learning opportunities. They were also asked about what would motivate them to attend an information session about skills for sustainable communities.

Q 2.2 Why are you/would you want to be involved in sustainable communities?

Participants were asked about what usually motivated them to take part in personal development activities and also about the factors that might demotivate them and influence them against taking up such opportunities. The aim of this was to provide an insight into the best way of engaging and attracting people from the three target groups to take up new learning opportunities in sustainable communities.

Responses to this question were very varied. A common reason was the desire to increase participation in learning and contribute towards Gloucester being a flourishing city for the people that live and work there. Reference was quite often made to environmental issues and how to make best use of existing services and resources. The motivation for young people and those representing them was to ensure their views and needs are taken into account to be able to contribute towards developing their own communities.

Some of the essential skills mentioned earlier are implicit in the following reasons for wanting to be

involved in sustainable communities, including communication, engagement and partnership working.

‘Want to help broaden young people’s participation in learning. There are low NEET¹⁴ levels in Gloucester and a healthy economy but significant groups of young people are not engaged.’ (professional)

‘Having the ability to make a difference, some factors you have the ability to make changes, wanted it to be a better place to live and bring up my children.’ (community activist)

Q 5.1 How interested would you be in attending an information session to find out about opportunities to develop a range of skills in sustainable communities?

| | |
|-----------------------|----|
| Very interested | 20 |
| Quite interested | 11 |
| Not at all interested | 2 |

The reasons for their level of interest were explored with participants and were similar to the reasons in the section above, often connected with time constraints, work loads, the desire to gain more knowledge and the wish to contribute to developing local communities. Other reasons were connected with the content and format of the information session itself.

Typical comments included:

‘A little interested but it is something extra and have little spare time.’ (professional)

‘Would really need to know a clear agenda and exactly what the content would be.’ (professional)

‘Very interested and as part of the community I would want to support its development.’ (professional)

‘Very interested, want to develop knowledge and understanding.’ (community activist)

The creating:excellence brochure ‘Real Ways of Learning’ demonstrates a range of innovative approaches to learning which can help address the perceived barriers to formal learning.

Q 5.2 What would motivate you to attend an information session?

Ten possible motivations were explored in more depth by asking participants to score from 1-5 (5 being the highest) why they might want to consider finding out more about opportunities to develop themselves in relation to sustainable communities.

The three motivating factors that were most frequently given a score of 4 or 5 were to:

‘Find out how I could make a more effective contribution to developing sustainable communities by developing my skills.’ (26/33)

‘Find out about how I might assess my existing skills in supporting sustainable communities.’ (23/33)

‘Meet and network with others involved in developing sustainable communities.’ (20/33)

The opportunity to ‘improve my prospects for gaining employment’ and to ‘improve my prospects for progression in my work’ was more important for community activist respondents and those from the two neighbourhood project focus groups than it was for most professionals. There are linkages here with the Voluntary and Community Sector Workforce Strategy. Community activists could be encouraged to see this as a career development opportunity.

For young people, the opportunity to gain knowledge of what makes a successful sustainable community and how it affects young people was important. Also important was the opportunity to find out about how their current roles affect the wider community and not just young people.

The least motivating factor for all participants was the opportunity to ‘find out about which methods of learning suit me best’ (4/33) and ‘to make a personal development plan which identifies strengths and areas for action relating to sustainable communities’ (7/33). This seems to suggest that the emphasis for the development centre should be on identifying skills for areas of improvement rather than producing personal development plans.

Participants were also asked to consider any other motivating factors which might persuade them to attend an information session. Sometimes the responses given implied there was confusion

between attending an information session to find out about opportunities and actually taking part in a sustainable communities learning activity. Nevertheless, the following examples are useful pointers for the next stages of the project and how the development centre and qualifications might be promoted during the IAG stage.

'Improve credential of self and the project especially when dealing with partners.' (White City Community Project focus group)

'Should be fun, practical and inspirational leadership, take people to see examples of best practice, most important thing needs to be exciting, got to impart a feeling that people can make a difference, need to give people a role and get people involved.' (professional)

'quality of provision, if the workshop leaders are of a good standard.' (professional)

Some factors were more practical in nature and included having an accessible and pleasant venue, being free of charge, the provision of refreshments, timing (fitting into half a day), the availability of childcare provision and making good use of time.

Just under half (14/33) survey respondents scored highly for having the opportunity to *'find out about learning opportunities and qualifications related to sustainable communities'*. This motivational factor was explored in more detail in the interviews.

The following table shows the number of people indicating their level of interest in gaining a qualification. The number of those who were 'very interested' increases when the views of focus group participants are taken into account. All members of staff at White City Community Project and some from Podsmead Neighbourhood Project were interested but they were concerned that the courses should be relevant to their work, be at different levels and offer progression. NVQ levels 2 and 3 were seen as more appropriate to this target group.

Q 6.1 How interested would you be in gaining a qualification in sustainable communities?
(30 respondents)

| | |
|-----------------------|----|
| Very interested | 7 |
| Quite interested | 15 |
| Not at all interested | 8 |

Participants were asked to give reasons for their level of interest in gaining a qualification. At this stage of the project it was difficult to give definite answers as more information was required on the opportunities available.

Early indications are that most professionals, who already have formal qualifications particularly at degree and post graduate level, are not interested in taking further qualifications but are interested in gaining knowledge and keeping up-to-date with current issues. Some expressed the value of qualifications but not for them, and suggested it would be more appropriate for other team members or members of the community.

The following comments made by professionals demonstrate this:

'No, have already been down the academic route.'

'It's not paramount to my career development.'

'Possibly, not sure that a qualification is important – it's the icing on the cake; sometimes it's more of a motivator not to have to do a qualification.'

'Got enough, not interested in a qualification but would be very interested in focussed seminars or one day sessions on a range of specific subjects, case studies, small group working.'

'A little interested but would need to see how it linked with skills for people in the community. Seeking to develop a qualification for local people. Would like a series of masterclasses on differing subjects.'

Some professionals and community activists who expressed an interest saw it as an opportunity for personal development but it would depend on mode of delivery, level and time commitments.

'Have got to a time in my life where I'm a bit precious about my spare time – but it's something I'd like to progress in. If it was something like a workshop once a week or something, then ok, - it's at what level it's pitched at really – would definitely consider but would have to fit in.' (professional)

'Possibly because you never know.. personal development opportunity.' (professional)

'Would depend very much on content. Would APL (Accreditation of Prior Learning) be recognised? Needs to start with a qualification at NVQ level 2 and have progression up so that people can participate at an appropriate level.'

'Would need to be part of my work with release from some day to day activity. Needs to be modular or bite-sized with national recognition and accreditation.' (community activist)

'May help work but it would depend on length.' (community activist)

'Yes but would not want something which involved too much work.' (community activist)

Interviewees were interested to know how Accreditation of Prior Learning (APL) would be recognised within qualifications?

A note of caution was expressed that there is a *'Danger that we expect even more from unpaid activists.'*

Young people from the focus group said they would need to know more about opportunities and seemed a little hesitant about committing to a career in sustainable communities at this stage as it was difficult to *'imagine themselves in 2020'*. Some professionals, and particularly those who represented young people, suggested either developing a stand-alone qualification or modules that could be incorporated with other qualifications.

Although interviewees were not asked about specific qualifications, several of them did ask about the level and detail of proposed relevant qualifications. Many felt that it was essential that appropriate qualifications should be available from NVQ level 2 upwards, creating a framework for progression, although NVQ levels 3 and 4 were regarded as particularly relevant. Credibility, transferability and qualifications being valued by potential employers were also regarded as highly important.

Gaining a qualification was regarded by many as academic study. Few were aware that action learning as part of the day-to-day work could enable them to achieve a qualification without undertaking a long process of formal study.

Language matters. The word *'Masterclass'* seemed to be more acceptable to some professionals yet more intimidating to some community activists.

Any qualifications need to be offered at NVQ level 2 and 3 as well as higher levels, to build progression routes, particularly for community activist.

Q 5.4 What has most motivated you to attend an information session/development session or workshop event over the last three years?

Participants were asked what usually motivated them to take up a new learning opportunity. The reasons given were similar to before when asked about what would motivate them to attend an information session about potential opportunities in sustainable communities. Again, there are implications for delivery of the development centre and how it is promoted.

'Needs to be clearly focussed and aimed at specific audiences reflecting different levels.' (professional)

'Active engagement from employing organisation.' (professional)

'Interesting format and feedback form beneficiaries about experiences.' (community activist)

'Often the quality of the speaker and agenda, content.' (professional)

3.2.3 De-motivating factors

Q 5.5 What might put you off attending an information session on developing your skills in relation to sustainable communities?

Most participants welcomed the idea of being invited to attend an information session although lack of time and costs were frequently mentioned as potential barriers. Another factor was not being clear on outcomes and content not being relevant and focussed.

Learning provision needs to be flexible. Many interviewees commented on time restrictions workload and childcare commitments and part-time working. However perceived barriers can be overcome by focussing on motivational levers. In addition, practical ways in which some of these barriers have been addressed in Gloucestershire are provided in Annex I.

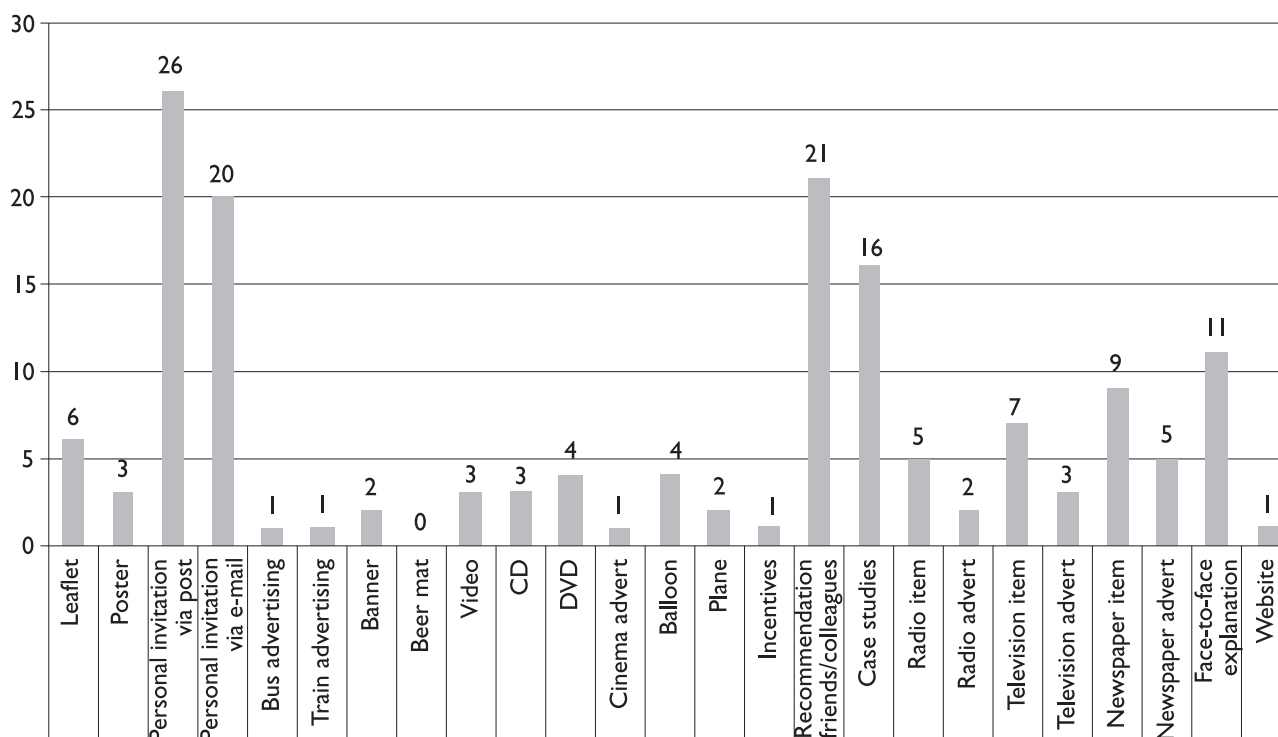
3.2.4 Engaging individuals through promotion and marketing

■ Publicity

All participants were asked to score high, medium and low on what might engage them, including what form of publicity would attract them to attend an information session about developing skills for sustainable communities.

The chart below includes the responses of 33 professionals and community activists who answered 'high' to different methods of marketing and publicity

Q 7.1 What publicity might prompt you to attend an information session?



The responses of White City and Podsmead focus groups mirror those of survey respondents.

However, young people in the Youth Parliament focus group and other participants who represent them were in favour of upbeat, hard hitting, jazzy approaches such as texts, email and internet pop-ups.

The three most popular forms of engagement were through personal invitation by letter and/or e-mail and through recommendations from colleagues and friends. This was closely followed by hearing about case studies and examples. Face-to-face explanations were chosen by one third of the respondents and this included personal telephone contact.

They suggested the following methods:

- Upbeat presentations in school assemblies that are visual and with music etc. (but not delivered by teachers).
- Hard-hitting adverts with a case study of a community transformed.
- Texts, e-mail, internet pop-ups.
- Jazzy business cards, concertina style, quirky styles but not too much writing.
- Web sites including www.glos.jobs.co.uk.
- Careers fairs – but proactive presence.

All participants were asked to single out what form of marketing would most attract them. The most common answer from professionals and community activists was by personal invitation.

'Range of approaches targeted at specific individuals.'
(community activist)

'Must be personalised and clear regarding outcomes.'
(professional)

Other forms of marketing were seen as more useful in raising awareness. Where leaflets were scored as

high, participants suggested various places where they should be available including supermarkets, college, doctors' surgeries, city or county council offices. Some requested leaflets sent directly to them with an explanatory letter.

■ **Type of Information Session**

Participants were also asked about the type of information session they would like to attend, the result of which should also form part of the recommendations for engaging people through marketing and promotion. The marketing strategy should also take account of the factors that might demotivate people from becoming engaged (see 3.2.3).

Q 5.6 What type of information session would you prefer?

| | |
|---------------------|----|
| One-to-one advice | 7 |
| Mixed groups | 18 |
| Professionals | 8 |
| Community activists | 3 |
| Young people | 0 |
| Telephone | 1 |
| Existing meeting | 14 |

The most popular response was to attend a session that was a mixed group of professionals, community activists and young people. This was true of both professionals and community activists although the White City and Podsmead Focus groups would prefer to have a session where all staff can attend at their own community venues.

The popularity of a mixed group needs to be balanced by the need for targeted information that is relevant to individuals. In practice it might be difficult to deliver meaningful information to a mixed group, especially where levels of experience and understanding differ. Perhaps one or two of the information sessions about potential opportunities could be offered to mixed groups to support networking and learning from each other, with participation in a development centre or learning activity being focussed on specifically targeted groups.

All workshop attendees should be offered the opportunity of one-to-one information and advice, whether this is to support their referral to non-accredited learning or other opportunities or to support their take up of accredited learning activities.

Individual Information Advice and Guidance (IAG) sessions could be offered as a stand-alone or by allowing time at the end of group information sessions.

On a practical level, information presented at an existing meeting was popular and was connected with good use of time and having a captive audience.

A combination of types of sessions should be included in the marketing strategy to be able to cater for target groups more effectively.

When asked about where the information sessions should take place the most important thing was that it was accessible. For most people, accessible meant nearby, but time of day was also mentioned. Several wanted events during the working day but commented that particularly in the community sector many staff worked part-time. Others, mainly professionals wanted events either at the start or end of the working day. The majority of participants had no particular preference and answered 'yes' to more than one option as follows: place of work (21/33), place of study (13/33), at a community venue (20/33).

The popularity of an information session being held at an existing meeting would indicate that place of work would be the preferred option for some. This applied both to professionals and community activists.

Community activists' preference was that information and learning activity should take place at venues within their communities and young people mentioned a welcoming venue such as a youth centre.

Other suggested venues included Gloucester Cathedral, Docks or the Museum. Such venues in the GHURC area could provide a good context for finding out more about developing skills for sustainable communities.



4. Conclusion

The Train to Sustain research has scoped the target groups and individuals which will play a role in the GHURC or be affected by it. It has also identified examples and sources of good practice in relation to developing skills for sustainable communities, particularly in relation to increasing the competence of professionals, community activists and young people. In addition, the research has identified levers for motivating and engaging people living in the area to take part in learning about sustainable communities.

The findings in the report result from:

- Interviews and focus groups with 53 professionals, community activists and leaders and young people involved with or living in the area.
- Examination of existing research on the Gloucestershire area, particularly that carried out by the Gloucestershire Learning Partnership.
- Web and literature searches.

The report is therefore largely based on evidence from the Gloucestershire area. However, it has applicability for other areas of the South West and nationally. Its findings have relevance for a wide range of organisations and individuals including: The Academy for Sustainable Communities, creating:excellence, the GHURC and all public, private and voluntary and community organisations which have a responsibility to support the creation of sustainable communities.

‘Sustainable Communities – places where people choose to live and work. They provide people with

the housing, amenities, schools, hospitals and transport links they need to live fulfilling lives in an environmentally sensitive way. They are safe places, which offer opportunities to all and contribute to a high quality of life but they don’t happen or thrive by accident.’

The recommendations in this report are based on the key findings of this research and are presented in the Executive Summary at the beginning. They provide suggestions for the best ways to motivate and engage people to be involved and take up learning in sustainable communities. By implementing a range of these methods it is hoped to raise the profile of the agenda and secure commitment to developing sustainable communities from a wider range of individuals and organisations both locally and across the South West.



Annex I

What makes the difference? – Ways of addressing barriers and motivating people to take up learning

Examples of good practice in relation to developing skills for sustainable communities, particularly in relation to increasing the competence of professionals, community activists and young people, were explored during the research. The findings below result from web and literature searches, the suggestions of those interviewed and research on the Gloucestershire area, particularly that carried out by the Gloucestershire Learning Partnership.

1. Learner Attitudes – the perception that particular provision and/or qualifications are not for them

- Marketing should indicate how a particular learning opportunity will help people to carry out their role and/or contribute to their community
- Case studies offer individual role models for others who might then consider taking up training or learning. GLII uses its website www.gl11.org.uk/TLC.htm to publicise Learning Champions' stories and encourage others to progress.
- Group role models, such as the participants of a GLII course who aim to become supervisors and managers in community pre-school settings, can also help people to recognise that particular learning provision is for them. The group was shortlisted for a NIACE award and recognised by Adult Education in Gloucestershire for *'their achievements in learning together as a group and for the contribution this has made to the community.'*¹⁵
- The Scottish Centre for Regeneration uses web-based project profiles, which provide case studies of successful regeneration initiatives that people can learn from.
- 'Celebrating success' events are a feature of many organisations' programmes.
- Ask those who have already succeeded to come and talk to potential participants about learning.
- Accreditation can be presented not as a threat but as an opportunity, offering a stepping stone to work or promotion.
- Offering incentives, such as financial/other rewards, can be useful with some individuals/groups.

- Some learning organisations have considered the culture of their organisation and how welcoming it is to potential adult learners.
- Use appropriate language for prospective groups of learners – for example offer masterclasses for senior managers.
- Ensure that as little jargon as possible is used in pre-learning marketing and during learning.
- Organisations and senior managers need to indicate that particular learning e.g in relation to sustainable communities, is a priority during staff development and appraisal sessions.

2. Lack of awareness of the kinds of learning and accreditation people want

- It is important to recognise that learners may need to access courses at a variety of levels.
- The Gloucestershire Neighbourhood College is using European Equals funding for its Governance, Empowerment and Learning (GEL) project, to involve potential learners in identifying curriculum needs in local communities. Focus groups and workshops are being organised using innovative consultation methods, for example, looking at local newspaper coverage of neighbourhoods to identify community learning needs. GEL has a particular focus on young people aged 16 to 30 and older people over the age of 50.
- Carry out market research, for example, the Test Bed Learning Community (TLC) carried out a Learning Health Check. This involved a number of separate research surveys with adults, young people and employers to determine their perceived needs around local employment, training and future aspirations. The outcome was a Learning Plan used as a basis for action.

3. Practical barriers – childcare, time constraints and timing of provision, finance

Childcare and family support

- TLC encourages potential learners to bring their children with them to provision or holds learning activities in contexts where there is childcare available.

- The GLI I Community Project offers childcare support as one of its services alongside education and training provision.
- Both TLC and GLI I encourage community support including sharing childcare.
- PATA operates a mobile crèche facility. This facility is specifically to offer support to community based learning and was developed in conjunction with Adult Education in Gloucestershire and other partners. It operates in the North Cotswolds with plans to roll out to other rural areas.
- The Gloucestershire Neighbourhood College has crèche provision linked to many of the courses on offer in neighbourhood centres.

Time constraints and timing of provision

- The Neighbourhood Learning in Deprived Communities (NLDC) programme at Lydbrook Primary School organised through the Coleford Area Partnership provides classes in the school to fit around the timetables of 24 parents.
- TLC provides learning at flexible times, and offers appropriate provision throughout the summer.
- The Parent Line Plus project, a Gloucestershire based national organisation, offers a helpline to parents needing assistance. They are referred to learning where appropriate and available. Parent Line Plus has established a national trial involving telephone conferencing with a tutor on-line so groups of 10–12 people can study together on the phone.
- Technology has also been used to offer flexible access to learning. For example in Bradford whole areas were cabled up and householders given access to a learning channel. Local learning centres had laptops which people could borrow and also use to put items on the learning channel.
- Flexible IT based provision such as learndirect, UK online and the BBC and college IT centres may also offer flexible progression opportunities.
- Many providers recognise that if learning is not local, getting to learning opportunities takes time and is an additional barrier. One answer has been to offer provision in the local community where the learners currently attend.

Finance

- If a learner loses a day's pay for attending the learning activity, compensation should be made for this.
- Similarly community organisations should be compensated for the loss of staff time.

4. People's preference for learning in their own community

- Provide accessible relevant, tailor-made learning opportunities, in attractive community venues.
- Gloucestershire neighbourhood college offers courses in nine local Neighbourhood Centres situated in deprived urban or semi-rural settings.
- The Trust Centre in Tredworth, Gloucester, one of the most deprived wards in the county and country, is used by a number of organisations providing learning opportunities.
- Where relevant learning is not available locally learners can be actively supported to consider other options through the organisation of visits to learning opportunity venues (e.g. on open days), making sure that there are friendly, helpful people from their community and staff and students to show them round and make them welcome.
- Sandwell College developed a short seven minute progression video/CD to help people consider learning outside their communities. The video consists of a first section of talking heads discussing their concerns. The middle section showed the college and the end section showed learners saying what the experience of going to college had been like for them.

5. Lack of effective initial assessment and information advice and guidance (IAG) to support learning

- Ascertain existing skills, experience and qualifications during initial assessment.
- Use an accreditation ready reckoner to identify existing level of qualifications/equivalences. Provide information, advice and guidance throughout the learning process.
- Provide briefing sessions to allow people to consider options thoroughly before taking them up.
- Tutors trained in IAG are often best placed to give advice and provide links with IAG support.

For example, TLC and GLI I support workers know the available pathways for progression for learners. Good partnerships and networking help with this. However, appropriate signposting to those with accredited IAG skills is also important.

- Gloucestershire IAG Strategic Board and the Learning and Skills Council Gloucestershire have produced an Adult Information, Advice and Guidance Strategy and Framework for Action (March 2006), based around ten key strategic priorities, which provides a framework, and focus for IAG activity amongst all key partners and stakeholders.
- Curriculum mapping can help to identify progression routes, for example, between different parts of a programme or to other programmes. This ensures that there are clear pathways, that tutors and learners understand the connections and that people can plan their ongoing learning.
- Progression route information should be available in an easy to use format for learners and non-IAG trained, as well as IAG accredited staff to access. This could include: guides to relevant websites, prospectuses, flow charts or explanations of qualification equivalents.
- Unitised credit based provision broken into bite-sized chunks can also aid progression. The Gloucester Docks/Westgate Regeneration Scheme plans to use this approach.
- The National Qualifications Framework (NQF) provides a starting point for mapping curriculum in levels.

6. Inconsistent support for learners

- Mentors can provide ongoing support, jargon bust and provide important background information.
- The importance of one-to-one support from trusted people is recognised by TLC and GLI I which have learning champions and brokers. These volunteers and workers know the community, and can be effective within it even if they are not from the area. They have flexibility in their role so that they can work creatively and innovatively. Each comes from a different background and all are enthusiastic and motivated. Recruited through word of mouth and personal contact they recruit and support others to be ongoing learners. They work on latent demand, changing interest to intention and intention to participation.

- A similar approach is being developed as part of the Gloucester Docks/Westgate Regeneration scheme. Eight Champions have been recruited from different community backgrounds and have each been through the LION (Learning in Our Neighbourhood) programme.
- Formal or informal mutual support networks can assist people to access and continue learning.
- Learning mentors and buddying can also support this process.
- Inviting two or more learners from a particular community can help provide mutual support.
- The importance of tutors and development staff, with empathy and knowledge, who build good relationships with learners, is recognised by Gloucestershire Adult Education's skilled development workers who have supported the Bangladeshi Asian Women's Group. Now the group is forming a committee, taking control and looking at how they can access further learning. They aim to have their own centre and a visit has been arranged to a Smethwick centre to see how it was set up.
- Research on family learning programmes '*reinforces the message that taking on new roles can lead to participation in further learning. It also stresses the need to support progression into new kinds of learning*'.¹⁶ Family programmes, such as those in Gloucestershire, encourage family members to learn together, raising aspirations and inspiring adults and children to continue learning. Family advisers are also recruited from among parents who have experienced learning and progressed.
- Ensure that participants' own experience is fully used during the learning.
- Neighbourhood Renewal Advisers, including residents, work as mentors/coaches providing face-to-face advice to partnerships on specific issues/problems through, for example, workshop approaches enabling local people to come up with their own answers.
- The Scottish Centre for Regeneration uses 'How to...' guides, learning points, FAQ sheets and perspective papers that share knowledge of the roles and contributions of different sectors to help those involved in community sustainability to become more effective by looking at different approaches that can be taken.

Annex 2

Sources of information on good practice in relation to sustainable communities

During the research ReAct explored possible sources of good practice in relation to developing skills for sustainable communities, particularly in relation to increasing the competence of professionals, young people and communities. The findings below result from web and literature searches and the suggestions of those interviewed during the research. They include information on regional and national developments and on sustainable regeneration projects within Gloucestershire.

Sustainable regeneration projects within Gloucestershire

Gloucestershire has a wide range of sustainable regeneration projects many of which involve developing skills for sustainable communities. Those included below are already in place or are currently in the process of development and have an impact on Gloucester.

Gloucestershire Gateway is a multi-million pound initiative to establish a motorway service area on the M5 between Junctions 11a and 12a. The intention is that it will be a beacon of eco design which is community owned, ecologically planned and operated and provide a full range of services. The project is being developed by Neighbourhood Needs Ltd, the trading company wholly owned by the charity Gloucestershire Neighbourhoods Projects Network, a co-operative of 10 urban and rural neighbourhood charities straddling the M5 throughout the county.

Learning Skills and Employment in Gloucester docks. This project is firmly rooted in the Gloucester Partnership and its Community Strategy whose vision is 'Over the next 10 years to create a fair, just and thriving community in Gloucester where no-one is seriously deprived'. A second major driver is the work of GHURC which 'aims to bring life back to historic areas of Gloucester, reflecting their special character whilst creating a new, prosperous, attractive, safe and sustainable urban centre for the 21st century'. The project seeks to ensure that the employment and enterprise opportunities that result from physical regeneration projects are ones that offer residents the best possible opportunities to develop and use their

talents and that learning and its delivery across the full age range supports this.

BTCV Gloucestershire works in partnership with many organisations and people, including black and minority ethnic groups. It co-ordinates a range of projects offering opportunities for people to become involved and to gain new skills and experiences which in turn allow them to make a positive contribution to their local community. Opportunities include a sustainable careers' training programme to help people in Gloucestershire to gain skills towards employment.

The **emagine project** Connexions and Aimhigher sought a range of funding sources which were then used to appoint a person based at Gloscat to increase linkages with ethnic community groups. The project was successful, with positive feedback (for example, from the Asian broadcasting station) about increased levels of trust and relationships, and increased numbers of students from these targeted¹⁷ groups attending the college.

The Gloucestershire Neighbourhood Projects Network (GNPN)

(beehive.thisisgloucestershire.co.uk/default.asp?WCI=SiteHome&ID=2080)

Consists of 10 independent Neighbourhood Projects that support over 97,000 residents living in the most deprived areas in the county. The Gloucestershire Neighbourhood College is a primary function of the network which operates across each Neighbourhood Project. The aim is to deliver a range of learning, training, volunteering and work experience opportunities that are responsive to the needs of the residents in the communities they serve. The College is particularly successful at engaging with people who are hard to reach. This is achieved by offering intensive holistic support to enable people to overcome a range of physical and psychological barriers and by working in partnership with other community organisations.

The Network's Governance, Empowerment and Learning programme seeks to achieve community services that are managed and led locally by residents. For example, residents are encouraged to become Learning Champions and be active members of

management committees whilst gaining qualifications to recognise the skills used. GNPN therefore plays a vital role in the regeneration and development of these neighbourhoods, and assists the Neighbourhood Projects to deliver their own objectives.

Vision 21 (www.vision21.org.uk/whatwedo.htm)
Vision 21 is part of Agenda 21, a global action plan for sustainable development in the 21st century. Agenda 21 sets out what needs to be done (and by whom) in order to achieve sustainable development worldwide. It covers issues that range from pollution to poverty and from countryside to crime. Vision 21 is Gloucestershire's Agenda 21 initiative. It is an organised network of individuals and organisations working in partnership to promote a sustainable Gloucestershire aiming to give everyone in the county the chance to take an active role in building a better future. By tackling issues in Gloucestershire it aims to have an effect on the even larger global problems. Vision 21 aims to involve all organisations working with sustainability in Gloucestershire so enabling a cohesive, co-operative effort, which furthers our shared goals.

Below are listed **three local community-based regeneration projects** which are already impacting on their Gloucestershire communities and which may have a particular relevance for the GHURC area.

Community Regeneration in Cheltenham

(www.cheltenhampartnership.org.uk)

The Cheltenham Partnership began life in May 2002 and was formed in response to the Local Government Act of 2000. In 2002, extensive consultation with the Viewpoint citizens' panel ([viewpointonethousand](http://viewpointonethousand.com)) various stakeholders, the community, and local organisations resulted in the people of Cheltenham giving their views on what they thought were the priority issues for the town. In 2003 the Cheltenham Partnership produced its community plan *Our future, our choice*. The Partnership Executive is now made up of a nominated representative from each of the ten partnerships, a voluntary and community sector representative, a stakeholder representative and representatives from some of the major organisations in the town. Cheltenham has currently identified three areas as priorities for regeneration: Hester's Way, West Central and Oakley. Collectively they include one third of Cheltenham's residents. The aim of the project is to: identify Cheltenham's priority areas and issues; set a strategic framework for the delivery of regeneration activity and lay the foundation for a clearer and supportive relationship

between Cheltenham Strategic Partnership, community regeneration in Cheltenham and the thematic partnerships.

The Learning Community in Cam and Dursley

(www.thelearningcommunity.org.uk)

began under the Government's Testbed Learning Communities Scheme (see Testbed Learning Communities above). The aim is to create an ambitious community where organisations and people provide mutual support to help each other learn and stay motivated to reach NVQ level 2 qualifications and raise the local employment skills base. There is a focus on increasing the capacity of communities to develop their collective base of skills and learning as learning communities and to build community aspirations – to encourage people to take ownership of their own learning and development. The learning process also connects with the economic priorities and goals of strategic key agencies and partnerships working in the area, such as the SW Regional Development Agency and Vale Vision's Community Strategy. (www.valevision.org.uk)

The SACS area (Springfields, Arle Farm, Cavendish Park and Springbank)

Making sense of what you told us... Planning for the future. This is a research project to identify the current provisions and needs in the SACS area, particularly to inform the planning of the new community resource centre. The consultation was conducted specifically to address regeneration in a deprived area lacking in local amenities and social inclusion. The findings were that there is a common need for more social activities or a 'social hub'. There is a shared concern for community safety and security of new facilities. The SACS research identified young people as particularly in need of activities. There was emphasis on income generation and sustainability of facilities.

There was continued involvement of local residents in the development of SACS and this was considered key to its ownership by the local population.



Regional and National

The **Academy for Sustainable Communities**

(www.ascskills.org.uk/pages/about-ASC) is a new national and international centre of excellence for the skills and knowledge needed to create communities. Its focus is on increasing skills and learning, targeting skills shortages and sharing knowledge and expertise and it works closely with a wide range of partners to achieve this goal. Based in Leeds and hosted by Yorkshire Forward, it was set up by the Department for Communities and Local Government and is a key part of the Government's drive to create sustainable communities. It is recognised that there are huge gaps in the skills and knowledge required to create these communities across the country - in particular, the generic skills which Egan highlighted, such as community engagement, leadership, project management and partnership working. The ASC is working with key professions to develop a broader set of skills and understanding. Equally important is the work it does to enable the communities themselves to learn new ways to direct the future of where they live and work. As well as capturing the latest innovations and sharing them widely, the ASC raises awareness of the issues surrounding sustainable communities among young people and shows the many ways in which they can get involved. The ASC works with **eight Regional Centres of Excellence (RCEs)** including **creating:excellence**.

Creating:excellence,

(www.creatingexcellence.org.uk)

The South West Centre for Sustainable Communities, is piloting Raising Our Game¹⁸ as part of one of eight live ASC 'Learning Laboratories' (funded sustainable community projects). Creating:excellence's website and its 'Real Ways of Learning' brochure give information on inspirational ways of learning for sustainable communities, including mentoring, multi-disciplinary learning, action learning, shadowing, networking, masterclasses, study tours and project visits.

The **Urban Regeneration Companies (URC)**

(www.urcs-online.co.uk/sharingbestpractice/index.asp) website¹⁸ has a good practice section. It focuses predominantly on the setting-up and operation of an Urban Regeneration Company, with much of the emphasis being on physical regeneration. However, examples from two URC areas are given below, indicating the ways in which they have sought to engage particular groups in the ongoing development of their communities.

In Bradford, six colleges and schools have undertaken research amongst young people living,

working and learning in the area. The research looked at where young people see the strengths and weaknesses of the city, how they feel the city compares to others and what Bradford is like as a city centre in terms of amenities, city centre living and architecture. The findings were then presented back to a panel of judges to decide on the 'Most Enterprising Ideas' and 'Most Creative Presentation'.

In Southend, as part of a five-month consultation into the opportunities for shops, jobs, homes, educational and leisure facilities and public spaces in the town centre and seafront area, Renaissance Southend held a Walking Audit so that people could share their views with the team developing the Central Area Masterplan. The Walking Audit followed a stakeholder event and presentation attended by over 50 local representatives. Over 500 residents and public and private sector representatives were invited to the Walking Audit. Attendees set out in groups to walk along specific routes, noting significant issues, good and bad, with buildings, roads and public spaces. They then considered solutions and identified opportunities for consideration as part of the Masterplan process.

English Partnerships

(www.englishpartnerships.co.uk) is the national regeneration agency helping the government to support high quality sustainable growth in England. Its overall aim is to achieve high-quality, well-designed, sustainable places for people to live, work and enjoy. It does this by, for example, developing its own portfolio of strategic projects, helping to create communities where people can afford and want to live, and supporting the Urban Renaissance by improving the quality of our towns and cities. To this end it is a funding partner in 18 of the 21 English URCS.

In Scotland, the **Scottish Centre for Regeneration** has a range of helpful information about regeneration and community development on its website (www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/scrcs_006637.hcsp) This includes:

- 'How to...' guides, which help those involved in community regeneration to become more effective practitioners through looking at approaches that can be taken to community engagement, partnership working and regeneration outcomes.
- Learning points that share the lessons learned from regeneration programmes, research and evaluation.

- Web-based project profiles, which provide case studies of successful regeneration initiatives that others can learn from.
- 'FAQ sheets' that provide information and clear guidance on specific themes and issues in community regeneration.
- Perspective papers that share knowledge of the roles and contributions of different sectors and disciplines in community regeneration.

Neighbourhood Renewal Unit

(www.neighbourhood.gov.uk) The National Strategy for Neighbourhood Renewal Skills and Knowledge programme is committed to bringing about a step-change in the level and skills and knowledge of all involved in Neighbourhood Renewal and ensuring that everyone involved has the support they need to improve neighbourhoods. A vision for this change is set out in the learning and development strategy – Learning Curve. The Skills and Knowledge programme includes:

- An online guide to what works in neighbourhoods. (www.renewal.net)
- Neighbourhood Renewal Advisers, including residents, who work as mentors/coaches providing face to face advice to partnerships on specific issues/problems through, for example, workshop approaches enabling local people to come up with 'answers'.
- A pilot project on resident consultancy.
- Opportunities for better networking.

Testbed Learning Communities

(www.renewal.net/lc) The creation of a strong community skills base has been identified as having an important part to play in helping to tackle the issues faced by the country's most disadvantaged communities. 28 projects have been established across the country, with two in the South West in Exeter and Cam/Dursley²⁰, to explore the extent to which learning can help to take forward the community regeneration agenda. The Testbed Learning site contains details of 10 learning based case studies and eight research articles including:

- Developing a community cohesion baseline
- Locking in Learning
- Quest Trust Community Writers
- Tackling disadvantage at a neighbourhood level
- The Docklands Learning Acceleration Project
- The Learning Surgery

The Wired up Communities Initiative

TLC communities have been established in: Blackburn with Darwen, Barnsley, Barrow in Furness, Bassetlaw, Birchwood, Broxtowe, Calderdale, Easington, Cam and Dursley, Exeter, Gateshead, Gosport, Haringey, Houghton, Middlesbrough, Rochdale, Rother, Shropshire, Staffordshire, Tower Hamlets, Winsford, West Norfolk, Tynedale and Warwickshire.

The Sustainable Development Commission

(www.sd-commission.org.uk) is the Government's independent advisory body on sustainable development which, in April 2006, officially took on the role as sustainable development watchdog. It seeks to simultaneously progress economic, social and environmental goals and policies in ways that develop and maintain a good quality of life for us all and enable future generations to do the same. The Commission aims to put sustainable development at the centre of government and corporate policy. Its specific tasks have been identified as:

- Identifying unsustainable trends which will not be reversed on the basis of planned action, and recommend action to reverse the trends.
- Encouraging and stimulating good practice; acting as a "critical friend" to government in appraising its performance in delivering sustainable development.
- Establishing good working relationships with key parts of government in promoting sustainable development.
- Deepening awareness of the concept of sustainable development within key sectors, increase awareness of the issues it raises, and build agreement on how to address them.

Common Purpose (www.sd-commission.org.uk)

helps people in leadership and decision-making positions from all sectors of society to be more effective in their own organisations, in the community and in society as a whole. It offers a website for citizens and a range of programmes for leaders of all ages, backgrounds and sectors. Common Purpose programmes are intended to produce people who lead beyond their authority and who can produce change beyond their direct circle of control. Issues covered during the programme include: finding and keeping good people; functioning effectively on limited resources; capitalising on opportunities and communicating their vision to others.

The Can Do Community and the Can Do Exchange (www.candoexchange.org) is aimed at groups and individuals who are active in their communities and is seen as a means of helping communities rebuild. These include non-profit organisations (charities, volunteer groups), social enterprises, networks, faith groups, public agencies and private organisations. People can place resources or indicate needs on the site. These can include 'just about anything' including funding (from examples of bids to budgets and revenue funding), skills (such as event organising), facilities and venues and information - all provided free.

The **Joseph Rowntree Foundation (JRF)** (www.jrf.org.uk) is one of the largest social policy research and development charities in the UK, spending about £7 million a year on a research and development programme which seeks to better **understand the causes of social difficulties** and explore ways of **overcoming them**. Its research themes include: housing and neighbourhoods; poverty and disadvantage; practice and research; drugs and alcohol; governance; immigration and inclusion; independent living and parenting. JRF places great emphasis on disseminating the findings of its research and **engaging** with policy-makers and practitioners to develop better policies and practices. It also engages in **practical housing and care work** through the Joseph Rowntree Housing Trust. **Policy and practice development** activities take forward the messages from research evidence. Current programmes include: back-bench councillors; Long-term care of older people neighbourhood renewal and Bradford Research and Development.

The **Skills and Learning Intelligence Module of the Regional Observatory South West** (www.swslim.org.uk) aims to ensure that future policy decisions, interventions and action are fully informed by robust and accessible evidence. It provides a mechanism from which partners can source data that will enable them to gain information and intelligence regarding the skills, learning and education sectors. The 'Module' has the following four core themes: facilitating access to information; supporting local and regional research in the skills and learning field; converting information into intelligence at the regional level; and encouraging the use of evidence in developing policies.

English Heritage (www.english-heritage.org.uk/server/show/nav.1657) The outreach department of English Heritage works with local communities on

creative projects which encourage a greater understanding of England's diverse histories, and help to build strong communities through promoting a sense of place and identity. Projects range from community archaeology digs to creating local heritage gardens, from arts projects exploring issues around heritage and regeneration to collecting oral histories. The projects, are run in partnership with local organisations and aim to promote a sense of place and identity and increase skills and confidence in the people who take part. The outreach department focuses particularly on engaging people from ethnic minorities, people on lower incomes, young people, and people with disabilities.

Surestart (www.surestart.gov.uk) Sure Start Children's Centres are one of the key delivery mechanisms to achieve the objectives set out in the Government's 'Every Child Matters' programme. The aim is that services are brought together at neighbourhood level supporting parents/carers, both in their parenting and in their aspirations towards employment. Sure Start local programmes work with parents and parents-to-be to improve children's life chances through better access to: family support; advice on nurturing; health services and early learning. The Evaluation of Gloucester Sure Start known as Barton, Tredworth and White City was carried out during 2004-5 and included some research into reasons why local residents do and don't access and use Sure Start services. The unique feature that encouraged people to be involved with Sure Start was having a team of Involvement Workers whose purpose was to encourage access and take up of services provided by Sure Start and statutory agencies. It was vital for parents to be able to identify with Involvement Workers who had similar backgrounds and would represent their needs and concerns.

BTCV (www2.btcv.org.uk) was set up in 1959, and has a successful history of environmental conservation volunteering throughout the UK and around the world. It aims to create: a better environment where people are valued, included and involved and to create a more sustainable future by inspiring people and improving places (see BTCV Gloucestershire below).

A list of **regeneration degrees and diplomas** is available online for subscribers to Regeneration & Renewal and/or Planning Resource at: (www.regenerationmagazine.com/courses.PDF)

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- Managing information Across Partners www.miap.gov.uk
- National Statistics www.neighbourhood.statistics.gov.uk
- Neighbourhood Renewal Unit www.neighbourhood.gov.uk and www.renewal.net
- Regeneration degrees: A list of regeneration degrees and diplomas available can be found online at: www.regenerationmagazine.com/courses.PDF
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- 1 Annex 1 What makes the difference – ways of addressing barriers and motivating people to take up learning - practical examples drawn from web and literature searches, the suggestions of those interviewed and research on the Gloucestershire area.
- 2 The ReAct Consortium is a Gloucestershire based group of consultants with expertise in community development and regeneration, project management, research and human resource development.
- 3 The Academy of Sustainable Communities (see 4.1 Good practice) is a new national and international centre of excellence for the skills and knowledge needed to create communities fit for the 21st century.

There are huge gaps in the skills and knowledge required to create these communities across the country, in particular, generic skills such as community engagement, leadership, project management and partnership working, which Egan identified in Skills for Sustainable Communities.
- 4 The ASC is working with regional partners on live sustainable communities' projects (Learning Laboratories) across the country to pilot innovations and test out new ways of working.
- 5 See Annex 2 - RENEW North West
- 6 The GHURC map includes Kings Square, Greyfriars, Blackfriars, Gloucester Docks, Gloucester Quays, the Railway Triangle and Canal Corridor. As this area is largely non residential the zone for the research was widened to include the area bounded by the inner ring road on the North (St Oswalds Road, Escourt Road and Barnwood Road to the junction of Eastern Avenue) coming down to the southernmost tip of the proposed junction of the southwest bypass. This incorporates the residential areas of White City, Podsmead, Tuffley, Kingsholm, Barton and Tredworth and parts of the Westgate area. Including these areas gives access to seeking the views of a range of people who are likely to be affected and/or benefit from the impact of regeneration opportunities outlined by GHURC.
- 7 Adult Basic Skills in the Workplace, SLIM March 2002.
- 8 The Geography of Poor Skills and Access to Work. Green and Owen, Joseph Rowntree Foundation. January 2006
- 10 Some wards in particular face considerable challenges. For example, while Gloucestershire has a low claimant unemployment rate (1.4 compared to 2.2 nationally), in Westgate Ward in Gloucester the rate is 8%. In some wards in Gloucester over 40% of the adult populations have no qualifications. (Gloucestershire Information Advice and Guidance Mapping document, 2005). The Gloucester City Council Westgate Ward Need and Demand Study. WM Enterprise Consultants, 2005. noted that the ward is the most deprived ward in Gloucestershire – it has super-output areas (Gloucester Park and Lower Westgate) that rank as the most deprived in terms of employment, health, crime and disorder.
- 11 Regeneration in Gloucester City – Learning, Skills and Employment (LS&E) Local Jobs for Local People. Draft report J Lloyd October 2006 p 1.
- 12 Full details of the summary of core occupations and essential skills as identified in the Egan Review is in Appendix 1.
- 13 Annex 1 details what makes a difference - addressing barriers and motivating people to take up learning. Annex 2 details sources of regional and national good practice and sustainable regeneration projects within Gloucestershire.
- 14 Not in Education, Employment or Training.
- 15 Citizen.
- 16 Nashashibi (2004) p31-32 citing Haggart Horne and Taylor (2005) An evaluation of LSC funded family programmes. Leicester: NIACE.
- 17 8% of the community within areas of Gloucester (in comparison with 1% in Gloucestershire) are from ethnic minority groups, with 30 different languages being spoken.
- 18 'Raising our Game', was developed by RENEW Northwest www.renew.co.uk/ as part of its work on leadership and skills.
- 19 Information on the following regeneration company sites was explored: 1st East (Lowestoft and Great Yarmouth), Bradford Centre Regeneration, Central Salford, CPR Regeneration, Derby Cityscape, Gloucester Heritage, Hull Citybuild, Leicester Regeneration Company, Liverpool Vision (the first one – established in 1999), New East Manchester, Newport Unlimited, North Northants Development Company, Opportunity Peterborough, ReBlackpool, Regenco (Sandwell), Renaissance Southend, Sheffield One, Sunderland arc, Tees Valley Regeneration, The New Swindon Company, Walsall Regeneration Company, West Lakes Renaissance. Other Regeneration sites which were considered included Ilex Urban Regeneration Company and Nottingham Regeneration Limited.
- 20 See Learning Community in Cam and Dursley in Sustainable regeneration projects within Gloucestershire.



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train to sustain