

# Inspiring Communities Together

## Salford Communities as Assets

Presentation by:

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Linda Carr -Trustee



**YOUR KNOWLEDGE, OUR KNOW-HOW  
HELPING MAKE A DIFFERENCE LOCALLY**

# Who are we

A Community Anchor organisation operating in Charlestown and Lower Kersal

- *Providing services*
- *Attracting resources*
- *Acting as an advocate for the community*
- *Supporting community organisations*
- *Strengthening community participation*



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# What we do



**STRENGTHENING  
LOCAL VOICES**



**IMPROVING  
PEOPLES LIVES**



**CREATING BETTER  
PLACES TO LIVE**



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# So what difference does this all make



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# The facts and figures

- **Feeling safe** – 11% more people said they now feel more safe in some places or in day light but not in others
- **Getting to know each other** – 7.5% of people said they are trying or would like to make contact with more people locally but are not sure how
- **Learning new activities** – 18% more people said they are trying new activities or would like to try new activities but are not sure how
- **Building a healthy lifestyle** – 5% less people said their lifestyle is healthy or they make healthy choices most of the time.
- **Making green choices** – 14.5% more people said they try but other factors get in the way
- **Making a difference to your community** – 9% less people said they are active and feel they can make a difference. However 7% more people said they would like to get more involved



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# Social Value

## Economic

- Local skills making an impact in the neighbourhood
- Bringing additional funds in the neighbourhood -
- Recycling money in the neighbourhood -
- Local skills making an impact in the neighbourhood -



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# Social Value

## Social impact

- **Contribution community make to their local neighbourhood**

## Environmental impact

- **Keeping it local**



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# Community resilience

- **A small amount of funding can make a big difference**  
– how can we all be smarter about sharing resources
- **Networking and supporting each other** – building meaningful and strong partnerships even if not all partners have the same amount of resources to give
- **Building on peoples skills** – every one has something to offer
- **Some one has to take the lead** – support and help build a local support structure
- **Believe you can!**



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# The Broughton Trust

## Projects

- ❖ Learning in Salford
- ❖ Job clubs
- ❖ Invest in Youth project
- ❖ Sustainable communities project
- ❖ Youth Contract provider
- ❖ Talent match provider
- ❖ One to One literacy and numeracy project

## Model

- ❖ Train local people to become workers within their communities
- ❖ Living wage employer
- ❖ 85% of employees live within a five mile radius
- ❖ 31 employees



# Organisations Created

- ❖ **Albert's Of Salford: community interest company that recycles its funds and facilities back to the community through its youth offer and 3G football provision**
- ❖ **Caterpillar Corner Community interest company: On site provision of nursery care for learners**
- ❖ **The Star public house: Faced with closure the community took ownership**



# Funds Generated 2000-2014

**The Broughton Trust has generated over £5.5Million for the Local Economy since 2000**



# Communities as Assets

A case study in community asset building  
through student volunteering

Julia Spencer – Community Engagement &  
Volunteering Officer

# Who we are

- Student Life Volunteering - started in October 2010 with the development of the Community Engagement & Volunteering Team
- Part of the wider Student Life Directorate supporting extra-curricular issues and activities



# What we do

- **Brokerage** – provide a free on-line database for organisations to promote their opportunities
- **Student Volunteering Week** – national campaign led by the NUS
- **Community based volunteering projects** – work with local organisations to develop volunteering projects

# Case Study

## High School Mentoring Project



# About the project

- Started in 2010 through talking to a local school about how we could work in partnership in a way that was mutually beneficial.
- Run in partnership with 2 local high schools and will expand in 2015/16.
- Matches the requirements highlighted by the school with volunteers interested in teaching in that area.
- Volunteers support staff by working with pupils in small groups or on a 1:1 basis.

# About the project

- Volunteers are given training around:
  - Safeguarding Children
  - Mentoring
  - Literacy and numeracy in schools
  - Routes into teaching
  - School Induction
- Volunteers log their activities after each session and are encouraged to reflect on the experience.

# What our volunteers say

“Throughout the term, in year 7, I’ve been working with small groups of children in completing tasks: encouraging them to work independently and as a team. I’ve also helped mark the work of the year 7s and have been there to listen to them read, correct them, and praise them as an act of reinforcement! In the year 9 class, I have been working with two students in particular who have less motivation to learn. My role was to keep them on track, give them a boost in confidence, and prevent them from distracting themselves, and the rest of the class.”



# What our volunteers say

“I felt more comfortable in my lesson starter this week and got another round of applause. When I worked with the pupil on her assessment it was difficult as she finds concentrating difficult. I think the year 11 pupils took a lot from my revision session as I made some useful hand outs.”

# What the schools say

## **What made you want to get involved?**

We wanted to give the students the opportunity to work within a school environment and to understand more about what is expected from a teacher in a classroom situation before they applied for their PGCE.

## **How was the project able to support you and your organization?**

The project helped the school to raise levels of literacy/numeracy/attainment for our pupils.

## **How do you feel the project benefits the local community?**

If the students become teachers in Salford they will generate income into the local area by buying property etc and they will become positive role models in the community.

# What the schools say

## **Why is it important to your organisation's work?**

They have been extremely helpful within the school as we have had extra reliable staff to deploy. It has been a two way process and they have brought new ideas and strategies to our school staff also.

## **Any other comments or feedback?**

The students have been fantastic and have worked really hard with all the pupils and have helped them to achieve their literacy/numeracy targets. The pupils have thoroughly enjoyed working with the students.

Karen Kenyon – Lead Mentor, Buile Hill Visual Arts College

# Asset Building - Outputs

- Since September 2010, when the project started, **71** volunteers have been asked to give at least 3 hours of their time every week during term time to schools in Salford – in total over **2415** volunteering hours.
- There are a lot of ways to calculate the value of this but in simple fiscal terms:

$$2415 \times \text{£}7.85 \text{ (Living Wage)} = \text{£}18,958$$

# Asset Building - School

- Adds capacity to mentoring provision
- Demonstrates ability to respond to pupil's needs
- Provides potential candidates for paid support within the school, including future teaching staff
- Provides a positive role model for pupils
- Offers pupils an insight into University life and options available to them
- Provides positive role models for pupils to work with and observe



# Asset Building - Students

- Develop skills and relevant practical work experience to successfully pursue a career in teaching
- Meet new people
- Meet the criteria for PGCE and Schools Direct applications for vocations involving working with children
- Accredited activity to meet the requirements of their module where applicable
- Sense of achievement when supporting pupils to achieve

# Asset Building - University

- Opportunity to respond to the community in a way that adds value and responds to need in a mutually beneficial way
- Increased potential to ensure students have the opportunity to access real-world practical work experience
- Visibility at local schools to support the University's work around Widening Participation and raising aspirations
- Combining the strengths of the University and local schools to deliver an impactful teaching, learning and community solution

# More Info

**Web:** [www.careers.salford.ac.uk/volunteering](http://www.careers.salford.ac.uk/volunteering)

**Facebook:** [www.facebook.com/USCATs](http://www.facebook.com/USCATs)

**Twitter:** [www.twitter.com/UoSvolunteering](http://www.twitter.com/UoSvolunteering)

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# Questions?



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Salford

Heart of Salford  
2014

celebrating  
volunteering  
in Salford

*Celebrating 40 years of making a difference in Salford*



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