

## 1. Commitment to member development

Guidelines	EXAMPLES of evidence	Specific minimum requirements for Charter	Comments from Task and Finish Group
<p><b>1.1 Top political and managerial leadership commitment to development of elected members</b></p> <p>The political and managerial leadership can describe strategies put into place to develop elected members in order to improve the council's performance</p>	<ul style="list-style-type: none"> <li>• Member development policy</li> <li>• Signed commitment to member development and action plan</li> <li>• Investors in People award covering elected members</li> <li>• Named member and officer accountabilities for training and development</li> <li>• Members handbook</li> <li>• Established all party training and development task group</li> <li>• Strategies in place to support elected member development</li> <li>• Intranet / internet support</li> <li>• The top political and managerial leadership</li> <li>• Investment in resources including learning materials, equipment, facilitators etc</li> <li>• Elected members confirm that strategies and action described by the top political and managerial leadership take place</li> </ul>	<ul style="list-style-type: none"> <li>• Clear commitment from the top political and managerial leadership</li> <li>• Signed commitment to member development and action plan</li> <li>• Established all party training and development task group</li> <li>• There is a clear strategy</li> </ul>	<ul style="list-style-type: none"> <li>• The Leaders of the Political Groups have been asked to sign up to the Charter at Cabinet on 11/11/10</li> <li>• Senior Management Team were supportive of the aim to achieve Member Charter status.</li> <li>• T&amp;F Group to has members of all political groups.</li> </ul>
<p><b>1.2 Policy statement</b></p> <p>The council has a written statement, issued to all members, specifying its policy on member</p>	<ul style="list-style-type: none"> <li>• Sight of statement of commitment Policy easily accessible to members</li> <li>• Named elected members and</li> </ul>	<ul style="list-style-type: none"> <li>• Statement of commitment Policy, easily accessible to Members</li> </ul>	<ul style="list-style-type: none"> <li>• One of the tasks for T&amp;F Group.</li> </ul>

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development in terms of equality of opportunity, priority development areas and named member and officers responsible	<p>officers can describe specific action taken to implement or monitor the policy</p> <ul style="list-style-type: none"> <li>• Elected members confirm how they are made aware of the policy and of how the council supports their development</li> </ul>		
<p><b>1.3 Equality of opportunity and access to learning and development</b></p> <p>The political and managerial leadership can describe specific actions that they take to ensure equality of opportunity, and access to learning, in the development of elected members</p>	<ul style="list-style-type: none"> <li>• Statistical diversity evidence</li> <li>• Alternative methods used to meet learning needs and preferred style of learning</li> <li>• Timing of events takes account of cultural and personal circumstances</li> <li>• Elected members confirm the action taken to ensure equality of opportunity to development</li> </ul>	<ul style="list-style-type: none"> <li>• Timing of events takes account of cultural and personal circumstances</li> <li>• Assessment of members needs</li> </ul>	<ul style="list-style-type: none"> <li>• Need to ensure that we have background information on members to prove that training is accessible to all.</li> <li>• Pre-course questionnaire would allow Councillors to identify any special requirements.</li> </ul>
<p><b>1.4 Budget</b></p> <p>The council has allocated a budget for member development which is adequate to address priority and other development needs.</p>	<ul style="list-style-type: none"> <li>• Minutes of meetings show that members (cross party) involved in setting the budget</li> <li>• Budget is explicit and clearly identified and monitored</li> <li>• Members are clear about how to access the budget</li> <li>• People confirm that the budget is sufficient to meet priority and other training and development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Budget is explicit and clearly identified and monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio Holder decided at her meeting in October that all budgets, which were used for member training, needed to be identified to ensure that the total available for member development is properly monitored.</li> </ul>

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<p><b>1.5 Officer resource support</b></p> <p>An officer of the council has responsibility, which is time resourced and in their job description, for co-ordinating member development.</p>	<ul style="list-style-type: none"> <li>• Officer job description</li> <li>• Named officer in members' handbook, intranet or other information source</li> <li>• Members confirm that there is an officer who supports their learning</li> <li>• Officers responsible for supporting elected member development demonstrate that they have the knowledge and skills to help members learn effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Members confirm that there is an officer who supports their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Democratic Services Officer to be responsible for supporting member training.</li> </ul>
<p><b>1.6 Dissemination of learning</b></p> <p>The political and managerial leadership can provide examples of learning among elected members, and of promoting exchange of information, as part of encouraging a learning organisation culture.</p>	<ul style="list-style-type: none"> <li>• Example reports or briefing sessions from systems used to capture and disseminate learning from external providers and other learning opportunities</li> <li>• Programmes of cross authority sharing knowledge</li> <li>• Case studies (such as from visits)</li> <li>• Mentoring arrangements</li> <li>• Member champions in certain topics / functions</li> <li>• Members can give examples of how they have been encouraged to support the development of others</li> </ul>	<ul style="list-style-type: none"> <li>• Member champions in certain topics / functions</li> <li>• Joint officer/member development is offered when appropriate</li> </ul>	

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<p><b>2. STRATEGIC APPROACH TO MEMBER DEVELOPMENT</b>  <b>2.1 Member led strategy</b></p> <p>Representative members are involved in the formulation, implementation, monitoring and evaluation of member development strategies, possibly through an established all party task group or other all party committee</p>	<ul style="list-style-type: none"> <li>• Minutes showing all party involvement in agreeing, monitoring and evaluating elected member training and development strategy</li> <li>• Member Steering Group in place</li> <li>• Written strategy available</li> <li>• Periodic reviews using information from internal and external sources</li> <li>• Relevant Overview and Scrutiny or other committee minutes and reports</li> <li>• Representative members describe how they are engaged in the formulation, monitoring and evaluation of member development strategise</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions about member development are taken by some form of formally constituted body of members</li> </ul>	
<p><b>2.2 Linkage to council corporate plan</b></p> <p>Political and managerial leadership are actively involved in identifying priority organisational development needs which link council's aims and objectives to the development of elected members.</p>	<ul style="list-style-type: none"> <li>• Strategy identifies priority development needs and makes stated and clear links with council's aims and objectives</li> <li>• Top political and managerial leadership, and those involved with formulating the strategy, can describe how objectives link to corporate objectives and the rationale behind stated priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy identifies priority development needs and makes clear links with council's aims and objectives</li> </ul>	

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<p><b>2.3 Member roles clearly set out</b> The various representative roles of elected members are clearly specified and members are able to describe how they contribute to achieving the council's objectives.</p>	<ul style="list-style-type: none"> <li>• Member role descriptions</li> <li>• Member political skills framework</li> <li>• Extracts from Constitution or other council documents outlining member roles</li> <li>• Members demonstrate an understanding of the skills and knowledge required in their ward and council wide roles</li> <li>• Members can describe how they contribute to the work of the council</li> </ul>	<ul style="list-style-type: none"> <li>• Members demonstrate an understanding of the skills and knowledge required in their ward and council wide roles</li> </ul>	
<p><b>2.4 Process for identification of needs at individual and Council wide level</b>  The Council has a structured process for regularly assessing elected member development needs at the individual and Council wide levels.</p>	<ul style="list-style-type: none"> <li>• Outline of system used to identify individual needs</li> <li>• Personal Development Plans</li> <li>• Appraisals</li> <li>• Outline and supporting paperwork, for identifying function and Council needs</li> <li>• Training needs analysis</li> <li>• Those responsible for identification of training and development needs can demonstrate a planned and structured approach</li> </ul>	<ul style="list-style-type: none"> <li>• System/process exists to identify individual and organizational development needs</li> </ul>	
<p><b>2.5 Structured and timely approach to promoting development opportunities</b>  Members confirm that they receive appropriate and adequate notice of development</p>	<ul style="list-style-type: none"> <li>• Timetable of learning opportunities with at least 3 months notice (excepting for newly emerging needs)</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable of learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Training events are highlighted in the Weekly Bulletin.</li> <li>• Members are notified separately by monthly paper</li> </ul>

## Appendix A

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opportunities to allow them to plan in advance	<ul style="list-style-type: none"> <li>• Members' newsletters, intranet etc publicising events</li> <li>• Notices promoting events</li> <li>• Systems to encourage training and development take-up such as using champions, political whips and party group leaders particularly for important events</li> <li>• Members can give examples of how they receive appropriate and adequate notice of learning opportunities</li> </ul>		copy of forthcoming training.
<p><b>2.6 Appropriately learn with external partners</b></p> <p>Political and managerial leadership can provide examples of action taken to encourage joint development opportunities for elected members and external partner organisations.</p>	<ul style="list-style-type: none"> <li>• Cross authority / external party event programmes</li> <li>• Cross cutting service training and development programmes with other bodies such as health, police, fire, environment, voluntary sector and other community representatives</li> <li>• Programmes using external (partner) support for developing members</li> <li>• People can provide examples of elected members learning with, and from, others from stakeholder organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes using external (partner) support for developing members</li> </ul>	
<b>2.7 Strategy for Induction</b>	<ul style="list-style-type: none"> <li>• Induction strategy</li> <li>• Induction programme of events</li> </ul>	<ul style="list-style-type: none"> <li>• Induction strategy and programme of events</li> </ul>	<ul style="list-style-type: none"> <li>• Council has an induction training programme and pack.</li> </ul>

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<p>Elected members who are new to the council, and those new to a particular role, confirm that they received a structured and effective induction.</p>	<ul style="list-style-type: none"> <li>• Individual induction plans</li> <li>• Newly elected members, including those from bye-elections, can describe why they did certain activities, what they learnt and how they expect to apply the learning</li> <li>• Elected members newly appointed to positions on the council confirm that they were given support to develop the skills and knowledge needed in their new role</li> </ul>	<ul style="list-style-type: none"> <li>• Induction programme for new councillors</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally Induction training should be mandatory.</li> </ul>
<p><b>2.8 Addresses political leadership and team development</b></p> <p>Top political leadership are actively involved in defining the council's approach both to effective political leadership (for current and prospective leaders) and to team development</p>	<ul style="list-style-type: none"> <li>• In-house political leadership / executive event programmes</li> <li>• Programmes of events that support team building</li> <li>• Programmes of joint events with top management</li> <li>• Development programmes for potential future top leadership</li> <li>• External programmes used to support political leadership development (such as the leadership academy)</li> <li>• Programmes supporting development of community leadership skills for all members</li> <li>• Summaries of end of event questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Development is a standing item on Exec agendas</li> <li>• Members are able to discuss development needs in confidence</li> </ul>	

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	<ul style="list-style-type: none"> <li>The top political leadership can describe actions taken to develop the political leadership capacity and how they work together as a team</li> </ul>		
<p><b>2.9 Mechanisms for evaluation, and informing future plans, identified.</b></p> <p>The council has systems in place that effectively evaluate the benefits from elected member development and identify areas for improvement.</p>	<ul style="list-style-type: none"> <li>Written up outline approach to evaluate elected member training and development with named member and officer responsibilities</li> <li>System involves evaluating learning for all members and their different learning styles</li> <li>System focuses on outputs (action), outcomes (results) and continuous improvement</li> <li>Top political and managerial leadership can describe how training and development is evaluated and who is responsible</li> </ul>	<ul style="list-style-type: none"> <li>Written up outline approach to evaluate elected member training and development with named member and officer responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Councillors sent evaluation questionnaires after training.</li> <li>Councillors to be asked for examples of beneficial training.</li> </ul>
<p><b>3. Member learning and development plan in place</b></p> <p><b>3.1 Addresses development priorities</b></p> <p>The council has a development plan with the identified needs prioritised in relation to achieving corporate aims and objectives.</p>	<ul style="list-style-type: none"> <li>Strategies, policies, training plans or action plans, with defined priorities which contribute to achieving corporate aims and objectives.</li> <li>Reports or other paperwork indicating training provision to meet priority needs</li> <li>Minutes of meetings identifying priority training needs, which support delivery of council</li> </ul>	<ul style="list-style-type: none"> <li>Reports or other paperwork indicating training provision to meet priority needs</li> </ul>	<ul style="list-style-type: none"> <li>This should be covered in the assessment of the training needs of all Members.</li> </ul>



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	<p>aims Training needs analysis or audit</p> <ul style="list-style-type: none"> <li>Elected members are clear about what the council is trying to achieve and the part they play in this as councillors</li> </ul>		
<p><b>3.2 Identify what development activities should achieve</b></p> <p>The council can demonstrate that elected member training and development activities have well defined and focused objectives.</p>	<ul style="list-style-type: none"> <li>Programme outlines with stated purpose and objectives that focus on expected results</li> <li>Individual development plans that clearly indicate what is expected from training and development activities</li> <li>Elected members can describe how training and development activities have helped them as individuals and in committees to carry out their role and contribute to what the council aims to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>Development programme has clear objectives</li> </ul>	<ul style="list-style-type: none"> <li>These are the objectives that the assessment needs to achieve.</li> </ul>
<p><b>3.3 Takes account of access to development opportunities</b></p> <p>The council organises events at various times, to allow for access by those with work or family commitments, and utilises a range of methods to meet learning needs.</p>	<ul style="list-style-type: none"> <li>Training programmes indicate development opportunities available at a range of times allowing access by different groups including those who work</li> <li>Where the authority draws member learning from –for example internal, external, national programmes, partners, private companies,</li> </ul>	<ul style="list-style-type: none"> <li>Training programmes indicate development opportunities available at a range of times allowing access by different groups including those who work</li> </ul>	<ul style="list-style-type: none"> <li>Either site on intranet or shared Z drive should be used to allow all useful information to be shared with all Members.</li> </ul>

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	<p>local government family</p> <ul style="list-style-type: none"> <li>• Examples of a range of ways members can learn, and training on offer, that responds to individual member needs and learning styles including E- learning materials</li> <li>• <b><i>Elected members confirm that the council actively encourages them to develop, provides a range of ways to learn and considers access when organising events</i></b></li> <li>• <b><i>Top political and managerial leadership can demonstrate a consistent approach to equality of opportunity in access to development</i></b></li> </ul>		
<p><b>3.4 Linkage between Individual plans and the council's corporate and other plans</b></p> <p>Individual elected members can describe their learning needs and how these link into function and corporate aims and objectives.</p>	<ul style="list-style-type: none"> <li>• Sample of individual development plans clearly linking learning to the members role in delivering the council's corporate and other plans</li> <li>• Individual member development portfolios</li> <li>• Training needs analysis or reports summarising individual needs with corresponding planned activities and the linkage to service function and</li> </ul>	<ul style="list-style-type: none"> <li>• Those responsible for member training and development can describe how they regularly identify individual training needs and how these link in to the council's corporate and other plans</li> </ul>	<ul style="list-style-type: none"> <li>• Concern that this needed to be apolitical.</li> </ul>

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	<p>council aims</p> <ul style="list-style-type: none"> <li>• Those responsible for member training and development can describe how they regularly identify individual training needs and how these link in to the council's corporate and other plans</li> <li>• Individual members confirm that they have been involved in identifying their training and development needs and understand how their planned learning will contribute to what the council aims to achieve</li> </ul>		
<p><b>3.5 Representative elected members consulted</b></p> <p>The council has an open and constructive relationship on elected member development with representatives from the various political / non-political groups</p>	<ul style="list-style-type: none"> <li>• All party member training group in place contributing to identification of training needs and plans to meet them</li> <li>• Reports, minutes of meetings etc showing representative elected members from political parties and non-political groups are consulted on the member development plan</li> <li>• Newsletters, intranet etc raising awareness of the plan with all members newsletters/intranet/induction</li> <li>• Political party group leaders and non-political members confirm that representative</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that all groups on the council are consulted on the training plan</li> </ul>	<ul style="list-style-type: none"> <li>• These points were addressed by the setting up of the T&amp;F Group.</li> <li>• Chairs of Committees need to be asked their views.</li> </ul>

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	members are involved in the training planning process		
<p><b>4. Learning and development is effective in building capacity</b></p> <p><b>4.1 Members learn and develop effectively</b></p> <p>The top political and managerial leadership can consistently give tangible examples of how development of elected members has improved the performance of the council, functions and individuals.</p>	<ul style="list-style-type: none"> <li>• Evaluation reports outlining results from elected member training and development</li> <li>• Examples of end of event questionnaires</li> <li>• Extracts / quotes on member development from external inspection reports</li> <li>• Programmes showing that where appropriate development activities are linked to relevant external standards</li> <li>• <i>Top political and managerial leadership are able to describe the improvements that training and development have brought to the performance of individuals, functions and the council</i></li> <li>• <i>Members can describe why they did certain activities, what they learnt and what difference it has made to them carrying out their various roles as an elected member</i></li> <li>• <i>Newly elected members, and those newly appointed to different roles confirm that they have received an effective</i></li> </ul>	<ul style="list-style-type: none"> <li>• Examples of end of event questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Need to ensure effective and consistent assessment of training courses by those Members who attended it</li> </ul>

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	<i>induction</i>		
<p><b>4.2 Learning is shared with other elected members and where appropriate with officers and stakeholders.</b></p> <p>Elected members can give examples of how they have been encouraged to learn, and to share the learning with others, so as to improve their own performance and that of others</p>	<ul style="list-style-type: none"> <li>• Mentoring arrangements</li> <li>• Case studies of sharing learning with others internally, externally and in the wider local government family</li> <li>• External event / visit reports circulated to appropriate others</li> <li>• Opportunities / systems in place to share learning such as on the intranet, papers in members rooms, workshops etc.</li> <li>• Minutes of meetings, reports or other paperwork showing action resulting from development opportunities, new ideas put forward and acted on and sharing good practice</li> <li>• Elected members confirm that they have been encouraged to learn, by the council, to improve their own performance and that of others</li> <li>• Elected members can describe how they have learnt from or shared their learning with their peers, officers and others</li> </ul>	<ul style="list-style-type: none"> <li>• Elected members can describe how they have learnt from or shared their learning with their peers, officers and others</li> </ul>	<ul style="list-style-type: none"> <li>• Either site on intranet or shared Z drive should be used to allow all useful information to be shared with all Members</li> </ul>
<p><b>4.3 Investment in learning and development is evaluated in terms of benefits and impact</b></p>	<ul style="list-style-type: none"> <li>• Evaluation strategy in place</li> <li>• Reports to top political and</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation strategy in place</li> <li>• Reports to top political and</li> </ul>	<ul style="list-style-type: none"> <li>• Former Councillors should receive an exit interview.</li> </ul>

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<p>The Council can demonstrate that it periodically evaluates the cost and benefits of member training and development and the impact it has had on performance</p>	<p>managerial leadership showing regular analysis of costs of and benefits from member training and development</p> <ul style="list-style-type: none"> <li>• Case studies of how training and development has impacted on performance</li> <li>• Minutes of meetings, focus groups or interviews involving elected members in evaluating the impact of their development on performance</li> <li>• Exit interviews with councillors who are not re-elected or leave</li> </ul>	<p>managerial leadership showing regular analysis of costs of and benefits from member training and development</p>	
<p><b>4.4 Identifies (and implements) improvements to learning and development activities</b></p> <p>People confirm that the council is genuinely committed to the continuous development of elected members and can give examples of relevant and timely improvements that have been made to development activities.</p>	<ul style="list-style-type: none"> <li>• Reviews of training and development strategies, such as induction, indicating continuous improvement</li> <li>• Minutes of meetings, reports etc providing examples of improvements to learning</li> <li>• Changes to on-going programmes</li> <li>• Top political and managerial leadership can demonstrate continuous improvement in the approach to developing people</li> <li>• Elected members and their representatives can describe what has been done to improve development activities whenever improvements were</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of meetings, reports etc providing examples of improvements to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Need to prove this to parish councils.</li> </ul>

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	needed		
<p><b>5. Supporting Councillors</b>  <b>5.1 Councillors are provided with an appropriate level and range of support</b></p> <p>The council regularly assesses how it can assist and support councillors, particularly those with family responsibilities.</p>	<ul style="list-style-type: none"> <li>• Members handbook including arrangements that support those with family responsibilities</li> <li>• Arrangements for maternity and paternity leave</li> <li>• Arrangements for child care or other caring responsibility allowances</li> <li>• Special leave, such as for long term sickness or bereavement</li> <li>• Pension arrangements</li> <li>• Minutes of meetings showing that the council regularly reviews the suitability of allowances and support to members to help in not deterring people to take up public office</li> <li>• Crèche facilities</li> <li>• Induction event for the family of newly elected member</li> <li>• Top political and managerial leadership can give examples of how the council assists those with family responsibilities</li> <li>• Elected members believe that the council is committed to supporting all councillors and particularly those with family</li> </ul>	<ul style="list-style-type: none"> <li>• Councillors speak openly of feeling genuinely supported and enabled</li> </ul>	<ul style="list-style-type: none"> <li>• Promote awareness of the carer's allowance.</li> <li>• Advertise to prospective candidates what's expected of Members and what they can expect in South Cambs Magazine in time for the elections in May.</li> </ul>

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	and other responsibilities		
<p><b>5.2 Reviews how council business is conducted to allow for equality of access to key political decision making mechanisms</b></p> <p>The council regularly reviews how it conducts its business, in terms of when meetings are held and access based on a clear understanding of diversity, so that elected members or potential members, are able to take part in the democratic process.</p>	<ul style="list-style-type: none"> <li>• Council diary - scheduling meetings takes account of cultural and faith commitments</li> <li>• Council diary - times of meetings include both day and evening so that members can discharge their duties in such a way so as not to sacrifice family and employment responsibilities</li> <li>• Minutes of meetings show that the council regular reviews the number of meetings and is mindful of work life balance and recognises that elected members are often involved in external meetings and activities in other community roles</li> <li>• Top political and managerial leadership can give examples of action taken so that all members can contribute to the council's business and carry out their democratic role</li> </ul>	<ul style="list-style-type: none"> <li>• Council diary - times of meetings include both day and evening so that members can discharge their duties in such a way so as not to sacrifice family and employment responsibilities</li> <li>• Council diary - scheduling meetings takes account of cultural and faith commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Need to ensure all Members have access to the electronic diary.</li> </ul>
<p><b>5.3 Holds events for the community to encourage people to become community leaders</b></p> <p>The Council actively encourages citizenship</p>	<ul style="list-style-type: none"> <li>• Local democracy week action plan, programme of activities and review.</li> <li>• Youth council.</li> <li>• Citizenship links with local</li> </ul>	<ul style="list-style-type: none"> <li>• Local democracy week action plan, programme of activities and review</li> </ul>	<ul style="list-style-type: none"> <li>• Noted that the following events are organised and promoted by the Council: <ul style="list-style-type: none"> <li>○ Youth Council</li> <li>○ Local Democracy Week</li> </ul> </li> </ul>



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<p>and participation, and publicises the role of elected members as community leaders, as part of promoting local democracy and encouraging under represented groups to take up office</p>	<p>schools, colleges and universities</p> <ul style="list-style-type: none"> <li>• Presentations as community forum events, and targeting under represented groups, to promote the role of councillors</li> <li>• Open days</li> <li>• Prospective councillor events</li> <li>• Prospective councillor materials, role descriptions – recruitment packs</li> <li>• “Day in the life of a councillor” feature in newsletters</li> <li>• Top political and managerial leadership can demonstrate that action is taken to encourage people to become councillors, particularly from under-represented groups</li> </ul>		<ul style="list-style-type: none"> <li>○ Articles in South Cambs Magazine</li> </ul>