

# **Doors to the Future**

## Community-based Training and Learning

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# 1. Introduction

This booklet has been produced for participants in the Seminar in Sofia on community-based training and learning. The main purpose of the Seminar is to explore how to share the results of exchanges on community-based training and learning. The seminar is part of a European-funded project on Training and Learning for Community Development, which is run by European Consortium of 16 partners from non-Governmental organisations under the leadership of the Combined European Bureau for Social Development.

In 2007-2008 Partners took part in a series of experimental relay visits where they carried analysis of Training and Learning in Community Development from Belgium to Hungary; from Hungary to the United Kingdom; from the United Kingdom to Slovakia; and from Slovakia to Germany. The relay visits included field visits and were backed up by electronic networking. The involvement of local professionals from Local Authorities, non-governmental organisations, and educational organisations enriched the level of exchange and learning from practice.

The Consortium had its origins in a previous partnership in 2006, which identified the triangle of exchange between citizens, professionals and policy-makers as a key activity to promote participation in Life Long Learning. In Budapest 2006 they looked at core principles of Community Development and proposed guidelines for training and learning systems. Current work also relates to programmes running alongside such as the People in Politics project lead by Sagene in Norway and the European Dialogue project led by the Hungarian Association for Community Development.

At the Laboratory in Sweden in October 2008, partners distilled lessons from relay visits in search of keys to make the process of networking and dissemination relevant to others in the field. At the Seminar in Sofia, they seek to establish on-going, interactive, sustainable exchange, which will continue work on implementing, adapting and evaluating European guidelines for training and learning for community development.

As identified in the guidelines and reiterated in the relay visits and laboratory, training and learning is seen as an interactive process and the Sofia Seminar seeks to extend this interactive learning to dissemination. Peer learning is combined with a high level of engagement with lifelong learning combined with the principles of equality and intercultural exchange. This means methods and techniques for training are adjusted to the context and to the participants, whilst maintaining adherence to the highest available standards of practice in training and learning.

The working methods used in the Seminar reflect this shared commitment to Training and learning as an interactive process. All participants are expected to play an active part in the programme. Partners form four working groups to prepare the seminar and all participants are expected to check out [www.cebsd.org](http://www.cebsd.org) and engage with the blog on <http://tl4cd.wordpress.com>. The Sofia challenge is to engage 150 Europeans in sustainable networking as multipliers of the lessons from exchange.

## 2. Sofia Seminar Objectives

2.1 Background to Sofia Seminar: The Sofia Seminar aims to apply the practices and processes of interactive learning to dissemination. The themes and topics of the Seminar are material that has been collected from previous work on this theme by partners and their networks. The summary of guidelines and the material from relay visits and laboratory reflect some level of consensus, which will now be tested in the process of dissemination. The Sofia Seminar itself should be seen as an interactive learning opportunity. This means ensuring that all participants have an active role and that their expertise and the context that they operate in should be reflected during the Seminar and in follow-up. The programme outline is provided and participants are asked to reflect on their input before and during the Seminar. There will be opportunities to adapt and amend the programme to reflect input by participants. The expected output from the Seminar is identified in the following objectives:



2.2 Identify which findings from the project on Training and Learning for Community Development can be disseminated (see Background Information below and <http://tl4cd.wordpress.com> for more information.)

- a. Assess the relevance of results of relays and laboratory in 2008 to a wider network
- b. Review the Guidelines produced by the Grundtvig Thematic Seminar 2006 to identify those guidelines, which are transferable
- c. Relate the project to Community Development policy initiatives especially the Budapest Declaration 2004 specifically those Articles on Training and Learning



2.3 Share information on Training and Learning opportunities (regional, national and European), which support the development of civic skills and community participation (with a focus on 25-64 year olds who have not had third level education)

2.4 Stimulate and participate in the creation of a sustainable, creative, interactive network of 150 multipliers with appropriate tools and methods to disseminate good practice and policies, which promote the development of civic skills and community participation.

## 3. Sofia Seminar Programme

- a. The background and objectives to the Seminar (see section 2) are linked to the European Union funded project through the following:
  - I. The history of training and learning for Community Development in Europe in the different contexts. Some of the material produced during preparation for the Seminar; during the exhibition; or in follow-up to the seminar can be used as training and learning material in the future.
  - II. The national and personal approach: Ideally, each partner should have at least one meeting with

the two multipliers that will join the seminar in advance. This meeting may include the multipliers that each of the participants for the Sofia seminar is expected to nominate for dissemination. Partners are asked to share this in [www.tl4cd.wordpress.com](http://www.tl4cd.wordpress.com) to lay the ground for networking and exchange.



III. The future: Visions on training and learning in the future. The report following the Seminar will give the opportunity to share extracts from the workshops; proposals for practice and policy development as identified in the “door to the future” session.

## DAY 1: 18<sup>th</sup> May 2009

Afternoon arrival of participants and informal meeting

18.00: Welcome by CEGA to participants

18.15 Network Circle led by Kirsten Paaby: The group gathers and we get started demonstrating creative and interactive methods with prepared presentations from each national group of partners with multipliers.

### Visual Images

Visual representation of significant development in the history, growth, changing context and organisation of Training and Learning in Community Development from each country is requested. What is the role of tl4cd in the profile of professionals and in the organisation of Community Development? The visual representation could take the form of flipchart pages done by hand and stuck together in the form of a time link; or a computerised presentation; or a symbolic presentation.

### “Creative Commons”

The country presentations are building stones in an exhibition about the concept of tl4cd– the history, the personal, the future vision. On another wall we start to create a common vision for tl4cd, which is open for sharing and not limited by intellectual property rights. This will be achieved through words images photos etc. This is the beginning of the exhibition which will be produced in the course of the seminar and which will be structured in different parts. This exhibition is aimed at the 150 multipliers who will engage in follow-up actions to the project and will be photographed to go with the blog.

## DAY 2 on 19th May 2009 and DAY 3 on 20th May 2009

DATE and Time	Topic / Activity	Who and how
<b>DAY 2, 19<sup>th</sup> May</b> 9.00-9.30	<b>Welcome and domestic information</b>	<b>Emil Metodiev, CEGA</b>
	<b>Presentation of Content of Programme</b>	<b>Kirsten Paaby, CEBSD in conference hall</b>
9.30 – 10.30	<b>The foundation and findings of the project</b>	Presentation of TLCD coordinator Margo Gorman, with input from partners
10.30-11.00	Coffee	Lobby bar
11-12	Panel and Discussion	Interactive method
12 – 1.30	Lunch	Dining Room
1.30 -4.30	<b>Workshops:</b>  Relay visits as a method  Assess the relevance of the keys from Relay and Laboratory to a wider network  "Learning by Doing": Electronic tools for dissemination – please bring a laptop to this session.  Reaching the target of 150 multipliers  Sharing guidelines and setting common standards	Each workshop is led by partners with the following leaders in order of topic: CEGA, MOVISIE and CESIE  Samenlevingsopbouw, CDF and CESAM  HACD, PACT and CKO  FDC, KFW and ID  CWC, ARCD and PBW  All participants identify "a door and a key" to achieving the Seminar objectives for future action related to their topic.
4.30 – 5.00	Coffee	Lobby Bar
5.00-5.15	Introduction of Evaluator	Guenther Lorenz, introduced by Sue Webb
5.15 – 6.15	Reports from the workshops	Multipliers who are not already in partnership report back
7.30	Dinner and cultural event	
<b>DAY 3, 20<sup>th</sup> May</b> 9-10.30	<b>Policy implications and European perspectives</b>  The Budapest declaration HACD  TLCD related to citizens participation week and the local democracy week (with Council of Europe involvement)  Is the Open Method of coordination in Lisbon Process a key to the door of setting European Standards?	Presentations on themes by: Ilona Vercseg, Chuck Hirt and Jos Lemmers Onagh Mc Ardle  This will be followed by combined reflection and analysis of opportunities for influencing policy  Hans Andersson will present OPERA method to help identify priorities.
10.30-11.00	Work on priorities	Using OPERA method
12 – 1.30 p.m.	Lunch	Dining room
1.30 – 2.30:	Work on priorities	Using OPERA Method
2.30-3.30	Setting priorities for action	Completion of OPERA
3.30 p.m. 4.00	Coffee	Lobby Bar
4.00-5.00	Evaluation and Close of Seminar	Emil Metodiev, Kirsten Paaby and Guenther Lorenz
5.15 – 7.00: Consortium meeting: business	<b>Agenda:</b> Completing the work programmes for the TLCD Project Completion of Partner agreements and business Discussion and decision the future of the TLCD and the role of the existing partners of the consortium TLCD.	Consortium Meeting in Conference Hall  Chaired by Sarah, CESIE



## 4. Community-based Training and Learning: a European Consortium

The Seminar in Sofia focuses on dissemination of the results of the work of the Consortium on Training and Learning for Community Development and its links to other European funded projects and programmes. The Consortium of 16 partners, who are all from non-Governmental organisations, met for the first time in November 2007 in The Hague, Netherlands, and met again in Palermo, Italy in November 2008. Partners are committed to a programme of exchanges, backed up by intensive networking on Training and Learning for Community Development.

The current Key Activity 4 project arose from a previous Grundtvig 4 partnership in 2006, which explored the application of core principles of Community Development to training and learning systems for Community Development. The project relates to the Budapest Declaration formulated in 2004, to Guidelines produced from a Grundtvig 4 Seminar in Budapest in 2006 and to programmes running alongside such as the People in Politics project lead by Sagene in Norway and the European Dialogue project led by the Hungarian Association for Community Development and the

Partners and Multipliers seek to share and combine approaches to training and learning through the European Consortium. Partners seek to make the links between professional training; personal development; opportunities in lifelong learning through adult education; and training for citizen activists. Training and learning opportunities would include a progression route for some citizen activists, who have not reached third level education, into the professions of community workers, mediators etc. Training for policy makers would include a higher consciousness of the contribution citizens can make coupled with more accountability for the policy-making process.

The commitment to “community” is not limited to locality. Awareness of the impact of the global on the local community, and on communities of interest and identity is a key to training and learning opportunities in this field. This has led to an engagement with policy on training and learning for European residents especially those without third level education. The main avenues for maintaining a more global perspective without losing the commitment to locality are links with the Central and Eastern Citizens’ Network, the European Social Platform, the European branch of the World Social Forum and the International Association for Community Development.

The project has been funded by the European Union and through the Central and Eastern Citizens’ Network has links to the Council of Europe. Significant gaps in the level of understanding of European Union commitments to Lifelong Learning in the Lisbon Process have been identified among community-based trainers. There is also limited awareness of the use of Open Method of Co-ordination to establish common policy and practice goals for lifelong learning in this field. This needs to be taken into consideration in planning dissemination of the results of exchange.

The European Consortium was set up as a partnership with a limited life span and in Sofia faces the challenge of what form co-operation and networking can take in the future. This will be a major topic for the meeting of the Consortium immediately following the Sofia Seminar.

# 5. Guidelines for Community-based training and learning

## Introduction

A series of guidelines were developed by a Grundtvig 4 programme 2005-2006 and worked on by the Consortium for Training and Learning for Community Development funded by the European Union 2007-2009. (See [www.cebsd.org](http://www.cebsd.org) and [www.tl4cd.wordpress.com](http://www.tl4cd.wordpress.com) for reports and discussion documents and a blog.) These Guidelines have been summarised for dissemination and discussion under the following headings:

### 5.1 Target Groups

- a) Public
- b) Professional
- c) Policy makers

### 5.2 Content of Training and Learning for Community Development

- a) Exploring values, principles and ethics
- b) Conflict and cohesion
- c) Governance and democracy
- d) Skills for Action

### 5.3 Format of Training and Learning for Community Development

- a) Needs Assessment
- b) Process and Product
- c) Combining Process, Product and Procedure

### 5.4 Organisation of Training and Learning for Community Development

- a) Power and Empowerment
- b) Design of Programmes
- c) Planning
- d) "Made to Measure"
- e) Engagement, Involvement, Motivation and Participation

### 5.5 Some challenges and tensions

- a) Diversity
- b) Relationship between Vocational education and Community Adult Education
- c) Recognition of learning in Community Development
- d) Sustainability of training and learning programmes
- e) How to improve support for public participation and involvement.



## Guidelines

### 5.1 Target Groups of Training and Learning for Community Development

Diagram 1 represents the diversity of the target group with division into three categories of Public, Political and Professional. Each category should be seen at different levels, local, and national, European.



#### Notes on categories Political, Public and Professional

**The category "Political includes Policy makers, civil servants and authorities in general with a focus on specific groups for specific objectives, for example:** elected representatives, people who design curricula, and people in charge of funding

**Public** is understood as the local community (all citizens) and specific target groups e.g. Voluntary organisations, Business people/organisations/ Minority groups, Artists etc

**Professional** is understood as those who are in paid work including: Professionals in NGOs non-governmental organisations; staff working in municipalities, in health, education and schools and experts.

## 5.2 Content of Training and Learning for Community Development

### a) Exploring values, principles and ethics

The content should include elements designed for both individual and collective development, political rights and should have an orientation towards specific problems and identifying solutions. In addition to training in empowerment, skills and capacities, groups should be offered knowledge that helps understand community life. Some suggested topics are:

- Identities
- Social analysis including norms/values, principles of equality
- Initiative and motivation
- Personal development such as building confidence, being assertive, dealing with conflicts.

### b) Conflict and cohesion

Community-based Training can generate conflict because it stimulates discussion and challenges the status quo. Understanding and operating within “communities” involves understanding the potential for conflict in:

- Cohesion and co-operation across cultures
- Partnership and dialogue – joint action
- Forms of racism, sectarianism, sexism etc.

Training needs to develop the skills to resolve conflicts as it may be uncovering conflicts or even causing them! There is often a hidden agenda in conflicts so it may be difficult to identify whether the conflict is about behaviour, resources, values or identity. Conflicting parties may not be evenly matched leading to “Asymmetric Conflict” where one party is stronger than another and may not even recognise the power imbalance. There can be an added value in working at a European level as there are often cultural differences behind conflict and you need multi-cultural and intercultural competences, which you have more opportunity to develop when interacting in a European

### c) Governance and democracy:

Active participation and involvement of communities is part of the core principles guiding Community Development. There are stronger and stronger links between Community Development initiatives and citizen initiatives. The Training and Learning for Community Development project is exploring how to strengthen connections to the citizen initiatives of the Central and Eastern Citizens’ Network. There is a volume of discussion of how to mobilise citizens in order to formulate policy and develop awareness of the different forms of democracy from the “bottom-up” (see Gerard Hautekeur’s paper on [www.tl4cd.wordpress.com](http://www.tl4cd.wordpress.com) for a discussion of Community Development in

Flanders and some definitions of democracy in current research. Some of the topics that are suggested for exploration in training and learning initiatives are:

- Internal democracy of organisations
- Self-government, decentralisation, direct democracy
- Understanding how government, local and national functions + how to understand /influence /change what elected representatives do and how they do it
- How to develop and implement policy which relates to the values and needs of communities  
How to safeguard human rights
- How to influence the European Union and the Council of Europe.

#### **d) Skills for Action**

Understanding of “community” and how everyone can contribute to the development of “communities” of interest, identity, and locality is a key element in training whether for professionals, volunteers or policy makers. This awareness should also be linked to strategies and programmes for action that are robust enough to meet objectives. There should be a balance of an assessment of needs from the perspective of those in the community and an aspiration to identify the highest quality of training material, professional and voluntary input to meet those needs.

## **5.3 Format of Training**

### **a) Needs Assessment**

To meet the different learning and training needs of the diverse actors, learning and training for community development must be based on a needs assessment - i.e. a “mapping” of what the learning and training needs of community development actors and their organizations are. “Mapping” in this context is, a design to visualize actors in small communities and the strength of their relations of conflict and/or cooperation with one another.

At the level of an individual community development worker, a needs assessment involves answering questions such as: what training do I need to be effective in my work? What are my strengths and weaknesses? Similarly, at the level of a community development organization, a needs assessment involves an organization answering questions such as: what are our competences in a particular area? In what areas do we need to invest to be more effective?

Participants proposed that one useful approach to carrying out a needs assessment is by using an “inspiration list” - i.e. a scheme that may stimulate community development actors to identify their needs with regard to:

- Particular themes – such as human rights, social justice, the Environment, etc.
- “Maturing processes” – such as working in groups, how to tackle Racism, working with volunteers etc.
- Political issues – including lobbying policymakers
- Issues of social development – including the ageing/graying of the population, multiculturalism, urbanisation etc.

- Conflict Management issues – including mediation
- Personal characteristics – for example, in terms of attitude, communication skills, leadership, coaching skills etc. (See Brussels Relay Report January 2009 on [www.tl4cd.wordpress.com](http://www.tl4cd.wordpress.com) for more discussion on this).

## **b) Process and Product**

There should be an interlinking of themes and topics in the form chosen for delivery of training and learning for Community Development and it should be diverse because people are diverse. (See section on organisation for meeting diversity). Training can be organised at a local/national or 'community' level. Independence is needed in designing the form or format so that it can be adapted to the context and to ensure that participants gain skills and abilities to change and shape their own context. Community-based training may be formal or informal but formal training is more likely to be concerned with 'results' whereas informal training is more likely to be organised from the 'bottom-up' and put emphasis on the process.

In community –based and sustainable learning, the process is as important as the production of quantifiable results. The distinction between process and product can be a false distinction but it is often made because outcomes from process (e.g. increased awareness, confidence, development of social skills) are difficult to measure. However the contribution of Community Development to social inclusion and social development is recognised by some regional and national governments. Understanding 'process' and the need for consistency between principles, values, methodology and practice is core to community-based training

The process needs to be creative; to open space for external views and should also value existing expertise and knowledge. Experts should be encouraged to participate in order to share their expertise but without manipulation. We should be open to developing new knowledge. Different perspectives on knowledge are needed and the development of critical consciousness is part of the learning process.

## **d) Combining Process, Product and Procedure**

Follow-up includes on the one hand an on-going assessment of the process, product and procedure and on the other transfer of results. Some understanding of measurement of results, measurement of achievement and a commitment to monitor and evaluate effectiveness of training programmes is a key to progressive attainment. Different forms of assessment are possible. It may be formal but should not be too formal, for example:

- Progress reports
- Journals
- Self-Assessment to own goals
- Different forms of feedback
- Monitoring and Evaluation by external expert
- Arrangement for mentoring

## 5.4 Organisation of Training and Learning for Community Development

### a) Power and empowerment

Community Development Training is not just about increasing skills and completing programmes, it is about understanding power and empowerment Learning to adjust to the given context and to develop skills and capacities that enable participants to change the context are both important.

The art of Community Development Training is to convert/translate from top-down programmes into bottom-up initiatives – often using Government funding. Where there are favourable top-down policies or programmes these need to be translated into bottom-up practice and vice versa, where there is good bottom-up practice this needs to be translated into policies or programmes which favour empowerment.

### b) Design of Programmes

It is advisable to set up a meeting among the 3 'p's – public, professionals and policy makers and decide together the aims of the training in the given context. The following should be involved in planning training for Community Development, depending on the context:

- Formal Training Institutions
- Former Students and their feedback
- Similar institutions or organisations to that offering the training
- Informal sources
- Community workers
- Social animators
- Trainers and Training Assistants
- Beneficiaries of training course

### c) Planning

Some suggestions:

- Motivation and the joy of learning should be paramount in designing your initiative
- Make the selection competitive to promote motivation
- Involve people, who work in the same institution but who have different perspectives on the same issue (e.g. Politicians and 'clerks' i.e. elected representatives and civil servants)

- Select people/organisations based on their background
- Use an interdisciplinary approach
- Use diversity
- Look at each participant as someone who contributes
- Use field visits/ study visits and ways of learning from each other's experiences

#### **d) “Made-to-measure”**

The commitment to core principles of equality in Community Development should underpin training and learning opportunities and should be reflected in the trainers and in participants. We need to see trained Community Workers and other professionals from a range of backgrounds, identities and cultures represented in the mainstream of training and learning for Community Development. When that is not the case, we should ask why they are not there and take steps to consult, inform and involve those who face discrimination and exclusion. Training and learning opportunities should also identify and take into account of differences in background/ age/ duration of involvement in community work/ function in the organisation/ time/ locations. This attention to diversity when carried out well, will improve the quality of the training and learning offered for all. It should apply to all stages of design and application of training programmes.

#### **e) Engagement, Involvement, Motivation and Participation**

The planning group for the training should ask itself how to generate maximum involvement and motivation. The TLCD project has produced many suggestions in answer to the following questions:

- How to facilitate full participation?
- How do we engage citizen participation in decision-making?
- How do we involve community members in the actions (participatory planning)?
- How to we put empowerment and participation methods into practice?
- How to communicate with Target Groups?
- What support can be offered to participants?
- How to stimulate the commitment of Participants?
- A contribution – financial or otherwise from participants?

## **5.5 Some challenges and tensions**

### **a) Diversity**

One of the barriers to equality is that there is a paper commitment but this is not reflected in the reality. One group identified some bad practice in this field. For example, Government and non-government organisations, Community Workers and trainers may invite those that they felt comfortable with not people who would challenge them.

Sometimes a minority representative is 'chosen' by the majority because they can rely on that person to express majority opinion and the 'chosen' one is not connected to the minority community.

Many Community Development programmes have immigrants or Rom for example, as their target group but there is no representation of trainers or Community Development workers from these groups in the design or implementation of the training. Minorities are often seen as the target for training only. Trainers and professionals who have also experienced discrimination are overlooked when there are opportunities to contribute to mainstream practice. Greater awareness and more 'intercultural' skills are needed at all levels.

### **b) Relationship between Vocational education and Community Adult Education**

Participants in the European project on Training and Learning for Community Development see a need to structure the diversity of experience to help identify ways of dealing with the tensions that exist between vocational training and the more diffuse field of community education and the shared European aspirations for lifelong learning in the Lisbon Process of the European Union. The following is an example of some of the tensions discussed in the course of exchanges.

<b>Vocational Training (To become a professional)</b>	<b>Community Adult Education</b>
Accreditation for professional qualifications	General social skills
Specialisation in specific fields	Emphasis on empowerment to change "community" and on mobilisation of community
Qualifying as a professional	Volunteering and community activism
Tools and standards for professional practice	Campaigning for social change
Operating to organisational codes	Social reflection, awareness, analysis

### **c) Recognition of learning in Community Development**

The recognition or validation of training and learning is important. Accreditation for the profession of Community Worker/Animateur/Mediator is one important means of formal recognition that needs further reflection and action but there should be other forms of recognition.

A system of recognition needs to be supported by methods for evaluating the quality of community development work (Process as well as product). Are there ways of including community voices in the process of recognition?

#### **d) Sustainability of training and learning programmes**

The context of training and learning opportunities is key to whether learning is sustainable and applied to the specific situation or community. The relationship between non-governmental organisations and the local or national government is a key to his context. Non-governmental organisations are also expected to follow market rules and funding is often determined by results that can be quantified in a short time. Community Development processes often take longer than a year or two to show results. The NGO could take on the first steps to establish a successful model of working, which could then be adopted in the mainstream by the Local Authority.

#### **e) How to improve support for public participation and involvement.**

There are tensions and challenges between Community Development and broader community activism. What is the training of professionals, volunteers or policymakers aiming to achieve? Is the aim self-development and/or developing skills for employment? Is the aim to strengthen target groups in the light of the desired transformation designed by policy-makers? Do professionals and policymakers seek more communicative social planning where community workers/organisers/animateurs act as mediator among various stakeholders? Is the aim to mobilise those on the margins so that they can become actors not victims? Is the aim to build greater social cohesion? These questions and more have diverse answers depending on the group, organisation or institution, its local, national, European or global context.

There are tensions and challenges between the local, national, European and global dimensions of “community” life. There are forms of encouragement for public participation for example the Aarhus Convention but this and other initiatives are limited to informing citizens and that is not public participation. The European Union and Council of Europe have taken active steps to engage citizen participation but there is still a sense of alienation between “communities” and European institutions and no strong sense of interaction. There is not a sense that citizens can set the agenda. The project on Training and Learning for Community Development has been funded as a result of the European policy commitment to lifelong learning. One of the ...of the Lisbon waiting to be ratified by the member states of the European Union.

The project is run by non-governmental organisations from different countries - the vast majority of them with insecure funding. One of the main links established in the course of the work on Training and Learning for Community Development has been that between the Combined European Bureau for Social Development, the Consortium for Training and Learning for Community Development who have taken the lead from the Central and Eastern Citizen's Network on citizen participation. The Seminar in Sofia from 18th to 21st May 2009 will be a key to meeting some of the challenges of the future.

## 6. From Relay to Laboratory 2007-2008

### 6.1 Relay Exchange

Between January and May 2008, 15 partners responded to the challenge of maximising funds for travel to exchange ideas on Training and Learning for Community Development with an innovative system of relaying learning from country to country. This was modelled on the image of a relay race where participants pass a baton from one to another with the ultimate aim of the last relay reaching the end point in the fastest time possible.

#### **The Relay went**

- ▶ From Belgium
- ▶ To Hungary
- ▶ To UK
- ▶ To Slovakia
- ▶ To Berlin

The findings were analysed in a “Laboratory” in Sweden

There were some important differences from the concept of a relay race. The “baton” emerged as a butterfly rucksack borrowed from the child in Belgium. The rucksack made its way around Europe and got back home to Belgium after the Laboratory! The race was based on how much to fit in to the shortest possible time and not against other competitors. The participants sought to combine resources, skills, social and cultural differences to reach the highest shared points in common. There is a short summary below. Where the country is mentioned please read it as shorthand for “a representative of a non-governmental organisation working on training for Community Development in name of country”. You can find the actual named individuals and their organisations on [www.cebsd.org](http://www.cebsd.org) in the TLCD section and on the blog/site

### 6.2 TLCD relay visits – main issues taken from relay to relay

#### **France and Spain visited Belgium**

**Key point:** Professional standards for learning and training for community development should be set within a framework, which includes the meaning of learning, core values and principles, target groups and content. Creative implementation of this framework combined with local needs assessment is the key to good training opportunities.

#### **Belgium went to Hungary**

Belgium took the butterfly packed with key points, a report and photos to Hungary where it was shared not only with groups there but also with Netherlands and Ireland.

**Key Point:** Education for democracy and active citizenship are the foundations for both citizen activism and professional training. A special focal point is the history of community development and the history of learning in that area.

### **Hungary went to UK**

Hungary took the butterfly packed with key points, reports and photo to the UK where it was shared with groups in England and Wales and also with Bulgaria and Romania

**Key Point:** There is a danger that over-professionalisation of Community Development can reduce power of citizens and not empower them

### **UK went to Slovakia**

UK took the butterfly packed with key points, reports and photo to Slovakia where it was shared with groups in Banska Bystrica also with Germany and Italy.

**Key Point:** There is a need to make a distinction between Training and Learning for Community Organising, which involves a specific training focus on empowerment and action as well as different roles for staff and citizens; and Training and Learning for Community Development where the emphasis on empowerment and direct action by citizens depends on the lead organisation or funding body.

### **Slovakia went to Germany**

Slovakia took the butterfly packed with key points, reports and photo to Germany where it was shared with groups in Berlin also with Norway

**Key point:** There are distinctions between Community Organising and Community Development and also some overlapping concerns. Training and Learning should start with empowering citizen activists as the key to social change.

## 6.3 Distillation in the Laboratory

Partners worked on a shared commitment that continuing education for democracy and activism should underpin Lifelong Learning for the citizen, the paid professional working on local development, and the policy-makers who shape services. The following is a summary of **some shared commitments and understanding**.

**Multipliers for Training and Learning recognise that** it is important to get to know each other's national and professional contexts and history in order to acknowledge diversity and to develop a shared understanding from this basis. We recognise that **training and learning as an interactive process**. The experience and skills of everyone are valued and everyone is expected to play an active part in training and learning programmes.

**Assessment of needs:** Opportunities for training and learning should be based on an interactive assessment of needs. In the context of Life Long Learning and Community Development/Organising we need to be aware of the distinct and overlapping needs of citizen activists, who are voluntary, professionals in non-governmental and non-profit organisations and professionals in governmental organisations

**Progression Routes:** In some situations there are progression routes from activism to paid employment. Progression routes from elementary education for democratic participation in informal learning through to Vocational training for professions would benefit from European exchange on formal accreditation processes.

### **Who are the professionals or staff?**

The “profession” of Community Development covers mediators; animateurs, urban and rural social development workers and the employers may be foundations, non-governmental organisations or government bodies.

### **Who are the citizens?**

“Citizen” is used here in the sense of local resident and is not restricted by legal definitions. Citizen actions or activism is used to describe action taken on a voluntary basis by local residents.

### **What is the “community”?**

The term community is understood as a group with shared ties or commitment. The emphasis in Community Development/Organising is on local communities - including geographical communities, communities of interest or identity and communities organising around specific themes or policy initiatives. The relationship of local communities to the European and global community is central to the dissemination of guidelines for community-based learning

### **Our Europe**

This was symbolised in the Laboratory by a photo in the old riverboat named “**Europé**” from the press conference in Budapest for European Dialogue seminar. This seminar explored the joint commitment of the Combined European Bureau for Social Development and the Central and East Citizens’ Network to the issue of Citizens participation across Europe. The photo on the boat was seen as a symbol of the horizontal networking people to people and a view of Europe as all the places where people live their everyday lives. It was then juxtaposed with another of the Catalonian **Castellers seen as a human tower** of European Citizens/human towers reaching towards the **vertical structures of European institutions.**

It was agreed in the laboratory that the question “How can our practice at the everyday level influence the policy in the structures?” be taken to the Sofia Seminar. There are still gaps in representation of grassroots concerns and we need a common framework to ensure these concerns are addressed. The TLCD project should recommend to the EACEA that they release calls, which focus on community-based training and learning and citizenship education. Partners should identify other European projects that have a focus on the European dimension in training and learning for community development and citizens participation. How could we build bridges to these projects and create synergies.

## 6.4 Lessons from relay process

Partners in the learning laboratory in Malmö agreed that the relay system was a good tool and it would have worked better if there had been:

- a) One person, who observed the process in person, acted as a guide through the process and took notes of process and content.
- b) Greater clarity and consistency on who decided who paid what on travel and subsistence
- c) Guide on how to replicate the process would be useful – see below for D-I-Y Guide.

# 7. Do-it-yourself Guide for the RELAY-PROCESS:

## 7.1 RELAY SYSTEM

– a process of international exchange on a team theme was tested during the project on Training and Learning. Partners requested a template of the process so that they could set up a relay system on other themes or topics.

Goal of relay system: To maximise exchange of learning from mobility and to create connections between multipliers.

Step 1: Identify theme or issue that would benefit from exploration in a relay system and main aim of exchange

Step 2: Identify what relevant end point should be to reach main aim:

For example:

Scheduled meeting of international body concerned with topic that are willing to receive exchange findings on policy implications of theme

Special Seminar on theme where all relay participants come together

Feed into Policy e.g. European Union's Lisbon Process through Open Method of Co-ordination

Presentation to representatives of national governments

Presentation to Directorate General of EU or Directorate of Council of Europe or Council of local and Regional Authorities etc. Etc.

Step 3: Find partners committed to working together on theme and collect the CVs of the named people. (This is much simpler and more equitable the partners are prepared to build it into the paid time of existing staff rather than seek funding for staff costs but we worked with a situation where CEBSD applied for a project grant from the European Union with the relay as one work package. 75% of the staff costs for the actual time spent face to face were paid from the grant from EACEA, along with 75% of travel and subsistence costs.

1. Each partner to identify a group of local organisations interested in international exchange on theme chosen.
2. Establish an e-group and/or blog to test motivation to back up face to face with electronic dissemination.
3. Identify co-ordinating body and responsibilities as leader: Ask the following questions
  - Do we want a guide through the process?
  - If so is that someone from the lead body or an external expert?
  - Do we want one or two people from each organisation? (There should always be at least one 'reserve' person to back up the named person in case of illness or change of post etc.)



4. Apply for funds for travel and subsistence (and the number of days needed for staff) and budget for venue hire. (You can only apply for European Union funds for those partners are part of EU or EFTA but you could mix funding if you found a Foundation.)
5. Agree simple contract with clear guidelines on reimbursement of staff costs, travel and subsistence and venue hire in line with funding requirements. (Ensure staff member, organisational administrator and director are all informed of guidelines). BEWARE! This is important and will waste time and energy if not clearly agreed and UNDERSTOOD before the first relay in simple terms. Many highly motivated and highly qualified professionals find simple EXCEL documents a challenge.
6. Identify number of visitors for each exchange. We found 2 or 3 visitors were sufficient to generate good in depth exchange and it makes the logistics of accommodation and food easy to arrange.
7. Work out schedule and programme for hosts and visitors:
8. Identify local field visits and meetings with the help of the local organisations interested in international exchange (see point 2)
9. Partner who has responsibility for taking relay forward must prepare and share a report with all other partners within 2 weeks of relay.
10. Lead partner should extract key findings and arrange translation into languages of countries participating.

## Hosts and Visitors

The number of hosts and visitors can vary according to motivation and funding available. The role of the guide if used should be participant observer, supporting both hosts and visitors through the process.

### **Host:**

- a) The host has responsibility for an e-mail exchange with the visitors in advance of the relay
- b) The host develops a schedule of meetings and field visits to suit the theme and consults visitors prior to relay
- c) The host gives information on how to get to venue; suggests possible accommodation; and arranges meals together in consultation with visitors.
- d) The host writes up the notes of the meetings and consults visitors on it.
- e) The host takes the report to the next relay and presents the key findings to the next relay.

### **Visitor**

- a) Gives feedback on schedule of meetings and field visits
- b) Arranges and pays for own travel, accommodation, food and other incidental expenses and

- submits claims to funding body according to guidelines.
- c) Gives feedback on report.
- d) Arranges translation into relevant languages and media
- e) Shares findings with identified groups in his or her own country and invite them to join e-group and blog on theme.



Template for 15 partners from Countries A, B, C, D, E, F, G, H, I, J, K, L, M, N, O with relays in Countries A, B, C, D, E

Number of Hosts and Visitors is 15 plus 1 guide= 16  
Number of local participants can be from 2 to 20 so from 30 to 300



<b>Host</b>	<b>Visitors</b>	<b>Local meetings or visits</b>
<b>Host A</b>	Visitors from Countries F and G +Guide if applicable	Examples: Centre of Good Practice working on theme. Invitations to local professionals, politician, Local Municipality, Local NGO, Citizen groups
<b>Host B</b>	Host A + Visitors from Countries H and I +Guide if applicable	Examples: Centre of Good Practice Invitations to those in country e.g. professionals on theme, politician. Local Municipality Local NGO, Citizen Groups
<b>Host C</b>	Host B+ Visitors from Countries J and K + Guide if applicable	Examples: Centre of Good Practice Invitations to those in country e.g. professionals on theme, politician. Local Municipality Local NGO, Citizen Groups
<b>Host D</b>	Host C + Visitors from L and M + Guide If applicable	Examples: Centre of Good Practice Invitations to those in country e.g. professionals on theme, politician. Local Municipality Local NGO, Citizen Groups
<b>Host E</b>	Host D + Visitors from Countries N and O + Guide if applicable	Examples: Centre of Good Practice Invitations to those in country e.g. professionals on theme, politician. Local Municipality Local NGO, Citizen Groups
<b>Final Goal</b>	Hosts A, B, C, D, E + Guide +	Examples: Centre of Good Practice Invitations to those in country e.g. professionals on theme, politician. Local Municipality
<b>Presentation of combined results</b>	Lead partner or management group decides group who will receive the presentation from hosts and analyse results	Local NGO, Citizen Groups

## 8. Review of The Budapest Declaration at the Seminar on Sofia in May 2009 with a focus on Training and Learning

Building European civil society through community development: opportunities for training and learning

Suggested new policy statement for TLCD

### 8.1 Proposal:

Participants in the Sofia Seminar should give feedback on the review of the Budapest Declaration. A draft review statement should be sent from the Consortium Meeting on Training and Learning for Community Development in Sofia to the IACD, CEECN and HACD. After a short process of amendment, endorsement and identification of appropriate individuals, it should be sent to named people in relevant bodies in the Council of Europe and named people in relevant bodies in the European Union by a group representing:

CEBSD

CEECN

IACD/TLCD Consortium

TLCD partners should also send it to the relevant national agency or agencies. In September 2009, there should be follow-up contact with national agencies and European institutions requesting specific proposals related to budget lines for 2010.

#### Background 2004-2009 with relevant extracts from the Budapest Declaration

“One hundred and thirty community workers, researchers, donors and policy-makers, and representatives from government, civil society organisations and community groups, from 33 countries across the European Union and beyond, met in March 25-28 in 2004 at an international conference, to prepare for the accession of ten new countries to the EU. The conference was sponsored by the International Association for Community Development, the Combined European Bureau for Social Development, and the Hungarian Association for Community Development under the patronage of the President of Hungary.”

A key conference objective was to agree a common statement on community development in Europe, to be directed to the EU, national governments and other key stakeholders – see statement below. This statement was disseminated widely and still ripples around Europe.

One of the specific outcomes of the declaration was the decision by CEBS to work on Community Development in relation to European Union objectives on Lifelong Learning. CEBS obtained funding from the European Union and led a project under the Grundtvig Programme in 2005-2006 followed by a Consortium under Key Activity 4 on dissemination from 2007-2009 to pursue the articles on training and learning in the Budapest Declaration.

The following articles on Training and Learning produced in Budapest in 2004 are now the subject of a review at the seminar in Sofia in May 2009.

**Articles 4, 5 and 6 on Community development training**

For community development to make the most effective contribution to building civil society, the EU needs to facilitate a common framework for training and learning for community development based on core community development values, knowledge and skills, with training materials based on best practices. The development of training is at present quite uneven but good experience should be used to suit local conditions.

This common framework for learning and training needs to be resourced and adapted for use in each member state, based on dialogue with all stakeholders, and developed from the 'bottom up'. The common overarching framework should not be used to export any one particular political or economic perspective.

Learning and training for community development and for active citizenship must be part of a continuum for lifelong learning and critical reflection – from citizenship education for children and young people through to community activists and volunteers, professionals working with communities and decision-makers at different levels. There should be pathways for progression through and across different levels of learning and training.

**Articles on Community development, lifelong learning and cultural development  
Articles 21, 22 and 23**

Adult education should extend beyond vocational training and should be seen as a right and provided on a non-commercial, not-for-profit basis.

Lifelong learning should be defined in policies as including community-based and citizenship education. By a community-based model, we mean building on local skills, resources, strengths and needs, and recognising issues of gender, cultural diversity, sustainable development and inclusion; in short, offering 'access to diversity and diversity of access'.

There is a continued need for experimentation, within a secure and sustainable funding framework at local, national and EU levels. This implies a commitment to medium and long-term funding and provision. Programmes such as Grundtvig should be further developed with increased budgets and should prioritise trans-national mobility for community activists and local groups alongside community development professionals.

**Articles 28, 29 30 on equality as foundation for training and learning:**

In support of these goals, the EU and member states should create and support structures and agencies, which pursue the aims of racial equality and cross-cultural understanding and awareness. The EU and member states should at the same time emphasise the positive aspects of a wider and more diverse Europe.

**The EU and member states should acknowledge, through policy and funding development, that community development has a critical role to play in engaging people in increasingly diverse communities through inclusive methods. This may be done by building bridges between majority and minority communities, including in situations of conflict.**

## 9. SOFIA STATEMENT 2009 on Community-Based Training and Learning

- 9.1 Partners and multipliers engaged in Training and Learning for Community Development endorse the statement of delegates who attended the March 2004 Budapest conference, representing civil society organisations, governments, donor agencies and community groups. They acknowledge the priority now being given in the political arena to strengthen civil society and emphasise the important role that training and learning opportunities can play in supporting that process and protecting the human rights of all. Multipliers commit themselves actively to building a socially and economically inclusive, diverse, environmentally sustainable and socially just society. They seek the support of European institutions to ensure the structures, policies and mechanisms are in place to support dialogue between those institutions and members states on the one hand and civil society on the other. This will require both moral and practical support for community participation, and appropriate legal, institutional and material conditions, but with specific support for training and learning opportunities.
- 9.2 Opportunities for community-based education and training strengthen civil society by developing community awareness and perspectives on social, economic and environmental policy. The main goal is the empowerment of local communities, taken to mean both geographical communities, communities of interest or identity and communities organising around specific themes or policy initiatives. Training and learning opportunities strengthen the capacity of people as active citizens through their community groups, organisations and networks; and the capacity of institutions and agencies (public, private and non-governmental) to work in dialogue with citizens to shape and determine change in their communities. Opportunities for training and learning play a crucial role in supporting active democratic life by promoting the autonomous voice of disadvantaged and vulnerable communities. In addition to the specific skills and knowledge base, the core values/social principles on which this training and learning is based cover human rights, social inclusion, equality and respect for diversity
- 9.3 Multipliers throughout Europe stress the importance of community-based education and training to building mechanisms to promote the inclusion of all residents of Europe – whether permanent, seeking permanency or migrant. They reject both the increasingly explicit manifestations of racism and xenophobia and the implicit racism manifested in those current immigration policies, which lend credence to the notion of 'Fortress Europe'. The global economic crisis means that the recognition and development of citizen awareness, skills, competencies and entrepreneurial innovation is ever more urgent in order to combat the practices of greed and exploitation which threaten our social, cultural and economic well-being.
- 9.4 Lack of training and learning opportunities contributes to poverty, social exclusion and marginalisation and has significant impact on relationships between cultural and national majorities and minorities; on migrants and 'host' societies; and on those living in rural and urban areas. Perspectives on policy and practice development which value the distinct experience of Black and Minority Ethnic communities should be an integral part of the development of policy and practice.
- 9.5 National states should acknowledge, through co-operation on policy and funding that the work of organising and developing communities has a critical role to play in engaging people in increasingly diverse communities through inclusive methods. This includes recognition that interactive training and learning has a role in building bridges between majority and minority communities, and between different sections of society including in situations of economic crisis and conflict.

- 9.6 Adult education for the development of communities by their citizens should be seen as a right and provided on a non-commercial, not-for-profit basis.
- 9.7 Learning and training for community development and for active citizenship must be part of a continuum for lifelong learning and critical reflection – from citizenship education for children and young people through to community activists and volunteers, professionals working with communities and decision-makers at different levels.
- 9.8 There should be pathways for progression through and across different levels of learning and training based on assessment of needs. Training bodies should work across Europe on common criteria for accreditation of community work professions, which can be adapted to specific social and cultural situations.
- 9.9 The European Union and Council of Europe should co-operate on the allocation of resources for a European network that would facilitate a common framework for community-based education with shared commitment to core values.
- 9.10 The common framework for learning and training needs to be resourced and adapted for use by each member state of the Council of Europe, based on dialogue with all stakeholders, and developed from the 'bottom up'. The common overarching framework should not be used to export any one particular political or economic perspective.
- 9.11 Lifelong learning should be defined in policies as including community-based and citizenship education. By a community-based model, we mean building on local skills, resources, strengths and needs, and recognising issues of gender, cultural diversity, sustainable development and inclusion; in short, offering 'access to diversity and diversity of access'.
- 9.12 Lifelong Learning Programmes should be further developed with increased budgets for member states not in the EU and should prioritise trans-national mobility for community activists and local groups alongside community development professionals and trainers.
- 9.13 The Council of Europe, the European Union and their Member states should create and support structures for citizen education, which integrate the aims of racial equality, gender equality, human rights, cross-cultural understanding and awareness in all lifelong learning programmes.
- 9.14 The EU, the Council of Europe, national governments, donors and community development organisations and agencies should work collaboratively to promote cross-border and national co-operation to create training and learning opportunities, which improve relations between minorities and majorities in recognition of the particular challenges minorities face within specific local
- 9.15 The EU, national governments, donors and community development organisations and agencies need to work collaboratively to promote cross-border and national co-operation in relation to the position of minorities and the particular challenges they face in access to training and learning within local contexts.

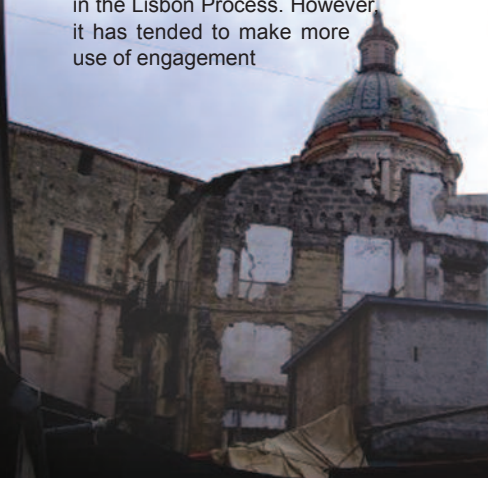
# 10. Discussion Paper on Open-Method of Co-ordination

## 10.1 Context of paper

This paper is written from the perspective of **Training and Learning for Community Development** - a project funded by the European Commission, **Education, Audiovisual & Culture Executive Agency** and is a discussion paper for the Consortium of 16 partners (see below). The lead partner is the **Combined European Bureau for Social Development**, a foundation registered in the Netherlands, which seeks a combined approach to Community Development that takes examples of best practice, creates exchange and develops creative methods of involvement at every level. This draft of the discussion paper incorporates comments made by Ilona Vercseg, Hungarian Association for Community Development and Sue Webb, Community Development Foundation. The Combined European Bureau for Social Development is a member of the European Social Platform. Sue Webb of Community Development Foundation, UK has been involved on behalf of CEBSD with the European Social Platform in discussions of the Open Method of Co-ordination and reports that members of that Platform have decided that the Open Method of Co-ordination has “very limited value” and has not proved a successful process so far with the exception of the European Anti-Poverty Network which sees achievements related to anti-poverty work.

## 10.2 Training and Learning for Community Development

2.1 The design of the project on Training and Learning for Community Development was rooted in the belief that the Open Method of Co-ordination could offer the opportunity of incorporating broader participation in EU programmes, working methods and consultative processes, in spite of difficulties and challenges in using the method. When first designed as a tool to assist progress on the Lisbon objectives, the Open Method of Co-ordination was seen as a means to assist in citizen involvement in the Lisbon Process. However it has tended to make more use of engagement



with politicians, civil servants and experts rather than civil society (with the honourable exception of those who experience poverty.) Methods identified by partners in Training and Learning for Community Development have a potential contribution to offer to help local and interest-based or identity based communities engage more directly with the Lisbon Agenda. The Hungarian Association for Community Development has stressed that the main challenge in Hungary in the context of Training and Learning for Community development is “How to create an open learning environment and how to develop active citizenship.” The link between these is described as “fundamental”.

- 2.2 Training and Learning for Community Development is linked to an approach to social inclusion which is multi-dimensional and runs through policies for urban and rural development, Local Agenda 21, health, sustainable development, citizenship, civil society and the social economy. Community development has a history of involvement in these areas and using participative methods in training and learning designed to improve the overall quality of community life. A Community Development approach offers the opportunity either to increase awareness of the application of the “open method of co-ordination” or to help identify tools and methods more appropriate to training and learning for groups at a local level, regional level, national level and European level. One of the major challenges identified to date is the extrapolation of qualitative data in a form where the collection of data is sustainable and the lessons from data are transferable.

## 10.3 Developing Awareness

- 3.1 There is still considerable work to be done in presenting and disseminating a better understanding of the Lisbon process and the Open Method of Co-ordination among even among experts working in the field of Training and Learning for Community Development. The creation of an open learning environment and developing active citizenship are cornerstones of Community Development practice. They need to be linked to the particular contribution made by life long learning to addressing the multiple dimensions of social exclusion. The Open Method of Co-ordination can offer the chance to work at the highest levels of good practice through peer review and peer learning. It can help avoid the dangers of becoming caught up in highly procedural or competitive relationships, which diminish the creativity needed to attract the lower-skilled and marginalized populations into training and learning opportunities. There is insufficient use of peer learning and peer review in this field to make the connections needed at every level to reach Lisbon Targets. In the view of the Hungarian Association for Community Development, “This should be on the agenda of Community Development policy in Europe far more than it is now” and discussion of this could be combined with points raised under 5 and 8 in this paper. There is also a need for greater awareness among policy makers of training and learning processes used in Community Development and how these relate to the development of civil society. Fundació Desenvolupament Comunitari, Spain has a particular contribution to make on the place of the intercultural dimensions of the latter.

## 10.4 Achieving Lisbon Targets:

- 4.1 Initiatives such as the project on Training and Learning for Community Development could make a contribution to improving understanding and application of the Open Method of Co-ordination – or to the development of more appropriate methods and tools if the Open Method of Co-ordination proves ineffective. There is commitment among partners to the highest possible level of agreement on policy, principles and practice. Partners in the project and their networks need paid time and support to dedicate to this so that they can contribute more effectively to.

reaching the targets set for the Lisbon Treaty. The specific target that is most relevant to this project under Life Long Learning is to achieve 12.5 per cent participation of those aged 25-64 in training and learning opportunities. If present trends continue, this is one of the targets that will fail to be met in spite of some promising indicators up to 2005. More participation by this age group in life long learning - especially lower skilled older workers and unemployed requires more investment by national governments in the processes used by Community Development to achieve participation in training and learning opportunities

- 4.2 Partners in the project on Training and Learning for Community Development identify that “project-based operation” makes it technically problematic to engage even at the level of discussion. Sue Webb of the Community Development Foundation sees that the Open Method of Co-ordination “is something that should be discussed as to its value” because of the limited number of days to work on the project. Ilona Vercseg, President of the Hungarian Association for Community Development also cites a number of reasons why it is so problematic to engage with the Open Method of Co-ordination and this could be extended to engagement with the goals of the Lisbon process: - too little time, time only for action and not for reflection, very limited money, follow-up requires extremely committed experts, etc.
- 4.3 The CEBSD led project on Training and Learning has highlighted a process of mapping and needs assessment as necessary prerequisites to the training and learning process (see reports from relay visits [www.cebsd.org](http://www.cebsd.org) under TLCD)

## 10.5 Participation by Civil Society

- 5.1 Better co-ordination at a national level and more exchange between member states using the open method of co-ordination has been beneficial to the development of citizen involvement in decision-making, for example in the consultation processes for National Action Plans on Social Inclusion. Increased participation of civil society has produced increased awareness among policy makers of those most disadvantaged by economic trends evidenced by cumulative analyses in the Joint Reports. However, policymakers at national and European level need to take a longer-term perspective beyond 2010 in order to have a chance of closing the increasing gap in meeting the specific target of 12.5% of 25-64 year olds in the shorter term. Work with a longer perspective started now has a better chance of reversing the negative trend on this particular target and coming closer to the target.
- 5.2 Many of the initiatives addressed to those with low skills and poorer communities are short term and patchy with very little benefit from peer learning processes. Training and Learning for Community Development gives priority to local social development as a key part of the Lisbon triangle of social, employment and economic priorities. The role of lifelong learning in developing a higher skill base among the low-skilled needs to be understood better by policymakers committed to meeting economic and employment targets and more commitment needs to be made to reach out to those whose skills do not match economic requirements at this point.

## 10.6 Mapping differences

- 6.1 The search for what is in common can lead to superficial comparison of similarities and avoid dealing with major differences that exist from country to country across Europe. The paper produced from the relay visit in Hungary in February 2008 demonstrates the importance of taking into account the specificity of each context in some depth in addition to exploring in depth what is held in common. This becomes immediately apparent when dealing with the concept of "Community", which is fundamental to the development of civil society. Countries with experience of the former Soviet regime have a particular history, which influences their current experience. There are other significant historical and cultural divergences which partners are aware of: - to quote the French 'guest' partner at the Brussels meeting in January 2008, "The idea of "community" must be thoroughly explored in France, where it too often implies, in a negative perspective, only racial, ethnic and religious groups." Community Development, which has not yet an equivalent term in the French language, has often been translated as "développement solidaire" which has no equivalent in the English language or as "développement social local" which limits the significance of 'community'. French networks of local, social development are debating whether and how "community development" relates to them.
- 6.2 Exchanges between partners seek common denominators for policy and practice for Community Development that are deep enough to achieve adherence to shared principles and practices and flexible enough to meet the specific historical, cultural, economic and social circumstances. A lot of work needs to be done on common denominators for standards of practice in Training and Learning for Community Development, that take into account some of the polarised dynamics for example rural versus urban, east versus west, south versus north, 'voluntary' versus paid work. The motivation to learn from these exchanges at the level of partners and their networks is high but it has yet to percolate through to 'citizen involvement' specifically the target group of low-skilled 25-64 year olds.

## 10.7 From principles to indicators

- 7.1 Considerable work has been done on reaching agreement on certain core principles appropriate to the development of civic skills. The principles used in preparation and follow-up to the Grundtvig Thematic Seminar, which led to the current project (see report on [www.cebsd.org](http://www.cebsd.org) under TLCD) reflect those expressed in many projects, reports and policies related to local social development. The project faces the challenge of gathering data in a way that can analyse whether progress has been made in stimulating further exchanges, further mobility and dissemination that reaches existing networks and beyond. There is the further challenge of extrapolating lessons from achievements or failures on achieving these goals.
- 7.2 Considerable work on indicators of measurement for Community Development has been done especially in the UK. There remains a lot of work to be done on qualitative indicators appropriate to Training and Learning for Community Development. We are a long way from the level of common understanding needed to develop qualitative measures that can be applied across Europe. More work needs to be done on laying the foundations and developing frameworks for indicators and benchmarks that are manageable in practice and allow for the collection of data which is relevant both to national and European policy development.

## 10.8 Dissemination

- 8.1 There is still a poor understanding of the Open Method of Co-ordination in the field of community-based learning even among well-qualified professionals. This is a reflection of how dissemination processes in the field of Training and Learning for Community Development are piecemeal. Professionals and projects are often over-committed to day-to-day practice and working on short-term funding which makes sustained dissemination and follow-up difficult. A more detailed and honest assessment of this would provide a useful starting point for setting a target for improvement.
- 8.2 Many professionals are not aware of how their contribution through transnational mobility and exchange can contribute to the applying the Open Method of Co-ordination to Education and Training. This is a missed opportunity that the project referred to here seeks to address in a small way on a very limited budget.
- 8.3 The project on Training and Learning for Community Development has been set up to test methods of reaching new levels of agreement on certain common denominators for practice and policy in the field. Dissemination is integral to the process of exchange. For example, an innovative relay system of exchange has been set up to allow learning to accumulate from one exchange to another. This is combined with developing a set of multipliers to test the products of this exchange more widely. (Please see papers on this on [www.cebsd.org](http://www.cebsd.org) in the TLCD section). Making links with other projects in this field should make it possible to combine feedback for the working group on Education and Training.

## 11. Criteria for Multipliers

Multipliers should fulfill at least two of the following categories and be willing to take part in the process of dissemination of findings from the project on Training and Learning over a 2-year period. There should be a good gender mix and good representation of diversity overall. Participants should be highly motivated and interested in follow-up work on Training and Learning for Community Development. They must have the resources to integrate the findings of the Sofia seminar into their existing networks and be willing to act as a link to others who also fulfill two of the following categories:

- Categories of multiplier:
- Partners in a European Project for Training and Learning
- Active in formulation of policy on training for regional or national government, European network or organisation.
- Active in formulation of policy for community participation and development of civic skills for regional or national government
- Manager of Social/Community Services for district, regional or national government

- Active in training professionals
- Voluntary Activist in the field of civic skills and community participation
- Active in training volunteers in the field of civic skills and community participation
- Active in organization or network related to training and learning opportunities for civic skills and community participation.
- Representative of a related European/International network or European / International institution.

## 12. Conclusions

The Sofia Seminar represents the culmination of a considerable amount of exchange from 2005 to 2009. Direct networking between partners and between partners and their multipliers has increased in this period. There have been opportunities to extract lessons from the exchanges between partners and apply these to local and national context. There have also been opportunities to explore lessons from related projects funded by EACEA. Partners and multipliers now face the challenge of following up the proposals and ideas generated in the exchanges and networking, specifically the following:

- Proposal to issue the Sofia Statement and make a commitment to follow-up in partnership with the International Association for Community Development

- Proposal that partners identify other European projects that have a focus on the European dimension in training and learning for community development and citizens participation and create synergies based on TLCD work.



- Proposal to recommend to the EACEA that they release calls for funding, which focus on community-based training and learning and citizenship education.
- Proposal to work with EACEA on using the Open Method of Co-ordination to develop European Guidelines and Standards for Training and Learning in Community Development
- Proposal to create a sustainable network for 150 multipliers and develop exchanges in the “Creative Commons”.

The work of the seminar in Sofia will decide which of these proposals that have originated from the project on Training and Learning for Community Development have priority for the future.

## Working Groups:

**Planning Group One on Logistics: Members:** Emil Metodiev, Liuba Batemberga, Hans Andersson and Sarah Beal

**Planning Group Two on (key) Multipliers: Members:** Gianni Orsini, Lies Beunens, Ruxandra Sasu, Hans-Georg Rennert, Armin Kuphal/Petra Claudius and Emil Metodiev

**Planning Group Three on Content of Programme: Members:** Kirsten Paaby, Sue Hall, Gerard Hautekeur, Fenny Gerrits, Chuck Hirt, Cristiana Vlad, Ann Irwin and Emil Metodiev

**Planning Group Four on Tools and Methods for Dissemination: Members:** Maté Varga, Ruxandra Sasu, Gerard Hautekeur, Chuck Hirt and Emil Metodiev

In addition there is an overall working group made up of the leaders of these groups and the TLCD project co-ordinator, Margo Gorman, [co-ordinator@cebsd.org](mailto:co-ordinator@cebsd.org)

Training and Learning for Community Development

Project funded by European Commission **Education, Audiovisual & Culture Executive Agency**

References: 135744-NL-KA4MP Training and Learning for Community Development

Life Long Learning Programme – Key Activity 4 Call for Proposals 2007 EAC/61/2006

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[www.cebsd.org](http://www.cebsd.org)

[www.tl4cd.wordpress.com](http://www.tl4cd.wordpress.com)

# List of partners for TLCD

ADMINISTRATIVE DATA							
N°	Country code	Name of organisation / institution in national language	Org. type code Region code Sector code Size code	Contact person		Street and No Town/City Post code Country	Telephone Fax E-mail
				Name	M/F		
P1	NL	Stichting Combined European Bureau for Social Development	NFP EURO P85.5 S1	Fenny Gerrits	F	MOVISIE Postbus 19129 3501DC Utrecht	Treasurer, CEBSO f.gerrits@movisie.nl Tel: +3130 789 20 26 Fax: +31 30 789 21 11 Mob: +316212 169 13
				Margo Gorman	F	MOVISIE Kennis an advies voor maatschappelijke ontwikkeling	Co-ordinator: Margo Gorman Co-ordinator@cebsd.org T: +353749723129 M: +353876502614
P2	BE	Samenlevingsopbouw Vlaanderen Community Development, Flanders	NFP BEZZ P85.5 S1	Gerard Hautekeur / Lies Beunens	M	Vooruitgangstraat 323, bus 2 B-1030 Brussels  www.samenlevingsopbouw.be	gerard.hautekeur@samenlevingsopbouw.be lies.beunens@samenlevingsopbouw.be Tel: +32 22010565 Fax: + 32 2 201 05 14
P3	BG	Фондация С.Е.Г.А. – Старт за ефективни граждански алтернативи Creating Effective Grassroots Alternatives, Bulgaria	NFP BGZZ P85.5 S1	Emil Metodiev	F	96, Rakovski str., Sofia 1000www.cega.bg	Emil Metodiev emil@cega.bg, cega@cega.bg, liuba@cega.bg T: +359 2 981 09 13 F: +359 2 987 70 82 M: +359887374242
P4	UK	Community Development Foundation	NFP UKZZ P85.5 S3	Sue Webb/Hall	F	European and International Unit, Unit 5 Angel Gate 320-326 City Road, London EC1V 2PT www.cdf.org.uk	Sue Hall Manager sue.hall@cdf.org.uk  Tel: +44 240 7833 1772 Fax: +44 20 78376584 Mob: +447856686808
P5	DK	KSS (Kristeligt Studenter-Settlement) Christian Student Settlement	NFP DK00 P85.5 S2	Johannes Bertelsen	M	Dybbølsgade 41, 1721 København V	Johannes Bertelsen bertelsen@settlementet.dk tel: + 45 33 228820 fax: +45 33 224016 mobile nr: +45 21685462
P6	DE	Paritätisches Bildungswerk Bundesverband	NFP DEZZ P85.5 S1	Dr. Armin Kuphal	M	Heinrich-Hoffmann Str. 3, DE-60528 Frankfurt a.M. www.pbw.de www.quarternet.de	a.kuphal@quarternet.de Tel: + 49-681 62471 or 681 85 909-10 Mob: + 49 172 6843970 Uwe.Weppler@paritaet.org
P7	ES	Fundació Desenvolupament Comunitari Community Development Foundation, Catalonia	NFP ES51 P85.5 S2	Gianni Orsini	M	Via Laietana 54, 41 3aE-08003 BARCELONA  www.fdc.cat	Gianni Orsini gorsini@fdc.cat Carles Riera criera@fdc.cat tel. +34 93 2680477fax. +34 93 2680139 Gianni Mob : +34617338240 Carles Mob : +34 609776295
P8	SE	CESAM, Centrum för Samhällsarbete och Mobilisering /Centre for Community Development and Local Mobilization	NFP SEZZ P85.5 S1	Hans Andersson	M	Rudbecksgatan 28, 5tr S-70223 Örebro  www.cesam.se	Hans Andersson hans.andersson@cesam.se per.hector@cesam.se tel. + 46 19 17 0750 fax. + 46 19 17 0753 Mobile: +46706057492
P9	IE	Community Workers' Cooperative, Ireland	NFP IEZZ P85.5 S1	Ann Irwin	M	Community Workers' Co-operative 1st Floor, Unit 4, Tuam Road Centre Tuam Road Galway www.cwc.ie	annirwin@cwc.ie info@cwc.ie conaghmcardle@eircom.net Tel: +91 779030 Fax: +91 779033
P10	IT	CE.S.I.E –Centro Studi ed Initiative Europeo Centre of Studies and European Initiatives	NFP ITG1 P85.5 S1	Vito La Fata	M	Via Gorizia n.22 90133 Palermo  www.cesie.it	Vito La Fata vito.lafata@cesie.it sarah.beal@cesie.it TEL: ++39 / 0916164224 Mobile ++39 / 3281916561
P11	DE	Kommunales Forum Wedding e.V.	NFP DE30 P85.5 S1	Hans-Georg Rennert	M	Wiesenstraße 29 13357 Berlin	Hans-Georg Rennert Kom.forum.rennert@web.de Tel. ++49 – 30 – 46 50 73 55 Fax ++49 – 30 – 462 94 47

N°	Country code	Name of organisation / institution in national language	Org. type code Region code Sector code Size code	Contact person		Street and No Town/City Post code Country	Telephone Fax E-mail
				Name	M/F		
P12	RO	ARCD Asociatia Romană de Dezvoltare Comunitară. Romanian Association for Community Development	NFP ROZZ P85.5 S1	Cristiana Vlad	F	4 Mr.Gh.Pastia ST, Ap.10 Focsani 62099 Vrancea	Legal Representative/President: Ionel Dobre Tel: +40 740 120 935 Fax: +40 337401249 Contact: VLAD CRISTIANA arunecris@yahoo.com 94-100 Iuliu Maniu blv., Bl.19, Ap.58, Bucharest – 6, ROMANIA +40.0214343457; +40.0722903634
P13	HU	Közösségfejlesztők Egyesülete: Hungarian Association for Community Development, HACD	NFP HUZZ P85.5 S1	Maté Varga	M	Corvin Ter 8 1011 Budapest	Mate Varga matev@kkapcsolat.hu T: +36 1 2015728 F: +36 0 2256013,  Ilona Vercseg vercseg@kkapcsolat.hu Mob: +36309615717
P14	RO	Fundatia PACT – Parteneriat pentru actiune comunitara si transformare	NFP RO08 P85.5 S1	Magda Tancau	F	Doctor Lister Street No 55 050542 Bucharest www.fundatiapact.ro	Legal Representative: Roxana Mirciu Contact: Magda Tancau magda@fundatiapact.ro TEL: ++ 40 31 6900 961 Fax: ++ 40 21 410 10 58 ruxandra@fundatiapact.ro office@fundatiapact.ro
P15	SK	Centrum Komunitného Organizovania CKO, Centre for Community Organising, www.cko.sk	NFP SKZZ P85.5 S1	Chuck Hirt	M	Kapitulska 13 9740a1Banska www.cko.sk	Chuck Hirt chuck@cko.sk T. +421 /905 654 212 F. +421 /48 412 3880
P16	NO	Stiftelsen Idebanken, The Ideas Bank Foundation	NFP NO01 P85.5 S1	Kirsten Paaby	F	Akersgata 34 0180 Oslo, www.idebanken.no	Kirsten Paaby kirsten@idebanken.no Tel: +4723310960 Fax: +472331 0979 Mob: +47 909 7488

## Notes:

1. IRDSU/ UNADEL networks in France have also participated in the project (e.g. Carole Dane in the Brussels relay) but are not full partners. We are exploring how to sustain and fund their full involvement. [carole.dane@neuf.fr](mailto:carole.dane@neuf.fr)
2. Paul Cromwell of the embryonic European Network on Community Organising attended the Laboratory on behalf of Chuck Hirt of CKO. ([paulallancromwell@hotmail.com](mailto:paulallancromwell@hotmail.com))
3. Many of the others who were involved within countries in the Relay Visits and also those who participated in the Laboratory and Sofia Seminar will be found in the list of multipliers on [www.tl4cd.wordpress.com](http://www.tl4cd.wordpress.com)
4. For comments on text of original 2004 Budapest Declaration:  
**Contact:** Ilona Vercseg: [vercseg@kkapcsolat.hu](mailto:vercseg@kkapcsolat.hu)  
Gary Craig: [gary.craig@garyc.demon.co.uk](mailto:gary.craig@garyc.demon.co.uk)  
Margo Gorman: [Co-ordinator@cebsd.org](mailto:Co-ordinator@cebsd.org)
5. "Creative Commons" Extract from Handbook for Lifelong Learning Programme:

### 1.5.5 Creative Commons – sharing your work with "some rights reserved"

One way of giving your project results and your reports – especially the Public Part of the Final Report an increased exposure is to consider licensing them through 'Creative Commons' rather than full copyright. Creative Commons enables you to choose a middle ground between full copyright (all rights reserved) and the public domain (no rights reserved). Thus you can define a "some rights reserved" copyright that allows and invites certain uses of your work. The Agency recommends the 'Attribution Non-commercial No Derivatives' license. It is described as follows on the Creative Commons website: "This license is the most restrictive of our six main licenses, allowing redistribution. This license is often called the 'free advertising' license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can't change them in any way or use them commercially."

More information on the options available and how to implement them can be found at the Creative Commons website: <http://creativecommons.org/about/>

## Participants of the TLCD dissemination seminar, Sofia, May 18-20, 2009

Num.	Name	Organization	Country
1.	Erand Ibrahim	Urban Research Institute	Albania
2.	Rubina Ter-Martirosyan	Millenium Association for Education and Research	Armenia
3.	Lies Beunens	Samenlevingsopbouw Vlaanderen	Belgium
4.	Nancy Van Landegem	Samenlevingsopbouw West - Vlaanderen	Belgium
5.	Igor Stojanovic	CCI	Bosnia and Herzegovina
6.	Emil Metodiev	C.E.G.A.	Bulgaria
7.	Liuba Batembergska	C.E.G.A.	Bulgaria
8.	Vladislav Petkov	C.E.G.A.	Bulgaria
9.	Boriana Krasteva	C.E.G.A.	Bulgaria
10.	Rumyan Sechkov	C.E.G.A.	Bulgaria
11.	Mirela Despotovic	CCI	Croatia
12.	Ivana Bursikova	AGORA	Czech Republic
13.	Helmut Hallemaa	Estonian NGO Round Table	Estonia
14.	Giorgi Meskhidze	CIVITAS	Georgia
15.	Hans-Georg Rennert	Kommunales Forum Wedding e.V.	Germany
16.	Günther Lorenz	Technologie-Netzwerk Berlin e.V.	Germany
17.	Petra Claudius	PBW	Germany
18.	Ilona Vercseg	HACD	Hungary
19.	Mate Varga	HACD	Hungary
20.	Peter Petak	Association for the Community of Istenkút	Hungary
21.	Ferenc Péterfi	HACD	Hungary
22.	Sarah Beale	CESIE	Italy
23.	Cirus Rinaldi	CESIE + University of Palermo	Italy
24.	Oonagh Mc Ardle	NUI, Maynooth	Ireland
25.	Ann Irwin	CWC	Ireland
26.	Aiden Lloyd	Pobal	Ireland
27.	Margo Gorman	CEBSD	Ireland
28.	Tatiana Puscasu	TERRA-1530	Moldova
29.	Petru Botnaru	TERRA-1530	Moldova
30.	Fenny Gerrits	MOVISIE	Netherlands

Num.	Name	Organization	Country
31.	Magnus Nilsson	Unit for Sustainability, Department of Culture and Community Affairs, Municipal district of Sagene in Oslo	Norway
32.	Kristine Ford	Batteriet/The Battery	Norway
33.	Kirsten Paaby	The Ideas Bank Foundation	Norway
34.	Krzysztof Leonczuk	OWOP	Poland
35.	Mariana Gheorghiu	ARDC	Romania
36.	Ruxandra Sasu	PACT	Romania
37.	Georgiana Gavrila	PACT	Romania
38.	Anca Gaidos	PACT	Romania
39.	Rozalia Csaki	PACT	Romania
40.	Teodora Borghoff	Europe Regional Director for IACD	Romania
41.	Nicu Cuta	CRONO	Romania
42.	Gleb Tyurin	Institute for Social and Humanistic Initiatives	Russia
43.	Benjamin Williams	IACD	Scotland
44.	Chuck Hirt	CCO	Slovakia
45.	Anna Karailieva	CCE CN	Slovakia
46.	Xavier Pérez Sánchez	Artibarrí , Comunitats Creatives per al Canvi Social	Spain
47.	Gianni Orsini	Fundació Desenvolupament Comunitari	Spain
48.	Rose-Marie Mazzoni	Stadsdelsförvaltning södra Innerstaden Processledare The city of Malmö, Södra district	Sweden
49.	Emelie Wieslander	Projektledare för Dialoglabbet, Garaget The city of Malmö, Garaget project	Sweden
50.	Hans Andersson	CESAM	Sweden
51.	Helen Animashaun	CDF	UK
52.	Sue Hall	CDF	UK
53.	John Grayson	AdEd Knowledge Company	UK
54.	Marion Horton	AdEd Knowledge Company	UK
55.	Dmytro Koval	Regional Development Agency "Donbass" Ukraine	Ukraine



