CUPP CONFERENCE SESSION

FUNDING UNIVERSITY-COMMUNITY PARTNERSHIPS

Facilitators: Jim Simpson (Consultant/trainer) Session Chair.; Andrew Scanlon (University of Brighton Development Officer)

Outline: The workshop will explore with participants the range of funding sources and models used by community-university projects to get started, develop and sustain their activities. We will share and learn what common ingredients there are to successful funding proposals. We will look at common and specific features of funding bids; the variety of grant sources; using existing resources (e.g. student learning, researcher time, volunteers); and the tips and tricks involved in winning funds.

Schedule of session:

10.05 - 10.15   introduction – participants, projects, what we hope to get out of the session
                 JIM

10.15 - 10.35   scoping the variety of sources of funds: statutory grants, trust and foundations, research sources; making an application.

                 ANDREW plus some contribution from Jim and participants

10.35 - 10.55   Funding patterns. Participants flipchart their proposed or existing projects under title, aim, cost, outcomes and type (research - action research or evaluation research; small project, large project; student learning; practice learning)

                 JIM arrange flip-charting and chair discussion

10.55 - 11.25   Discussion identifying – tips and tricks in building a case; common ingredients to partnerships; diversity of partnerships

                 JIM to chair

Need flipcharts, pens and bluetack, post-its

FUNDING COMMUNITY/UNIVERSITY PROJECTS TABLE					
Project title	Aim	Cost	Type (small project; large project; student learning; or practice learning	Outcomes	Target funder (or actual funder)
Access to art	Extend art education to people with learning disabilities	£10,000 (Pilot project)	Small project (at first then grew into larger project)	Completed pilot FE course with input from Uni. Arts students	CUPP funded pilot Aim Higher and Arts Council additional funds; geographic extension
Magic Box	Develop 'resilience therapy' with parents of children with special needs	None (indirect cost of advice and brokerage from CUPP Research Helpdesk)	Small project (at first then grew into larger project)	Completed pilot project	CUPP funded pilot Parenting Fund (DFES) additional funding for training scheme

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Fundraising and bid writing tips

- **NEED AND DEMAND:**   Show evidence of need and why your project is a good way to meet this need

- **TRACK RECORD:** Describe your organisation or partnership and its achievements succinctly and clearly using qualitative and quantitative data. For large projects especially it is often useful to produce an organisation and project 'brochure' or report

- **SUMMARY**:   In the first instance describe your project briefly, who will benefit, when they will benefit and how they will benefit

- **CONTEXT:** Put you project in a context – why is it different; why is it needed; and what does it add to the things that are already available

- **GET COSTS RIGHT**:   Be realistic about what it is going to cost – find out from other organisations, partners involved with the bid, colleagues and guidebooks what offices, building, staff and equipment etc. cost so that your budget is realistic - not too expensive and not too cheap!

- **FUNDERS RESOURCES AND COMPETITION**:   Be clear about what level of funding your prospective funder might be able to provide – there are many cases of people asking for too little as well as too much. Find out likely scale of bidders.

- **COSTS AND OUTPUTS:** Tell the funder what they will get for their money and show this separately from other benefits that the funder will not pay for

- **IN KIND VALUE:**   Include value of peoples' time, room-space/building space, expert advice, development costs given to show the full' real costs

- **RISK ANALYSIS:** Ask yourselves what are the risks here – what sort of things will cause the project to be delayed or for it not to work out as planned

- **RESEARCH/LOBBY DECISION MAKERS:**   Where you need to influence funding decisions and you are able to lobby note down the people you know who can influence the decision. Sometimes it is better for others who are more influential to be 'doing the ask' or lobbying for you

- **PLANNING THE BUSINESS CASE:**   Allow time for research, consultation with stakeholders, planning your business case and potential sources - this time is well spent as it helps you plan and develop your project

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University and Community projects partnerships - who does what?

There are typical key ingredients to a partnership between a university and a community organisation that makes the partnership work and makes it worth the two parties coming together.

Community and voluntary organisations are concerned with doing things that improve peoples lives. They are doing this in some kind of community. The community may be organised and come together in some way or it may not.

Communities may be *intentional communities* that come together in order to share something such as joining a club or self-help group. Alternatively they may be *un-intentional communities* that have something in common but don't necessarily come together as one such as the black and ethnic minority community. In either case communities are merely people who have something in common. It is generally accepted that there are two types of community:

shared interest communities - people that have a common association, need, want or characteristic of some kind e.g. parents; people with mental health difficulties; patients of the health service (the list is endless)

place communities - towns, villages, cities, neighbourhoods, estates, regions

All of us belong to some community and usually we belong to many hundreds in our lifetimes and most of the communities we belong to are shared interest communities.

The community and voluntary sector is composed of many millions of people (volunteers and paid staff) providing services and facilities from the small local community association through to the multi-million turnover national charities. They share the process of social change, education, health provision and economic development with public service providers and, to a lesser extent, with parts of the private sector. These organisations also belong to a third category of community - **practice communities**.

Practice communities are the people who are delivering common, similar things with common skills, knowledge, challenges and learning requirements in order to deliver services and projects for other people. For instance people who provide child-care and education for children are a practice community whether they are parents, carers, teachers, volunteers or child-care workers.

Practice communities provide a rich seam of potential partnership and joint working between universities, community and voluntary organisation and public service providers.

Community University partnerships - 'purposeful partnership'

Below is a diagram that starts to develop a model for partnership between Universities and community organisations. It identifies a tabulation for assessing who does what. This is a useful tool for anyone embarking on a community university partnership or, more broadly, a partnership that brings together training and learning with practitioners in the wider community and economy. There are two over-arching elements constituent to any community university partnership. Firstly the community based organisation needs to see improvement in service delivery or in something tangble and measurable with its beneficiaries. Secondly the University needs to see an enhancement in the quality or quantity of teaching, learning and research. This is generally the reason why a fortuitous relationships and partnership are made but it can also be a faultline and source of tension.

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This is recognising the fact that community and voluntary organisations are mainly concerned with delivering services, projects and social change in communities whilst Universities are in the business of providing knowledge, education and skills. However these simple generalisations will not always apply. The table below shows the typical ingredients to a community university partnership and who tends to do what in a partnership project.

Insert explanation of terms

Alter table to Likert

Insert co-operation et al pat thingy model reference point ?

Community/University partnership - Who Does What?			
Partnership project work and what is needed to be done	Who Does What?		
	Community based organisation provides it	Both provide it	University provides it
Service or project delivery to the community or client group	✓		
Creating learning capacity and capital		✓	
Producing high level qualifications			✓
Evaluating practice expertise			✓
Workforce development		✓	
Research and development skills and expertise			✓
Research resources			✓
Practice driven knowledge and skills	✓		
Theory driven knowledge and skills			✓
Training and teaching skills			✓
Student resources			✓

For any community/university partnership project there may be some variations in where the ticks occur and in who does what. However there are some typical areas of mutual, shared benefit:

- **Universities need:** to train students in real situations; accumulate knowledge; and disperse learning and skills to as many people and as many communities as possible. There is enormous potential for shifting the balance towards more practice based learning

- **Community based organisations (as well as other service providers)** need the resources of large learning institutions and the resources of people and knowledge that they represent.

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Project and service development - resource planning

OUTCOMES
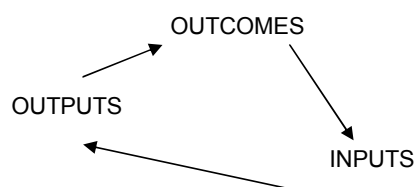
OUTPUTS

INPUTS

OUTCOMES are the difference that you will make to the people or organisations your project will benefit

INPUTS are the activities you undertake to deliver the services your project will provide

OUTPUTS are the services your project will provide

EXAMPLES:

A counselling helpline for children –
Outcomes – children feel less isolated or get practical help
Inputs – set up telephone helpline
Output – Sensitive and skillful service provided for children (eg beneficiaries 100 children)

Training and employment project for homeless people –
Outcomes – homeless people gain new skills, qualification or secure a job
Inputs – organise one-to-one support and training sessions
Outputs – Qualified staff or volunteers provide support and training to homeless people (eg beneficiaries 50 homeless people)

Example of measuring value for money - a children's project.

A pre-school mixing mainstream children with special needs children -

OUTCOME - increased social skills; learning and well being of children. Increased care and nurturing skills of parents
INPUT- paid staff, volunteer time, building, training courses, equipment
OUTPUT - Number of sessions open per week/term/year and number of sessions available per child and for all children

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