



# **Report on Workforce Development Equality & Diversity Grants 2009/10**

**March 2010**

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## Introduction

As the leading membership organisation for the children, young people and families voluntary sector, Children England is in a unique position to represent charities that work with children, young people and families. Our members include the largest children's charities in the country through to small local groups. Our mission is to create a fairer world for children, young people and families by championing the voluntary organisations which work on their behalf. The role of the voluntary and community sector in the field of social work is vital not only in directly providing and supporting social workers, but in ensuring that children and families are safe, supported and enabled to thrive.

With funding from the CWDC, Children England was able to offer financial support of up to £2500 for direct service delivery organisations to share their experience of developing equality/diversity initiatives which develop their workforce and demonstrate added value in the quality of their provision and end user experience. A total of 10 grants were available and distributed. Children England received a total of 31 applicants for this grant scheme funded by CWDC. 10 applicants were selected via the selection criteria. The funding allowed direct service delivery organisations to innovate practice in equality and diversity linked to Workforce Development.

There is a real diversity of focus and agencies within this set of successful beacon schemes, which demonstrates the range and depth of experience across the children's voluntary sector. Some of the initiatives have directly involved children and young people in developing initiatives to raise awareness of the key issues, provided resources to assist ongoing development and helped in the delivery of the core messages and learning. Others have centred on testing out approaches and models of trying to make the workforce more diverse – specifically the employment and acceptance of men within social care and early years settings. Development of training materials has been another area with the use of technology and DVDs to try to increase accessibility and 'reach'. Community engagement and profiling opportunities and challenges has also been another area of intervention.

wider sharing and follow up. This really has been an impressive set of achievements with learning that is useful to us all. The process and impact of this work is detailed within the individual reports that follow.

David Marsh  
Director of Workforce and Programme Development  
Children England  
March 2010

## **Action for Children**

Mark Cartwright – Learning & Development Consultant

### **Outline of work planned and outcomes set :**

Action for Children has implemented a new approach to develop people's understanding of equality, diversity and inclusion; a recently launched whole organisational foundation programme has been supplemented by an e-learning module. By adopting a strategy which delivers flexible means by which learning and development in this important area can be obtained, the organisation can ensure that all its workers receive exposure to this learning in a timely way. Individuals will have the option of attending either the on-line training, or attending a tutor led course; the basis for choosing the appropriate option resides on an individual's capacity and preference of learning.

The e-learning tool is supported by a Workbook, which gives individuals an opportunity to reflect on their learning, and consider diversity and inclusion from the perspective of their own workplace.

A small number of people representing a cross section of employees will be selected, to work through both the e-learning module and Workbook; invitations will be sent to the same group of individuals to meet in focus group activities. These workshops will be facilitated by representatives from Learning and Development and the organisation's Inclusion Team. Action for Children has recently launched a new diversity strategy, and these focus group activities, in addition to identifying how learning may have been applied, will also assess the impact of this strategy on workplace activity; it is planned that these focus group events take place during April/May 2010.

### **Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:**

Due to the relatively short timeline of the project, and the nature of the project in terms of anticipated outcomes, Action for Children have not been able to deliver its planned work within the project's time parameters. However, the planned work, once completed, will help inform future development of e-learning, both specifically around diversity and inclusion, but also more widely.

Action for Children presented its project to a wider group at the Beacon workshop in December 2009. There was interest expressed by some participants, and positive feedback in terms of e-learning

being a viable alternative to more traditional methods. One organisation was provided with the details of the provider used by Action for Children, to explore possible development.

However, for some smaller organisations, it was recognised that e-learning is not an option, due to the potential start up costs. Other feedback reflected on whether e-learning is the most appropriate means of delivering learning around equality and diversity. It is important to note that the e-learning tool is supported by on site activity, through an Individual Workbook, to allow for reflection and discussion on the subject matter, and help validate the effectiveness of the tool in terms of application of learning and impact on practice.

### **Outcomes achieved:**

Predicted outcomes are set out below:

- Implementation of a structured evaluation framework; such an approach may act as a model of good practice for evaluating other training programmes
- Provide an opportunity to consolidate understanding of the subject matter as part of a continuum of learning
- Give valuable feedback to help inform the review of the e-diversity programme in particular, and more broadly, identify specific points in relation to implementing e-learning across the organisation
- Provide a forum to develop understanding of the new equality and diversity strategy and the roles and responsibilities associated with its implementation and application
- Capture feedback from individuals across the organisation to help inform the impact of the new strategy and inform the review process

### **Impact on own organisation:**

Not known at this stage, though anticipated impact will be to help inform the development of the existing equality and diversity e-learning programme, and help raise understanding of issues associated with the new equality strategy, gain a greater understanding of people's responsibilities in relation to equality, and help inform the development of strategy in this area.

### **Wider sector impacts – actual and potential:**

Progress towards achievement of planned outcomes from this project will be shared with Children England. The organisations represented at the workshop in December 2009 and who attended the presentation in relation to this initiative showed varying degrees of interest in this approach to meeting training needs in equality and

diversity. Action for Children is willing to share with organisations the progress made at the end of this process.

### **Conclusions:**

Action for Children has embarked on a significant change to its approach in delivering learning and development in equality and diversity. While individuals may be able to access a more traditional method of delivery, the emphasis will be on using e-learning where most appropriate. An investment of time and resources is required to ensure that there is a full understanding of what it required, from the perspective of the e-learner and his/her manager. By using e-learning, together with the option of attending a tutor led programme, Action for Children will achieve universal access to all employees, irrespective of job status, job role, or geographical location. Funding from Children England will enable a detailed and meaningful evaluation process to be initiated, through focus group activities, not only to help develop learning and development interventions, but also embed new organisational strategy.

**Outline of work planned and outcomes set :**

Getting young people involved in creating a step by step DVD used to inform more young people how to best use streaming media technologies such as our website to promote their own work on social issues effecting them.

Our proposed outcome was to produce 200 DVDs. We added to this by hosting 2 workshops to set out what young people currently perceived equality and diversity to be. This was to;

- a) Prove the need for more work to occur in partnership with the likes of children England, also on educating young people about their rights and what equality and diversity means to them.
- b) Stimulate thought in other youth groups around issues of equality and diversity.

**Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:**

**Approaching youth groups-** The workshop was offered to numerous youth groups across London. Newham youth offending team and Haviering put forward young people to work with us.

**Questions asked-** Questions that came up frequently included;

- Are the workshops accredited?
- How many young people did we want to work with?
- Can we have copies of the adverts once they have been edited?
- Whats the cost of the workshop?
- What happens once the adverts are complete?

**Workshop content-** The 2 day workshop was structured around the creation of the advert to demonstrate what young people thought about E&Q and what it meant to them. This featured group discussions on what E&G means to the group, also role plays and group presentations.

**Workshop objectives were;**

- a) Create 30 second E&Q advert
- b) Meet new people
- c) Imorove socail conciousness of E&Q amongst young people

A breakdown of the workshops can be found in the appendices.

Once workshops had been delivered and adverts had been created we produced the DVD to show the young people's ideas on E&Q and to encourage others to send us their videos, hence creating a more diverse and equal digital platform.

### **Outcomes achieved:**

Each group completed their task

100% workshop attendance was achieved

33% of attendees realised that had been discriminated against

83% of attendees stated they felt they increased their knowledge on E&Q

Thinking creatively, Teamwork and Being open minded were the top 3 skills that attendees enhanced

### **Impact on own organisation:**

I think what BMETVFM has discovered is that RACE still predominates when young people ( and maybe others ??) think about the concept of equality and diversity. This may have long term implications for society if this is typically the case.

So we will be conscious in our literature, communications and service efforts to ensure we help in the education process in demonstrating the broad specturum of equalities and diversity.

### **Wider sector impacts – actual and potential:**

See above

### **Conclusions:**

This workshop really got to the group of individuals who need it the most; Tomorrow's leaders. In a more culturally diverse and technically gifted generation, we can really use the power of film and media to not only bring about positive change but drive the economy. We are very pleased about the feedback we received from the participants. Here are just two of the comments received:

“....it was quite good, it was diverse and was highly recommendative.”

“...it was a very good workshop that highlighted the key points around Equality and Diversity.”

With teamwork being voted as one of the top 3 skills learnt through participation in our workshop, we would hope that attendees have left us with a willingness to work with others in the workforce in the future, a workforce that will surely be very diverse. Also through discussion we believe that attendees would feel more compassionate in the future if a team member suffered any form of discrimination.

We have produced 200 DVDs and we will be broadcasting the work of the project when we relaunch our internet television Channel [www.bmetv.net](http://www.bmetv.net) in February 2010. We have sent the DVD to Skillset, the Sector Skills Council for the creative and digital media industry. They have access to all the main broadcasters and organisations and together we will decide the best use of the 200 DVDs we have produced for project dissemination purposes.

## Children's Links

Helen Hill

### **Outline of work planned and outcomes set :**

We planned to run two separate workshops for existing and intending male participants in the early years workforce and their employers . There was marketing activity prior to the events involving all training providers in the area and the Connexions service as well as all employers that we were able to contact.

The results of these events were to inform further activity to promote makes entering the workforce and to support employers in employing males in their settings.

### **Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:**

First workshop involved 10 early years workers. A presentation on "How Boys and Girls Learn" was followed by focus groups looking at the barriers faced by young men working in early years as well as the motivations to enter the profession.

As a result of these sessions we have been asked to organise a virtual network for men in early years to be able to communicate and support each other. We are setting this up as an addition to our facebook page.

We have also been asked to make a report with good practice guidelines available to employers. This will happen once the full research (elements not funded by CWDC) has been completed in september.

Second workshop was directed at those wishing to enter the profession and involved 5 males , ranging in age from 17 years to 40s. As well as investigating their motivations this gave them interview practice and signposting to suitable opportunities and information on qualifications.

We are continuing to work with all of them to identify suitable ways to take their interest forward although 2 of them are likely to work with older children.

I presented a workshop in Manchester to demonstrate our work to colleagues with projects also funded by CWDC and gained further information from participants on their experience of recruiting to the

early years sector.

### **Outcomes achieved:**

2 young men signposted to volunteering with Playrangers with a view to making a decision about the area of work they wish to undertake.

1 young man signed up for apprenticeship programme awaiting placement.

1 young man put forward for apprenticeship award at LSC Lincolnshire and Rutland awards ceremony and has been successful (Playwork but now interested in working in early years as well)

On-going research with 8 male early years workers to build up a much better picture of the barriers they face once in the sector and how well their presence can be used to improve outcomes for children.

### **Impact on own organisation:**

Raised awareness of our mission to attract more men into the sector and made contact with a lot of advisory services in order to ensure pathways into the sector are marketed to males.

Identified a young man working for our group who was put forward for an apprenticeship award and is happy to champion the work.

### **Wider sector impacts – actual and potential:**

At least 3 further males engaged in the workforce as a result of the work and a support network for existing male staff being established.

Longer term there will be a guidance pack for employers.

We have also fed our work into the report that has been done by the Day Care Trust for CWDC and ultimately it is hoped that the research I am undertaking will inform the planning of a much bigger piece of work looking at the impact, directly on children, of having a male worker in their organisation.

### **Conclusions:**

The workshops funded by CWDC / Children England project have acted as a wonderful spring board to generate interest in the issues of gender in the early years workforce and re-invigorate the marketing of this stereotypically female role .

We have gained useful insights into what attracts males to this sector and how we can best use this information to target our marketing.

We have also made useful contacts to develop a network of males who are willing to champion the benefits of males working in early years and we will be using them to further market the career path to males.

Interestingly employers felt there were no disadvantages to employing men in their organisations and many advantages. They had encountered very few parents who had issues with a male employee looking after their children and this is a better situation than had been encountered eight years ago when we last looked at the issue.

It would appear that the industry is ready for accepting more males into the workforce however males interested in the work are in short supply still.

## Communities Empowerment Network

Deuan German

### **Outline of work planned and outcomes set :**

Deliver 4 one day education advocacy training courses which will highlight discriminatory practices in school exclusions and the need to comply with anti- discriminatory legislation covering race, sex and disabilities. With a maximum of 12 participants per session, aimed at the statutory and community/voluntary sector in the 4 highest excluding boroughs in London. We will target those organisations and individuals concerned with young people and education as well as parents and community activists so that there is greater awareness of pupil and parental rights.

All participants will receive a comprehensive training pack before the course. The course will be advertised through our own database and on online newsletters, websites.

The grant will give us the opportunity to develop tailor made training/outreach follow up support materials. Based on the course and its delivery two workshops will be delivered at the next London Schools and the Black Child conference.

And also:

- Provide information for a case study publication by 31<sup>st</sup> January, 2010.
- Design and lead a workshop or presentation at one of Children England's 2 regional seminars (December 2009) and/or at the Children England national conference in March 2010
- Share and promote your initiative through responding to queries and enquiries across the sector.

### **Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:**

We organised four training workshops in Lambeth and Croydon. The Croydon training has been completed and we will deliver the Lambeth courses on the 17<sup>th</sup> and 24<sup>th</sup> of February.

The workshops covered the rights and responsibilities of everybody engaged in the schooling process – local authorities, school governors, teachers, pupils and parents as well as people and organisations from the community – both voluntary and professional and creating a meaningful partnership aimed at developing schools as integrated, inclusive learning communities in which needs can be properly met and potential fully realised.

The Croydon workshops had 25 people register and 24 turn up on the days and so far 20 have registered for the Lambeth dates in February. They all received a comprehensive pack of information relating to schools and exclusion as well as alternatives to exclusion including the DCSF Guidance on Exclusion and CEN's own 'Advocacy Toolkit'

We advertised in the Local Voluntary sector's newsletters, through our own membership and mailing lists as well as on our website.

We collected evaluation and monitoring forms as well as forms getting people's availability to take on voluntary work with our organisation particularly with case work, mentoring etc.

Many people have contacted us regarding the course, with the main enquiry being whether they would qualify as an attendee (based on their job). It was open to all and the trainees we got at the first sessions were of a wide diversity. From teachers to parents to governors to charity workers.

### **Outcomes achieved:**

Four training courses completed. 24 attended Croydon Dates on 30<sup>th</sup> January and 6<sup>th</sup> February at Croydon Town Hall. 18 attended in Lambeth on 17<sup>th</sup> and 24<sup>th</sup> of February.

15 participants registered their availability to do voluntary advocacy work for CEN

We also provided information for a case study publication.

We design and led a workshop at Children England's regional seminars

We are sharing and promoting our initiative through responding to queries and enquiries across the sector.

### **Impact on own organisation:**

We have extended our network. Though we intended to restrict the number of people coming to the training sessions, such was the interest and demand that we increased the numbers who could enrol.

We have hence discovered that there is considerable demand for the strategies, expertise and information that our organisation has which we now know we can include in further training courses.

By training so many people in advocacy for education we now have the possibility to have volunteers step into help us with case work.

We have generated some useful evaluations from participants of the training courses which is helping us to evolve our training courses.

### **Wider sector impacts – actual and potential:**

We are seeking spin-off from child/young person through family, communities and organisations such as religious, cultural groups where they can also develop their skills and insight.

### **Conclusions:**

These activities have fitted in well with CEN's programme developed over the past ten years in response to the widening need of the BME communities for anti-discriminatory and equalities – oriented services directed at meeting their needs and realising their potential.

CEN's advisory, support and representation services are based on genuine partnerships in terms of working with 'clients' to find solutions to the problems they have had to confront in their schooling in particular.

The approach is based on creating communities of learning with governance, staffing, student enrolment and the parent participation reflecting multi-ethnic, multilingual, multi-cultural and multi-faith society and its history of self-help and struggle to overcome division, rivalry, conflict in their ranks, and instead to mobilise their corporate resources to achieve universal entitlement.

## **KIDS Direct short Breaks**

Lauren Roberts

### **Outline of work planned and outcomes set :**

To change the perception of men working with children and encourage more men to apply as short break workers by:

- making a promotional video highlighting the positives of working with disabled children and young people and the need for male workers
- commission an e-learning module to be part of kids e-learning package that will support those already working with young people to examine their attitudes towards men working with children and encourage them to promote short break work to men in their lives.
- encourage grassroots examination of the attitudes that prevent men from considering working with children and get existing workers / families to help recruitment by talking to men they know about trying this kind of work.

### **Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:**

Researched and examined attitudes / barriers to men working with children internally within KIDS (policies and practice) and from industry research. Discussed issues with existing short break workers, families / young people using services. Attended KIDS youth clubs to interview disabled young people about the benefit of males workers / film footage of the fun to be had undertaking short break work.

Wrote and commissioned e-learning module to challenge existing perceptions of men working with children. Module hosted online as part of KIDS e-learning package.

Attended and ran a workshop for Children England North Regional Seminar.

Received an enquiry about Beacon project from the Daycare Trust : Outline of the work undertaken by KIDS was sent through and assistance offered as required.

## **Outcomes achieved:**

E-learning module completed and hosted online as part of the KIDS e-learning suite. The module is now available to all staff and workers within KIDS and staff undertaking modules in a number of local authorities / other service providers who have, or are in the process of, purchasing the e-learning. KIDS also now provide unlimited e-learning accounts to the local parents forums in areas where we are operational to further support local links and involving parents in issues affecting them (this will also have wider positive impact on workforce development as parents will be well-informed meaning the workers will need to be to!)

All video footage has been filmed and is in the final stages of editing and will be completed in time for the Children England Conference.

Please also see below re. impact on own organisation for outcomes relating to grassroots recruitment.

The work undertaken has also contributed towards the Every Child Matters outcomes in the following ways:

**Enjoy and Achieve** : the disabled children and young people involved in the film had great fun telling us about their workers!

**Making a positive contribution** : the disabled children and young people involved in the film were engaged in a fun, positive and pro-active way to resolve issues affecting them. As a result of discussing the work undertaken, the parent of a young man in Sutton who usually only considers male workers, agreed to take part in interviews of new workers. A new male worker has been identified who is currently going through his induction and challenging her gender perceptions of suitable workers, a new female worker has also been identified and recruited to work with her son!

**Achieve Economic Wellbeing** : The parent who took part in the interviews as a result of discussions relating to the Beacon project was paid for her valuable time. She has also agreed to be involved with future interviews and worker training for which she will be financially reimbursed for her time.

## **Impact on own organisation:**

Due to the unfortunate delays in producing the promotional materials it is too early to properly assess the larger impact on application rates. Applications will continue to be monitored over the coming 12 months to assess the impact of the promotional materials in areas where we are recruiting and will be regularly fed back to Children England.

However, the process of researching, planning and making the promotional material already seems to have had a positive impact on applications from men.

Discussing the issues with workers and families in the Aiming High for Disabled Children pathfinder borough of Sutton where we provide services has resulted in applications from 3 men in the last 2 months (compared to 1 since we started recruiting in Feb/March 2009)

- Discovered internal contradictions within KIDS relating to policies / procedures and actual practice relating to men providing personal care for disabled children and young people that will be fed back to ensure consistency in the organisation
- Many of KIDS staff are now more aware of how their attitudes and actions can impact on / unconsciously on maintaining the stigma often associated with men working with children
- Discussions with existing workers about how to recruit more male workers has already had a positive impact on getting them to talk to their friends about short break work resulting in 2 new applications from males in Sutton, one of whom was recruited.
- Discussions with families / involving them in the process of recruitment has also has a positive effect with families beginning to think about men they know who could undertake this work resulting in one application so far in Sutton (interview currently being arranged)
- The toilet game designed for the Children England North Regional Seminar Workshop has now become a standard part of the induction for new Direct Short Breaks workers and staff to make them think about issues / attitudes that may be encountered by short break workers when out in the community.
- The discussions around male short break workers also highlighted other issues relating to community short breaks and toileting needs (both for the young person and the worker) and the need for KIDS to address these practical issues to ensure breaks are not compromised by practical, but often not discussed, issues.

### **Wider sector impacts – actual and potential:**

It is too early at this stage to assess the wider impact on the sector.

However, with the kids e-learning package being purchased by LA's and other service providers, and being given to parents forums across the country it is envisaged that getting people talking at a local grassroots level will have a positive impact on applications from men - as outlined above, on a small level in Sutton we have seen a significant rise in male applicants as a direct result of talking

to families and workers about work undertaken as part of the Beacon grant.

It is also hoped that widespread dissemination of the promotional video will encourage more men to think about working with children.

If desired, KIDS could also look into providing Children England with an account so that they could also distribute log in's to the 'changing the perception of men working with children' module to increase the range of its impact.

## **Conclusions:**

KIDS would like to apologise for the continued delays in the production of the video which meant that the deadlines set for completion of the work funded by the Beacon Grant were not met. This was due to staffing capacity issues as a result of the large number of new contracts to provide short breaks won after the grant was awarded, and the process of identifying and then getting the relevant permissions for the video.

The process of making the materials however has, as outlined above, already had, albeit currently on a small scale in one service area, a positive impact on recruiting men. This will have a direct impact on families in this area who have had limited, or no, services whilst waiting for appropriate male workers. Having witnessed the impact of getting people talking at a local area, KIDS is confident that this effect will be replicated in other areas as the e-learning and video is rolled out more widely.

The process of researching and producing the video has been hugely beneficial to encouraging discussion within KIDS and confirmed that one of the first essential steps to challenging discriminatory barriers and perceptions is to recognise they exist at all - something that often can be missed without specific and intentional examinations of current working practices.

**Kuumba Imani Millennium Centre Children's Zone**  
Lygia Warren

**Outline of work planned and outcomes set :**

The outline of work is to produce an Equality & Diversity calendar that promotes the work and activities that take place in the Children's Zone. The calendar promotes visually and in narrative the learning experience for the children who use the Afterschool and playscheme service.

KIMC commissioned the support of two professionals to produce the calendar, these being a marketing and printing expert and a professional photographer, both of whom were from the BRM community.

KIMC also involved the support of volunteers who worked alongside the staff during the 12 activities that are promoted on the calendar.

**Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:**

Hiring of professionals  
Identifying the volunteers  
Briefing the staff team  
Gaining parental consent and involvement

Consulting and involving the children in the decision of what activities to be promoted  
Conducting the activity and capturing the images to be printed  
Consulting with parents, children and staff in the decision of which statements would be used on the monthly calendar.  
Forwarding the agreed product to the printers for final print.

Children Zone Manager and CEO attended the regional workshops and promoted the activity

Children Zone Manager and CEO invited to attend the national event.

**Outcomes achieved:**

Understanding of equality and diversity to parents and young people  
Team work approach between KIMC staff,

Specialists and Parents and children  
Completed finished product via A3 size cultural  
calendar  
Promotion of school partners via the images  
(different uniforms of the children)

### **Impact on own organisation:**

Chance to review and assess the activities that we deliver  
Further building of relationships with children and parents  
Opportunity to promote the services to a wider audience  
Multi-partnership project with other organisations, companies and  
individuals

### **Wider sector impacts – actual and potential:**

Model of good practice  
Different family friendly promotion of equality and diversity  
Marketing tool for the promotion of quality services and  
activities/involvement of young people

### **Conclusions:**

This project has been cost effective and had a good impact for both  
Kuumba Imani Millennium Centre and the funders. It was also an  
enjoyable experience and the legacy is the finished product.

## Persona Doll Training

Babette Brown - coordinator

### Outline of work planned and outcomes set :

It is unfair that lack of money is preventing trainers and practitioners working in children's voluntary sector organisations, like the Pre-School Learning Alliance, from accessing training available to their colleagues working in the state sector. Research has shown that persona dolls empower children to respect and value the differences between them and to take a stand against unfairness and injustice. All trainers and practitioners should have the opportunity to learn about an approach that can help them promote equality and inclusion.

They should have an opportunity to discover for themselves how the anti-discriminatory, user-friendly Persona Doll Approach can empower practitioners and trainers to implement the equality requirements of: *Every Child Matters, EYFS, SEAD and SEAL*. They should have the opportunity to see for themselves how Persona Dolls contribute to *Every Child a Talker and Listening to Children*. The Pre-School Learning Alliance (the PLA) were approached because they're an educational charity with Early Years settings situated all over the UK providing practical support to over 15,000 early years settings and making a positive contribution to the care and education of over 800,000 young children and their families each year. They were keen to take up the offer of free training to enhance the expertise of their trainers and practitioners as it accords with their policy.

### Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:

The PLA booked the venues, produced the publicity flyers and made all the arrangements for a training day in London and one in York.

At both trainings EVERYONE contributed and lots of pertinent questions were asked.

The aim was to give participants the knowledge, skills and confidence they need to cascade the training and to explore, uncover and counter discrimination and promote equality in their workplaces. In small groups participants gave culturally authentic life-like cloth persona dolls their own individual personas and created stories on anti-discriminatory themes.

At the London and the York training a persona doll and a training

DVD, 'Persona Dolls in Action' were the first and second prizes in a raffle. Both winners chose as their prize an African girl doll.

The London training was attended by seven tutors and fourteen practitioners and rated excellent by fifteen and very good by six.

The trainer sent the following email to the London Office of the PLA.

Hi Tim

Just wanted to let you know that yesterday was fabulous!

Your staff are wonderfully diverse, informed and willing to debate really sensitive issues openly. They were a friendly, delightful group which made my job a pleasure. The evaluations too are just stunning.

I hope that we get the opportunity to work together again sometime, somewhere.

Meryl.

The York training was attended by three tutors and eight practitioners. Although the numbers that attended the York training were rather disappointing, some people travelled long distances to access it, e.g. from Hull, Dewsbury, Leeds etc. It was rated excellent by two, very good by five and good by four.

Persona Doll Training provided the evaluation forms and the certificates for participants in London and York.

### **Outcomes achieved:**

According to this email the project had a successful outcome. It was sent to Tim Kahn at the London office of the PLA. He was responsible for the promotion and setting up of the training.

Hi Tim

I have had nothing but positive feedback about the training, so much so that the persona dolls seem to have taken over the Humber!! I know that they are being used a lot in our work in creches. We are hoping to use them for our work at the prisons if we can jump through the security hoops.

Thanks for putting on this training in our area.

Julie

The project established a good working relationship between the PLA and Persona Doll Training. Tim Kahn attended an event designed to help participants combat prejudice, exclusion and bullying. He had an opportunity to see for himself the dolls in action.

The editor of *Under 5*, the membership magazine of the Pre-school Learning Alliance (circ. 16,000) asked if I would write an article on persona dolls for their February issue, themed around inclusion

issues in early years settings. I agreed.

### **Impact on own organisation:**

In the current economic conditions an order for Dolls placed by the PLA was gratefully received.

### **Wider sector impacts – actual and potential:**

Providing free training to PLA trainers and practitioners worked so well, we are keen to extend the offer to other voluntary organisations such as Action for Children.

To fund this project we are thinking of applying for Lottery funding.

### **Conclusions:**

The project was definitely worthwhile.

It enabled PLA practitioners and trainers to access training that they would otherwise not have been able to do.

It helped to raise their awareness of equality issues and provided them with an effective tool to promote equality and inclusion with children.

It raised the profile of Persona Doll Training.

It created a bond between the PLA and Persona Doll Training.

The meeting in London on the 10<sup>th</sup> of December 2009 although poorly attended, provided an opportunity to meet with others committed to change.

## **Right Track National Initiative**

Tom Blower

### **Outline of work planned and outcomes set :**

The work planned as a result of the grant was to run a training session with a group of young people, at a residential setting. The aim being to train the youth group as young trainers in best practice in equality and diversity, they would then go on to train professionals. As a focus for the work we used Right track's own award winning best practice. The residential training session included access to positive activities in order to build confidence, self - esteem and team work amongst the group and support them to Make a Positive Contribution.

The key outcomes for the weekend was the group to design and produce a training session for practitioners, which could then be used to deliver alongside RTNI training at events around the country.

The training would focus around 2 key areas: -

- Helping BME young people to Enjoy and Achieve
- Helping BME young people to Stay safe

Young trainers would receive a Youth Achievement Award and a voucher for participating.

### **Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:**

The process of the work undertaken began with the recruitment of a group of young people from a school where right Track had worked previously. We met with the Diversity manager there and selected an appropriate group of BME young people, whom the school thought showed promise and potential. We then interviewed the young people about the opportunity to become young trainers. Once a group had agreed to take part we arranged a parents information evening with the school and talked to parents about the project, the residential trip and the projected outcomes, including accreditation. Once consent forms had been received back and the venue, activities and transport arranged, I designed two training workshops for the young people to research and express their own views around the workshop themes. I sourced resources to support the workshops and to help the young people present their ideas, such as DVD's and training books. I produced a young trainers information sheet to support the training weekend and inform young people of the process of the training and the projected outputs.

The workshops were also designed to give young people the opportunity to practice, review and peer review their work. Workers were able to support the two groups to design two multimedia training presentations, reflecting their own views and best practice in Equality and Diversity.

### **Outcomes achieved:**

**Make a Positive Contribution:** 5 young people took part in three sessions of organised activities designed to increase confidence, team - work and skills. These activities included problem solving, abseiling and low and high ropes. Young people also worked together to prepare meals, cook and clean and take responsibility for their group work.

**Staying safe:** Young people designed a training presentation around staying safe, to train practitioners in the issues for BME young people and in possible youth project work around such things as stop and search and working positively with the Police.

**Enjoying & Achieving:** Young people designed a training presentation in methods to help BME young people enjoy and achieve. Training including tips on providing group work and themes to explore in the work. Both sessions utilised RTNI existing resources and best practice.

### **Impact on own organisation:**

Now the organisation has the capacity and ability to be able to work with young people to deliver training to professionals around the themes of staying safe and enjoying and achieving.

The organisation can involve young people on a far greater level in the delivery of training to professionals and in consultation with young people around the key emerging themes for BME CYP. Young trainers will now be able to work with all members of staff to raise awareness about the issues for young people.

Providing a residential based training weekend with activities provides the organisation, and others, with a good working model for future projects.

### **Wider sector impacts – actual and potential:**

RTNI will advertise the good practice enabled through the grant, via its newsletter and website, to its partners. The wider sector impact should be felt when we showcase and deliver youth led training at the CE conference and throughout the year. We will evaluate the effectiveness of youth led training at our training events, to measure impact on practice within organisations. It is envisaged training will

- Assist organisations to deliver appropriate work with young people to improve their ability to stay safe and enjoy and achieve.
- Help organisations to access appropriate resources (as above)
- Support practitioners learning about the issues faced by BME young people
- Encourage other agencies to run consultative and youth led training projects

The cumulative effect of the outputs from the grant should also raise the profile of the organisation as at the forefront of the sector, leading development and innovative change.

### **Conclusions:**

The grant has provided an excellent opportunity to develop some innovative youth led work, which focuses on best practice in Equality & Diversity and which RTNI is now in a good position to share with the rest of the sector.

## Somerset Kaleidoscope Project

Fiona Gaffa

### Outline of work planned and outcomes set :

#### WORK PLANNED

1. To address the emotional well being of BME and Mixed heritage children in-order to promote a sense of identity, belonging, pride and confidence.
2. To educate, provide support and raise awareness on a range of issues as it affects diversity in Somerset.
3. Celebrate the diversity of cultures in Somerset and learn from each other.
4. Produce a DVD of the projects run on the website [www.somersetkaleidoscopeproject.org](http://www.somersetkaleidoscopeproject.org)
5. To create opportunities to explore mixed race issues, challenge racism and encourage learning about the diversity of Somerset.

### Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:

The funding enabled us to initiate a variety of programmes and projects that aim to educate and raise awareness for children and young people in schools and other settings, and for the general public. A large part of our work is about positively celebrating diversity and learning from each other about what makes us different and getting people to think globally. The Funding enabled us to facilitate 6 workshops in two categories:

**The First category was what we called Our Bumble Story sharing club** for families and children as a way to explore issues of Diversity and acknowledge the difficulties about what it means to be different living in Somerset. **The first stage of this was to commission a website at [www.ubuntumonth.org](http://www.ubuntumonth.org)** Ubuntu is a classic African Philosophy. The word has its origin in the Bantu languages of southern Africa. Ubuntu is seen as a classical African concept. It is a traditional African philosophy that offers us an understanding of ourselves in relation with the world. According to Ubuntu, there exists a common bond between us all and it is through this bond, through our interaction with our fellow human beings, that we discover our own human qualities. Or as the Zulus would say, "Umuntu Ngumuntu Ngabantu", which means that a person is a

person through other persons. We affirm our humanity when we acknowledge that of others.

**In October 2009 Somerset Kaleidoscope Project engaged in Providing the following activities:**

**Monday 19th October Somerset College of Arts and Technology-** During their Ubuntu Week (19th-22nd October) African Djembe Drumming Workshop. With Traditional African Drums(Talking Drums) 11am-3pm. A video of the days Proceedings can be viewed here <http://somersetkaleidoscopeproject.org/UbuntuMonth.aspx>

**Tuesday 20th October Somerset College of Arts and Technology-** During their Ubuntu Week(19th-22nd October) Introducing Leburn Maddox and the Spirit of Africa, the true meaning of Ubuntu 11am-3pm.

**Saturday 24th October** Albemarle Centre The Bumble Bee Story Sharing Club a chance for children of all Cultures and Backgrounds to get together and share stories, fables, myths and learn from each other. <http://somersetkaleidoscopeproject.org/BumbleBeeClub.aspx>

**Sunday 8th November-** The Globe Inn Apply- World Food Day - A chance to share food and recipes from around the world using local produce. <http://somersetkaleidoscopeproject.org/WorldFoodDay.aspx>

The second category was what we called our Hidden Voices Programme which was about providing a voice for diversity in Somerset and exploring issues of mutual concern.

**Saturday 12<sup>th</sup> December World Food Day**, we were invited to take part in the launch of the Sustainability Somerset Launch by proving food from around the world using local produce and producers

**Monday 14<sup>th</sup> December** The Bumble Bee Story Sharing Club- Wellington Junior School during the Festive season a chance to share stories from around the world for 3-5 year olds sharing stories from Russia. Jamaica and Somerset.

**Tuesday 15th December** Celebration of World Human Rights Day at Somerset College of Arts and Technology a free workshop for students about Human Rights and the relevance today. A video of the day's proceedings can be viewed here <http://somersetkaleidoscopeproject.org/HumanRightsDay.aspx>

For more information about the activities please visit our website on [www.somersetkaleidoscopeproject.org](http://www.somersetkaleidoscopeproject.org) we also set up a community site on [www.somersetkp.ning.com](http://www.somersetkp.ning.com) where all the videos can be viewed.

## AND HOW MANY PEOPLE BENEFITED?

- We delivered a total of 7 workshops in total.
- 4 workshops were community based for families we had over 70 people benefitting.
- 3 workshops were held at Somerset College of Arts and Technology with over 100 students benefitting
- In general the workshops will created a great venue for cross referrals to other main stream service providers and created a friendly non-judgmental atmosphere for parents and their young people to explore issues regarding diversity and other issues of mutual concern

## Outcomes achieved:

The aim was to get the community together and use this as a way of informing the community on issues of equality and diversity

The First project we delivered was the Bumble Bee Story sharing Club It was a pilot project in the form of a Saturday club that offered culturally appropriate services such as Counselling, by elders in the community, African dances, it involved the children teaching each other cross cultural dances and classes on history these were facilitated by community elders in the area. This enabled these children explore their history and culture and traditions and provided them and with understanding of cultural diversity and promotion of racial harmony and community cohesion.

The Next Project we were able to initiate was **The Ubuntu Month and Human Rights Day** this traditionally takes place during the month of October The main Purpose of this project is to:

- Provide the young people with purposeful activity.
- To improve their Knowledge and access to information about Africa.
- To provide the Young People and their parents with a venue for them to explore issues of mutual concern.

We did this by

- **Outreach:** The young people themselves did outreach to the community and at their local schools this proved to be quite successful.
- **Interactive Workshops:** We were able to engage the young people by using interactive workshops and providing them with a chance to get their voices heard we did these by group discussions often facilitated by the young people themselves.

### **Impact on own organisation:**

The Funding enabled us to reach a wider audience and has enabled us to become established in the community two of the programmes have proven very successful these are the Bumble bee story sharing club and the World food day Programme a lot of interest has been grown from the local community and local funders and we see these being an integral part of the organisation.

However this has been a learning curve for the organisation and like any organisation we have made mistakes!! The trick is to learn from the mistakes and move on.

We needed support in community mobilisation for the target groups in order to deliver the aims and objectives of the workshop. This was a challenging task for the organisation due to lack of human resources. All of our management committee and volunteers work full time during the week, these volunteers were therefore very much relied upon in publicising the workshops through outreach in the community and minimal expenses were reimbursed. Another challenging task we had was the lack of office resources i.e. lack of a printer and computer. This meant that we had to print and facilitate our administration tasks had to be carried out externally i.e. in local internet cafes and photocopying shops, this turned out to be an extra expense for the organisation. Another Challenge was financial as the funding ran out and some of the workshops had to be funded by the

management committee and other funding sources.

### **Wider sector impacts – actual and potential:**

- Improving Knowledge about issues of diversity and equality to those people reached
- Addressing issues of problems among young people
- Improving behaviour and attitudes towards difference and racism
- Developing co-ordinated policy and provision for hard-to-engage young people
- Promoting young people's participation

### **Conclusions:**

The project has been successfully delivered and the organisation has been given the opportunity to firmly establish itself in the community. However this has not been without its challenges and mistakes being a young organisation we are still learning and growing as said before we have learnt from the mistakes and move on.

The aims of the project are to promote the well being of children and young people and to ensure that they reach their full potential. It recognises the need for partnership working and documents joint objectives, priorities and targets for vulnerable children and indicates broadly how they will be achieved.

- Enjoy the best possible health;
- Live in a safe, stable, caring family and community;
- have access to leisure and cultural facilities;
- Enjoy freedom from poverty;
- Achieve their full potential in learning and other areas of their lives; and
- Grow up to be responsible, active members of the community.

Our volunteers are mainly our service users, were mainly the families themselves who live in the area. This proved to be very successful as this generated a lot of interest in the project and ensured that the parents and their children involved fully in the

project and the workshops.

## **ICA:UK Feminist webs Project**

Amelia Lee

### **Outline of work planned and outcomes set :**

Develop with volunteers then design and print a young women and girls work resource for practitioners

Run a seminar event to train people on the resource;

Upload the content to the feminist webs website.

### **Process/description of work undertaken, including any workshop/communication activities and/or enquiries received and responded to:**

We have finalised and printed the booklet that the grant paid for, and uploaded this onto our website

<http://www.feministwebs.com/resources/> (you have paper copies too) and showcased it in Wigan at the Very Important Females (VIF) Event <http://www.feministwebs.com/2009/10/next-feminist-webs-open-events-free-for-you-to-come-to/>

We have been developing a training to accompany the booklet and for this we were very fortunate to get a partnership with the Regional Youth Work Unit, Lancashire Children's Services and the European Union Leonardo Project. This is a very prestigious opportunity and one where the best practice from this will be disseminated across Europe.

It has meant however, that the training on the Booklet has been developed but the delivery dates had to be put back due to commitments of the other partners. There will be 2 training days with a task given out between the two dates, so the final training date will be 15th March.

We are taking it to the thinking seriously about girls work conference this coming Monday and Tuesday and it will be at our national launch on 2<sup>nd</sup> March in London, and our regional launch on 16<sup>th</sup> April

### **Outcomes achieved:**

Develop, print and disseminate resource

Presented at regional Children England conference.

Trained group in Wigan

About to train group in Lancashire  
The learning will be used for European Leonardo Project.  
Will show case at National 'Thinking Seriously' about girls work  
conference run by youth and policy 22-23<sup>rd</sup> Feb 2010.

#### **Impact on own organisation:**

Learning and networking opportunities  
Chance to get out best practice to support isolated and unsupported  
girls workers  
Chance to raise profile of girls work

#### **Wider sector impacts – actual and potential:**

Chance to get out best practice to support isolated and unsupported  
girls workers  
Chance to raise profile of girls' work  
Break down gender stereotypes and sexism

#### **Conclusions:**

This work has been extremely important, lots of people have emailed  
to say how useful the resources have been and to ask permission to  
use them, including someone in Australia!  
This has given people the confidence to develop and use good issue  
based tools for youth work practise which challenge gender  
stereotypes

## **Overall Conclusions**

This set of grants provided the opportunity for a wide range of voluntary sector service delivery organisations to innovate practice in equality and diversity. Their reports describe the process and outcomes of their work along with the potential for wider sector influence. This work also links to The Good Practice publication on equality and diversity which highlights existing work undertaken in this field across the sector; which is available on CD and on the Children England www – along with this work.

8 of the successful schemes presented their work at 2 Regional Seminars (Manchester and London) organised by Children England, at which they shared their progress and achievements. The Regional Seminars allowed for local sharing face to face and provided highly interactive fora in which participation was the key. They enabled participants to work out what might work best in their setting and test out how they might apply such learning in their setting. 3 of these same schemes presented a development of their workshops at the Children England National Conference in March 2010. In these ways and through the publication and the dissemination of their material, it is hoped that the learning will spread more widely and have greater impact. There are real lessons here which are transferable – not only within the sector but also to our working partners in the statutory sector.

The feedback directly to successful Beacons Schemes has been extremely positive and provided a platform for wider influence and impact. This has been an opportunity for innovation, development, sharing and real impact on both the workforce and the experience of service users. The sector and these schemes have responded in a spirited and engaging way and yet again demonstrated our capacity for innovation and sharing which is centred on developing our staff and heightening the quality of experience of service users.

David Marsh  
Director for Workforce and Programme Development  
Children England  
March 2010



No.	Name of Organisation	Contact Details	Key Contact Person	e-mail	Region	Charity Status & No:	Grant Cheque Sent	Letter of Acceptance Sent
1	<b>Action For Children</b>	Bristol Office, Horner Court, 637 Gloucester Road, Horfield, Bristol, BS7 OBJ	Mark Cartwright	<a href="mailto:mark.cartwright@actionforchildren.org.uk">mark.cartwright@actionforchildren.org.uk</a>	South West	Registered Charity - Charity No: 1097940	12/10/2009* postal strike delayed return of grant acceptance	17/09/2009
<p><b>Project Summary</b></p> <ul style="list-style-type: none"> <li>To develop a blended learning approach to equality and diversity to meet different learning styles of young people</li> <li>The implementation of the programme supports the launch of revised policy and procedures and standards in equality and diversity</li> </ul>								
2	<b>BMETVFM Charitable Foundation</b>	Prospect House, 2 Prince Georges Road, London, SW19 2PX	Ralph Brathwaite	<a href="mailto:preseident@bmetv.net">preseident@bmetv.net</a>	London	Registered Charity - harity No: 1099419	08/10/2009	17/09/2009
<p><b>Project Summary</b></p> <ul style="list-style-type: none"> <li>Aim to create opportunities for employment of predominately BME young people in the creative industries by providing access to training opportunities</li> <li>Producing a step by step DVD to promote the use of streaming media technologies to promote their own work on social issues effecting them</li> </ul>								
3	<b>Children's Links</b>	Holland House, Horncastle College, Mareham Road, Horncastle, Lincs, LN96BD T: 01597528300	Helen Hill	<a href="mailto:helen.hill@childrenslinks.org.uk">helen.hill@childrenslinks.org.uk</a>	East Midlands	Registered Charity - Charity No: 1071058	08/10/2009	17/09/2009

**Project Summary**

- To undertake research primarily to investigate what attracts men into childcare and how their unique skills are utilised or otherwise
- Disseminate these findings at events to investigate how males are managed to maximise their impact on children's social representations of gendered society

4	<b>Communities Empowerment Network</b>	Office 20, Boardman House, 64 Broadway, Stratford, London, E15 1NT, 020 8432 0530	Deuan German	<a href="mailto:deuan.german@compower.net.org">deuan.german@compower.net.org</a>	London	Registered Charity - Charity No: 1099111	08/10/2009	17/09/2009
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**Project Summary**

- Provide 4 one day training courses aimed at 4 of the highest school excluding Boroughs in London
- The courses will be entitled 'Education Advocacy' and 'School Exclusion and Reintegration'

5	<b>KIDS</b>	Suite 13, The Quadrant, 99 Parkway, Sheffield, S9 4WG	Lauren Roberts	<a href="mailto:enquiries@directshortbreaks.org.uk">enquiries@directshortbreaks.org.uk</a>	Yorks & Humber	Registered Charity - Charity No: 275936	08/10/2009	17/09/2009
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**Project Summary**

- KIDS work with disabled children, young people and their families providing home learning, specialist youth groups, parent partnerships and playwork inclusion projects
- They aim to promote and develop gender equality and diversity in the workforce

6	<b>Kuumba Imani Millennium Centre Children's Zone</b>	4 Princes Road, Liverpool, L8 1TH T: 0151 709 8162	Lygia Warren	<a href="mailto:lygiawarren@kuumbaimani.org.uk">lygiawarren@kuumbaimani.org.uk</a>	North West	Registered Charity - Charity No: 1091041	08/12/2009	17/09/2009
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**Project Summary**

- Kuumba Imani Children's Zone is a fully inclusive afterschool play scheme service based in one of the UK's most deprived areas of Liverpool 8
- Plan to capture the work of staff and volunteers by producing an equality and diversity activity calendar. It will explain in narrative and visual what the learning experience has provided

7	<b>Persona Doll Training</b>	51 Granville Road, London, N12 0JH T: 020 8446 7056	Babette Brown	<a href="mailto:personadoll@tiscalli.co.uk">personadoll@tiscalli.co.uk</a>	London	Registered Charity - Charity No: 1099315	08/12/2009	17/09/2009
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**Project Summary**

- Persona Doll offers an innovative training programme providing trainers and practitioners a non-threatening way to explore, uncover and counter discrimination and promote equality
- Culturally authentic life-like cloth dolls are given their own individual personas. The narrative deepens the awareness and understanding of children and young people about equality and diversity

8	<b>Right Track</b>	Right Track National Initiative, 4-6 Pennywell Road, Unit 3 The Old Malthouse, Bristol, BS5 0TJ, 0117 935 1515	Thomas Blower	<a href="mailto:tbb@childsoc.org.uk">tbb@childsoc.org.uk</a>	South West	Registered Charity - Charity No: 221124	08/12/2009	17/09/2009
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**Project Summary**

- A VCS project which provides support and guidance to young people from a Black and Minority Ethnic background that are at risk of involvement in, or already involved in youth justice
- Seek to promote the development of new and innovative practice in equality and diversity at regional training courses

9	<b>Somerset Kaleidoscope Project</b>	36 North Street, Wellington, Somerset, TA21 8LT T:01823 667527	Fiona Gaffa	<a href="mailto:admin@somersetkaleidoscope.org">admin@somersetkaleidoscope.org</a>	South West	Company Limited by Guarantee No: 6510022	14/12/2009* awaited return of Co. accounts	17/09/2009
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**Project Summary**

- We provide a forum for children and young people to come together and to just be who we are proud of our culture despite other's concepts of race, ethnicity and colour
- The project we are applying for uses multimedia formats and the internet as a way of connecting and communicating with our members

10	<b>The Feminist Webs Project</b>	c/o ICA:UK Unit 14, 41 Old Birley Street, Manchester, M15 5RF T: 0161 232 8444 M: 0781 398 1338	Amelia Lee	<a href="mailto:Amelia@ica-uk.org.uk">Amelia@ica-uk.org.uk</a>	North West	Registered Charity - Charity No: 1090745	08/12/2009	17/09/2009
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**Project Summary**

- Seek to develop strong communities, participation and sustainable development through training, facilitation and special projects with a North West focus.
- Support and encourage the workforce working with young women that challenge gender stereotypes and enable young women to increase their aspirations and opportunities

