

# EVALUATION OF THE WORKING TOGETHER PROJECT January – June 2000

## Introduction

This evaluation covers six months of work completed by the project. The document is structured into several sections, which give an overview of all training, information provision, small grants and outreach carried out within this time period.

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| <b>Section 1:</b> This section aims to give a brief overview of the training outputs of the project.   | <b>2</b>    |
| <p>There are three parts to this section which includes a table broken down into the events which covered three programmes of training: core training, dealing with conflict training and Get Active! How many people attended, and an average evaluation for each course. The second part is two lists, to the left are the organisations that participated, and on the right, a list of those that were put on the reserve list because the events were oversubscribed. The final section is a more detailed breakdown of each training event, both in terms of scoring out of 5 for each aspect of the event, and any written feedback that was provided.</p> |             |
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## SECTION 1: COURSE EVALUATION

| EVENT  | PLACES OFFERED | DEMAND FOR PLACES | ATTENDANCE | AVERAGE SCORE     |
|--|----------------|-------------------|------------|-------------------|
| <b>Core training programme</b>                 |                |                   |            |                   |
| 1:1 Help with writing funding applications     | 10             | 9                 | 9          | 4.9               |
| Flexible computer training                     | Unlimited      | Awaiting feedback |            |                   |
| Staff Supervision                              | 15             | 21                | 15         | 4.3               |
| Team building Techniques                       | 15             | 16                | 13         | 3.8               |
| Different Approaches to Conflict               | 40             | 40                | 43         | 4                 |
| Fundraising! How What and Where?               | 15             | 35                | 17         | 3.7               |
| Power and Equality                             | 15             | 9                 | 3          | No feedback       |
| Effective monitoring and Evaluation            | 20             | 28                | 17         | 4.4               |
| How to get your story into the Argus           | 20             | 32                | 15         | 4.1               |
| Presentation Skills                            | 15             | 36                | 10         | 4.1               |
| The role of Trustees and Management Committees | 20             | 27                | 9          | 4.5               |
| Book keeping Skills                            | 15             | 30                | 16         | 4.8               |
| Annual Accounts                                | 15             | 16                | 8          | 4.8               |
| Listening and Communication                    | 15             | 21                |            | Awaiting feedback |
| Train the Trainer                              | 20             | 44                | 17         | Awaiting feedback |
|  |                |                   |            |                   |
| <b>Dealing with conflict Events</b>            |                |                   |            |                   |
| Working with Conflict in Families              | 15             | 17                | 9          | 4.3               |
| Working with Conflict within Organisations     | 20             | 28                | 12         | 4.4               |
| Working with conflict in the Community         | 20             | 30                | 7          | 4                 |
| Conflict and Young People                      | 20             | 40                | 17         | 3.9               |
|  |                |                   |            |                   |

| EVENT  | PLACES OFFERED | DEMAND FOR PLACES | ATTENDANCE |     |
|--|----------------|-------------------|------------|-----|
| <b>Get Active Events</b>                         |                |                   |            |     |
| Community Groups based in Neighbourhoods         | 20             | 12                | 8          | 4.7 |
| Older peoples groups and organisations           | 20             | 10                | 6          | 4.1 |
| Disabled peoples groups and organisations        | 20             | 5                 | Cancelled  | -   |
| Women's groups and organisations                 | 20             | 7                 | 8          | 3.9 |
| Black & minority ethnic groups and organisations | 20             | 9                 | 7          | 4.4 |
| Lesbian and gay organisations                    | 20             | 5                 | 8          | 4.3 |
| Setting up a volunteer co-ordinator network      | 20             | 15                | 13         |     |
| Environmental groups and organisations           | 20             | 10                | 6          | 4.3 |
| Health groups and organisations                  | 20             | 6                 | 6          | 4   |
| Young peoples groups and organisations           | 20             | 13                | 13         | 3.9 |

Number of training places taken up is:

301: plus those events where information is not available

Number of individuals benefiting from training overall:

139 plus those events where information is not available

## Organisation who Attended or Requested Places on Courses

| Attended   | Requested  |
|--|--|
| 60+ Action Group                                   | Age Concern                                      |
| Accidental Theatre Company                         | Amaze  |
| ACET   | Amnesty International                            |
| Addaction  | BAMMS  |
| ADFAM  | Brighthelm                                       |
| Adur Mediation Service                             | Brighton and Hove Council – Social Care / Health |
| Adventure Unlimited                                | Brighton and Hove Council – Youth Employment     |
| AEEU Retired Members Association                   | Brighton and Hove District Leasehold Association |
| Allsorts   | Brighton and Hove Pensioner's Association.       |
| Alternatives Pregnancy Conselling                  | Brighton Unemployed Workers Centre               |
| American Express (St. Luke's Advice)               | Brunswick Older Peoples Project                  |
| Black and Minority Ethnic Community Partnership    | Carlton Hill Literacy Project                    |
| Brighton and Hove Action for Peace                 | Chhi Meditation Centre                           |
| Brighton and Hove Community Development            | Eastgate Volunteers                              |
| Brighton and Hove Community Initiatives            | East Sussex Disability Association               |
| Brighton and Hove Council                          | Federation of Disabled People                    |
| Brighton and Hove Council (Central Housing Office) | Greenwooders                                     |
| Brighton and Hove Federation of Disabled People    | Honeycroft under 5s                              |
| Brighton and Hove Integration Project              | Hangleton County Association                     |
| Brighton and Hove Mediation Service                | Home Share                                       |
| Brighton and Hove Millennium Volunteers            | Hove Community Safety                            |
| Brighton and Hove PCG                              | Lorgan Housing Co-op                             |
| Brighton Body Positive                             | MENCAP   |
| Brighton East Area Credit Union                    | Moulsecoomb Neighbourhood Trust                  |
| Brighton Live Music Project                        | National Schizophrenic Fellowship                |

| <b>Attended</b>  | <b>Requested</b>                    |
|--|-------------------------------------|
| Brighton Permaculture Network                                  | Open Door                           |
| Brighton Unemployed Centre Families Project                    | Opportunities                       |
| Brighton Victim Support Scheme                                 | Prince's Trust                      |
| Brighton Women's Centre  | Racial Equality Service             |
| Brighton Youth Centre  | RES                                 |
| British Red Cross  | Rough Sleepers                      |
| British Trust for Conservation Volunteers                      | St. Luke's Admin Service            |
| Brunswick Community Development Project                        | St. Luke's Advice Centre            |
| Business Community Partnership                                 | St. Nicholas Parent & Toddler Group |
| Business Community Partnership – Get Active                    | Siren Housing Co-op                 |
| Care Co-ops  | SRCC                                |
| Care for the Carers  | Sundance Play Association           |
| City Gate Church   | Sussex Deaf Association             |
| Coalition 4 Youth  | Women & Health WEA                  |
| Common Purpose   | Whitehawk Family Centre Crèche      |
| Community Service Volunteers                                   |                                     |
| Cornerstone Community Centre                                   |                                     |
| Crime Reduction Initiatives                                    |                                     |
| Crow Community Radio Workshop                                  |                                     |
| Dryad Housing Co-op  |                                     |
| Duke of Edinburgh's Award Scheme Brighton & Hove Schools Rugby |                                     |
| Early Childhood Project  |                                     |
| Early Support Service  |                                     |
| Education Action Zone  |                                     |
| Employment Opportunities for People with Disabilities          |                                     |

| <b>Attended</b>   |
|---|
| Freestyle   |
| Friends Family and Travellers   |
| GLAM  |
| Grace Eyre Foundation   |
| Guide Association   |
| Hangleton & Knoll   |
| Hangleton & Knoll Computer Club   |
| Hangleton Community Centre Circus Group                                       |
| Hangleton Community Centre Committee  |
| Heritage of Poets Corner  |
| Hove YMCA   |
| International Women's Day Steering Group                                      |
| Japan Women's Network / Anglo-Japan Social Welfare & Education Society (SWES) |
| Kissi Faramaya  |
| Knoll After School Club   |
| LETTS (E. Brighton & Whitehawk)   |
| Lewes Information Shop  |
| Mid Sussex Mediation  |
| MIND  |
| Money Advice & Community Support  |
| MOSAIC  |
| Moulsecomb Primary School Environmental Group                                 |
| NACRO   |
| Old Boat Corner Community Association   |
| Older Lesbian's & Gay Men's Forum & Health Group<br>BGOP                      |

| <b>Attended</b>  |
|--|
| Outreach Supported Employment                          |
| PACT   |
| PACT (Stopover Project)                                |
| PACT (Thumbs Up Club)                                  |
| Parent Network   |
| Pathways to Health                                     |
| Peace and Environment Centre                           |
| Peacehaven & Telscombe House Project                   |
| PEP  |
| Phoenix Community Project                              |
| Poets Corner Residents Society                         |
| Portage  |
| QueenSpark Books                                       |
| Queericulum  |
| Re-Evolution / Stanmer Organics                        |
| Relate   |
| RNIB Leisure Link                                      |
| Scarman Trust  |
| Sure Start   |
| Sussex Bangladeshi Association                         |
| Sussex Community Internet Project                      |
| Sussex Police (Hove and Shoreham division)             |
| Sussex Wildlife Trust                                  |
| Sussex Women's Magazine Project                        |
| Sussex Yeomanry Pipe Band                              |
| Take-a-Break Group, Senior Citizen Lunch & Social Club |

| <b>Attended</b>                                    |
|--|
| Taking Liberties                                   |
| Tarnerland ASC Children & Young People's Centre    |
| Terrence Higgins Trust South                       |
| The Diggers  |
| The Tools for Regeneration Database                |
| Together – Families Project                        |
| Tomorrows People                                   |
| Tools Project                                      |
| Trust for the Study of Adolescence                 |
| Volunteer Bureau                                   |
| WEA  |
| Whitehawk Community Safety and Development Project |
| Whitehawk Play and Adventure                       |
| Workability  |
| Working Together Project                           |
| Young Men's Sexual Health Project                  |
| Young People's Centre                              |
| Youth Advice Centre                                |
| Youth Clubs UK                                     |
|  |
| <b>Total = 121</b>                                 |

Number of organisations requesting to be put on the database during this period – 109

Number of records now held on the database - 789

**Evaluation of individual training events determined by evaluation form given to all participants in each event:**

**CORE TRAINING**

**1:1 HELP WRITING FUNDING APPLICATIONS OR DEVELOPING A BID**

|                  |    |
|------------------|----|
| Places offered   | 10 |
| Demand           | 9  |
| Places Booked:   | 7  |
| Number attended: | 9  |

**Evaluation forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 3   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 5   |
| Presentation of Information  | 5   |
| Participation in the group   | 5   |
| Keeping to the subject       | 5   |
| Pace of the workshop         | 5   |
| Level of enjoyment           | 5   |
| Trainers facilitation skills | 5   |
| Level of achievement         | 4.6 |
| Handouts/workbooks           | 4.3 |
| Facilities/venue             | 5   |
| Total score                  | 4.9 |

**What part of the session was most useful to you?**

“Learning about setting up a production committee.”

**What part of the session was least useful to you?**

**What improvements would you like to see if this session was run again?**

“More info re: cheap printing/publishing for voluntary groups.”

**Any further comments :**

“Extremely helpful, would like this available in the future.”

**FLEXIBLE COMPUTER TRAINING AND SUPPORT**

|                 |
|-----------------|
| Places offered  |
| Demand          |
| Places booked   |
| Number attended |

**Technology (computers, hardware and software)**

**a) What IT facilities do you have access to?**

“Computers – windows, word, internet, email.” “Compaq computer, deskjet printer, primax scanner, windows 95, office 97 (word, Access, Excel, Power point, Publisher, Photo Editor, Photo Suite.”

**b) What do you need access to which you don't currently have?**

“Database software, email & Internet.”

## **2. Training (courses, Drop ins, Informal help)**

**a) What training have you accessed in the past (and where was it)?**

“None.” “IT: basics of word, excel and email & Internet, at university of Birmingham.” “Personal session on word and access c/o working together project with drop in session on word, access, excel, photoshop c/o WORKING TOGETHER PROJECT at Unemployed Centre.”

**b) What training do you need?**

“More advanced access.” “Introductory courses and specialised, esp. desktop publishing/using scanners etc.”

**c) What would be the best way for this to be delivered?**

“Structured training course over a period of time, pref. 1-2hrs per week in the day time.” “Combination of drop-in sessions and courses.”

## **3. Technical Support (computer problems)**

**a) Do you have access to technical support and if so what is it?**

“Yes, the regional (SE England) IT Developer who helps with hardware or system failure but is very elusive.” “Yes, one of our workers seems to know what to do.”

**b) What type of support do you need?**

“Someone to telephone re: specific software questions.” “Help if he isn't around, esp. setting up hardware and trouble shooting.”

**c) What would be the best way for this to be delivered?**

“Call centre type service, available 9-5.30 Mon to Fri.” “Come to our office when we want you!” “Someone available to book appointments with?”

## **4. Information and Advice (What to buy, how to get online..)**

**a) Where do you currently go for information and advice?**

“My partner who works in IT.” “In-house, or we pay someone.”

**b) What advice do you require?**

“How to persuade management to invest in IT.” “About hardware.”

**c) What do you think would be the best way for this to be delivered?**

## **5. Your experience of the support session at BUCFP**

**a) Were the technical facilities sufficient (computers, computer room etc)? If not what extra would you like to have seen?**

“Excellent, very up to date, plenty of terminals to go round.” “Yes, great”

**b) Was there enough personal support/advice available (ie enough individual attention)**

“Yes, between them the trainers could cover all reasonable queries.” “Yes, although the session did get busy. Felt I should let other people have a turn.”

**c) Was the quality of support/advice give adequate, (if not, in what way)?**

“Basic queries were answered well, but the trainers knowledge didn’t extend to more advanced queries.”

“Yes, very.”

**d) How could this type of session in particular be improved?**

“Brilliant, but venue not being in town and accessing the Centre on the correct day was difficult as a part time worker.” “More frequent sessions, extend beyond 30<sup>th</sup> June.”

**STAFF SUPERVISION**

|                 |    |
|-----------------|----|
| Places offered  | 15 |
| Demand          | 21 |
| Places booked   | 21 |
| Number attended | 15 |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 15  |
| Evaluation average out of 5: |     |
| Content of workshop          | 4.2 |
| Presentation of Information  | 4.5 |
| Participation in the group   | 4.6 |
| Keeping to the subject       | 4.4 |
| Pace of the workshop         | 4.3 |
| Level of enjoyment           | 4.2 |
| Trainers facilitation skills | 4.6 |
| Level of achievement         | 4.1 |
| Handouts/workbooks           | 4.2 |
| Facilities/venue             | 4.1 |
| Total score                  | 4.3 |

**What part of the session was most useful to you?**

“First role play on supervision agreement, setting the scene made me think more about my role in supervision.” “Lateral thinking items – pieces of paper to place appropriately, easy to participate in and understand. Practical aspects of role play were useful” “Contract suggestions/checklist.” “Morning exercises.” “Working in groups discussing nature of supervision and trying to put items in categories. Also attempts at decision making. Managing your boss, need to understand your boss and improve relationship.” “Contract f supervision.” “Revealing importance f supervision role and also the setting of an agreement form.” “Discussions generally about issues raised by the process of supervision, also watching the film.” “Model of supervision.” “Structures for supervision, input and outcomes, plus model of supervisory role” “Working in groups, first part of session, enabled good small discussions with firm outcomes.” “Learning different ways to think about

supervision” “Role play and model” “Discussion about ‘sides’ of supervision, and agreement practice” “Role playing”

**What part of the session was least useful to you?**

“The last role play was a bit too unstructured.” “Video, demonstrated a variety of perspectives, but a more relevant subject matter would have been better. Also raised a lot of personal issues which distracted me from the workshop and made me feel vulnerable” “None” “Role plays” “Working in group of 3 as joint supervisee was rather awkward and perhaps artificial.” “none” “Role play” “Session about statements as ours were so complicated”

“Role plays, could have been better with contextualisation/more preparation” “Video, lack of relevance” “Nothing” “Evaluation of our supervision” “Assessment after film – film and points made were good, but would have liked points made by participants to be written up.”

**What improvements would you like to see if this session was run again?**

“Practical skill development would be good.” “Don’t use video again, regular breaks instead of one long lunch break” “None needed” “None” “Perhaps facilitator should help form pair if uneven numbers so that everyone has a partner for the paper work.” “None, all very good, well tutored, presented, facilitated and structured. Good balance of small and large group work” “Less role play.” “Role plays contextualised.” “No video, emphasis on successful/effective supervision. Herbal tea. Set learning outcomes at the start of the day.” “More on managing your manager, conflict with supervisor.” “Something for people who haven’t been supervisors, esp. about the role this puts you in.” “Points made at end of each session being written up on wall so not forgotten during day. (regardless of handout at the end).” “Would like a section on conflict of interest, management vs supervision, and how to build structures into organisations that have not had supervision before.”

**Any further comments:**

“Warmer room.” “Further supervision skills course, 1- for supervisees, how to develop them to be pro-active. 2. For supervisors, how is the developing going, have you put into practice your new skills. Really useful starting point as 1<sup>st</sup> time supervisor though.” “Meet up with same group 6-12 months to discuss progress and alternative working methods.” “Thanks for brilliant free training.” “Really helpful.” “Group supervision course – working with more than one supervisee” “Support networks – how to create your own and what to expect from each one (eg. Supervision, colleagues, friends, network meetings etc.) ‘DIY support on a shoestring’.” “Very useful.” “Evaluation form works well.” “Excellent trainer.” “Liked the pace and content, and the size of the group and the way there was a lot of interaction with other people.” “Best training for a long time, thanks.” “Liked the facilitator, it was a good combination of useful, practical experiences information and space to chat about it etc. Also best course for keeping to original time schedule.”

## **TEAM BUILDING TECHNIQUES**

|                  |    |
|------------------|----|
| Places offered   | 15 |
| Demand           | 16 |
| Places Booked:   | 16 |
| Number attended: | 13 |

### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 13  |
| Evaluation Average out of 5: |     |
| Content of workshop          | 3.6 |
| Presentation of Information  | 4.0 |
| Participation in the group   | 4.1 |
| Keeping to the subject       | 3.7 |
| Pace of the workshop         | 3.6 |
| Level of enjoyment           | 3.7 |
| Trainers facilitation skills | 4.1 |
| Level of achievement         | 3.5 |
| Handouts/workbooks           | 3.6 |
| Facilities/venue             | 3.7 |
| Total score                  | 3.8 |

### **What part of the session was most useful to you?**

“Skyscraper race and my team behaviour.” “Immense amount of knowledge given by trainer, and use of resources, ie. Referring to books for further reading.” “Negotiation techniques.” “Ideas for team building improvement and exercises. Session n ways of negotiating.” “Talking about techniques for building a team, and the evaluation exercises.” “Trying to identify how to deal with conflict.” “Practical suggestions from the group on specific issues.” “Whole session.” “Conflict model.” “The frameworks – I find it so useful to put my experience within the context of the framework.” “Skyscraper race, it gave good insight into teamwork dynamics.” “All interesting and food for thought.”

### **What part of the session was least useful to you?**

“Communication skills.” “All useful, but almost wasn’t enough time.” “Throw orange sheet away – very negative. Why not give out the 9 useful pointers instead.” “What is a team session.” “Conflict resolution, although the actual exercise was very useful.” “Charting scores.” “The last part, been involved in too much discussion about this recently.” “Everything apart from Skyscraper race. Too much aimless talking, unstructured”

### **What improvements would you like to see if this session was run again?**

“More practical study to serve as examples rather than ‘abstract’ talking  
A better room, hard to work in and lighting bad.” “Lose the grid with communication audit. Start on time. No mention of confidentiality anywhere. This did not particularly feel like safe space.” “Find out what group wanted and tailor day around this. A lot of people with different priorities so in places discussions dragged on.”

“More practical exercises on team building techniques.” “More sharing of specifics – so many common issues there must be some bottom lines on some of the situations we are in., How to support each other, developing strategies for coping” “Focus on team building as much as/ more than on interaction within a ‘ready made’ team.” “A little more time for the group work, and discussion” “More variety” “Different ending” “More work in smaller groups, and exercises looking at the way in which teams work, and how to improve team work.” “More hands-on active participation events, develop a formula, transferable to beyond group. Distinction between teamwork as a component part and as a facilitator would be useful. 2 separate days?”

**Any further comments :**

“Thanks for allowing time out to develop skills” “This is a very hard going session for a Friday.” “Further courses – conflict resolution, challenging prejudice, informal education, supervision management.” “Management skills.” “Thank you, brilliant session, so many ‘light bulb’ moments throughout the day with concrete information/action I can use in the future.” “Unsuitable venue – oppressive, uncomfortable, bad lighting. Unstimulating workshop, felt no desire to participate. Too much time spent on trying to share experiences. The conversation was drifting and people seemed to be talking just to fill in the spaces.”

**DIFFERENT APPROACHES TO CONFLICT:**

|                  |    |
|------------------|----|
| Places offered   | 40 |
| Demand           | 40 |
| Places Booked:   | 40 |
| Number attended: | 43 |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation form returned     | 15  |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.3 |
| Presentation of Information  | 4   |
| Participation in the group   | 4.4 |
| Keeping to the subject       | 4.5 |
| Pace of the workshop         | 4.2 |
| Level of enjoyment           | 4.3 |
| Trainers facilitation skills | 4.3 |
| Level of achievement         | 3.9 |
| Handouts/workbooks           | 2.8 |
| Facilities/venue             | 2.8 |
| Total                        | 4   |

**What part of the session was most useful to you?**

“Presentation by the founders of Mediation service” “Family relationships, young people.” “All relevant, afternoon was more useful though.” “Small group work sessions. Afternoon - family and young people.” “Looking at what conflict means” “Conflict in organisations” “Types of mediation” “Conflict with youngsters” “Good to have taste of different scenarios for conflict and have separate workshops leading

on from that.” “All” “Conflict with young people/with other organisations”  
“Contact with others, young people sections”

**What part of the session was least useful to you?**

“Organisational conflict” “Mingling in the morning” “Family mediation, less relevant to me, but interesting” “Conflict between organisations” “None” “The role play was hard to hear” “Conflict in communities section”

**What improvements would you like to see if this session was run again?**

“Venue, - bigger room, had poor ventilation/acoustics, different shape, not enough light” “Less information/sessions, too crammed.” “How to deal with aggression, diffuse and aggressive situation.” “More hands on.” “Role play could be in centre of the room as it was hard to hear.” “Try and cover less ground, end up simply defining areas without always looking at tips and good practice.”

**Any further comments:**

“A little more advanced session, including case studies for voluntary, statutory, community organisation managers. It’s a pity it wasn’t a lecture course, housing estate project sounded interesting.” “Very good day, lot of good content, variety and not too much.” “Suggestion - Help with good conflict.” “Sarah Brammeier McCrisken was very good at ‘keeping it all together’”

**FUNDRAISING! HOW WHAT AND WHERE?**

|                  |    |
|------------------|----|
| Places offered   | 15 |
| Demand           | 35 |
| Places Booked:   | 25 |
| Number attended: | 17 |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 15  |
| Evaluation Average out of 5: |     |
| Content of workshop          | 3.6 |
| Presentation of Information  | 3.8 |
| Participation in the group   | 4.1 |
| Keeping to the subject       | 3.6 |
| Pace of the workshop         | 3.3 |
| Level of enjoyment           | 3.4 |
| Trainers facilitation skills | 4   |
| Level of achievement         | 3.2 |
| Handouts/workbooks           | 3.4 |
| Facilities/venue             | 4.1 |
| Total score                  | 3.7 |

**What part of the session was most useful to you?**

“All very useful and informative.” “Meeting other groups, sharing knowledge.”  
“Discussion groups in morning, good to get people talking, networking with other people.” “Talking to others, discussing applications.” “Pros and cons of completing a

good application.” “Networking, shared experiences.” “Handout.” “Group discussions” “Identifying key things needed to make a good and bad funding application.” “Explaining funding and public sector funding.” “Afternoon Session.” “Networking.” “Morning session.” “All”

**What part of the session was least useful to you?**

“Discussing one persons funding idea in detail in afternoon.” “Hypothetical case study.” “Afternoon session lost its way.” “Workshops unfocused and largely conversations.” “Raising money form charitable trusts and private sources.” “The case study section – we didn’t really get anywhere on it.” “Afternoon session, discussing a claim for young mothers support.”

**What improvements would you like to see if this session was run again?**

“More fund-specific information, new funding or next round information.”  
 “More detail about funding streams in handouts, resource sheet of useful contact no’s/Websites etc., case studies of successful funding.” “Better/some course content description to be given out at time of invitation to book.” “Actual information could have been more detailed about current funding opportunities.” “More information on where to go/resources, and how to get into some of the local funding opportunities, i.e. where information is/who to contact.” “More step by step instructions.” “More handouts, and more structured case studies, so can get more out of team.” “I’d like to receive the Working Together Guide to funding, or other addresses as a handout. The pace should be quicker forcing us to be more talk orientated. Working with smaller groups might have led to quicker resolving of issues.” “Actual filling out of an application.” “More information on how to tap into different funds, what funds for what purpose etc.” “More movement, shorter groups”

**POWER AND EQUALITY:**

|                 |    |
|-----------------|----|
| Places offered  | 20 |
| Demand          | 9  |
| Places Booked   | 9  |
| Number attended | 3  |

No feedback forms returned.

**MONITORING AND EVALUATION:**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 28 |
| Places Booked:   | 25 |
| Number attended: | 17 |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 17  |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.5 |
| Presentation of Information  | 4.5 |
| Participation in the group   | 3.9 |
| Keeping to the subject       | 4.8 |

|                              |     |
|------------------------------|-----|
| Pace of the workshop         | 4.4 |
| Level of enjoyment           | 4.2 |
| Trainers facilitation skills | 4.9 |
| Level of achievement         | 4.4 |
| Handouts/workbooks           | 4.5 |
| Facilities/venue             | 4.1 |
| <br>                         |     |
| Total score                  | 4.4 |

**What part of the session was most useful to you?**

“Aims and objectives and the structure of the organisation/work.” “Techniques for evaluation.” “All.” “Project planning, objective one-resource needed – quality standards” “Everyone in group looking at my project, drawing everything together” “Relating the theory to different case studies within the group” “Differences between aims and objectives, and of monitoring, success indicators, and evaluation.” “Using SMART to suss out objectives, very clear handouts, and not having to take notes made a change.” “Getting into groups and doing the exercises.” “Aims and objectives described well. Good relations of diagrams. SMART was informative” “All good, the practical implementation of the theory learned, and enjoyed working in a group.” “Triangular structure was particularly useful.” “All, particularly as our group was used as a case study” “Introduction, what is the process used for, and the pyramid diagram.”

**What part of the session was least useful to you?**

“What data need to be collected, only because already aware of it.” “Group work – very hard going in my particular group” “None” “Too much time on aims/objectives”

**What improvements would you like to see if this session was run again?**

“More variety of small group work, different tasks/different group (working with different people). Maybe use simple case studies rather than specific organisations.” “Advanced course” “Discuss how to measure qualitative subjective information more from the start.” “More herbal tea” “Small group work should be rotated allow people to get into groups relevant to their work. Working in the same small group limits participation and can breed stagnation.” “Juice as well as tea and coffee. Venue either hot or cold, intimidating and too bright.” “Proven examples of working evaluation and monitoring” “More on evaluation” “More fresh air and water” “More on evaluating your data, and the review process”

**Any further comments:**

“Suggestion for Project Planning” “All very informative and will feed back into our policy formation” “Very reliable course by her as always, many thanks for this great course, very timely and useful.” “Suggestion for one to one follow up to monitor and evaluate the effectiveness of the workshop in enabling us to actually do it.” “Good facilitator, very competent, personable and efficient.” “Could have course on techniques for evaluation specifically, e.g. how to run a focus group, how to write a questionnaire etc. Also creative techniques which are fun.” “How to present the results, reports, presentations, leaflet or newsletter.” “Good range of groups and organisations” “Good teaching by Julia, concise yet all was relevant. Very helpful” “Trainer friendly, efficient and very competent. This

training should be compulsory for all local funded groups. Excellent” “Add age and gender to evaluation form” “Information would be useful if given to the management group of one organisation that does not actually monitor or evaluate their services.” “How to access SRB, ESF funding, Database/software for easy monitoring”

## **HOW TO GET YOUR STORY INTO THE ARGUS**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 32 |
| Places Booked:   | 27 |
| Number attended: | 15 |

### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 15  |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.3 |
| Presentation of Information  | 3.7 |
| Participation in the group   | 4.1 |
| Keeping to the subject       | 3.9 |
| Pace of the workshop         | 4   |
| Level of enjoyment           | 4.1 |
| Trainers facilitation skills | 4.4 |
| Level of achievement         | 4   |
| Handouts/workbooks           | 4.1 |
| Facilities/venue             | 4.2 |
| Total score                  | 4.1 |

### **What part of the session was most useful to you?**

“Grilling Argus Editor, though the morning training was useful for learning how to direct questions.” “Names of Argus contacts” “Formulating a press release and open question session with Simon Bradshaw” “Putting the press release together” “Structure/format of press releases, especially exercise in writing press release” “Session with Argus Editor Simon Bradshaw” “What needs to be included in a press release?” “Writing an article in group/ whom to contact Argus” “Question and answer session based on the morning’s discussion” “The two parts of looking at the structure of a story and trying to write our own.”

### **What part of the session was least useful to you?**

“Only a few exercise activities therefore didn’t get to meet any new people” “Discussion of editorial policies/philosophy on social issues.” “Exercise” “Question session with Simon Bradshaw, as some people turned it into a very personal issue and it side tracked from the issue in hand” “The construction of news” “None” “Talk by Simon Bradshaw”

### **What improvements would you like to see if this session was run again?**

“More active participation and a less out of the way venue, more stretch/fag breaks, more specific” “Examples of press releases that have been successful. Use success stories as case studies, or a talk from someone who is successful. Brainstorm on issues that come up with not getting story in Argus.” “More structured, start on time”

“Tea, coffee and biscuits” “Input of Simon Bradshaw very good, keep it for future sessions” “Name labels for participants”

“Short breaks (e.g. afternoon session – even if to change seats, tea break, finishing on time).” “Possibly the news items looked at in the early session could have been used on the model for the structure of news stories as I was familiar with the pieces by then and would have taken it in a bit better.” “Desks to lean on”

**Any further comments:**

“Very informative and helpful, learned quite a lot, great day” “Provide snacks”  
“Photocopies mentioned in the morning session.” “A good day” “Very appreciative”

**PRESENTATION SKILLS**

|                 |    |
|-----------------|----|
| Places offered  | 15 |
| Demand          | 36 |
| Places booked   | 23 |
| Number attended | 10 |

**Evaluation Forms**

|                              |                         |
|------------------------------|-------------------------|
| Evaluation forms returned    | 10                      |
| Evaluation average out of 5: |                         |
| Content of workshop          | 4.4                     |
| Presentation of Information  | 3.8                     |
| Participation in the group   | 4.3                     |
| Keeping to the subject       | 4.5                     |
| Pace of the workshop         | 4                       |
| Level of enjoyment           | 4.2                     |
| Trainers facilitation skills | 4.1                     |
| Level of achievement         | 4                       |
| Handouts/workbooks           | 3.7 (out of 3 answered) |
| Facilities/venue             | 4.2                     |
| Total score                  | 4.1                     |

**What part of the session was most useful to you?**

“Discussion of everyone’s fears” “Practice presentations” “All”\*2 “Doing the presentation” “Learning how to manage nervousness and preparing a presentation in three minutes” “Exchanging ideas with other people” “Discussing how everyone felt because we were all nervous, but it didn’t show in the presentation” “To know I was not alone in my fears”

**What part of the session was least useful to you?**

“Lunch” “Presenting yourself” “Small group work on top tips – more useful to have large group discussion with folk who have more experience”

**What improvements would you like to see if this session was run again?**

Improve presenting yourself” “I thought the planning and format were very good, and it was particularly useful to have to do an individual presentation as opposed to a group presentation” “Clarification between ‘training’ and ‘presentation’ – not

necessarily the same skills, methods, etc., just a brief discussion on this might have been useful” “Using videos to see what you look like when doing a presentation” “Maybe somewhere where we could have a practise run through of presentations first” “More help with content and how to break subject matter into introduction, talk, conclusion”

**Further comments, suggestions, requests for information or for further courses:**

“Having the option to do two presentations to get over the nerves. Refresher day”  
 “The timetabling was very good”

**ROLE OF TRUSTEES AND MANAGEMENT COMMITTEES**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 27 |
| Places Booked:   | 22 |
| Number attended: | 9  |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 6   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.8 |
| Presentation of Information  | 4.8 |
| Participation in the group   | 4.2 |
| Keeping to the subject       | 4.2 |
| Pace of the workshop         | 4.2 |
| Level of enjoyment           | 4.8 |
| Trainers facilitation skills | 4.7 |
| Level of achievement         | 4   |
| Handouts/workbooks           | 4.5 |
| Facilities/venue             | 4.5 |
| Total score                  | 4.5 |

**What part of the session was most useful to you?**

“Info on employment and financial responsibilities” “Discussions with trainer”  
 “Skills analysis for trustees and ‘job description’” “All” “General classifications of what trustees, companies, charities etc are.” “Open discussion”

**What part of the session was least useful to you?**

“Last bit, concentrated on an individual problem for too long.”

**What improvements would you like to see if this session was run again?**

“Help sheet list of people we can call on” “Better attendance.”

**Any further comments :**

“Access to Julia’s knowledge in general will be useful, possible training on employment responsibilities.” “Excellent, worthwhile session because it reinforced what we know/do and usefully highlighted some gaps.”

## **BOOK KEEPING**

|                  |    |
|------------------|----|
| Places offered   | 15 |
| Demand           | 30 |
| Places Booked:   | 22 |
| Number attended: | 16 |

### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 16  |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.9 |
| Presentation of Information  | 4.9 |
| Participation in the group   | 4.5 |
| Keeping to the subject       | 4.9 |
| Pace of the workshop         | 4.9 |
| Level of enjoyment           | 4.6 |
| Trainers facilitation skills | 4.8 |
| Level of achievement         | 4.6 |
| Handouts/workbooks           | 4.9 |
| Facilities/venue             | 4.7 |
| Total score                  | 4.8 |

### **What part of the session was most useful to you?**

“Good on financial systems and ways of thinking, and physically organising info.”  
“Boosted confidence that what I’m doing is right.” “Most areas when applying to my area” “Knowing how to separate cash/bank, and I will be more able to analyse as I go on.” “General output from the session” “All in overview” “All, found it all really interesting and learned a lot.” “Examples of cash book and bank reconciliation”  
“Adjustment, preparing for accounts” “The explanation form basic principles”  
“Introduction to basic cash flow analysis.” “Explaining of accounting terms plus illustration of bank reconciliation, and hints for systems.” “Reconciling bank account and addressing cash account.” “Finding out simple basic rules that will help a lot.”  
“Clear handouts to go through later and opportunity to ask questions if needed.”  
“Bank reconciliation.” “All.”

### **What part of the session was least useful to you?**

“Much was basic, which already knew. Couldn’t be left out though.” “All useful”  
“‘Why to keep books’ was largely common sense” “What improvements would you like to see if this session was run again?” “Needed something a bit more advance but it was really useful ‘refresher course’.” “More detailed info about contents of session beforehand” “Perhaps more time to do a worksheet, but wouldn’t want the session to be too long though.” “Further information.” “Some kind of automatic entry to the next session, on profit and loss Reports.” “Perhaps closer to central Brighton” “More exercises would give me more confidence in doing it for real.” “Combining cash and bank accounts – perhaps a worked example at the end.” “Very basic example of what a typical monthly report should contain, i.e.. Treasurers report to it’s trustees etc. (or a handout to go through later.)” “Relied a bit too heavily on OHP, I got tired eyes.”  
“An actual example to do on real cash book paper, not just, ‘how would you do this’.”

**Any further comments :**

“Like to attend more courses and do more practical work. Really enjoyed the morning.” “Very helpful.” “Would be interested in any other book keeping courses” “Very useful, gave me confidence and de-mystified” “More finance-related course please, intermediate – advanced, etc. A course on Quickbook, or Balance Sheet, case studies on different organisations, strategic financial planning.” “Please advise of follow up course, in 4 weeks.” “Accounting reports course. Cheers for the coffee.” “Very good course, more of these type of things should be available.” “Now feel more confident.” “Definitely try to go to next one on end of year reports.” “Very good, demystified rather than confused.”

**ANNUAL ACCOUNTS**

|                  |    |
|------------------|----|
| Places offered   | 15 |
| Demand           | 16 |
| Places Booked:   | 16 |
| Number attended: | 8  |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 8   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.9 |
| Presentation of Information  | 4.9 |
| Participation in the group   | 4.9 |
| Keeping to the subject       | 4.9 |
| Pace of the workshop         | 4.8 |
| Level of enjoyment           | 4.6 |
| Trainers facilitation skills | 4.9 |
| Level of achievement         | 4.3 |
| Handouts/workbooks           | 4.9 |
| Facilities/venue             | 4.9 |
| Total                        | 4.8 |

**What part of the session was most useful to you?**

“All very informative and interesting” “Working out income/expenditure and balance sheet. Concepts and application of depreciation” “Balance sheet, Income = Expenditure, Cash book etc.” “Explaining of concepts” “Balance Sheets”

**What part of the session was least useful to you?**

“Early part of why end of year accounts etc.”

**What improvements would you like to see if this session was run again?**

“Full Day” “Part 3 – annual accounts – more practice and specifics” “Could it be run in a series of training days focused on this subject?” “Perhaps more focus on charity accounts – while he was using a very, basic account prevalent in commercial sector as well.” “More time for exercises at the end” “More time on such a complicated subject” “Run over a full day with more time on exercises”

**Any further comments :**

“Would like one where it is more hands on with my own accounts, but realise that it is very expensive to provide.” “Need follow on- slightly more advanced” “Need a ‘setting up systems to cope with restricted funding reporting demands’.” “Very useful, (extremely), it’s a pity that it ended leaving people feeling a lot more practice and training would be helpful.” “This kind of event is really useful. More of the same is always needed. More time to ask specific questions about our own organisations accounts would be useful too. (e.g.. Accounts surgery)” “Some info required on organisations legal status and requirements therefore for account keeping”

**LISTENING AND COMMUNICATION**

|                 |    |
|-----------------|----|
| Places offered  | 15 |
| Demand          | 21 |
| Places booked   | 21 |
| Number attended |    |

Awaiting feedback

**Evaluation Forms**

- Evaluation forms returned
- Evaluation average out of 5:
- Content of workshop
- Presentation of Information
- Participation in the group
- Keeping to the subject
- Pace of the workshop
- Level of enjoyment
- Trainers facilitation skills
- Level of achievement
- Handouts/workbooks
- Facilities/venue

Total score

**TRAINING THE TRAINER**

|                 |    |
|-----------------|----|
| Places offered  | 15 |
| Demand          | 44 |
| Places booked   | 22 |
| Number attended | 17 |

Awaiting feedback

**Evaluation Forms**

- Evaluation forms returned
- Evaluation Average out of 5:
- Content of workshop
- Presentation of Information
- Participation in the group

Keeping to the subject  
 Pace of the workshop  
 Level of enjoyment  
 Trainers facilitation skills  
 Level of achievement  
 Handouts/workbooks  
 Facilities/venue

Total score Data unavailable

## **DEALING WITH CONFLICT**

### **WORKING WITH CONFLICT IN FAMILIES**

|                  |    |
|------------------|----|
| Places offered   | 15 |
| Demand           | 17 |
| Places Booked:   | 17 |
| Number attended: | 9  |

#### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 9   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.4 |
| Presentation of Information  | 4.3 |
| Participation in the group   | 4.4 |
| Keeping to the subject       | 4.6 |
| Pace of the workshop         | 3.2 |
| Level of enjoyment           | 4.8 |
| Trainers facilitation skills | 4.7 |
| Level of achievement         | 4.8 |
| Handouts/workbooks           | 4   |
| Facilities/venue             | 4.1 |
| Total score                  | 4.3 |

#### **What part of the session was most useful to you?**

“Role playing” “Meeting new people, and the role play” “Role play, discussion”  
 “Role play” “All equally useful – hearing form others in the group and leaders  
 ‘chat’.” “Networking, behavioural bits” “All”

#### **What part of the session was least useful to you?**

“Nothing really, but perhaps the length, as many left from 2.00- 2.30pm. Only 6  
 remained.”

#### **What improvements would you like to see if this session was run again?**

“Higher attendance level” “More warm up games” “Please shorten it so that  
 everyone can stay” “More handouts”

#### **Any further comments :**

“Keep putting people in touch and connecting, it was good, thank you.” “Would be happy to come to continuation of subject, so much still to come.” “A list of reference books please, for self - taught.” “Due to increase in black and ethnic minority group families in Brighton, I’m sure it would be beneficial to many groups and organisations to have training about working with families from black and ethnic minority groups.” “Good group size = more intimate, because smaller. Very useful, lots of thought provoking issues. Good to meet people from other agencies.”

## **WORKING WITH CONFLICT IN ORGANISATIONS**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 28 |
| Places Booked:   | 25 |
| Number attended: | 12 |

### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 13  |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.4 |
| Presentation of Information  | 4.4 |
| Participation in the group   | 4.5 |
| Keeping to the subject       | 4.3 |
| Pace of the workshop         | 4.2 |
| Level of enjoyment           | 4.8 |
| Trainers facilitation skills | 4.6 |
| Level of achievement         | 4.5 |
| Handouts/workbooks           | 4.1 |
| Facilities/venue             | 3.8 |
| Total score                  | 4.4 |

### **What part of the session was most useful to you?**

“All of it, ranking, all the aide and comments by the facilitators, lots of little gems etc.” “Only attended morning, but very interesting and relevant to me in my organisation/position.” “Exercise on ranking” “Rank/power consensus. The group discussions were excellent.” “Naming the Ghost” “All” “One to one rank exercise” “Open discussion based on scenarios, rankings, sharing experiences.” “Ranking, naming the ghost” “All” “Ranking, naming the ghost.” “Particular responses re: naming the ghost.”

### **What part of the session was least useful to you?**

“Individual Cases.” “None.” “Consensus, feel this was lost.” “All interesting and useful.” “Lunch break.”

### **What improvements would you like to see if this session was run again?**

“Liked it being smaller than planned.” “2 days” “More looking at organisations structures and conflict within groups” “More people attending” “Range of options” “Larger group maybe with diverse organisations” “Hand outs”

**Any further comments :**

“Keep groups smaller when subject is tricky, so people open up” “Very valuable”  
“Good atmosphere generated, skilfully facilitated. Id like to attend other sessions if possible.” “Thanks for excellent session” “I really enjoyed it” “The atmosphere was relaxed and inviting of comment and participation. The group dynamics worked from the beginning, a real bonus”

**WORKING WITH CONFLICT WITHIN COMMUNITIES**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 30 |
| Places Booked:   | 22 |
| Number attended: | 7  |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 2   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4   |
| Presentation of Information  | 4   |
| Participation in the group   | 4   |
| Keeping to the subject       | 3.8 |
| Pace of the workshop         | 3.8 |
| Level of enjoyment           | 4   |
| Trainers facilitation skills | 4.5 |
| Level of achievement         | 4.5 |
| Handouts/workbooks           | 3   |
| Facilities/venue             | 4.5 |
| Total score                  | 4   |

**What part of the session was most useful to you?**

**What part of the session was least useful to you?**

“The practical demonstration of conflict through role play.” “Spending too long on individual’s work problems”

**What improvements would you like to see if this session was run again?**

“Hand outs given at the course.” “It was unfortunate that half the group didn’t turn up, but I think a slightly bigger mix of people would have been helpful, and would have produced more input and outcome.”

**Any further comments :**

“I thoroughly enjoyed the cause and learnt a lot from it, please hold more.”

**WORKING WITH CONFLICT WITH YOUNG PEOPLE**

|                |    |
|----------------|----|
| Places offered | 20 |
| Demand         | 40 |

Places Booked: 27  
Number attended: 17

### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluations forms returned   | 17  |
| Evaluation Average out of 5: |     |
| Content of workshop          | 3.8 |
| Presentation of Information  | 3.9 |
| Participation in the group   | 4   |
| Keeping to the subject       | 4.4 |
| Pace of the workshop         | 4.2 |
| Level of enjoyment           | 3.7 |
| Trainers facilitation skills | 3.9 |
| Level of achievement         | 3.4 |
| Handouts/workbooks           | 3.9 |
| Facilities/venue             | 4.2 |
| <br>                         |     |
| Total score                  | 3.9 |

### **What part of the session was most useful to you?**

“Found all of it useful” “Skills based elements” “Meeting other people and discussing areas of conflict, and how they deal with it.” “Building trust.” “Interaction with the whole group. Discussing tactics in dealing with conflict rather than the causes of conflict.” “Exercises, hearing other peoples experiences, process of mediation.” “How to act as mediator for larger conflicts” “Meeting and listening to other peoples experiences. Good handouts to refer back too” “Reminder of the feelings young people experience. How they may react to external pressures/attitudes.” “Generally very useful/helpful” “Discussion on young people and their thoughts and feelings” “Group discussion” “Different ways that people deal with conflict and recognising them. Principles of mediation.” “Examining our own ways of dealing with conflict”

### **What part of the session was least useful to you?**

“Not following up on the group exercises? Why did we do them?” “Did not deal with how to handle “immediate” conflict that flares up between young people.” ““Common ground’ exercise, had done it at previous training.” “Mediation as described is interesting but not entirely appropriate for my setting.” “None” “Some of the exercises” “A bit mediation theory based” “Communication activities although it was only by way of introduction”

### **What improvements would you like to see if this session was run again?**

“More exercises/participation” “More practical bits on skills for mediation. More awareness of how it relates to different roles.” “More “real-life” scenario” “Better spelling and grammar in the handouts. More group work and discussion of methods.” “A lot to be taken in. Would have liked to focus on other ways to deal with conflict – in immediate situations, where mediation is difficult, or not possible, also with younger children 4 years and up.” “How to defuse situations likely to result in violent outbursts” “A bit more space for discussion” “Applying skills in a more informal setting – where maybe only 2 workers to a group of 10-12 – how best to diffuse a situation. Family dynamics when 2 or more from same family attend a session

together.” “Perhaps a little more role play, and relating to actual situations step by step with group participation.” “More discussion on how mediation/conflict working relates to real life jobs.” “More examples of specific conflict situations and discussion on best way to resolve them.” “Very mediation focussed, what are the other possible avenues to preventing/diverting conflict, it would be very useful to explore some of these.” “More examples of conflict with young people, from facilitators and participants.” “Looked at mediation in an almost adult way but not in crisis work”

**Any further comments :**

“Causes on inter-agency working with young people. Flash point conflict resolution”  
“Misinterpreted title of session, therefore was expecting something different. Would like to see a more practical, group-based, diffusion of conflict course rather than a mediation discussion.” “Courses based on working with young children, not necessarily conflict.” “Very keen to do any similar training”

## GET ACTIVE

This section is divided into two parts, the first of which is an evaluation from attendees on each training event and the second from the Working Together Project workers. A feedback session was also carried out with the Manager of Business Community Partnership, some of this information is not recorded in this evaluation.

### COMMUNITY GROUPS BASED IN NEIGHBOURHOODS

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 12 |
| Places Booked:   | 12 |
| Number attended: | 8  |

#### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 5   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 5   |
| Presentation of Information  | 5   |
| Participation in the group   | 4.8 |
| Keeping to the subject       | 4   |
| Pace of the workshop         | 4.5 |
| Level of enjoyment           | 5   |
| Trainers facilitation skills | 5   |
| Level of achievement         | 4.6 |
| Handouts/workbooks           | 4.6 |
| Facilities/venue             | 4.2 |
| Total score                  | 4.7 |

#### **What part of the session was most useful to you?**

“Throughout” “Ideas for keeping volunteers involved” “Discussion groups on how to attract new and keep volunteers” “Seeing what happens within other groups and their particular problems, and how to overcome them.” “Networking with other groups. Getting ideas form other projects” “Networking with other groups. Like talking to people who have experienced same problems/ achievements” “Listening to other peoples ideas and being able to voice your own opinions”

#### **What part of the session was least useful to you?**

“How to fill out Get Active forms when it was very well described anyway, but could see a need.”

#### **What improvements would you like to see if this session was run again?**

“Central Venue please” “It would be good to see more groups, as this would lead to more idea sharing and networking.” “Perhaps being able to swap contact details with the other groups attending” “More community groups to participate” “More community groups” “If there was information about other grants etc. we could apply for if we didn’t get this.”

**Any further comments :**

“Very useful, I like the way it has been organised. Looking forward to participating in the future. Please keep training finish time to around 3pm. 4.30pm tends to be too over stretched (time not spent effectively).” “Suggested events – 1. Managing community buildings, 2. Setting up pre-school groups.” “Match groups to training” “Telephone participants to remind them of venue and times. Targeting of specific groups for training offered.” “Any course for running a community centre run by local residents, not just dealing with paper work but also for dealing with children’s events etc.”

**GROUPS WORKING WITH OLDER PEOPLE**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 10 |
| Places Booked:   | 10 |
| Number attended: | 6  |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 3   |
| Evaluation Average out of 5: | 4.1 |
| Content of workshop          | 4.3 |
| Presentation of Information  | 4.3 |
| Participation in the group   | 4   |
| Keeping to the subject       | 3.6 |
| Pace of the workshop         | 4   |
| Level of enjoyment           | 4.3 |
| Trainers facilitation skills | 4.3 |
| Level of achievement         | 4   |
| Handouts/workbooks           | 4   |
| Facilities/venue             | 4.3 |
| Total score                  | 4.1 |

**What part of the session was most useful to you?**

“Working with other members to brain storm ideas” “Finding out more about Get Active programme, and what areas it aims to fund.” “Sharing information with other groups on how to encourage volunteers.”

**What part of the session was least useful to you?**

**What improvements would you like to see if this session was run again?**

“More People – networking” “More participants in the training to bounce ideas off and network with.”

**Any further comments :**

“On the information leaflet advertising the training session I felt it was a little unclear that the sessions would have opportunities to apply for funding from the Get Active project.” “A course on the work of a committee in a volunteer group so that people who are new to their group can learn how voluntary committees usually work.”

## **GROUPS WORKING WITH WOMEN**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 7  |
| Places Booked:   | 7  |
| Number attended: | 8  |

### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 6   |
| Evaluation Average out of 5: | 3.9 |
| Content of workshop          | 4   |
| Presentation of Information  | 4.8 |
| Participation in the group   | 4   |
| Keeping to the subject       | 3.5 |
| Pace of the workshop         | 3.6 |
| Level of enjoyment           | 3.8 |
| Trainers facilitation skills | 4.2 |
| Level of achievement         | 3.8 |
| Handouts/workbooks           | 3.6 |
| Facilities/venue             | 3.3 |
| Total score                  | 3.9 |

### **What part of the session was most useful to you?**

“Throughout” “Work group and discussion” “Small group work, enabling greater discussion” “Workshop/group work discussing ways of improving/ widening participation, and advice on funding application” “Learning about my Get Active project” “Group sessions”

### **What part of the session was least useful to you?**

“From the original leaflet, got the impression that the day would also include information on other funding applications. I did not understand all of the funding terminology” “The exercise o the case study of Asha and my community centre”

### **What improvements would you like to see if this session was run again?**

“Different venue” “More opportunity for small group discussion – perhaps more time.” “Much tighter timing so that it could be run in a morning only” “More groups attendance”

### **Any further comments :**

“It was good to be able to participate this session with a focus – women’s groups. It seemed it was a lot more focussed, relaxed and positive, a subjective view.” “More funding information please, i.e. sources of funding for disadvantaged activity groups.” “Information was presented clearly and facilitation was good. It felt good to discuss issues in a women only space.” “Does the WORKING TOGETHER PROJECT have a mailing list of women’s groups that can be shared as a networking device?”

## **BLACK AND ETHNIC MINORITY GROUPS**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 9  |
| Places Booked:   | 9  |
| Number attended: | 7  |

### **Evaluation Forms**

|   |     |
|---|-----|
| Evaluation forms returned                 | 4   |
| Evaluation Average out of 5: (4 returned) |     |
| Content of workshop                       | 4.3 |
| Presentation of Information               | 4   |
| Participation in the group                | 4.8 |
| Keeping to the subject                    | 4.8 |
| Pace of the workshop                      | 4   |
| Level of enjoyment                        | 4.8 |
| Trainers facilitation skills              | 4.5 |
| Level of achievement                      | 4   |
| Handouts/workbooks                        | 4.3 |
| Facilities/venue                          | 4.3 |
| Total score                               | 4.4 |

### **What part of the session was most useful to you?**

“Exchanging different ideas” “All very well organised and relevant”  
“Group work, lots of ideas. Knowing what support’s available.”

### **What part of the session was least useful to you?**

### **What improvements would you like to see if this session was run again?**

“More involvement” “Good day, a shame there weren’t more participants” “1 day, as one day is hard to find the time”

### **Any further comments :**

“Fantastic day, very beneficial and focussed. Suggested course – what makes a good project” “Please keep informed of future W T P training”

## **LESBIAN AND GAY ORGANISATIONS**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 5  |
| Places Booked:   | 5  |
| Number attended: | 8  |

### **Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 6   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 4.2 |
| Presentation of Information  | 4   |

|                              |     |
|------------------------------|-----|
| Participation in the group   | 4.5 |
| Keeping to the subject       | 4   |
| Pace of the workshop         | 4.3 |
| Level of enjoyment           | 4.3 |
| Trainers facilitation skills | 4.4 |
| Level of achievement         | 4   |
| Handouts/workbooks           | 4.7 |
| Facilities/venue             | 4.7 |
| <br>                         |     |
| Total score                  | 4.3 |

**What part of the session was most useful to you?**

“Brainstorming sessions were very useful. Sharing ideas and thoughts help to reflect on your own practices. Facilitating around the funding applications was a different way to run a workshop, and left me with a sense of purpose as well.” “Afternoon” “All of it” “Looking at ways to maintain volunteers in groups” “Seeing how much common ground there is among groups” “All useful”

**What part of the session was least useful to you?**

“Ground rules session!”

**What improvements would you like to see if this session was run again?**

“More discussion on LGBT issues for organisations and sharing of successes.” “Good to discuss actual ideas of groups and develop partnership approach to similar ideas.” “More people taking part” “Usually prefer weekends”

**Any further comments :**

“Impact of volunteering on volunteers benefits.” “Different groups working together, e.g.. Penguins for Jesus and East Worcester Wiccans.” “I only heard of the course by word of mouth, must have missed lots of groups.” “Project seems well structured.”

**GROUPS WORKING WITH YOUNG PEOPLE**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 13 |
| Places Booked:   | 13 |
| Number attended: | 13 |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 9   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 3.9 |
| Presentation of Information  | 3.9 |
| Participation in the group   | 4   |
| Keeping to the subject       | 4.2 |
| Pace of the workshop         | 3.4 |
| Level of enjoyment           | 3.7 |
| Trainers facilitation skills | 4.7 |

|                      |         |
|----------------------|---------|
| Level of achievement | 3.8     |
| Handouts/workbooks   | 3.8     |
| Facilities/venue     | 4       |
| <br>Total score      | <br>3.9 |

**What part of the session was most useful to you?**

“How to sustain Volunteers” “Most useful, questions about application process.”  
 “Finding out about other groups volunteer programmes” “Last session around putting together a bid, very useful and informative.” “All – very open and flexible, pitched right” “Looking at the bidding process” “How to apply for funding” “Networking – pooling ideas”

**What part of the session was least useful to you?**

“All relevant” “Time keeping could have been better (lasted ¾hour)” “Section on the two brain storms. They were good in setting the scene but I would have preferred more time on the second ½ of the day and less on the morning section.” “Filling out an application”

**What improvements would you like to see if this session was run again?**

“Slightly faster pace, and getting into groups more structure/mix.” “More about volunteering, methods for running projects/ideas” “More info on flyer prior to the session” “Maybe ask the participants to sort themselves out and work a bit harder. Final session doing mock application – would have been useful to have feedback on the time re marking and assessing it.” “Venue nearer transport, or facilities.” “More ideas on how people effectively use volunteers”

**Any further comments :**

“It would be really handy if after the workshops we had handouts sent, like minutes to recap and record everything learnt.” “Well thought out and structured programme”  
 “Useful to know what other ‘Get Active’ groups came up with. Facilitators worked really hard with a not very responsive group – well done. Really good to see new faces, showed information is getting around effectively, - don’t underestimate how important this is.” “Importance of developing a B&H youth Vol. Sector Forum/ Assoc. – would local authority Youth Service do this, or could WORKING TOGETHER PROJECT have some part in it?” “I would have liked info/ handouts from the first part of the session.” “Very much enjoyed the course, networking with other organisations, sharing ideas. “There was a good feel in the group as it was so wide in experience and types of groups represented.”

**GROUPS WORKING ON ENVIRONMENTAL ISSUES**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 10 |
| Places Booked:   | 10 |
| Number attended: | 6  |

**Evaluation Forms**

|                           |   |
|---------------------------|---|
| Evaluation forms returned | 6 |
|---------------------------|---|

|                              |     |
|------------------------------|-----|
| Evaluation Average out of 5: |     |
| Content of workshop          | 3.8 |
| Presentation of Information  | 4   |
| Participation in the group   | 4.8 |
| Keeping to the subject       | 4.5 |
| Pace of the workshop         | 4.2 |
| Level of enjoyment           | 4.5 |
| Trainers facilitation skills | 4.8 |
| Level of achievement         | 3.8 |
| Handouts/workbooks           | 4   |
| Facilities/venue             | 4.2 |
| <br>                         |     |
| Total score                  | 4.3 |

**What part of the session was most useful to you?**

“Break – out sessions” “How to get new volunteer on board” “Discussing ways of encouraging involvement” “The introductory session, as I wasn’t sure what the training day was exactly for.” “Making contacts, hearing about other experiences” “Both group sessions in morning discussion, skills sharing”

**What part of the session was least useful to you?**

“Funding session was challenging, because of my project, not the facilitators” “Application form session”

**What improvements would you like to see if this session was run again?**

“Greater number of community groups here” “More comfy chairs” “Bit more clarity in the final session might be good, maybe by working through the Funding Guidance together, explaining the terms.” “To learn a bit more about the subject rather than just how to run voluntary groups.” “More working together on what makes a successful bid.”

**Any further comments :**

“If events are planned we can put them in the newsletter. Chalk n trees is published 1/4ly. End of August, November, February, May.” “Would be good to have access to more information before hand, so I knew what to expect before I arrived. Good day and I felt all the information was explained well.” “Overall very good day.”

**GROUPS WORKING ON HEALTH ISSUES**

|                  |    |
|------------------|----|
| Places offered   | 20 |
| Demand           | 6  |
| Places Booked:   | 6  |
| Number attended: | 6  |

**Evaluation Forms**

|                              |     |
|------------------------------|-----|
| Evaluation forms returned    | 6   |
| Evaluation Average out of 5: |     |
| Content of workshop          | 3.8 |

|                              |     |
|------------------------------|-----|
| Presentation of Information  | 4.2 |
| Participation in the group   | 4.3 |
| Keeping to the subject       | 4.3 |
| Pace of the workshop         | 3.7 |
| Level of enjoyment           | 4.2 |
| Trainers facilitation skills | 3.8 |
| Level of achievement         | 3.4 |
| Handouts/workbooks           | 3.6 |
| Facilities/venue             | 4.5 |
| Total score                  | 4   |

**What part of the session was most useful to you?**

“Clarifying what funding is for” “Looking at strategies for recruiting volunteers, clarifying grant application criteria” “Group discussions – opportunities to share ideas on best practice/challenges related to encouraging volunteering” “Finding out about the structure of the project” “Discussion re: development of role of volunteers” “Info on putting in a bid, exchange info on good practice for volunteers”

**What part of the session was least useful to you?**

**What improvements would you like to see if this session was run again?**

“Focus the workshop at a level relevant to participants. Good idea to finish at 1pm today.” “Start on time, presenter remain throughout session.” “Maybe adaptations to format , e.g.. The session was very geared up to community groups. Maybe a session is needed for already established voluntary organisations.”

**Any further comments :**

“Clearer initial pre-course information. The direct phone contact from Tom was very useful. Thanks for a fun day.” “Training – health and safety please” “Ensure that there is a session specifically geared towards groups that have some experiences in this area” “Further training – health and safety, Lifting safely, empowering/ skilling / service user reps/ volunteer reps.”

**GROUPS SETTING UP A VOLUNTEER CO-ORDINATOR NETWORK**

|                  |    |
|------------------|----|
| Places Booked:   | 15 |
| Number attended: | 13 |

**Workers Evaluation of Get Active**

**Training Attendance**

Attendance was not as high as anticipated. This could have been down to a number of factors. Firstly, it was organised at quite short notice, which may have meant that a number of potential participants had already made other commitments. Secondly, it was quite a difficult concept to convey in a simple piece of publicity, and therefore may have been unclear as to what the training was about, this could have been remedied if some other promotional material had accompanied the publicity for the training. Thirdly, the training was not responding to identified local needs.

On a positive note, just over 50% of those attending the training had not attended any Working Together Project training previously. This provides a good indication that the training was reaching a number of groups that are traditionally marginalised and/or under resourced.

### **Awards Given**

31 applications for funding were received by the Get Active Panel for assessment of these representatives from 28 of the organisations had attended the training. Of the 28 organisations attending the training all those who received grants had attended.

### **Writing the Application Process**

Producing an accessible bidding process that could potentially be open to all community groups and voluntary organisations was difficult. This was particularly because we would expect much more of larger organisations making applications for significant amounts of money, than we would of smaller organisations applying for smaller amounts. This led us to explore the option of having two different processes. But we eventually thought that this was complicated for a relatively small amount of money that was available, which was therefore likely to limit most of the applications. A positive compromise was then made to go for a relatively simple four-page application. What we did instead to make it easier for small groups, was to have three compulsory Get Active aims that organisations had to bid against, with the two more technical aims (mentoring and use of IT), as optional criteria. This disadvantaged no one because scores under each aim were added up and divided by the number of aims bid against, and converted into percentages.

### **The Working Together Projects involvement in Get Active**

Although commissioned to get the project started in Brighton and Hove, and not being a partner in the project, with hind sight it might have been easier to communicate, if we had been invited to the relevant meetings of the Get Active Partnership. This would have enabled us to gain more clarity about what was expected of us.

Operationally, the Get Active Project took more time and resources due to working across organisations and with the different partners. Initial costing was for eight events. To increase the capacity for community groups and voluntary organisations to both increase their skills in working with volunteers and to look at potential partnership bids, the Get Active Training included ten events. This obviously had resource implications.

Finally Get Active provided an opportunity to develop an inclusive, easily accessible and open application process for funding and does respond to a huge identified need to increase the amount of volunteer opportunities across Brighton and Hove

## **SECTION 2: Newsletter**

The Working Together Project Newsletter has improved over the last 6 months. Firstly we have changed the cover, so that it looks more appealing, and it briefly describes what's inside. Secondly we have started to break the sections down into more user-friendly chunks. Thirdly, we have introduced new regular sections like the listing of Brighton & Hove Council meetings that are open to the public and might be of interest to the sector. Fourthly, we have introduced one off sections, for example a list of useful funding websites, and a campaigns section.

38 groups have bothered to tell us how useful the newsletter is, and there has been no negative feedback at all.

There has been a difficulty in getting the newsletter out on time. This has been caused by the extra work generated by leaving the CVS, sorting out difficulties that have arisen and doing organisational work, previously undertaken by CVS staff. This should become easier, as systems are developed and implemented.

### **Information & Advice**

The Working Together project provides a huge amount of information and advice, not just through the newsletter, but by phone. In the first six months of the year we received 1293 calls requesting information or advice. The majority of the calls are about fundraising information, where to find trainers, model constitutions and after that, a whole range of advice.

## Section 3: Small Grants Scheme - First Round 2000

| <b>Organisation Name &amp; Type</b>  | <b>Bid £</b> | <b>Purpose of Bid</b>   | <b>Community Development<br/>10 pts</b> | <b>Training Delivery<br/>10 pts</b> | <b>Increase in Training/Emp<br/>10 pts</b> | <b>Collaborative<br/>5 pts</b> | <b>Points Scored</b> | <b>Amount Awarded<br/>£</b> |
|--|--------------|---|---|-------------------------------------|--|--------------------------------|----------------------|-----------------------------|
| <b>Brighton East Area Credit Union – community based savings and loans scheme</b>        | <b>500</b>   | <b>To train new collectors and management members</b>                                       | <b>6</b>                                | <b>7</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>23</b>            | <b>500</b>                  |
| <b>Brighton Retired members Association</b>  | <b>250</b>   | <b>To purchase a mobile, pay for running costs and travel expenses for trips.</b>           | <b>5</b>                                | <b>2</b>                            | <b>2</b>                                   | <b>2</b>                       | <b>11</b>            | <b>0</b>                    |
| <b>Brighton women’s Centre</b>   | <b>500</b>   | <b>Publicise for volunteers from communities of interest, training , room hire and exp.</b> | <b>7</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>3</b>                       | <b>26</b>            | <b>500</b>                  |
| <b>Carousel – creative arts for people with learning difficulties</b>                    | <b>450</b>   | <b>To run 9 week courses for volunteers</b>   | <b>5</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>23</b>            | <b>450</b>                  |
| <b>Community Building Network – enhancing the training opportunities of member orgs.</b> | <b>420</b>   | <b>To cover running costs of meetings, and to produce a resource pack for members.</b>      | <b>7</b>                                | <b>7</b>                            | <b>7</b>                                   | <b>4</b>                       | <b>25</b>            | <b>420</b>                  |

| <b>Organisation Name &amp; Type</b>  | <b>Bid £</b>  | <b>Purpose of Bid</b>   | <b>Community Development<br/>10 pts</b> | <b>Training Delivery<br/>10 pts</b> | <b>Increase in Training/Emp<br/>10 pts</b> | <b>Collaborative<br/>5 pts</b> | <b>Points Scored</b> | <b>Amount Awarded<br/>£</b> |
|--|---------------|---|---|-------------------------------------|--|--------------------------------|----------------------|-----------------------------|
| <b>Crow Community Radio workshop – radio skills training org.</b>                            | <b>500</b>    | <b>Purchase of digital recording equipment for training</b>                             | <b>5</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>23</b>            | <b>500</b>                  |
| <b>Ecosys – environmental education</b>  | <b>500</b>    | <b>Training day for volunteers and career software packs</b>                            | <b>5</b>                                | <b>6</b>                            | <b>7</b>                                   | <b>3</b>                       | <b>21</b>            | <b>500</b>                  |
| <b>Friends Families and Travellers – support and advice for travellers</b>                   | <b>59.77</b>  | <b>To send a volunteer to Ending Child Poverty conference</b>                           | <b>5</b>                                | <b>6</b>                            | <b>6</b>                                   | <b>2</b>                       | <b>19</b>            | <b>59.77</b>                |
| <b>Hangleton &amp; Knoll Computer Club – provide accredited IT training to neighbourhood</b> | <b>500</b>    | <b>Training and venue costs</b>   | <b>8</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>26</b>            | <b>500</b>                  |
| <b>Kingpins After School Club – collects and cares for children</b>                          | <b>500</b>    | <b>Training for staff members (food and hygiene, 1<sup>st</sup> aid, childcare)</b>     | <b>4</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>22</b>            | <b>500</b>                  |
| <b>Knowles Tooth Childrens Centre</b>  | <b>209.75</b> | <b>To pay for individual volunteer to learn to drive and drive the centre’s minibus</b> | <b>2</b>                                | <b>3</b>                            | <b>4</b>                                   | <b>0</b>                       | <b>9</b>             | <b>0</b>                    |

| <b>Organisation Name &amp; Type</b>   | <b>Bid £</b> | <b>Purpose of Bid</b>   | <b>Community Development<br/>10 pts</b> | <b>Training Delivery<br/>10 pts</b> | <b>Increase in Training/Emp<br/>10 pts</b> | <b>Collaborative<br/>5 pts</b> | <b>Points Scored</b> | <b>Amount Awarded<br/>£</b> |
|---|--------------|---|---|-------------------------------------|--|--------------------------------|----------------------|-----------------------------|
| <b>Lorgan Housing Co-op – short life housing for young single people</b>                  | <b>500</b>   | <b>To Train members in co-op policy and function of officer roles.</b>                      | <b>8</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>4</b>                       | <b>28</b>            | <b>500</b>                  |
| <b>Nacro Services Sussex – training for adults in basic literacy</b>                      | <b>500</b>   | <b>To purchase a computer to enhance training.</b>  | <b>5</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>23</b>            | <b>500</b>                  |
| <b>Pathfinder project – support services for people serving prison sentences in Lewes</b> | <b>460</b>   | <b>Training for volunteers - on pro social modelling and motivational interviewing</b>      | <b>5</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>4</b>                       | <b>25</b>            | <b>460</b>                  |
| <b>Poets Corner Residents Society – supporting local neighbourhood</b>                    | <b>400</b>   | <b>To provide TEFL training for volunteers to help other residents with language skills</b> | <b>8</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>26</b>            | <b>400</b>                  |
| <b>QueenSpark Books – community writing and publishing</b>                                | <b>500</b>   | <b>Training for volunteers on using design software.</b>                                    | <b>7</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>3</b>                       | <b>26</b>            | <b>500</b>                  |
| <b>South Portslade Playscheme – club in school holidays</b>                               | <b>500</b>   | <b>To help training playworkers and pay for volunteer exp.</b>                              | <b>5</b>                                | <b>5</b>                            | <b>5</b>                                   | <b>2</b>                       | <b>17</b>            | <b>0</b>                    |

| <b>Organisation Name &amp; Type</b>   | <b>Bid £</b> | <b>Purpose of Bid</b>  | <b>Community Development<br/>10 pts</b> | <b>Training Delivery<br/>10 pts</b> | <b>Increase in Training/Emp<br/>10 pts</b> | <b>Collaborative<br/>5 pts</b> | <b>Points Scored</b> | <b>Amount Awarded<br/>£</b> |
|---|--------------|--|---|-------------------------------------|--|--------------------------------|----------------------|-----------------------------|
| <b>St Luke's Advice Service – advice and info to those in need</b>                  | <b>500</b>   | <b>Training for staff members in learning to advise.</b>                             | <b>6</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>24</b>            | <b>500</b>                  |
| <b>Sudanese Women and Childrens Assoc – advice for members</b>                      | <b>500</b>   | <b>Hire of hall, newsletter, travel costs for trips, creche, etc.</b>                | <b>5</b>                                | <b>4</b>                            | <b>3</b>                                   | <b>1</b>                       | <b>13</b>            | <b>0</b>                    |
| <b>Vallance Community Centre</b>  | <b>480</b>   | <b>Computer Training for residents.</b>  | <b>6</b>                                | <b>7</b>                            | <b>3</b>                                   | <b>2</b>                       | <b>18</b>            | <b>480</b>                  |
| <b>Women into the Millennium – producing community info on film/video</b>           | <b>445</b>   | <b>Purchase of video recorder, CD burner and tapes.</b>                              | <b>5</b>                                | <b>7</b>                            | <b>7</b>                                   | <b>3</b>                       | <b>23</b>            | <b>445</b>                  |
| <b>YAC – services for young people</b>  | <b>500</b>   | <b>To provide 2 workshops for volunteers on self harm and working with young men</b> | <b>6</b>                                | <b>8</b>                            | <b>8</b>                                   | <b>2</b>                       | <b>26</b>            | <b>500</b>                  |
| <b>326 Childrens Choice After School Club - after school care for 5-12 yr olds.</b> | <b>£ 450</b> | <b>Training for staff on first aid, food hygiene and health and safety.</b>          | <b>2</b>                                | <b>4</b>                            | <b>5</b>                                   | <b>0</b>                       | <b>22</b>            | <b>0</b>                    |

| <b>Organisation Name &amp; Type</b>  | <b>Bid £</b>         | <b>Purpose of Bid</b>  | <b>Community Development<br/>10 pts</b> | <b>Training Delivery<br/>10 pts</b> | <b>Increase in Training/Emp<br/>10 pts</b> | <b>Collaborative<br/>5 pts</b> | <b>Points Scored</b> | <b>Amount Awarded<br/>£</b> |
|--|----------------------|--|---|-------------------------------------|--|--------------------------------|----------------------|-----------------------------|
| <b>Action for Dysphasic Adults - supports self help groups, dysphasics and their carers.</b> | <b>Not specified</b> | To employ a Speech Therapist and hire transport for social outings.  | 2                                       | 0                                   | 1  | 0                              | 6                    | <b>0</b>                    |
| <b>Allsorts Youth Project - supporting young lesbian, gay and bisexual community</b>         | <b>£ 500</b>         | To develop workshops for young people and offer training and expenses associated with training to volunteers | 5                                       | 5                                   | 5  | 2                              | 34                   | <b>0</b>                    |
| <b>Amalgamated Engineering and Electrical Union retired members association.</b>             | <b>Not specified</b> | To provide social outings for members.   | Not eligible                            |                                     |  |                                |                      | <b>0</b>                    |
| <b>B&amp;H Parents and Childrens Group - info and support for parents</b>                    | <b>£ 483</b>         | IT Training for parents to help them return to the workforce.  | 8                                       | 7                                   | 8  | 0                              | 46                   | <b>£ 483</b>                |
| <b>B&amp;H Unwaged Advice and Rights Centre - info and advice service</b>                    | <b>£ 500</b>         | To purchase a Pentium computer to extend services.   | 7                                       | 5                                   | 7  | 0                              | 38                   | <b>£ 500</b>                |
| <b>Knoll Film Productions – film</b>   | <b>£ 430</b>         | To pay for specialist film and editing   | 5                                       | 9                                   | 7  | 0                              | 42                   | <b>£ 430</b>                |

| <b>Organisation Name &amp; Type</b>  | <b>Bid £</b>    | <b>Purpose of Bid</b>   | <b>Community Development 10 pts</b> | <b>Training Delivery 10 pts</b> | <b>Increase in Training/Emp 10 pts</b> | <b>Collaborative 5 pts</b> | <b>Points Scored</b> | <b>Amount Awarded £</b>    |
|--|-----------------|---|-------------------------------------|---------------------------------|--|----------------------------|----------------------|----------------------------|
| project involving local young people.  |                 | training.   |                                     |                                 |  |                            |                      |                            |
| <b>Moulsecomb Forest Garden &amp; Wildlife Project - promoting organic land use production</b> | <b>£ 283.90</b> | To publicise the service and purchase gardening tools for volunteers. | 8                                   | 5                               | 8                                      | 0                          | 42                   | <b>£ 283.90</b>            |
| <b>Plugin Productions - providing arts workshops for young people/ disadvantaged groups.</b>   | <b>£ 500</b>    | To purchase equipment for use in the workshops                        | 5                                   | 5                               | 4/5                                    | 5                          | 39                   | <b>£ 500</b>               |
| <b>Scarlet Sounds - training providers in PA equipment.</b>                                    | <b>£ 260</b>    | To run workshops.   | 7                                   | 5                               | 5/6                                    | 0                          | 35                   | <b>£ 260</b>               |
| <b>B&amp;H Parents and Childrens Group - info and support for parents</b>                      | <b>£ 483</b>    | IT Training for parents to help them return to the workforce.         | 8                                   | 7                               | 8                                      | 0                          | 46                   | <b>£ 483 pending funds</b> |
| <b>B&amp;H Unwaged Advice and Rights Centre - info and advice service</b>                      | <b>£ 500</b>    | To purchase a Pentium computer to extend services.                    | 7                                   | 5                               | 7                                      | 0                          | 38                   | <b>£ 500 pending funds</b> |
| <b>Knoll Film</b>  | <b>£ 430</b>    | To pay for specialist   | 5                                   | 9                               | 7                                      | 0                          | 42                   | <b>£ 430</b>               |

| <b>Organisation Name &amp; Type</b>  | <b>Bid £</b>    | <b>Purpose of Bid</b>   | <b>Community Development<br/>10 pts</b> | <b>Training Delivery<br/>10 pts</b> | <b>Increase in Training/Emp<br/>10 pts</b> | <b>Collaborative<br/>5 pts</b> | <b>Points Scored</b> | <b>Amount Awarded<br/>£</b>   |
|--|-----------------|---|---|-------------------------------------|--|--------------------------------|----------------------|-------------------------------|
| <b>Productions - film project involving local young people.</b>                                |                 | film and editing training.  |   |                                     |  |                                |                      | <b>pending funds</b>          |
| <b>Moulsecomb Forest Garden &amp; Wildlife Project - promoting organic land use production</b> | <b>£ 283.90</b> | To publicise the service and purchase gardening tools for volunteers. | 8                                       | 5                                   | 8  | 0                              | 42                   | <b>£ 283.90 pending funds</b> |
| <b>Plugin Productions - providing arts workshops for young people/ disadvantaged groups.</b>   | <b>£ 500</b>    | To purchase equipment for use in the workshops                        | 5                                       | 5                                   | 4/5  | 5                              | 39                   | <b>£ 500 pending funds</b>    |
| <b>Scarlet Sounds - training providers in PA equipment.</b>                                    | <b>£ 260</b>    | To run workshops.   | 7                                       | 5                                   | 5/6  | 0                              | 35                   | <b>£ 260 pending funds</b>    |

Total grant allocation - £ 10,671.67

Total budget – £ 12,000

## **Small Grant Scheme Evaluation**

This years budget allocation to the scheme was increased from £8,000 for two rounds to £12,000 for one round. This may have been a little ambitious, as we were able to allocate £10,671.67, but were unable to get enough applications that meet the criteria, to fully allocate the money. This has led to a situation in which we have an underspend, and the money has been lost because it had to be spent by the end of June. It clearly would have been better to be able to run two rounds over the year. A number of organisations have also had trouble fitting into the employment focus of the scheme, which disadvantages other organisations from applying. Of those successful in the last round of the scheme, six organisations received help and advice. Rather worryingly, we now do not have any money to repeat the scheme, this is clearly a fundraising priority, if community groups and voluntary organisations in Brighton & Hove are going to be able to get money to provide training in an easily accessible scheme. The feed back that we have had about the process is that the application form is easy to fill in, but that the criteria disadvantage many groups that are not employment focused.

## **Section 4**

### **Outreach - Working Together Project - March -June 2000**

This report is based on face to face interviews with workers, both paid and unpaid, from a cross-section of 25 Community and Voluntary Sector groups and organisations which, including a number of umbrella organisations takes into account the training needs of around 61 groups or organisations in Brighton and Hove.

The groups and organisations visited included: Brighton Body Positive, Brighton Live Music Project, Brunswick Community Development x 2, Community Buildings Network, Cornerstone, East Sussex Magistrates (includes Brighton and Hove), Federation of Disabled People, GLAM, Hangleton and Knoll, International Women's Day Steering Group, Japanese Women's Network, Lesbian Link, Mediation Services Older Lesbian and Gay Men's Forum, OXFAM, Terrence Higgins Trust South, Voluntary Sector Forum, Whitehawk Community Development and Safety Project,

The outreach aimed to:

- identify gaps in current training provision to organisations and marginalised communities by community, voluntary and statutory providers; situation.
- work with community groups and voluntary groups which had not been visited or were not on the database of the Working Together Project
- gain feedback on the value of the Working Together Project so far
- Inform and feed into future Working Together Project training, newsletters and small grant schemes

From this outreach, the Working Together Project hopes to further improve access and opportunity for people currently excluded from existing training provision and to further informal training for community and voluntary sector workers - paid and voluntary.

#### **1. Training**

Groups or organisations felt that the Working Together Project was actually delivering on training request from initial outreach work undertaken and that they felt the aims and objectives of the training were adequately met.

The following training needs were identified:

##### **Structures**

Management Committee Training, Working with management committees

Constitutions

Roles and Responsibility within Collectives

Data Protection

How employees can support management committees when they are employers

Exploring different styles of management committees

Determination of role and responsibilities of Trustees, Management Committees and Volunteers

Legal Responsibility of Trustees

Disability Discrimination Act

New Group Structure and Status

## **Health and Safety**

Health and safety at work  
Manual Handling and lifting  
Risk Assessment for working in Vulnerable Situations

## **Volunteers**

Monitoring and evaluation. Ensuring volunteers see the value and are part of the process  
Legal issues for working with volunteers  
When to say no- working as a volunteer on a steering group  
Volunteer recruitment and selection  
Volunteers as employers - Assertiveness techniques, Supervision, Role and responsibility, Delegation of tasks and taking responsibility for new employees

## **Funding and Finance**

Access to Arts Funds  
Book keeping  
Effective Fundraising  
Finance training- budgeting, accounts, etc.  
Writing Funding Applications  
Report writing for funders

## **Development Plans**

Development plan training  
Development planning - involvement of large memberships in this process

## **Information technology and Information Provision**

IT Basic skills Word/Excel/Internet  
Individual 1 to 1 IT skills training in-house - E-mail, Internet use of different software packages for DTP. Basic DTP  
IT - information on other language software Use of Media Training  
Provision of high quality, accessible information

## **Supervision**

Supervision and the individuals needs

## **Equal Opportunities and Diversity**

Equal Opportunities training- practical implementation/transfer of good practice across groups  
Possible sector specific training

## **Communication skills**

Communication and publicity with regard to people with hearing impairment  
Assertiveness and communication  
Public speaking and presentation  
Presentation skills,  
Listening and Communication skills  
Teambuilding  
Conflict Management

## **Other Training**

Boundaries - friendship vs. professional  
Selection and Interviewing  
Working with stress  
Train the Trainer  
Contract / Employment Law  
Awareness Training when working with People with a Learning Difficulty  
Partnership working with other development groups  
Possible partnership with working health, disability and mental health

## **2. Small Grant Scheme**

All groups and organisations commented on the effectiveness of the small grant system and especially the open and accountable way in which the grant process was undertaken.

## **3. Newsletter**

Overall the general impression was that it is an accessible, well-circulated and researched newsletter with relevant information for the sector. There are some organisations, which were trying to ensure that all staff and volunteers receive the newsletter. Comment was especially noted on how important groups felt there was information regarding funding opportunities and local and national information relevant to the voluntary sector.

## **4. Database**

Approximately 40 new community and voluntary groups or organisations have been added to the Working Together Database during this period and are now receiving all future information from the Project.

## **5. Points to consider for future development**

Make sure that publicity is not on dark paper  
In order to involve community activists in neighbourhoods good to have in local area.  
Anxiety raised regarding how volunteers aren't sure that they can access training  
Information on Training Providers and Tutors to be further developed.

## **6. Suggestions**

Neighbourhoods would like experts in certain fields to deliver training within their locality.

Seminars or feedback on success rates of funding within regions, etc.

Put information on professional qualification opportunities for community workers and or Community work skills in Working Together Project newsletter

Possible opportunities for new trainers to co-train with more experienced trainers

Share more training opportunities available within the Sector through the Working Together Newsletter to prevent duplication where possible

## **7. Resources**

Hangleton and Knoll have a copy of funder finder. This could be used as a tool for fundraising training if located at H&K

Brighton Women's Centre hope to purchase Funder Finder for both voluntary groups and organisations and the personal finance version.

## **SECTION 5**

### **Training Needs Identified by the Working Together Project via Telephone**

#### **IDENTIFIED BY INDIVIDUALS:**

##### **Planning / Management**

Project planning. What makes a good project.

Management skills, voluntary sector management, delegation

Managing community buildings. Running a resident's community centre.

Voluntary committees

Volunteer retention

Monitoring progress in monitoring and evaluation, writing a questionnaire, running a focus group, creative techniques, presentation of results, software for easy monitoring.

Employment responsibilities

Health and Safety, lifting, first aid

##### **Finance**

Help with funding applications / bids. How to access SRB / ESF funding.

Finance courses – beginner, intermediate, advanced, follow up courses, practical work – own accounts / accounts surgery, Quickbooks, Balance Sheet, case studies, strategic financial planning, accounting reports, setting up systems to cope with restricted funding reporting demands, legal requirements, funding info.

##### **IT**

IT: introductory courses, advanced Access, DTP, scanners, Websites, Internet, networking computers (through drop-ins and courses). Also need for troubleshooting support and hardware advice.

##### **Supervision**

Further supervision skills courses: developing pro-active supervisees, evaluation of supervisors' progress, alternative methods, group supervision, creating support networks, DIY support on a shoestring"

##### **Conflict**

Conflict resolution, advanced case studies for voluntary, statutory and community organisations, continuation of working with conflict in families, organisations, inter-agency working with young people, flash point conflict resolution, practical group based discussion.

Challenging prejudice

##### **Other**

Media

Empowering / training service user and volunteer reps.

Informal education

Presentation skills – refresher day

Assertiveness

How to research needs

Working with young children, setting up pre-school groups.

Setting up a resource library  
Training for Residents  
Data protection  
Confidentiality and boundaries  
Stress and preventing burn out  
Lifting and handling  
Management skills  
Dealing with difficult clients

**LARGE DEMAND:**

Health & Safety  
Equal Opportunities  
Fundraising  
Book keeping  
Presentation skills  
Training the trainer  
Working with conflict within communities and with young people  
Assertiveness  
Management committees

## SECTION 6

### **Training & Learning Opportunities Workshop June 2000 The Voluntary Sector Forum Evaluation**

#### **Identification of current training & learning needs**

- Training for volunteers
- Training for volunteers and seeing how we can link training
- Wanting to develop training skills
- Reciprocating training between groups
- Training for volunteers what's available & good practice
- Collective training for volunteers
- Guests in to run training
- Training as a vehicle for the recruitment of trustees
- Training to empower people and enable people to move on
- Equal opportunities and diversity
- Wants training needs addressed
- Support as trainers, providers good practice
- Research training needs at different levels of the Sector
- Trustees don't often have the time to do all commitments
- Directory of skills
- All of this keeps getting lumped together
- Set up training skills bank in the next year
- Lets scheme?
- Voluntary sector consciousness
- Expertise Gap
- Personnel & Industrial relations
- Accounts
- Health & Safety
- These can be addressed across the sectors
- Voluntary Sector has a bad record relating to industrial tribunals
- Need to address training needs of each individual organisation
- Accredited training for volunteers skills development
- Volunteers keeping a record of the training they've been on
- Developing individual training plans for volunteers this provides confidence
- Identifying needs of management committees outreach could be a way forward
- The fragmented sectors
- Induction training on what the Sector is for new people to the Sector
- What is it that volunteers want to do to be part of an organisation three way process between Trustees, workers & volunteers
- Different in different organisations e.g. self help groups or service providers bound by contracts
- Dealing with unsuitable volunteers when they are volunteering their time for nothing. Contracts and agreements, supervision. Negotiating user/volunteer boundaries
- Users moving into volunteering status of volunteers
- Legal issues and professionalisation, accountability and monitoring
- Issue of being increasingly funding led losing sight of what we are doing

- Developing vision, planning
- Quality measures set from outside don't fit with what we do or how we work Can we come together to discuss this?
- Turning the quality controls into what we want – be brave
- Difference between measuring outcomes rather than process this often isn't conveyed
- Soft outcomes Lives changed rather than bums on seats this is being discussed nationally there is a need for new measurements
- Accreditation there is a need for unaccredited training this is more difficult to measure Monitoring & Evaluation
- Acknowledge the variety of training informal to formal
- Networking to enhance the sectors capacity
- Trustees & Management Committees Tensions between Chief Officers and trustees
- Training for managers working to trustees Larger Organisations
- Different levels of Trustees and Management Committees
- The issue of Governance and Leadership
- Reaching consensus in a group
- Chairing skills, autocratic chairs discourage involvement
- Delegating and having an overview
- Assertiveness training
- Conflict training
- Communication skills
- Awareness of how the Sector works the difference between community groups and voluntary organisations.
- Difference between those wanting people to be trained and those being trained
- Funding Training
- Volunteering to acquire broader skills, knowledge and understanding
- Legal training re The Children's Act Needing information to do case work
- Organisational development Structures when growing
- Train the trainer Accredited providing progression routes
- Brighton & Hove has a budget for volunteer training
- Co-ordination of activity around training & learning

### **Representation of community & voluntary organisations providing training & learning opportunities**

The discussion focused on representation of the views of the Voluntary Sector in relation to existing cross sector partnerships for example the Lifelong Learning Partnership

- Need to ask organisation/Group
- Need more information
- Need to develop our issues over time
- Could use the Workers Educational Association or Friends centre as a conduit to pass information in either direction
- What is the role of the Lifelong Learning Partnership and our role as training providers?

**Action Points to be taken forward by the Voluntary Sector Forum**

**To invite the Workers Educational Association, the Friends Centre and Aidan Pettitt, Rosalind Turner from Brighton & Hove Council to a Voluntary Sector Forum as soon as possible**

**To create a “Skills Bank” bringing together peoples skills and sharing information**

## **SECTION 7 Partnership working**

### **Work Completed**

#### **Good Practice Guide For Working With Volunteers**

The guide was commissioned by the Volunteer Bureau with “Make a Difference” Home Office money. The Working Together Project submitted a bid based on an identified training need, which will be followed up with two training events in the Winter Training Programme – Practical Skills for Working with Volunteers & Volunteers and the Law. The guide is now complete, and will be put on the web and distributed on 200 computer disks by the Volunteers Bureau. It covers recruitment, selection, induction, training, support, supervision, exit strategy, model forms, equal opportunities policy, confidentiality, disciplinary and grievance procedures and a policy framework. Initial feedback has been extremely positive, and we await the evaluation forms that accompany the pack.

#### **Adult Skills Information & Referral Directory**

As part of the Working Together Project’s work in supporting partnerships of organisations in increasing the capacity of existing learning providers, we were asked by the Basic Skills Forum to produce a directory of all adult basic skills providers in Brighton & Hove. The basic skills referral directory has been completed and designed, and awaiting comment from the Basic Skills Forum chair, before it goes to print. It is easy to use, with the primary purpose being that any one who may come into contact with people who might potentially have adult skills needs, can be referred effectively. Five thousand copies will be printed and distributed by the Basic Skills Forum.

#### **South East Region Community Development & Training Network**

As a member of the network, the Working Together Project has contributed to the planning and delivery of the Better Partnerships for Better Communities pilot. The idea is to trial the effectiveness of providing vertical slice training for politicians, managers, frontline workers and community activists, to enable them to work together more effectively in partnership. The role of the project has been to contribute to the planning and delivery of the training. It was difficult to plan for the first two days of the pilot because of the size of the subject, and the different areas and activities it could have covered. Despite this it was relatively successful, although some activists felt slightly excluded at certain points of the training. This may have been caused by some of the activity based learning methodologies that people were not used to participating in. This evaluation will be taken into account when planning the follow-up third day event.

#### **Learning Exchange Network**

This was a pan Sussex project led by the Centre for Continuing Education, with the aim of enabling community groups and voluntary organisations to link up and share training and learning resources, based on a learning needs analysis provided by the project. The role of the Working Together project in this was as a member of the steering group, and supporter of the original bid. It was a successful project that met

the targets it had set. It was regarded extremely positively, although more so in rural areas, where provision is more sporadic.

## **Planned Activities**

### **Fundraising Training**

Based on a huge demand, The Working Together Project, in partnership with Brighton & Hove Council is planning a small training programme geared specifically towards fundraising, including a two-day extravaganza of workshops with a range of different funders, Internet fundraising sites and one to one support. There will also be some follow up events including business planning what makes a good project for funding and developing a fundraising strategy.

### **Information Advice & Guidance Training**

The project has been a member of the executive group of the IAG project since its inception. Since then, a wider network of organisations providing information and advice on training, learning and employment opportunities has been developed in response to the Guidance Councils quality standards. The information and advice work training in partnership with the Information and Advice network, including 2 courses at OCN levels 2 & 3 has started and will run until March 2001, based on research into training needs of the network undertaken by Claire Hill, the Information and Advice project Co-ordinator. The Working Together project was successful in bidding to run the training because we were perceived to be best placed to enable community and voluntary organisations to access this area of training.

### **Community Information Network**

The Working Together Project in Partnership with the Community Information Network is planning a programme of eight to ten training events in using computer software, and how to manage information more effectively. These events will be based on an in depth needs analysis of groups and organisations IT training needs. Needs already identified include basic, intermediate and advanced word processing, how to set up and maintain a database, desk top publishing, and using spreadsheets effectively, as well as organising paper information accessibly.