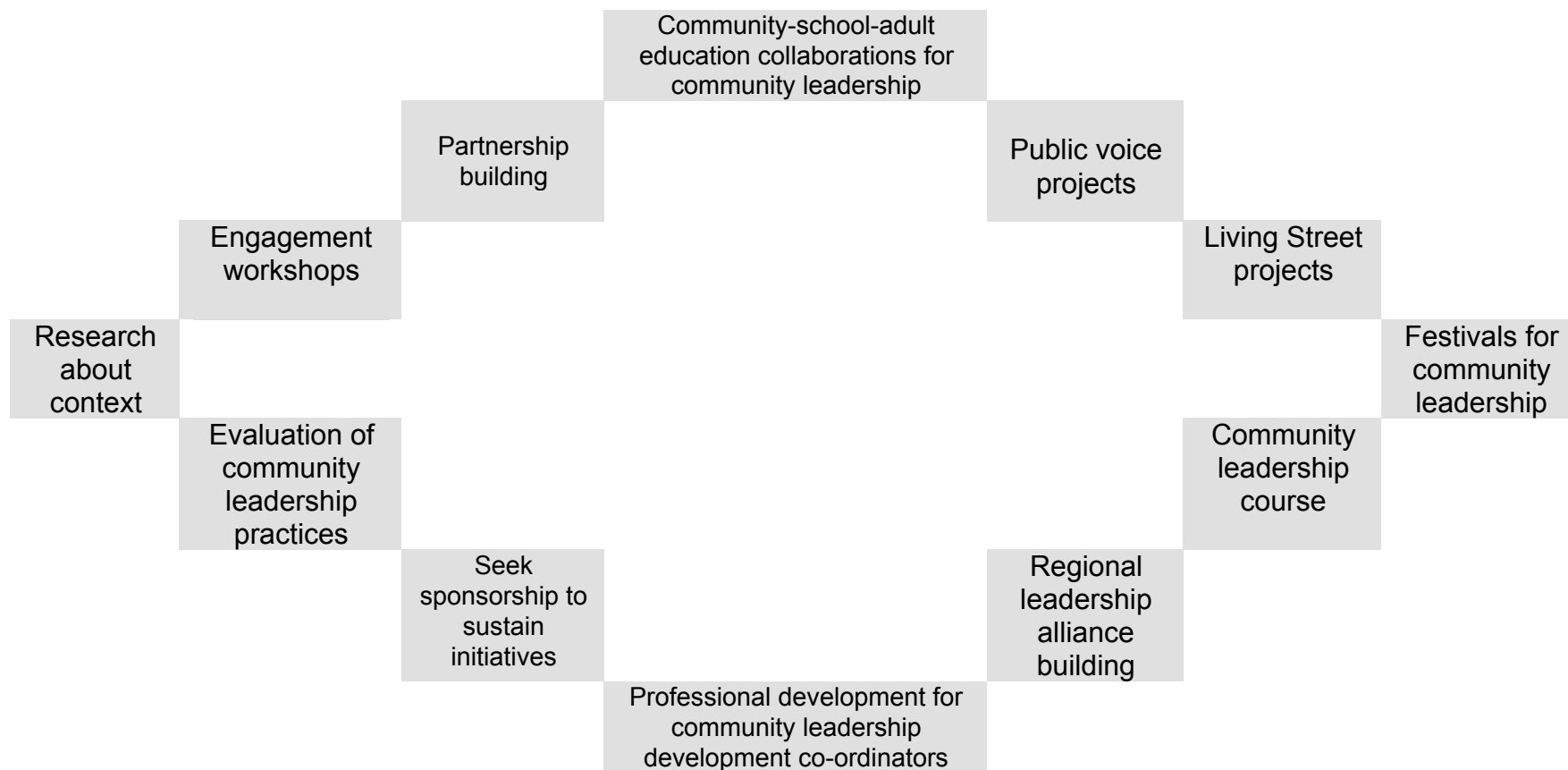


SECOND PROGRESS REPORT TO FaCS

LOCAL COMMUNITY LEADERSHIP STRATEGIES IN WESTERN SYDNEY

Centre for Popular Education, University of Technology, Sydney



Overview

With a grant of \$213,594 from the Commonwealth Department of Family & Community Services we will be co-ordinating from mid 2003 to the end of 2004 a range of strategies to strengthen the capacity of grassroots volunteers and workers to exercise leadership for community building. These strategies will be located in the Sydney metropolitan region with a particular focus, in this period, on Blacktown and Campbelltown. We start with an assumption that capacity building for community leadership will only be effective if sustained over an extensive period of time. We are, therefore, locating this particular project within a wider action research agenda that will span at least five years. We will be seeking funding and sponsorship both for the Centre for Popular Education, UTS and partner organisations to sustain community leadership development in Sydney beyond 2004.

There are twelve broad components to the community leadership strategy. They are listed in diagrammatic fashion on the title page.

When the original funding application to the Commonwealth Department of Family & Community Services was made over two years ago, it was proposed to make a workshop series the centrepiece of the community leadership development strategy. With several years research and co-ordination experience behind us we now propose to make the workshop series (or course) just one component of a more comprehensive community leadership development plan.

We will be supporting local organizations to plan, obtain funding for, and implement their own community leadership development strategies. We will create opportunities to embed community leadership development in the core operations of local sites of community activity. For example, imagine if schools and local festivals were to embed leadership development for community building in their core missions. We will devise and deliver professional development strategies for community workers in order to strengthen their capacity to design and deliver their own community leadership programs.

Ensure that community leadership strategies build on existing assets, strengths and opportunities, and respond to issues and challenges, in the region.

Activities and tasks	Timelines	Performance indicators	Type of evidence
<p>Undertake research in Western Sydney, with a particular focus on Blacktown and Campbelltown, about:</p> <ul style="list-style-type: none"> Existing assets, strengths and opportunities to foster community leadership Issues and challenges for designing and delivering community leadership development programs. 	<p>March 2003 – Sept. 2003</p>	<p>Copies of previous evaluative studies of community development projects in Western Sydney are located and collected.</p> <p>Historical studies of community development in Western Sydney are located and referenced.</p> <p>Sample of long-serving community development workers in Western Sydney give accounts about history of community leadership.</p> <p>Sample of grassroots leaders report on opportunities, issues and challenges for further leadership development.</p> <p>Analysis and arguments are presented about:</p> <ul style="list-style-type: none"> who can exercise community leadership? what forms and traditions might inform community leadership? what are various issues that people in Blacktown and Campbelltown want to exercise leadership about? <p>Analysis and arguments are presented about <i>The Potential of Popular Education and Community Leadership in Local Festivals in Western Sydney</i>.</p> <p>Analysis and arguments are presented about - <i>Popular Education and Community Leadership for Drug and Relationship Issues in Blacktown and Campbelltown</i>.</p> <p>Lessons from previous community leadership programs in Western Sydney are highlighted.</p> <p>Existing community – school collaborations and community – adult education provider collaborations in Blacktown and Campbelltown are mapped.</p> <p>Leadership needs and challenges for Mt Druitt Community Solutions Taskforce are identified, analysed and documented.</p> <p>An on-line clearinghouse of print-based and audio-visual resources about community leadership is established and continually developed.</p>	<p>Interviews</p> <p>Literature search</p> <p>Discussion papers</p> <p>Workshop consultations</p> <p>Prepare paper highlighting lessons from evaluation of the Macarthur Community Leadership program and the Riverwood Community Leadership program – both in Western Sydney.</p>

FIRST PROGRESS REPORT NOTES

We have located, collected and reviewed a large number of papers, books, book chapters and reports that are relevant to community leadership in Western Sydney. We are entering these in a bibliographic database. Our intention is to make an annotated bibliography available on our website.

We have undertaken interviews with over 40 community workers and program managers in government and non-government agencies. We now intend to conduct less one-to-one interviews and more focus group interviews.

A challenge for us has been to help people to recognise and express a view about what community leadership is, let alone, who exercises leadership, and what are existing 'leadership' resources.

Hillsong Emerge is managing a micro-community-enterprise project in Mt Druitt and have invited us to conduct an in-depth study. Tony Brown has just begun this study and we expect this will provide us with further insight into community leadership issues and challenges, assets and strengths.

After interviewing a wide range of festival organisers and participants Teri Merlyn has prepared written analysis and arguments about *The Potential of Popular Education and Community Leadership in Local Festivals in Western Sydney*. This is a 4,000 word paper. We will further develop this paper towards the end of 2004 after the implementation of festival and community leadership strategies.

Being one of the Mt Druitt Community Solutions and Crime Prevention Strategy has enabled us to interview program managers of most community service portfolios in Blacktown.

Tony Brown has been studying the actual and potential role of adult education activities for strengthening community leadership capacities in Blacktown, with a particular focus on Mt Druitt. He has reviewed what sort of adult education support already has been, and is currently being, offered; studied the role of TAFE, ACE, Job Network providers, church-based adult education providers. Derek Waddell has written a draft paper about adult education for community leadership in Campbelltown. We will bring together our research in Campbelltown and Blacktown in a final paper towards the end of 2004. We are also reviewing the research undertaken by Steve Wilson and colleagues at UWS in Fairfield about education for community development.

Tony Brown has begun research about the potential role of social and sporting clubs in Blacktown and Campbelltown for community leadership. The aim is to find out :

- how Club managers understand community leadership
- if they perceive they already support community leadership development
- if Club managers are open to extending their understandings of community leadership
- if they relate to notions of grassroots democracy building, community leadership....
- who they regard as community leaders... yes, names of actual people
- what would give them reason to support community leadership development activities
- rally interest in a focus group type workshop for Club managers about community leadership..... workshop to be held towards end of 2003.

Tony Brown has begun a study of leadership in the labour movement in Western Sydney. We intend to:

- Prepare a scoping paper with suggested research questions and leadership development strategies
- Write a fuller proposal (with discussion paper) for strategies to strengthen labour movement leadership capacities. Explore possibilities and value of alliance building with community development leaders.
- At this stage will be able to assess the value and potential of building on this work. We might draw up a 18 month workplan.

Rick Flowers, Celina McEwen and Andrew Chodkiewicz have undertaken preparatory research to inform proposals to high schools to trial community leadership strategies. They have begun preparing a 1,000 word discussion paper – *Why schools should study their local communities with community leaders?*

Tony Webb has begun research and consultations with the Mt Druitt Probation & Parole Office about the potential for ex-offenders to exercise community leadership.

John Egan, Tony Webb and Rick Flowers are collaborating with staff in the Bridges drug & alcohol community leadership project and have prepared a detailed research plan.

Tony Brown and Rick Flowers have begun planning a paper – *Popular Education and Community Leadership for Grassroots Democracy Building*

- Review existing community leadership literature
- Define grassroots democracy building
- Describe and discuss PopEd traditions
- Discuss differences between leadership for social movements vs leadership for community development

SECOND PROGRESS REPORT NOTES

We are making good progress with all the papers mentioned in the first progress report.

A new idea and initiative is to co-ordinate a project that gathers stories and case studies about community leadership and community action in Blacktown and Campbelltown. This is taking a literal approach to the notion of a strengths-based strategy ie. there are examples of positive community leadership in the region and they deserve recognition, documentation and analysis.

Engage and mobilise a variety of stakeholder groups to actively contribute to planning and

Rationale and background:

Two assumptions underpin this engagement and mobilisation activity.

- (a) Leadership is more readily exercised in communities of interest and for particular social issues than in large, geographic communities. Therefore, we propose to draw on communities of interest and chosen social issues as the starting point for the leadership development activities. The intention is to encourage exercising of leadership that is defined as much by community of interest and issues as by place.
- (b) It is tempting to simply run a course in leadership skills for a single cohort. Our experience is that it is easy to generate passion and energy for community leadership in such

delivery of community leadership development activities.

courses. It is much harder to translate that energy into leadership projects that bring about actual change. Therefore, there will only be one-off workshops initially and considerable emphasis will be placed on projects.

In these workshops participants may be supported to:

- Map assets and strengths
- Consider proposals for community leadership initiatives
- Devise their own proposals for community leadership initiatives
- Suggest people who might participate in future leadership development activities
- Nominate people for leadership courses and regional alliance building activities
- Highlight ways their community of interest can support community leadership initiatives.

Activities and tasks	Timelines	Performance indicators	Type of evidence
Plan and convene one-off community leadership workshops for a range of interest groups and issues.	July – Nov. 2003	<p>Convene workshops for at least two interest groups in both Campbelltown and Blacktown respectively.</p> <p>Convene workshops dedicated to examining at least two distinct issues and challenges for community leadership in both Campbelltown and Blacktown respectively. Issues might relate to crime, housing, drugs and relationships etc.</p> <p>At least 15 people attend each workshop.</p> <p>A cross-section from the following interest groups participate in the workshops: * Aboriginal people and organizations; * Arts and cultural leaders * Sports leaders: * Public housing tenants: * Ethnic groups: * Long-term unemployed: * early school leavers: * Educators: * Community service workers</p>	<p>Attendance records</p> <p>Involvement of various stakeholders groups in future leadership development activities</p>

FIRST PROGRESS REPORT NOTES

We have not yet completed this task. In Blacktown negotiations with the local Council and the Mt Druitt Community Solutions and Crime Prevention Strategy project have taken longer than anticipated. In Campbelltown we have explored possibilities of partnerships for this task with a regional resident-leaders group, the Animation Project of St Vincent de Paul and Macarthur Community Forum.

We have drawn up a program of what we are calling Engagement workshops. These workshops will draw on participants from just one region.

SECOND PROGRESS REPORT NOTES

We have worked with a project steering group convened by Blacktown City Council. They suggested we not convene a series of engagement workshops and instead we should rely on interviews and meetings with various stakeholders.

Build critical mass that, in turn, will contribute to the profile, quality and longevity of community leadership development in Sydney.

Activities and tasks	Timelines	Performance indicators	Type of evidence
<p>Build partnerships with organizations that will take on responsibility for developing and delivering community leadership development strategies</p> <p>Strengthen existing partnerships in Western Sydney</p> <p>Negotiate new partnerships in Western Sydney</p> <p>Strengthen and negotiate new partnerships for community leadership development in other parts of Sydney</p>	<p>March 2003 –Nov. 2004</p>	<p>Blacktown City Council will collaborate with the Centre for Popular Education, UTS to plan and co-ordinate community leadership development for the Mt Druitt Community Solutions Taskforce from late 2003 to the end of 2004.</p> <p>Blacktown Alcohol and Drugs Family Service will commission the Centre for Popular Education, UTS to undertake research, planning and evaluation for Bridges - a community leadership project for drug and relationship issues.</p> <p>Examine ways the <i>Training for Transformation</i> course of the Animation Project of St Vincent de Paul and Edmund Rice Centre might strengthen capacities of grassroots activists to exercise leadership. We will negotiate ways to co-ordinate our efforts.</p> <p>Support parts of University of Western Sydney to be more involved in community leadership development either through research, planning and delivery.</p> <p>Support and persuade other state government departments – eg. Dept. of Housing, Dept. of Women, area health services – to sponsor and co-ordinate community leadership development activities in Western Sydney.</p> <p>Marrickville Council has commissioned the Centre for Popular Education, UTS for approximately \$40,000 to co-ordinate a community leadership strategy. The first phase of this strategy extends over 18 months and commenced in October 2002.</p> <p>Support and encourage efforts of the Sydney Leadership Program (Benevolent Society) alumni and current participants to engage in community leadership development activities in Western Sydney. For example, they have already sponsored and convened a three-day residential for resident-community leaders from Campbelltown.</p>	<p>Formal contractual partnerships</p> <p>Community leadership strategies being developed and implemented by other organizations from 2004 to 2009.</p> <p>Attestations</p>

FIRST PROGRESS REPORT NOTES

We have made pleasing progress in brokering and developing partnerships with local agencies for community leadership.

We are finalising a formal contractual partnership with Blacktown City Council in January 2004 to develop and co-ordinate a community leadership strategy for the Mt Druitt Community Solutions and Crime Prevention Strategy project.

The TAFE Outreach Co-ordinators at Nirimba, Mt Druitt, Macquarie Fields and Campbelltown campuses have agreed to allocate teaching hours in 2004 for community leadership courses that we will develop and co-ordinate.

We met with staff in the Head Office of the NSW TAFE Division of Community and Health Services to discuss possibilities for partnering with local TAFE teaching programs. We propose developing community leadership curricula resources that can be embedded in the national community services training package. We propose to engage Barbara Bee in 2004 to lead this effort.

We have had discussions with Fairwear and Asian Women at Work about the possibilities of collaborating with them to develop and deliver community leadership training with a focus on advocacy and organising skills. They have been keen. But we need to work out practical details.

Bridges is a community leadership project in Blacktown for drug and alcohol issues. We have agreed to a

partnership where we will co-ordinate leadership training workshops.

We have had discussions with the Western Sydney Community Forum and raised the possibility of them co-ordinating community leadership programs beyond 2004. It is too early to judge whether this is worth pursuing.

A new research group called Enabling Communities has been established at UWS. We have had one promising meeting with the Head of School and will now pursue the possibility that UWS will invest some of their own existing research monies in a community leadership initiative in Western Sydney.

We hope that some major Clubs in the region will agree to become sponsors or partners for community leadership. We have floated proposals that the Clubs sponsor an award scheme, leadership dinners, and provide venues for meetings and courses. A recent proposal is that we ask Clubs to sponsor mini-buses to provide transport for participants to get to and from leadership training workshops.

The Animation Project of St Vincent de Paul is co-ordinating a 12 month training program in Campbelltown called Training for Social Action. They have asked us to develop community leadership teaching resources that might be used in their course.

We have had discussions with the state peak body Community Cultural Development NSW (CCDNSW) that has a major focus on Western Sydney about

supporting them to develop community leadership activities for CCD. We will pursue these possibilities with the NSW Ministry of the Arts.

The NSW Dept of Women has indicated to us they are interested in a partnership for community leadership. No practical details have been agreed upon.

Staff from two GROW projects have suggested that their members may be interested in partnerships for community leadership.

SECOND PROGRESS REPORT NOTES

Our relationship building with Blacktown and Campbelltown City Councils continues. Our aim is to encourage them to invest their resources in continuing community leadership development activities from 2005 onwards.

We have had a further meeting with staff from the University of Western Sydney's new research group – Enabling Communities. We have agreed to collaborate in preparing research plans for community leadership.

TAFE in Macquarie Fields and Mount Druitt are collaborating with us to develop new courses in (a) celebrations for community leadership and (b) photovoice and histories of community leadership.

Get community leadership development embedded in the core curriculum and missions of schools and adult education providers

Rationale and background

Strengthening solidarity, pride and belonging is important to promote wellbeing and development in poor and disadvantaged communities. But many communities are characterised by fragmentation, divisions and lack of pride and belonging. Schools are well placed to build networks of

solidarity between groups and families of different factions, all concerned with the future of their children. TAFE and Community Colleges have extensive infrastructure and capacity to customise programs. This positions them well to support a variety of local community strengthening initiatives.

Activities and tasks	Timelines	Performance indicators	Type of evidence
<p>Plan and manage an 18-month project with two schools and associated community groups for community leadership development.</p> <p>Plan and partly implement strategies for TAFE, Blacktown Community College and Macarthur Community College to more substantially support community leadership development.</p>	<p>Initial planning June 2003 to Sept. 2003</p> <p>Initial schools recruited in Oct. 2003</p> <p>Other schools take on community leadership development 2004 to 2009</p>	<p>Drawing on additional funding from Brencorp Foundation, and possible collaboration with BADFS Bridges project, prepare an invitation for one or two schools and associated community groups to apply to engage in an 18-month initiative.</p> <p>Local community leaders are supported to develop curriculum ideas, resources and activities that are included in local school curricula.</p> <p>School staff and students contribute directly to local community leadership initiatives over a sustained period of time.</p> <p>School students and staff report greater pride and recognition of the assets and strengths in their local communities.</p> <p>Local adult education providers allocate teaching hours to support community groups engaged in community leadership initiatives.</p> <p>Local adult education providers develop a ten-year vision for the way they will contribute to community leadership development.</p>	<p>Do schools understand and support proposals?</p> <p>Are adult education agencies mobilised?</p> <p>Is BADFS on board?</p> <p>Is DET interested?</p> <p>Has more funding been secured?</p>

FIRST PROGRESS REPORT NOTES

As anticipated, developing partnerships with schools is proving a lot of work and challenging. The District Superintendents in both Blacktown and Campbelltown were cautious because they feared teaching staff being distracted from managing their already crowded curricula. We are, however, planning to commence a partnership with Airds High School for 2004.

We successfully obtained funding from Brencorp Foundation for a community leadership project with schools in Western Sydney.

SECOND PROGRESS REPORT NOTES

We have made significant progress with supporting TAFE to develop new curriculum and teaching resources.

We have completed a Community Leadership handbook that draws on our work in Marrickville in the inner west of Sydney.

We are developing another handbook of teaching resources for people co-ordinating community leadership development activities.

Encourage and enable grassroots leaders in Western Sydney to have a stronger and more prominent ‘public voice.’

Activities and tasks	Timelines	Performance indicators	Type of evidence
<p>Support grassroots leaders to research and tell stories about people who exercise leadership in their communities.</p> <p>Engage ‘Ratbags from Airds’ to promote their public voice project undertaken in 2002 and published in 2003.</p>	<p>Aug. 2003 – Nov. 2004</p>	<p>At least three groups of grassroots leaders research and produce a high-quality publication of their ‘stories – be it a print, audio-visual or performance publication.</p> <p>The publications are seen to privilege the resident voice and foster more local solutions to local problems.</p> <p>The publications reach an extensive audience and win acclaim.</p> <p>The potential value of community cultural development practices for community leadership wins wider recognition and support.</p>	<p>Completed publications</p> <p>Distribution and sales</p> <p>Attestations</p> <p>New funding for CCD initiatives</p>

FIRST PROGRESS REPORT NOTES

We are about to complete the first of these books. It is called Ratbags from Airds: Community Building and Community Leadership.

SECOND PROGRESS REPORT NOTES

The Airds book will be launched in the second half of the year. A major initiative to collect and write up stories of community action is being rolled out. We will use photovoice techniques to help resident community leaders tell and analyse their stories.

FIRST PROGRESS REPORT NOTES

We are negotiating with the community education division in the NSW Department of Conservation and Environment the details of a partnership for a community leadership initiative in Macarthur and Blacktown called 'Safe and Sustainable Communities.' We hope to second one of their project officers to work with us in 2004.

SECOND PROGRESS REPORT NOTES

We have discussed plans with the community safety and environmental departments of local government authorities. They have suggested the most useful contribution is to organise forums that enable stakeholders to identify and consider how their various initiatives might be better co-ordinated.

Harness the potential energy, collective endeavour and creative spirit in existing local festivals for community leadership and community building

Rationale and background

Significant resources are invested in local festivals and celebrations by local government authorities. They are potentially sites of huge volunteer effort, and considerable artistic and cultural activity. These three elements combined present enormous opportunities to strengthen the capacities of grassroots groups to exercise community leadership.

The 1999 community planning and services audit undertaken by the NSW Local Government & Shires Association revealed the following level of support by local councils for celebrations:

- providing subsidies or donations (45%);
- by providing advice (27%);
- participating in management (27%). This is compared to participation in the management for sporting areas (17%) and, parks and gardens (12%); and
- provision of administrative support (26%).

Some councils support celebrations by providing building or office space (17%), providing land (15%) and meeting power and other utilities (13%). These figures are higher than the support for swimming pools. As Hall states "it is recognised that this is because in this day and age they are the only activity where people can come together, be together and celebrate who they are and where they live. Whether it is the local show or a specific theme celebration, it is all about people. NSW Councils are actively undertaking celebration practice, if there is a party to be had, local government will be there in some capacity. From a reduction in community safety issues to the regeneration of a central business district, celebration practice assists local government and its communities to participate in strengthening its own future." Further, Hall (2002) goes on to claim celebrations are extremely important to communities as they provide the opportunity for people to (re)discover who they are. "In this day and age of increasing work and family demands, the opportunity to interact with neighbours, people within your community is

extremely limited. Also the stresses placed upon ones life, inhibits effective social interaction. Celebrations allow people to become a participant within their community simply by attending and immersing themselves into what should be a unique experience. So celebrating is extremely important to local government as it contributes to community ownership and well being which results in safer more cohesive communities who are proud of their identity".

This role of celebrations as positively contributing to the health of individuals and communities is being increasingly recognised. (Berkowitz, 2001; Deal & Key, 1998) For example, celebrations have the potential to directly influence the social determinants of health (eg social relationships, sense of control) (Derrett, 2002; Hilbers, 2001).

Further it is recognised that celebrations provide an opportunity for a community to represent itself to itself and thereby provide an opportunity to re-vision/ redefine itself. The recent 'Event and Placemaking' conference hosted by the Centre for Event Management, UTS (July, 2002) provided many examples of where celebrations are utilised to foster a sense of place (Derrett, 2002; Kenyan, 2002; Aitken, 2002; Lawrence, 2002).

Celebrations can be viewed as one useful tool in building the capacity of local communities and as part of community renewal/regeneration programs (Kenyan, 2002; Buckland, 2002). They are also being used by some communities as an overarching vehicle through which a local community can foster commitment to shared beliefs and release tensions (Dunstan 1994 cited in Derrett 2002; Etzioni, 2001; Flowers, 2002).

Hall, M. (2002) Panel discussion, "What are the defining features of 'effective' celebration practice?; How can we build support for celebration practice?" as part of the Celebrations for Development and Change: People, Places and Processes forum. Centre for Popular Education.

Activities and tasks	Timelines	Performance indicators	Type of evidence
<p>Investigate local festivals in Blacktown and Campbelltown and prepare a paper <i>The Potential of Popular Education and Community Leadership in Local Festivals in Western Sydney</i>.</p> <p>Develop and convene a course <i>Celebrations for Community Leadership</i>.</p> <p>Support and evaluate pilot projects through a process of action research.</p>	<p>May – Aug. 2003</p> <p>Nov. 2003 – April 2004</p> <p>March – Nov. 2004</p>	<p>Relevant activities in Blacktown and Campbelltown are investigated.</p> <p>A web space that documents relevant initiatives in Blacktown, Campbelltown and elsewhere is created.</p> <p>Various government and non-government groups strengthen their commitment to utilising festivals for community building and leadership development.</p> <p>A course of at least two full day workshops is developed and delivered for at least 15 participants.</p> <p>Two pilot projects are instigated, trialed and evaluated.</p> <p>Other projects are implemented beyond the life of this community leadership project.</p> <p>Connections between arts and cultural activities, festival activities and community building are more readily recognised.</p>	<p>Completed discussion paper.</p> <p>Dedicated web space.</p> <p>Participation rates in course</p> <p>Local resident groups, government and non-government organisations invest time and money in pilot projects.</p>

Community Festivals as Social Action & Leadership Development: An Action Learning Program

Community Festivals aims introduce examples of successful festivals through case studies presented by people who take central leadership roles in such events and to inspire the participant's to dream up an achievable festival project for their community. The workshop series explores the processes of the strategic planning, resourcing and organising of a community festival and builds the leadership capacities of participants through a practically-based exercise.

The course is designed to develop confidence and leadership capacities of emerging grassroots leaders through the acquisition of practical skills that will enable participants to effectively implement a festival. The core aim is to stimulate an organically sustainable leadership development within communities based upon peer support that will advance wider participatory democracy in civic society. An essential dimension of this is for the project to be an enjoyable and rewarding exercise for all concerned.

- The **course** is sited in an *action learning* model that spans the 10-week TAFE term. This model provides a reflexive learning strategy that allows the participants to experience the variables of the actual

organisational processes involved and develop reflexive learning strategies while able to access mentoring support. The pilot course develops study material.

- The **curriculum** is a staggered series of seven workshops that inspire the group's vision, develop a festival plan and follow the implementation of an actual event. This provides periods for action in between three workshop series. The first workshops draw upon case studies from successful community festivals given by **guest presenters** who have taken strong leadership roles in the organising committees of previous and ongoing festivals within the participant group's LGA. These guest presenters will give case studies from their own experiences in the first workshop, returning in a mentoring role for the subsequent days, two more weekly and then three a fortnight apart and an evaluation one week after the event.
- A minimum of six **participants** drawn from the one suburb or district with an expressed interest in producing a festival in their locality. These people will form the core organising committee and sustained commitment is essential.

Encourage and support various local agencies to develop and co-ordinate community leadership development strategies for resident-community leaders

Activities and tasks	Timelines	Performance indicators	Type of evidence
<p>Investigate what level of interest and capacity exists for local agencies in Blacktown and Campbelltown to develop and co-ordinate leadership development strategies.</p> <p>Plan and facilitate professional development activities for staff likely to be planning and co-ordinating future community leadership programs.</p>	<p>Sept. 2003 – March 2004</p> <p>May – Nov. 2004</p>	<p>Various local agencies in both Campbelltown and Blacktown convey their interest and commitment to devising, supporting or/and co-ordinating programs for resident-leaders in the coming years. For example, Blacktown Community College or/and Mt Druitt TAFE indicate they will support programs for the next five years.</p> <p>Agencies that indicate interest are drawn from a wide spectrum – example, health, arts, environment and housing.</p> <p>Community leadership development strategies are devised by local agencies that go beyond formal courses. For example, community leadership development strategies are embedded in school curricula, festival programs, environmental sustainability programs.</p>	<p>Official commitments with resource promises</p> <p>Number of leadership development initiatives planned beyond 2004.</p>

FIRST PROGRESS REPORT

See the notes on partnership building. We have made pleasing progress in our early discussions and proposal development. But we have no illusions about how difficult it will be to encourage some local agencies to sustain community leadership development work. Our proposed series of topic-based workshops are partly

designed to inspire local agencies to take on community leadership development work.

SECOND PROGRESS REPORT

TAFE and local government authorities are working closely with us.

Obtain sponsorship and funding to expand and extend community leadership development in Western Sydney

Activities and tasks	Timelines	Performance indicators	Type of evidence
<p>Various components of this community leadership project will be constructed as pre-cursors to more substantial and longer-term efforts. For example, we plan to trial ways to embed community leadership development in school curricula. We hope that the NSW Dept. of Education and Training and Catholic Education Office will support other schools across NSW. We will, therefore, be preparing and presenting proposals to a variety of prospective sponsors</p>	<p>July 2003 – Nov. 2004</p>	<p>Brencorp Foundation has awarded a grant of \$28,000 to the Centre for Popular Education, UTS to devise and trial a community cultural development strategy for community leadership development in Western Sydney.</p> <p>Attract further sponsorship from the business sector.</p> <p>Blacktown City Council will contract the Centre for Popular Education, UTS for \$70,000 to plan and co-ordinate community leadership development for the Mt Druitt Community Solutions Taskforce from late 2003 to the end of 2004.</p> <p>Blacktown Alcohol and Drugs Family Service will commission the Centre for Popular Education, UTS for \$20,000 to undertake research, planning and evaluation for Bridges. Bridges is a community leadership project for drug and relationship issues funded to the tune of approximately \$200,000 by the Commonwealth Department of Family & Community Services and the NSW government through the Mt Druitt Community Solutions Taskforce. This is the second phase of the Bridges project to be implemented from mid 2003 to the end of 2004.</p> <p>The Centre for Social Leadership at the Benevolent Society commissioned the Centre for Popular Education, UTS to undertake action research for a major community leadership program in the Macarthur region (SW Sydney). The fieldwork was undertaken over 2002 and various publications will be completed in 2003.</p>	<p>Grants and sponsorship achieved, not necessarily for UTS but for partner and local agencies.</p> <p>Increase in the number and amount of sponsors for community leadership development in Western Sydney from 2004 to 2009.</p>

		<p>Riverwood Community Centre commissioned the Centre for Popular Education, UTS to evaluate a small community leadership program they delivered in 2002. The evaluation report is due in June 2003.</p> <p>Examine ways the <i>Training for Transformation</i> course of the Animation Project of St Vincent de Paul and Edmund Rice Centre might strengthen capacities of grassroots activists to exercise leadership. We will negotiate ways to co-ordinate our efforts.</p> <p>Support parts of University of Western Sydney to be more involved in community leadership development either through research, planning and delivery.</p> <p>Support and persuade other state government departments – eg. Dept. of Housing, Dept. of Women, area health services – to sponsor and co-ordinate community leadership development activities in Western Sydney.</p> <p>Marrickville Council has commissioned the Centre for Popular Education, UTS for approximately \$40,000 to co-ordinate a community leadership strategy. The first phase of this strategy extends over 18 months and commenced in October 2002.</p> <p>Support and encourage efforts of the Sydney Leadership Program (Benevolent Society) alumni and current participants to engage in community leadership development activities in Western Sydney.</p>	
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Develop and apply research and evaluation frameworks and tools for community leadership

Activities and tasks	Timelines	Performance indicators	Type of evidence
<p>Devise and trial evaluation frameworks and tools that 'measure' changes in capacities to exercise leadership for community building.</p> <p>Devise and trial evaluation frameworks and tools that 'measure' the social impact of community leadership initiatives.</p> <p>Plan and undertake research and evaluation of community leadership development activities.</p>	<p>July 2003 – Nov. 2004</p>	<p>Evaluation guides and instruments are produced. See, for example, below a series of community building evaluation indicators we have drafted at the Centre for Popular Education, UTS.</p> <p>Papers about evaluation frameworks and tools are published in journals.</p> <p>The evaluation frameworks and tools are adopted by other researchers and program planners.</p> <p>Papers about community leadership are published in journals or / and books.</p> <p>The Centre for Social Leadership at the Benevolent Society commissioned the Centre for Popular Education, UTS to undertake action research for a major community leadership program in the Macarthur region (SW Sydney). The fieldwork was undertaken over 2002 and various publications will be completed in 2003.</p> <p>Riverwood Community Centre commissioned the Centre for Popular Education, UTS to evaluate a small community leadership program they delivered in 2002. The evaluation report is due in June 2003.</p>	<p>Publications output</p> <p>Refereed or non-refereed publications</p>