

# SKILD

Skills and Knowledge for Local Development

## Evaluation of programme 2007/08



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## Executive summary

*“it’s the first place that I go to”*

Since it began in October 2005, SKiLD has developed an excellent reputation as a source of practical, accessible and relevant training and resources.

Increasingly, it is seen as a ‘one stop shop’ for all workers who offer support to voluntary and community groups, bringing together high quality learning opportunities and materials from local, regional and national providers. Outreach and partnership working, in particular support for development worker networks, have been successful.

*“SKiLD has been developed for development workers, based on a true understanding of what our job is. It has grown out of and is grounded in the needs of development workers”*

Workers operating in many different roles from a wide range of organisations are accessing and benefiting from the services. These include national and local charities dealing with specific issues or beneficiary groups as well as the more traditional infrastructure organisations. Workers are using the knowledge, skills and tools with third sector groups and colleagues, in one-to-one advice sessions, and through their own training events and workshops. Information and practical tools are being cascaded further through newsletter articles, email bulletins and workers’ networks.

The project is now in a unique position to play a key role in the development of the new National Support Services. It has been funded directly by Capacitybuilders and is the only national service that is continuing in the same structure with the same brand.

*“Longevity rests with SKiLD”*

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## 1. Background

{KilD} is a learning project for development workers based in local infrastructure organisations across England. The term development worker covers anyone who gives hands-on support to voluntary and community groups. The project is based in the National Association for Voluntary and Community Action (NAVCA) with a dedicated staff team of six (4.7 FTE). It was funded by the Workforce, Performance and Governance Hubs with smaller amounts for specific pieces of work from the ICT and Finance Hubs.

### 1.1. Aims and outcomes

The overall **aim** of {KilD} is to raise the quality of developmental support available to local voluntary and community organisations from local infrastructure organisations (LIOs) so that they are more effective, efficient and better equipped to engage in service delivery.

The **overall outcomes** of the programme are that LIOs are able to

- identify the full range of skills and knowledge necessary to deliver high quality developmental support to local voluntary and community organisations
- easily access a varied package of affordable learning opportunities across a number of themes, to develop and evidence learning against agreed competencies ({KilD} framework), and enhance their skills and knowledge to deliver high quality developmental support to frontline voluntary and community organisations
- identify pathways and support continuous professional development and career progression
- find the information and 'tools' they need to support them in their work with frontline organisations
- contribute to, and gain knowledge from, others undertaking similar roles.

### 1.2. Activities

Since the project began in October 2005 it has had excellent feedback on its work. In the 18 months up to April 2007, {KilD} carried out a learning needs analysis, developed a competency framework and created downloadable tools to use with groups. In partnership with the national hubs it provided affordable and accessible learning activities which included a programme of short courses, a Participatory Learning in Action (PLA) pilot, two action learning sets and two conferences.

### 1.3. Priorities for 2007/08

An ambitious work plan which consolidates and builds on previous achievements in three areas was drawn up in consultation with the funders.

#### 1.3.1. SKiLD framework

This is the key resource that underpins the structure and planning of the SKiLD programme and enables development workers and managers to identify the skills and knowledge they need to deliver effective support. Targets were set to

- promote use through dedicated road shows, participation in existing events and conferences and articles in the sector press
- train five development workers to deliver 'Being a Development Worker' training
- develop the framework as a dynamic and useable resource, monitor use and make links to national occupational standards.

#### 1.3.2. Learning programme

SKiLD negotiated separately with each of the hubs to agree targets, plan learning events and identify appropriate trainers. The partnership with the Performance Hub operated in a different way. They planned their part of the programme in its entirety and commissioned and briefed the trainers directly. SKiLD carried out the backroom functions of bookings, administration, enquiries and liaison with the venues.

Table 1. Learning Programme Targets

	<b>Courses</b>	<b>Participants</b>
SKiLD core delivery linked to framework	30	240
Governance Hub	15	120
Workforce Hub	6	48
Performance Hub (administration only)	36	288
Cross-hub conference	1	120-180
<b>Total</b>	<b>87</b>	<b>696</b>

There was further support for two action learning sets and PLA tasters and pilots in the programme. The aim here was to promote the benefits of peer

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learning methodologies for voluntary and community groups and encourage their wider use through cascade by development workers.

Several extra activities were added to the work plan to meet specific needs that had been identified. These included

- a 'Stepping Into Management' event for development workers thinking of moving on
- structured learning days for managers to encourage them to support the learning and development of their staff.

Outreach and partnership working were introduced to support workers and networks and link local and national resources. Activities included

- collaboration with specialist infrastructure organisations (three organisations/five days)
- bespoke delivery of learning programmes (five regions/sub-regions)
- support to development worker networks (five sub-regions)
- delivery of a package of induction support for new workers (three areas).

### 1.3.3. Co-ordination, research and promotion

Targets were set to improve access to learning resources, share good practice and facilitate continuing professional development through

- coordinating and promoting learning opportunities from the hubs and other organisations through the learning programme brochure and a new ebulletin, SKILDbites
- collating information on sub-regional work that will support the hubs
- researching and organising an accessible web-based information conduit linked to the framework that brings together training and other resources from the hubs and other providers
- researching and reporting on critical success factors in existing networks
- revising the learning needs analysis
- researching and reporting on a progression framework for continuous professional development, existing qualifications and potential for accrediting hub learning programmes.

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## 2. Aims of evaluation

This evaluation

- summarises achievements against outputs and targets
- analyses which individuals and organisations are accessing the programme
- provides evidence of the impact the programme has had on the performance and personal development of participants
- demonstrates how skills and knowledge have been passed into groups.

Some key factors that have influenced delivery and achievement are identified and issues and options for future development outlined.

## 3. Methodology

Several different methods were used to get views about delivery and impact directly from participants and other stakeholders. These were

- discussion with the **SKiLD** team at their meetings and in individual interviews
- telephone interviews with 23 participants (selected at random) from the learning programme and nine network coordinators
- informal contact with participants at the 'Making Choices' conference and development worker network meetings in London (STAN) and Leeds (INFORM)
- individual telephone interviews with Funders' Group members.

In addition, 43 people returned a short 'postcard' survey which was distributed at the 'Making Choices' conference, through the **SKiLD** website and by local and regional networks. This asked three questions:

- What have you done as a result of accessing **SKiLD** activities/practical resources?
- How have you passed on your knowledge and skills to the groups you work with?
- What do you want **SKiLD** to do to support development workers?

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This direct information was supplemented by review and analysis of

- the project work plan and quarterly reports for funders
- internal monitoring data on activities and participants
- samples of web diagnostics
- initial assessment and evaluation forms for courses
- evaluation reports on the learning programme and conference
- reports on networking, action learning and career progression
- publicity and promotion material.

### **3.1. Constraints – Monitoring and evaluation systems**

Current monitoring and evaluation systems do not give a complete picture of provision and use. Additional monitoring would increase knowledge and understanding and facilitate more effective targeting of services and marketing.

#### **3.1.1. Activity levels and participation**

Data on courses planned and bookings taken is maintained on a spreadsheet. This is a useful working tool that enables all the team to quickly see what courses are being organised and monitor the progress of bookings. The name, employing organisation, course attended, job title and contact details of individuals are input into the main NAVCA database, which can be used to generate reports.

Job titles are recorded as given on booking forms. Some assumptions can be made about type of work from these e.g. development worker, training officer or administrator. However, many different titles are used by the people who have benefited from (KIL) training and it would be useful to have more detailed information about the work they do, in particular the type and amount of direct support given to groups.

It is possible to input a coding for type of organisation but this information is not entered consistently enough for robust analysis. It would also be interesting to find out more about participation by region but this information is not recorded.

The database only records information on individuals who have booked on the open learning programme and is not amended for cancellations. Individual team members keep records on outreach and bespoke activities, but there is no detailed information about individuals. In addition, staff

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changes have made it difficult to identify participants in PLA and action learning for follow-up and analysis for this evaluation.

Website use is not currently monitored. Weekly diagnostic information has been available since October but the team has not had time to analyse this. This evaluation has used statistics from a small sample to estimate the use of website information, development tools and the framework but it relies mainly on qualitative information on usage.

### 3.1.2. Evaluation

One of the recommendations of the 2005/07 evaluation report was for improvements to monitoring and evaluation systems to record feedback on a more systematic basis. New systems were set up in October 2007. An initial assessment form is sent out before the course to collect information on expectations and learning objectives. It asks people what they hope to learn and what impact they think the event will have on their performance and the service they deliver. This information is used by trainers to ensure that learning needs are met, although currently only about a quarter are returned in time. At the end of each course, participants are asked to look back at their initial assessment and rate how well their learning objectives have been met and to what extent the event will help them to pass knowledge and skills onto groups. There is also a question asking what learning they will put into action back at work.

The final stage of the evaluation is new and attempts to find out more about implementation and longer-term impact on working practices. A sample of 10% – 15% of trainees is contacted some months after the event to find out what they have done as a result of the training. They are also asked if they have any additional learning needs. This information will be used to regularly update the learning needs analysis carried out by SKIL in its first year. The first round of follow-up contact took place at the end of March and no reports were available at the time of writing. However the forms were used as the basis for telephone interviews in this evaluation and evidence derived from them is presented in section 8.

Information from each stage of the evaluation is input into a new database for comparison, analysis and reporting. This system has the potential to generate some very powerful data that would inform the development of the learning programme and provide evidence of impact. However it takes a considerable amount of time to maintain the system on a regular basis. This year a temporary member of staff was employed to input a backlog of evaluations and do the follow-up phone calls at the end of the year.

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The Performance Hub carries out evaluations of its own elements of the programme and its courses are not included in the process outlined above. Some of the feedback in this evaluation is from people who had been on Performance Hub courses and this is indicated if known.

Feedback on the use of online resources is collected informally through networks and other contacts. No-one has yet used the feedback form linked to the toolkits on the website. Useful examples of impact have been obtained for this evaluation through the 'Have your Say' postcards. These could be distributed regularly at events and used as the basis for an annual or ongoing survey to find out more about impact.

#### **Monitoring and evaluation – Action and learning points**

1. Review monitoring systems to include consistent information on region, type of organisation and job role
2. Integrate outreach and bespoke activities into systems
3. Monitor website use on a monthly or quarterly basis
4. Introduce regular short surveys to collect evidence of impact
5. Ensure that adequate resources to maintain monitoring systems are built into staffing models

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## 4. Project management

Project management has been challenging. The programme started late and there has been too much emphasis on delivery and outputs at the expense of review, reflection and the development of a coherent whole. In general, good working relationships have been established between the SKILD team and their hub partners. The learning from this process must now be transferred to the development of new contracts and working relationships with Capacitybuilders and the new National Support Services to avoid repetition of problems.

### 4.1. Relationship with the hubs

#### 4.1.1. Contracts and reporting

SKILD had separate contracts with each of the hubs to deliver specified activities and outcomes; these were not finalised until August 2007. This approach led to a complex and ambitious work plan and a number of specific problems which had an impact on progress.

The late decisions delayed recruitment and made it difficult for the team to plan ahead. The course programme did not start until mid-May and some new activities did not get going until the second half of the year. A lot of the work plan has been concentrated in the final quarter of the year.

Each of the hubs allocated a separate sum of money to all the activities they were funding including those which they were part funding. This meant that in addition to quarterly reporting against the overall work plan, separate reporting mechanisms had to be agreed and implemented for each funder. This was a time-consuming process that diverted resources from delivery. Some early reporting problems with the Performance Hub were satisfactorily resolved. However the Governance Hub representative continued to have concerns about the timeliness and quality of information received.

This contracting process has limited flexibility. Complicated finance and reporting systems meant that team members were often unclear which outputs had already been achieved and how much money was available for their work as the year progressed. Any proposals for change to the original outputs had to be taken back to funders for renegotiation. This has limited the team's ability to be responsive, for example, developing more toolkits in response to demand.

#### 4.1.2. Communication

At a personal level, working relationships have been good. The hub partners valued the knowledge and expertise offered by the SKiLD team when they were planning their sections of the learning programme. In one example the Performance Hub changed their original plan for five linked courses to separate one-day events on the advice of SKiLD.

*“I find that the team are very open to comments and suggestions, they are constructive and helpful. We have a good relationship. They (SKiLD) are positive and constructive people to work with, responsive and welcoming and consistently upbeat in the face of considerable uncertainty. We get good feedback.”* (Performance Hub)

*“there is honesty on both sides”* (Workforce Hub)

A Funders’ Group was set up in August in response to the 2005/07 evaluation. This helped to steer the project and provided a forum for discussion on progress and issues arising. Team members attended meetings to present and discuss elements of their work. There have been three meetings which worked well.

*“It was great to have meetings; we really needed them earlier in the year. There was lots of discussion and it was good getting round the table and hearing about the issues.”* (Governance Hub)

#### 4.2. Network Advisor’s Group

The Network Advisor’s Group (NAG) was also set up in mid-2007 to improve representation from practitioners and stakeholders as recommended in the 2006/07 evaluation report. Network coordinators from across the country and a representative from the Community Development Exchange (CDX) are invited to attend and their organisation is paid £350.

The NAG serves two functions. This year it has been a very successful support mechanism for the coordinators and this element of its work is explored further in section 6.6. It also has an important role to play in project management, providing a forum through which SKiLD and the hubs can get feedback on their work, consult on future plans and find out what development workers want. It is less clear how effective this element has been so far. The members do feel that their contribution is valued and *“don’t doubt that we are being listened to”*. It is crucial that this trust is maintained and that all the SKiLD team is involved in consulting with, and learning from, the members of NAG.

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### 4.3. Team work, planning and communication

Each team member was allocated responsibility for specific areas of the work plan. Part-time working and commitments outside the office mean that some colleagues do not see each other on a regular basis. External contacts have also commented on problems in contacting members of the team. Following concerns around these issues raised in the previous project evaluation, several changes were made to communication and reporting within the team. Each person gives an update on their current work at the monthly team meeting using post-its; the resulting poster is then displayed on the office wall between meetings for reference. One member also circulates brief notes to colleagues, alerting them to issues that might impinge on their own areas of work or require decisions or action from others.

Despite these efforts to keep each other informed, several team members commented that there was not enough overlap between work areas and they would like to have more cross-team working. In particular it would be helpful if everyone had more opportunity to consult with development workers directly through outreach and NAG. When the next work plan is drawn up, time should be allocated to reviewing communication and working practices.

Capacity and continuity within the team have also been a challenge. Late funding decisions meant that two people did not join the project until the summer. By this time the work plan had already been agreed and they had to focus on rapid delivery without a full understanding of how it had been developed. Everyone is frustrated by the lack of time for forward planning, review and reflection.

*“There is no capacity to do anything complicated and a lot of what is left is complicated!”*

#### **Project management – Action and learning points**

6. Use a standard, simplified process for contracting and reporting which allows flexibility to respond quickly to emerging needs and changing circumstances
7. Produce a short and tightly focused work plan
8. Develop NAG as a forum through which all team members can consult with development workers and other stakeholders
9. Review team working and communication methods

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## 5. Summary of achievements

All the outputs and targets agreed with funders have been achieved with the exception of activities for managers and collating sub-regional activities. Some amendments to delivery methods and targets were made in response to feedback and changing external circumstances.

### 5.1. SKiLD framework

- A new website was launched in April with links to a wide range of supporting resources from NAVCA, SKiLD, the hubs and other providers and information on career progression and qualifications.
- From December 2007 the learning programme brochure has included references to relevant framework evidence for each event.
- Three practitioners have been coached by SKiLD staff to deliver 'Being a Development Worker' and have now started to do this.

### 5.2. Learning programme

#### Open courses

- A total of 67 courses took place with very positive evaluations. These were attended by 426 individuals from 277 organisations; a total of 714 learning days. These figures include 11 people who took part in the two-day 'Stepping into Management' event.
- The 'Making Choices' Conference was attended by 95 delegates.
- Induction – three people were supported to review their learning needs against the framework and develop action plans.
- 12 people in Birmingham participated in PLA training.
- Two action learning sets were supported in partnership with Action Learning Matters in the South East and London. In all, eight people completed their training as facilitators and three of the first cohort of members are now running their own sets.
- Outreach and bespoke training – 18 networks from all the English regions except NE and Eastern and two specialist organisations (Help the Aged and Birmingham Chinese Community Centre) were supported with more than 250 individual learning days. (Appendix 1)

### 5.3. Information, research and promotion

- Ten examples of organisational health checks have been added to the website. This is an additional output funded by the Performance Hub to support one of the conference workshops.

- An average of unique 700 web hits per week were made over three sample weeks. The toolkits accessed most frequently were the skills audit, aims and mission and improving governance.
- SKiLDbites – six editions were distributed to over 1200 contacts on the SKiLD database and 2000 on NAVCA distribution lists.
- The SKiLD contacts database has been increased by over 50% to 1238.
- Staff attended eight conferences to promote SKiLD activities and placed several major press releases and smaller articles.
- A report on the critical success factors for networks was published. (Appendix 2)
- Stratagia Limited researched and reported on existing career progression pathways and qualifications. (Appendix 3)
- Research was carried out to locate over 700 resources which are linked to the framework to help development workers to fill in gaps in their skills and knowledge.
- A resource pack to help managers support the learning and development of their staff has been commissioned. This can be used by development workers supporting groups or within infrastructure agencies themselves.

## 6. Factors affecting service delivery and achievement

The late start to the programme and functionality problems with the framework website have been the main factors affecting progress. The team has achieved a tremendous amount in a short time through their commitment, knowledge and skills. This experience has produced some successful models of working that can now be replicated and developed as well as some lessons from approaches that have been less successful. A time of reflection is needed to make some decisions as to how SKiLD can most effectively target their expertise and resources.

### 6.1. Framework

Early in the year, feedback from development workers indicated that there were serious problems with the functionality of the framework website. In particular, work could not be saved for future reference. Hard copies were made available for download. A decision was made not to promote the framework actively and the planned road shows were cancelled. The 'Being a development worker' course was reshaped to include information on the framework as part of a wider curriculum on practical and ethical issues.

A new website with improved functionality was commissioned at the end of 2007. This enables workers and their managers to assess and record their skills and knowledge, plan actions and print reports. The basic framework is enhanced by links to relevant tools, information resources and qualifications. The site had not been launched at the time of writing but a preview of a test version indicates that it will be an accessible and flexible resource.

### 6.2. Courses

The evaluations completed at the end of each course are all extremely positive. Ratings are summarised in a separate learning evaluation report available on request.

Overall rating for learning event	95% good or excellent
Learning objectives met	93% mostly or fully
Trainer/facilitator style and performance	97% good or excellent
Help pass on knowledge and skills to groups	90% mostly or fully

*"Excellent training day. Superb SKiLD toolkit. Would recommend."*

Despite the obvious quality of the training on offer, some courses did not recruit well and several were cancelled. There are no clear trends and little correlation between topics identified in the learning needs analysis and take-up. Cancellations take up a lot of administration time and impact on customer care. Potential trainees

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are frustrated when a course is cancelled, particularly if this is at short notice. Some are offered alternatives but the dates or venues are not convenient. One interviewee had booked on two courses which were both cancelled.

A number of reasons for lack of take-up have been suggested. Time is one major factor. Organisations focus on service delivery and there is no time for staff development. Cost is also an influence. The overall view of SKiLD courses is that they are very affordable but they are still out of reach for organisations with no training budget, particularly if travel costs and overnight stays are involved. A lack of organisational understanding and support for personal development reinforces these barriers. SKiLD recognises these issues and has responded with a resource pack for managers.

Location is a constant challenge for national organisations. Interviews and analysis of bookings indicate that whilst many people are happy to travel outside their own regions (e.g. Burnley to Peterborough) others will not go very far at all (one respondent suggested an hour maximum). Some networks commented that members did not want to travel far but would be willing to pay delegate fees for bespoke delivery locally.

Some topics consistently failed to recruit; several of the Performance Hub courses had problems. Quality and Benchmarking each ran once and half the monitoring and evaluation courses were cancelled. There was some interest, but it was spread across the country, with no more than five signing up in one place. It might be more effective to choose fewer locations and offer support for travel costs.

HR training was another area that did not recruit successfully in the open programme. The trainer has suggested this may be because development workers are very nervous of giving any kind of legal advice and don't believe that it is part of their job. Bespoke delivery and face-to-face promotion have been more effective in engaging interest.

The final factor affecting take-up is the perceived timeliness and relevance of the topics to current development work. The course on 'Options for premises' got excellent feedback:

*"fabulous, timely, excellent trainer"*

Transfer of community assets is a current issue within the third sector and several participants were able to apply their new knowledge immediately with groups.

The topics chosen by the hubs and SKiLD are based on their knowledge of good practice and future developments that are going to impact on the sector. However,

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many development workers are too busy ‘firefighting’ to look ahead or see the bigger picture. They need more explanation and encouragement to understand the relevance and personal application of some of the course topics. This could be done through the brochure of courses or in short policy updates.

### 6.3. ‘Making Choices’ conference

A successful joint conference was organised in February 2008. The evaluation report highlights a number of project management issues and collates feedback from attendees which can be used to inform the planning of future events. (Appendix 5)

### 6.4. Peer learning methodologies

People who participated in these activities liked them very much and derived considerable benefits. The outputs have been met but there have been considerable problems with recruitment, retention and project management. There was interest from several local and specialist networks in PLA but not enough to run a cost-effective programme. Competition from other action learning options may also have affected recruitment e.g. NAVCA online set, Charity Trainers Network and the Performance Hub.

Peer learning requires a considerable investment of time and money. External funding was available to support the PLA learning offered through SKiLd. In 2006, the Manchester group paid £250 each as the total cost of £1000 was subsidised centrally through SKiLd and locally through ChangeUp. The Birmingham network was able to fund its set through its sub-regional ChangeUp consortium as part of a specific project, Model2FiT.

Drop-out reduced membership of the second cohort of action learning from seven to three and one of the cascade sets from the first cohort had to fold. The time required to attract others to try action learning was underestimated. Local tasters and half-day sets instead of full days were offered to try and draw people in. Despite this, the second cohort is still struggling to recruit to cascade sets. A major barrier to take-up, however, is a lack of understanding of what is involved. One member of an action learning set suggested that people can be suspicious or nervous about these non-traditional learning methods:

*“some people don’t like to talk about themselves and it can seem a bit ‘cultish”*

Employers want to be clear of the outcomes before they commit staff time and funding.

Project management issues have also affected delivery and evaluation.

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Practical understanding and personal commitment to the methods is crucial for engaging interest. The SKiLD team member responsible for PLA left early in the year and one participant suggested that she had taken the ‘*spirit*’ for this particular initiative with her. There were also staff changes at Action Learning Matters, the delivery partner for the sets. This has caused communication problems and difficulties in organising and supporting the cascade sets from the second cohort. It has been difficult to get feedback and there are no clear processes in place to monitor impact. Despite these barriers, there are examples of some real benefits in terms of personal development and the delivery of specific tasks.

*“Action learning was really valuable, it helped me build confidence in public speaking, framing questions better and taking authority in the network. I did a careers ambassador session in a school, I wouldn’t have done that before.”*

The GM2 network in the North West is continuing to benefit from PLA, more than a year after the initial sessions. Individuals developed more confidence in presenting and partnership working and many have now moved “*on and up*”. Development workers immediately began to use the practical tools within their own organisations and with groups.

The Birmingham coordinator suggested that PLA techniques worked for them because the “*time was right*” and they already had an issue to deal with. The Model2Fit project used the techniques to develop a definition of development work that was presented to funders and other key stakeholders in the city in February 2008. In addition to this specific achievement, the network coordinator attributes a number of other results to the technique. It was excellent for building relationships and integrating new and more established members into an effective working group. The network became much more open, sharing good practice and inviting key people to their meetings.

SKiLD now has some examples of successful applications of PLA which can be used to promote the techniques to organisations and networks. Bespoke applications seem to offer more potential than open recruitment. There is not enough information from the action learning pilots to draw any firm conclusions about delivery and good practice. These methodologies require time, money and particular skills. It is uncertain at this time how these could be found within SKiLD. Partnership work to link specialists with potential learners would offer a more effective alternative to inclusion in SKiLD core services.

## **6.5. Induction**

Induction support was offered to development workers new in post in a very creative way. Adverts for relevant jobs were collected from the *Guardian* and followed up two to three months later. Around 80 people were contacted by letter

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or email. This strategy extended the mailing list and promoted SKiLD activities but was not productive in recruiting to the induction programme. Although people generally welcomed the direct contact there was some suspicion of the 'cold calling' approach. Timing was another issue with some of the workers. They were still getting to grips with a new role and did not feel ready for external intervention. Direct personal contact has been much more effective in finding participants. The three people who have been supported were all identified through the 'Being a Development Worker course.

A member of the SKiLD team used the framework to carry out a learning needs analysis and develop an action plan with each individual. These included additional information resources to be located by SKiLD, identification of training needs and visits to other organisations. Bursaries for the purchase of books and training and travel costs for visits were available as part of the package. The action plans were completed in late January/early February. One of the participants has since left the country. The remaining two were very impressed with the service. One commented "*It helped to focus my mind*". However neither has yet had time to follow their plans through.

As a result of the pilot, a template is now available which uses the framework to give a systematic approach to planning induction. Some of the networks, in particular GM2 and Birmingham, have also developed induction handbooks based on the framework.

The effort put into induction has not been reflected in the results. It would be more productive for SKiLD to work strategically to promote good practice in induction rather than continue with 'hands-on' delivery. This could include activities to convince managers of the value of systematic induction, providing access to existing resources and encouraging organisations to share their experience. The website, conferences and courses for development workers, network meetings and SKiLDbites all provide opportunities to do this. This is a model that has already been used to share organisational health checks.

## **6.6. Managers' resources**

SKiLD had planned to work with managers to raise their awareness of learning and development strategies. In the end, this activity was amended in favour of a workbook on learning and development, which would support people through the process of developing a learning and development strategy. The plan was that this would be useful for the managers of development workers as well as for development workers to use with groups.

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Writing of the pack was underway as this evaluation was being carried out and production is scheduled to be complete by the end of May, with the agreement of funders.

### 6.7. Outreach and networking

These activities were originally planned as three separate elements of the work plan. In practice it has been more effective to deliver them as one, as there is considerable overlap between them.

- Collaborative liaison and advisory work with specialist infrastructure
- Bespoke partnership models and programme in regions and sub-regions
- Network support and research

This is a new way of working for SKiLD which took some time to get going, as it was initially hard to find networks. The initiative has now gained considerable momentum and had a lot of impact. The approach to engagement has been pragmatic and opportunistic. Contacts were established through direct approaches to known networks and meeting individuals at courses and conferences. Coordinators also responded to articles on the website and in SKiLDbites.

Activities this year have essentially been reactive. Individual support has been given to coordinators and steering groups. Learning needs analyses have been undertaken with teams. Direct contributions to network meetings included introductions to SKiLD and hub toolkits and activities and bespoke training sessions on governance, strategic planning and time management.

A number of immediate results can be identified. Several new networks have been set up and moribund ones revived. SKiLD was able to identify potential new members through its database and provide financial support for meetings. The SKiLD input to meetings has been a useful 'hook' to encourage attendance. The practical nature of this input is widely appreciated.

*"it was the best meeting of the year and attendance was doubled at next meeting"*  
*"the session today was my first experience of SKiLD. It was excellent; really refreshing to have skills taught which are relevant to our jobs."*

Coordinators like the personal support that they receive, in particular the opportunity to discuss their ideas and find out how other networks operate.

*"The support has made my life a lot easier; I wouldn't have known what to do. I run ideas past x. He is there at the end of a phone."*

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They also value the resources and follow-up support that they get e.g. writing up and circulating flipcharts after the meeting.

*“it’s the first time it has happened”*

The NAG (Section 4.2) is another source of support for network coordinators that is highly valued. The members are all very positive about the meetings. The benefits they have cited include

- learning how other people do things e.g. STAN charges
- getting resources from other networks e.g. Quality First from Birmingham
- getting information on national trends and issues to feed back to their networks in meetings or through email bulletins e.g. new national workstreams and Charity Commission changes
- making links with other organisations e.g. hubs, CDEX and Charity Commission
- access to bespoke training.

Several new coordinators said that they had found it particularly useful to attend when their networks were just starting. They felt supported in their coordinating role, overcoming isolation and potential insularity. One more experienced coordinator however, suggested that the meetings may now need more focus and forward planning, for example discussion on a set theme rather than just a round table discussion.

Outreach activity has also enabled *SKiL* to increase awareness and access to its activities and resources and those of the hubs. Every network meeting has involved contact with development workers who had not come across the programme before.

In addition to short training sessions delivered within network meetings, the contacts developed have also been used to organise bespoke training on HR and governance. Two very successful sessions were delivered to development workers employed by Help the Aged. These were based on the ‘Being a Development Worker’ course but also included facilitating discussions on new ways of working together. These workers had not heard of the hubs before, and were very impressed by what was available and its relevance to their work.

The final area of benefit is learning for *SKiL* itself. Valuable feedback has been obtained on existing provision and further needs. It is not always clear how this information is used and responded to within *SKiL*. Systems for sharing information, responding to requests and following up leads need to be clarified. This year,

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outreach has been largely dependent on the input and expertise of one individual. This has had very positive results but is also a risk. It is important that delivery is now diversified so that all team members get an opportunity to contribute, build external relationships and learn from development workers.

Outreach is a very valuable addition to the SKiLD portfolio of services. It should be maintained and focused. The potential for future work is considerable. Some networks are now up and running and can continue without further help. Individuals have new knowledge and resources to pass onto colleagues and take with them into new posts. However, other networks have an expectation or need for ongoing support. These demands are likely to increase as the profile of the work grows.

The learning drawn from SKiLD's outreach work and other research has informed a report on critical success factors in networks. (Appendix 2) This provides a focus for future outreach. The report makes practical and strategic recommendations for development workers, their managers and the new National Support Services, which must now be taken forward. SKiLD has the expertise and structures to lead this work and disseminate learning through toolkits, network meetings, NAG, special events and good practice guides on the website.

### **6.8. Promotion**

The number of contacts that SKiLD can reach is growing rapidly through the addition of first time attendees at events and systematic targeting of new markets. These have included organisations supporting social enterprise and new workers identified through job adverts in the *Guardian*. Sports agencies and local authorities were targeted for the conference. Section 7 of this report highlights further opportunities for targeted promotion to specialist organisations, networks and sub-sectors.

Databases and promotion strategies need continuous review and update to ensure that a high profile is maintained. There is always a turnover in staff; people forget if they are not regularly reminded and new products and services are developed. An online search for references to SKiLD showed that a wide range of organisations are displaying information about the project on their websites but that a lot of the information is out of date.

### **6.9. Co-ordination**

The learning programme and its accompanying brochure have brought together SKiLD core training and learning events offered by the hubs, reducing duplication and overlap. Other providers are also starting to see the advantages of partnership with SKiLD. The Children's Workforce Development Council recently commissioned

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a course to explain the relevance of the 'Every Child Matters' strategy to development workers.

SKILLbites is the main vehicle for co-ordinating news and information on training for development workers. A 'virtual' editorial panel made up of NAVCA staff, hub partners and their parent organisations, acevo, the Federation for Community Development Learning and fit4funding currently submit information for inclusion.

These successful partnership models and working practices can now be utilised to co-ordinate the work of the new National Support Services and other providers. They have an established profile and reputation with development workers which will help the new providers to engage quickly with this market.

### **Service delivery – Action and learning points**

#### **Learning programme**

10. Continue to develop a strategy to engage managers and trustees in supporting the development of their staff
11. Use a smaller number of locations and offer travel bursaries
12. Provide more bespoke training through networks and consortia
13. Encourage wider understanding of issues that will have an impact on development work in the future, through policy updates and course publicity
14. Promote peer learning methodologies through personal advocacy and case studies that illustrate successful applications

#### **Outreach**

15. Develop a strategic approach to promoting good practice in induction
16. Develop the network advisors' group (NAG) to meet the needs of more experienced members
17. Involve more team members in outreach
18. Develop resources and events to disseminate best practice in network set up and development

#### **Partnership working**

19. Ensure that robust project management and partnership arrangements are in place to improve communication, follow-up and evaluation

## 7. Participation – Who are we reaching?

SKiL is reaching a wide range of organisations and job roles outside its core target of development workers in infrastructure organisations. A significant number of people are accessing several different activities and resources.

### 7.1. Open courses and conferences

An analysis of bookings shows that SKiL has been very successful in extending its reach outside the NAVCA membership.

Figure 1. Bookings by NAVCA membership

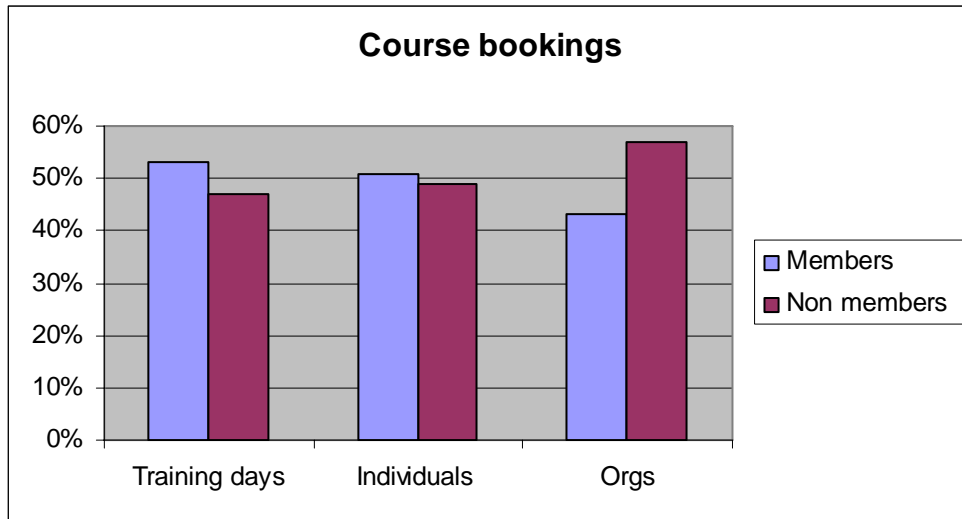


Table 2. Bookings by NAVCA membership

	Training days	Individuals	Organisations
<b>NAVCA Members</b>	379	217	119
<b>Non members</b>	335	209	158
	<b>714</b>	<b>426</b>	<b>277</b>

One third of NAVCA’s member organisations have booked on SKiL events this year. There is also a rapidly growing awareness in the wider voluntary sector. Large national charities, e.g. Age Concern, Headway, Refugee Action and the Scarman Trust are sending their staff on courses. Many locally based infrastructure organisations e.g. Resourcing the Community (Leeds) and specialist support organisations e.g. Bristol Children’s Fund are also using the services. Workers from at least 16 local authorities have also attended events. If workers

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from these types of organisations are benefiting, so could others doing the same or similar work.

People who like SKiLD like it very much. There are a lot of repeat bookings, a strong indication of quality and relevance. 63% of training places filled were filled by 29% of the organisations with eight organisations taking more than ten places each. Individuals also come back for more with 15% of individuals booking on three or more events. Ten workers booked on six or more separate courses.

*“SKiLD courses are well used within the organisation, all development workers come on the courses, they are well respected” (a CVS in Yorkshire)*

*“If I could, I’d go on every one. They are well prepared, welcoming and appropriate. I work in isolation and they have helped me through a difficult period. I work differently from others in my organisation and it has helped to talk to other people.”*

It would be helpful to know more about these frequent users to inform programme planning. Are they ‘learning organisations’ who are using a range of different development opportunities or does their reliance on SKiLD reflect a lack of local provision?

People with a wide range of job roles have booked on SKiLD courses. Many have titles that appear to relate to SKiLD’S core target group e.g. community/development worker, capacity building coordinator, group support worker, organisational development worker, volunteer coordinator and training officer. However, other roles that appear to have found the curriculum of relevance include administrators, managers, information worker, communication officer, change manager, project manager, business advisor, youth worker, performance manager and impact and excellence manager.

It is important that the terminology used in promotion does not restrict potential audiences in any way. There are many people who support voluntary and community groups but do not see themselves as ‘development workers’ or are not based in ‘local infrastructure organisations’. A manager from a national charity which sets up self-help groups, contacted during this evaluation, thought that SKiLD courses were not appropriate for her team members until she was shown the course programme.

These findings suggest a number of routes for more promotion, including direct marketing to existing users and systematic targeting of the specialist organisations, networks and sub sectors already represented in the customer base.

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## 7.2. Visibility and awareness

There are still people who could benefit from SKiLd activities who do not know about the project. Every event increases awareness. The annual conference had a number of first time attendees, following targeted promotion to local authorities. Feedback from networks indicates that between a third and half of those attending were experiencing their first contact with the project. People working in the same areas and members of the same networks have different levels of knowledge. One coordinator mentioned that the CVS in her area seemed to know about SKiLd but not other organisations.

This raises questions about the dissemination of information within organisations and areas. Part of the SKiLd promotion strategy relies on contacts, for example managers and consortia, cascading information to others who might be interested. This has been very effective but also has the potential for gatekeepers to filter information.

All new contacts are impressed by what they see and hear and are planning to make further use of the resources and services.

*“The tools are really good, easy to use, approachable, straightforward and not threatening; they are loving them” (a network coordinator)*

*“I will be using the information gathered today plus looking at other resources to use with the groups my organisation supports.” and “I will be passing this information to all of my team of development workers.” (Leeds Inform Network)*

## 7.3. Website and tools

Website hits show that the toolkits and information on the framework and training courses are being accessed regularly. There is evidence that people are beginning to see a holistic body of related provision.

*“there is everything there that you could possibly need”*

*“We have used various toolkits and adapted them to fit with our own work and processes. We have attended a number of training sessions and we have shared this learning with our team of development workers. The health checks will be incorporated into a training course for groups.”*

The diagrams below show a good level of recognition and use of web-based resources by interviewees who have been on training courses. Those people who knew about the resources but had not used them cited lack of time rather than any concerns about relevance or quality. Several of those who had not heard about the

resources were planning to go and look at them as a result of the telephone interview.

Figure 2. Competency framework

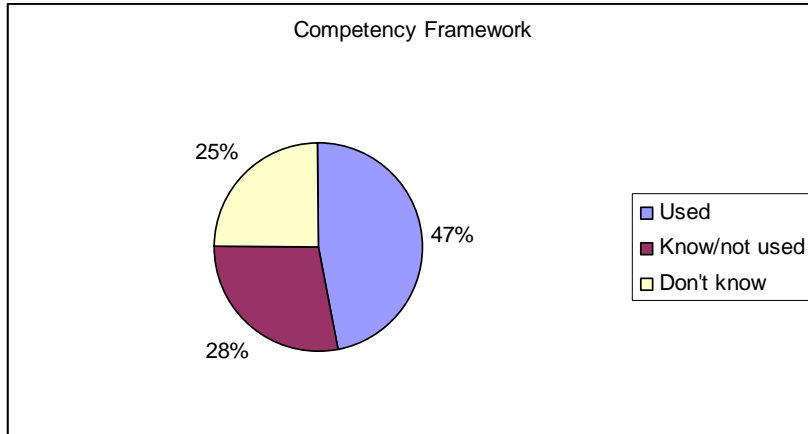
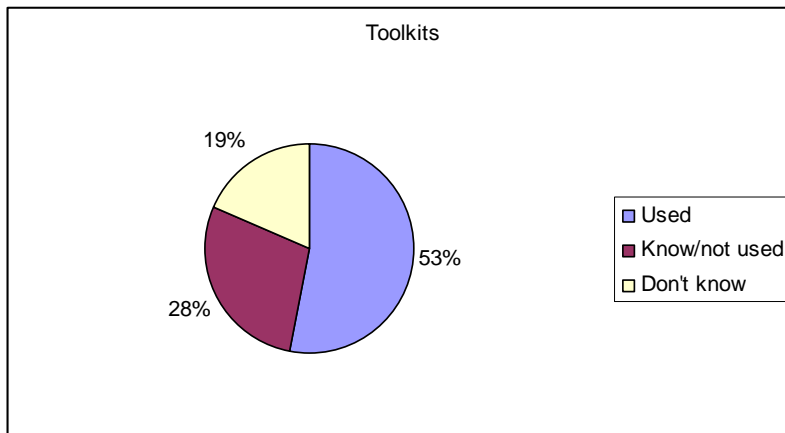
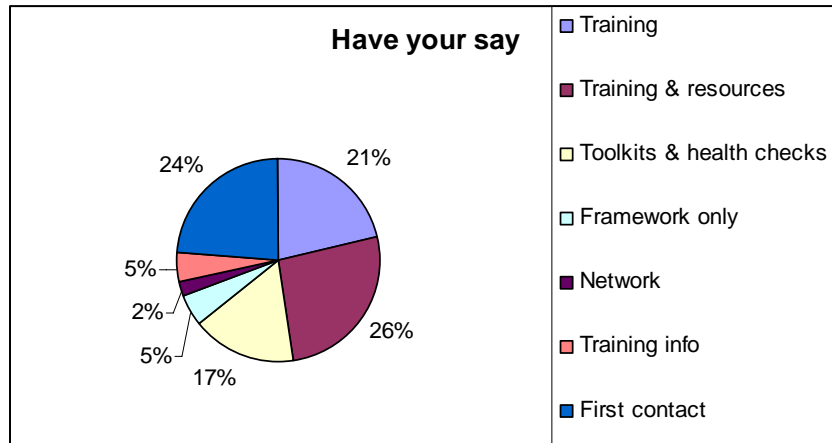


Figure 3. Toolkits



Respondents to the 'Have your Say' survey also mentioned using a range of activities and resources.

Figure 4. Have your say respondents



It takes time to develop awareness and make connections between different resources and activities. There is now a growing number of individuals who have been on training courses, use online resources and attend local networks and NAG. In addition a smaller number have also been involved in PLA, action learning or delivering training. These individuals are well placed to help extend reach by personal advocacy and case studies for dissemination.

#### Promotion – Action and learning points

20. Use the existing customer base to target promotion and increase repeat use
21. Work through regular users to increase awareness and use

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## 8. Impact – What difference did we make?

People remember and value SKiLD activities and resources. They have had considerable long-term impact on personal and organisational development, work with groups and in wider networks. Individuals are using their skills, knowledge and resources in different ways. There are many practical examples that show that SKiLD is meeting its aim of improving the quality of development support. Outcomes are being met. In particular, the skills and knowledge required to deliver high quality support have been identified, a range of affordable, varied learning packages have been accessed, information and tools have been found and individuals have contributed to, and gained knowledge from, others in similar roles.

### 8.1. Reflections on training courses

The positive evaluation of courses by participants at the time is backed up in their later reflections. Several respondents said that this was the best training that they attended. Others commented that they always knew what they were getting through SKiLD and made favourable comparisons with other providers who could be “a bit hit and miss”. People thought that the training courses were affordable and excellent value. They also valued the accessibility of the accompanying tools and resources and the opportunity to learn from their peers. Very few suggestions were made for course changes following application of learning. The following comments are typical:

*“Excellent calibre of trainer, both internal and external with a clear understanding of the voluntary sector and their audience”*

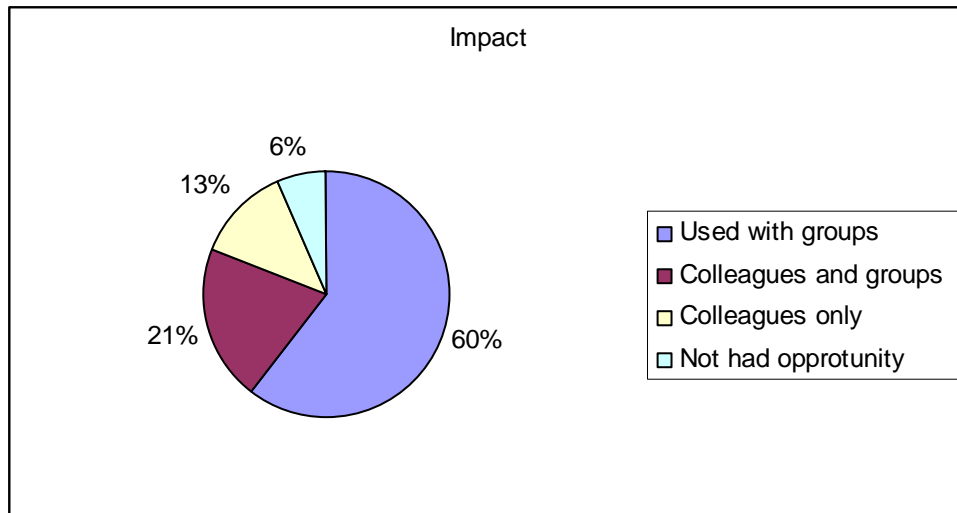
*“Training is practical and relevant, down to earth and real”*

*“We find the training courses seem to follow national trends which is very useful”*

### 8.2. Longer-term impact

During this evaluation feedback was obtained from 75 individuals; 11 of these were experiencing their first contact with SKiLD (‘Making Choices’ conference and Leeds Inform Network). The diagram below shows what the 64 people who had already accessed training and resources had done as a result.

Figure 5. Impact



The small proportion who had not been able to use their new skills and knowledge said that this was because their current role or the groups that they were working with did not provide appropriate opportunities.

*“Two of us came. Many groups are not ready yet. We will be pro-active and run a workshop on this topic” (Helping groups with ICT)*

Uncertainties about future funding have also influenced workers' ability to apply their skills and knowledge.

*“We can't look at introducing things when funding is uncertain, the lack of security stops us taking things forward.”*

#### 8.2.1. Personal development

All the respondents identified personal benefits. Several common themes were cited, these were

- Increased confidence and understanding of their role – *“I know what I can and can't do as part of my role”*
- Reinforcement and reassurance – *“I'm doing the right thing”*
- Increased skills and knowledge
- Reviewing and changing own practice
- New ideas for working with groups
- Access to ongoing support from trainers

- Back up resources and references
- Trigger for further training and personal development activities

*“Following training I have reviewed my working practices, including updating information sheets and changing what I tell groups during consultation sessions. Also, networking and discussion with others on the course generated new ideas for working with organisations. The online resources have also given me new ideas.”*

*“It was a real eye opener. I didn’t have the guts before and had never done any training. I was so nervous but the trainer was really confident and supportive and I’m now doing training”*

*“Has spurred me on to gain further IT knowledge to pass onto groups”*

*“A better understanding of issues involving and supporting voluntary groups has helped me supply more positive and targeted advice, as well as appreciating the concerns of groups, trustees, etc. My contact with groups is now from a fully informed point of view and it is also reassuring to know that there is further support and access to information available.”*

The ‘Stepping into Management’ course had a considerable impact in a number of different ways. *“The course was brilliant, it exceeded my expectations”*. It made everyone think about their future, review their working practices and try new approaches to solving problems. One person made an action plan to shadow managers in her own time and another decided that *“management may not be for me”*. (X) is particularly grateful: *“I have been successful in securing a project managers job for the next five years.”*

#### 8.2.2. Work with groups

Many development workers are using and adapting the toolkits and resources obtained from courses to develop their own training events and workshops, as a basis for articles in newsletters and in one-to-one support work. Others are developing their own toolkits and health checks and signposting groups to other resources offered by NAVCA, (SKIL) and the hubs.

Two case studies provide practical illustrations of wide-ranging impact. The course on ‘Governance and organisational structures’ was very timely for one CVS worker. She was working with a young persons’ group who ran a community centre with a very old fashioned deed of trust and lease.

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Following the training she felt much more comfortable advising them on a new organisational structure and working through with them what they needed. She eventually referred them to the course trainer for further help with writing a new constitution and re-registering as a charity. This worker is also including more information on governance from the Governance Hub and the Charity Commission in the newsletter that she edits.

The second example resulted from an introductory session on the toolkits at a network meeting. Following the meeting the network co-ordinator (from a CVS) went out with a new development worker from a local housing association to meet a small community football group. This worker had been trying to persuade them to review their skills for a long time without success. They all worked through the skills audit toolkit together and the task was completed in a couple of hours. The group were able to move forward and the worker has developed new skills and confidence.

Other comments indicate a variety of direct, practical applications.

*“The health checks will be incorporated into a training course for groups.”*

*“I use some of the activities in my training work with community groups, especially the Skills Audit and Agreeing Aims and Mission. I've also adapted the Attracting New People and What Can Go Wrong for my sessions about Team-building, Group Working and Involving People.”*

*“We adapted the Skill Audit as a pre self assessment for PQASSO”*

*“Coaching is applicable to groups, I now frame my questions differently to get more information and helped a group to do a much better Heritage Lottery bid.” (Coaching for Development Workers)*

*“I didn't know anything about premises and steered clear. I am working now with a group negotiating a lease with a private landlord. I used Community Matters information and model lease clauses and contacted their advice line” (Options for Premises)*

### 8.2.3. Organisational development

Development workers have also been able to contribute to service delivery and development within their own organisations. One CVS was able to increase the capacity and efficiency of the organisation considerably after three members of staff attended the course on ‘Governance and legal structures’. Previously development workers had to refer all groups to the funding adviser for legal advice but now that more people have this

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knowledge groups have their needs met in one meeting rather than two. Another organisation is now planning to add ICT to the range of support services that they offer, following training. Workers who attended the courses on premises and ICT have been able to advise their own managers on the purchase of equipment and transfer of assets.

*“We understand our own planning better” (Strategic Planning course)*

*“We used the skills audit with our own CVS board. It was very practical and manageable within the timeframe.”*

There have also been some unexpected benefits. One worker who had attended the ‘Coaching for Development Workers’ course had not been able to use her knowledge with groups as her role had changed. However, she was able to help colleagues think about their future when massive redundancies were announced.

#### 8.2.4. Cascade to other development workers

Over a third of respondents specifically mentioned that they were sharing skills, knowledge and resources with colleagues. This multiplier effect extends awareness and promotes use. One network is providing laminated sets of the toolkits for loan to members. Others mentioned emailing toolkits to colleagues and networks e.g. Mission and Values toolkit emailed to 2000 contacts via London Voluntary Service Council.

*“I have used the information/best practice advice and guidance when dealing with my own networks, and as part of the ChangeUp programme management team's role in facilitating consortium meetings and events with partners, stakeholders and service providers.”*

*“We keep our searchable Training Database of training courses up to date with the latest training courses taking place in the region, and therefore always ensure the *SKILL* courses are added to our site and promoted through our e-bulletins which are sent to over 2600 people each month.”*  
(North East agency promoting skills development and career progression in the third sector)

*“I used the information with other development workers, particularly time and project management. I wouldn't have done that before” (Manager attending ‘Being a Development Worker’)*

#### 8.2.5. Use of the framework

Despite the technical problems, the framework is being used in different ways. Of the 17 people who specifically mentioned using it, only three

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mentioned that they had encountered any problems. New workers have found it particularly useful to assess their position: *“I found out what I need to do to develop the skills appropriate to the sector and be a good worker”*.

*“I filled it in when I started; it showed me where I am and how I fit. I have no job description, it helped me to make sense of what was involved before I started going out to groups.”*

*“It is a brilliant definition of skills that development workers could and should have”*

Several others described using it to review their work plan, prepare for appraisal or identify training needs. Managers are also using the framework for the induction of new staff, volunteers or apprentices. The main limitations seem to be finding time to go back and review on a regular basis.

*“I filled it in on the course, but I have no time to go back to it, I’m always firefighting.”*

There have also been some larger scale applications. The Manchester induction pack is ‘totally informed’ by the framework. In Staffordshire and Derby, organisational health checks have been developed and linked to the framework. Barnet CVS is using it with three other North London CVS to identify ways in which they can work together. The Birmingham network has recommended that the framework is adopted by all agencies setting up new development services. Finally the *(KIL)* team has used the framework as a basis for induction action planning and assessing team learning needs.

Now that the new website is operational, further use of the framework can be promoted. *(KIL)* is also maintaining strong links with UK Workforce Hub which is developing National Occupational Standards for development workers. This is crucial to ensure that there is no duplication of effort and development workers get an integrated approach.

## 9. What do development workers want?

Development workers are sending a very strong message that they want (SKiLD) to “carry on the good work” and continue to provide comprehensive training, toolkits and other practical resources. There is some interest in higher level courses, accreditation and access to qualifications. There is also a demand for continued support for, and through, networks.

*“Continue to provide good, simple subject training (short courses are very welcome) tackling topical issues and subjects”*

*“The website is excellent, please keep it.”*

### 9.1. Progression

Although feedback about courses is extremely positive there are some concerns about level. People at the start of their careers “appreciated the availability of events aimed at new workers”. Other really like short courses that introduce new topics or explore current issues.

*“They are short and sweet, sometimes one day is all you need”.*

However some experienced staff or those operating in a specialist role are looking for more depth.

*“(SKiLD) needs to be more realistic about the level courses are pitched at” and*

*“I would have liked more information in the brochure to help me decide if the course was appropriate”.*

It is difficult to meet all needs in one event. This dilemma is illustrated by two reactions to the course on diversity for development workers. An experienced worker commented that the course had added little to what she knew already and “skated over” many issues. “It brought home how well we do things here”. In contrast another worker who had not come across the issues before said “It was one of the best training courses I’ve been on. It really opened my eyes and got me thinking about religions and cultures”.

The (SKiLD) team recognises these issues and is holding curriculum meetings to bring tutors on ‘Being a development worker’ together to plan for the future. One option is to focus on training for new workers and new issues and signpost to other providers for higher levels.

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A small proportion of the people who responded to the evaluation (6/75) want progression, accreditation and access to qualifications. The Stratagia report on career pathways is an important resource that will inform future work in this area.

*“Recognised or accredited courses which build on personal development and career progression would be welcomed”*

## **9.2. Network support**

In addition to continued training and support for network steering groups and coordinators, development workers want toolkits to help them to run networks, financial support and practical help such as setting up contact databases. There are also requests that *SKiL* take a lead in setting up networks in areas where they do not exist.

## **9.3. Further developments**

There were a number of suggestions for additional services and resources. Several people want knowledge and information in addition to skill development. There is a demand for updates and guidance on key issues that impact on their work. Requests include information on how central government works, funding, commissioning, capacity building and advice and support with facilitating and encouraging VCS representation. One person suggested a helpline for specific enquiries. *SKiL* should not feel pressured to meet all these needs directly. Some can already be met through referral and signposting to other services. Unmet needs are part of an ongoing learning needs analysis to be shared with partners and other providers.

Several people requested services that are already being developed by *SKiL*, for example, information and resources linked to the framework. Others made suggestions that indicate a lack of awareness of what already exists rather than gaps in current provision e.g. a conference for development workers, local networks and an e-network to post enquiries.

Not many development workers seem to be aware of DWnet, the e-network currently operated by NAVCA. It has potential for enhancement as part of the *SKiL* offer to meet some of the information and support needs mentioned here.

## 10. Positioning SKiLD for the future

SKiLD has developed an excellent reputation and profile and has strong credibility with its target audience.

*“SKiLD has been developed for development workers, based on a true understanding of what our job is. It has grown out of and is grounded in the needs of development workers”*

*“Really filling a niche” and “One of my main resources, first place I go to”*

*“Of all the national hubs – this is one of the things we want to see continued. We want SKiLD to really take ownership and be ‘the first place’ for development workers with advice, training, support, web space hosting resources, promoted through the web site and newsletters”*

The project is now in a unique position to play a key role in the development of the new National Support Services which replaced the hubs on 1 April 2008. It has been funded directly by Capacitybuilders and is the only national service that is continuing in the same structure with the same brand. *“Longevity rests with SKiLD”* as one current partner commented.

### 10.1. The SKiLD offer

There are risks in the new set-up. Some of the new support services plan to deliver training for development workers themselves rather than through SKiLD and there is less funding. However there are more opportunities for SKiLD to have direct control over their work and develop equal partnerships. They bring understanding, experience and practical resources, built up over the last three years, in the following areas.

- In depth knowledge of the learning and support needs of networks, organisations and individual workers
- A competency framework that underpins the structure and planning of learning and support provision and enables development workers to identify the skills and knowledge required to support groups
- A skilled and committed staff team
- A reputation for high quality provision through proven models of practical delivery that integrate training, resources and personal relationships
- A well designed and accessible website with information and practical resources

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- Direct access to a wide customer base through personal contacts and a database
  - Efficient and effective systems for administering and promoting learning events and resources
  - A Network Advisors' Group for consultation and communication on issues that are important to development workers
  - Learning from pilot work on PLA, action learning and induction
  - A willingness to innovate and pilot new approaches

(KIL) has developed effective ways of working to engage with development workers and expand their own capacity for delivery.

- Using courses and enquiries to build relationships and lead into other activities
- Getting people at the start of their career or network set-up
- Financial support and practical help for networks and induction
- Operating as brokers to put people in contact with each other
- Working through networks, champions and training the trainer models

## Appendix 1

### Outreach and bespoke training – job titles of attendees from non-NAVCA member organisations at individual learning days

Courses	Job title	Organisation
1	Administration and Resource Officer	Chara Trust
1	Administrator	Children's Information Centre
3	Advice Advocacy Manager	Chinese Community Centre - Birmingham
1	Advice Centre Caseworker Training Officer	Woodend Advice Centre
1	Anti Social Behaviour Officer	East Lindsey District Council
1	Assistant Community Officer	Hampshire County Council
3	Assistant Director	Derwent Community Team
3	BME Capacity Worker	Cheltenham Borough Council
1	BME Community Engagement Worker	BME Community Engagement
1	BME Development Worker	Age Concern Leicester
2	Building Services Manager	Fresh Horizons Ltd
3	Business Admin Officer	Newlands local enterprise Ltd
1	Business Support Manager	Initiative for Social Entrepreneurs
2	Capacity Building Coordinator	Federation of Irish Societies London
1	CEN Coordinator	Community Empowerment Network Knowsley
1	Centre Director	Copleston Centre
1	Change Development Officer	Centre for Equality & Diversity
6	Change Manager	Crossroads Association
2	Change Manager (London & South)	Crossroads Association (Billericay)
1	Chief Officer	Worcestershire Mental Health Network
1	Childcare Business Adviser	Surrey County Council
1	Childcare Business Adviser	Surrey County Council
1	Childcare Development Officer	London Borough of Redbridge
1	Childcare Development Officer	London Borough of Redbridge
2	Clubs and Centres Development Worker	Federation Of Irish Societies Manchester
1	Coordinator	Educators Forum
1	Coach Education & Volunteering Development Officer	Wakefield Metropolitan District Council
1	Community Development Manager	Cheltenham Borough Council
2	Community Development Worker	Lincolnshire County Council
3	Community Development worker	Lincoln City Council
1	Community Project Worker - Development	East Hants District Council
1	Communications Officer	Sharrow Community Forum
1	Community Design Officer	Community Technical Aid Centre
1	Community Development Manager	Age Concern Norfolk
1	Community Development Manager	St Marks Church
1	Community Development Officer	Windsor Housing
2	Community Development Officer	Aston Mansfield CIU
3	Community Development Officer	Cheltenham Borough Council
1	Community Development Officer	GVOC - Empower Gateshead

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3	Community Development Officer	Federation of Irish Societies London
2	Community Development Officer	Community Council of Staffordshire
1	Community Development Officer	Refugee Action Liverpool
1	Community Development Officer	South Holland District Council
1	Community Development Officer	Portsmouth Housing Association
3	Community Development Officer	Refugee Action Liverpool
3	Community Development Officer	Federation of Irish Societies London
2	Community Development Officer	Aston Mansfield CIU
1	Community Development Trainer	Lincoln Community Development Project
1	Community Development Training Worker	Lincoln Community Development Project
1	Community Development Worker	Oxfordshire Rural Community Council
3	Community Development Worker	North Solihull Voluntary & Community Alliance
2	Community Development Worker	Refugee Action Liverpool
3	Community Development Worker	The Scarman Trust Manchester
1	Community Development Worker	Manchester Refugee Support Network
6	Community Development Worker	Resourcing the Community
5	Community Engagement Worker	VCAT Old Trafford Neighbourhood Management Team
1	Community Engagement Coordinator	Gloucestershire Rural Community Council
2	Community Integration Worker	Refugee Action Manchester
1	Community Involvement Worker	Sure Start Newstead Village
1	Community Officer	Stockton Borough Council
1	Community Officer	Black Country Housing Group
2	Community Officer	Hampshire County Council
1	Community Officer	Stockton Borough Council
2	Community Partnership Manager	Shoreline Housing Partnership
1	Community Project Worker - Environment	East Hants District Council
1	Community Project Worker - Sport/Play	East Hants District Council
3	Community Worker	The Scarman Trust Manchester
2	Connexions Capacity Build Worker	Archway
1	Consortium Coordinator	Islington Play Association
1	Database Administrator	Milton Keynes Women and Work Group
1	Development Officer for BME Communities	Voluntary Action Cardiff
3	Deputy Chief Executive	Supporters Direct
2	Deputy Chief Executive	Bromley Autistic Trust
3	Development Consultant	Foundations Consultancy
1	Development Manager	Halton YMCA
1	Development Manager	Church Urban Fund
2	Development Manager	Connexions 4 Youth
1	Development Manager	The Princess Royal Trust for Carers (Coventry)
1	Development Manager	Voluntary Community Action Trafford (VCAT)
1	Development Manager	National Childminding Association NW Office
2	Development Officer	The Hearsay Charitable Trust
1	Development Officer	Supporters Direct
1	Development Officer	Federation of Irish Societies
1	Development Officer	Supporters Direct
1	Development Officer	Voluntary Action Cardiff
3	Development Officer	Vista
6	Development Officer	South West Birmingham Development Agency
2	Development Officer	Diocese of Guildford

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3	Development Officer	Vista
3	Development Support Worker	The Scarman Trust (Brighton)
1	Development Worker	West Sussex Council for Voluntary Youth Services
1	Development Worker	The Scarman Trust (Brighton)
2	Development Worker	The Saltbox
1	Development Worker	Mind in North Tyneside
1	Development Worker	Sadacca
3	Development Worker	The Scarman Trust Manchester
2	Development Worker	Child & Family Support Forum
2	Development Worker	Search
1	Development Worker	Unllais Mental Health Agency
1	Development Worker	Interlink Foundation Manchester
1	Development Worker	Network for Change Ltd
1	Development Worker	Age Concern (west Midlands)
1	Development Worker	Unllais Mental Health Agency
1	Development Worker	Greater Merseyside ChangeUp
2	Development Worker	Great Yarmouth Voluntary Sector Partnership
1	Development Worker	Delivering Inclusion Network (c/o YASP)
1	Development Worker	Mind in North Tyneside
1	Development Worker	Centrepont (Redditch)
2	Development Worker	Merton Oasis
1	Development Worker	Bury 3rd Sector Development Agency
1	Development Worker Projects	Youth Access
1	Director of Services	Unllais Mental Health Agency
1	Diversity Officer	Bolton Racial Equality Council
3	Faithreach Project Officer	West Midlands Faiths Forum
1	Field Officer	Warwickshire Rural Community Council
1	Field Officer	Rural Community Council of Essex
2	Field Worker	The Scarman Trust London
1	Field Worker	The Scarman Trust London
1	Finance & Admin Worker	The Furnival
1	Finance & Grant Support Officer	Leeds Play Network
1	Finance & Information Officer	Bristol Children's Fund
2	Group Support Worker	Age Concern (Nottingham & Nottinghamshire)
1	Groups Training and Development Manager	Self Help Nottingham
1	Head of Performance Improvement	London Youth
3	Health & Social Care Manager	Chinese Community Centre - Birmingham
1	Health Development Officer	Chinese Community Centre - Birmingham
1	Human Resources Manager	National Osteoporosis Society
2	Impact & Excellence Manager	Faithworks
1	Information & Events	Community Composting network
4	Information Officer	Corby Community partnership
3	Learning Development Advisor	Derbyshire Learning and Development Consortium
1	Locality Manager	Coast & Moors Voluntary Action
1	Manager	Manchester Refugee Support Network
3	Manager	The Add Action Project
1	Manager Advocacy Development	Shoreditch Trust
1	Monitoring & Information Officer	Nottinghamshire County Council
1	Neighbourhood Project Officer	East Lindsey District Council

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1	Neighbourhood Renewal Development Worker	North Tyneside Community Network
1	NR Development Worker	North Tyneside Community Network
2	Organisational Development Officer	Southwark Community Care Forum
2	Organisational Development Worker	Leeds Connecting Communities
2	Outreach & Support Worker	Devon Community Foundation
1	Outreach Development Worker	Active Faith Communities
1	Parish Planning Development Worker	Community Action West Berkshire
1	Principal Community Development Officer	Congleton Borough Council
1	Project Assistant	London Community Recycling Network (CRN)
1	Project Coordinator CDIF	The Scarman Trust Leeds
1	Project Development	Manna Trust
1	Project Development Manager	Snap Development Project
1	Project Development Worker	Royal National Institute of the Blind (RNIB)
1	Project Establishment Manager	Bishop Street Methodist Church
1	Project Manager	Chara Trust
2	Project Worker	Connexions (Durham)
2	Project Worker	Connexions (Durham)
2	Projects Monitoring Officer	fit4funding
2	Quality & Performance Manager	NSPCC
1	Quality Development Officer	Princess Royal Trust for Carers
1	Regional Coordinator	Mentoring & Befriending Foundation
3	Regional Coordinator MBF NW	Mentoring & Befriending Foundation
9	Rural Youth Worker	North Warwickshire Rural Youth Project
1	Scan MV Project Worker	The Union Society
2	Sector Development Officer	Sustain Consortium
1	Senior Complaints Officer	Wakefield Metropolitan District Council
2	Senior Development Officer	Federation Of Irish Societies Manchester
1	Shadow Board Member	West Country Housing (Tarka Housing)
1	Strategic Youth Development Worker	Snap Development Project
1	Support Officer	The Social Enterprise People
1	Sustainability Project Officer	East Lindsey District Council
1	Sustainability Projects Officer	East Lindsey District Council
1	Training & Development Manager	National Association of Toy & Leisure Libraries
1	Training Consultant	Youth Federation Trading Ltd
2	Training Officer	SLGTA & National Youthbike
1	Trustee	Worcestershire Mental Health Network
4	Volunteer Coordinator	Corby Community partnership
1	Volunteer Community Worker	The Trust for Developing Communities
1	Volunteer Development Officer	Greater Sport (Greater Manchester Sports partnership)
1	Youth Development Worker TPSS	Hull City Council
1	No job title given	Cheshire Community Council
1	No job title given	The Scarman Trust Manchester
1	No job title given	Youth Organisation Wolverhampton
1	No job title given	Exeter Community Initiatives
1	No job title given	Help the Aged Grimsby
1	No job title given	Action for Sustainable Living
2	No job title given	Retford Action Centre
1	No job title given	Greater Manchester Youth Network Ltd
1	No job title given	Refugee Action Bolton

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2	No job title given	Hertfordshire Infrastructure Consortium
1	No job title given	Voluntary Youth Network
1	No job title given	Toynbee Hall
1	No job title given	Barnsley MBC
1	No job title given	Kingdom Bank Ltd
1	No job title given	St Peters Sallley Trust
3	No job title given	Resourcing the Community
1	No job title given	Greater Merseyside ChangeUp
1	No job title given	SEHCO c/o Create
1	No job title given	Mentoring & Befriending Foundation
1	No job title given	Dacorum Borough Council
1	No job title given	Hangleton & Knoll Project
2	No job title given	Resourcing the Community
2	No job title given	Devon Racial Equality Council
2	No job title given	It's Your Move
1	No job title given	Leeds Metropolitan University
1	No job title given	North Tyneside Community Network
3	No job title given	Resourcing the Community
1	No job title given	Foyer Federation
1	No job title given	The Union Society
1	No job title given	Daventry Volunteer Centre
2	No job title given	Mentoring & Befriending Foundation

## Appendix 2

### Numbers of staff attending training days from each organisation

Training days	Number of staff	Organisation (Members and non-members)
1	1	Action for Sustainable Living
1	1	Action with Communities in Rural Kent
1	1	Active Faith Communities
1	1	Age Concern (West Midlands)
1	1	Age Concern Leicester
1	1	Age Concern Norfolk
1	1	Amber Valley Council for Voluntary Service
1	1	Barnsley MBC
1	1	Bishop Street Methodist Church
1	1	Black Country Housing Group
1	1	BME Community Engagement
1	1	Bolton Racial Equality Council
1	1	Bournemouth Council for Voluntary Service
1	1	Bristol Children's Fund
1	1	Bury 3rd Sector Development Agency
1	1	Centre for Equality & Diversity
1	1	Centrepont (Redditch)
1	1	Cheltenham Voluntary and Community Action
1	1	Cheshire Community Council
1	1	Children's Information Centre
1	1	Church Urban Fund
1	1	Clinks
1	1	Coast & Moors Voluntary Action
1	1	Community Action Hampshire
1	1	Community Action West Berkshire
1	1	Community Composting network
1	1	Community Council of Shropshire
1	1	Community Empowerment Network Knowsley
1	1	Community Links Bromley
1	1	Community Technical Aid Centre
1	1	Congleton Borough Council
1	1	Copleston Centre
1	1	Council for Voluntary Service Rochdale
1	1	Crawley Council for Voluntary Service
1	1	Croydon Voluntary Action
1	1	Dacorum Borough Council
1	1	Daventry Volunteer Centre
1	1	Delivering Inclusion Network (c/o YASP)
1	1	Durham Rural Community Council
1	1	Ealing Community and Voluntary Service
1	1	East Devon Council for Voluntary Service
1	1	Eastbourne Association of Voluntary Service

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1	1	Educators Forum
1	1	Exeter Community Initiatives
1	1	Foyer Federation
1	1	Gloucestershire Rural Community Council
1	1	Greater Manchester Youth Network Ltd
1	1	Greater Sport (Greater Manchester Sports Partnership)
1	1	Guildford Association of Voluntary Service
1	1	GVOC - Empower Gateshead
1	1	Halton YMCA
1	1	Hangleton & Knoll Project
1	1	Harrogate & Area Council for Voluntary Service
1	1	Help the aged Grimsby
1	1	Hull City Council
1	1	Hull Community and Voluntary Services Ltd
1	1	Initiative for Social Entrepreneurs
1	1	Interlink Foundation Manchester
1	1	Islington Play Association
1	1	Keighley Voluntary Services (KVS)
1	1	Kingdom Bank Ltd
1	1	Leeds Play Network
1	1	London Community Recycling Network (CRN)
1	1	London Youth
1	1	Manna Trust
1	1	Mid Sussex (South) Council for Voluntary Service
1	1	Milton Keynes Women and Work Group
1	1	MVB
1	1	National Association for Voluntary and Community Action
1	1	National Association of Toy & Leisure Libraries
1	1	National Childminding Association North West Office
1	1	National Osteoporosis Society
1	1	Network for Change Ltd
1	1	North Hertfordshire Council for Voluntary Service
1	1	Nottingham Council for Voluntary Service
1	1	Nottinghamshire County Council
1	1	Oxfordshire Community and Voluntary Action (OCVA)
1	1	Oxfordshire Rural Community Council
1	1	Peterborough Council for Voluntary Service
1	1	Portsmouth Housing Association
1	1	Princess Royal Trust for Carers
1	1	Refugee Action Bolton
1	1	Royal National Institute of the Blind (RNIB)
1	1	Rural Community Council of Essex
1	1	Rushcliffe Community and Voluntary Service
1	1	Sadacca
1	1	SEHCO c/o Create
1	1	Self Help Nottingham
1	1	Sharrow Community Forum
1	1	Shorditch Trust
1	1	South Downs Council for Voluntary Service
1	1	South Hams Council for Voluntary Service
1	1	South Holland District Council

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1	1	Southampton Voluntary Services
1	1	St Albans District Council for Voluntary Services
1	1	St Marks Church
1	1	St Peters Saltley Trust
1	1	Stafford District Voluntary Services
1	1	Stockport Community and Voluntary Service
1	1	Sunderland Centre for Voluntary Service
1	1	Sure Start Newstead Village
1	1	Surrey Community Action
1	1	Tamworth Council for Voluntary Service
1	1	The Furnival
1	1	The Princess Royal Trust for Carers (Coventry)
1	1	The Scarman Trust Leeds
1	1	The Social Enterprise People
1	1	The Trust for Developing Communities
1	1	Toynbee Hall
1	1	Voluntary Action for Oadby & Wigston
1	1	Voluntary Action Oldham
1	1	Voluntary Action Swindon
1	1	Voluntary Action Waltham Forest
1	1	Voluntary and Community Action South Bedfordshire
1	1	Voluntary Community Action Trafford (VCAT)
1	1	Voluntary Youth Network
1	1	Warrington Council for Voluntary Service
1	1	Warwickshire Rural Community Council
1	1	Wessex Community Action
1	1	West Country Housing (Tarka Housing)
1	1	West Sussex Council for Voluntary Youth Services
1	1	Windsor Housing
1	1	Wolverhampton Voluntary Sector Council
1	1	Woodend Advice Centre
1	1	Youth Access
1	1	Youth Federation Trading Ltd
1	1	Youth Organisation Wolverhampton
2	1	Age Concern (Nottingham & Nottinghamshire)
2	1	Archway
2	1	Blackpool Wyre & Fylde Council for Voluntary Service
2	1	Bromley Autistic Trust
2	1	Castle Point Association of Voluntary Services
2	2	Chara Trust
2	1	Child & Family Support Forum
2	1	Community Council of Staffordshire
2	1	Connexions 4 Youth
2	1	Council for Voluntary Service Medway
2	1	Crossroads Association (Billericay)
2	1	CVS Broxbourne and East Herts
2	1	Devon Community Foundation
2	1	Devon Racial Equality Council
2	1	Dorset Community Action
2	1	Faithworks
2	1	fit4funding

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2	1	Fresh Horizons Ltd
2	1	Gedling Community & Voluntary Services
2	2	Gloucester Association for Voluntary & Community Action (GAVCA)
2	1	Great Yarmouth Voluntary Sector Partnership
2	2	Greater Merseyside ChangeUp
2	1	Haringey Association for Voluntary & Community Organisations
2	2	Hastings Voluntary Action
2	1	Havering Association of Voluntary & Community Organisations (HAVCO)
2	1	Herefordshire Voluntary Action
2	1	Hertfordshire Infrastructure Consortium
2	1	Hunts Forum of Voluntary Organisations
2	1	It's Your Move
2	1	Leeds Connecting Communities
2	2	Lincoln Community Development Project (LCDP)
2	1	Lincolnshire County Council
2	2	London Borough of Redbridge
2	2	Manchester Refugee Support Network
2	1	Merton Oasis
2	2	Mind in North Tyneside
2	2	North Warwickshire Council for Voluntary Service
2	1	Northampton Volunteering Centre
2	1	NSPCC
2	1	Refugee Action Manchester
2	1	Retford Action Centre
2	1	Rugby Council for Voluntary Service
2	1	Ryedale Voluntary Action
2	1	Search
2	1	Shoreline Housing Partnership
2	1	SLGTA & National Youthbike
2	2	Slough Council for Voluntary Service
2	2	Snap Development Project
2	1	Southwark Community Care Forum
2	1	St Albans Church
2	1	Staffordshire Moorlands Council for Voluntary Service
2	2	Stockton Borough Council
2	2	Surrey County Council
2	1	Sustain Consortium
2	1	The Hearsay Charitable Trust
2	2	The Humber Sports Partnership
2	1	The Saltbox
2	2	The Union Society
2	1	Torrige Voluntary Services
2	2	Voluntary Action Cardiff
2	1	Voluntary Action Leicester
2	1	Voluntary Action Sheffield
2	1	Voluntary Action South Leicestershire (VASL)
2	2	Wakefield Metropolitan District Council
2	1	Wigan & Leigh Council for Voluntary Service
2	1	Windsor & Maidenhead Voluntary Action

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2	2	Worcestershire Mental Health Network
2	2	York Council for Voluntary Service
3	1	Age Concern England
3	2	Community & Voluntary Partners (CVP)
3	2	Community First East Hampshire
3	3	Derby CVS
3	1	Derbyshire Learning and Development Consortium
3	1	Derwent Community Team
3	3	East Hants District Council
3	1	Foundations Consultancy
3	2	Hampshire County Council
3	1	Lincoln City Council
3	1	Newlands local enterprise Ltd
3	1	North solihull Voluntary & Community alliance
3	3	North Tyneside Community Network
3	3	North Tyneside Voluntary Organisations Development Agency (VODA)
3	3	Sefton Council for Voluntary Service
3	1	Stevenage CVS
3	1	The Add Action Project
3	2	The Scarman Trust London
3	3	Unllais Mental Health Agency
3	1	Voluntary Action North Lincolnshire
3	1	Voluntary Action Wokingham Borough
3	1	Voluntary and Community Action East Cambridgeshire
3	1	West Midlands Faiths Forum
3	1	West Norfolk Voluntary and Community Action
4	2	Ashfield Links Forum
4	2	Aston Mansfield CIU
4	4	Bradford Community and Voluntary Service
4	3	Burnley, Pendle & Rossendale Council for Voluntary Service
4	2	Community & Voluntary Service Mid and North Bedfordshire
4	2	Connexions (Durham)
4	2	Dudley Council for Voluntary Service
4	4	East Lindsey District Council
4	2	Federation Of Irish Societies Manchester
4	1	Fenland Council for Voluntary Service
4	3	Gateshead Voluntary Organisations Council
4	3	Headway - the brain injury association
4	3	Humberside Learning Consortium
4	3	London Voluntary Service Council (LVSC)
4	2	Performance Hub
4	2	The Interlink Foundation
4	2	The Scarman Trust (Brighton)
4	1	Volunteering England
5	3	Birmingham Voluntary Service Council
5	3	High Peak Council for Voluntary Service
5	1	Jobs Education & Training (JET)
5	2	Lancaster District Council for Voluntary Service
5	3	Salford Council for Voluntary Service
5	3	Supporters Direct

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5	1	VCAT Old Trafford Neighbourhood Management Team
5	3	Worthing Council for Voluntary Service
5	3	Yorkshire Rural Community Council
6	1	Crossroads Association
6	1	Enfield Voluntary Action
6	3	Halton Voluntary Action
6	3	Refugee Action Liverpool
6	1	South West Birmingham Development Agency
6	2	Vista
6	4	Voluntary Action Calderdale
6	4	Voluntary Action Leeds
7	3	Cheltenham Borough Council
7	3	Chinese Community Centre - Birmingham
7	2	Congleton District Voluntary Action
7	4	Mentoring & Befriending Foundation
7	5	Tameside Third Sector Coalition
7	7	Voluntary Action Rotherham
7	3	Voscur
8	2	Corby Community partnership
8	5	Knowsley Council for Voluntary Service
8	3	South Yorkshire Funding Advice Bureau (SYFAB)
9	4	Federation of Irish Societies, London
9	4	Milton Keynes Council of Voluntary Organisations
9	1	North Warwickshire Rural Youth Project
9	5	South Derbyshire Council for Voluntary Service
9	3	South Lincolnshire Community and Voluntary Service
10	2	Barnet Voluntary Service Council
10	8	Doncaster CVS
10	2	Pendle Community Network
10	4	The Scarman Trust Manchester
13	4	Liverpool Charity & Voluntary Services (LCVS)
13	6	Telford & Wrekin Council for Voluntary Service
14	4	Resourcing the Community
16	4	Bolton Community and Voluntary Services
<b>714</b>	<b>426</b>	

## Appendix 3

### Outreach and bespoke activities

Network	Date	Number	Activity
Manchester - GM2	May 07		Time management/Prioritising
CASE (Kent)	Nov 07	6	Learning Needs Analysis
Chinese Community Centre	Aug 07	2	Learning Needs Analysis
Derbyshire	Sep 07	4	Toolkits and hubs
Devon	Oct 07	17	Human Resources Training
Help the Aged - south	Oct 07	14	Being a development worker
Help the Aged - north	Oct 07	12	Being a development worker
Birmingham	Oct 07	1	Meet with co-ord
Wokingham	Sep 07	1	Meet with co-ord
Wokingham	Dec 07	13	Toolkits and hubs
North Beds	Oct 07	1	Meet with co-ord
North Beds - breakfast meeting	Dec 07	10	SKiLD and toolkits
Staffs COIC	Sep 07	14	Toolkits and hubs
N Yorkshire FAW	Aug 07	1	Meet with co-ord
N Yorkshire FAW	Nov 07	32	Toolkits and needs analysis
N Yorkshire FAW	Jan 08	12	Governance training
Leeds - Inform	Oct 07	3	Meet with steering group
Leeds - Inform	Mar 08	21	Strategic planning, toolkits
West/Mid Sussex			Sent SKiLD packs to DW
Eastbourne	Mar 08?		Meeting and tools
Berkshire DW network	04 Feb	11	Health checks/outcomes
STAN (London)	14 Feb	35	2 Networking workshops

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Bristol	19 Mar	11	Governance bespoke course
Bristol	26 Mar		HR bespoke course
Wigan	Mar 08?		Bespoke training
Sheffield	?		DW meeting
Tameside	?		Team Learning Needs Analysis
		<b>221</b>	

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