



kca. annual report 2021/2022

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employee owned



In May 2021 the organisation welcomed me as KCA's new Managing Director. During this period the organisation has gone through a lot of change. Most notably the planned change of ownership took place, which saw the establishment of an Employee Owned Trust and the transfer of shares from the Cairns family who established KCA in 2011. As part of this transition, we also took the decision to formally change the name of the company to Knowledge Change Action, a strap line the organisation has used over the last 5 years.

In July 2021 we welcomed 3 new members of the team to KCA. Barry Golten and Anisha Gadhia joined as Trainer Consultants and Lou Mee joined as an Administrator. This period of recruitment aimed to grow some long term capacity in the organisation, to ensure it could respond well as the sector recovered from the Covid 19 pandemic.

Like most organisations, we had hoped that the pandemic would have been over during this year, but sadly it continued to impact on our partners and our own operations. The spike in the Omicron variant in particular resulted in a number of postponed events at the end of the year. However, the team worked incredibly hard to try to reschedule these events before the end of the financial year.

Despite the operational challenges, KCA closes this financial year with an incredibly strong order book, with 2021/ 2022 being the 3 third highest year for bookings in the organisation's history. We also maintain a strong cash position, which ensures KCA has a bright future ahead.

Richard Holmes
Managing Director



our purpose

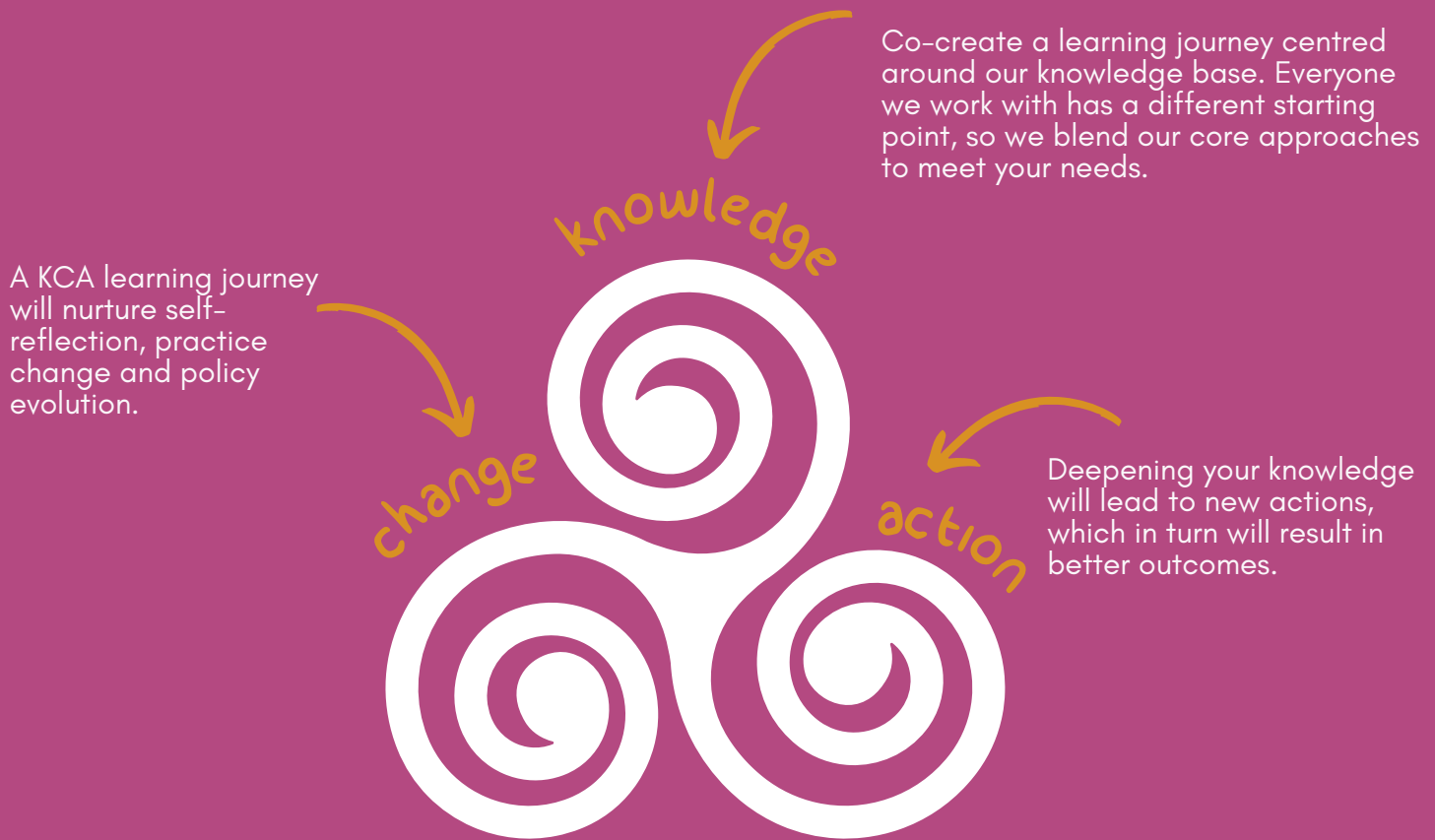
KCA is here to enable people to build and strengthen connected relationships, using evidence from research to improve everyday interactions, everywhere.

Through sharing knowledge of neuroscience we help people understand our shared vulnerability and the importance of building relationships to create compassionate and resilient communities that work for everyone.

As always KCA has responded to the ever changing challenges and provided a webinar and resources of the highest quality. I am privileged to be able to access this and want to encourage a wider group of people to do so.



how we work



The image above represents how we think change happens. We recognise that this learning process is cyclical and therefore its likely that anyone of us may start our learning in a different place in the cycle. We believe that change happens when knowledge becomes embodied in us, so that we become what we know. This in turn enables us to take new actions, which result in better outcomes for those we are in service to. Our learning journeys are co-created with our partners, ensuring that they meets the needs facing our partner organisations.

As a training organisation, we are a catalyst for change. This can mean that we are one, two or even three steps removed from the social impact our partners are seeking to create. It can be useful to consider this approach like dropping a pebble in a pond, that generates a ripple effect.

Our highly experienced Trainer Consultants can work with you to measure both the effectiveness of the training and the longer term impact it has.



partnerships

The Suffolk County Council Early Years Service were looking to develop a specific programme that providers could engage with, not only to support the wellbeing of practitioners, but also to support their work with parent / carer baby groups. An important driver for the project was to help develop a consistency of understanding, language and approach across the settings, and give practitioners the confidence and resources to embed this learning in practice.



Working co-creatively with the Suffolk CC Early Years Service team has felt like a true partnership from day one. It has been such a joy interweaving KCA's inputs and resources with the support and resources provided by the Suffolk team, thus producing an incredibly effective learning journey for the Early Years practitioners. As part of our early planning discussions, it was agreed that KCA's inputs and resources would be supported and complimented by the Suffolk CC Early Years Service in that every setting would be assigned an Advisor who would engage with all KCA inputs and materials, and then provide regular and bespoke support to their setting throughout the learning journey. During the KCA facilitated reflective tutorial sessions, the positive impact of this KCA / Suffolk CC partnership was very much recognised; practitioners shared with enthusiasm how much they valued and enjoyed the KCA sessions and materials, but also how critical it was to have the support of their Advisor in between and throughout. As an organisation rooted in co-creativity, we welcome opportunities such as this in which we form a true partnership with our commissioners and enjoy the journey together.

“ This was so inspiring and fantastic. I went straight back to my team enthused to tell them all about it! Thank you. ’

”

(participant feedback)

partnerships

Since 2016, Hampshire Virtual School have been running a programme of training and support to help schools develop attachment aware and trauma informed practice - ATAS (Attachment and Trauma Aware Schools). To date, there have been 6 cohorts of training for the mainland and 3 cohorts for Isle of Wight reaching over 100 schools and education settings.



“ I am going to speak with teaching staff about our curriculum and adding understanding of trauma etc. into our learning.

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(participant feedback)

Through discussions with the Virtual School, it was agreed that together, we should explore options for refreshing their knowledge base and the application of trauma aware practice, recognising both the impact of the pandemic and, for some schools, a significant turnover of staff since the original training. Co-creative conversations led to the decision that schools who were part of previous cohorts would be offered refresher training with a focus on the importance of relationships, recovery from trauma and application to practice in alignment with their school development plan. All three twilight sessions were delivered by KCA but supported by members of the Virtual School staff, meaning that practitioners could not only reflect upon the knowledge base and their journey as a school, but could network with other schools and hear about network meetings and other offers provided by the Virtual School. Practitioners engaged brilliantly with deep reflective thinking around their practice, and considered areas of real strength and areas for greater focus and development.

our year in numbers



526 online live
learning events



99
partner
organisations



8,982 active
online users



9,819 participants at
live learning events

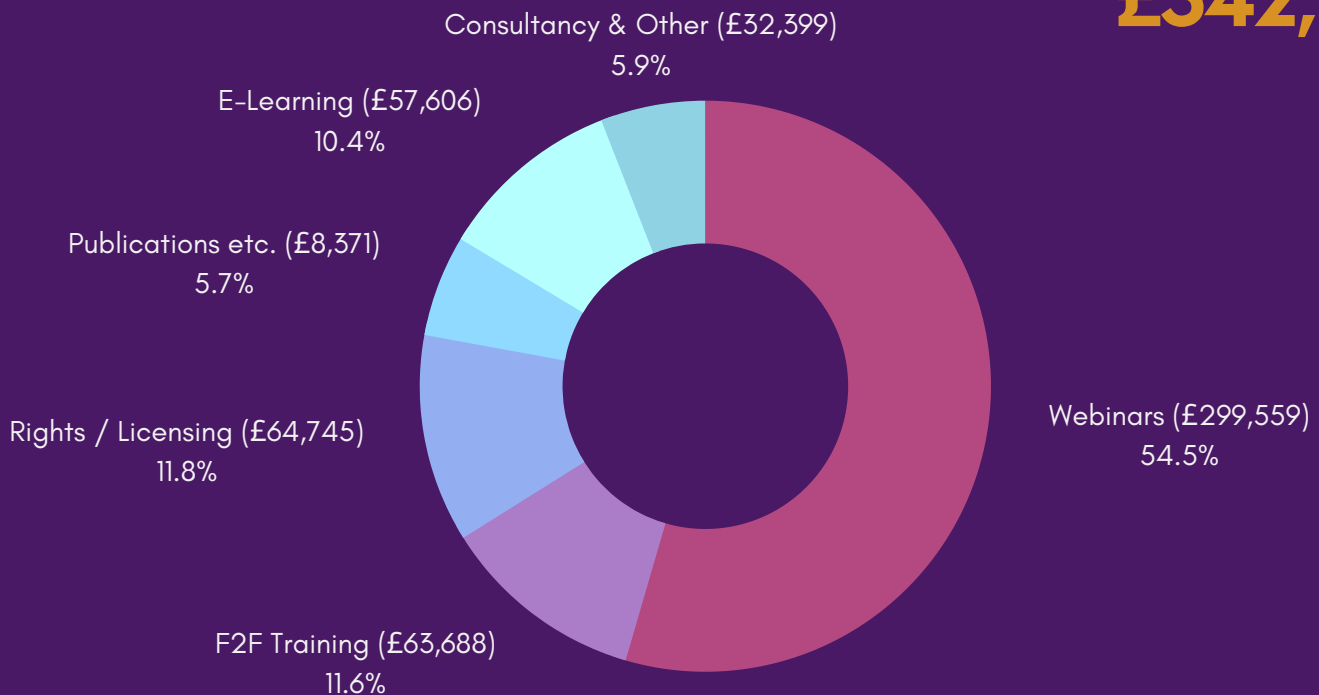



3,952 e-learning
courses completed

finance

Total turnover

£542,120



F2F Training  1,161%
Consultancy  168%
Admin support  82%
Webinars  23%
Rights/Licensing  16%
Publications/ Merchandising  11%
E-learning  48%



-0.9%

Profit as a % of turnover

x1.8
Pay Ratio

Pay ratio of 1.82
between the
highest and lowest
paid members of
the team