

# **'How to' Guide**

## **Employment Projects**



**The keys to life  
Development Fund**





## The Keys to Life Development Fund

In 2015, the Scottish Government funded fourteen innovative projects that aimed to make a positive difference in the lives of people with learning disabilities. They wanted to know what new ideas worked, and which successful ideas could be replicated elsewhere. This document is a practical guide for anyone interested in replicating one of these projects. It tells you what the projects did, their outcomes, how much they cost, and what steps are crucial to their success.

These projects were funded under the Employment theme of The keys to life Development Fund. If you would like to find out more about employment visit [sclد.org.uk](http://sclد.org.uk) and search for 'commissioned reports'.

## Employment Projects

There were two projects funded under the Employment theme. The table below shows the organisation, the project and the contact details for the organisation should you wish to find out any more information from the project directly.

Organisation	Project Name	Contact name	Email address
Social Care Ideas Factory	Wee Enterprizers	Sara Fellows	sara_fellows@rocketmail.com
Tayberry Enterprises	Accredited Sensory Storytelling	Lorna Strachan	lornastrachan@nhs.net

# Social Care Ideas Factory: Wee Enterprizers

## What the project did

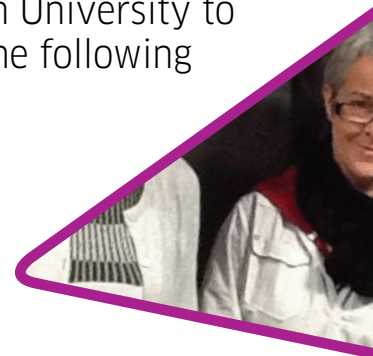
The Wee Enterprizers progressed micro business (self-employment) ideas with a group of entrepreneurs who have a learning disability. To do this they held a planning session and workshops with potential entrepreneurs who had a business idea to explore their own skills, experience, network and aspirations. These events provided an opportunity to share business plans, marketing ideas, website development, identify resources, choose a business name, suggest suppliers and propose trading opportunities.

The businesses set up by the entrepreneurs included: bingo events, being a comedian, hosting karaoke events, secretarial and reception services, trainer for support workers in administering medication, a mobile car wash, being a DJ for children's groups and parties, a static car wash, being a DJ for events and jewellery making.

## Outcomes from the project

Wee Enterprizers contracted The Yunus Centre at Glasgow Caledonian University to carry out an independent evaluation of the project. They identified the following outcomes:

- Steps towards self-employment
- Personal growth
- Increased independence
- Stronger communication skills
- Improved social connectedness.



## What did the project need to succeed?

The project benefitted from a strong sense of dynamic partnerships. These partnerships have allowed the project to work towards a shared vision and joint solutions. Additionally the appropriate research of information to compare business prices, goods, services, equipment, suppliers and locations was required to ensure that any investments were cost-effective.

The individualised training for both the Enterprizers and their support workers to develop skills that are required for business was of the utmost importance.

**“It opens up avenues. Things you wouldn’t necessarily look at. Daring to dream...”**

## What would they change if they did it again?

It would have been of great benefit for this project if earlier contact was made with support workers. It was identified that stepping into self-employment can be just as daunting for support workers and appropriate training and support needs to be offered to them as well. Furthermore there is a need for the same support worker to attend meetings consistently, as changing can cause a lack of continuity.

The time frame (15 months) was not sufficient to get where the project wanted to be; there is a general acceptance that it often takes three years for those in self-employment to break even. A greater time frame would allow for more developed business ideas and Enterprizer confidence.



## Top five recommendations for running a similar project

1. Attend relevant partner organisation meetings to promote and explain the project opportunities. Do this in advance of the project if possible, although this may be difficult to do due to funding restrictions. This would enable joint agreement of the shared vision and expected outcomes.
2. Meet regularly with partnership organisations (managers, support workers), to get feedback and joint solutions. The week before meeting a group, meet with the managers/support workers - this has been really valuable. If there is no buy in from the partner organisations then it won't work.
3. Workshops should be held at least monthly. This maintains momentum when developing business ideas and builds personal confidence and independence. However the workshops should be informed by the Enterprizers themselves. There is also a necessity for individual meetings with Enterprizers outwith the group for individual business plans. This also should be led by the Enterprizers.
4. A variety of approaches should be tailored to each group's interests - sometimes working in pairs, feeding back on each other's work, showing filmed presentations or inviting inspirational community contacts to meetings can all be beneficial.
5. Meet with support workers separately to identify and deliver their training needs which will support the business ideas of the enterprisers.



**“Wee Enterprizers is like opening a door and gives me more ammunition to use in my business.”**



# Financial costs of the project

A breakdown of the costs of the project is shown in the table below.

The majority of funding was used for staff costs. There was no additional funding used for this project.

	Total spend
Capital costs	£2,882.62
Office Expenditure	£1,575.00
Staff costs	£32,575.35
Volunteer costs	£ -
Other costs	£12,467.03
Total	£49,500.00

“I have a lot more confidence.”

“If you don’t know something, others in the group might have ideas.”

## How the outcomes were evidenced

The Wee Enterprizers contracted the Yunus Centre at Glasgow Caledonian University to write an evaluation report for the project. This report can be found on [keystolife.info](http://keystolife.info)

Additionally, the team created an Easy Read guide for future entrepreneurs who want to explore employment options and link in with the existing Wee Enterprizers.

# Tayberry Enterprises

## Accredited Sensory Storytelling

Tayberry provides creative art activities, volunteer opportunities and training placements in catering for people with significant health barriers to employment.

## What the project did

The Multi-Storytelling Project aimed to offer adults with a learning disability an experiential training apprenticeship in techniques that will help them share and tell multi-sensory stories to a variety of audiences. The apprenticeship scheme was accredited, and individuals were supported to develop practical skills and knowledge of multi-sensory stories to a level where they could effectively deliver sensory stories to pre-determined audiences, focusing on those with profound and multiple disabilities.

Additionally, the project set out to train support Facilitators to work alongside the Storytellers to nurture and support their skills development and confidence, and for the Facilitators to develop their own knowledge and skills of delivering sensory stories.

Tayberry worked closely with PAMIS in the creation of the training materials used for the course. The training course itself ran for ten sessions in total, spread over a five week period. They recruited twenty-eight trainee Storytellers and twenty-five completed the training. They recruited ten Facilitators and six completed the training.





## Outcomes from the project

Tayberry achieved the following outcomes for Trainees:

- Pre-vocational skills such as effective communication, good time-keeping skills, listening skills and problem solving skills
- Trainees have grown in confidence and have been active participants in planning and developing new opportunities to tell stories. This is highlighted by a group of Storytellers based in Angus who have applied to perform at the Edinburgh Fringe
- Trainees have gained valuable skills and insights in terms of self-management, self-determination and empowerment.

The following outcomes achieved for Facilitators were:

- Facilitators have developed a range of skills associated with care and support, communication (including accessible formats) and volunteering
- Facilitators who became involved in the training as part of an existing care/support role have learnt new skills, and developed new opportunities in their localities to make connections between community groups and individual storytellers.

## What did the project need to succeed?

Tayberry had a strong local presence in Dundee which allowed them to line up placements for Storytellers in Kingspark School, Capability Scotland, White Top Centre and Sense.

Networking, raising awareness, promotion were all key to the success of this project. However delays incurred during the development stage of the training course impacted on how quickly Tayberry could fulfil these activities. That said, they were able to undertake a significant number of events and activities throughout the project.

## What would they change if they did it again?

Tayberry would employ a project manager with overall responsibility to deliver the stated outcomes of the project. This role would be in addition to the lead trainer, and volunteer co-ordinator that would retain their front line roles of up skilling and supporting trainees and facilitators on their learning journey. With hindsight, they were over ambitious in terms of what their staffing levels could allow them to achieve particularly given that the project was to be delivered on a national basis. They have learnt the value of identifying all 'associated costs' including project leadership, administration and financial management of delivering a project of this scale.

Tayberry would have liked to start their partnership with PAMIS earlier in the funding period. This would have allowed the partnership to have been more dynamic and allowed each organisation to get the most out of the relationship.

There was a delay in receiving the training materials that Tayberry were going to use and this impacted the timeline of the project. However this delay allowed Tayberry to get a better understanding of what their interns wanted from the project and also time to establish trust between them.

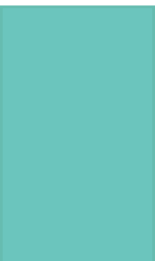
**"I feel quite good about my writing, as it's stories from my own mind that I have written. I have taken about an hour to write each story, and I like doing them at home."**



## Top five recommendations for running a similar project

1. It is important that the training materials are agreed upon and then produced early in the project as this would maximise the amount of time spent training the Storytellers.
2. A clear person specification for a good Storyteller is necessary and it is important to stick with this specification.
3. Storytellers should train alongside Facilitators, who should assist them with the administration side of things. This takes some of the initial burden from the Storytellers in terms of arranging transport and organising venues.
4. It is important to get to know your candidates as much as you can so that you know what they are interested in. It is invaluable in getting to know people and this doubles as a vetting process for the ideal candidates.
5. You need to set realistic goals and allow time for your storytellers to 'find themselves' and identify what their personal goals are in relation to the project.

**“I look forward to writing and I am going to write another two stories to share for next week. People at the centre love them and I am happy when I tell them stories.”**



## Financial costs of the project

A breakdown of the costs of the project is shown in the table below. The majority of funding was used for staff costs and one 0.7 FTE post of Project Leader was created by the funding awarded. There was no additional funding used for this project.

	<b>Total spend</b>
Capital costs	£8,715.42
Office Expenditure	£3,967.51
Staff costs	£28,407.62
Volunteer costs	£1,310.87
Other costs	£7,452.32
<b>Total</b>	<b>£49,853.74</b>

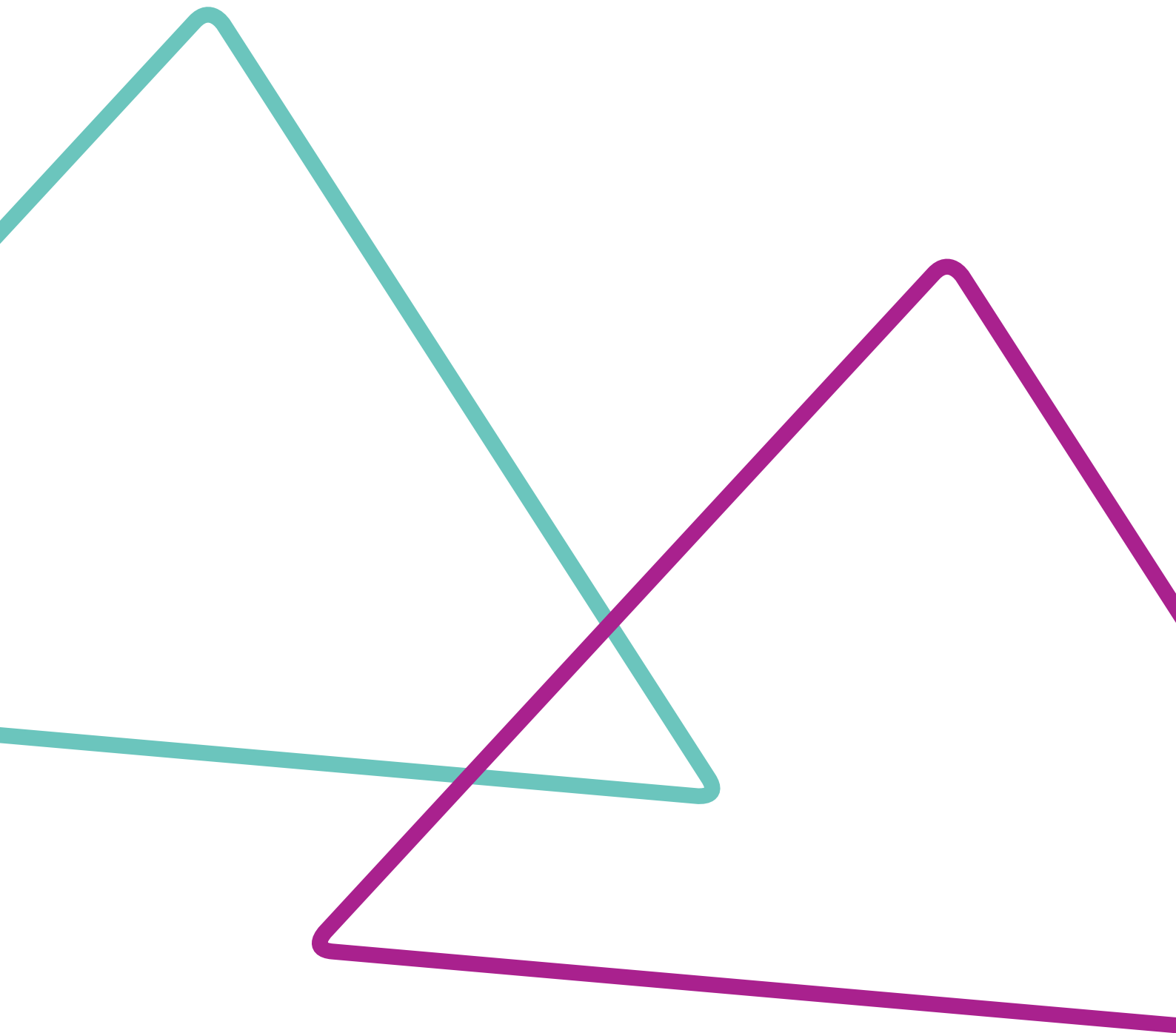
## How the outcomes were evidenced

In order to monitor and evaluate impact, Tayberry collected case study information, made use of reflective practice methodology and developed their programme using improvement methodology. Additionally they made use of creative evaluation such as digital media, photographs and film.

They held regular focus group meetings with trainees to capture their thoughts, and opportunities for support staff, Facilitators, carers and family members to comment on their experience/observations of the impact the traineeship is having on their contact. They also kept an information system with key information stored in relation to numbers of people attending the training, undertaking work experience and moving on to positive destinations.







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