
a Workforce Development Plan

by **PAULO**  **NTO**

**the National Training Organisation for
Community-based Learning and Development**

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a Workforce Development Plan

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Workforce Development in the Community-based Learning and Development Sector

1. Summary of Key Recommendations

Key Recommendations 1- 16

Identifying Sector Boundaries

- 1 **PAULO** should agree with major stakeholders, inside and outside the current sector, where the sector boundaries should lie. These should be regularly reviewed in light of changes and new initiatives affecting the sector.
- 2 A system to collect consistent and accurate labour market intelligence and data on a regular basis is urgently needed, wherever possible building on and extending existing data collection systems used by major organisations in the sector. **PAULO** has a key role in collating information from a wide variety of sources and in developing tools to address areas not currently covered. Any system agreed must be better able to obtain information about voluntary and community organisations in the sector, particularly those operating at local level only.
- 3 **PAULO** should become the major source of up to date and accurate information on the sector, regularly publishing digests of statistics from the sector.
- 4 The government's own systems of information collection on the workforce do not adequately reflect the breadth and depth of many roles in the community based learning arena. **PAULO** should initiate discussions with relevant departments in DfES, DTI, DETR and the National Office of Statistics to ensure that statistics collected by government on employment properly identify workers in the sector.

Developing the sector as a valid career in public and social services

- 5 **PAULO** should create and disseminate a range of attractive leaflets and publicity material about work in the sector for use in promoting career options in the various occupational areas.
- 6 Similar work should be undertaken to identify case studies of people working in the sector showing the variety of routes into the sector.
- 7 **PAULO** should consider working with the relevant Voluntary Sector NTO/Sector Skills Council and the Home Office to develop a range of promotional material to encourage volunteering as a way of gaining skills for employment in other fields as well as the community based learning and development sector.
- 8 Information on access to existing training and qualification opportunities should be easily accessible through **PAULO's** web site and constantly updated. Wherever possible this should include direct links to relevant web sites of training providers and employers.

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Access to flexible, employer recognised training routes

- 9 PAULO should continue work on developing common core standards as the basis for creating a clear, coherent and flexible framework of qualifications across the sector that relate to the credit and qualifications frameworks across the UK.
- 10 In the short term, clarification of existing systems for professional endorsement is needed with rapid harmonisation of requirements and cross country/cross occupation recognition.
- 11 **PAULO** should consider, with key employer and trades union stakeholders, the development of a national professional register, building on work in Youth Work to agree a professional Code of Conduct in England and trials of a voluntary registration scheme in Wales.
- 12 There is some evidence to suggest that Modern Apprenticeships could provide an acceptable, alternative and additional route into the sector. **PAULO** should consider developing this option with key employers and training providers as soon as possible.
- 13 Similarly **PAULO** should explore the potential for graduate apprenticeship training courses for those coming into the sector with high-level qualifications in other areas and requiring training in the practical skills and methods of the sector.

Embedding Future Skills Research and Design

- 14 **PAULO** should review its structures and committees to strengthen its ability to gather competent, informed stakeholder views and to make and implement decisions quickly.
- 15 Networks of local employing organisations should be established and clearly linked to relevant government and funding structures in the English regions and devolved administrations in Scotland, Wales and Northern Ireland.
- 16 A **PAULO** 'Think Tank' of practitioners and academics should be set up to include the most highly respected individuals in all parts of the sector. Their role should be to think 'the impossible' and advise both government and the sector on likely future challenges to the sector.

Workforce Development in the Community-based Learning and Development Sector

2. Introduction

The government vision for the UK in 2010 is that: -

'The UK will be a society where government, employers and individuals actively engage in skills development to deliver sustainable economic success for all.'

A high proportion of the population in the UK lacks basic and intermediate skills; indeed 20% of adults cannot meet minimum levels of literacy and numeracy. While young people in Britain are getting better exam results each year, they still do not keep pace with levels of attainment of young people in other industrialised countries.

It has been documented (Performance and Innovation Unit Report 2002) that low skilled people can easily become trapped in a vicious circle of poor job prospects, rising debt, poor housing, poor health and eventual social exclusion.

This situation is well known to practitioners in **PAULO's** sector who have long made the argument that economic and social regeneration are two sides of the same coin. Practitioners in the sector work with individuals and communities, often including those most alienated from mainstream learning provision, encouraging them to determine their own futures and access the learning support they need to take their proper place in society.

Those workers, whether paid officers or unpaid volunteers, need to be highly skilled and knowledgeable and able to keep abreast of new developments in the world of education and training.

For some work as a volunteer in community organisations within the sector, provides valuable skills, such as team working, negotiation, empathy and communication which are highly valued by employers in many fields and can be the first step back into the wider workforce.

As the National Training Organisation, (NTO), for the community-based learning and development sector **PAULO** is concerned to identify the issues that affect the development of those who work in the sector. This includes all of those who work in a voluntary capacity as well as those in paid, full or part time posts.

A Labour Market Information (LMI) survey carried out last year and other reports prepared for **PAULO**, such as the Skills Foresight report and the Review of Sector Endorsement Systems, have provided valuable information about the sector. These reports have been used to identify the key issues that **PAULO** and its sector employers will need to address in the coming years in order to develop a more highly skilled and credible workforce, whose role in building a fairer and more inclusive society through enabling access to learning and development opportunities, is properly recognised by government, employers and the formal education sector.

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3. Workforce Development Planning

Workforce development is described as: -

'Activities that increase the capacity of individuals to participate actively in the workplace, thereby increasing their productivity and employability.'

Workforce development includes broad issues of education, training and vocational learning, measuring the performance of organisations, access to continuing training and other human resource development opportunities.

As an NTO, **PAULO** is charged with creating a workforce development plan for the sector that will raise the standards of practice in the sector and consequently improve the life chances of those groups and individuals with whom the sector works.

A work force development plan describes the nature and scale of change needed for greater success for individuals and organisations. It identifies the key issues affecting success in the sector and suggests priorities and strategies to address them. It is important that the plan identifies specific action to be taken by **PAULO** as well as other stakeholders and suggests appropriate and measurable indicators of success and time-scales.

The plan is about the sector as a whole and should be seen as a long-term approach to raising the profile and status of work in the sector.

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4. PAULO's SECTOR

PAULO was recognised as the National Training Organisation (NTO) for the community-based learning and development sector in January 2000. It brought together for the first time, several distinct but closely related occupational groups, whose work shared important basic principles, knowledge and core skills. **PAULO** includes the specific occupational groups of Youth Work, Community Work, Community Education, Community-based Adult Learning and since 2001, Parenting Education across the UK within its sector. This covers a huge variety of job titles and employers.

The sector encompasses relatively large employers such as Local Authorities and major National Voluntary Organisations as well as very small local community organisations relying solely on volunteer workers.

Regardless of the size or type of the organisation, those who work in the sector require a high level of skill as well as empathy with and understanding of the learning needs of individuals and communities. The client groups of the sector are often those who have had the most negative experiences of education, society and work, and deserve the highest quality support.

PAULO's workforce operates in a very diverse context, although the occupational groups that make up the sector share very clear principles and practice, the settings in which they are applied vary tremendously. Organisations can include large national voluntary organisations with both paid and unpaid staff, Local Authority services and very small local community organisations staffed wholly by volunteers as well as short-term government funded and specifically targeted initiatives.

Staff working in the sector encompass a huge diversity of training, formal qualifications and employment status. The mix of full-time paid staff, part-time or sessional paid staff and volunteers, brings both strength and confusion of role to the sector.

The largest occupational groups in the sector are Youth and Community workers, who between them comprise some 80% of those who work in the sector. Although they share common principles and indeed often training and qualifications, the two groups operate in different contexts and settings.

Youth Workers are engaged in offering planned and spontaneous programmes of personal and social education mainly to young people between 11 to 25 years. The essence of Youth work is to enable young people to make the transition from childhood to independent adult life. This includes provision through youth clubs, uniformed organisations, faith groups, sports and leisure activities, information and advice services, detached and outreach projects and work in schools and colleges.

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Community Workers operate alongside people in communities to build relationships with key decision-makers, identifying common concerns that can be addressed through the concerted efforts of autonomous groups in the local community. By enabling people to act together, Community Workers help to foster social inclusion and equality.

The key role of Community based Adult Learning Tutors and Facilitators is to take learning to the learners, wherever they may feel most at home. Community-based adult learning takes place in a wide range of contexts - from local community centres, regeneration projects, college outreach provision and voluntary organisations - to social service settings such as homes for the elderly. As well as addressing direct needs such as literacy and numeracy problems, community-based adult education is about removing the barriers that prevent adults from participating in and enjoying continuing learning. Not all adult learning provision is about gaining formal qualifications, but for many the experience of learning informally encourages a new interest in learning to enhance employment chances.

A growing number of those working to support adult learning do so in the specific context of supporting parents and families. The skills of parenthood are not always instinctive and there is an increasing recognition that children with supportive and interested parents do better at school and in their own relationships.

In recent years in Scotland there has been less explicit separation of the occupation focus than in the rest of the United Kingdom, (UK). Many of the roles described above have been combined under a generic title of Community Education, which encompassed the whole range of lifelong learning needs through the provision of community-based learning and support to individuals and communities. This has been particularly the case in Local Authority services, although many voluntary community education organisations have retained their own specific focus on youth work, community development, adult learning or parenting education.

While **PAULO** was being created, new government initiatives created new categories of jobs, which did not seem immediately to fit existing occupational groups but nevertheless clearly shared similar principles of philosophy and practice with **PAULO** workers. Obvious examples are Connexions; Family Learning, Learn Direct and it soon became obvious that many aspects of work in other projects such as Sure Start, Youth Offending Teams, Drugs Action Teams and Homework Clubs required the same knowledge and skills base as **PAULO** practitioners.

Prior to the founding of **PAULO**, there were already many highly respected national and/or regional agencies representing the interests of one or more occupational area in England, Wales, Scotland or Northern Ireland. Some of the agencies already had the important role of assuring the quality of training for practitioners through a system of professional endorsement of courses and qualifications in the higher education sector. In addition some organisations were particularly concerned with the interests of voluntary or community organisations in the sector.

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It is due to the recognition by those key agencies that the creation of NTOs by government offered an opportunity for the sector to be recognised as an entity, in its own right, with a highly trained and skilled workforce. The development of **PAULO** bears witness to the efforts and financial commitment of those organisations in seeking proper recognition of a workforce that is a vital factor in achieving government aims of a more inclusive and better-educated society and a world class and competitive workforce.

PAULO has, in a very short time, developed credibility for the sector in the wider world of work and education and has brought together the interests of a seemingly disparate range of practitioners.

This is a crucial time in **PAULO's** development, when the government is again seeking ways to simplify its relations with employers in a joint bid to drive up the skills of the workforce and increase the UK's economic competitiveness. A new and smaller network of Sector Skills Councils will come into being in April 2002, replacing and incorporating many existing NTOs. If **PAULO** is to continue the work of raising the profile and recognition of the importance of the work of the sector it is vital that it can demonstrate sector commitment to raising the standards of competence of its work force.

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5. Identifying Key Issues for the Sector

PAULO's LMI survey in 2001 was the first stage in developing a clear picture of the sector and establishing the size and nature of the workforce. It provided a picture of a sector that in the vanguard of social inclusion and community development practice.

It is estimated that more than a million people work in the sector, some 80 percent of them unpaid volunteers. It has proved difficult in **PAULO's** first attempts to identify *exactly* how many people work in the sector, due to the sometime precarious project funding in the sector, which means that many practitioners have a series of short-term contracts. The community-based learning sector also has a higher than usual number of portfolio workers who operate in several different organisations for short periods of time, either as volunteers or as hourly-paid staff. This is particularly the case in the occupational areas of community-based adult learning (CBAL) and parenting education and support (PES).

An added complication apparent in the voluntary and community sector is that not all local organisations are members of regional or national support structures such as Councils for Voluntary Organisations and may find it difficult to access information on training or emerging issues for the sector.

This report has been produced following extensive secondary analysis of responses from more than 600 people to the LMI survey and further work undertaken in the preparation of **PAULO's** Skills Foresight report.

To aid the process, **PAULO** convened consultation meetings of key stakeholders in the sector. Discussion in small groups was informed and creative, bringing together the perspectives of some of the key stakeholders from within the sector and from external agencies and government departments concerned with community learning and development.

Major issues include defining clear boundaries for the sector, presenting an understandable and attractive image of work and careers in the sector, developing a flexible and accredited framework of training and qualifications and enabling the sector to respond more quickly and positively to changing priorities.

All of these are reflected in reported difficulties in recruiting and retaining high calibre staff, whether paid or volunteers.

A draft report was produced for consultation within the sector and with other key stakeholders identified by **PAULO**. The report was e-mailed directly to more than 600 people on **PAULO's** mailing list as well as being posted on **PAULO's** web site as a consultation paper. Given the now very short time available to complete the project, a simple pro-forma to enable easy response by e-mail or fax was included alongside the draft report.

(See appendix 1 for the broad categories of those consulted directly).

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It was also assumed that because the sector has many national and regional bodies represented through **PAULO's** Council that additional channels would be used to disseminate the paper. This had been the experience in earlier consultation exercises in the sector and responses were received from a much more diverse field than might have been expected.

The following sections of this report examine some of the issues identified in the project research more closely and suggest possible approaches to deal with future needs.

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6. Identifying Sector Boundaries

As government moves to establish new Sector Skills Councils, it becomes increasingly important that **PAULO** is able to define clearly where its occupational boundaries lie. The field of community-based learning has never been static, with new roles and job titles constantly being created to meet particular needs. Where once upon a time the methods used were perhaps seen as somewhat anarchic and outside conventional education policy and practice, it is increasingly the case that other professions such as teachers, health workers and police adopt many of the best practices of **PAULO's** workforce.

With the advent of new initiatives such as Learn Direct, Neighbourhood Renewal and Connexions, the boundaries of the sector have of necessity become more fluid and consequently it may become even more difficult to delineate the sector in terms of numbers of employees in the immediate future.

This is especially the case with those working in local voluntary and community organisations where there often seems little contact with formal networks of support and training. However **PAULO** has already done much to bring awareness of the shared values and principles inherent in all parts of the sector: -

- Choosing to operate where people are comfortable, i.e. away from school, college or work- based learning in many cases.
- Commitment to voluntary learning.
- Working in support of groups, collectives and communities of place, interest or other shared experience.
- Support for action by and development of individuals, groups and communities.
- Emphasising the links between learning, individual and collective action and engagement in communities and active citizenship.
- Promoting social inclusion and equality.
- Shared educational processes and techniques embracing a wide range of activities such as befriending, counselling, guidance, group work and advocacy.
- Explicit values about respectful and non-judgmental attitudes towards clients, learners and customers.
- Encouragement of individual initiative in the learning and development process and collaborative learning.
- Widening participation in lifelong learning.

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- Commitment to people running community organisations and to such involvement in management as a vehicle for learning.
- Commitment to learners and providers working in partnership to agree the content, pace and methods of learning.
- **PAULO** will need to work in full co-operation with Employers, Trades Unions and representatives of the voluntary and community sector to agree common areas of interest and develop networks for co-operation in collecting valid information about the sector and its challenges. Such networks will also provide a valuable vehicle for presenting a coherent response from the sector to outside bodies as well as the opportunity to share best practice and training opportunities.

Recommendations:

1. **PAULO** should agree with major stakeholders, inside and outside the current sector, where the sector boundaries should lie. These should be regularly reviewed in light of changes and new initiatives affecting the sector.
2. A system to collect consistent and accurate labour market intelligence and data on a regular basis is urgently needed, wherever possible building on and extending existing data collection systems used by major organisations in the sector. **PAULO** has a key role in collating information from a wide variety of sources and in developing tools to address areas not currently covered. Any system agreed must be better able to obtain information about voluntary and community organisations in the sector, particularly those operating at local level only.
3. **PAULO** should become the major source of up to date and accurate information on the sector, regularly publishing digests of statistics from the sector.
4. The government's own systems of information collection on the workforce do not adequately reflect the breadth and depth of many roles in the community based learning arena. **PAULO** should initiate discussions with relevant departments in the DfES, DTI, DETR and the National Office of Statistics to ensure that statistics collected by government on employment properly identify workers in the sector.

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7. Presenting an Attractive Career Option

The LMI survey and Skills Foresight reports both highlighted that many employers in the sector find it difficult to recruit competent paid staff and/or volunteers. There are also indications that traditional employers in Local Authorities and major voluntary organisations experience leakage of trained and experienced staff into related areas of work created by new initiatives.

Managers of short-term projects need to demonstrate delivery of outcomes quickly and consequently rarely have the luxury of appointing trainee staff. It seems inevitable that experienced staff in permanent projects will continue to be attracted to the fresh challenges, and sometimes better salaries, of such new projects. While this situation brings potential freshness to work practices through rapid turn over of staff, it does little to encourage Employers to provide in-service training to staff in their employ. (There are obvious links between this issue and the need for coherent and flexible training, which will be discussed in the next section)

The sector is perhaps unique, in that it tends to attract new recruits who have already developed a career in another area. For example research by the National Youth Agency indicated that the average age of students on Diploma in Higher Education and Degree courses in Youth Work was around 29 years.

They move into this type of work because of their belief in the underpinning principles of inclusion, empowerment, accessibility of learning and learning as a means of liberation. Such people may be highly qualified in other fields and bring valuable perspective and breadth of experience to the role. Certainly it is highly probable that anyone working in CBAL or PES will have begun his or her working life in another career sphere such as formal education or health work.

It is much more unusual to talk to young people, in or out of the formal education system, whose aim in life is to become a Youth Worker or a Family Learning Tutor. Indeed for those who do want to do this, it is not easy to enter qualifying training courses without previous work experience in the sector or to find employment in the sector other than as a volunteer.

The major National Agencies produce some information leaflets about working in the sector but at present there does not exist a complete package illustrating the wide variety of roles that can be undertaken by volunteers or paid staff. This project has not produced any evidence of easily accessible materials, which illustrate the educational and training requirements to enter or progress in careers in the sector. This is a gap in the market, which needs to be addressed if the sector is to meet the growing, demand for its particular approach to learning.

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Recommendations:

1. **PAULO** should create and disseminate a range of attractive leaflets and publicity material about work in the sector for use in promoting career options in the various occupational areas.
2. Similar work should be undertaken to identify case studies of people working in the sector showing the variety of routes into the sector.
3. **PAULO** should consider working with the relevant Voluntary Sector NTO/Sector Skills Council and the Home Office to develop a range of promotional material to encourage volunteering as a way of gaining skills for employment in other fields as well as the community based learning and development sector.
4. Information on access to existing training and qualification opportunities should be easily accessible through **PAULO's** web site and constantly updated. Wherever possible this should include direct links to relevant web sites of training providers and employers.

Workforce Development in the Community-based Learning and Development Sector

8. Accessible, Coherent and Flexible Training

As a sector, **PAULO's** members already have considerable expertise, knowledge and commitment to learning. Existing training and qualifications for those working in the sector have been developed over a long period, primarily to meet the specific needs of the various employing organisations in the sector. For example, some of the large national voluntary organisations in the sector, such as the uniformed youth organisations, have had some formal training of volunteers for the best part of a century.

In Youth and Community Work, as in Community Education in Scotland, there is a well-developed system of professionally recognised training and qualifications in Higher Education institutions as well as nationally agreed guidelines for local work based training. Systems exist for the professional endorsement of training courses leading to qualifications, (mainly in Higher Education) in these areas are used by employers and trades unions as a basis for determining and agreeing terms and conditions of employment.

While this provides some element of quality assurance, there remains a lack of coherence between occupations or between the four countries of the UK, which must be addressed. Community Work was until very recently the only occupational group in the sector to have developed national vocational qualifications (NVQs) and they have enjoyed a growing level of interest in recent years, providing access into paid work in the sector for those with few or no formal educational qualifications. More recently National Occupational Standards (NOS) for Youth Work have been agreed and will open this option to Youth Work soon.

For those unable or unwilling to undertake formal academic on a full or part time basis, vocational qualifications offer an attractive alternative route into the professions. There has been considerable resistance to vocational qualifications in the sector in the past, based on earlier observations that they measure practical competence only and did not require demonstration of knowledge and understanding of the underlying principles of the work.

Recent changes to vocational qualifications to address these very serious concerns including the inclusion of a knowledge 'test' in Advanced Modern Apprenticeships (Modern apprenticeships in Scotland and Wales). This could form a useful model for developing NVQs, including higher levels four and five, in other occupational areas and a range of apprenticeship opportunities across the sector may offer another potential route into the sector, particularly at post graduate level.

Training in the sector needs to accommodate the needs of learners from a diversity of starting points and to ensure that whatever the starting point or route taken to qualified status there is real parity of esteem, both within and outside the sector.

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While there is evidence of a plethora of training it is harder to provide evidence of rigour and quality across the sector, except where professional recognition schemes operate. Much of the training taking place is no doubt of high quality, providing a sound understanding of both principles and practice especially where that training is professionally accredited or endorsed by the relevant national agency.

It is difficult in many other cases to provide a clear picture of continuing and progressive training, which can claim credit within a nationally recognised framework of qualifications. Nor is it sufficiently clear how training in one specialist area relates professionally or academically to that at the same level in another related work area. To make career development in the sector a reality it is important that all routes and qualifications, including those in the voluntary sector, have external recognition within national credit and qualifications frameworks.

(See appendix 2 for a list of qualifying courses around the UK).

There is even less clarity of progressive training routes in the rest of the sector. A high proportion of entrants to Community-based Adult Learning posts and Parenting Education; for example, having previously attained high level qualifications in a wide range of subject areas not necessarily related to community based learning. While this indicates a certain level of academic ability it provides no assurance of practical ability to work in the particular context of community-based learning and development.

Recommendations:

1. **PAULO** should continue work on developing common core standards as the basis for creating a clear, coherent and flexible framework of qualifications across the sector that relate to the credit and qualifications frameworks across the UK.
2. In the short term, clarification of existing systems for professional endorsement is needed with rapid harmonisation of requirements and cross country/cross occupation recognition.
3. **PAULO** should consider, with key employer and trades union stakeholders, the development of a national professional register, building on work in Youth Work to agree a professional Code of Conduct in England and trials of a voluntary registration scheme in Wales.
4. There is some evidence to suggest that Modern Apprenticeships could provide an acceptable, alternative and additional route into the sector. **PAULO** should consider developing this option with key employers and training providers as soon as possible.
5. Similarly, **PAULO** should explore the potential for graduate apprenticeship training courses for those coming into the sector with high-level qualifications in other areas and requiring training in the practical skills and methods of the sector.

Workforce Development in the Community-based Learning and Development Sector

9. Coping with Change

Change is a fact of life; it affects every aspect of work and personal life. In the community-based learning sector, practitioners help others to understand and cope with the effects of change in society. To be able to do this competently requires an armoury of up to date knowledge and skills and the ability to apply them in a wide range of circumstances

In the **PAULO** sector, with few exceptions, there appears to be little commitment to continuing learning and development for those working in critical frontline (this includes volunteers) and service management roles in the sector.

While there are abundant examples of short in house courses on one-off topics it is hard to find examples of planned continuing professional development (CPD). Training providers largely concentrate on meeting immediate needs identified by employers and the time lag inherent in changing the academic focus of a course means that trainees will always be just a little out of date.

The sector lacks a central role in anticipating and driving change itself. Too often change is accepted as something initiated outside the sector and to which it then has to respond. For example many recent government initiatives tackle issues long ago identified in **PAULO's** sector. It is hard to reconcile the sector's ability to pinpoint social deficiencies and its inability to force change in strategic policy.

PAULO needs to lead the way in creating a climate where identification of trends and creative thinking is the normal activity of local learning networks of employers in both statutory and voluntary and community sectors and that provides the evidence needed for the sector to legitimately influence national policy and drive strategic responses.

Existing partnerships between **PAULO**, academics and practitioners should be capitalised upon and developed further to enable continuous review and analysis of work in the sector. **PAULO** should become the obvious and most respected authority on promoting community learning and social inclusion.

Recommendations:

1. **PAULO** should review its structures and committees to strengthen its ability to gather competent, informed stakeholder views and to make and implement decisions quickly.
2. Networks of local employing organisations should be established and clearly linked to relevant government and funding structures in the English regions and devolved administrations in Scotland, Wales and Northern Ireland.
3. A **PAULO** 'Think Tank' of practitioners and academics should be set up to include the most highly respected individuals in all parts of the sector. Their role should be to think 'the impossible' and advise both government and the sector on likely future challenges to the sector.

Workforce Development in the Community-based Learning and Development Sector

10. What Next? Priorities and Outcomes for the Sector

This paper has tried to encapsulate some of the issues affecting progress and growth in the sector. In the time available **PAULO** has not been able to identify every concern of those working in community based learning and development but hopes rather that there will be some consensus on the key issues which must be tackled by **PAULO** in the next stage of its development.

There are obvious priorities requiring an immediate response, mainly those around a coherent training and qualifications framework, and **PAULO** has already begun to tackle some of them, for example developing common core standards for the sector.

This work must continue in 2002 regardless of the future role of **PAULO** within the Sector Skills Council (SSC), network.

Similarly it makes sense to prioritise work to clarify existing routes to training and qualifications in the sector and to address issues of parity between national accreditation and endorsement systems.

Obviously decisions on the future place of the sector within the SSCs may cause a temporary hiatus in development work for the sector until later in 2002 but **PAULO** should now be laying the foundations for the future development of occupational and geographical support networks and communications mechanisms.

As **PAULO** has a recently redesigned website it can capitalise on this medium together with its E-mail database to disseminate up to date information about changes in the sector.

It seems likely that the sector is about to undergo major changes and development over the next few years. The potential to make a real difference to education and training practice has never been greater for the sector and ultimately the methods pioneered in community based learning and development will become accepted practice across much wider fields. The sector needs to stay at the cutting edge of development however and networks of support, research and discussion will be vital tools in keeping **PAULO's** sector in the vanguard of practice.

Workforce Development in the Community-based Learning and Development Sector

11. Key Recommendations (1-16)

Identifying Sector Boundaries:

1. **PAULO** should agree with major stakeholders, inside and outside the current sector, where the sector boundaries should lie. These should be regularly reviewed in light of changes and new initiatives affecting the sector.
2. A system to collect consistent and accurate labour market intelligence and data on a regular basis is urgently needed, wherever possible building on and extending existing data collection systems used by major organisations in the sector. **PAULO** has a key role in collating information from a wide variety of sources and in developing tools to address areas not currently covered. Any system agreed must be better able to obtain information about voluntary and community organisations in the sector, particularly those operating at local level only.
3. **PAULO** should become the major source of up to date and accurate information on the sector, regularly publishing digests of statistics from the sector.
4. The government's own systems of information collection on the workforce do not **PAULO** should initiate discussions with relevant departments in the DfES, DTI, DETR and the National Office of Statistics to ensure that statistics collected by government on employment properly identify workers in the sector.

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Sector Boundaries	Who should do this?	Actions	Outcomes	Timescale	Resources	Progress to date
1. Agreement on Boundaries	PAULO Social Inclusion Partnership NTOs Strategic Alliance Group of NTOs	Joint project to create Defined Sector Map	Defined Sector Map	2002	PAULO Social Inclusion Partnership NTOs Strategic Alliance Group of NTOs SSDA	Social Inclusion Partnership NTOs developing a single skills foresight exercise.
2. LMI Collection	PAULO LMI Working Party PAULO National & Regional Panels	LMI collection at national, regional & sub-regional level.	Standardised LMI data collection for PAULO sector at all aggregate levels.	2002-2004	PAULO SSDA	Ongoing via work of LMI Working Group.
3. Dissemination of data	PAULO	PAULO website	Easy to access data from 'one-stop' site	2002-2004	PAULO SSDA	Revamped website with downloadable documents launched in Nov. 2001.
4. Work with Govt to provide SIC/SOC data	PAULO Social Inclusion Partnership NTOs	Standardised SIC / SOC codes for public sector	Well-defined SIC / SOC codes for public sector.	2002-2005	PAULO Social Inclusion Partnership NTOs DfES, DTI, DETR, NOS	No progress to date.

Workforce Development in the Community-based Learning and Development Sector

Developing the Sector as a valid career in public and social services:

5. **PAULO** should create and disseminate a range of attractive leaflets and publicity material about work in the sector for use in promoting career options in the various occupational areas.
6. Similar work should be undertaken to identify case studies of people working in the sector showing the variety of routes into the sector.
7. **PAULO** should consider working with the relevant Voluntary Sector NTO/Sector Skills Council and the Home Office to develop a range of promotional material to encourage volunteering as a way of gaining skills for employment in other fields as well as the community based learning and development sector.
8. Information on access to existing training and qualification opportunities should be easily accessible through **PAULO's** web site and constantly updated. Wherever possible this should include direct links to relevant web sites of training providers and employers.

Workforce Development in the Community-based Learning and Development Sector

Career Marketing	Who should do this?	Actions	Outcomes	Timescale	Resources	Progress to date
5. Development of Career Material	PAULO National Agencies Sector Employers Trades Unions	Agreement on common marketing strategy for entrants to sector.	Common marketing strategy for entrants to sector	2002-2003	PAULO National Agencies Trades Unions DfES	Initial agreement by DfES.
6. Case Studies	PAULO National Agencies Sector Employers Trades Unions	Agreement on appropriate case studies.	Common career information material for sector.	2002-2003	PAULO National Agencies Trades Unions DfES	PAULO case studies already developed.
7. Links with other NTOs	PAULO Social Inclusion Partnership NTOs	Agreement on standard volunteering promotional material.	Common material across public sector.	2002-2004	PAULO Social Inclusion Partnership NTOs	PAULO / Voluntary Sector NTO case studies already developed.
8. Accessible Information on Training	PAULO	Register on PAULO website	Easy to access 'one-stop' site for training information.	2002-2003	PAULO	UK register already in place.

Workforce Development in the Community-based Learning and Development Sector

Access to flexible, employer-recognised training routes:

9. **PAULO** should continue work on developing common core standards as the basis for creating a clear, coherent and flexible framework of qualifications across the sector that relate to the credit and qualifications frameworks across the UK.
10. In the short term, clarification of existing systems for professional endorsement is needed with rapid harmonisation of requirements and cross country/cross occupation recognition.
11. **PAULO** should consider, with key employer and trades union stakeholders, the development of a national professional register, building on work in Youth Work to agree a professional Code of Conduct in England and trials of a voluntary registration scheme in Wales.
12. There is some evidence to suggest that Modern Apprenticeships could provide an acceptable, alternative and additional route into the sector. **PAULO** should consider developing this option with key employers and training providers as soon as possible.
13. Similarly **PAULO** should explore the potential for graduate apprenticeship training courses for those coming into the sector with high-level qualifications in other areas and requiring training in the practical skills and methods of the sector.

Workforce Development in the Community-based Learning and Development Sector

Accessible & Flexible recognised training routes	Who should do this?	Actions	Outcomes	Timescale	Resources	Progress to date
9. Common Core Standards	PAULO	Submit bid to PSAG	Common Core Standards for PAULO Sector	2002-2003	PSAG PAULO	Phase 1 commenced
10. Harmonisation of Endorsement Systems.	PAULO NYA, CeVe, PES, England Standards Body	Develop UK-wide endorsement framework.	Accepted UK-wide framework.	2002-2003	PAULO SSDA	Project commencing March 2002
11. Register of Employees	PAULO NYA England Standards Body CeVe, PES, DEA, Sector Trades Unions	Develop register of Employees	Regularly updated Register, supported by Lifelong Learning/CPD support framework.	2002-2004	PAULO SSDA DfES, TNYA, FCWTG, PES, DEA	Initial discussions regarding this have commenced with the key players.
12. Modern Apprenticeships/ Foundation Degrees for PAULO sector.	PAULO TYNA FCWTG, PES, DEA	Develop MA, FD for Sector	Recognised and endorsed MA and FD	2002-2004	PAULO SSDA	FD in development. MA development in discussion with DfES/NYA
13. Graduate Apprenticeships for PAULO Sector.	PAULO TYNA FCWTG, PES, DEA	Develop GAs for Sector.	Recognised and endorsed GAs for the sector.	2002-2004	PAULO SSDA	GA development in discussion with DfES/NYA.

Workforce Development in the Community-based Learning and Development Sector

Embedding Future Skills Research and Design:

14. **PAULO** should review its structures and committees to strengthen its ability to gather competent, informed stakeholder views and to make and implement decisions quickly.
15. Networks of local employing organisations should be established and clearly linked to relevant government and funding structures in the English regions and devolved administrations in Scotland, Wales and Northern Ireland.
16. A **PAULO** 'Think Tank' of practitioners and academics should be set up to include the most highly respected individuals in all parts of the sector. Their role should be to think 'the impossible' and advise both government and the sector on likely future challenges to the sector.

Workforce Development in the Community-based Learning and Development Sector

Future Skills Research and Design	Who should do this?	Actions	Outcomes	Timescale	Resources	Progress to date
14. Review PAULO Structure	PAULO	Develop responsive structures at national, regional and sub-regional level and at occupational level	Responsive structures at National, regional and sub-regional level and at occupational level that feed into LMI collection and strategic level.	2002-2-3	PAULO DfES SSDA	PAULO has national panels, LMI Working Party and regional panels.
15. Networks established	PAULO NYA, FCWTG, PES, DEA, NIACE	Develop responsive networks at national, regional and sub-regional level and at occupational level.	Well-established and recognised panels and networks.	2002-2003	PAULO NYA, DfES, FCWTG, PES, DEA, NIACE	PAULO contributing to Stronger Links project (for youth work) and exploring NIACE linkages.
16. PAULO Think Tank	PAULO NYA, FCWTG, PES, DEA, NIACE	'Blue-sky' group for PAULO should be convened. Approaches to TAG, DEMOS, IPPR, DfES, LSDA, Vol. Sector NTOs.	Regularly convened Blue-sky Group	2003	PAULO NYA, DfES, FCWTG, PES, DEA, NIACE	PAULO is developing links with DEMOS.

Workforce Development in the Community-based Learning and Development Sector

12. Glossary

CBAL	Community Based Adult Learning
CeVe	Community Education, Validation & Endorsement Unit
CPD	Continuing Professional Development
DEA	Development Education Association
DETR	Department for the Environment, Transport & Regions
DfES	Department for Education & Skills
DTI	Department of Trade & Industry
FCWTG	Federation of Community Work Training Groups
FD	Foundation Degree
GA	Graduate Apprenticeship
IPPR	Institute of Public Policy Research
LMI	Labour Market Information
LSDA	Learning & Skills Development Agency
MA	Modern Apprenticeship
NIACE	National Institute for Adult Continuing Education
NOS	National Occupational Standards
NTO	National Training Organisation
NYA	The National Youth Agency
PESF	Parenting Education & Support Forum
SIC / SOC Codes	Standard Industrial Classification / Standard Occupational Classification
SSC	Sector Skills Council
TAG	Training Agencies Group