

From Scotland ...

13 November 2006

Scotland: social and health issues

- Income: 19% of individuals live in low-income households (below 60% of GB median income)
- 25% of Scottish children live in low income households
- Inequality: 13.5 years longer 'healthy life expectancy' (males) in least deprived 20% areas than the most deprived 20%

Policy drivers

- Social justice
- Regeneration
- Community planning
- Community learning and development
- Community engagement
 - And community development

Government

- Devolution since 1999
- Most domestic matters now devolved (but not tax or social security)
- MSPs and PR
- The Scottish Executive
- Communities Minister
- Communities Scotland

Local government

- Key role in community planning
- Enabling rather than imposing (although a challenge for some!)
- Major employer of CD: various models
- Emphasis on partnerships and engaging the community

About SCDC

A partnership between
the Community Development
Foundation

(a UK non-departmental public body funded by
government to support community development)

and

the University of Glasgow (departments
of Social Policy, Urban Studies and Adult and
Continuing Education)

... but not an autonomous organisation

Roles for SCDC

- Unique constitutional locus – between the sectors
- Named ‘development centre’ for CD
- Lead approach: improving practice
- Informing policy
- Supporting communities
- Working with local authorities

Our main programmes 2005

- **Standards** for community engagement – improving partnerships and participation
- **Scarf** – building research skills and capacity in communities
- **CHEX** – networking community health work
- **Doing it better:** training & support
- **LEAP** and the support unit

Our approach

- Research → tools and frameworks → capacity and support
- Networking and learning
- Participation and dialogue
- Community-driven principle

Evaluation needs to be:

- An integral and continuous part of the process of action
- An activity that involves the partners in self and mutual evaluation
- Based on negotiated criteria, not imposed ones
- Consistent at project, programme and policy levels
- Straightforward and accessible

ABCD - Dimensions



What came next: LEAP

- Needs led approach
- Adding planning to evaluation
- Making learning explicit
- Building in partnerships
- Engaging communities and being accountable
- Adaptations for different audiences
- Commissioned by Scottish Executive
- Several versions now in place



Integrating planning and evaluation

- What are the needs – and who says? (investigation)
- Where do we want to be? (planning)
- How will we know? (evaluation)
- So, what do we do? (planning)
- Did we do what we said? (monitoring)
- What have we learned? (evaluation)
- What happens now? (planning)

Planning and evaluating

community development should:

- Negotiate criteria, methods and indicators based on people's experience and realities
- Provide a basis for community and agency learning
- Contribute to community empowerment
- Help people acquire knowledge and skills for action
- Address process and task goals

Summary: Planning and evaluation should be:

- Integral to practice
- Fundamental to empowerment
- Essential for learning
- Provide tangible, agreed and measurable outputs and outcomes
- Ensure all stakeholders, especially the community, are partners.