

FINAL REPORT

CONTENTS

LSC ESF Co-financing Final Project/Evaluation Report

Appendix 1 – Local Implementation Plan

Appendix 2 - Delivery Plan

Appendix 3 - COEMO Work Plan

Appendix 4 – WY Working Together Joint Evaluation

Appendix 5 - Findings & Recommendations

Appendix 6 - Engagement Strategy

Appendix 7 - Future Plans & Costings

This project is supported by:



LSC ESF Co-financing Final Project / Evaluation Report

Please complete and submit to your Contract Manager at the relevant LSC office within one month of the project end date.

1. PROJECT INFORMATION

Name of Organisation: Bradford College
 Project Title: Implementing Working Together in the Bradford District.
 Contract Number: UPIN 108311. LPN 013 Doss.no.042006YH3. LSC ID YH 450
 Project Start Date: 02/01/06
 Project End Date: 31/12/07
 Contract Value: £135,000
 Provider Project Manager: Peter Tate
 LSC Contract Manager: Tanveer Malik

2. OVERVIEW OF THE PROJECT

- a. How did this project perform overall? Please describe the main project achievements as well as listing final project volumes in the tables below.

Despite a late start, the Working Together in Bradford Project was successful in achieving all its outputs. Outputs in OP3 and OP4 have been overachieved.

Overall, feed-back from all the partners was positive. Learning providers have acquired a clearer perspective on what is required to progress the learning agenda; they have also been given the opportunity to articulate the challenges presented in engaging and retaining 'hard-to-reach' groups and communities as well as meeting their learning needs and aspirations.

Communications have improved between the LSC and organisations within VCS, as well as greater clarity and understanding on the issues facing each sector.

It is acknowledged that much more needs to be achieved and findings, recommendations and future plans from this Project are included at Appendices 5 and 7 attached to this report.

Outputs		Profile	Actual
OP1	VCS & BME Organisations involved in the project	100	105
OP2	Individuals from VCS & BME organisations supported	200	208
OP3	Information & dissemination events & workshops	4	4
OP4	Monthly Working together communications to VCS/BME sectors	18	18

Outcomes		Profile	Actual
OC1	Communications strategy developed	1	1
OC2	Meetings held to further develop BLP VCS/BME networks	7	7
OC3	Launch & subsequent management of the bursary scheme	4	4
OC4	Directory of Bradford VCS learning providers produced	1	1
OC5	Engagement strategy developed for work with sector broker	1	1

Milestones		Profile	Actual
MS1	Steering Group Formed	1	1
MS2	Coordinator recruited & appointed	1	1
MS3	Mapping completed for learning directory	1	1

MS4	Mid – Term review completed	1	1
MS5	Final report completed	1	1

b. How was the project delivered? Were any other organisations involved? Please detail.

- The project was delivered under the auspices of Bradford & District Learning Partnership.
- A local Steering Group was created comprising of key players from VCS and BME organisations. The project has delivered the recommendations for action outlined in the Working Together Local Implementation Plan (Appendix 1) produced in May 2005.
- The aims and objectives of the Local Implementation Plan were to enable the Voluntary and Community Sector in Bradford District to work more effectively with the LSC to support their learning objectives. It was the intention that this collaboration would benefit the sector as a whole, the organisations and groups within this sector and the individuals engaged in learning through provision established within the VCS sector. The project collaborated with key stakeholders within the VCS and Public Sector and developed a coordination strategy in order to deliver activities agreed in the Bradford Implementation plan. At the same time it provided the links to actions taking place at the sub-regional level, representing Bradford organisations.
- A full-time Coordinator, to be managed by the Working Together in Bradford Project Steering Group, was appointed in October 2006 in order to coordinate the project and further the aims and objectives of the project. This was one of the agreed actions to be delivered by the Working Together in Bradford Delivery Plan (Appendix 2)

c. Please describe how what was delivered / achieved compared to the original aims, objectives and targets of the project as stated in the contract.

The project delivered on all of its targets. It overachieved on networking, engagement and collaboration as the number of individuals and organisations involved on the project exceeded the targets. This was achieved, not only by using regular email briefing but by going out into the community and spreading the word face to face with staff and volunteers. An email network was established providing participating VCS organisations and groups with information on events, meetings and other funding opportunities. However this was augmented by 'face-to-face' networking with organisations' management committees, staff and volunteers which was considered a more effective way of maintaining links and ongoing engagement.

d. Please state how the project measured the soft outcomes achieved by the beneficiaries, i.e. motivation, confidence etc? Please give details of the measures adopted and the results.

The project outputs were organisations that deliver learning rather than individuals working towards or gaining qualifications. All the results are therefore regarded as soft outcomes.

e. Please indicate:

How many trainers, if any, you have trained through Train the Trainer. Male Female

Whether or not you have conducted any research as part of the project. Yes No

If you have delivered any capacity building activities to any organisations. Yes No

If yes to any of the above, please give details of the activity delivered and its impact, if not covered elsewhere.

- Research was carried out to map learning provision by VCS organisations in Bradford
- Many of the actions delivered by Working Together in Bradford were aimed at capacity-building VCS organisations but particular activities include: running workshops for VCS organisations on full cost recovery, funding workshops and updating COEMO website, including training of COEMO staff, to enable the organisation to more effectively support BME frontline organisations in Bradford.

3. ESF PUBLICITY

- a. How did you publicise ESF and ensure all beneficiaries knew ESF was funding the project?

All of the project's publicity materials and all other materials used to record our activities were branded with ESF publicity logos. Any event that was run jointly with partners was also suitably branded with ESF publicity logos.

4. EQUAL OPPORTUNITIES

- a. How did you support and promote equal opportunities? To what extent has the activity supported your own organisation's Equal Opportunities Policies and Action Plans?

By its very nature the project was addressing inequalities and under-representation.

- The project addressed the under-representation of 'hard-to-reach' groups and individuals in learning activities.
- The steering group reflected this under-representation.
- The project addressed the issue of the development needs of BME organisations by supporting the development of COEMO (the consortium of ethnic minority organisations in the district.)

- b. How did the project affect men and women; ethnic minorities; disabled people; and any other excluded groups? Please also summarise the numbers of people, broken down by gender, ethnicity, disability and where they live, who actually benefited from the project.

As we have stated in 4a. (above) the project targeted VCS groups / organisations based in disadvantaged areas that work with individuals who experience disadvantage and marginalisation. The majority of the VCS organisations in Bradford District target these groups. The percentages listed below are an estimated profile of how time and work-load has been distributed.

1. 60% Female
2. 40% BME individuals
3. 30% BME organisations
4. 90% of work carried out in areas of high disadvantage
5. 5% work on issues of Disability

- c. How did you target groups identified in your application?

The project targeted 'VCS groups / organisations based in disadvantaged areas, working with individuals who experience disadvantage and marginalisation'. The methodology used to ensure that the target groups were reached included:

- Networks and 1:1 meetings held with organisations based in priority areas
- Email communications networks provided information for identified groups
- Workshops were community based in areas of high deprivation. The workshop agendas included issues that are of specific interest to this sector.
- BME communities were target groups identified for support; a work plan was developed in partnership with COEMO, an infrastructure organisation (ISO) providing support to frontline BME organisations (Appendix 3)

- d. If the project provided for people with disabilities, how was support provided so they could take part fully on the project? E.g. access to premises, transport to training sites, specialist provision (staffing and facilities) etc.

All group meetings and workshops were held in fully accessible premises, which were also easily accessible by public transport. A signer was provided on 2 occasions.

5. SUSTAINABILITY

- a. How did the project support regional approaches to sustainable development? I.e. development that can be maintained with reference to: protecting the environment; careful use of natural resources; progress which recognises the needs of everyone; maintaining high and steady levels of economic growth and employment.

- Materials were recycled whenever possible.
- Memory sticks were used to back up information rather than hard copies whenever possible
- Workshops addressed the issue of sustainability and social enterprise. e.g. funding workshops and ESF workshops.
- Group meetings and workshops were held in venues accessible by public transport.

6. INFORMATION COMMUNICATION AND TECHNOLOGIES

- a. How did you involve the Information Society and Information Communication Technologies (ICTs) in the project? You should explain what ICT you used, how you used ICT and what the benefits and results of using ICT were.

- All projects / organisations were encouraged to use email. Email was one of the main communications media utilised by the project.
- All projects / organisations were encouraged to utilise the web - as a source of information.
- Individuals and organisations that did not have access to the internet at the start of the project were put in touch with agencies, infrastructure organisations (ISOs) that could assist with connectivity.
- IT skills and information technology was a priority 'learning area' for learners engaged by the delivery organisations. Disseminating IT skills – 'opening up' the Information Society'.

7. LOCAL INITIATIVES

- a. How did the project fit in with local initiatives? Please describe how far you involved any local partnerships in running or developing the project, and how flexible the project was in responding to local needs.

- By its location in Bradford and District Learning Partnership (part of the Local Strategic Partnership structure) the Project was able to maximise opportunities to both access information and feed into strategic discussions and influence local decision-making
- Close contact was maintained, via the Project Steering Group and personal contacts, with VCS infrastructure organisations enabling the Project to maintain at all times an up-to-date profile of local needs
- Joint events were organised wherever possible to avoid replication.
- The project provided both synergy and sustainability for the wider Working Together projects and local organisations networked by this initiative.

8. VALUE FOR MONEY - Has your project represented value for money?

- a. What affected the value for money element of your project?

Local VCS venues were used whenever possible, ensuring that expenditure stayed within the local community. Actions were delivered wherever possible in conjunction with VCS partners ensuring that delivery was both relevant to the sector and cost-effective.

- b. How could value for money have been improved?

It was intended that a local consultant would be recruited to undertake the joint evaluation; unfortunately no local consultant was available. An outside agency was engaged which increased the costs incurred. Greater VCS involvement in research associated with mapping local learning

provision for the Learning Directory would have reduced costs – this was unfortunately not forthcoming due to issues of capacity in the sector.

9. LESSONS LEARNED

- a. What were the main lessons learned from running this project that would inform any future projects of a similar nature, including recommendations where possible.

Please see Appendices 5 and 7 attached to this Report

- b. What measures could be further applied to enhance the project? Are the original objectives still feasible, i.e. would the project be worth repeating?

It is not appropriate for the project to be repeated in its present form. Appendix 7 sets out proposals for Future Plans.

10. IMPACT ASSESSMENT

- a. What were the issues/problems to be addressed according to the project proposal?

The strategic aims of Working Together in Bradford were to:

- Create a step-change in the (LSC's) relations with the voluntary and community sector (VCS) organisations to maximise the contribution they can make to the accessibility, range and quality of education and training provision for individuals, employers and the wider community.
- Open up access to mainstream LSC funding for the VCS organisations.
- Establish a principle of partnership and mutual benefit in all relations between the VCS and the LSC, acknowledging that the two bodies share many objectives for the provision of better learning and skills-orientated services for more and different people.
- Extend best practice throughout the LSC and the Sector, building on existing hard work and achievements on both sides so that organisations learn from the experience of their peers.
- Create a framework of minimum expectations and useful ideas to be interpreted and implemented jointly by the LSC and the sector regionally and locally.
- Make clear, internally and to external partners, the LSC's full commitment to implementing the principles of the *Compact on Relations between the Government and the Voluntary and Community Sector in England (1998)* and the recommendations of the *Treasury Cross Cutting Review of the Role of the Voluntary and Community Sector in Service Delivery (2002)*

- b. What impact was anticipated from this type of intervention/delivery?

- Improved networks and communication between the voluntary sector in Bradford, and the Learning and Skills Council
- Agreement on local learning priorities which should, in turn, enhance the delivery of learning.
- Greater potential for VCS organisations to access LSC funding and increased capacity for partnership working – maximising resources and collaboration

- c. In making any judgement on the impact this project has made, how have any conclusions been arrived at? For example, empirical, evidenced, anecdotal etc.

See External Evaluation Appendix 4

- d. To what extent has the project made an impact on the individuals and areas targeted?

More than expected as expected less than expected don't know

Please comment particularly where results have been better, or less, than expected.

More than expected: – extent of engagement by VCS organisations and individuals in the Project, level of communication with the sector, particularly regarding the LSC’s priorities and changes to the learning agenda. Involvement of VCS organisations in delivering activities.

Less than expected: - Interaction / dialogue between VCS organisations and the FE sector.

- e. Is there any evidence to suggest that other providers/projects may have altered their approach due to your activities? If so, please give details.

- Bradford & District Learning Partnership has become better informed and positioned to champion issues highlighted by VCS learning providers
- Greater understanding by VCS organisations who have previously had little/ no contact with the LSC of the priorities, and constraints, of the LSC and Central Government funding priorities
- At sub-regional level, LSC is ready to fund the West Yorkshire Learning Consortium which will assist localised delivery of learning

- f. How has receiving ESF Co-financing impacted and benefited your organisation?

This period of ESF Co-financing has enhanced Bradford & District Learning Partnership’s profile within the local community, particularly with VCS organisations. This has enabled a more co-ordinated approach and discussion regarding local priorities e.g. worklessness which will greatly enhance the impact of the Learning Partnership locally.

- g. Were there any unexpected benefits, outcomes or synergies that occurred?

- An appreciation of the benefits of informal, personalised networking that allows for a flexible response to changing needs rather than the constraints that may be imposed by structured partnership.
- Bradford & District Learning Partnership has become better informed and positioned to champion issues highlighted by VCS learning providers

11. BEST PRACTICE

- a. List any aspects of the project that worked well, with comments as to why.

Neighbourhood meetings and workshops –

- responsive to localised needs
- avoided duplication
- strengthened local partnerships / networks

Funding Workshops –

- Demand led
- Led to new local partnership working

- b. Please identify aspects of project delivery that did not work so well, why this was so, how you overcame them, and what changes/improvements could be made for future activity.

The start date was delayed due to the late signing of the contracts

- c. What level of support was provided to your organisation by the LSC?

Significant Some None Don't Know

- d. Were there any other areas that you would have liked to receive support?

The Working Together Projects as a whole demonstrated joined-up thinking by the LSC and provided opportunities for an effective dialogue with the sector in West Yorkshire. However changes to the structure of the LSC both nationally and regionally/sub-regionally mean that many of the lessons learnt are unlikely to be carried forward.

12. EVALUATION

In addition to completing this form have you carried out an independent evaluation of this project?

Yes – with other Working Together Projects in West Yorkshire No

If yes, please complete the following:

- a. Who conducted the evaluation?

Sports Structures Ltd

- b. How was the evaluation conducted?

Independent consultant meeting with all 9 Working Together Projects in West Yorkshire

- c. What was the methodology used?

- Interviews
- Focus Groups
- Peer Evaluation

- d. What were the key findings?

Copy of the report attached at Appendix 4.

13. DISSEMINATION

- a. What plans do you have to disseminate the findings of this project?

On a regional / sub-regional basis, a Forward Together Event was held in November 2007 hosted by Yorkshire and Humberside Regional Forum

Locally, dissemination of the Project's Findings and Recommendations will be carried out by Bradford & District Learning Partnership via members of the Project Steering Group and other stakeholders.

- b. The key findings of this evaluation could benefit not only the project's management but also a wider audience. What plans do you have to utilise any lessons from this project?

See Future Plans, Appendix 7.

14. PROGRESSION / EXIT STRATEGY

- a. Once ESF Co-financing ceases to exist, how do you envisage sustaining the project?
(Please all that apply)

Continue, mainly with other external funding

Continue, mainly with mainstream funding

Continue, and be mainly self financing

Stop the project once ESF funds cease to exist

Don't know yet

- b. Describe how you would build on the project if you were able to access additional funding?

Please see Appendix 7 Future Plans & Costings. It should be noted that nationally, implementation of the Working Together strategy appears to have 'stalled' due to changes at the LSC and it would appear unlikely at this stage that specific actions to promote greater

collaboration between the VCS and LSC will be taken forward either nationally or regionally/sub-regionally.

15. SIGNATURES

To be signed by Provider:

Name: Cynthia Richardson Position: Learning Partnership Manager

Signed: Date:

When completed, this form should be returned to your Contract Manager at the relevant LSC office.

To be signed by LSC:

Name: Position:

Signed: Date:

WORKING TOGETHER IN BRADFORD FINAL REPORT - APPENDIX 1

BRADFORD AND DISTRICT WORKING TOGETHER IMPLEMENTATION PLAN

INTRODUCTION

“Working Together” is the strategy that the Learning and Skills Council (LSC) intends to adopt with its partners in the voluntary and community sector (VCS) in the context of sharing learning goals and widening participation.

It has developed the strategy through a range of consultation, to support policy changes for national, regional and local government in relationships with the voluntary and community sector.

There is a recognition that the LSC needs to work proactively, effectively and productively with the sector, and build on the existing sector roles and activities, namely:

- As providers of education and training services
- As a major group of employers across the wider sector, including information and advice organisations
- As a source of expertise and a channel for communication.

The definition of the sector encompasses the whole range of organisations from large nationals through to very small groups.

“Working Together” outlines how the LSC will do that through the strategy and the aims, including:

- Creating a step-change in its relations with VCS organisations to maximise the contribution they can make to the accessibility, range and quality of education and training provision for individuals, employers and the wider community;
- Opening up access to LSC mainstream funding for more VCS organisations;
- Establishing a principle of partnership and mutual benefits between VCS and the LSC;
- Extending best practice throughout the LSC and the sector; and
- Creating a framework of minimum expectations and useful ideas to be interpreted and implemented jointly by the LSC and the sector regionally and locally.

The development of the strategy was overseen by a high level steering group established by the LSC at the national level, supported by a practitioners reference group drawn from a number of voluntary and community sector organisations that are involved in post 16 learning. The strategy includes actions to be undertaken at national, regional, sub-regional and local level, with a clear emphasis on dissemination of good practice and bench-marking, to ensure that all areas are embedding cultural change to support relationship development and joint working between the LSC and the voluntary and community sector, whilst also taking into account local needs.

This Implementation Plan it is intended to outline the key actions that require to be undertaken in the Bradford District to support the strategy.

The Document has been pulled together by a Steering Group brought together by the Bradford and District Learning Partnership comprising representatives from key VCS organisations in the district. The document takes into account comments and input from a wide range of organisations involved in the following consultation:

- Conference 23rd February attended by 25 representatives from voluntary and community sector organisations
- Circulation of draft document to over 100 VCS organisations included on the Learning Partnership database
- Circulation of draft document through local networks (including Bradford District Learning Forum, BME network and C-net)
- Inclusion of the document on Learning Partnership web-site

The plan has been drafted and agreed by sector representatives and reflects local needs.

STRATEGIC CONTEXT

“Working Together – A Strategy for the Voluntary and Community Sector and the Learning and Skills Council” has been developed in the context of a change of an approach across central, regional and local government to relationships with the VCS, as demonstrated by the Cross-Cutting Review (HM Treasury, 2002) and the work developed through the Home Office Active Community Unit through the Compact.

It is important to put this work into this context, and to ensure that linkages, where appropriate, are made at the local level.

The **Compact** is as follows:

Voluntary and community organisations make a major and literally incalculable contribution to the development of society and to the social, cultural, economic and political life of the nation. They act as pathfinders for the involvement of users in the design and delivery of services and often act as advocates for those who otherwise have no voice. In doing so they promote both equality and diversity. They help to alleviate poverty, improve the quality of life and involve the socially excluded. The voluntary and community sector also makes an important direct economic contribution to the nation.

The **Cross-Cutting Review** builds on the Compact by recognising the substantial contribution that the VCS makes to the delivery of high quality services and highlighting 5 key areas for reform. These areas focus on developing a strong and independent sector and comprise the following recommendations:

- To involve the VCS in the planning as well as delivery of services
- To forge long-term strategic partnerships with the sector
- To build the capacity of the sector
- That it is legitimate for service providers to factor in the relevant elements of overhead costs into their cost estimates for services delivered under contract.
- To implement the Compact at all levels

As part of the Review the Active Community Unit is receiving £188m over three years up to 2005/6 to lead on and implement the recommendations outlined.

Alongside this the Government had also allocated £125m for **Futurebuilders**, which is a one-off three-year fund, offering loan and grant finances to assist voluntary sector organisations in their public work. The specific aims of this are:

- To overcome obstacles to effective service delivery
- To modernise the sector for the long term
- To increase the scope and scale of VCS delivery.

A key element of the implementation of the cross-cutting review recommendations is **ChangeUp**, which is the Capacity Building and Infrastructure Framework for the VCS. It was published by the Active Community Unit in June 2004 and is being supported by £80m of the total funding allocated.

The framework identifies key areas of work to be undertaken over the next 10 years primarily focusing on the support needs of the frontline organisations and the provision of support. The framework covers the following elements:

- Performance improvement
- Workforce development and leadership – focusing on professional development and increased take-up of learning opportunities and qualifications within frontline organisations.
- ICT
- Governance – enabling good practice exchange and responsibility awareness for board members.
- Recruiting and developing volunteers
- Funding voluntary and community sector activity – enabling organisations to diversify their income streams.

The framework outlines how work will take place at national, regional, sub-regional and local levels, to support its implementation.

Change Up in West Yorkshire

In West Yorkshire extensive consultation has taken place amongst organisations in the sector to support the development of a plan for local infrastructure development. In West Yorkshire the sector agreed that the following strands were required:

- West Yorkshire wide plan development
- BME organisational focus across the sub-region (supporting the priority at the national level of the development of a Diversity and Specialist infrastructure).
- A district level focus, looking at Bradford because of the number of Infrastructure Support Organisations (ISO) that exist in the District.

The key priority themes arising out of the consultation are:

- BME – identifying structure support
- Rural infrastructure – strengthening the network
- ICT support
- Volunteering
- Sub-regional infrastructure development including the development of a strategy.
- Funding sustainability and funding advice
- HR support

- Sector skills development.
- Community development
- Community accountancy
- Premises development

Understandably, there is likely to be overlap in the priorities arising out of the ChangeUp work and those coming through Working Together. It is important, however, to manage the overlaps, particularly at a local level, where it might be the same organisation taking forward specific actions, and therefore could ensure that the resources supporting specific priorities are brought together and used even more effectively.

Working Together as a National Strategy demonstrates the LSC's commitment to support the Compact and the developments within the sector. The strategy aims to build on the contribution that the VCS makes in helping to meet the needs of a range of learners that the LSC supports and further explore the potential for mutual working. The LSC sees clear linkages between this strategy and its widening participation and equality and diversity strategies. The VCS has extensive good practice and expertise that can be brought to the table to support these strategies, whilst also enabling the LSC to implement them effectively through the sector's delivery channels and networks. To support the implementation of the strategy, a toolkit – "Working Together in Practice" has been produced by the LSC and its partners. The toolkit is for use by the LSC and the VCS and includes a wide variety of good practice methods and examples.

The **Yorkshire and Humber Regional Forum** has undertaken much work which is complementary to and supporting Working Together (supported through both ChangeUp and LSC resources).

In particular, the Regional Forum promotes effective and sustainable regional and sub-regional Black & Minority Ethnic (BME) infrastructure. In support of this aim, the Forum has launched a website and an information service as a communication channel.

The website aims to communicate:

- Key developments in the voluntary and community sector and regional policy with particular reference to BME issues
- Opportunities to share best practice
- Relevant events and provide networking opportunities

In addition, the Forum is working with the Gus John Partnership to develop a BME Regional Skills Panel. As part of this work they will be compiling a database of BME organisations, and organisations that work with BME communities, who have an interest in learning and skills.

IMPLEMENTING THE NATIONAL STRATEGY

To support the national strategy, Implementation Plans are to be produced at three levels within this region:

- The LSC offices in West Yorkshire, North Yorkshire, South Yorkshire and Humberside will produce a regional plan.

- LSC WY will produce a local (sub-regional) plan.
- The West Yorkshire Working Together Steering Group through the Learning Partnership VCS sub-groups and the local learning forums (in Bradford this is through the Investing in Community-Based Learning Action Programme Group) are to produce district plans.

Alongside the Implementation Plan for the Sector as a whole, similar work is taking place focusing specifically on the Black and Minority Ethnic organisations involved in learning (including the BME Regional Skills Panel outlined above).

Once the Implementation Plans are agreed, they will be supported through the LSCWY's Co-financing resources and specific tendering that will take place during 2005.

DEVELOPING THE IMPLEMENTATION PLAN FOR BRADFORD

The development of the Implementation Plan will include responding to and supporting, as far as is appropriate and relevant, the key roles already identified and specific elements as part of these, as follows:

1. The Voluntary and Community Sector as a Provider of Learning Opportunities:
 - a. Developing the role of provider – building on the sector's ability to engage with the "hard to reach" individuals and groups, responsiveness to their needs, and flexible approaches to delivery.
 - b. Funding, looking in particular at accessing mainstream budgets and funding and contracting arrangements.
2. The Voluntary and Community Sector as an Employer, taking a broad approach and not focusing only on those involved in learning provision:
 - a. Understanding the characteristics of the sector and its approach to workforce development.
 - b. Identifying priorities for skills development given the wide ranging activities and the barriers to workforce development.
3. The Voluntary and Community Sector as a Source of Expertise and Channel for Communication:
 - a. Ways of securing voluntary and community sector expertise, including involvement in strategy development, including the support and development of existing partnerships and network, (such as the Bradford District Learning Forum).
 - b. Supporting voluntary and community sector expertise.
 - c. Two-way communication through the voluntary and community sector, promoting engagement in learning and widening participation and championing learners and learning.
 - d. Promoting and sharing good practice and collaboration between providers

4. Communications and Working Relationships, removing the barriers that VCS organisations face as a result of a lack of understanding of the sector from the LSC perspective and a lack of understanding of the work of the LSC from the perspective of the sector, and encompassing:
 - a. Making things clearer;
 - b. Compacts and protocols; and
 - c. 'Quick wins' to improve communications.

LOCAL CONTEXT

The work required will need to take into account the existing infrastructure and activities. It is useful therefore, to outline this infrastructure and the activities that are currently being supported.

Bradford Vision, as the Local Strategic Partnership (LSP), provides the overall strategic lead within the District, whilst **C-Net** is the Community Network, involving some 18 grass roots and umbrella organisations, directly supporting voluntary and community sector involvement in the LSP. C-Net are about to appoint a Community Involvement Officer to develop neighbourhood networks and organising an audit of workers/volunteers with spare capacity to support networks and help build capacity. C-Net's focus is to enable community involvement at all levels of planning and decision-making, including the LSP's Family of Partnerships.

One of the family of partnerships is the **Learning Partnership**, which provides a strategic overview of the learning and skills in the district, whilst also having a key role in encouraging collaboration amongst key players, providers and funders, to ensure that learning and skills needs are met, and disseminating information about skills related issues through its sub-groups and wider membership. Some 700+ individuals and organisations are listed on the Learning Partnership's database, more than half of which are VCS organisations. The LSC work closely with the Learning Partnership, where appropriate and possible, channelling resources to meet specific local needs and priorities as identified through the Partnership, as in the case of Local Intervention and Development (LID) and Neighbourhood Learning In Deprived Communities (NLDC) funding; and to disseminate information about LSC activities and priorities.

The **Investing in Community Based Learning Action Programme Group** of the Learning Partnership was set up specifically to address the social inclusion elements of the Learning Partnership's vision and objectives. It is chaired by 2 representatives from the VCS sector - Dick Taylor, from the Russell Street Project and Ashok Suri, from ABL – and its membership is largely from the sector, although it does include other organisations who are involved in community based provision. This group is actively involved in influencing policy and decision-making related to the sector on a local level, particularly where it involves learning.

Another of the local partnerships that are important in the local VCS infrastructure is the **Building Communities Partnership**. The primary objectives of this partnership are to:

- To strengthen the voluntary and community sector
- To achieve more effective consultation and participation

- To strengthen community activity across the district.

There are over 160 organisations (including a large representation from the VCS) that are involved in the forum which forms part of this partnership.

Funding is an issue that is important to the sector. Bradford Council has worked closely with the VCS to develop **b-funded**, which provides on-line funding information for organisations in Bradford and has specific support sections for voluntary and community groups.

From a mainly VCS perspective (as opposed to a public sector influenced perspective) the key elements of the infrastructure are 22 organisations that make up the **ISO network**.

This network includes the District's five Councils for Voluntary Services (CVS) in the District; Joint Training Board; Community Work Training Company; Bradford Resource Centre; and other organisations that are working with and on behalf of groups that focus on specific communities of interest.

The **CVS organisations** in the District (Bingley Voluntary Action, Bradford CVS, Ilkley CVS, Keighley Voluntary Services and Shipley CVS) provide a range of assistance and support services to voluntary and community groups to set up and further develop. They work and communicate with over 800 community and voluntary organisations in the District, representing them and consulting on matters of importance to them. They have been particularly active in working with other relevant organisations to improve linkages, collaboration and services on a range of issues. An example of this is the DIVA project. The **Joint Training Board** acts as the training arm of CVS' across the District.

The **DIVA project** is about bringing information about the sector organisations together into a single database. The database is accessible on-line – www.divabradford.org.uk and currently holds information of organisations by type (advice centres, campaign groups, community centres, neighbourhood groups, tenant groups etc); by geographical location; by people served; and a range of other categories. Over 450 organisation details are included on the database. In addition to the CVS organisations, the project is supported by Bradford DIAL, Bradford Health Informatics, Bradford Resource Centre and Community Statistics Project and several departments of the City of Bradford Metropolitan District Council.

With specific regard to learning within the sector, the **Bradford and District Learning Forum** has recently been re-launched to support those VCS organisations that are involved in learning provision through networking, providing an information channel and a forum for exchange of good practice. It is also supported by C-Net, which has learning and training as a central theme within its strategy.

Bradford District's broader infrastructure includes a range of **networks** of voluntary and community sector organisations. These include Bradford Immigration and Asylum Support and Advice Network (BIASAN), an organisation made up of volunteers that work directly with asylum seekers and refugees and supporters; and Bradford Advice Centres Support Group (ACSG) which supports over 30 advice giving organisations in the district. **Bradford Resource Centre** provides the expertise and facilities for the support

of both these networks. The organisation in conjunction with Bradford Council also runs the **Community Statistics Project** which is aimed at supporting VCS organisations with statistical information and research support.

The **Consortium of Ethnic Minority Organisations** (COEMO) has a strategic role to build an infrastructure of Black and Ethnic Minority voluntary and community sector organisations. It was formed in October 2000 with the main aim of empowering ethnic minority organisations to be more participative and more effective in mainstream activities in Bradford, and to influence the perceptions of funders towards ethnic minority led organisations. COEMO, on behalf of the recently formed BME strategic/ steering group, comprising ABL, ABCD, QED, ATL and COEMO, will be taking forward the BME networking activity as part of the Working Together strategy in Bradford. Furthermore, this network development will build on research undertaken with over 140 organisations to identify needs of ethnic minority groups, undertaken as part of the local ChangeUp activities by both COEMO and ABCD.

In addition to the wider sector infrastructure, much work has taken place over recent years, to develop and support access to learning through the sector. This includes the following:

The **Diversity Exchange** (which is part of the Community Cohesion strategy) has been promoting learning and training through its new website, particularly in relation to community representation.

The **Communities of Interest Working Group** has produced an Education Composite and this is being used as a basis for the development of the **Communities of Interest Learning Network** (linked to and supported by the COI Working Group, CNet, Bradford District Learning Forum). This group has been established through funding provided by Neighbourhood Learning in Deprived Communities and is part of the Learning Resources Partnership "Link Worker Project"

The **Programme for A Peaceful City**, located with the University of Bradford's Centre for Peace Studies, has established both a learning hub and a research hub, to discuss and promote these themes within the context of closer collaboration between the University and the Community and Voluntary Sector. In relation to this, the Joseph Rowntree Foundation is identifying suitable areas for research within the district over a ten year period.

Bradford University are establishing a **Community Collaboration Centre** and will be appointing a number of Community Associates.

LSC Supported infrastructure and activities

Activities that have specifically been support by LSC resources include:

- Neighbourhood Learning in Deprived Communities (NLDC) for example: resourcing a Learning Resources Partnership managed by CWTC to both develop new learning resources and to increase their accessibility to community and voluntary groups; providing support to VCS organisations to strengthen management and improve their capability to deal with employment, equality and diversity issues delivered through JTB and BRC; providing capital resources to improve the premises of learning providers, making them more accessible, pleasant, and useable.

- Co-financing resources at the sub-regional level through the Sector Broker for the Voluntary and Community Sector – West Yorkshire Learning Consortium. This has supported a number of Bradford based organisations in their professional skills development.
- Co-financing resources at the local level to enable VCS and other community based organisations to provide access to learning for hard to reach learners through the Theme Chest operated by Bradford Chamber.
- Co-financing resources managed by the Russell Street Project to support the testing of different models of accessing non-learners in out-lying estates and in remote areas, through working with VCS organisations.
- Local Intervention and Development Fund (LID) currently supporting the development of a BME learning organisations network within the sector (as mentioned above).

Given this diverse and complex infrastructure, which reflects the diverse and complex needs within the local communities, there are a number of strengths and existing initiatives that provide a strong basis for the development of the Implementation Plan for Working Together in the District.

PRIORITIES FOR THE IMPLEMENTATION PLAN

This section of the plan shall outline the priorities that have arisen from the consultation. They are listed against the elements as defined in the national strategy as follows:

- The Voluntary and Community Sector as a Provider of Learning Opportunities.
- The Voluntary and Community Sector as an Employer
- The Voluntary and Community Sector as a Source of Expertise and Channel for Communication
- Communications and Working Relationships

The Voluntary and Community Sector as a Provider of Learning Opportunities:

1. To explore different arrangements for longer-term funding from the LSC for activities undertaken by the sector, including BME organisations.
2. To raise wider awareness on what are the realities and the pros and cons of voluntary sector organisations becoming involved in contracts with the LSC.
3. To simplify the burden of paperwork and form-filling and reduce red-tape that is currently required to access funding, particularly for ESF, potentially exploring a centralised and on-line system of learner tracking and progress reporting. Where possible, also to provide support on form-filling, particularly for BME organisations.
4. To develop a LSC “approved/accredited learning provider” kitemark to reduce the need for providers with a good track on delivery and quality, to resubmit accounts, policies etc every time they apply for funding. The kitemark could last 3 years.
5. Wider awareness and guidance on issues such as “full cost recovery” to be provided to organisations as part of bidding cycles.
6. Contracting timescales need to be clear, agreed and adhered to. VCS organisations do not have considerable capacity and cannot deliver full outputs/outcomes in half the time.

7. To explore advance payments on contracts to avoid cash-flow issues, since VCS organisations only have small reserves and or do not have the capacity to borrow to fund delivery paid in arrears.
8. More clarity is required on quality and the “fit for purpose” approach. More awareness-raising and training needs to be undertaken in this area to ensure that the VCS can comply with contractual and quality requirements.
9. Work around quality needs to cover the both ALI and OFSTED requirements and developing the capability of working within and complying within the National Quality Framework, putting the learner first and ensuring the experience of the learner is of the highest quality in all respects.
10. Needs awareness within the LSC that widening participation and equality and diversity focused work requires more resources and time.
11. LSC staff need to be more aware of the type of support that the sector can provide, the type of support that the hard to reach learners need, and how the sector can work to provide that support.
12. More work needs to be done to ensure the sustainability and longer-term planning of effective provision, rather than losing good practice and then paying to set up the same delivery infrastructure again. This is particularly important for BME organisations which tend to survive on small amounts of ad-hoc funding.
13. At a strategic level, organisations need to work on the development of an effective and coordinated infrastructure that encompasses engagement activity, first step provision and then progression, based on a matrix of larger organisations working in partnership through Service Level Agreements with smaller organisations.
14. As part of the development of the role of the VCS as a provider need to focus on specific areas of local expertise, strengths and need eg Skills for life, Refugee and Asylum seekers/economic migrants/new arrivals, communities of interest, ESOL provision and disabled people. Further development work particularly needs to take place with BME provider (or potential provider) organisations.
15. Considerable need for developing the infrastructure for outreach services – to reach the learners within their own ‘comfort zones’.
16. As part of the development of the sector role as a provider more work is required in change management because for some organisations it is a change in direction and focus.
17. The VCS needs to better understand the assessment of quality and Management Information requirements and systems.

The Voluntary and Community Sector as an Employer:

1. To research /carry out a training needs analysis of the VCS organisations, building on the work currently taking place in the Community Development Policy Unit at the Council, other work in this area, such as the commissioning taking place through ChangeUp regarding the needs of asylum seeker and refugee groups, and collation of the information
2. To explore a different approach and additional resources to supporting the workforce development needs of the sector through the Broker approach based on the fact that sector’s needs are more considerable and diverse than those that might be addressed by the other sector brokers.
3. Work was needed with Management Committees to raise awareness regarding governance, workforce development and the duty of care to workers both paid and unpaid.
4. The sector skills broker to be responsible for disseminating good practice and enabling the sharing of expertise between organisations.

5. There is a clear need to understand what provision and expertise (both external and internal to the sector) is already available that could support the sector needs and to promote availability of this provision more widely.
6. Organisation development, project/contract management skills need to be improved in the sector as a whole, including budget setting, business planning etc.
7. Flexible learning is essential with a need to consider provision of backfill funding for session/part-time workers.
8. There is a need to understand the demand for learning from the sector and to develop an engagement strategy that addresses the specific needs of the sector.
9. An e-learning approach (including relevant material) could be developed building on existing projects and infrastructure as part of the engagement strategy, which may go some way to addressing some of the barriers to the sector's unpaid staff, in particular, undertaking learning.

The Voluntary and Community Sector as a Source of Expertise and Channel for Communication:

1. An expertise database should be developed highlighting which organisations and partnerships can provide specific expertise, not only to public sector organisations, but within the sector. This could be done by providing resources to further develop the existing DIVA database.
2. The LSC need to be made aware that the infrastructure organisations already have considerable expertise and access to a wide range of groups. LSC should be using these as channels for communications.
3. A centralised resources and information bank could be developed, building on the work that several organisations already undertake in Bradford, for example building on the Learning Resource Bank run by CWTC. Specific sections of this could focus on different sectors eg providers, BME organisations etc, and could provide the basis for further expertise sharing and exchanging of good practice. Good practice and expertise from other sectors should also be included.
4. The concept of "copyleft" should be introduced, whereby resources and materials can be accessed by anyone as long as they agreed to give the same rights (the opposite of copyright) to share resources.
5. The contribution of expertise by staff (paid and unpaid) from the VCS should be costed and reimbursed, since in many instances it is taking the expert away from the work that they are there to do. Ways of doing this should be explored.
6. Links should be made between existing channels of communications, especially websites, and the LSC and Learning Partnership.

Communications and Working Relationships:

1. Information flows need to improve between the sector and the LSC. There is limited knowledge about the LSC outside the provider sector. More work needs to be done via the main VCS networks and tools such as websites, to improve this situation.
2. LSC staff need to be more aware of the type of work that the sector is involved in, how it is organised, placements and secondments for LSC staff and reciprocal ones for VCS organisations should be explored.
3. The VCS itself needs to ensure that activities are linked up in the district and that all elements of the sector are being communicated with and informed of developments, in particular organisations within the BME sector.
4. Promotion of good practice and tools that can support organisations in their work, regardless of where they originate, such as b-funded, needs to be more coordinated and effective, to ensure that VCS organisations are aware of existing initiatives that

- they can benefit them and that can be used by public sector organisations or support providers to ensure that their support is accessible to all relevant organisations.
5. The need to bench-mark progress on Working Together in the District, making comparisons with other areas, and regularly monitor and review this progress.
 6. To raise awareness of all complementary (and potentially duplicating) activities, and liaise regularly with key players to identify areas of joint working within the sector and with the LSC and other public sector organisations, to enable available resources to be channelled appropriately.
 7. To develop a framework for greater partnership working between the LSC and the BME sector at a local level, with key organisation linking at a sub-regional level.

ACTION PLAN

The attached Action Plan identifies key actions that are proposed to be undertaken for the District. It takes into account the key priorities identified in the earlier sections and brings together key issues and possible solutions.

The proposed actions will need to be discussed and agreed within the wider context, to ensure that there is no overlap with other activities currently taking place (or planned), either at the local level or sub-regional level. To this effect, following the submission of this plan to the LSC, the Bradford Working Together Steering Group will liaise with other key stakeholders, particularly those involved in ChangeUp, to review and discuss the proposed actions; and identify linkages, potential lead partners and resources to take them forward.

It is also suggested that the Working Together Steering Group at the sub-regional level, are well-placed to review the actions proposed in this and the other District Implementation Plans and where appropriate bring together actions that are proposed in one or more districts, to be coordinated at a sub-regional level.

MONITORING AND REVIEW

It has been agreed that monitoring and review is an important element of the plan, particularly within the context of the wider bench-marking and monitoring activity that is expected as part of the national Working Together strategy.

Given the role that the Investing in Community Based Learning Action Programme Group already has in monitoring and reviewing its Action Programme which is a key element of Bradford Learning Partnership's Strategic Learning Plan, it is suggested that its role should extend to include this Implementation Plan.

This element will include:

- Defining and agreeing clear indicators
- Bench-marking the indicators at the outset
- Receiving progress reports from organisations taking forward agreed actions in the plan, including those being undertaken as part of the BME organisation development and networking.

- Undertaking quarterly regular reviews of progress against the indicators and benchmarks.
- Reporting on and disseminating details of the progress (or lack of progress and barriers to progress) to a range of organisations including the Learning Partnership Board and LSCWY.

ACTION PLAN

Plan Element	Priority/Action	Linkages
VCS as a Provider	Funding: <ul style="list-style-type: none"> • Explore longer-term funding arrangements • Develop information and guidance on “full-cost recovery” and undertake workshops for sector organisations • Explore funding models that take into account the more intensive support required to engage learners through VCS organisations, and the cash-flow issues of smaller organisations. • Ensure funding details are included in tools such as b-funded and promoted widely. • Provide practical on-going support and workshops on bid-writing and form-filling, particularly for BME organisations. 	Investment Planning, ChangeUp
	Contracting: <ul style="list-style-type: none"> • Develop clear and realistic timescales for bidding and contracting, with clarity on processes and documentation. • To develop guidance and clarity, in tendering documentation, on qualification requirements i.e. what NVQ equivalents are acceptable? 	
	Capacity building and quality improvement (within sector and LSC): <ul style="list-style-type: none"> • Awareness raising workshops to inform sector organisations of realities of contracting with LSC. • Identification and promotion of the sector strengths and good practice to LSC staff. • Offer change management support to organisations who are wishing to further develop their provider role. 	Investment Planning, NLDC, ACL contracting, Sector broker.

	<ul style="list-style-type: none"> • Joint working to develop a centralised monitoring system that can support monitoring and contracting arrangements with reduced bureaucracy of participating organisations. • Provide training support and sign-posting on quality, particularly on the Common Inspection Framework and ALI standards. • Develop and deliver quality assessments and checklists for providers wishing to contract with LSC. • Develop and maintain a BME network to exchange good practice and information, and encourage collaborative working at both a local and sub-regional level. • Develop a sector-wide Management Information System which can deal with not only LSC funding/contracts, but other funding streams and quality requirements. 	
	<p>Delivery arrangements:</p> <ul style="list-style-type: none"> • To develop and coordinate partnership model to improve delivery, including engagement and progression. • Set up a coordination facility, with liaison, data management and information dissemination objectives, to ensure investment does not duplicate existing provision, and to ensure that VCS providers are fully aware of good practice and what provision already exists, using existing provision to supplement their own resources. 	<p>Investment Planning, NLDC, ACL contracting</p>
<p>VCS as an Employer</p>	<p>Demand:</p> <ul style="list-style-type: none"> • Research into training needs, particularly of the needs of BME provider organisations. • Develop an engagement strategy reflecting demand issues in the sector and incorporating e-learning 	<p>Community Development Policy Unit work, Sector Broker, ChangeUp, ICT strategy</p>

	<ul style="list-style-type: none"> • Develop and disseminate guidance on workforce development issues for Management Committees 	
	<p>Supply:</p> <ul style="list-style-type: none"> • Identify and promote existing provision and sector specific expertise that could support organisations meeting skills needs (perhaps developing a specific section on WYTAP) • Dissemination of good practice and sharing expertise via relevant channels for communications. 	Sector Broker, WYTAP, ChangeUp
VCS as a source of Expertise	<ul style="list-style-type: none"> • Identify sources of expertise, capacity, research and resources within the sector and promote through tools such as DIVA and Community Statistics Project. • Further develop and promote DIVA, to ensure that a comprehensive database of organisation and expertise exists for Bradford. 	DIVA
Channels of communication	<ul style="list-style-type: none"> • Review and update Learning Partnership web-site and database to ensure relevant linkages are made with key networks and organisations in the wider Sector. • Ensure representation on Investing in Community-based Learning APG from all key networks, including COEMO. • Organise and offer placements for LSC staff in sector organisations. • Undertake promotional work to LSC with regard to how sector works. • Undertake promotional work to sector with regard to how LSC works. • Undertake promotional work about good practice and useful tools to support the work of VCS organisations. • Organise a workshop to raise awareness of initiatives impacting on sector and explore linkages and joined up 	

	<p>working amongst VCS organisations, whilst encouraging same approach for public sector organisations involved locally, to ensure duplication/overlap decreases.</p> <ul style="list-style-type: none">• Raise awareness and promote Implementation Plan activities and progress through all relevant networks and communication channels.	
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Working Together in BRADFORD

WORKING TOGETHER IN BRADFORD FINAL REPORT – APPENDIX 2 Local Delivery Plan

Introduction

“Working Together” is the Learning and Skills Council’s (LSC’s) National Strategy for working with the voluntary and community sector (VCS). Following publication of the Strategy in late 2004, local consultations were carried out with VCS organisations. Local Implementation Plans were produced as a result to identify which actions were needed to support the Strategy, at a local level.

The Bradford Implementation Plan was drafted in May 2005 following consultation within the District. The Plan identified local needs and specific actions required to support the Working Together Strategy in Bradford.

The LSC in West Yorkshire subsequently tendered for organisations in each local district to take forward delivery of the Implementation Plans. It has been agreed in Bradford that Bradford and District Learning Partnership will lead this through the Working Together in Bradford Project.

This Local Delivery Plan describes how actions identified within the Local Bradford Implementation Plan, will be delivered. The LSC has funded this activity until the end of October 2007. The Delivery Plan also makes reference to actions within the local Implementation Plan that are being delivered regionally and sub-regionally.

Sub-Regional Context

The LSC co-ordinates activities supporting the Working Together strategy through a sub-regional (West Yorkshire) Working Together Steering Group. This comprises local and sub-regional VCS and LSC representatives. Following submission of local District Implementation Plans in 2005, the LSC / VCS sub-regional Steering Group identified a number of actions that were common to more than one Plan. It was agreed that these needed to be taken forward at sub-regional level and they were subsequently commissioned as follows:

- E-Vision (Shared Training Resources) – West Yorkshire Learning Consortium
- Quality Improvement – Centre for Learning Excellence
- Management Information Systems (Data Mine) - VCTrain
- Skills Reviews – Morgan Kai (completed July 2006)

Contact details for these projects are included at Appendix 2. In addition the LSC intends to commission a sub-regional BME Network to support the engagement of BME organisations.

This project is supported by:



Some actions within the local Implementation Plans are being taken forward at the regional level:

- Future Skills – Humberside Learning Consortium
- Agenda for Change – YH Regional Forum
- Benchmarking E-learning – MRS Consulting

Linking with the LSC's Working Together Steering Group, the voluntary and community sector (VCS) established a VCS Project Managers Group, made up of local and sub-regional representatives actively involved in the LSC Steering Group. The focus of this VCS group is on communications with the regional and sub-regional projects and between local districts, ensuring a coordinated approach from the sector on delivery of actions under Working Together. The group also aims to share good practice and lessons learnt.

Local Delivery Planning Approach

Local Districts in West Yorkshire are required to take into account the regional and sub-regional activities outlined above, rather than duplicating them at the local level. A matrix identifying which actions within the original Bradford Implementation Plan are to be taken forward locally, sub-regionally / regionally and nationally is attached at Appendix 1. In addition, some actions originally included in the Implementation Plan have, since May 2005, been developed and are being delivered in relation to other initiatives – most particularly ChangeUp/Capacity Builders. These linkages are also identified at Appendix 1.

This Delivery Plan therefore focuses on actions within the Bradford Implementation Plan that will be taken forward locally, filling continuing gaps and needs. Together these activities will comprise the Working Together in Bradford Project. It is important that the Delivery Plan includes key actions and interventions that are clearly achievable and relevant to the LSC's remit. Working Together in Bradford should be viewed as a way to develop and establish future ways of working between the public sector and the voluntary and community sector in Bradford for the long term.

As a sector-led Delivery Plan, the following issues are critical and should form the basis of delivery principles:

- Ownership and 'buy-in' of the Plan and its actions by local VCS organisations.
- Clear communication and delivery structures – helping those in the sector to understand how the plan will be delivered and which organisations will be responsible for specific actions
- Alignment with other activities taking place locally e.g. around the Local Area Agreement, ChangeUp/Capacity Builders to, as far as possible, minimise duplication and ensure effective use of limited resources.
- Linkages with the private and public sectors

This project is supported by:



Many of the actions highlighted within the Working Together sub-regional and local implementation plans were provider-focussed. Activities within this Delivery Plan will focus on the whole sector rather than just the provider perspective.

The Working Together in Bradford Project is managed by the Learning Partnership through a Steering Group chaired by the Chairman of Bradford District Learning Partnership's Investing in Community-Based Learning (ICBL) Programme Group. The Group includes representatives from the LSC, VCS provider organisations, infrastructure (ISO) groups and non-provider organisations attending either by invitation or by expressing interest through the ICBL Group. Terms of Reference have been agreed to ensure that the outputs and outcomes of the Project can be met. A Project Co-ordinator has been appointed to lead work on the Project and to report back to the Steering Group on progress against individual activities.

The joint VCS / LSC Steering Group have agreed to establish a bursary scheme to reimburse the involvement of VCS representatives in Working Together activities. Bradford and District Learning Partnership will manage this scheme for specific Working Together in Bradford Project activities.

The following are to be achieved by the Working Together in Bradford Project, as stated in the submission to the LSC.

Outputs:

- 100 VCS and BME organisations engaged
- 200 individuals from VCS and BME organisations supported
- Information and dissemination events and workshops
- 3 communication formats

Outcomes

- Communication strategy developed
- Management of a bursary scheme for local VCS organisations
- Provider directory of Bradford VCS learning providers produced

Added value/soft outcomes

- More joining up of activities and resources to support the VCS within the context of learning and skills.
- More effective channels of communication established between the VCS and LSC.

Progress on the Delivery Plan will feed into the sub-regional Working Together VCS Project Managers Group and joint VCS / LSC Steering Group to ensure coherence with sub-regional work taking place and ensure activity is joined up. At local level,

This project is supported by:



progress will also be communicated through Bradford & District Learning Partnership as contributing to the Local Area Agreement.

Actions identified within the Bradford Implementation Plan (2005) will be delivered under the following headings within this Delivery Plan:

- **Communications** – a two-way process which aims to promote the LSC's priorities to VCS organisations and engage the sector in working more closely with the LSC. It will also promote the work of VCS organisations in learning, strengths and good practice.
- **Provider-Related Activities** – Bradford and District Learning Partnership's Investing in Community-Based Learning (ICBL) Action Programme Group will lead on provider-related actions within the Plan. This will act as a forum for public, private and voluntary and community sector organisations linking with the development of the VCS Learning Forum.
- **Workforce Development** – a mechanism will be identified to pull together research and intelligence on the workforce development needs of the VCS in Bradford and to work with the appointed VCS sector broker.

It is important that the diverse range of BME-led organisations in Bradford are engaged and represented and the involvement of BME groups will be an integral part of all activities to be delivered through the Delivery Plan. Specific resources have been identified to ensure this engagement.

The following sections set out draft specifications for key elements of the Delivery Plan, including objectives, costs, target outputs / outcomes, timescales, management structures and mechanisms for delivery. A Delivery Timetable identifying the Project milestones is also attached. It is important to note that activities under the key areas will evolve over the lifetime of the Project. For all, the issue of sustainability after the Project ends in October 2007 will need to be addressed. It is important that activities are properly evaluated in order to decide which can be taken forward for the future.

This project is supported by:



1. COMMUNICATIONS

Future communication between the LSC and VCS forms a key part of the Delivery Plan.

Lead Organisation(s): Bradford District Learning Partnership, Bradford CVS, C-Net, COEMO

Objectives:

- Communicate the LSC’s agenda and priorities to all voluntary and community sector organisations in Bradford
- Promote the involvement in learning of VCS organisations in Bradford, strengths and good practice
- Develop ongoing mechanisms for consultation between the VCS and the LSC
- Ensure effective representation of VCS issues at district level including the involvement of CNet and the VCS Learning Forum

Summary of Outputs:

- 3 communication formats
- 7 information and dissemination events
- 100 organisations consulted and engaged

Activities to be delivered:

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead / Partner Orgs	Timescale	£
<i>Promotional work to the VCS with regard to how the LSC works (4.5)</i>	Draft Communications Strategy	Communications Strategy submitted to Steering Group	Project Co-ordinator	Nov 2006	N/A

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead / Partner Orgs	Timescale	£
Promotional work to the VCS with regard to how the LSC works cont'd (4.5)	Arrange Consultation / dissemination event and promote via CVS Bulletin, LP website / email, CNet and COEMO networks to a) communicate and consult with VCS organisations in Bradford regarding the LSC's remit, structure and priorities; b) explain Working Together and the local context, feedback outcomes from regional and sub-regional projects and promote requests for local participation c) communicate current overall local strategic context for the sector including that of BME groups	<ul style="list-style-type: none"> Promotional campaign using 3 communication formats 60 VCS organisations attend including at least 15 BME organisations 2 public sector organisations involved Evaluation identifies number of organisations newly engaged with the LSC through the event Meeting report identifies proposals for future working / mechanisms for consultation with the LSC, including at least 1 from BME groups 	Project Co-ordinator with CVS, COEMO	Early Dec 2006 (depends when LSC local priorities published)	5,000
Raise awareness and promote Implementation Plan activities and progress through all relevant networks and channels (4.8)	<ul style="list-style-type: none"> Learning Partnership and COEMO websites revised to include Working Together section. Working Together updates (bi-monthly) disseminated via CVS Bulletin, websites and e-mail groups. 	A minimum of 6 updates produced	Project Co-ordinator with COEMO, CVS	From Oct 06	4,000

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead / Partner Orgs	Timescale	£
Promotional work to the LSC with regard to how the VCS works, strengths and good practice (4.4)	Arrange meetings between VCS organisations (via Project Steering Group) and the LSC Local Partnership Team	2 seminars attended by at least 3 VCS organisations and LSC representatives	Project Co-ordinator with LSC	Feb 07 Jun 07	800
Promotional work about good practice and useful tools to support the work of VCS organisations (4.6)	Themed workshops on good practice within local VCS e.g. VYON, including at least one with BME focus	2 Workshops each attended by at least 10 VCS organisations	Project Co-ordinator (with COEMO, CVS)	Mar 07 July 07	1,000
Ensure a comprehensive database of VCS organisations and expertise for Bradford (3.3). Identify sources of expertise, capacity, research and resources within the sector (3.1)	Development of the DIVA Project. SEE SECTION ON PROVIDER-RELATED ACTIVITIES	SEE SECTION ON PROVIDER-RELATED ACTIVITIES	BMDC / Building Communities Partnership	July 07	SEE NEXT SECTION

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead / Partner Orgs	Timescale	£
Ensure LSC funding deadlines are clearly communicated and disseminated (1.7)	Funding deadlines communicated by LSC and disseminated via CVS Bulletin, email groups, LP and COEMO websites and b-funded website	<ul style="list-style-type: none"> 3 communication channels employed 	Project Co-ordinator with LSC, CVS, COEMO	Ongoing	500
Raise awareness of strategic initiatives impacting on sector (4.7)	Organise workshops to explore linkages and joined up working amongst VCS organisations, encouraging the same approach for local public sector organisations to minimise duplication/ overlapping activities	<ul style="list-style-type: none"> 2 events / workshops 2 promotional campaigns 30 VCS organisations attend including 6 BME organisations 3 public sector organisations involved 	Project Co-ordinator with CNet, ISO Group, COEMO CVS	April – Sept 07	3,000
Review and update Learning Partnership database of VCS organisations to ensure relevant linkages are made with key networks and organisations in the wider Sector (4.1)	Learning Partnership database linked to work being undertaken for Local Area Agreement	<ul style="list-style-type: none"> New VCS organisations on Learning Partnership database 	Project Co-ordinator with Learning Partnership Administrator	Ongoing from Oct 06	N/A
Organise and offer placements for LSC staff in sector organisations (4.3)	Arrange programme of cultural exchange between LSC staff and VCS organisations, including BME organisations	TO BE CONFIRMED	Project Co-ordinator with LSC	Jan – Sept 07	N/A

This project is supported by:



2. PROVIDER-RELATED ACTIVITIES

Bradford & District Learning Partnership's Investing in Community-based Learning (ICBL) Action Programme Group currently fulfils the role of a network of learning providers across the VCS, private and public sectors. Although a need for a separate VCS network was identified within the Implementation Plan, recent developments in the LSC's structures underline the need to work across sectors and there is also increasing emphasis for VCS organisations to work in partnership with local strategic partners. It is imperative that the Working Together in Bradford Project links with existing structures and activities taking place e.g. as part of the Local Area Agreement, Neighbourhood Learning In Deprived Communities (NLDC) and Neighbourhood Renewal.

The ICBL Group will be tasked with performing VCS provider-related actions for the Working Together in Bradford Project. If agreed, the Project Co-ordinator will oversee these actions and will explore the future sustainability of the ICBL Group.

Lead Organisation(s): Bradford & District Learning Partnership Investing in Community-based Learning (ICBL) APG

Objectives

- Engage with VCS organisations that currently deliver learning / training and those who wish to.
- Raise wider awareness on the realities of contracting with the LSC
- Focus on specific areas of local expertise, strengths and need e.g. Skills for Life, refugee and asylum seekers/ economic migrants/ new arrivals / communities of interest, ESOL provision and disabled people (including working with the BME Network)
- Develop an effective and co-ordinated infrastructure that encompasses engagement activity, first step provision and progression
- Develop the infrastructure for outreach services, reaching learners within their 'comfort zones', either as providers or as engagement agencies working with other providers e.g. FE Colleges.
- Involve VCS employers and learning providers in a co-ordinated approach to workforce development in the sector.

Summary of Outputs:

- Local Learning Directory produced
- Model for local consortia arrangements developed and published
- Joint FE / VCS Working Group established and 2 meetings held

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

- 2 workshops held on contracting issues, attended by at least 20 VCS organisations

Activities to be delivered:

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead	Timescale	£
<i>Identify sources of expertise, capacity, research and resources within the VCS and promote to LSC. Ensure inclusion of small groups as well as larger organisations (3.1/3.3)</i>	<ul style="list-style-type: none"> ▪ Map organisations involved in learning in Bradford to include a) VCS learning providers - including client groups served, services provided and b) centres where outreach learning takes place. BME organisations to be included ▪ Produce and disseminate Learning Directory – electronic and hard copy - linked to current provider databases e.g. WYTAP, DIVA. ▪ Promote Learning Directory within the sector for local VCS organisations to meet their own workforce development needs 	<p>Working Group established with partners</p> <p>Mapping exercise / survey carried out</p> <p>Learning Directory produced and promoted (including at least 3 BME centres of learning) - electronic and hard copy versions.</p> <p>20 learners from VCS organisations access workforce development through the Learning Directory</p>	Project Co-ordinator with BMDC (DIVA), CVS, COEMO	<p>Oct 06 – Feb 07</p> <p>July 07</p> <p>Sept 07</p>	10,000

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead	Timescale	£
<i>Review membership of Investing in Community-based Learning APG to ensure representation from all key VCS networks (4.2)</i>	Review carried out through consultation exercise using Learning Partnership database	1 consultation exercise Revised VCS membership on APG published and disseminated	Learning Partnership	Nov – Dec 06	N/A
<i>Awareness raising to inform sector organisations of realities of contracting with LSC (1.8) Practical help with bid-writing / form-filling (1.6) Develop information and guidance on “full cost recovery” (1.2)</i>	Events arranged to coincide with commissioning deadlines e.g. NLDC, particularly for BME groups Disseminate outcomes of sub-regional WT projects to VCS learning providers and local communities through APG and Learning Partnership website	2 workshops on contracting with the LSC, each attended by at least 10 organisations, and including 1 targeted at BME groups Guidance on issue of “full cost recovery” developed e.g. with WYCAS SEE SECTION ON WORKFORCE DEVELOPMENT - Updates on sub-regional projects published on websites and included within CVS bulletin.	Project Co-ordinator with COEMO	From Oct 06	2,000

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead	Timescale	£
<p>Explore funding models that take into account the support required to engage learners through VCS organisations and the cash-flow issues of smaller organisations (1.3)</p> <p>Develop and co-ordinate a partnership model to improve delivery, including engagement and progression (1.17)</p>	<p>Dialogue with mainstream providers / FE Colleges: Establish sub-group of ICBL for VCS organisations (providers and centres for learning) to meet with local mainstream providers and explore mechanisms for joint working / franchise arrangements.</p>	<p>Joint VCS/FE Group established – 2 meetings held BME representation established</p>	ICBL Chairman	Jan 07	500
	<p>Develop model for local consortia arrangements, following on from sub-regional discussions. Mechanisms for the involvement of local BME groups and smaller groups to be clearly established.</p>	<p>Model for local consortia arrangements developed and published</p>	To be confirmed	From Nov 06	TBC

This project is supported by:



Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead	Timescale	£
<i>Ensure investment does not duplicate existing provision, and that VCS providers are fully aware of good practice and what provision already exists, using existing provision to supplement their own resources. (1.18)</i>	To be developed	To be developed	Project Co-ordinator		TBC

This project is supported by:



3. WORKFORCE DEVELOPMENT

Lead Organisation: To fulfil the objectives below, it is proposed either a) to convene a Working Group of VCS organisations interested in workforce development OR b) to appoint an appropriate (non-provider) VCS organisation / partner to lead this work.

Recommendations for the future management of this element of the Delivery Plan will be brought to the Project Steering Group, once discussions have been held with the recently appointed VCS sector broker, Business Link for West Yorkshire.

Objectives

- To promote the National Employer Training Programme to VCS organisations in Bradford and assess progress on the Future Skills project
- With the Sector Broker, to ensure the specific skills needs of VCS organisations in Bradford are being met by local, sub-regional and national workforce development initiatives, to develop an engagement strategy and identify gaps where needs are not being met
- To represent the diversity of sector organisations in the District enabling the Sector Broker to access as wide a range as possible (including small groups, those employing unpaid staff and BME organisations);
- To inform the Sector Broker of expertise available within the sector both locally and more widely to support sector needs. To help the Sector Broker promote this provision, and other provision external to the sector
- To disseminate information about provision /support available to the sector, through existing VCS communications channels.

Summary of Outputs:

- Promotion event for Train2Gain / Future Skills attended by 40 organisations
- 3 updates published on Workforce Development for local voluntary and community sector organisations
- 3 Workshops on issues identified within the Local Implementation Plan (change management, workforce development for Management Committees, e-learning) attended by a total of 45 individuals from VCS organisations
- Dissemination event held for learning providers on Working Together sub-regional projects (MIS, Quality, Shared Training Resources) attended by at least 10 VCS provider organisations

This project is supported by:



Activities to be delivered:

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead	Timescale	£
<i>Work alongside Sector Broker to identify workforce development needs for the VCS in Bradford</i>	Schedule of meetings between Sector Broker (Business Link West Yorkshire) and Project	Engagement Strategy developed	Project Co-ordinator with BLWY	From Nov 06	N/A
<i>Clear regular communication and promotion to VCS organisations regarding what is available through the LSC Sector Brokerage including what is publicly-funded and what is not</i>	Promotion events and regular communication in CVS bulletins identifies government's priorities for funding	Promotion event for Train2Gain and / or Future Skills attended by 40 organisations of which at least 50% non-providers A minimum of 3 Workforce Development updates included in monthly CVS bulletins	Project Co-ordinator with BLWY	TBC	3,000

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead	Timescale	£
<i>Offer change management support to organisations who are wishing to further develop their provider role (1.11)</i>	Workshop covering advice and guidance as to how to access support for change management	Workshop attended by 20 VCS organisations, including 3 BME organisations	University of Bradford	TBC	1000
<i>Develop an engagement strategy incorporating e-learning, reflecting demand issues in the sector and recognising barriers such as access and cost(2.2)</i>	Workshop on e-learning	Workshop attended by 15 VCS representatives	TBC	TBC	1000
<i>Develop and disseminate guidance on workforce development issues for Management Committees(2.3)</i>	Workshop / training event on workforce development for Management Committees	Workshop attended by 20 VCS representatives	TBC	TBC	1000

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Action (Local Implementation Plan)	How delivered	Target outputs / outcomes	Lead	Timescale	£
<i>Implement locally recommendations / findings from MIS and Quality Improvement sub-regional projects (capacity-building and continuing professional development)</i>	Promote sub-regional projects within Working Together updates and invite participation from local organisations at Working Together events.	6 updates	Project Co-ordinator with Working Together Project Managers	Ongoing	1000
	Feedback to VCS Project Managers Group	Attendance at VCS Project Managers Group		Ongoing	
	Arrange workshop / dissemination event on findings from sub-regional projects	Workshop on MIS and Quality Improvement attended by 10 provider organisations		Jun 07	

This project is supported by:



Working Together in Bradford - Delivery Timetable / Milestones*

Activity	Date
Project Steering Group established and terms of reference agreed	May 06
LSC contract agreed	Sept 06
Bursary scheme established	Sept 06
Project Co-ordinator in post	Oct 06
Delivery Plan agreed	Oct 06
Communications Strategy drafted	Oct 06
Learning Partnership and COEMO websites revised	Oct 06
WT Update (1)	Nov 06
Establish Learning Directory Working Group	Nov 06
Undertake ICBL APG membership review	Nov 06
VCS/LSC consultation / dissemination event	Dec 06
WT Update (2) – includes Workforce Development update	Dec 06
Mapping of VCS organisations involved in learning	Jan 06
Joint VCS / FE Working Group established	Jan 07
Secondments from LSC arranged	Jan 07
WT Update (3)	Feb 07
LSC Local Partnership Team / VCS Seminar 1	Feb 07
VCS Good Practice Workshop 1	Mar 07
Workshop 1 – strategic initiatives	April 07
WT Update (4) – includes Workforce Development update	Apr 07
Workshop on MIS / Quality Improvement sub-regional projects	Jun 07
LSC Local Partnership Team / VCS Seminar 2	Jun 07
WT Update (5)	Jun 07
Workshop 2 – strategic initiatives	July 07
Learning Provider Directory produced	July 07
VCS Good Practice Workshop 2	July 07
WT Update (6) – includes Workforce Development update	Aug 07
Project Evaluation	Sept 07

This project is supported by:



* Note: Workforce Development outputs will be timetabled subject to agreement with the VCS Sector Broker.

The following dates are aligned to this delivery timetable:

- **Working Together in Bradford Project Steering Group** meetings
 - Wednesday 25 October 06
 - Wednesday 6 December 06
 - Wednesday 17 January 07
 - Wednesday 28 February 07
 - Wednesday 4 April 07
 - Wednesday 16 May 07
 - Wednesday 27 June 07
 - Tuesday 31 July 07
 - Wednesday 19 September 2007
(to be held at 1:30pm at Carlisle Business Centre):

- **Learning Partnership ICBL APG** meetings
 - 15 November 2006 (further dates to be confirmed)

- **Sub-regional VCS Project Managers Group** meetings
 - 8 November 2006 (further dates to be confirmed)

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

WORKING TOGETHER IN BRADFORD – IMPLEMENTATION PLAN RECOMMENDED ACTIONS

Implementation Plan Action	Vehicle for Delivery	Lead Org	Timescales	Link with WT Sub-regional Plan	Other Linkages
1. VCS AS PROVIDER					
A) Funding					
1.1. Explore longer-term funding arrangements	National LSC	LSC		LSC National	
1.2. Develop information and guidance on “full-cost recovery” and undertake workshops for sector organisations	WT in Bradford – Provider-Related Activities	Bradford LLP		No Bradford-specific action identified	ChangeUp: Appointment of CVS funding advisers
1.3. Explore funding models that take into account the support required to engage learners through VCS organisations and the cash-flow issues of smaller organisations.	WT in Bradford – Provider-Related Activities	Bradford LLP		Plan identifies “LSC to acknowledge Widening Participation and E&D requires more time and resources to deliver”. But not clear who is leading on this	
1.4. Ensure funding details are included in tools such as b-funded and promoted widely.	WT in Bradford - Communications	Bradford LLP		No Bradford-specific action identified – see Leeds actions	
1.5. NEW ACTION Ensure sustainability, contingency planning and long term planning of effective provision so infrastructure is not lost	WT in Bradford – Provider-Related Activities	Bradford LLP		Identified in sub-regional Plan for LLP to action. Not in Bradford plan??	
1.6. Provide practical on-going support and workshops on bid-writing and form-filling, particularly for BME organisations.	WT in Bradford – Provider-Related Activities	Bradford LLP		Not identified	ChangeUp?

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Implementation Plan Action	Vehicle for Delivery	Lead Org	Timescales	Link with WT Sub-regional Plan	Other Linkages
B) Contracting					
1.7. Develop clear and realistic timescales for bidding and contracting, with clarity on processes and documentation	National LSC	LSC		LSC National	
1.8. Organise awareness raising workshops to inform sector organisations of realities of contracting with LSC	WT in Bradford – Provider-Related Activities	Bradford LLP			
1.9. Organise training on the NQF and develop guidance and clarity in tendering documentation; on qualification requirements i.e. what NVQ equivalents are acceptable?	WT in Bradford – Provider-Related Activities	Bradford LLP		Not identified	
C) Capacity Building and Quality Improvement (VCS and LSC)					
1.10. Identify and promote VCS strengths and good practice for the LSC and others	WT in Bradford - Communications	Bradford LLP			ChangeUp: activity on DIVA
1.11. Offer change management support to organisations who are wishing to further develop their provider role	WT in Bradford – Workforce Development	Bradford LLP			
1.12. Joint working to develop a centralised monitoring system that can support monitoring and contracting arrangements with reduced bureaucracy of participating organisations.	National LSC	LSC		LSC National	
1.13. Develop a sector-wide Management Information System which can deal with not only LSC funding/contracts, but other funding streams and quality requirements	Sub-regional Project Data Mine	VCTrain	July 2006- Sept 2007		
1.14. Provide training support and signposting on quality, particularly on the Common Inspection Framework and ALI standards.	Sub-regional Project VCS Quality Improvement Framework	CLE			
1.15. Develop and deliver quality assessments and checklists for providers wishing to contract with LSC.	Sub-regional Project VCS Quality Improvement Framework	CLE			

This project is supported by:



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Implementation Plan Action	Vehicle for Delivery	Lead Org	Timescales	Link with WT Sub-regional Plan	Other Linkages
1.16. Develop and maintain a BME network to exchange good practice and information, and encourage collaborative working at both a local and sub-regional level.	Sub-regional BME Network	To be confirmed			ChangeUp Race Equality Framework, Regional BME Skills Panel, BME Skills Champions, BME learning and skills database
D) Delivery Arrangements					
1.17. Develop and coordinate partnership model to improve delivery, including engagement and progression.	WT in Bradford – Provider-Related Activities	Bradford LLP		Identified as infrastructure issue - LLP to action.	
1.18. Set up a coordination facility, with liaison, data management and information dissemination objectives, to ensure investment does not duplicate existing provision, and to ensure that VCS providers are fully aware of good practice and what provision already exists, using existing provision to supplement their own resources.	WT in Bradford – Provider-Related Activities	Bradford LLP		No Bradford-specific action identified	
2. VCS AS EMPLOYER					
A) Demand					
2.1. Research into training needs, particularly those which are unique e.g. BME organisations	Sub-regional Project: VCS Brokerage	Morgan Kai		75 Skills Reviews to be carried out in Bradford	Train2gain
2.2. Develop an engagement strategy incorporating e-learning, reflecting demand issues in the sector	Sub-regional Project: VCS Brokerage WT in Bradford: Workforce Development	Morgan Kai Bradford LLP		Shared Training Resources Project? Sub-regional plan identifies need to explore different approaches in Bradford	Benchmarking e-learning Regional Project (MRS Consulting);

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Page 22 of 25



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Implementation Plan Action	Vehicle for Delivery	Lead Org	Timescales	Link with WT Sub-regional Plan	Other Linkages
2.3. Develop and disseminate guidance on workforce development issues for Management Committees	WT in Bradford - Workforce Development	Bradford LLP		Identified within sub-regional plan for LLP action	Links to ChangeUp (Performance and Governance Hubs) to be explored
B) Supply					
2.4. Identify and promote existing provision and sector specific expertise that could support organisations meeting skills needs (perhaps developing a specific section on WYTAP)	Sub-regional Project: VCS Brokerage WT in Bradford – Provider-Related Activities / Workforce Development	Morgan Kai Bradford LLP			
2.5. Dissemination of good practice and sharing expertise via relevant channels for communications	WT in Bradford - Communications	Bradford LLP			
3. VCS AS SOURCE OF EXPERTISE					
3.1. Identify sources of expertise, capacity, research and resources within the sector and promote through tools such as DIVA and Community Statistics Project.	WT in Bradford - Communications	Bradford LLP			
3.2. NEW ACTION Recognition of the sector's limited capacity to provide expertise without reimbursement	Sub-regional Bursary Scheme	Bradford LLP	Ongoing	Action proposed by sub-regional VCS Group	
3.3. Further develop and promote DIVA, to ensure that a comprehensive database of organisation and expertise exists for Bradford.	WT in Bradford - Communications	Bradford LLP		Identified as LLP action within sub-regional action plan.	ChangeUp
4. VCS AS CHANNEL OF COMMUNICATION					

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Page 23 of 25



Working Together in Bradford Local Delivery Plan v6 (Nov 2006)

Implementation Plan Action	Vehicle for Delivery	Lead Org	Timescales	Link with WT Sub-regional Plan	Other Linkages
4.1. Review and update Learning Partnership website and database to ensure relevant linkages are made with key networks and organisations in the wider Sector.	WT in Bradford - Communications	Bradford LLP			
4.2. Ensure representation on Investing in Community-based Learning APG from all key networks, including COEMO.	WT in Bradford - Communications	Bradford LLP			
4.3. Organise and offer placements for LSC staff in sector organisations.	WT in Bradford - Communications	Bradford LLP			
4.4. Undertake promotional work to LSC with regard to how sector works	WT in Bradford - Communications	Bradford LLP			
4.5. Undertake promotional work to sector with regard to how LSC works	WT in Bradford - Communications	Bradford LLP			
4.6. Undertake promotional work about good practice and useful tools to support the work of VCS organisations.	WT in Bradford - Communications	Bradford LLP			
4.7. Organise a workshop to raise awareness of initiatives impacting on sector and explore linkages and joined up working amongst VCS organisations, whilst encouraging same approach for public sector organisations involved locally, to ensure duplication/overlap decreases.	WT in Bradford - Communications	Bradford LLP			
4.8. Raise awareness and promote Implementation Plan activities and progress through all relevant networks and communication channels.	WT in Bradford - Communications	Bradford LLP			

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Page 24 of 25



WORKING TOGETHER IN WEST YORKSHIRE – PROJECT CONTACTS

Sub-Regional	Quality Improvement	Centre for Learning Excellence	Liz Singleton	www.clenetwork.org.uk
	MIS Datamine	VC Train	Sherine Ellison	www.vctrain.org.uk
	e-vision (Repository)	WYLC	Edwina Guinness	www.wylc.org.uk
	Skills Review	Morgan Kai		www.morgankai.com
	BME Network	Not yet approved		
Local (District)	Bradford	Bradford & District Learning Partnership	Peter Tate	www.bradfordlearningpartnership.org.uk/wt
	Calderdale	Voluntary Action Calderdale	Beverley Fearnley	www.calderdalewomen.org.uk
	Kirklees	Voluntary Action Kirklees	Brian Batson	www.voluntaryactionkirklees.org.uk
	Wakefield	Voluntary Action Wakefield	Alan Mackay	www.vawd.org.uk
	Leeds	Leeds Voice	Laura Breslin	www.leedsvoice.org.uk

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Page 25 of 25



Working Together in BRADFORD

WORKING TOGETHER IN BRADFORD FINAL REPORT – APPENDIX 3

COEMO Workplan: Involving BME groups in Working Together in Bradford

Introduction:

The Working Together in Bradford Delivery Plan states that "*the involvement of BME groups will be an integral part of all activities to be delivered specific resources have been identified to ensure this engagement*". This is supported by the LSC contract which includes a required outcome to "further development of Learning Partnership / VCS / BME networks" (OC2).

COEMO has a specific role to play as lead BME partner for the Working Together in Bradford Project, represented on the Project's Steering Group. COEMO's stated objectives under Working Together are to: facilitate networking between BME groups within the Bradford District and to achieve a mapping of BME groups which host learning and those which deliver learning, with the objective of moving some of those groups which host learning into direct delivery.

Discussions have been ongoing with COEMO to identify how BME groups can be involved in the Project's Delivery Plan. This Workplan sets out that involvement against the Delivery Plan activities, aligned to available resources and the Project's contracted outputs. It should be noted that activities are indicative and are likely to evolve as the Project develops.

This project is supported by:



Working Together in BRADFORD

Delivery Plan Activity	How Delivered	Resources	Resource identified in Delivery Plan (Y/N)	Contribution to Contract Output / Outcome	Timescale
<i>Communications:</i>					
<ul style="list-style-type: none"> Promotional work and consultation with BME groups in Bradford District on how the LSC works, and on Working Together. Consultation on Project Delivery Plan. 	Revision of COEMO website and maintenance through lifetime of the Project	£2,000	Y	OP4/OC2	Dec 06 onwards
	Dissemination of Working Together activity through COEMO database and e-groups	To be charged as appropriate	N	OP4	Ongoing
	Attendance by COEMO at Steering Group and other Project meetings (including Project evaluation); reporting (minuted) to COEMO Board and networks e.g. CNet	Agreed hourly rate	N	OC2	Ongoing
<ul style="list-style-type: none"> Proposals for future working / mechanisms for consultation between the LSC and BME groups in Bradford District 	Under the original Delivery Plan a specific outcome was identified from the Dissemination Event. As this was not actioned, this needs to be taken up as a discrete activity	To be confirmed (from Dissemination Event underspend)	Y	OC2	To be confirmed

This project is supported by:



Working Together in BRADFORD

Delivery Plan Activity	How Delivered	Resources	Resource identified in Delivery Plan (Y/N)	Contribution to Contract Output / Outcome	Timescale
<ul style="list-style-type: none"> 'Cultural exchange" programme between LSC staff and VCS BME organisations 	LSC team visits to VCS BME organisations	Agreed hourly rate	N	N/A	From Mar 07
<ul style="list-style-type: none"> Awareness raising of strategic initiatives impacting on VCS BME sector 	To be confirmed with Project Co-ordinator (e.g. workshops / promotional campaign involving public sector organisations and CNet)	To be confirmed	Y	OC2	From Apr 07
<ul style="list-style-type: none"> Promotional work to the LSC with regard to how the BME VCS works, sharing good practice / strengths 	Themed "showcase" event on good practice in the VCS BME sector in Bradford	£500	Y	OC2	July 07

This project is supported by:



Working Together in BRADFORD

Delivery Plan Activity	How Delivered	Resources	Resource identified in Delivery Plan (Y/N)	Contribution to Contract Output / Outcome	Timescale
<i>Provider-Related Activity</i>					
<ul style="list-style-type: none"> Identify sources of expertise within the VCS and map organisations hosting / delivering learning 	Involvement in VCS Learning Directory e.g. sharing expertise by assisting with definition of BME organisations; ensuring links with other sub-regional and local mapping; contributing contact information; promote the Learning Directory on the COEMO website	To be costed (total budget available = £10,000)	Y	OC4/MS3	Mar 07 onwards
<ul style="list-style-type: none"> Awareness-raising to inform BME organisations of realities about contracting with LSC 	Workshop for BME organisations on practicalities of contracting with LSC, tied into commissioning deadlines	£1,000	Y	OP3	To be confirmed
<ul style="list-style-type: none"> Develop and co-ordinate a partnership model to improve delivery, including engagement and progression 	<p>Involvement in joint FE / VCS Working Group – 2 meetings.</p> <p>Dissemination of information on VCS Consortia</p>	<p>Hourly rate</p> <p>See Communications item</p>	N	OC2	Mar 07 onwards

This project is supported by:



Working Together in BRADFORD

Delivery Plan Activity	How Delivered	Resources	Resource identified in Delivery Plan (Y/N)	Contribution to Contract Output / Outcome	Timescale
<i>VCS Workforce Development</i>					
Identify workforce development needs for VCS BME organisations in Bradford	COEMO to be included in meetings between Project Co-ordinator and Sector Broker on engagement strategy	Hourly rate	N	OC5	Feb 07 onwards
Promotion to VCS BME organisations regarding what is available through the VCS Sector Brokerage, including what is publicly funded and what is not	Promotion event for TrainToGain and/or Future Skills Workforce Development updates published on COEMO website	To be confirmed See Communications item	Y	N/A	To be confirmed
Offer change management support to organisations wishing to develop their provider role	COEMO to be involved in workshop / programme of advice and guidance as to how to access support for change management	To be confirmed	Y	N/A	To be confirmed

This project is supported by:



Working Together in BRADFORD

Delivery Plan Activity	How Delivered	Resources	Resource identified in Delivery Plan (Y/N)	Contribution to Contract Output / Outcome	Timescale
Implement locally recommendations / findings from Sub-Regional Projects, including BME Network	COEMO to feedback information from BME Sub-Regional Network meetings to Project Steering Group and disseminate information on other sub-regional Projects to COEMO membership / invite participation	See Communications item	N	N/A	Ongoing
	COEMO to be involved in event to disseminate outcomes from sub-regional Projects	Total budget for event = £1,000	Y	OC2	Jun 07

This project is supported by:



6 District Projects key findings

This section provides a breakdown of information from each of the district projects involved in the consultation process.

Working Together Bradford District	
Contract Holder:	Bradford College / Bradford Learning Partnership
WT workforce:	Self Employed WT Coordinator
Project start date:	April 2006
Project end date:	December 2007

The evaluation focus group conducted by Sport Structures with the Bradford project was conducted with four key personnel involved in the project. The peer assessment and evaluation focus group of WT in Bradford highlighted the following key findings:

The aims of Working Together

The broad aims of WT and specifically WT Bradford appeared to be well received and understood with the general recognition that WT was focused on building relationships between the LSC and VCS to ensure quality and build capacity in the sector.

Successes of Working Together

The positioning of the WT Coordinator within a shared office with the Bradford Learning Partnership facilitated communication and relationship development this was assisted by the reputation of the WT coordinator who was well known and respected within Bradford. The WT coordinator operated an open door policy with VCS organisations and promoted the realism of WT in Bradford. WT Bradford is perceived as a success as it is on target to achieve or exceed its contractual requirements.

Communication was seen as a key success as the WT Bradford benefited from sharing good practice and discussions relating to minimising duplication at regular meetings with other WT Coordinators in Calderdale, Kirklees, Leeds and Wakefield. The development of a communications strategy included a commitment to use a wide variety of ways of communicating. The strategy specifically looked to assist smaller hard to reach groups to gain access to ICT in order to benefit from up to date information, successful neighbourhood meetings demonstrated positive engagement with communities.

WT Bradford was particularly successful in providing workshops, giving advice and guidance on resources which have become available for VCS organisations. Clear communication channels have assisted in promoting networking opportunities to talk and think about the possibilities of WT.

WT demonstrated its success with only the organisations that have built up partnerships and networks for the long term through WT to be still operating in Bradford.

Issues in Working Together

It was suggested that WT at a district and sub-regional level was underestimated as it was perceived initially as a simple process, where as in reality there were complexities for example at the outset of WT expectations were raised within small VCS organisations concerning opportunities to access funding however expectations were not met. The realisation regarding expectations of WT assisted in raising the awareness of VCS organisations that the LSC are not the only funding source, this resulted in strengthening the relationships of the VCS.

It was acknowledged that the short term nature of WT has resulted in some disillusionment as it implies that the work produced within WT Bradford may to some extent be duplicated rather than built upon as there is limited succession planning.

Delays in the contract and changes in contractors at the initial stages of the project delayed and caused financial strain on the project. The Bradford project perceived the Bradford WT project to be viewed as a pilot study by the LSC. This perception was suggested to show a lack of commitment from the LSC.

WT, LSC and VCS relationships

The district and sub-regional relationships were strengthened through the duration of WT although difficulties sometimes arose in being able to always get the right people round the table.

Bradford was seen to be in a unique position as it was host to a large number of small and medium sized VCS organisations which enabled considerations of local needs. However the diversity of needs and requirements for relationship building was acknowledged as causing problems in relation to equally representing all organisations. In addition the restructuring and consequent changes to staff within the LSC caused difficulties in maintaining an effective relationship and resulted in modified actions for WT Bradford.

The consistency of the Bradford coordinator was demonstrated to be a vital aspect to the continued success of the project and provided uniformity when LSC changes occurred.

The LSC and VCS relationship was viewed as a partnership for money rather than a partnership for relationships, networks or for the long term.

Unintended and non-contracted outcomes

In addition to the contractual outputs, WT Bradford has worked alongside other West Yorkshire WT projects to enhance and develop partnerships to enhance the sector's access to:

- Management Information Systems
- E-learning
- Workforce Development
- Consortium development
- BME organisations
- Quality Improvement

FINAL REPORT

FINDINGS AND RECOMMENDATIONS

1 INTRODUCTION

1.1 The findings and recommendations outlined in this report are based on work undertaken by the Working Together in Bradford Project and are, in the main, concerned with ongoing developments within Bradford District.

1.2 The strategic aims of Working Together in Bradford were to:

- Create a step-change in the (LSC's) relations with the voluntary and community sector (VCS) organisations to maximise the contribution they can make to the accessibility, range and quality of education and training provision for individuals, employers and the wider community.
- Open up access to mainstream LSC funding for the VCS organisations.
- Establish a principle of partnership and mutual benefit in all relations between the VCS and the LSC, acknowledging that the two bodies share many objectives for the provision of better learning and skills-orientated services for more and different people.
- Extend best practice throughout the LSC and the Sector, building on existing hard work and achievements on both sides so that organisations learn from the experience of their peers.
- Create a framework of minimum expectations and useful ideas to be interpreted and implemented jointly by the LSC and the sector regionally and locally.
- Make clear, internally and to external partners, the LSC's full commitment to implementing the principles of the *Compact on Relations between the Government and the Voluntary and Community Sector in England (1998)* and the recommendations of the *Treasury Cross Cutting Review of the Role of the Voluntary and Community Sector in Service Delivery (2002)*

Activity for the Project was delivered under the 'themes' of communication, provider-related activity and workforce development.

2 COMMUNICATIONS

2.1 Promoting the work of the VCS

With a few exceptions both individual VCS organisations and the Sector generally are badly marketed. There are a number of reasons why this has occurred:

- VCS organisations have been slow to recognise the importance of marketing.
- Centre staff lacking the IT skills to be able to produce 'up-market' marketing materials together with a sense that, if marketing is important, it should be done properly. Without 'in-house' skills, marketing can be expensive.

- The lack of sufficient human resources within the majority of VCS organisations has resulted in an ongoing tension between 'delivery of services' and the organisations' other needs and requirements, including promotion and publicity (marketing).
- An increase in the level of monitoring and evaluation required by most funders has resulted in an increasing amount of staff time being taken up in monitoring procedures.
- A balance between competition for scarce resources and cooperation between VCS organisations (so that they are able to deliver more effectively, maximise resources and 'bid in' for larger 'pots of money') has not been resolved. These tensions are unlikely to be resolved whilst there is an ongoing reduction in financial resources. If the VCS lacks a distinct 'corporate image' it is difficult to effectively market a 'corporate persona'.

2.2 Promoting the aims, objectives and priorities of the LSC

Central Government actively promotes the third Sector as delivering mainstream services even if the reality does not, as yet, match the intent, (sic: *The Compact on Relations between the Government and the Voluntary and Community Sector in England (1998)* and *The Treasury Cross Cutting Review of the Role of the Voluntary and Community Sector in Service Delivery (2002)*). As the government agency responsible for a high level of investment in learning the LSC prefers to manage large contracts, allowing it to monitor provision at a strategic level. Voluntary and community organisations take pride in their access to the 'grass-roots', their knowledge of the local area and of local people. The Voluntary Sector therefore perceives that it will, and does experience great difficulty in directly accessing LSC funding. Small, locally based voluntary organisations do not tend to see the relevance of the LCS to their own needs. If they do receive LCS funding, this would generally be through a third party.

The LSC is responsible for the delivery of Government strategies for learning for individuals 19 yrs (+). However, the level of funding available for individuals 19 + is being reduced and the LSC's priorities are moving more directly to e.g. 'worklessness'.

The VCS needs to be up-to-date, aware of changing priorities, the concerns and the constraints placed on the LSC and organisations must work in partnership to relate more effectively with the LSC

Recommendation: The VCS needs to take advantage of opportunities to deliver services and ensure the LSC is aware of the advantages to be gained from working closely with VCS.

Recommendation: Effective two-way communication between the LCS and VCS in Bradford needs to be established which is i) supported and maintained ii) has identified representatives of Bradford VCS advocating on behalf of the Sector as a whole and iii) develops a cross VCS communication network to disseminate information and progress.

2.3 Communication across the Sector

The sharing of information, concerns, constraints, good practice and changing needs underpins the potential for partnership working. There are excellent examples of effective networking within sections of the sector in Bradford; however this is often based on established networks.

However, too many VCS organisations are not aware of a range of funding opportunities. For organisations to be able to take full advantage of this information they need to be aware of which 'pots' of money are relevant to their purposes and

which are not. It is important that there is an effective and fast system for distributing funding information VCS organisations must have an up-to-date Business Plan – an important element of the capacity-building needs of all VCS organisations. Increased access to funding information needs to go ‘hand in hand’ with an effective communications network to support partnerships when competitive bidding is not relevant. The development of partnerships will also minimise duplication and maximise resources.

Recommendation: West Yorkshire Learning Consortium has the geographical boundaries to act as an over-arching body for the VCS and Bradford should work to ensure that WYLC is relevant and that Bradford’s needs are represented (see 5.1 below)

Recommendation: E-communications need to be embedded across the sector as a means of sharing information although not replacing personal contact and networking which have been used effectively during this Project.

3 VCS LEARNING PROVIDERS

3.1 ‘Hubs and Spokes’ model

There are several ‘hubs and spokes’ in the VCS learning sector. An organisation that provides learning may also be a member of another ‘hub’ for other activities. Recognised Learning Hubs include the FE Colleges and the Cathedral Centre. The Learning Consortia funded through NLDC are examples of ‘community-based’ hubs and spokes, as are other projects that have been funded through ERDF, ESF and NRF. In situations where accreditation is a key element in expected outputs the larger Learning Hubs are often in a better position to staff the appropriate learning

It is not always clear to the VCS sector what the distinctive role of the Training Organisations is in relation to locally based voluntary organisations that provide learning. Whilst some centres are happy to host services provided by training /learning providers others wish to provide their own learning and see themselves to be in direct competition for scarce resources.

Funding criteria for training changes and several training centres have closed. It would appear that they are extremely vulnerable to changing funding priorities and to ‘economies of scale’. VCS organisations have greater diversity of provision which may be seen as a strength.

Recommendation: It is important that VCS organisations clarify (for themselves and others) whether they are, in the main, ‘hosters’ or ‘providers’. Hosting organisations, in particular, should ensure that they have well established networks with a hub/s; smaller providers must determine what they are able to provide realistically as training is increasingly funded by economies of scale.

3.2 Locally Driven Partnerships

Partnership working is seen as ‘a priority’ by most funders. Unfortunately a number of VCS organisations form ‘paper partnerships’ with smaller organisations in order to procure funding. Smaller organisations need to be aware of ‘paper partnerships’ and insist on cooperative working as outlined in the bid.

In order to maximise the potential to access funding and maximise resources it is necessary for VCS organisations to form effective, realistic and genuine partnerships where the partners ‘play’ to each other’s strengths and resources are maximised.

Realistic partnerships may be based on several different criteria although there must be a clear shared interest for a partnership to be effective, e.g. a 'community of interest', 'gender based' work or shared locality. To ensure that partnerships are effective the VCS sector has to clarify when it is appropriate to cooperate on joint delivery and when it is appropriate to bid competitively for scarce resources (see above).

Even when organisations are delivering their own unique project everything is to be gained from sharing lessons learnt and good practice.

Locally-based workers and their user groups are better placed to articulate local needs, concerns and aspirations than agencies / organisations that come from outside the area.

3.3 Networks and Alliances

Networks and alliances may be seen as less formal / more fluid partnerships which are less likely to share delivery but do share a clear common interest e.g. a common 'community of interest', 'gender based' work or shared locality. Networks and alliances are important for sharing information, promotion and marketing and for advocacy on behalf of their 'shared interest' / communality.

Recommendation: Infrastructure organisations such as Bradford CVS and CEOMO have a distinctive role to play in building both local partnerships and networks and alliances.

3.4 Mapping of provision

A mapping exercise of VCS organisations in Bradford, who are involved in learning was compiled over the lifetime of this project together with a Directory of current activity; however more comprehensive and regular information is needed on learning provision across the District as a whole, 'gaps' and areas where there is 'over provision'.

Recommendation: Sustainable funding to support a detailed map of services and activities plus the length of time for which these activities are funded would give a much clearer picture of well / under-resourced areas and unmet need.

3.5 Quality issues

There is a lack of any comprehensive information on the quality of provision or comparative quality of provision by the VCS. Individual funders may monitor the work that is delivered differently and may be looking for different outputs for the same area of work. It is difficult therefore to gauge the effectiveness of delivery within different areas of work and across services.

Recommendation: It is recommended that work be commissioned to identify i) quality provision and ii) organisations that need support / capacity building to deliver effectively, particularly if they are the sole providers in a neighbourhood.

3.6 Over-Capacity

Whilst there are areas where there is a dearth of provision, there are other neighbourhoods where there is over-capacity and a number of organisations are chasing scarce resources. This problem is evidenced on social housing estates as well as in inner-city neighbourhoods e.g. there is no provision based on Odsal Estate whilst there are several organisations based on Canterbury. Under-representation results in a lack of services for local people whilst over-representation may result in competition for users as well as resources and is unlikely to lead to cooperative working. The distribution of resources is based on historical precedents from the 1980s when there

was a dramatic increase in funding for inner-city areas; it may have little relation to current need.

Recommendation: There is a need to rationalise resources and venues however this has a political dimension.

4 WORKFORCE DEVELOPMENT

4.1 Local Workforce Development

There is a significant cost element, as well as time factor, involved in some workforce training eg. PCED (a long and expensive course) and ESOL (over-subscribed). As a significant percentage of the learner client group within the VCS is from hard-to-reach communities it is necessary to recruit workers who are able to relate to these groups. External training deliverers may not have these skills yet at the same time it may be difficult / too expensive to train 'in house' skills trainers.

Recommendation: A local 'hoster' of learning provision backed up by 'pastoral / mentor care' for learners provided by the host organisation. At the same time the VCS must lobby for realistic funding to cover properly costed work force development.

4.2 Sector Skills Issues

As outlined above, access to appropriate staff training / skills development may be difficult for small organisations. As well as impacting upon the organisation's delivery it may affect the organisation's capacity to bid for areas of funding. If funders cease to recognise that learners require 'first rung' learning and expect them to move straight into accredited learning, it will have a serious impact on VCS learning provision.

Recommendation – Grow your own initiative: VCS organisations should be given incentives to 'grow their own' personnel. There are several good examples within Bradford's voluntary sector, e.g. Bradford Youth Development Partnership and West Bowling Youth Initiative. 'Your own' may come from the organisation's own users / learners or through an organisation based training scheme. Because of the difficulties associated with acquiring the qualifications needed to deliver accredited learning, the 'home grown' staff could be up-skilled (internally and externally) to provide effective pastoral / mentoring care to under-pin learning provision. There is a cost factor in 'growing your own' which must be realistically assessed.

Recommendation: There is a need for joint action supported by the public, private and the voluntary / community sectors. In order to develop a joint response there has to be coordinated action within and by the VCS sector and an agreement on the aims and outcomes of the joint action. This again highlights the need for cooperative working amongst VCS organisations.

4.3 Volunteers

Volunteers are a valuable human resource and need to be recognised as such. The reasons for volunteering are changing and there is an increase in the number of young adults - with skills (graduates) and without skills (ex NEET) - who are looking for experience to access employment. A number may not have a long term interest to remain in the Voluntary Sector but may have considerable skills to impart whilst they are volunteering; others may have few / no qualifications but have local knowledge, 'street cred' and enthusiasm; others may be looking to entering community-based work and are looking to gaining the appropriate skills through volunteering.

Recommendation: VCS organisations need to develop an effective Volunteer Policy which identifies:

- the Why, What, When of volunteering in the organisation and a profile on the skills and needs of each 'Who'.
- seeing each volunteer as either part of 'Grow Your Own' or as a potential 'positive outcome' for the users and volunteers' progression.
- the cost factor in terms of providing realistic training and mentor support together with the cost benefits of attracting volunteers with skills.

Recommendation - Children & Young Peoples W.D. (pilot programme)

It is expected that funding will move increasingly into work with young people under 19 rather than for work with individuals 19 years (+). There is a current pilot project providing work force development for young people. Whilst funding isn't available for an adult programme, it would be useful to follow through on the findings and outcomes of this project.

5 VCS STRATEGIC DEVELOPMENT

One of the development areas highlighted by the LSC was '*strategy development within a regional and sub-regional context*'.

5.1 Sub-Regional / Regional Representation

In order to meet changing priorities regional and sub-regional bodies / agencies are often created from a 'top-down' perspective. This may be necessary in order to meet time constraints and bring people together. The negative element is that these bodies are not always perceived to be either representative or relative to need in which case they are not truly 'owned' by the groups, organisations or individuals whom they are supposed to represent. The further away from the people and organisations that they represent the less likely local organisations are to acknowledge 'ownership'. The alternative is a representative body that is 'organically grown' from the 'bottom up'. Ownership and true representation is more likely to occur through this process. However it is difficult to 'grow' representative bodies at local level and even more difficult at regional or sub-regional levels. When a time constraint is imposed it is even more difficult as truly representative bodies are based on compromise and negotiation.

Recommendation – Development of West Yorkshire Learning Consortium:

A sub-regional body is needed for funding and delivery purposes. The West Yorkshire Learning Consortium is perceived, in Bradford, to be a body created at regional / sub-regional level with the caveats (outlined above) that this creates. Nonetheless it has the geographical boundaries to act as an overarching body for the VCS and Bradford VCS organisations involved in learning should ensure that their needs are represented, take an active role in the development of WYLC and ensure that benefits accrue to Bradford.

An effective two way communication system must be established between WYLC and Bradford's VCS to be cascaded down to individual voluntary organisations. Identified representatives of Bradford VCS should advocate on behalf of Bradford during the ongoing development of WYLC; information on e.g. developments and funding opportunities should be disseminated across Bradford's VCS sector to ensure that Bradford derives maximum benefits.

5.2 Local Partnership Capacity Building

A number of smaller voluntary organisations lack organisational skills and resources. They are also short of the appropriate number of staff to deliver services effectively and

also run the organisation efficiently. Too often there is tension between effective management, staff training, building capacity and delivering services to the users / beneficiaries.

There are various capacity building functions that can improve organisations within these constraints outlined above e.g. improvements in time and financial management and Business Planning so that the organisation becomes more aware of both its realistic capacity and its potential.

At the same time, there are needs and skills that cannot be so easily addressed e.g. 'funding workshops' may provide the necessary information but they do not provide staff with either the writing skills or the time to write the bids.

Capacity-building programmes can walk a 'tight rope' between 'doing for' and 'working with'. Too often, the scarcity of human resources in an organisation means that 'doing for' is sometimes the only realistic option. It must be remembered that larger organisations are able to 'buy in' expertise.

Recommendation: Develop a strategy to enable strong partnerships so that organisations can 'pool' their expertise. Infrastructure organisations e.g. CVS and COEMO can play an effective role in this.

5.3 Joint Commissioning

Funding is moving increasingly from grants to commissioning of services. Grants to maintain an organisation as an 'entity' are no longer available. An organisation must review the services that it delivers and look to commissioning in order to fund provision. Whilst commissioning does not fund 'core' costs, each application must include that percentage of core costs involved in the delivery of the service for which it is requesting funds. The problem that arises is that funding deadlines, funding priorities and funding 'inclusions / exclusions' are not 'dovetailed' one into the other and organisations may inevitably perceive that they are on a 'roller-coaster' from 'boom and bust'.

Recommendation: There is the possibility that funders are considering Joint Commissioning e.g. the PCT (health initiatives) and BMDC (community development / regeneration and learning). This would provide greater synergy and should be encouraged. Multi-faceted funding would be more appropriately accessed through partnerships.

VCS Workforce Development: An Engagement Strategy with the sector broker

1 INTRODUCTION / BACKGROUND

1.1 The UK voluntary sector:

- Employs 608,000 paid staff (2.2% of the UK workforce),
- Is supported by 750,000 trustees
- Has 1.1 million formal volunteers (FTE)
- Has an annual income of £26.3 billion (38% of the sector's income is now derived from statutory sources i.e. through contracts and service level agreements).
- Since 2000 increased the number of general charities by 28,000
- Since 2000 the VCS has increased in the number in the workforce by 48,000. The average annual turnover of a voluntary organisation is £236,000.
- Employs 488,000 FTEs (full time equivalents)
- Over the last two years, the VCS have increased the number employed part-time staff by nearly 30,000 people, (from 203,000 in 2002 to 231,000 in 2004.) (38% of the workforce is now employed on a part-time basis.)

1.2 Volunteer input continues to underpin the sector. The 2003 Home Office Citizenship survey¹ estimates that 42% of the population of England and Wales formally volunteered at least once in the previous 12 months (“formally”, means through a club, society or organisation). This was a slight increase on 2001 (39%). An estimated 1.1 million full-time workers would be needed to replace formal volunteers at a cost of £25.4 billion.

1.3 In Yorkshire and the Humber, some estimates place the paid workforce at 44,000 (NVCO: 2006), 45,000 (Craig: 2004), with others going as high as 92,000, with a volunteer figure of 300,000 (Lewis: 2001). The contribution of the VCS to the region's economy is believed to range between £2 billion and £3 billion per annum (Craig: 2004). The VCS is significant as an employer, service player in provision and learning within the region.

2 SECTOR WORKFORCE ISSUES

2.1 The sector works across traditional industry boundaries and “VCS” is a description of ownership not one of function. The traditional classification of the workforce is by industries (building, social care, housing etc). This issue has tended to underplay the specific needs of the sector especially as the voluntary

¹ Voluntary Sector Almanac: 2006 cited in Future Skills 2007

This project is supported by:



sector does not, up to now, have dedicated Sector Skills Council. However this picture is changing and there now is a movement to develop a VCS skills council.

2.2 The matrix below illustrates how VCS organisations have to relate horizontally to the industry in which they function and vertically to the particular demands of operating within the VCS. These two dimensions need to be recognised in any VCS workforce development strategy. i.e.

	Voluntary and community sector	Private sector	Public Sector
Industry			
Child care			
Learning			
Housing			
Health and social care			
Arts and culture			
Criminal justice			
Sport, Play, Fitness			
Information, Advice			
Etc			
Etc			

2.3 There have been 6 national hubs been set up by N.C.V.O. to work to provide examples and encourage good practice. Some of these, Volunteering and Governance, have produced National Occupational Standards (NOS) related to the sector. The workforce hub has the lead on NOS for trustees, managing volunteers and fundraising.

2.4 The VCS is large and complex with a wide variety of organisations that makes any representation of the sector as a whole difficult. There is always the need to be specific about which parts of the sector are being referred to at any one time. One solution does not normally fit the whole sector. Labels like “Third Sector”, although an attempt to be all encompassing only results in even more necessity to sub-divide the sector on the ways that legislation and policy impact.

2.5 As the government pursues its agenda of increasing value for money and rationalisation in the delivery of public services, it is likely that the sector will face increased competition internally (i.e. with each other bidding for contracts) and externally (with private sector providers).

2.6 VCS organisations can be providers and consumers of Workforce Development. There are Workforce development needs that are particular to the sector and others that are generic and can apply across industry sectors. Specific VCS needs may be better delivered by those operating in the sector themselves.

2.7 The specific needs of BME VCS organisations need to be recognised. . There also is a need to recognise BME organisations as both providers and consumers of Workforce Development.

2.8 Government cutbacks in personal and community learning impact on workforce development in the sector, as this is often the means through which these

needs, especially for small voluntary and community organisations have been met.

2.9 Over 29% of the VCS workforce have a degree, and many more have a level 2 qualification. However, most of these qualifications are in an unrelated field. Therefore, retraining programmes can be a more appropriate way of training within the sector.

2.10A number of other factors are bound to impact on VCS Workforce Development these include:

- Changeup
- Future builders
- Big Lottery
- European Union structural funds (2007-2013)
- Public service delivery agenda
- LSC Agenda for Change, including contestability
- Sub-regional investment planning (SRIP)
- National offender management scheme
- Extended schools
- Dept. for Trade & Industry social enterprise agenda
- Local enterprise growth initiative
- Train to Gain

3 TRAIN TO GAIN

3.1 Train to Gain is the National Employer Training Programme funded through the LSC, which delivers free training up to NVQ Level 2. It aims to provide an organisational TNA (training needs analysis) and broker training through training providers. The programme is managed for the VCS through Business Link Yorkshire and Humber who have a dedicated VCS worker. Train to Gain, potentially, provides a rich source of support in terms of meeting some of the workforce development needs of the sector.

3.2 Despite requests it has not been possible for Business Link to establish how many VCS organisations have taken up the Train to Gain offer and what needs have been identified.

3.3 There have however been a number of criticisms of Train to Gain as it is currently delivered.

- Providers have to be registered with LSC as recognised providers. This process tends to preclude VCS providers and limit the range of VCS-specific training that can be provided by VCS organisations.
- There is a requirement that individuals must be gaining a level 2 qualification for the first time. This means that retraining/development of staff already at level two or beyond is not possible through Train to Gain (e.g. a person with a degree working in a child care situation and wishing to undergo training will not be eligible).
- Train to Gain is only currently available for paid employees. Volunteers and management committee members are not eligible e.g. Train to Gain

Leadership and Management brokerage offers training and development opportunities to management teams but as this only applies to paid employees it excludes VCS boards.

- Train to Gain is operated like a call centre - advisors have little or no knowledge of sector needs or training opportunities, particularly sector specific training.

3.4 The “Future Skills” report called for changes in the way that Train to Gain operates so that it would be more helpful to the VCS. Without specific figures and details it is difficult to judge what contribution Train to Gain is making or can make to the VCS in Bradford.

4 WORKING TOGETHER IN BRADFORD DELIVERY PLAN

4.1 The Working Together in Bradford delivery plan identified a need to work alongside the sector broker (Business Link) to identify workforce development needs for the VCS in Bradford

4.2 Business Link attended the Project’s Dissemination Event held on 11 December 2006, at which the following issues were raised:

- Staff development is needed above Level 2
- Training needs analysis is required for all organisations
- VCS organisations recognise the need to communicate with the sector broker but are unclear about how this will be taken forward i.e. Train to Gain is too narrow.
- How would previous work for the sector, such as that undertaken by Morgan Kai, be picked up?
- VCS providers/ intermediaries such as the CVS may be best placed to support VCS organisations’ workforce development needs. EASA asked for VCS providers applying for workforce development funding to include them as IAG partners / providers
- Concerns were expressed that volunteers who are currently excluded from Train to Gain programmes, are the people who need training most.

At this event, the Sector Broker confirmed they would conduct an analysis of skills gaps, look at what was available and signpost employers to suitable provision.

4.3 Following the Dissemination Event Business Link also attended a Working Together in Bradford Steering Group meeting. Information was requested at this meeting as to those organisations in Bradford, which had been contacted by Train to Gain; however this was not forthcoming. Following further requests, it appears that the Sector Broker is unable to provide this information. This makes formal engagement very difficult. It was subsequently resolved that many of the issues with Train to Gain required change at national level and could not be resolved locally and alternative, local solutions were the way to resolve immediate needs.

4.4 The **Regional Skills Fund** was identified as a source of workforce development funding e.g. for change management but all outcomes need to be delivered by December 2007. Nonetheless some support was possible - an example was provided when Working Together in Bradford assisted a local voluntary

organisation gain Regional Skills funding to assist VCS employees and volunteers to access short courses in Change Management, which are often non-accredited.

- 4.5 Working Together in Bradford held a **workshop about VCS workforce development issues** on 22 June 2007, attended by Business Link, who brought along a VCS organisation that had benefited from Train to gain. This was useful but highlighted that Train to gain was too restrictive.
- 4.6 A final meeting with the Train to Gain sector broker was held on 14 August 2007, where they were supplied with a list of voluntary organisations, which may benefit from Train to Gain.

5 RECOMMENDATIONS

- 5.1 It has become clear that local strategies as well as national funding are needed to progress any meaningful progress around Workforce Development and the following recommendations are made for the future
- CVS Training to lead on coordinating workforce development programmes. CVS are currently progressing a lottery funded Basis bid, but there are insufficient funds to deliver all the training needs. This needs to be supplemented by statutory providers of training and learning. The WYLDA training group could co-ordinate this at sub-regional level.
 - Cnet should focus on meeting learning needs around representation and involvement.
 - A joint Training fund to be devised enabling VCS organisations to capacity build VCS organisations who want to deliver or host training, funded by the LSC and other lead bodies at a realistic level. This should recognise that it is generally more expensive to deliver to the sector than through mainstream provision.
 - Train2Gain should fund Volunteer training and management committee/trustees training.
 - VCS organisations with local knowledge should be able to deliver Train to Gain programmes
 - Bradford and District Learning Partnership in its new role could act as a broker/enabler for the delivery of localised consortia/partnerships who want to deliver learning opportunities at a local level
 - Workforce development initiatives should be piloted in specific VCS areas such as Children and Young Peoples Workforce Development (see case study)

Working Together in BRADFORD

Appendix 7

FINAL REPORT FUTURE PLANS & COSTINGS 2008-9

Objective	Actions	Cost
1. Support the development of, and VCS involvement in, Bradford & District Learning Partnership to impact more effectively in the economy of the district	<ul style="list-style-type: none"> • Elect and equip 2 VCS reps to Bradford & District Learning Partnership • Support further development of the Learning Partnership database • Set up appropriate working group to action an agreed work plan for VCS involvement. 	£2500 pa
2. Expand and continue the dissemination of funding and development opportunities for learning and skills to the VCS and partners	<ul style="list-style-type: none"> • NLDC Workplan to include suitable partnership development • Establish a working group to disseminate funding opportunities for learning • Assist relevant VCS infrastructure organisations to disseminate learning opportunities and to 	£3000 pa.
3. Assist local infrastructure organisations by providing better communications, training opportunities and suggestions for workforce development.	Set up an implementation group in April 2008 to further develop the Children's & Young Peoples Workforce Development Plan for VCS, volunteering and first tier training opportunities.	£4000 p.a. as matched funding
4. Assist with the development of localised, sustainable joint commissioning processes for learning, training and skills development for local communities	Develop structures to lobby statutory bodies, emphasising the crucial involvement of the VCS in its advocacy role	£1500 p.a.
5. Continue to support the development of consortia in the district/sub-region	Continue discussions with VCS partners to identify possibilities for collaborative working both locally and sub-regionally	£1000 p.a.

This project is supported by:

