

# Közösségfejlesztők Egyesülete

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## - CEBSD - TLCDC -

### II. Relay visit report

18-20 February 2008, Budapest

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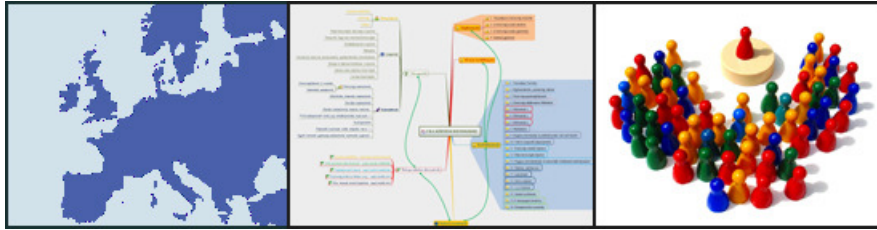
### Foreword

In terms of contents, we tried to meet two important requirements during the second stage of the TLCDC project's Relay visits. On the one hand, we have followed the ideas put forward by the original project, and, on the other hand, we have also conformed to a division of labour set-up at the Hague meeting, which has specified vocational training and non-formal education as the focus of the Relay in Budapest.

As a result, we had the following viewpoints in mind when designing the programmes within the Relay project:

- All the four countries should have the opportunity to present CD-related adult training in their countries on different levels.
- As the hosting country is Hungary, the situation there should be presented in more detail and in a more tangible way. There should be opportunities to visit projects in the field and meet project leaders.
- Through all this, participants should get the opportunity to develop ideas for the future on the basis of the experiences presented.

To achieve this, we started out from the broadest context when organizing the visit. This means that we moved from a general diagnosis of the state of affairs in the countries concerned to the community development and adult training activities performed there, and then, through the action and training structure of the organizations presented, we moved on to the presentation of concrete training programmes.



National contexts - activity structures - concrete trainings

## Day 1. Getting to know each other - general picture on CD and adult education

Following the introduction, **Ilona Vercseg** presented the history and characteristics of community development and adult training in Hungary, as well as the operating mechanisms of the Hungarian Association for Community Development. (The following is a summary of this presentation. The full text is enclosed to the report in a zipped file).

Community development in Hungary has developed from a profession the name of which is impossible to translate into English. The closest equivalent would be public education (its progressive trends would be now translated as community education). This profession was meant to take the place of people's own initiatives and was centred round the cultural houses during the decades of the Soviet type of dictatorship, with decreasing political content and ever increasing cultural, leisure, amateur art and adult education content.

### Main events in the History of CD in Hungary

**After 1848** - self-organising activities emerged due to the modernization processes (Self-help and mutual help, associations, secular and church charity, philanthropic activity, the intelligentsia and reformers, the peasantry and the workers' movement)

**1912** Settlement House in Budapest, Újpest

**From 1948** - centralization and nationalisation of the social institutions and civil movements, the establishment and expansion of the Soviet type of "cultural house" system

**1970-73** Education of the intelligentsia at the Budapest Technical University. Two movements:

- University students for public education
- Winter Public Education Exercise

In the former, university students undertook voluntary work in the preparation of the technical drawings and refurbishment plans of 200 cultural houses in Hungary. In the "Winter public education practice" study groups were organised from the students of various professions (engineers, doctors, teachers, lawyers, economists, etc) from the country's major higher education institutions, who, at the beginning of the second semester, spent two weeks in a receiving village studying local society and wrote a joint summary study of their experience, which was then received both by the receiving villages and the universities involved (Varga).

**From 1975**

- "Open House" Experimental Research by the Hungarian Institute for Culture (Beke, Varga)
- The establishment of the Community Development Department in the Hungarian Institute for Culture

**1983-86** First CD Experimental Research in the Bakony Small Region (Varga, Vercseg)

**1986 onwards** - hundreds of locality development CD processes, run by the CD Department and later the HACD

**1989** - the establishment of the **Hungarian Association for Community Development HACD**. It is a registered, accredited, countrywide membership organization, recent number of member is 88, both individuals and organisations.

The objective of the HACD is the development of the ability of citizens to initiate and act in the community. This goal is meant to be achieved through an increasing participation of citizens in their own and in their common affairs, through improving the community-related conditions of local action, and through building-up the local institutions of democracy.

*Functioning of the organisation:*

As a *movement* promotes the attitude and methods of community development:

- It organises conferences, seminars, and meetings.
- It publishes its own quarterly, the **PAROLA**.
- It runs the **Civil Radio** - in Budapest and the surrounding areas - and it strengthens the operation of local media (community radios, local newspapers, local associations).
- It runs an electronic information system and network called the Community Database.
- It develops and maintains national and international relations, and it participates in events that are important for its work.

As a *professional organisation* performs professional development work:

- It develops new methods and leads local, small regional and regional projects.
- It analyses, publishes, and teaches the results.
- It enables volunteers for community work and civil action.
- It trains professionals at higher-educational institutions and through its own training courses.
- Its training activities are strengthened by the provision of training curricula, course books, and other materials published by the organisation itself.
- It makes efforts to win over decision-makers as well as sponsors in order to apply community development in a wide over decision-makers as well as sponsors in order to apply community development in a wider range.

**1991 onwards** - joining to the **Combined European Bureau for Social Development CEBSD**

**1992 - 1998** membership in the **International Community Education Association**

**1992** The establishment of the **Intercommunity Foundation**, a registered organization for collecting and distributing data on CD, through its **Community Databank** and **homepage: [www.kka.hu](http://www.kka.hu)** The steadily expanding contents (almost 7000 books, study materials, documents, articles, etc.) and the growing number of users at the portal (community development professionals, social workers, college and university students, local authorities and civil organizations) have made it necessary to involve further volunteers to perform the maintenance of the system.

**1994** - the establishment of the **Civil College Foundation** by the HACD, a registered and accredited, nationwide adult training organization.

**1999-2004** **Community Development Network Building in Central and Eastern Europe**

**2000 onwards** joining to the **Central and Eastern European Citizens Network CEE CN**

**2004 onwards:** organising a countrywide network for a community-based society, called: **Vocational Network for Developing Community Initiatives**.

**2005 onwards:** to set up the **Union for Developing Community Involvement Association** with the participation of 11 organizations focusing to community work, community development.

A large number of books, studies, case studies and other **publications** were published during these years (see Parola, Parola-booklets in [www.kka.hu](http://www.kka.hu))

A large number of **conferences, seminars, workshops, summer universities** (from 2004 onwards, interdisciplinary cooperation) and **citizens participation weeks** (from 2005 onwards, in 17 CEE CN countries in the same time) were organised and visited in abroad.

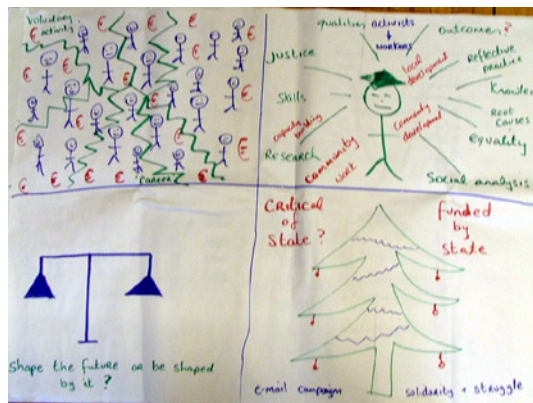
A large number of **national and international, EU and CEE CN projects** were realized during these years.

**Experimental researches and surveys** were conducted, like the Social Capital random survey in 2004, the Standards of Community Development in 2007.

For more information see the **Annual Reports** on the homepage!

In Hungary only very few professionals make a living from community development. In their case we cannot talk about a professional group, but, rather, about specialists who belong to different professions. For them community, civil society, participation and democracy are very important, and in shaping the role of their professions they seek community based solutions - in culture houses, youth centres, leisure and community centres, information centres, schools, family support centres and also in civil organisations involved in legal and interest representation, nature and environment protection and recently in development projects.

In the programme distributed we asked our partners to bring 4 typical cases, examples, situations that give a good insight into the community development and adult training activities performed in their country. During the follow-up we asked everybody to divide a flip-chart paper into four and use it to characterize their country's situation with drawings and keywords, or to highlight the important characteristics of local conditions through examples from their work.



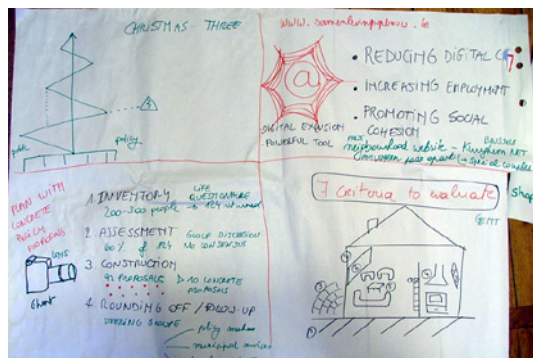
### IRL - Clockwise from top left

Many people involved in voluntary community activity, as well as a wide number of funded community development programmes. Many of those paid as community workers are not trained.

Wide variety of community work courses offered by 3rd level institutions, while no standards or agreed common content. This has led to different practices and outcomes for communities.

The State giving funding to groups to be critical of the State is like 'turkeys voting for Christmas', according to a Senior Government Civil Servant. There is a reluctance by some community workers and groups to challenge causes of poverty and disadvantage.

However, many community workers and projects in Ireland work with and within communities for social change linked to social justice and equality. They are involved in shaping the future of community work rather than waiting to be shaped by it. A key example of this is the development of standards for Quality Community work.



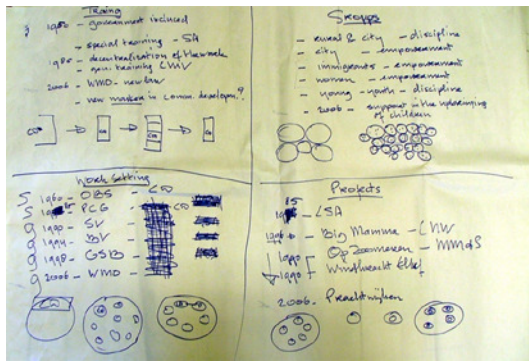
### B

The Christmas-three shows a way off thinking about how we have to work: after the analyses (the ground where the three is standing in), You want to achieve a certain goal (arrow above is the point that you want to reach). It is useful not to go directly towards that point but to do some actions related to the public you are working with or the broader public in society and afterwards at the side of the policy-makers you are working with. Important is to switch each time from public towards policy and to start with general issues (far away from your goal) and to come closer and closer by each action.

Community society can work on the digital gap in society. The aims of these projects are: reducing the digital gap, increasing work, more social cohesion. More information about concrete projects, you can find in the article written by Gerard Hautekeur, distributed at the relay.

Using the LENS-method it was not only the organised residents, but rather the non-organised population who were involved in the formulation of a regeneration plan for the Ledeborg area in Ghent. In organising local involvement in the various neighbourhoods of the 19<sup>th</sup> century peripheral areas, the local authorities called on the expertise of the RISO (Regionaal Instituut voor de Samenlevingsopbouw – Regional Institute for Community Development Work)-Ghent. For each of these neighbourhoods a plan has been developed with concrete policy proposals for housing, education, recreation, traffic and other policy areas.

“To discover good criteria on the basis of which we can judge if our projects actually help in dealing with social exclusion”. This was the objective of the European Good Practice project. In Ghent professionals, project workers and volunteers came together to work on a project that resulted in a booklet. They felt that ‘a house’ was an excellent symbol to illustrate their criteria.



NL

The task was solved in a very detailed way, you can read the information later, in the training structures section!



H

- Two-sided and aggressive political fights. Dealing with the surface, nothing in the deep. There is a strong propaganda from both sides around their citizen involvement and interest, but the reality is very different
- Profit and degree oriented adult education, only „sexy” thematics. Noone deals with democratic education and community issues, organizational survival is more important
- Very low level of citizen's participation and interest, but also very few efforts in attracting citizens from the other side
- There is a more and more strong emphasis on action and issue oriented approaches in the civic sphere.

## Day 2. - Field visit and discussion on training systems

### The Civil College Training centre in Kunbábony

Ilona Vercseg:

1994 the establishment of the Civil College Foundation by the HACD, a registered and accredited, nationwide adult training organization that provides training for citizens willing to act, the members of self-organizing communities, and the participants of community development and community work vocational courses.

Its residential training centre in Kunbábony has three functions, those of:

National civil training centre

Local folk highschool

Practice field for professional community development training

The first two functions refer to the training of local people active in community development processes, whether they live around the college or somewhere else in the country. In most cases, we organise 24-hour, one weekend residential training courses for them where they share and work on their experiences through various methods of participation while becoming aware of the “whys”, community objectives and acquiring the techniques of civil action.

The third function of the training centre is to provide a practice field for students who study community development in one of the 30 institutions of higher education nationwide.



The Civil College Foundation organises and runs its training activity in cooperation and partnership with the HACD.

So called “**general purpose adult training courses**” (not for certificate but evidence) are:

Community Course

Civil Course

Democracy

Community Media

Community based Economic Development

**Training professionals:**

120-Hour CD course for practitioners (certified by the Regional Job Office and Training Centre)

45-Hour further education accredited training course on Community Work (certified by the University of Budapest, ELTE)

**In progress:**

“Community/Civic Organizer” Higher-Level Vocational Education recognized by the National Training Register (1000-Hour, 2-Year, semi-BA undergraduate course)

Postgraduate course named “Community and civil studies” (3-Semester) with the University of Budapest, ELTE Social Work and Social Policy Department

The College was in partnership with the **Northern College, Barnsley, UK** until 2007.

12 regularly contracted trainers work for the College, all of them community developer and adult educator.

**Mate Varga:**

In this way, one of the general objectives of the Civil College is to prepare citizens for local action in an adequate way: to raise interest, to develop trust and willingness to carry out change, to encourage the taking of responsibility and getting involved in the local community, and, through all this, to launch the planning of local action and facilitate the process of action itself. The lack of these things is the very motive behind the operation of CD-related organizations in Hungary. At the same time, it is also to be noted that these shortcomings highlight some deeper interconnections and problems within society, also giving a good overview of the weaknesses of basic structures and operating mechanisms. It is obvious that some genuine structural changes are needed that are based on a general consensus, whereby stakeholders engage themselves towards launching joint, comprehensive and long-term processes in order to solve the above problems (the lack of trust, responsibility and action).

The Civil College also reacts to the training demand appearing as a result of the community development process. At the same time, it tries to react and influence the above-mentioned stakeholders as far as the opportunities and situations let it do so, in order to have them recognize their roles and responsibilities in strengthening democratic participation, and to have them be willing and able to act for this cause.

The main tasks could be summarized as follows:

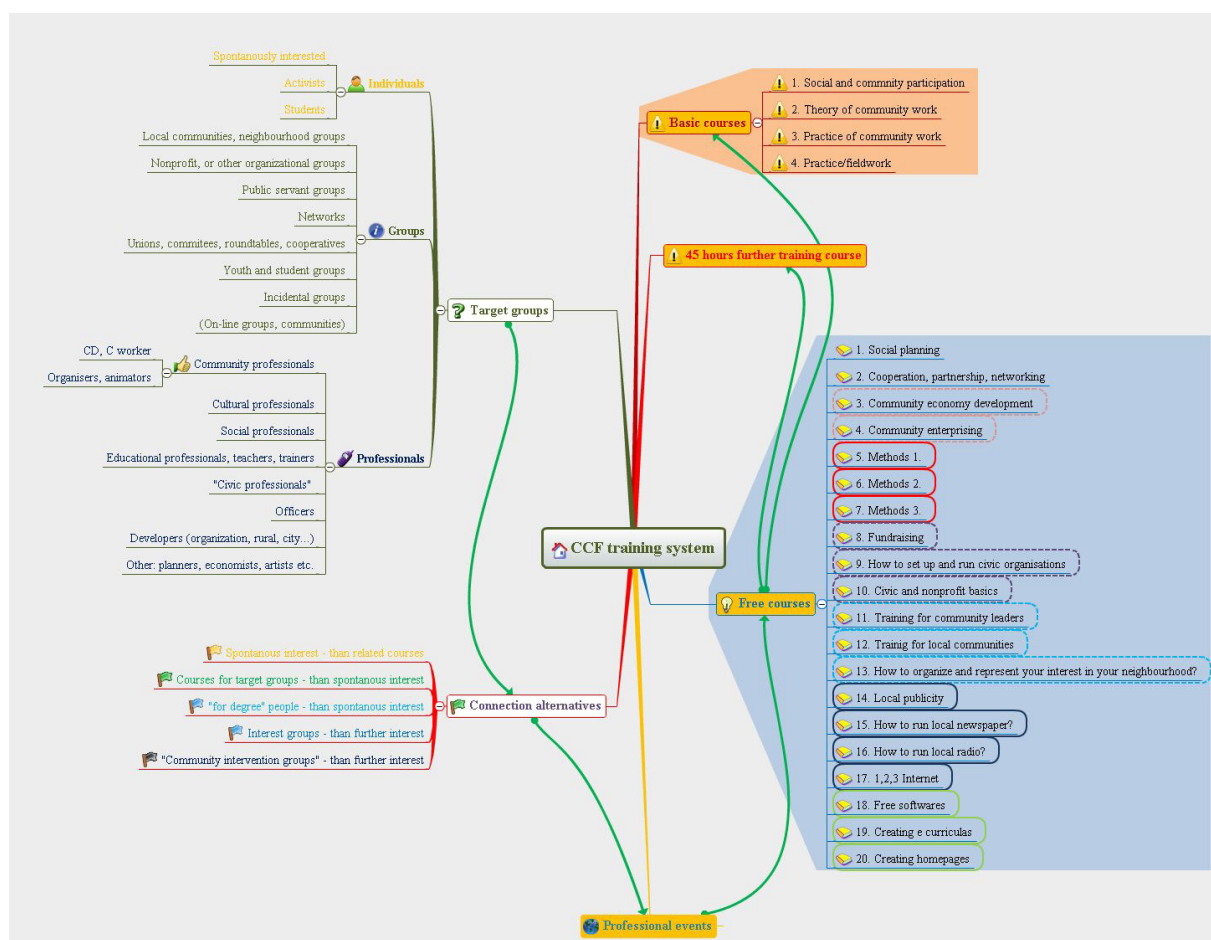
- **education** should deal with the development of a democratic attitude even on the elementary level through developing the communities of students and preparing them for citizenship,
- **adult education** should concentrate on following-up or substituting this process, that is, it should empower individuals and their communities to understand and rethink their roles and be active citizens on the basis of their local needs and existing experience. To do this, new training programmes, methods, and trainers who are well-versed in community work are needed,
- through the collaboration of **helping/development professions (community development, regional development, social work, etc.)** networks can be developed that help sustain the existing processes and further motivate local action.

From the side of the **state**, efforts and assets are required for promoting the realization and sustenance of the above.

In order to achieve this, the Civil College implements educational and interdisciplinary co-operation schemes, while also lobbying at and putting pressure on accessible local and national government officials.

In previous years, the networking activities of the Civil College Foundation have been strengthened, and, through them, we have realized that, besides the training courses effected by local community development processes, we should also make efforts to reach a wider public in promoting citizen, community and social participation. To do this, we are working on a training system that summarizes the most important fields and aspects of developing participation, linking them with adequate vocational training and field practice, thus building up a multi-level, transparent and credit-based system.

The following figure shows a simplified demonstration of this, the system and some relations (please increase the viewing percentage if the figure is too small):



## Introduction of the local CD processes, educational projects, institution building efforts

**Zsuzsa Mészáros:**

Community Development work in the Upper-Kiskunság region (main topics of the speech):

The initiation started in 1997 in 10 local authorities (32.000 people live in the area). The Community Workers Association was set up in 1998.

With the help of the Association several local organizations, and educational programmes were set up:

- 1997-1999: community enterprise training courses (17 persons started local enterprising), and cooperative development processes
- 2000: a local economic foundation was set up (employment and other programmes)
- From 2002: the community house is run by locals and community workers in the town of Kunadacs
- Unemployment education for women (40 persons), the root of the Children Care Center's set up in Kunszentmiklós
- 2004: a local community radio started in Kunszentmiklós
- 2005: wide adult education programme started, through which 198 persons attended to training courses in various thematics
- 2005: an adult education partnership programme started in the region
- 2006: as a result of the partnership programme, the local actors made an employment and education strategy for the region
- Continuing the strategy, an Employment Paktum created by 31 key actors in the region
- 2008: as a result of the new coop development, a cooperative was set up to run the local Television chanel

Zsuzsa was describing the difficulties of CD processes in the Region. This is a disadvantaged area, with a very low level of citizens aciveness. It has been always a problem, that a lot of initiations were started but at the main point, when the locals should took a higher responsibility for those projects and organisations, in spite of the results of trainings and assistance, the initiatives were hardly pass on. The ditrust, fear and passivity could always been stronly recognised both from the citizens but even more from the official side. There were several points where they had to change strategies and their approaches, but that moment the future is more promising than ever before.

After discussion we went together to the Children Care Centre and we visited the Community Radio in Kunszentmiklós.

### Introduction of the participant's training activities (IRL, NL, B)

**Oonagh Mc Ardle: Ireland**

*Essentials of Community Work was a pilot programme, which was co-ordinated and delivered by the Community Workers Co-op.*

*The programme aimed to provide a space for community workers, both paid and unpaid, to re-discover the essential elements of Community Work. It was expected that participants should have substantial experience of involvement in the anti-poverty/community sector, be open to reflecting on their work and strengthening their critical and analytical skills, as well as being committed to participating fully in the training.*

*The short programme was designed to provide a space for community workers and activists to reflect on their work, explore the context in which it happens and look at building strategies for a more cohesive approach to the work, locally and nationally. Specifically, we worked with community workers from a local area and over a short time frame, to return to critically understanding the work that they do, in order to lead to collective critical action.*

*The programme was delivered in 5 areas in the Republic of Ireland.*

### **Youth Work and Community Work in the Department of Applied Social Studies**

The Department of Applied Social Studies in NUI, Maynooth, Ireland offers two professional programmes in the area of community work and youth work;

- Diploma in Community and Youth Work (DCYW) - a two-year full-time or three-year part-time *undergraduate* programme, with

- Higher Diploma in Community and Youth Work (HDCYW) - a one-year full-time or two-year part-time *postgraduate* programme.

Both courses require students to undertake two block fieldwork placements, one in each year of the course and each of 12 weeks' full time duration (*total 24 weeks*).

Both programmes have also from the outset been designed and delivered as programmes of *professional* education and training. All course documentation identifies and describes them as such, they are advertised as such, and employers (and the youth work and community work sectors more broadly) have in practice recognised them as such.

### **Aims and Objectives**

As already stated the youth work and community work programmes share the same overall aims and objectives. The broad *aims* of the programmes are:

- a) to provide students with the education and training to enable them to become (or to develop their capacity and competence as) professional community and youth workers, capable of working on their own initiative and taking responsibility for their work;
- b) to supply the community work and youth work sectors with skilled and knowledgeable workers from a range of backgrounds, possessing a variety of appropriate academic and professional abilities and the flexibility to respond to a changing environment;
- c) to contribute to the ongoing development of the professions and disciplines of youth work and community work and enhance their capacity to promote social justice and positive social change.

The **objectives** of each programme are as follows:

1. To enable students to acquire, or perfect, the core skills of learning and communication which they need to practise throughout the programme, throughout their careers, and in any further study which they may choose to undertake.
2. To give students the necessary understanding of:
  - contemporary society - Irish, European and global; how it has developed and how it is changing;
  - political, legal and administrative systems, and in particular how they affect local communities and young people;
  - the extent and causes of social inequalities and social problems, the development and relevance of social policies and the tools for further social analysis.
3. To encourage students to make connections between their own values and their work, and to clarify and adopt a coherent personal approach in terms of their objectives and their methods of work.
4. To ensure that students have an understanding of the basic knowledge and insights derived from the social sciences, as they relate to community work and youth work.
5. To enable students to explore the central concepts, models and theories in community and youth work and to discuss the basic theoretical and practical issues that arise.
6. To provide students with opportunities to acquire or perfect the essential skills necessary in work with individuals, with groups and with communities.
7. To enable students to identify and develop the personal qualities they have which can be of most value to them in community and youth work.

In short, to use well established categories, the programmes are concerned that students should acquire and develop certain:

- *knowledge* (e.g. descriptive accounts, case studies, theories, models of community work and youth work and of the societal context in which they take place);
- *skills* (e.g. in observation, fact-finding, recording, reflection, communication, counselling, group work, planning and evaluation, management and organisation);
- *personal qualities* (e.g. personal awareness, political consciousness, values and attitudes appropriate to educational and developmental work with people, sensitivity, sociability, discretion and dependability).

## **Fenny Gerrits - Community Work in The Netherlands**

### **Local change**

Community Development work was instated in the Netherlands massively after the Second World war. It was seen as a social effort to support the economic reconstruction that was the result of the Marshall Plan. During the fifties Community Development was made an important policy with a position within the Dutch administration that was accordingly. A Ministry of Social Work was formed and the most prominent director, Dr Gradus Hendriks was very actively engaged in covering our country with a network of CD-organisations. CD was practised on a local, regional and provincial scale. It was funded by the national government, however.

The position in which CD-workers operated, working locally, regionally or provincially, gave them a fair amount of independence due to the national funding of the work.

Only during the sixties a special training programme became available for those aspiring to become CD-workers. This training became part of the so-called Social Academies that taught a wide range of social professions. CD was a distinct training that gave people the right to call themselves professional CD-workers. In due time it became possible for professionals to enlist themselves for an extended form of CD-training, called in Dutch Voortgezette Opleiding or VO. This training was meant to teach professional CD-workers with managerial ambitions and many former VO-students became directors of CD-organisations or managers in other sectors.

Due to the independent position of the CD-workers the local authorities grew more and more distrustful towards CD-workers during the seventies especially, which was also in The Netherlands a period of rising political awareness among the population. People became increasingly critical towards any kind of authority and CD-work was seen as an agent that supported 'opposition' to the authorities in many issues concerning housing, teaching and the functioning of public services.

In the early eighties the government decided to decentralise the work and placed it under the jurisdiction of the local authorities. Gradually more and more CD-workers depended on the views of the local authorities on the merit of the work. This means that in some (smaller) towns CD-work was abolished altogether, in others nothing important changed and in most CD-work was diminished to a smaller scale. The work has still not yet grown accustomed completely to these major changes that were, no doubt, also inspired by the worsening of the economical climate in The Netherlands (like in other western European countries). This fact, in combination with the rise of a new economic ideology that focussed on the idea that all services, including most public services should be performed by the market made the position of all social professions more difficult. For CD-work however, it was especially disastrous because in a market-oriented society there is hardly room for solidarity and it became increasingly difficult to mobilise people on any social issue at hand. In 1982 the National Center for Community Development (LCO) was founded to provide a national platform for CD-work and the workers to counterbalance the decentralising movement while preserving a national focal point from which many lobbies were conducted in favour of the work in distress.

## **National change**

In the early days after the War Community Development was a very popular instrument used by the national policymakers to improve social living conditions of a large part of the Dutch population. In 1960 a special CD-programme was adopted by the national government directed at the most deprived urban areas that were called 'special situations'. It was a small programme and not every town was included, it was directed at the most urgently deprived urban areas.

During the eighties a national programme of improving so-called Problem Cumulation Areas was adopted (PCG-beleid). This was an interdisciplinary programme conducted by several ministries together. In this programme many CD-workers formed a national network, under the direction of LCO. The effort of LCO to coordinate the CD-work in those urban areas and thus also mobilising the residents of these areas were much appreciated by the national government. 'PCG-beleid' was succeeded by the programme of Social Renewal during the nineties and the Big City-policy as of 1994. As of the start of the Social Renewal programme in 1990 until now we are experiencing the third major interdepartmental programme aimed at deprived areas all over the country. During this period the position of CD-work gradually diminished further. Many other social professions claimed to perform CD-work and the local civil servants and workers at housing corporations also felt to be the bearers of the tradition of Community Development.

In this same period also the special training for CD-work, originally organised by the Social Academies including the extended training (VO) were abolished. Instead of the former Social Academies new institutions had been founded within the existing professional universities that took responsibility for the training of various kinds of social work. Community Development ceased to exist as a separate professional subject and can nowadays only be found on the level of a minor. In the meantime LCO struggled to keep the professional profile of CD-work on the agenda.

## **LCO**

The LCO (National Centre for Community Development) was concerned with transfer, innovation and quality development in the field of community work and community development work. The essence of community work is to stimulate and advise groups of residents and citizens organizations and to offer socio-organisational support in solving problems in society.

It involves mainly residents in 'deprived' situations. Community work involves categorical as well as territorial methods. Categorical community work concentrates on a specific target group, for example patients, travellers, those claiming benefit etc. Territorial community development is aimed mainly at areas, districts and neighbourhoods where many of the inhabitants find themselves in deprived situations. Often there is cumulative deprivation (in areas such as employment and income, housing, education and training, health etc.). Supporting initiatives, encouraging participation and developing (new) (social) arrangements and chance-creating transactions in these areas is a specialized skill in itself.

There were approximately 3000 community workers and officials in The Netherlands, operating through various institutions and organizations. Often these are municipal welfare organizations or separate community work organizations. But also organisations in the welfare sector, environment groups, housing corporations or pressure groups can offer a base for the community worker.

## **Transfer**

Transfer concerns the exchange of knowledge and experience through cooperatives or networks. Methods used include site visits, excursions, study days and conferences, but also thematic newsletters, adoption of projects and project banks, etc..

The LCO was active in and cooperated with numerous national networks of groups of residents in deprived situations, with local authorities, experts and intermediary professional organizations. The thematic approach targets deficiency in health care at neighbourhood level, safety and crime prevention in residential areas, inter-cultural district development, participation in rural areas, sport and social integration, employment redistribution, resident participation in Government policies and schemes, Centres for Mothers, environment and liveability etc.

## **Innovation**

Innovation encompasses the invention of new approaches and the development of renewed projects. The LCO functioned as a 'social inventor', 'processor of import-products' and project developer. In this way new forms of social dialogue were developed, such as the Olympiad Conference, but also new, workable connections between citizens and local government such as the Urban Quality Panel. Forms of 'work redistribution' such as the Change-over formula are being developed.

Another development that took place is the processing of imported concepts for the Dutch market, such as the German concept of the Mutter Zenter, which took shape in an adapted form and with an explicitly intercultural component as "Moedercentra" (Centres for Mothers).

The LCO operated also as project developer bringing ideas, people and resources together to realize inventions or new combinations.

## **Quality development**

Quality development work is aimed specifically at the improvement and renewal of the profession, the field of community work, creating initiatives which bring together community workers, consultants, teachers, researchers and scientists in order to improve and ensure quality.

In this respect, the Cooperation for the Development of the Profession of Community Work (SBO) was an important initiative taker and developer (professional profile of a community worker, professional code of a community worker, handbook for community work, professional refresher courses, practical case studies on community work). The Board of Supervisors fulfils an important role in ensuring quality (testing concept publications, setting up courses and also admission to the Register of Senior Community Workers). A new professional association for Community Development workers (BON) was founded in 2001.

In addition, the professional journal MO/Community Development is an important source of information on new developments, practices and thoughts on the profession.

The scientific basis for community work is provided by the Dr. Gradus Hendriks Foundation which funds the professorship in Community Work at the Erasmus University, Rotterdam and is also the publisher of the series of books on Community Work.

Internationally, the LCO represented The Netherlands in the Combined European Bureau for Social Development, the CEBSD.

The activities of the LCO were made possible by a subsidy from the Ministry for Public Health, Welfare and Sport, project financing from other government departments and (inter)national funds and own income.

## **Present situation**

As of 1 January 2007 LCO ceased to exist and became one of six national organisations that together formed MOVISIE, Netherlands center for social development. In this new setting it is increasingly difficult to maintain what is left of the once autonomous position of Community Development work in The Netherlands. Part of the professional infrastructure that LCO created was taken over actively by MOVISIE and continues to exist.

The BON has taken over the lead as organisation of community development workers and takes part in programming the annual professional conference that is still organised by MOVISIE. The professional journal is still being produced and the chair at the University of Rotterdam still functions with the support of MOVISIE. MOVISIE has also taken over the membership of CEBSD.

## **Training and learning**

As described above specific training in Community Development gradually disappeared from the formal curricula in the professional universities. In 1997 the profession of CD-worker was formally abolished and instead of CD-workers there were now only 'social-cultural workers' left, officially that is. Many professionals in any kind of social work persisted in calling themselves 'community development workers'. In Rotterdam e.g., many community development workers are to be found who are still actually called so. This is due to a strong tradition of CD-work in this city that is recognised by the local authorities until today.

Nowadays the training can only be found on a minor level within the curricula of formal training institutions. During its period of existence LCO organised many training courses with the support of community development organisations for the benefit of CD-professionals that were already professionally engaged in CD-work and persisted in calling themselves CD-workers.

When speaking to experts on social work and remarking that the history of CD in the Netherlands is at least 'a bit peculiar', given the fact that the work is still very popular in many professional circles engaged in the programmes to revitalise the deprived areas in the country, they massively state that the profession is 'taken over' by other professionals. Therefore it is not necessary to invest in a separate training programme for CD-workers. It seems that 'we', representatives of a wide range of social professions including those that are professionally engaged in several public services, all have become CD-workers now. In the mean time we witness a substantial loss of quality in many public spheres in our society. The government has signalled it and tries to counteract this by 'speech': many political debates were centred on this loss of values that we all detected in the past decade or so. The Dutch civilian however, is seen to be able to correct this and change his/her attitude under the pressure of repression instead of a more positive approach that involves in fulfilling existing training needs.

TLCD should be directed at specifically designing training possibilities for all those that are professionally engaged in working with the public: professionals in education, social work, housing corporations, civil servants.

### **Lies Beunens, Belgium:**

One institute for the support of community development work in the Flanders and in Brussels (Samenlevingsopbouw Vlaanderen) deals with eight regional institutes for community development work. Regional institutes have been set up in the three major cities: Antwerp, Ghent and Brussels and, in addition, in the five Flemish provinces. They are the employers of the 300 community development workers in total.

Together with one person on each regional institute we are preparing a needs assessment at the moment.

## **Introduction**

How it used to be

- a. Each regional institute has a person who looks what people want to follow if the brochures of organisations arrive
- b. We as the supporting institute for communitywork in Brussel where one of those delevers and we where seen as not from the institute itself
- c. Some workers follow nothing, others a lot, people see what is offered and inscribe

We didn't like how it was

- a. effectiveness? not effective to think on several places on what people can follow in stead of making a programme that is more shared by different regional institutes.
- b. effect? following a bit of this and a bit of that without thinking what is needed
- c. people choose by coincidence what they want to follow

Basic rules for a question oriented educational programme

- a. combinations of needs of a worker X needs for the organisation X ideas of a project groupe called "partners in education"
- b. no gap thinking but future and solution focused need assesment
- c. complementary working in the regional institute and the supporting institute
- d. inspire people on what they can learn en how, we take the role of an innovator

Idea which a will present: Working with a needs assesment for several years which can serve to make an educational programme year by year for the whole sector and which can serve in every regional institution to point out a education policy

## **Purpose of a needs assesment**

### **Product**

We got a reference sheme for a sectoral programme on education.

The sheme is related to the main tasks and also related on the themes we will work on the next years.

It concerns:

- which competences are needed for a community-worker
- which formulas of learning are interesting to work on those competences e.g. courses, introductions, new ideas, training, etc.

The reference sheme is based on the competences that community workers need, their organisations see as important development topics and what we as project group on education find important

On the level of every organisation, there is a list that can serve for a educational policy for the own organisation.

### **Process**

The needs assesment process stimulates workers to learn. Not a gap- thinking but more : what will be different if we could imagine we are working in a ideal situation where you can learn as much as you want to.

We also want to know which workers can share a content towards other workers.

## **Inspiration list for needs assesment**

### **Community work**

#### **Main tasks**

The agogical task

- Working in groups
- Processwork
- Knowing the lifestyle of our target groups
- Working with people in a multiple problem situation (not as care)
- Working with volunteers
- How to tackle racism
- Conflict management
- Motivated working
- ...

The political task

- Understanding how government run (local and national)
- Knowing actual political evolutions related to community work
- Strategic working
- Solution based approach
- Coöperating with other organisations
- Lobbying
- Working with social actions
- Negotiating with policy-makers
- ....

#### **Our work principles**

Participation

- Vision
- Participative working with the target group
- Working on civil participation

Innovation

- Creative thinking
- ...

## Approaches

- Project based working
- Focus oriented and realistic working
- Planning and programming
- .....

## Methods

- Participation methodes
- ...

## Themes

In this part every local institute takes his central themes on which they will work the coming period

### Basic rights

- work
- habitation
- health
- education
- ...

(it can be about information, vision building, ...)

### Welfare (Leefbaarheid)

- fysical welfare
- social welfare (social cohesion, interculturalisation, ...)

(it can be about information, vision building, ...)

### Social development

For example:

- interculturalisation
- grey population
- more urban life
- islamisering
- durable development
- ....

### Person oriented

- communication: speaking, writing (to target groups, policy, partners), speaking for public, taking position in different situations, ...
- skills to lead a reunion
- personal development (giving and receiving critic and feedback , cope with transformation processes, ...)
- Leadership
- Coaching
- Technical skills (computer, fond rising, registrating, administration, ...)

## Day 3. - Some examples and methods from Hungary

### Péter Peták

A case study and film about Istenkút's school closure (and more)- **SUMMARY**



Personal involvement is a prerequisite for active citizenship. It is about our own life. It is not a simple school affair, it is an affair of our own school, our own dwelling place, our partners, our city, our city government, and yes, our association through which local community life could be renewed and given a new quality.

The interpersonal relationships among people living in Istenkút and their awareness as citizens are surely deeper than usual. This is the most important result of the community development work in Istenkút which was initiated from within. In periods of crisis these appear as basic conditions of the whole internally motivated process.

The school evidently could not be replaced, but the Istenkút Community Association established a multifunctional institution (Szieberth-KAPTÁR Istenkúti Közösségi Ház - Szieberth Hive, Istenkút Community House) in the building of the former culture centre of the city government, and made a mid-run agreement with them.

As a result of the enthusiastic and at the same time conscious developmental work and the voluntary impulse springing from inner devotion, a communal institution was founded with a wide range of activities, information centre, for employment, social welfare, youth, cultural and family problems, which is weekly used by about 100-150 people, but on special occasions 150-200 people may participate.

The local association has a well trained, professional management accepted even by the City Government as a negotiating partner.

If we look back upon the Istenkút story, not from the perspective of the school (in which case we may speak about mere failure, serious defeat), but from the perspective of the liberation and use of community resources of a clear-cut district, we may speak about success. What does this success lie in? Something expressible in figures today, a few years ago was still quite obvious and natural. When there was a school, a hundred families contacted with each other every day. Yet, there is a basic difference: when the children's parents contacted with each other, their meeting was due to an educational institution, and there was always some air of compulsion in the celebrations and programmes organized by the school. Such an institution under the authority of the City Government is obviously exposed to external sources - the proof of it is the closure of the school (for instance even the donated equipment's entered the stocklist of the City Government, and as such could be taken away).

After the closure of the school the action launched to build a new community went back to its traditions (reasonable handling of conflicts based on former experiences), on the other hand the voluntary nature of activities had a new essential role, also the awoken needs and intention, an own internal, undepriveable positive attitude which - together with pride coming from previous injuries - conveys the joy of independence.

### **It depends on us! Training Programme**

Peter was one of the authors of a new handbook, which was created by the Hungarian Association for Community Development. The book collects the very practical information for local activation, it became surprisingly popular in Hungary.

According to the book, a new training programme was also developed and pilot trainings were implemented. Peter talked about this training experience.

#### **Some elements of the presentation:**

We offer the training course '*It Depends On Us! How to Organize and Represent Ourselves in Our Local Neighbourhood*' to people who are committed to community issues and wish to do something for their local community.

The objective of the course is to encourage people to engage in civil action through providing the necessary instruments and skills. The duration of the course is usually one weekend (from Friday evening to Sunday noon), which is followed by opportunities for personal consultation. The training does not follow the classical school system, as it requires the active contribution and experience of participants in the application of team working methods, situational practices and case discussions.

If requested, we offer training courses to (stakeholder) groups already set-up, but it is more typical that some people concerned with an issue come to us and want to know how to raise awareness in connection with certain local problems/issues/dangers they have recognized, and how to mobilize their neighbours.

In case there are special issues or characteristics at hand, the ingredients of the curriculum are developed accordingly. However, the main framework of training can be summarized as follows:

**a. FACTS - Know Your Neighbourhood!**

- How to assess the needs and resources of your community? How to access information on local issues (planned developments, etc.)?
- The meaning of social participation / social involvement (Treaty of Aarhus).
- Some information on democracy (participatory and representative, what do they mean?), democratic rights (participation, election and eligibility, accountability, etc.).
- The role as a working function.
- Working methods in community work: revealing facts, the collective methods of mobilization (interviews, community discussions, community appraisal, knowledge base, community almanac, etc.).
- Where is information? What is information? Accessing information of public interest.
- How to make a resource map of your neighbourhood? Screening the movie 'The Spirit of the Place' on the community cooperation in Istenkút, followed by a discussion of the experiences from Csepel.

**b. PARTNERS - Collect associates!**

- How to find fellows to achieve your objectives and represent your cause? How to organize ourselves? How to organize a team?
- Discussions on the neighbourhood as a venue of direct contact, the primary location of community development.
- The methods of mobilizing communities: addressing, organizing teams, common issues. - How to conduct a community appraisal?
- The community development process in Szegvár: screening the film, followed by a discussion.
- Community planning methods: future workshop, vision to action, etc.
- What is citizens advice? How does it work? What kind of legal framework is there for local residents to participate, formulate community interests and represent them (neighbourhood committees, civil initiatives, street councils, school boards, etc.)?

**c. ACTS - Let's get down to action!**

- The methods of local action, community planning, and community action, and some good examples of community action.

**d.. Practice day:**

- Identifying local problems, and developing and discussing a strategy for solving them.

## Final discussion and ideas, suggestions for the future

During the meeting we expressed some important key points related to our understanding (and the TLCD project) and also about our possible common efforts for training and learning in the future. We all felt that for the issue of sharing among us, it was really important that we made space to get to know each other's **national and professional contexts and history**. That helped a lot to recognise the similarities and differences and also to realise what we can bring back to home from each other.

Sharing about our frameworks was also helpful to recognise the different **focus points and actors within our societies**, which/who are the **most responsible in the change** of people's attitude on the different levels. We agreed that our task also includes the **support of grassroots initiatives**, but we also have a responsibility **to influence these actor's** activity and cooperation with each other (we defined some, as the general education, adult education, helper and developer professions - community, rural, cultural, social professionals etc. - and the state both on the national and European level).

We need such policies and support which are making possible real participation in which people can really take over the responsibility on their lives and empowered properly to this participation. **This**

cannot go without influencing policy on each level in the society and Europe for gaining good opportunities which can be seized both local activists and CD professionals.

It seems that it worth to link these national efforts on a European level, where our basis can be the **Budapest declaration** in a more strategic way, more concrete on the educational aspect.

It also can be a **formalized group** (an international Alliance?) which collects, attracts and influences the key actors responsible for civil society development.

It also came out, that we are all involved and we all are implementing long term processes in our work but the present situation needs a special focus from CD and adult education to be more **action oriented** too. It means that **reflective steps** are needed from our profession **towards** the key actors in **policy making** and implementing, **and** through **trainings** we also have to support directly the local action.

**More notes** from the final discussion:

- Within TLCD we should try to **bring back the bigger issues**. We are thinking a lot in contents and methodology (what is very important), but we should try to focus on the **bigger analysis** that you work from (the community itself, unemployment, disabilities, economics, rights) - **this big issues should be emphasised within training**. That also helps to avoid to use CD as a tool by the hand of the power, which is helpful to increase people's "happiness" instead of dealing with real problems
- Use an **analysis** to link local concerns to wider structures, issues
- Facing our work, we have to make a balance, that besides developing trainings on professional issues (training professionals), we have to support active citizens directly, the active citizen should be supported. The professionals have to be more prepared (and their education should focus on that) about how to support active citizens, rather than using the toolkits they already have. **Need to concentrate and focus on people in communities, developing active citizens, whether working with professionals or communities/politicians**
- This has an implication for training methods and contents, they should be more **action oriented** (e.g. Saul Alinsky - Rules for radicals)
- But there is a **tendency to simplify the world everywhere** (quick knowledge, very practical, simplifying structures, pictures, summaries, guidelines etc.) which represents an attitude avoiding the "deep" and the realization of the deeper relations, so that is why the **CD training is very important on the University level** as a part of various studies
- Important to look at **history and key developments of community work** in order to better understand current context and influence future developments
- Be explicit about the values+beliefs+vision - **value oriented community development** - how our values shine in our practice?
- Focus on power-powerless+need of those excluded. Have an **analysis of power**, who has it, who doesnt, how it is used?