

Topic 1 Introduction

In this topic you will identify the types of reports used by a community organisation and explain their purposes.

Types of reports

Reports are formal documents that express facts, opinions and predictions about something that is happening, or has happened, in an organisation.

A report may be written to give an account of a programme, to suggest a possible course of action, to give details of an event or of a person's performance.

Reports are usually written about the operation of some aspect of an organisation by the people **within** the organisation.

You may need to write reports for the following reasons:

- to give a written record of a meeting or conference to a workgroup or management committee - **an information report**
- to keep a management committee or a funding body informed about the performance of a project - **a progress report**
- to evaluate the performance of a staff member and assist them to work towards their goals - **performance evaluation reports**
- to give details of an accident - **an accident report**
- to give details on the income and expenditure and other financial details of an organisation - **a financial report**.

Purpose and audience: It is important to keep in mind that reports are written:

- For a specific person or group of people
- For a particular reason
- With an expected outcome in mind.
- **When writing reports it is important therefore always to ask:**
- **Who** is this report being written for?
- **Why** is it being written?
- **What** is the desired outcome?

Let's look at these questions in more detail as we look at examples of the different types of reports.

Information reports

E.g.: Report of a Health and Safety Workshop for Health Clinic Workers.

Audience	Purpose	Expected outcome
----------	---------	------------------

Other staff members	Inform about health and safety procedures learnt at workshop.	Other workers will be well informed about the health and safety procedures learnt.
---------------------	---	--

Progress reports

E.g.: Progress Report for Office Training course for unemployed people aged 16-25.

Audience	Purpose	Expected outcome
Management committee	Inform about progress.	Clarify future direction of programme.
Funding body		Continuation of programme funding.

Performance evaluation reports

E.g.: Performance evaluation of the office staff in a community organisation.

Audience	Purpose	Expected outcome
(1) Staff being evaluated and (2) Manager	See if work goals are being achieved.	Effective working towards work goals.
		Redefine work goals.

Accident reports

E.g.: Report on a workplace accident.

Audience	Purpose	Expected outcome
Management	Describe reasons for accident.	Improve safety.
Insurance company	Insurance/compensation claim.	Ensure adequate compensation and insurance.

Financial reports

E.g.: A community organisation Financial Report.

Audience	Purpose	Expected outcome
Management committee	Check on financial situation.	Clarification of financial situation.
Funding body	Ensure finances are being used as specified.	Continued funding.

Annual reports

E.g.: Community organisation Annual Report.

Audience	Purpose	Expected outcome
Community members	Summarise all aspects of organisation's activities over	Continued support.

	the year.	
Other organisations and funding bodies	As above.	As above.

Project performance indicator reports

Audience	Purpose	Expected outcome
Management committee	Measure outcomes against objectives.	Ensure objectives are being met.
Funding bodies	As above.	As above.

We have looked at various types of reports that organisations may have to produce. For the remainder of the booklet, we will focus on progress reports that are written by staff in an organisation to report on how a programme is going.

Progress Reports

These are reports that provide information about what is happening in a programme or organisation. They provide information used to make decisions about the future of the programme or organisation and need to be read and discussed carefully.

Audience

Progress reports may be requested by a management committee, by a community council which the management committee is responsible to or by a funding body.

Role of a Progress Report in decision making:

Some of the questions that need to be considered in a Progress Report about a project are:

- Is the project achieving its goals?
- Is there strong participation from the target group?
- Is the target group (*clients*) happy with the service being provided?
- Can the staff work successfully towards the goals?
- Is the project being well managed?
- Are the funds being well managed? Are they adequate?
- Should any changes to the project be made?

Progress reports *always* give information about services and may include some analysis of what is happening and recommendations for action if this is requested.

They are very important in the decision making process. The direction and continued funding of a project may depend on information provided in a Progress Report.

Summary

You have now completed the first part of *Report Writing*. In this section you have learned about the different types of reports used by an organisation. You have considered the purposes and audiences of the reports and have seen how reports are used in the problem solving and decision-making processes of organisations.

Introduction

Topic 2 of *Report Writing* is called Research.

Throughout the booklet an example project report will be used to help you understand how to do research for a project report.

Information for the report

Mary has been given a six weeks contract by the Riverside Community Council (RCC) to research and write a progress report on the Community Employment Youth Training Programme (CEYTP). The progress report is to evaluate whether it is meeting the needs of the trainees and of potential employers in the community.

Before she begins her research Mary writes down **who**, **what** and **why** questions to help her define the audience, the information needed and the purpose of her report.

Questions	Answers
Who is this report being written for?	The Riverside Community Council.
Why is it being written?	To report on the effectiveness of the CEYTP.
What is the desired outcome?	To determine whether the project should continue and if so, whether any changes should be made to it.

The audience

Mary asks another question:

Question	Answer
Who is the audience of my report?	The RCC is the main audience of my report, however the management committee will also read it, and it may be submitted to the funding body .

Where to collect information for Research procedures

There must be information available in a **community profile**. This information will state the ages of the people in the community and their employment status.

A needs assessment. This will show why there was a need for the training. The programme submission for funding should give information about the aims, objectives and performance indicators of the programme.

Progress reports have probably been written regularly by the coordinator, which tells what was happening in the project at different times.

Financial statements should have been provided regularly. They should say if the project was able to keep to its **budget**.

Reports to the funding body may already have been provided. If they have, they should state **what has been achieved** by the project.

There may also have been **occasional reports** written, e.g. for the community council stating what the project has achieved.

Mary then writes out a research plan to help her access the information she needs.

Planning and carrying out the research

Plan	
1. Find out	
a)	Why the project was started.
b)	What the aims and objectives of the programme are.
c)	How long the programme has been going.
d)	What monitoring of the programme has been done?
2. Research procedures	
Read material regarding the programme as outlined below:	
a)	The community profile.
b)	The needs assessment.
c)	The submission for the programme.
d)	The submission and the regular progress reports to the management committee.
e)	Any previous reviews or reports done, including:
	<ul style="list-style-type: none"> • financial reports • reports to the community council • Reports to the funding body.
3. Write down questions to ask people in interviews	
Interview people involved in the programme as outlined below:	
	<ul style="list-style-type: none"> • Staff • Trainees • Management committee • Potential employers.

Timetable

Keep in mind that Mary has six weeks in which to do the research for her report.

Timetable	
Weeks	Tasks
Week 1	Research: <ol style="list-style-type: none"> 1. Why the project was started. What were its aims and objectives at the beginning and, how would it measure achievement of these objectives 2. How long the programme has been going. To find out these things read: <ul style="list-style-type: none"> • The community profile and needs assessment. • The funding submission. • The regular reports.
Weeks 2 and 3	Find out what monitoring of the programme has been done. To do this, in week 2: <ol style="list-style-type: none"> 1. Read reports to the management committee. In week 3: <ol style="list-style-type: none"> 1. Read monthly reports to the management committee. 2. Read other reports on the programme such as:

	<ul style="list-style-type: none"> • Financial reports • Any occasional reports to the community council, funding body etc.
--	---

Week 3	Prepare questionnaires for interviewing people regarding the programme. Different questions will need to be prepared to ask the four different groups of people: <ul style="list-style-type: none"> • Staff • Trainees • Management • Potential employers.
Week 4	Interview two people from each group (allow 30 minutes per interview).
Week 5	Plan and write draft report.
Week 6	Revise and edit final report.

Research material can be put it into folders and mark each folder with a heading.

Week 1

1. Why the project was started

In 2004, the Riverside Community Council regularly raised concerns at its meetings, regarding the unemployment of young adults in the community and the lack of employment skills of the young adults in the community. The council decided that a needs assessment should be carried out to identify the specific needs of young unemployed people in the community. Before this was done, the community profile was updated and showed that:

‘The community’s population aged between 15 and 25 is 250 people. This number is 20 % of the total population of 1,250. Of this number, only 10% (25 people) are employed regularly, in nearby towns. Another 3.6% (9 people) have work within the community.’

The following tables were included in the up dated community profile.

Age group	Number and percentage of population	Number and percentage employed.
15 - 25	20% (250 people).	10% (25 people) employed outside community. 3.6% (9 people) employed within the community.

Type of employment outside community of 15 - 25 year olds	Male	Female	Trained	Untrained
Management	1		1	
Education	1	1	2	
Health		1	1	
Maintenance	3			3
Construction	4		1	3
Fruit growing	5	1		6
Administration	2		2	
Cleaning	6			6
Total employed	25		25	

Type of employment within the community	Male	Female	Trained	Untrained
Management				
Education	1		1	
Health		1	1	
Maintenance	1			1
Construction	2			2
Administration				
Cleaning	4			4
Total employed	9		9	

A needs assessment was then carried out. It highlighted the need for employment and training for this age group within the community.

This was determined by interviewing a cross-section of people from the community including:

- People from the 15 - 25 year age group.

A person from each of the following employment areas:

- community council
- sales
- community management and administration
- childcare
- teaching
- community services
- motor mechanics
- road maintenance
- farming and fruit-growing

Employment in the community was seen as desirable by seven out of ten young people. Reasons for this were they wanted to continue living in the community, bring up children there and have a part in the future of the community.

Employers in the community thought it was important to train young people to take on jobs in the community so that they would feel a part of the community.

Developing the employment plan

When the needs assessment was completed it was taken back to the council who suggested a community employment plan be developed for the coming three years.

They said a community employment plan would help to work towards the long-term employment needs in the community. A Community Employment Plan was developed, by the community manager, with the help of a consultant, which identified the following areas for job creation over the next three years.

Community Office

- 3 trainees in clerical/secretarial/bookkeeping. On-the-job training required.
- 1 job for a community manager. Three years on-the-job training required alongside the current community manager.

Sales

- 2 jobs for sales assistants.
- 2 jobs in administration.

Community Services

- 2 positions for rubbish collector. On-the-job training required.
- 1 position for fruit tree pruning, planting etc. gardening qualifications required.
- 1 position maintaining community buildings. On-the-job training required.

Child Care

- 2 part-time positions. On-the-job training required.
- 1 full-time position as **qualified childcare worker**.

Teaching

- 1 full-time position. **Teaching qualifications** required.
- 2 teaching assistants. On-the-job training required.

Motor mechanics

- 2 positions. On-the-job training required.

Road maintenance

- 2 part-time positions. On-the-job training.

Fruit-growing

- 1 position as gardener's assistant. On-the-job training.
- 1 position as orchard gardener. **Orchard/Gardening qualifications** required.

Note: formal qualifications required are shown in bold.

The plan was taken to the Riverside Community Council who approved the establishment of the Community Employment Youth Training Programme (CEYTP). A management committee was appointed to establish the programme and oversee the management of it.

Principles

The following steps were outlined by the management committee:

1. Establish programmes not dependent on outsiders. If outsiders are needed, local people be trained with them, to do the jobs in the long-term.
2. Bring together different parts of the community who can work together.
3. Combine different needs in to fulfill more than one need in the community.
4. Develop programmes that are ongoing rather than short-term.
5. Think of the long-term needs of the community.

Once Mary had all this information written down she then needed to read the project submission to find out about the highlighted the aims and objectives.

Submissions

Programme Name:

Community Employment Youth Training Programme (CEYTP)

Aims:

To provide training in a variety of employment areas for young people in the community.

For young people to become competent workers with the necessary skills to take on jobs in the community as workers, managers and leaders.

Objectives:

1. An ongoing training programme to be created to train young people in a variety of

- employment areas.
2. Employers in five chosen areas to take on one or two trainees for a period of four months, and ensure they are trained in all responsibilities of the jobs.
 3. Five jobs to be created for trainees to apply for on completion of the first training course.

Strategies:

This is how we aim to achieve the goals and objectives of the programme:

1. A project officer will be employed to coordinate the programme.
2. A trainer will be employed to work with employers and trainees to ensure a suitable training programme is undertaken.
3. Five work areas will be chosen for phase one of the project.

Then Mary noted the time lines for the project and the indicators.

Time lines:
February/March ██████████
April If submission is successful appoint a coordinator and a trainer.
May Consult with both employers and potential trainees, establishing the programme. Recruit ten trainees for the programme.
June, July, August, September Run the programme.
Performance Indicators On completion of the programme we will see: <ul style="list-style-type: none"> • five young people employed in their areas of training • increased involvement of young people in community affairs • other young people wanting to participate in training programmes.

The next thing Mary had to find out was how long the programme had been going.

Week 2

Mary had planned to find out what monitoring had been done.

She read monthly reports to the management and reports of the programme to the Bi-monthly financial reports and the three-monthly reports to the community council.

The financial reports showed spending was in line with the programme budget, and they enrolled ten trainees on that budget as planned. The three monthly reports to the community council showed the information below.

Trainees: Of the ten trainees who commenced the programme, two dropped out after two weeks. These were able to be replaced with two others. After six weeks another trainee dropped out but was not replaced.

It also showed that the principles for programme development had been met.

Principles for Programme Development			
Name of programme: Community Employment Youth Training Programme			
Conditions	Met	Not met	Partly met
Not dependent on outsiders			✓
Brings together different parts of the community	✓		
Combines community needs	✓		
Is an ongoing programme			✓
Considers long-term community needs	✓		

The community council wanted to be kept informed about the project because they had approved the Employment Plan and the CEYTP. They wanted to make sure that the CEYTP was keeping to the aims of the project and to the wider employment plan.

Employers: The five employers were:

- Community office - 2 trainees
- Community store - 1 trainee
- Community services - 1 trainee
- Childcare - 1 trainee.

The training officer established the training needs with the employers before the trainees began the programme. Different staffs in each area were assigned a regular time each week with the trainees. This ensured that the trainee learnt a variety of tasks and kept the training workload for each staff member to a minimum.

Trainees were given an outline of the tasks they would be doing with each staff member, prior to commencing the programme.

Employers and staff all reported good progress with the training programme.

Week 3

Questionnaire for the programme coordinator, trainer, trainees and employers.

Questionnaire	
Programme Coordinator and Trainer	
How successful do you think the training programme has been:	
For trainees?	_____

For employers?	_____

What would you change about the programme if you had another one?	

Did you have enough of the following? (circle your answers):	
• time for preparation of the programme	yes/no
• support from employers	yes/no

• support from the council	yes/no
• support from the management committee	yes/no
• money to carry out the programme	yes/no

Questionnaire

Trainees

Why did you join this training programme?

Did you gain the skills you wanted to?

Did you get the support you needed from:

- Your training coordinator?

- The staff assigned to train you?

Would you recommend this programme to other young people?

Are there any changes you would like to suggest for the programme?

Questionnaire

Employers and Staff involved in training

1. How successful do you think this programme has been in terms of training people in the skills they need for this work?

2. What difficulties did you face?

3. What changes would you make to the programme if you could?

Week 4

Mary interviewed people from each group and came up with the following interview results.

Coordinator and Trainer										
How successful do you think the training programme has been (1) trainees, (2) employers? The coordinator and trainer were pleased with the programme. They thought that to have nine people complete the programme was a good indication of the programme's success. They thought one of the main contributing factors to the success of the programme was the time spent establishing it, and ensuring both staff and trainees knew what skills they were to learn. They thought trainees gained many skills and employers learnt the value of passing on skills to others.										
What changes would you make to the programme if you had another one? If there was another programme they would make a weekly timetable for the staff involved in the programme to meet with the training coordinator and the trainee to talk about any problems as well as progress.										
3. Did you have enough of the following? <table><tr><td>▪ time for preparation of the programme</td><td>yes</td></tr><tr><td>• support from employers</td><td>yes</td></tr><tr><td>• support from the council</td><td>yes</td></tr><tr><td>• support from the management committee</td><td>yes</td></tr><tr><td>• money to carry out the programme</td><td>yes, but ...</td></tr></table> <p><i>'Employers would be able to devote more time and money to training staff in the programme if more money was available.'</i></p>	▪ time for preparation of the programme	yes	• support from employers	yes	• support from the council	yes	• support from the management committee	yes	• money to carry out the programme	yes, but ...
▪ time for preparation of the programme	yes									
• support from employers	yes									
• support from the council	yes									
• support from the management committee	yes									
• money to carry out the programme	yes, but ...									

Trainees
Why did you join this training programme? 6 of the 9 trainees who completed the programme stated that they joined because they wanted to gain employment skills for work in the community. 2 people joined because they were bored and 1 because her best friend had joined.
Did you gain the skills you wanted to? All said they gained many skills-some they anticipated and some they had not thought about.

Did you get the support you needed from:

- **Your training coordinator?**
- **The staff assigned to train you?**

All said they got good support although some staff was more willing to spend time with them than others.

Would you recommend this programme to other young people?

All those who completed the course were enthusiastic and said they would recommend it to others. They said it was good to be able to have some training in their own community rather than having to go away for training. They would recommend it to other young people in the community who wanted to gain employment skills.

Are there any changes you would like to suggest for the programme?

- Two said they would make the course shorter (perhaps 3 months) and also have shorter working days (10 - 4 rather than 9 - 5.)
- Five said they would like more choice about the types of training offered.

The two trainees who dropped out after two weeks were interviewed about their reasons for dropping out.

- One said that she had joined the programme because a friend had done so, but that she was not really interested in getting a job. The other said she found the schedule too hard to keep to. She had never had a job and was not used to having to be somewhere every day at 9 o'clock and staying all day. She said she was interested in learning skills for work but found she could not do it every workday for four months.
- The person who dropped out after 6 weeks also reported that he found the time schedule too demanding, having only had part-time or casual jobs in the past.

Employers and Staff involved in training

How successful do you think this programme has been in terms of training people in the skills they need for this work?

All staff agreed the training given was comprehensive but said some of the trainees needed more time in one or two skill areas.

What difficulties did you face?

Giving regular time was difficult some weeks. They would like to be able to change training times if necessary, with other staff members.

Explaining how to do a job, or the reason for the job was sometimes difficult. However, they were helped in this by the training coordinator.

What changes would you make to the programme if you could?

Some time together with the training coordinator and trainee every week or fortnight would be useful, as well as some training for the trainers.

Analysing the information

Analysis must be based on facts, not opinions. Funding bodies, community councils and management committees want to know what is actually happening in a project.

Job prospects

The reports to the committee show that 5 new jobs are being created through this programme. Would there be jobs for more trainees if another programme followed.

Mary can see that there are prospects for more trainees in another training programme as well as some prospects for young people who want further formal training.

Involvement of young people in community affairs

Two young people are on the management committee of the CEYTP. Being employed, young people may also become more involved in community affairs.

Recommendations

After analysing her research there are some recommendations she sees as being valuable for the direction and the fulfillment of the Community Employment Plan.

It is recommended that the Community Employment Youth Training Programme continues to train young people in all the areas defined by the Employment Plan.

That young people with good practical skills be encouraged to pursue qualifications in education, childcare and orchard gardening.

Summary

In this topic you have seen how to collect information and how to plan and carry out research needed for a report.

If you are happy that you have understood the material in the topic, and that you have been able to complete the self testing activities you can go on to the next topic.

Introduction

Welcome to Topic3 of *Report Writing*. Here you will learn how to prepare a plan for a programme report. You will need to follow the next six points:

(1) Identify the audience

The Riverside Community Council will therefore be the main audience of the report.

(2) Word the objectives of the report to meet the needs of the audience.

The progress report Mary writes will evaluate whether it is meeting the needs of the trainees and of potential employers in the community. Mary states the purpose

Purpose:

To find out if the CEYTP is providing trainees with the skills needed for work in the community.

To report on these findings.

To recommend whether or not the programme should continue.

(3) Choose an appropriate structure for the report

The structure of the report refers to the way it is organised as below.

1. A title page.
2. A contents page.
3. Summary and recommendations.
4. An introduction.
 1. *Body of the report.*

2. *Conclusions.*

3. *Appendices.*

(4) Identify the purpose of each stage of the report.

The title page

This is the front page of the report. The details on the front page are important to the reader as they quickly identify the report, the authors and when it was written.

The contents page

Lists all the parts of the report. It includes page numbers for each part of the report.

Summary and recommendations

The summary provides the reader a quick understanding of the reason the report was written, the research methods, the problems and the main findings of the report.

Recommendations suggest future action that could be taken to improve the programme. Recommendations are based on the findings of the research.

The introduction

This presents the background to the issues being reported on and helps the reader understand the report. It should contain:

- Background information about the establishment of the project so that the reader is clear about what led to the establishment of the project.
- Aims and objectives of the report which should be stated clearly so that the issue(s) the writer intends to discuss in the report are defined.
- Methodology used by the researcher - this means the way the research for the report was done. It is important to include this because it shows whether the findings and recommendations in the report are well researched and believable.

The body

Usually the longest part of the report. It shows the investigations and presents them in a logical order. It is the 'main part' and outlines what the researcher found.

Appendices

An appendix is where additional information, that may be useful to those reading the report, is placed. It may include such things as questionnaires that were used or statistics that support the findings but are not essential to the body of the report

(5) Be clear how the information will be used in each stage of the report.

Why the project was started (**background**).

What its aims and objectives were at the beginning (**introduction**).

1. How long the programme has been operating (**introduction**)?
2. What monitoring of the programme has been done, including:
 - Reports to the management committee
 - Financial reports (**body/conclusion**).

- Interviews: with clients, staff and employers (**body/conclusion**).

She further divides her research into the various sections below:

Introduction

- Background to the programme
- The aims and objectives of the report
- Methodology.

Body

- Programme description:
 - implementation of the programme
 - aims and objectives of the project
 - how long the programme has been going.
- Programme outcomes:
- Performance indicators
- Monthly reports to the management committee
- Financial reports
- Interview accounts.

Conclusion

What the researcher concluded about the programme and why.

Recommendations

The future of the programme.

Bibliography

This is a list of all the materials the writer referred to in preparing the report. It shows the reader what materials the writer looked at and provides enough detail about the source materials for the readers to find and read them if they wish to.

Appendices

Questionnaires used in interviews.

Organising the Information.

The information can be organised into folders and so you know what is in each one.

(6) Choose language that is appropriate to the objectives of the report as well as for the audience

Language of business correspondence is different from the spoken language we use daily. It is also different from the language we use when we write letters to friends.

1. It **does not** use personal language and does not express the writer's personal opinions, feelings or attitudes unless asked for.
2. It **does** present work-related information such as the facts about something and recommendations based on research that has been done.

Common sense words

Use an everyday word in place of a more difficult word.

Glossary (a list of difficult words and their meanings)

If you have to use difficult words or specific business words that are difficult to understand, a small glossary of words and their meaning that you have used in your report is useful. This can be placed at the front of the report (before the Introduction) or, especially if it is long, at the end of the report in an appendix

Summary

In this topic you have seen that the audience of the report should be kept in mind when planning your report. You need to be thinking about what they have asked you to find out, you then must address this in how you plan and structure your report.

You have read about the purpose of each stage of a report and should now be able to explain each stage and how the information collected fits into each stage.

You have also seen that language needs to be understandable to the audience of your report. If difficult business words need to be used you have seen that a glossary can be added to help the reader understand the word.

Introduction

Welcome to Topic 4 of *Report Writing*. This topic is called *Drafting and Editing*.

Drafting

The introduction, background and programme description

- The outcomes
- The discussion/conclusion
- The recommendations
- A summary of the report
- Headings, paragraphs, sentence structure and language choices.

Drafting

A draft is what you write when you first produce a piece of writing. It is a rough copy. The best way to begin the draft of a report is to refer back to the plan you made.

Introduction

- Background to the programme
- The aims and objectives of the report.
- Body

- Programme description:
- Implementation of the programme
- Aims and objectives of the project
- How long the programme has been operating.
- Programme outcomes:
- Performance indicators
- Monthly reports to the management committee
- Financial reports
- Interview accounts.

Conclusion

Achievement of objectives.

Recommendations

The future of the programme.

Appendices

Sample questions asked to employers, staff and trainees.

Below, you will see what Mary wrote for her introduction.

<p>Introduction Background to the programme</p> <p>In June 1998 a survey was carried out in the community to find out if an employment programme for youth in the community would be beneficial. The community profile, updated in February 1998, showed the information displayed below.</p>		
Age Group	No. and % of population	No. and % employed
15-25	20% (250 people)	<ul style="list-style-type: none"> • 10% (25 people) Employed regularly in nearby towns. • 3.6% (9 people) Employed irregularly in local community.
<p>The needs assessment highlighted the need for employment for this age group within the community. This was done by interviewing a cross-section of people from the community:</p> <ul style="list-style-type: none"> • Ten people from the 15-25 year age group • One person from each of a variety of employment areas. <p>Employment in the community was seen as desirable by 7 of the 10 young people because they wanted to continue living in the community, bring up children there and have a part in the future of the community.</p> <p>Of the remaining three people, two were happy to travel to neighboring towns for work while one</p>		

did not wish to work at all.

Employers in the community thought it was important to train young people to take on jobs in the community so that they would feel part of the community.

As a result of the survey, a management committee was established by the community council to write a submission for a training programme for unemployed youth in the community.

You can see that this part of Mary's introduction explained why there was a need for the programme and how that need was determined and acted upon to set up the Community Employment Youth Training Programme.

Aims and objectives of this report

To report on the success or otherwise of the Community Employment Youth Training Programme.

- To determine whether the programme should continue,
- If it is to continue, whether any changes should be made to it.

Specific objectives are:

- to find out if the Programme is providing the trainees with the skills needed for work in the community
- to find out if employers are satisfied that the skills gained by the trainees make them employable in the jobs trained for
- to find out if young people are becoming more involved in community affairs.

The body of the report

Body

Programme description

Implementation of the programme

A training programme was created to train young people in a variety of employment areas. It was hoped this would be an ongoing programme.

Employers in five areas were chosen to take on one or two trainees for a period of four months, and had the task of training them in all responsibilities of the jobs.

Five jobs were to be created for trainees to apply for on the completion of the first training course.

Strategies

1. A project officer was employed to coordinate the programme.
2. A trainer was employed to work with both employers and trainees to ensure a suitable training programme was undertaken.
3. Five work areas were chosen for phase 1 of the project.
4. The training officer established training needs with the employer before the trainee began the programme, and different staff in each area was assigned a regular time each week with the trainees. This ensured the trainee learnt a variety of tasks and kept the training load for each staff member to a minimum.
5. Prior to commencing the programme, trainees were given an outline of the tasks they would be doing with each staff member.

Time line

April

Submission approved and a coordinator and trainer were appointed.

May

Coordinator and trainer liaised with employers and potential trainees, establishing the programme.

10 trainees were recruited to the programme.

June, July, August, September

Duration of training.

How long the programme has been operating

The programme took two months for the coordinator and trainer to establish and four months to run with the trainees. The programme has been in operation for 6 months.

Programme outcomes

To determine the success or otherwise of the programme, the outcomes were determined using performance indicators, monthly reports to the management committee, financial reports and interviews.

Performance indicators

On completion of the programme we will see:

- five young people employed in their areas of training
- increased involvement of young people in community affairs
- other young people wanting to participate in training programmes.

Further information was added to Mary's report.

Achievements

- five jobs were being created as a result of the training programme, which trainees could apply for at the end of the training period. Employers were satisfied that there were at least 5 trainees with the necessary skills for employment
- Two young people were on the management committee of the training programme
- There were 7 people registered for a follow-up training course if one was approved.

Monthly reports to the management committee showed that, of the original 10 trainees, 7 completed the programme.

There were four employers involved in the programme including the community office, the community store, community services and childcare.

Employers and staff all reported good progress with the training programme.

Bi-monthly financial reports showed spending was in keeping with the programme budget. The programme was able to operate at the level of 10 trainees per programme on that budget.

Interviews

The coordinator and the trainer were pleased with the programme.

They said to have nine people complete the programme was a good indication of success.

They thought one of the main factors to the success of the programme was the time spent establishing it and ensuring that both staff and trainees knew what skills they were to learn.

They thought trainees gained many skills, and that employers learnt the value of passing on skills to others. If there was another programme they would plan a time every week for staff to meet with the training coordinator and the trainee, to talk over, the problems and progress.

They each thought there was enough:

- Time for preparation of the programme
- Support from employers
- Support from the council
- Support from the management committee
- Money to carry out the programme, with the qualification that they would be able to devote some time and money to training staff in the programme if more was available.

Trainees

Six of the nine trainees who completed the programme stated that they joined it because they wanted to gain employment skills for work in the community.

Two joined because they were bored, while one joined because her best friend had joined.

All trainees said they gained many skills, some they had anticipated and some they had not thought about.

All said they got good support, although some staff was more willing to spend time with them than others.

Two trainees suggested making the course shorter – perhaps reduced to 3 months. Also to have shorter working days, 10 to 4 instead of 9 to 5.

Five said they would like more choice about the types of training offered.

Employers and Staff involved in training

All staff agreed the training given was comprehensive, but said that some of the trainees needed more time in one or two skill areas.

Giving regular time was difficult for most staff some weeks. They would like to be able to change training times if necessary with other staff members.

Explaining how to do a job or the reason for the job was sometimes difficult. However, they were helped in this by the training coordinator.

Some time together with the training coordinator and trainee every week or fortnight would be useful, as well as some training for the trainers themselves.

Mary then followed her checklist before drafting her conclusion and recommendation

Conclusions

Achievement of objectives:

- to find out if the CEYTP is providing the trainees with the skills needed for work in the community
- to find out if employers are satisfied that the skills gained by the trainees make them employable in the jobs trained for
- to find out if young people are becoming more involved in community affairs.
- The work training scheme is providing a valuable service particularly to young people in the community.
- 7 out of 10 young people completed the training programme and reported satisfaction with the skills received.
- Employers are satisfied that most of the young people who completed the training have the skills required to be employed.
- There are almost enough young people registered for another programme, even before one has been advertised.
- Staff in the various employment areas is willing to train young community people.

- Most young people involved in the programme have the motivation to complete it.

Recommendations
 Based on the conclusions, and the Community Employment Plan, these are my recommendations:

1. Conduct another training programme of four months duration, widening the choice of training areas to another two employers.
2. Ensure weekly meetings between trainees, staff and trainer.
3. Monitor the dropout rate of trainees.
4. Increase the budget by \$2,000 to incorporate a ‘Train the Trainer’ Programme.
5. Provide three hours per week for a ‘Train the Trainer’ Programme.

Bibliography
 Mary then had to write out a list of the documents which she had read which provided the information for her report. This is included in her report under the heading bibliography.

Appendices
 Mary had already decided to include the questionnaires she had used.

Appendix:1	Questionnaire for Programme Coordinator and	Trainer
<p>How successful do you think the training programme has been:</p> <ul style="list-style-type: none"> • For trainees? _____ _____ • For employers? _____ _____ <p>What would you change about the programme if you had another one? _____ _____ _____</p> <p>Did you have enough of the following? (circle your answers):</p> <ul style="list-style-type: none"> • time for preparation of the programme yes/no • support from employers yes/no • support from the council yes/no • support from the management committee yes/no • money to carry out the programme yes/no 		

Appendix:2	Questionnaire Trainees
<p>Why did you join this training programme?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Did you gain the skills you wanted to?

Did you get the support you needed from:

- Your training coordinator?

- The staff assigned to train you?

Would you recommend this programme to other young people?

Are there any changes you would like to suggest for the programme?

Appendix:3	Questionnaire for Employers and Staff involved in training
<p>How successful do you think this programme has been in terms of training people in the skills they need for this work?</p> <hr/> <hr/> <hr/>	
<p>What difficulties did you face?</p> <hr/> <hr/> <hr/>	
<p>What changes would you make to the programme if you could?</p> <hr/> <hr/> <hr/>	

Now we are moving on to editing, which means you will learn how to make your report look and sound professional. If you have written a draft that follows the plan that you made, then editing is a matter of checking that:

your report says what you want it to say

is organised into logical paragraphs

is expressed in correct sentences

is correctly punctuated

spelling is correct

layout is clearly and looks good.

Checking that your report says what you want it to

Read your draft once before beginning the editing task so that you have a good feel for how the report sounds and fits together as a whole.

Proofreading

Involves reading to correct any spelling, punctuation and grammatical errors.

Paragraphs

Each new idea is expressed in a new paragraph and separate paragraphs by a line space. The first sentence in each paragraph should say what the paragraph is about.

Sentence structure

- Read through your report looking out for sentences that do not make sense or that could be expressed more simply. Think about what you are trying to say and how you would say this if you were talking to someone.

Punctuation

- Writing that is correctly punctuated also helps to make the meaning of your report clearer to your reader.

Capital letters, *where necessary*

Full stops, *where necessary*

Question marks, *where necessary*

Quotation marks for direct speech, *where necessary*

Commas, *where necessary*

Apostrophes, when you are showing ownership,

Spelling and choice of words

1. Check that you have the correct spelling and meaning of a word.
2. A thesaurus helps choose alternatives for words you are repeating many times.

Layout

The final step is to develop and include the additional pieces of the report.

- the title page
- the table of contents

The title page

Remember that the title page includes:

1. The name of the report (or title).
2. The name of the organisation who asked for the report to be written.
3. The name of the writer (or writers) of the report.
4. The date the report was completed.