

Dundee: The city that shaped a profession, that shaped a city

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Introduction

In 2014 the city of Dundee in Scotland became the only city in the UK to be awarded the accolade of UNESCO City of Design. One of the major U.N. agencies, UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. UNESCO played a central role in shaping the UN's policies, supporting community development from its foundation in the 1950s. When making the aware, The UNESCO panel highlighted, in particular, Dundee's approach to engaging local communities in its urban design and redevelopment. Community learning and development managers and fieldworkers played a central role, over four decades, in realising the engagement of local people in their city's regeneration.

In this paper, I want to make the case that Dundee, in particular the local authorities and the higher education professional training institute, played a pioneering role in the making of the community learning and development profession in Scotland. This is not to doubt that many others from across the country contributed significantly¹. But, as I believe I can demonstrate, it was players in Dundee who shaped this profession in Scotland, second to none. And, further, that the profession had a major role in shaping the city we know today.

Dundee in the 1970s

In 2019, the city of Dundee in Scotland hosted the World Community Development Conference. In the publicity for the WCDC it highlighted the city's long history of radical social action and workers' education going back to when it was the centre of the jute milling trade in Scotland. It was a city with

a tradition of informal gatherings of self-educated, well-read and politically active working people. These groups encouraged working class writing at a time when poorer people had no opportunities to write let alone publish their stories.

One, Mary Brooksbank, who had worked in the Jute mills wrote these now famous lines:

O dear me, the world's ill divided,

Them that works the hardest are the least provided

Dundee in the early 1970s was a depressed post-industrial and ill-divided city. Its textile, shipbuilding and related industries had all but closed. Unemployment and wider indices of poverty and deprivation were amongst the highest in Scotland. And they were to rise higher still during the Thatcher years. Despite the creation by Labour of the post-war welfare state and huge improvements in people's life chances, there remained high levels of wealth and income inequality across the city, and clearly delineated poorer working class tenement neighbourhoods in the inner city and peripheral council housing schemes.

The levels of educational disadvantage within the city had led to the Labour government designating it an Education Priority Area (EPA). And in so doing introducing, for the first time in Scottish and UK social policy, an area-based positive discrimination approach targeting deprived communities. The government set up a number of such action research programmes across Britain to identify the problems and solutions. Two of these projects were in Scotland: the Dundee EPA and the Paisley CDP (Community Development Project). Both targeted particular housing schemes selected on the basis of socio-economic indicators of deprivation, reflecting growing evidence that demonstrated a high and concentrated correlation within such communities between indicators of poor health, low educational attainment, high crime rates and income poverty; one overlapping the other. This was not a picture unique to Dundee. It was to be found across much of urban Scotland.

The arrival of community education and community development in Scottish public policyⁱⁱ

These findings informed a Labour government-appointed Committee on Non-vocational Adult Education chaired by a former member of the Communist Party, Sir Kenneth Alexanderⁱⁱⁱ. I interviewed him in 1975 just after the publication of his Report. He told me that his main concern was with the negligible participation rates in adult education from such areas and by disadvantaged people more generally, and the challenges for change this presented for adult education providers.

The main recommendation of the Alexander committee was that the new Regional Councils established the same year, one of which covered the Dundee city/region of Tayside, should combine their adult education and youth and community work services into a Community Education Service (CES). And that the local authorities, together with the voluntary sector, should prioritise widening opportunities amongst disadvantaged and vulnerable individuals and communities.

The youth and community work services were not examined by the committee, other than stating that it believed they had considerable experience in less formal approaches that could be of value in promoting adult education, including reference to staff adopting a community development approach that emphasises high levels of participation in decision-making and problem solving by the community. A wide range of disciplines could adopt a community development approach, such as social workers, health workers, cultural workers, adult educators and youth and community workers.

So, the challenge of change was not simply to bring together staff from different occupations into a single service. But to ensure that they could all engage and support vulnerable and disadvantaged people more effectively. This was not to say that all community education and development work would henceforth only take place in deprived areas or with disadvantaged and vulnerable adults and young people. But it did encourage and incentivise providers to engage those they were failing to reach from poorer socio-economic groups and areas and others such as disabled people and ethnic minorities.

Regarding 'content', the Alexander committee had a radical edge, encouraging these practitioners to engage in social, health, political, environmental, international development and consumer issues, and the changing challenges of science and technology.

Professional education and training

It was to address these practice challenges that the Labour government within months established a second committee, chaired by Tayside Regional Council's education convenor Elizabeth Carnegy. This focussed upon professional education and training for community education. It reported in 1977. The committee recommended that four colleges of education, in the cities of Dundee, Edinburgh, Glasgow and Aberdeen should now start training professional community education workers.

In 1975 I was a lecturer at Clydebank Technical College and was also one of a small team working with the Scottish Local Government Research Unit in Paisley. I was looking at the contribution adult education might make to community development across the new region of Strathclyde. It had become the first council in Scotland to roll out an extensive community development strategy, targeting additional staff from a range of services - social work, education, economic development and the police - working alongside the district council housing departments, the health services and voluntary and community organisations, to strengthen the development of over a hundred designated deprived areas across the region.

In 1977, I moved to the newly created Department of Community Education and Social Work at Dundee College of Education (DCE). Guided by the Alexander and Carnegy reports, in the summer of 1977 we designed the new community education courses, to replace the existing Youth and Community Diploma. The college also hosted the Scottish Centre for Open Learning and had excellent publishing and film production resources. This was only a handful of years after the launching of the Open University, and open learning, like community education, was seen as a way of reaching out to people who might not otherwise participate in formal institutional learning.

Dundee's courses

We designed a three-year undergraduate diploma, with a first-year exemption for mature students with extensive community action and volunteering experience, encouraging those with lived experience of the very disadvantaged communities they would work in. Together with a postgraduate certificate, for students holding social science or humanities type degrees. All students undertook core modules in adult education, youth work and community work, a core module in knowledge, skills and values; core modules in sociology and psychology, and a core course exploring the various ideological explanations for the causes of disadvantage and deprivation. In the latter part of the programme students were offered a menu of modules to choose from, for example adult basic education, welfare rights, work with women, work around unemployment, international work. If spaces allowed, these specialist modules were opened up free to existing fieldworkers to support their CPD.

Thirty per cent of each course was spent on practice placements with fieldworkers across urban and rural Scotland. So, the partnership with these fieldwork supervisors was critical to ensure high-quality placement experiences. Here, we agreed learning contracts for the placement with the students and their supervisors and piloted the first fieldwork supervisors' training programme in Scotland. By the mid-1980s over three hundred graduates from DCE had entered the employment market, mostly in Tayside, Fife, Central and Strathclyde. We also supported pre-graduate level in-service training for part-time and sessional staff across Tayside, Central and Fife Regions.

Dundee publications

We saw community education not just as a practice-based professional field, but also as an emerging academic discipline. DCE was the first off the mark of the four colleges with regards to publishing books and open learning material on Scottish community education. In the 1970s there was virtually no canon of books based upon policy, practice or polemic within Scotland. Initially, all the textbooks we used in training were either from England, the US or from British practice in the colonies. We published

two books, both readers on community education and community development practice in Scotland. Together with the open learning team, we produced a film on Scottish community education and development and wrote Scottish case study material for the Open University and for the Routledge community development book series.

Dundee support for networking

There were discussions in Scotland at the time, critical of closed professions promoting their own vested interest and distance from people they support, and that we should establish a more open association for practitioners and students holding a range of qualifications and none. We supported the networking of practitioners in Dundee by convening a more open forum for those employed across the public and voluntary sectors, many as-yet unqualified, meeting every other month to share their work experiences. Then, in 1979, we launched and provided the secretariat and the conference administration for a more open Scottish Association of Community Workers (SACW). This grew rapidly in membership, with branches in Dundee, Aberdeen and the West of Scotland. We also took the lead in establishing the Scottish Community Work Trainers' Forum, which brought together lecturers from the four colleges and Glasgow University's social work course teaching community work, to meet and share teaching and learning materials.

Dundee influence at the national level

In 1982 the government established the Scottish Community Education Council (SCEC). Its first chair was Elizabeth Carnegie from Tayside. One of its first decisions was to establish a national Community Education Training Committee. This was chaired by Tayside Regions' Director of Education, Geoffrey Drought. It was tasked with reviewing progress across the colleges since 1977. I became a member representing SACW as did Ian McGowan, the head of community education at DCE. We published our recommendations to government in 1984 in a report called 'Training for Change'. We recommended that the government give SCEC the remit and resources to externally validate and endorse the

professional training courses; that employer and fieldwork interests be involved in course design; and that investment be made in the training of fieldwork supervisors. However, it took a further six years for the government eventually to approve and fund the Community Education Validation and Endorsement Service (CeVe), managed by SCEC, and to appoint Fraser Patrick, head of Tayside Region's Community Education Service as its first chair. Lyn Tett became an assistant director at SCEC to head up CeVe.

Dundee Conferences

From the late seventies, DCE was active in organising national community education and community development conferences. We invited some of the leading authorities on community education and development from across the UK, such as John Bennington, the first local government director of community economic development and a past project director of the British CDPs, Tom Lovett, a pioneer of adult education and community development, and David Thomas, one of the leading writers on community work in Britain.

One of these conferences considered a proposal that came from the Gulbenkian foundation, that a national centre or institute for community development be set up. Thomas had been contracted by Gulbenkian to consult various stakeholders across Britain. We organised the Scottish consultation event at the college, with Thomas presenting to upwards of two hundred practitioners from across Scotland. Participants were supportive of the proposal, but also felt that SCEC should be enhancing its role regarding community education's contribution to community development.

Work beyond the walls

The 1980s was a hugely divisive decade. Unemployment and poverty grew enormously. The BBC spoke of the North/South divide, the right-wing Press more pejoratively of 'welfare junkies' and 'scroungers'. The number of strikes was higher than in the 1930s, highlighted by the year long coal miners' strike. Scotland's traditional industrial and manufacturing sectors were decimated. It was

against this context that, as lecturers training people to work in more disadvantaged communities, we too needed to have an outreach role. Community education has a philosophy of breaking down barriers and we were keen to use the expertise and excellent resources the college had to also bring about change in the city. We were actively involved in local projects, ranging from establishing an inner-city community technical aid centre, to securing funding for a community enterprise training centre for unemployed people from the peripheral housing schemes. We took students to the Fife mining villages to help with welfare rights advice during the 1984 strike. We partnered with others to establish an unemployed workers' centre providing adult education and welfare rights.

The Community Development Foundation

I left Dundee college of education in 1985. I felt the risk as a lecturer of becoming stale. I could see in some of my lecturing colleagues and myself the value of having a revolving door, to allow us to get out into the field to refresh our experience. I eventually joined the team led by David Thomas which established the new British agency supporting community development, called the Community Development Foundation (CDF). It had its head office in London and several regional offices supporting policy and practice. Its Scottish office became the Scottish Community Development Centre in 1994.

Thomas was especially keen for CDF to engage in partnerships across the whole of Europe. I became the CDF director leading on European affairs, and got involved with a Council of Europe report on community development prepared by a working group of its Committee of the Municipalities and Regions. I attended the launch of the report at the European Parliament chamber in Strasbourg in 1989. The report urged local authorities across Europe to adopt community development strategies and programmes. The definition of community development highlighted in the report came from none other than Tayside Regional Council.

Tayside Region's growing influence

Tayside Community Education Service (CES) set the progressive pace on community education in Scotland. Fraser Patrick was appointed head of the CES, with Stewart Murdoch his deputy. Both went on to become successive directors of Dundee City Council's Neighbourhood Service department after the UK Conservative government abolished the Regional Councils in 1996. The city, region and Scotland have been fortunate to have had senior public servants with such vision.

Reflecting back on that period, Stewart told me that he moved from Glasgow to Tayside Region because of its commitment to community education and because it was doing innovative things. His first reaction on moving there was the calibre of the staff. I'd like to hope that the quality of the staff in Dundee and Tayside had something to do with the fact that most of them had trained at DCE. By the late 1980s, its graduates were moving into middle management roles within Scottish local authorities or voluntary organisations. One of our post-graduates, Margaret Curran, became a Member of the Scottish Parliament and, later, the Minister for Communities in the Government.

Stewart also found a remarkably strong commitment to training and staff development in Tayside. 'This was reflected at many levels but was characterised by an annual staff conference. Unheard of in other regions. These events had built a consensus around practice and in particular the value base'. Such conferences built upon those the college had organised since the late 1970s, bringing into Dundee the leading experts in the field from within and beyond Scotland. One of these events, open to wider participants, hosted Paulo Freire, the inspirational Brazilian community educator.

Tayside influencers continue to shape the profession nationally

I became the chief executive of SCEC in 1993. The first change I introduced was to set up a new unit to lead on community development, and another on European and international work. The CeVe committee was now chaired by Stewart Murdoch. It was predominantly comprised of

employer/fieldwork interests from across the public and voluntary sectors who wanted to ensure that the content of the undergraduate and post graduate courses reflected the realities of the job on the ground. For over a decade since the Carnegie report, the four colleges had been in sole control of their respective course design and content. Now they had to design their courses in accordance with guidance from CeVe. And critically, fieldworkers would be involved in the endorsement panels that might or might not recommend approval. Indeed, one university course was not given approval because it was entirely theoretical, with no practice placements. Just prior to local government re-organisation in 1996, and in preparation for it, we reviewed the competences and guidance to the training providers to give higher prominence to community development and to community planning. We also published further guidelines for the professional training of other occupations interested in adopting community development approaches. This was the first such initiative in the UK.

Growth in scholarship

The absorption of the colleges of education into universities, and replacement of diplomas and certificates with degrees and honours degrees, had a significant but not necessarily positive impact upon professional training. The student-to-lecturer ratio gradually increased. And there was evidence that applicants from disadvantaged communities reduced. Whilst students now had the professional kudos of university degrees, pressure from within the university was placed upon lecturers to teach less and to publish more. This was certainly not unique to Dundee. It did however incentivise research and academic publications across the sector.

Being keen to encourage Scottish scholarship, SCEC became the publisher of four peer- reviewed journals: the *Scottish Journal of Adult and Continuing Education*, the *Scottish Youth Issues Journal*, the *Scottish Journal of Community Work and Development*, and *Concept*, the Scottish journal of Community Education Practice Theory, which was established by lecturers from the universities. By now Scottish publications were prolific and reaching an international readership.

In 1996 SCEC published a book I edited, entitled *The Making of an Empowering Profession*^{iv}. The book contained a digest of all the key policy, practice and polemical texts on the making of the community education and development profession since 1975. We published it to raise the profile and confidence of the sector at a time of considerable uncertainty following re-organisation and, a second updated edition following devolution.

Local government re-organisation and its impact upon Dundee

In 1996, in the penultimate year of 18 years of Conservative government, they abolished the Regional Councils, including Tayside. The boundaries selected for the new councils were more about gerrymandering to weaken Labour control. In Tayside, the disaggregation into three unitary authorities was damaging for the CES. None had the capacity to support the central development of practice. Across Scotland there was a high level of redundancies, with qualified staff moving to other jobs or in the voluntary sector.

Dundee City Council created the Neighbourhood Services Department with Fraser Patrick as Director and Stewart Murdoch as Deputy. This department brought together the community education service, the library service, area regeneration and the equal opportunities unit. Later it changed its name to the Communities Department adding Arts and Heritage, Parks, Leisure and Recreation. The combination of these service areas gave it a much stronger and more holistic community development capacity. Indeed, from this period Dundee became the leading council in Scotland supporting a more holistic community development approach.

The arrival of New Labour and the Scottish Parliament

1997 saw the election of a UK Labour government. Its priority in Scotland was to establish a devolved Scottish Parliament in May 1999. After devolution a Labour/Liberal coalition took office in Scotland. One of the main changes post-devolution was that three ministries were created to take over responsibility for community education. Previously, community education had come under the Scottish

Office Education Department (SOED), which provided central government funding for all three main elements of community education. Post 1999, this was split up. The Education Department had responsibility for young people, the Enterprise and Lifelong Learning Department for adult education, and the Development Department for community work/development. This, as we shall see, led to centrifugal tendencies, and to policy differences and financial uncertainties. None were led by politicians from Dundee.

Time for a new Alexander?

In the foreword to *The Making of an Empowering Profession* Sir Kenneth Alexander had written that, after 21 years, the government should consider establishing another review. CoSLA, at SCEC's request, established an officer/member community education review group, publishing its report in 1998 'Promoting Learning: Developing Communities'. This highlighted new policy and practice challenges for the local authority community education services in light of the change of government, and the policy drivers that should inform practice which should be to promote lifelong learning, social inclusion and active citizenship. This, in turn, fed into a government-appointed committee chaired by the Chief HMI Douglas Osler, of which I was a member. Its Report 'Communities: Change Through Learning' was published later that year. These two Reports were intended to influence the incoming devolution government, highlighting changing policy and practice challenges for the field.

Together, the two Reports urged the new government to make a statement recognising the importance of community education, and to recognise the value of professional practitioners in realising the voice of local communities in the community planning process. Both Reports highlighted the value of such approaches across a range of service sectors. The Osler committee also recommended that a third review of professional community education training be undertaken, which the government approved, appointing Fraser Patrick to chair it.

The third report on professional training is also chaired by a Taysider!

In the twenty-five years since the Alexander report, we had three national committees on professional training. All were chaired by key players from Dundee. I was a member of the new committee. We reviewed the development of the field in Scotland and of the professional training courses since the creation of CeVe, and especially post-local government reorganisation. We recognised that employment opportunities had become more diverse, with a need for more specialists, and that there was a growing need for work-based routes to obtain fully-qualified status, whereby an unqualified practitioner, found within the voluntary sector, could remain in their job and obtain their qualification part-time, and through a blend of open learning. We also called for further education colleges to get involved in training para professionals employed across the sector, and providing pre degree qualifications, whilst the universities should remain focussed upon graduate and post-graduate professional education.

The Patrick committee also called for practitioners to be professionally registered. This would be the first registration scheme for community education professionals in the world. The committee recommended that the government support the creation of an enhanced practitioner-led body responsible for the validation, endorsement, and approval of all of these professional and para-professional education and training courses and, for the registration of practitioners. And finally, it recommended a change of name for the sector.

From Community Education to Community Learning and Development

After the UK Labour government was elected in 1997, David Blunkett, who had been appointed the Secretary of State for Education and Employment, invited the various employment sectors in the British economy to bid to establish a National Training Organisation (NTO) for their respective areas. These were required to cover the whole of the UK and thus the devolved jurisdictions. They would be responsible for agreeing National Occupational Standards for their employment sector and for labour

market forecasting, in order to train for future growth across the sector. For example, how many professional staff might we need in five years?

SCEC took on the leading role in forging the coalition of national organisations across the UK, embracing community education, adult education, community work and youth work interests that bid to create the NTO for what we called the community learning and development employment sector. This coalition included the main public and voluntary sector employers, trades unions, professional associations, national support bodies and the training universities from the four nations. We were able to convince these agencies, the occupations in the other three countries, and their respective stakeholders to likewise come into a single employment sector, as we had in Scotland.

We launched the new organisation, PAULO: The NTO for Community based Learning and Development in January 1999. It was named in honour of Paulo Freire. I was appointed its chair. We chose the term Community Learning and Development rather than Community Education because the interests in the other three countries equated community education with community schools. For the first time ever, we had UK government and devolved governments' recognition for our combined sector. This was a labour market of some twenty thousand plus full-time professional staff and tens of thousands of part-time and sessional staff. In 2003, it became part of the UK Lifelong Learning Sector Skills Council.

In 2001, as we finalised the Patrick committee report, Fraser, Duncan Kirkpatrick, the lead HMI for community education (and rapporteur for the Osler committee), and I met in Dundee. The Scottish HMI at the time were pushing community education to rebrand as community learning. As PAULO chair, I recommended to Fraser and Duncan that we change the name of the sector in Scotland to community learning and development, which they agreed to. The Patrick Report recommended this name change to the government.

Settling political scores

Within months, however, there were signals from the new Ministers in the post-devolution government elected in May 1999 that they were rethinking their approach, notwithstanding initial statements that they supported the Osler report and the three pillars within community education. Colin Ross, in his fascinating introduction to the second volume of *The Making of an Empowering Profession - Influencing Change: CLD in Scotland*, suggests that 'One reason for this was that community education and community development were strongly associated by some decision-makers with what were often perceived as the failures of a previous era: as being well intentioned but weak on results, or as valuing radical rhetoric over practical impact. There were some lingering political scores to settle in the aftermath of the reorganisation of local government in 1995/96'.

This perception of community education and community development was hugely damaging to the profession. The measurement of impact was still relatively new in Scotland, with the first performance indicators being published by HMI in 1993. By the end of the decade, this was to become much more sophisticated. But politicians and civil servants rarely if ever read impact evaluation reports, and perceptions, valid or not, shape decision making.

Community learning and development was, and remains, a sector with negligible legal basis, compared with schools and FE colleges. As a non-statutory service, it was vulnerable to cuts. Local councils could, if they wished, largely abolish their community learning and development provision. Jobs in the field were becoming less secure. And, whilst professionally qualified practitioners were finding opportunities for more employment in the voluntary sector, such jobs tended to be short-term and at lower salary levels.

Damage limitation

In 2002, the government announced the abolition of SCEC (briefly rebranded as Community Learning Scotland). I transferred into the government as the Head of Community Learning and Development.

As a matter of urgency, I advised the government that it must issue a statement highlighting its continued commitment to the sector. It stated that henceforth three national non-government development centres would be recognised as taking over the lead to separately support the three pillars of community learning and development.

The government only decided to core fund the national development centre that supported work with young people, Youthlink, which received the grant that had previously been given to SCEC. The national development centre supporting community-based adult education, and the national development centre to support community development, only received specific and short term contract funding from government. Additional investment was put by the government into adult basic education (ABE). At first this was to be provided through the FE colleges, until pressure from CoSLA and others, led by Fraser Patrick, successfully retained ABE within community learning and development.

Mindful of the long delays that previous governments had taken in responding to the various committees on professional education and training, I was especially concerned that the government respond with some urgency to the Patrick committee recommendations. I wrote the government's response, *Empowered to Practice*, which the Cabinet adopted and it was published in spring 2003. It accepted all of the committee's recommendations. The government decided that CeVe, with its extended remit, should remain in the public sector, but they could not decide where to put it. Margaret Curran, then Minister of Communities in 2004, appointed a short life task group to advise. In the interim, it was given an office within Communities Scotland, the government's new community regeneration agency.

It was not until after the SNP (Scottish National Party) had taken over the government, however, that in 2008 the Community Learning and Development Standards Council for Scotland was finally created. This was seven years after the Patrick committee report. The significant point to be made here is not that the Scottish government's decisions and indecisiveness might have damaged the sector, though to an extent they did but that, across all three pillars, the field wanted to continue to see themselves as being part of a single community learning and development profession, and have continued to do so.

Collectively, they supported CeVe and then the Standards Council throughout this period. The practitioner registration scheme was finally established in 2013, twelve years after the Patrick committee had recommended it.

Dundee's support for international networking.

Most established professions have an international body, for example the International Federation of Social Workers. Might Scotland take the lead and set up an international multi-disciplinary association for those involved in community development? In April 1999, SCEC organised a major international conference to propose the setting up of a new international association. We secured approval from the SCEC board to provide the secretariat and development support. Following publicity and direct invitations to known national networks and agencies in other countries, over two hundred participants from around the world attended the launch, from which a diverse international board was elected. The new body would be called the International Association for Community Development (IACD).

With the closure of the national community learning and development agency, we had to find a new location for IACD in 2002. Dundee was the obvious choice. The university with strong backing from Ian Ball, the community education course head, provided a free office. Dundee City Council provided administrative support and we secured grants from the Carnegie UK Trust, to which I had moved as CEO, to fund a development officer. Stewart Murdoch played a pivotal role in the subsequent growth of IACD and in persuading the Scottish Government to provide core funding. Something it has done to this day.

Since its launch, IACD has organised twenty-five international conferences, now called the World Community Development Conference, together with smaller study trips. It publishes a magazine twice a year and has a partner journal – the *Community Development Journal*. In 2016, IACD invited the Community Learning and Development Standards Council for Scotland to partner to produce a set of International Standards for Community Development Practice^v. These were published in 2018, and have

since been translated into over a dozen languages and been widely disseminated internationally. National occupational standards largely influenced by the work of the Standards Council and its predecessor CeVe have been adopted in a number of countries from Ireland to South Africa.

Footnote:

My thanks to Stewart Murdoch, Laurie Bidwell and Collin Ross who commented upon the draft text of this paper.

ⁱ I would especially acknowledge Alan Blackie, the first professional community educator to become a local authority chief executive; Jim Sweeney, chief executive of Youthlink; Duncan Simpson, the first chair and Rory McCleod, the first director of the Community Learning and Development Standards Council Scotland; Alan Barr, co-director of the Scottish Community Development Centre; Ted Millburn and Lyn Tett, the first two professors in our field. There were of course hundreds of others.

ⁱⁱ **Extracts from all of the texts referred to in this article can be found in McConnell. C. ed. Community Learning and Development: The Making of an Empowering Profession. Community Learning Scotland. CLS/PAULO 2002; And in Ross. C. ed. The Making of an Empowering Profession. Volume Two. Influencing Change: CLD in Scotland. Community Learning and Development Standards Council Scotland. 2017.**

ⁱⁱⁱ Kenneth Alexander died in 2001, his funeral taking place in Dundee.

^{iv} McConnell. C. ed. Community Education: The Making of an Empowering Profession. First edition. SCEC 1996; Second updated edition. SCEC. 1999. The third updated edition was called Community Learning and Development: The Making of an Empowering Profession. Ibid

^v Towards International Standards for Community Development Practice. IACD 2018. The application of these standards across the world can be found in McConnell C et al. International Community Development Practice. Routledge. 2022.