



Getting to grips with ‘community empowerment’: some useful things to think about

Summary

I am very encouraged by the growing interest in empowerment, the way it is increasingly accepted across the public sector - not because the Government says it's a good thing – though that is important in itself - but because it's the smart thing to do: making services reflect local priorities, leaving people happier with their neighbourhood, boosting a sense of local pride, and encouraging civic action in all its forms.

Sadiq Khan MP, Parliamentary Under-Secretary of State – Community Development Foundation (CDF) conference (Birmingham, 21/10/08)

With this growing interest in ‘empowerment’ there is an increasing need to get to grips with what the term means, and to understand its complexities: in relation to communities, its implications for public agencies, and the benefits that can be recognised in the context of Local Area Agreements.

This guide offers:

- An outline of five key tensions relating to community empowerment, facing officers from public agencies
- A taste of the national and regional policy context surrounding ‘community empowerment’
- A framework for understanding, and working in ways which are empowering for both communities and agencies, based on research evidence
- Examples of the framework in practice
- Suggestions for further reading

It also highlights how disempowering it can be – for all parties - to underestimate this agenda.

Community empowerment: what are the issues?

The whole of 'empowerment' thinking, deliberation, planning and practice is built on a set of different and constantly changing assumptions.

A lack of collective understanding of what 'empowerment' means - and specifically 'community empowerment', has led to a move away from the original association of a shift in power, with "the least powerful in society *taking power* and gaining the capacity to act to change their own lives, through collective action" (Cornwall, 2008)

Contemporary notions of 'empowerment' tend to focus on concepts of civic engagement and accountability of local government and its partners, with a recognised but indistinguishable relationship between the two.

The Department for Communities and Local Government (CLG) says that: "*community empowerment is the process of enabling people to shape and choose the services they use on a personal basis, so that they can influence the way those services are delivered.*"

There is a potential confusion here - on the one hand, CLG talks about 'community empowerment' on a personal (individual) basis, and on the other hand, talks about neighbourhoods and communities shaping places and services and being more 'cohesive'. All of this, without actually specifying the processes by which any of this could happen.

Already, a tension is apparent:

The assumption that individual empowerment is the same as community empowerment.

Community empowerment should be seen as a much broader concept, involving far more than just shaping and choosing services and 'empowered' individuals do not necessarily mean that we have empowered communities.

Community empowerment should be happening in a collective, rather than only personal, setting - it is about being active with others in groups, networks and communities; it has an element of challenging the existing status quo and is about actively shaping the future, rather than just having a bigger say about particular services. Exploring why many government programmes, economic advantages and great leadership do not necessarily make a difference to success in terms of improving 'community well-being', Robert Putnam¹ suggests that 'social capital' is the key: improving the quality of relationships, sense of belonging and cohesion that exists among citizens - and the very fabric of our connections with each other.

¹ www.bowlingalone.com

A second tension:

‘Empowerment’ is frequently seen as a task, a job in its own right, rather than an integral part of the work, as:

- a process which can be applied to any area of work, and which focuses on how we work - an approach which is an empowering experience rather than a disempowering experience
- an outcome - for both communities and agencies; a change which is enduring, which is intended to improve the quality of life for communities and the environment they operate in

There can be an assumption that, if ‘community empowerment’ is acknowledged in work programmes and at strategic levels then the required outcomes have happened.

A lack of empowering approaches in the past may have left a legacy around people, and communities, feeling: disillusioned, cynical, ‘apathetic’, disinterested, angry, confrontational and over-consulted.

As officers working in the public sector, this is often the reality being faced - and, whilst focusing on priorities around community empowerment, it can be helpful to remember how easy it is for people to feel disempowered. This suggests that engagement can take place in ways which are ‘more empowering’ than others. This is true of all sorts of engagement:

Less empowering

Information has no allusion to local circumstance, perhaps has no pictures, nothing in it which makes the recipient feel a connection with what you are saying, uses jargon, assumes knowledge

More empowering

Information is of relevance, recipients feel involved and identify with what you are telling them - they feel that you are speaking to them and are aware of them and their circumstances

Less empowering

Citizen Juries are presented with an issue to debate. They are provided with written information and asked to debate this amongst themselves. They make recommendations and vote on the best way forward to feed back.

More empowering

Jurors attend a workshop to debate which issue most affects the quality of life in their communities. A facilitator works with them to reflect and discuss, and they have access to a neutral advisor. They have the opportunity to scrutinise the information from witnesses, they interrogate themselves. They develop a set of conclusions or ‘vision’ for the future - which need not be unanimous².

² Adapted from Blackburn Citizens Jury, Institute of Policy and Practice, University of Newcastle. 2004

Even when providing information, there are ways of doing it which are more empowering than others.

Clearly, information and citizen jury programmes cannot be tailored to each and every individual, and neither can services. It makes sense to think in terms of 'community' - for efficiency and effectiveness in terms of the delivery, and also for the collective experience and wider benefits for both agency and community. Which raises the somewhat complicated question: what do we mean by 'community'?

A third tension:

This question is complicated because 'community' can be presumed, chosen or imposed and there are many factors at play: everybody can be a member of a community; that is, of place, identity and/or interest; people can belong to more than one community at a time; people may move in and out of communities, depending on a range of factors including time, motivation and need; not everybody may identify as being part of a community. In addition, some people may be excluded from communities because of discrimination, or may choose to exclude themselves.

In theory (and in some practice), there is a myth that communities are homogeneous and that anything to do with 'community' is inherently good whereas, the reality is that 'communities' can be competitive, territorial and reactionary. Communities can also be oppressive to themselves and each other which is why it is important for any notion of community empowerment to have at its core the values of social justice, equality and human rights.

The notion of 'community' is multi layered and may be understood as:

- a group of people who live in a specific locality, neighbourhood - communities of place or geographic communities, with shared experience and/or shared concerns
- a group of people who have a shared identity, shared history, belief or perspective - communities of identity
- interests or occupations that people have in common - communities of interest

A fourth tension:

There can be an underlying assumption by national or local government and partners, that if communities cooperate with public agencies, then public sector demands and targets will be met, but this requires communities to fit in with existing structures and ways of doing things. Despite the terminology, 'community empowerment' is not just about communities, it is also about organisational structures and processes being 'empowering'.

A fifth tension:

A further tension in community empowerment, is the relationship between participatory and representative democracy. *Councillors have a basic task to help people feel able to influence what goes on in their locality. This may involve explaining to them how decisions came to be made and on what basis, but the way in which councillors communicate is absolutely key*³. It may not be a question of participative democracy being an alternative to representative democracy but more elected members adopting empowering ways of working which can be complemented by participatory approaches.

The current policy framework

‘Community empowerment is local government’s core business’
(Sir Simon Milton, Chair of the Local Government Association)

The Local Government and Public Involvement in Health Act made it a statutory requirement for all top tier authorities across England to have a Local Area Agreement (LAA) in place by June 2008. The National Indicator set, developed for LAAs, offers outcomes which can be relevant to the community empowerment agenda, illustrating the government’s interest in community empowerment and community engagement. For example:

- NI1 percentage of people who believe people from different backgrounds get on well together in their local area
- NI3 civic participation in the area
- NI4 percentage of local residents who feel they can influence decisions in their locality
- NI6 participation in regular volunteering
- NI7 environment for a thriving third sector

These indicators illustrate a national emphasis on measuring empowerment, but in order to do this, it is essential to understand what it means.

National Indicators around empowerment and engagement are complemented by related themes/initiatives:

- National Public Service Agreement (PSA) 21 - building more cohesive, empowered and active communities.
- Comprehensive Area Assessment - which includes a focus on how community needs are being met through both planning and delivery “*measuring not individual services but what it feels like to live in a particular place*” (Hazel Blears, SOLACE⁴ conference 2008).

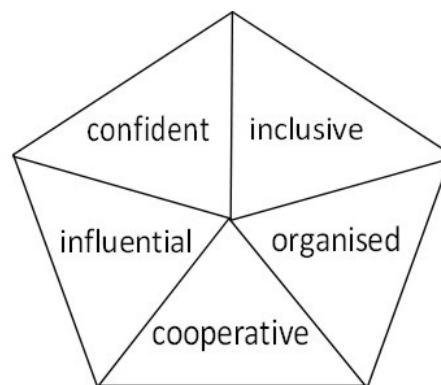
³ Dame Jane Roberts, Chair of the Councillors Commission, IDEA Conference speech, September 2007

⁴ Society of Local Authority Chief Executives

- A network of ‘empowering authorities’ - a two year Community Empowerment Improvement Programme for local authorities aiming to develop their capacity (particularly against NI4) and to share their learning with the wider sector.
- National Take Part Pathfinders (which, in the Black Country are taking an holistic approach to community empowerment - drawing connections between individuals, agencies and communities to increase the level of influence people have over the decisions that affect their lives).
- Duty to involve - a duty on local authorities to inform, consult and/or involve citizens and communities in local authority services, policies and decisions. This is the route through which public agencies should engage communities in the development of the LAA and Sustainable Community Strategy.
- Emphasis on participatory budgeting and asset transfer as part of a vision to shift power from the public to the community sector.
- Duty to promote democracy - placing councils *“in their proper context: not as units of local administration, but as lively, vibrant hubs of democracy Be in no doubt: I want to pass power from the centre to councillors and councils. But the other half of the equation is that power must be passed to local communities,” Hazel Blears, Local Government Association Conference, 2008.*

5 dimensions of community empowerment

Community empowerment can be understood through five distinct but inter-related ‘dimensions’. As illustrated in the diagram below, each dimension is part of a whole. It helps our understanding of community empowerment to recognise that empowered communities, whether geographic, of identity or of interest are: confident, inclusive, influential, organised, cooperative and influential.



Based on over a decade of research and application, the five dimensions offer a coherent interpretation of community empowerment, as being both:

- process which can be applied to any area of work, and which focuses on how we work - an approach which is an empowering experience rather than a disempowering experience
- outcome - for both communities and agencies; a change which is enduring, which is intended to improve the quality of life for communities and the environment they operate in

confident outcomes arise from working in ways which increase people's skills, knowledge, confidence and belief that they can make a difference. This is specifically about 'people', recognising that groups and communities comprise of individuals.

"I am able to speak at forum meetings without feeling embarrassed⁵

"I have a thirst for knowledge now and the desire to do further research

inclusive outcomes arise from working in ways which recognise that discrimination exists, promote equality of opportunity and good relations between groups and challenge inequality and exclusion. This dimension considers which individuals are involved (round the table), who is excluded, who is disengaged, why that might be happening, and representation of demographics.

"I am no longer frightened to ask questions of others on subjects I would have tip-toed around before about culture, religion

"It gave us a chance to break down barriers and get rid of preconceptions of women from other cultures

organised outcomes arise from working in ways which bring people together around common issues and concerns in organisations and groups that are open, democratic and accountable. This is about bringing those individuals together, encouraging them to identify how their own personal issues can be addressed through organising with others, recognising their own needs and those of their communities

"I've lived here for 21 years - it never dawned on me that we had nothing - 1500 properties with no amenities, services - not even a post box

"We have the same kind of issues no matter what our background or culture. We are seen as home-makers and have doubts about ourselves achieving any bigger ambitions

cooperative outcomes arise from working in ways which build positive relationships across groups, identify common messages, develop and maintain links to national bodies and promote partnership working

"I have been able to take my interest forward in housing, health, education, crime and neighbourhood safety, social welfare...

"We have linked to Environmental groups, Local area networks, Community newsletters, Disability networks

⁵ All of these quotes are taken from the evaluation of the IMPACT: Women into Community & Public Life learning programme: www.changesuk.net/Impact_report.pdf

influential outcomes arise from working in ways which encourage and equip communities to take part and influence decisions, services and activities

“We have provided input for national guidelines and made Council meetings more accessible by advising on processes to include deaf people ..

“Knowing how policies are put together and how the government works ... arms you with the information needed to target services

Where the dimensions come from

These community empowerment dimensions have been identified through applying duties to promote equality, evidence-based practice and action research. In 1996, the Scottish Community Development Centre (SCDC) was contracted by the Department of Health and Social Services (Northern Ireland) to develop a system for monitoring and evaluating the effectiveness, efficiency and equity of community development⁶ practices and principles. This research and subsequent workshops in Northern Ireland, the Republic of Ireland, Scotland and England resulted in a framework for practitioners⁷, designed to measure change in: people, the community, local services and policy. It offered measures of change for each of the ‘building blocks of community development’ identified by the research. These building blocks included ‘dimensions of community empowerment’ which have subsequently developed, through practice and application, into the five dimensions specified in this document.

Further research undertaken as part of the National Empowerment Partnership programme of activity (2008) led to the development of a guide to the five dimensions, specifically written for local authority officers: www.changesuk.net/community_empowerment.pdf

The five dimensions offer an interpretation of community empowerment which is about putting the values of community development⁸ into practice.

Using the dimensions to analyse, plan and respond to issues

The ‘**confident**’ dimension - working in ways which increase people’s skills, knowledge, confidence and belief that they can make a difference - is a response to common issues. For example, people:

- do not contribute in meetings

⁶ community development is the one discipline which has community empowerment as its foremost aim (Introduction to The Community Development Challenge Series: Strategies, Beth Longstaff, CDF 2008)

⁷ Called ABCD ‘Achieving Better Community Development’

⁸ Community Development Exchange Strategic Framework for Community Development, CDX 2000

- do not understand the constraints you are working within
- have unrealistic expectations
- do not believe that any beneficial change will take place
- lack skills, knowledge, self-belief
- prefer to leave things for other people to do
- are cynical and confrontational

By working in '**confident**' ways you can, for example: increase people's confidence to take part, know that they have - and understand - the information being discussed and understand the parameters of the work. People ask questions and play an active role, they recognise their own, and each other's skills, knowledge and expertise.

It is about putting the community development value of 'learning' into practice

The '**inclusive**' dimension - working in ways which recognise that discrimination exists, promote equality of opportunity and good relations between groups and challenge inequality and exclusion - is a response to common issues, for example:

- 'usual suspects' or 'same voices'
- people feel isolated or ostracised within their neighbourhoods
- disengaged communities
- marginalised communities
- stereotyping and prejudice
- communities feel hard done by

By working in '**inclusive**' ways you can, for example: increase understanding and awareness between different local communities, hear diverse voices, encourage people to find common ground, contribute to more cohesive communities, and demonstrate good equalities practice within your agency and externally.

It is about putting the community development value of 'equality' into practice

The '**organised**' dimension - working in ways which bring people together around common issues and concerns in organisations and groups that are open, democratic and accountable - is a response to those issues around, for example:

- not feeling confident that 'representatives' are speaking on behalf of others
- concerns about the accountability of those you are talking to or working with
- addressing collective needs rather than individual issues
- initiatives or activities being short-term and fizzling out
- 'communities' not agreeing on ways forward

By working in '**organised**' ways you can, for example: encourage people to work collectively, to negotiate and identify 'solutions' that work for more, rather than few. People work together and understand each others strengths; they feel a sense of ownership.

It is about putting the community development value of 'participation' into practice

The '**cooperative**' dimension - working in ways which build positive relationships across groups, identify common messages, develop and maintain links to national bodies and promote partnership working - is a response to those issues around, for example:

- communities competing with each other
- competing demands for your time and resources
- work happening in silos
- duplication of work
- limited resources
- community expectations not considering bigger wider reaching issues

By working in '**cooperative**' ways you can, for example: provide communities with opportunities to benefit from wider social and economic agendas. They understand - first hand - the needs of - and resources allocated to - other communities. They learn from each other and see themselves as being part of a bigger picture.

It is about putting the community development value of 'cooperation' into practice

The '**influential**' dimension - working in ways which encourage and equip communities to take part and influence decisions, services and activities - is a response to those issues around, for example:

- commissioning and delivering the most appropriate services
- forgetting the real intention/purpose of your work ('hitting the target but missing the point')
- accountability and legitimacy
- prioritising what you are doing
- consultation fatigue

By working in '**influential**' ways you are, for example developing constructive relationships with communities and a better understanding of what life is like for different people. Your work will be outcome focused and service delivery reflects, or is reinforced by, input from communities who experience the value of being engaged.

It is about putting the community development value of 'social justice' into practice

There are two sides to the story

Community empowerment is not just about communities, it is also about organisations having structures and processes that are empowering. Communities can be confident, inclusive, organised, cooperative and influential, but if organisational structures and processes work in a way which block and create barriers, then nothing much will change.

People from both voluntary and statutory sector agencies who have taken part in recent research are very clear about the reasons for taking a community empowerment approach to their work. In addition to the current policy context, their motivations are about duty, morality, targets and the benefits that can be enjoyed. Many people feel that ‘public servants’ have a **duty** to communities - the tax payers.

Some people feel that community empowerment is **morally right**. After all, we are all members of ‘communities’ in someone’s eyes - we live in geographical areas which are targeted by local authorities, police, fire, health services, voluntary sector service providers - all of whom have ideas about the needs of ‘people like us’. We all identify - perhaps broadly - as women, men, disabled people, as Black, Asian, Polish, working class, lesbian or gay, parents, carers etc.

Community empowerment is also seen to be **mutually beneficial**. It is about positive change - a win-win. Work which has a community empowerment ‘edge’ aims to have positive outcomes for agencies in terms of meeting targets and improving service, and positive outcomes for ‘communities’ - the people who are affected by the service or initiative. It is also about “putting community development values into action” and getting beyond ‘just the words’.

This mutual benefit can be even more important at times of economic turbulence.

“If public bodies are getting it right, involving and engaging communities in planning and delivering services actually helps get better value out of taxpayers’ money.... there’s a danger - especially when tough choices are called for - that you get a gap developing between the public at large and those exercising power..... Empowerment matters because giving people a chance to understand the issues, debate them with officials and politicians, express their views, helps them understand the trade-offs and constraints that public bodies are operating in”. Sadiq Khan, MP - CDF conference (Birmingham, 21/10/08)

Importantly, a community empowerment approach will help agencies to work in ways which:

- encourage community-led action
- promote collaborative partnership working
- combat social exclusion
- challenge discrimination
- are transparent and accountable

Literature on empowerment, engagement, participation and involvement cites a number of possible benefits, including:

- **better quality services and outcomes for individuals and communities** – because empowerment provides greater understanding of needs and should improve decision making;
- **innovation and creativity** – it helps to develop new ideas and solutions;
- **reduced conflict** – involvement at an early stage can avoid later, more costly and disruptive conflicts;
- **access to new resources and expertise** – both in terms of opening up financial assistance and bringing in the skills and energy of the community;
- **sustainability of outcomes** – as people are more likely to care about and develop initiatives they have had a say in;
- **enhanced motivation among front-line staff** – as they see the impact of their work more directly;
- **improvements in inclusion and cohesion** – through processes that bring people together;
- **increased accountability to the public;**
- **positive outcomes for the individuals involved** – in terms of, for example, increased confidence, developing skills and improved health and well-being.

In Ipsos Mori Social Research Institute, Searching for the Impact of Empowerment, July 2008, p23

Research illustrates that both agencies and communities have a crucial part to play in this business of community empowerment and the vital relationship between the two is often undefined. This has been illustrated recently by research into how community networks could identify and assess their level of influence on a Strategic Partnership⁹. Far into the research, it became apparent to those networks that there was little point in working to develop their own capacity to influence unless the Strategic Partnership illustrated how it listened, how it could be influenced, and how it evidenced that influence.

Meanwhile, public agencies offer places on boards and panels for community representatives, develop community engagement strategies and toolkits and fulfil responsibilities to ‘engage’, but may still feel frustrated that communities are not taking up the opportunities presented to them.

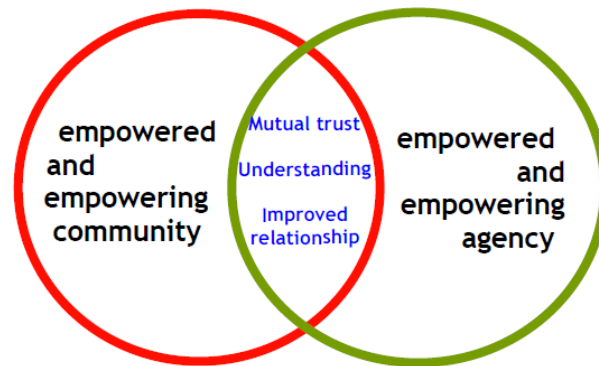
Bridging the gap

The focus is on bridging this gap between agencies and communities. The ultimate aspirational position is when:

- communities, which are both empowered and empowering for themselves and those around them - are in their strongest position to influence

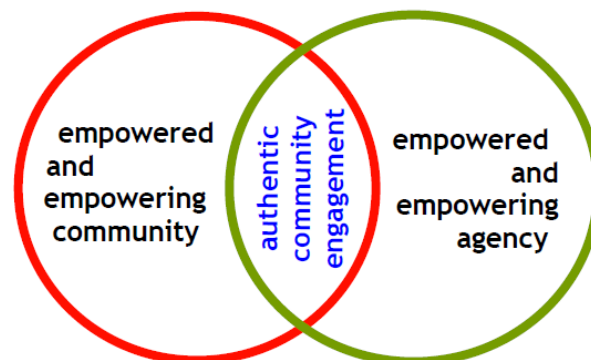
⁹ www.dosti.org.uk

- agencies, which are both empowered and empowering for themselves and those around them - are open and receptive to community influence



Any contact between ‘people’ (either individuals or communities) and ‘agencies’ can be seen as a form of engagement and the quality of that engagement is directly related to the quality of the (empowering) relationship between these two.

So it makes sense to say that authentic community engagement happens in that overlap.



The diagram illustrates that ‘authentic’ community engagement happens when people in public agencies create structures and processes that are ‘empowering’ for themselves and others and people in communities create structures and processes that are ‘empowering’ for themselves and others.

Without “authentic” community engagement, change occurs but the process and outcome are unlikely to be an empowering experience for both agency and community. The research tells us that if public agencies - or communities - work in non-empowering ways, there is a lack of reciprocity; agencies become service providers and communities, receivers of services, with each party having unrealistic expectations of the other - often leading to mutual distrust and blame.

Who has done what where

Sustainable Community Strategy

The LSP Coordinator in South Kesteven has used the five community empowerment dimensions (within the whole planning and evaluation framework from which they originate¹⁰) to refresh their Sustainable Community Strategy. She says that *“the 5 community empowerment dimensions help us to think about how we are organised to deliver the local area agreement - how to go about it in an inclusive way, to consider if we have got the right skills and knowledge, whether the LSP has the confidence to lead in an empowering way, and communities have the confidence to contribute”*

Quality standards

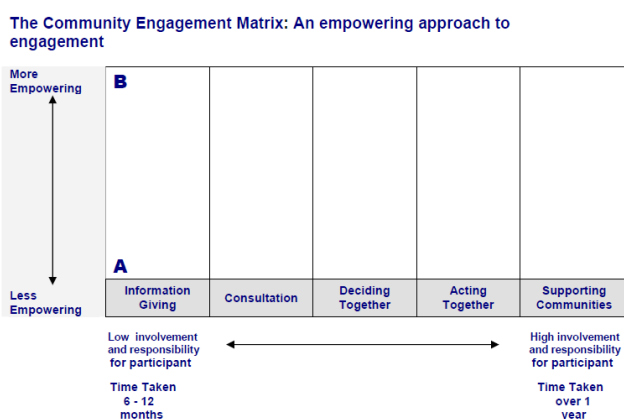
Stockport Community Development Team uses the community empowerment dimensions¹¹ as a quality standard for the community development strategy. They have also used them in a toolkit for prioritising and monitoring community development which guides practitioners through a process of assessing community groups in terms of each dimension and planning appropriate support¹².

Engagement toolkit

Dudley MBC has produced an Engagement Guide which includes a matrix to consider how agencies can engage with communities in more - or in less - empowering ways, recognising that:

- The approach to engagement should be appropriate to the situation
- The engagement approach should seek to be as empowering as possible

They use an inverted version of the Ladder of Participation (David Wilcox, 1994), set against a scale of empowerment.



¹⁰ DiCE, changes 2008

¹¹ From ABCD

¹² From The Community Development Challenge: Strategies, Beth Longstaff, CDF 2008

A checklist for commissioning

Many people learning about the five community empowerment dimensions have commented on how they could be used as a checklist for an empowering approach to planning and commissioning services. A generic guide could include, for example:

Under the 'confident' dimension:

- Does the work recognise the existing skill levels of individuals and ensure that everyone knows what is expected of them?
- Do you know what skills are needed to undertake the work?
- Are people encouraged to share their knowledge and experiences?
- Do people believe that their contribution is valued and makes a contribution?

Under the 'inclusive' dimension:

- Which communities are contributing to the work, who is not - and why?
- Who might be excluded from taking part and what steps are being taken to address this?
- Does the approach to the work recognise, appreciate and build on the differences and similarities of those taking part?
- Do you challenge discriminatory language and behaviour?

Under the 'organised' dimension

- Do people come together in community groups, to share their own experiences, knowledge and skills?
- Do people come together around common interests?
- Do group projects recognise the strengths of individuals within the group?
- Do group members understand how the group operates?

Under the 'cooperative' dimension

- Does the work link to similar, appropriate or relevant initiatives elsewhere?
- Does the group make connections at local, district, regional and national levels?
- Do people understand the political/wider context they are working within?

Under the 'influential' dimension

- Are there structures in place for groups to input into future decisions?
- Do groups/communities inform research and feed their findings into bigger pictures?
- Do groups/communities have opportunities to inform future practice?
- Do groups/communities have ongoing, sustained involvement in decision making processes

Checklists like this can help with planning projects and events, or, as undertaken by the **Lifelong Learning & Leisure department of York City Council**, as an area based approach which looks at how different aspects of service delivery fit together across a specific geographical area.

Planning and implementing evaluation

The dimensions can be used to plan and implement evaluation. **IMPACT! : Women Active in Community & Public Life** drew on the dimensions to frame the questions to be asked of participants in the learning programme and also the way in which the evaluation would be conducted: involving course participants as researchers and shapers of the process.

Bradford Lesbian, Gay & Bisexual Network (now the **Equity Partnership**) negotiated reporting against the dimensions to their funders, Comic Relief, to illustrate how LGB communities were gaining wider benefits from the funding than originally stipulated.

Local grant giving programme

A local **New Deal for Communities** used the dimensions to design and scrutinise funding applications to ensure that projects applying were taking empowering approaches to their work with communities.

Supervision

The Countryside Agency (2003) funded work to develop a self-assessment tool for rural community development workers focusing on social exclusion to plan and assess the impact of their work. This encouraged the workers to identify community empowerment processes and outcomes using the dimensions.

Additionally, the five community empowerment dimensions can be used to:

- Develop business plans: which help make a business case for projects or services
- Undertake needs assessments
- Mind-map ideas
- Develop mutual understand of terminology and practice
- Develop strategic objectives and indicators of community empowerment
- Identify good practice
- Compare community empowerment aspects of projects and programmes

Further reading

ABCD - Achieving Better Community Development (CDF 2000)

www.proveandimprove.org/new/tools/ABCD.php

Cornwall, A - Democratising engagement: what the UK can learn from international experience, Demos 2008

www.demos.co.uk/files/Democratising_Engagement-web.pdf

DiCE 2-pager: planning & evaluating framework for community development (changes 2008)

www.changesuk.net/News006DiCE.pdf

Dosti's Axis of Influence (changes 2007)

www.dosti.org.uk/downloads/dostis-axis-of-influence/index.php

Echo 2-pager: a tool for public agencies to assess and increase their openness to influence

www.changesuk.net/News005echo.pdf

Guide to Effective Participation (David Wilcox, 1994)

www.partnerships.org.uk/guide/index.htm

Ipsos Mori Social Research Institute, Searching for the Impact of Empowerment, July 2008

www.ipsos-

mori.com/_assets/pdfs/searching%20for%20the%20impact%20of%20empowerment%20310708.pdf

Strategic Framework for Community Development (CDX, 2000)

www.cdx.org.uk/files/u1/sframepdf.pdf

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