

# What's Going On?

# What Next?

**A Follow Up to the “What’s Going On”  
Report into Voluntary & Community  
Sector Learning in the  
Humber Sub-Region (2001)**

**14 October 2002**

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**Produced by The Humberside Learning Consortium  
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Yorkshire & Humber Regional Development Agency



**Learning+Skills Council  
Humberside**

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## ***“What’s Going On’ - Follow Up Survey”***

### **Foreword**

Yorkshire Forward Skills Development Agency and The Learning and Skills Council Humberside provided funding for this research.

Research took place with the help of the seven Local Development Agencies (LDAs) in the Humber Sub-Region, who form part of the Humberside Learning Consortium Management Committee. The seven LDA’s are:

- Boothferry CVS
- East Riding (Central) CVS
- East Yorkshire CVS
- Hull CVS
- Humber and Wolds Rural Community Council
- Voluntary Action North East Lincs
- Voluntary Action North Lincs

These organisations, Councils for Voluntary Service (CVS), Voluntary Action and Rural Community Council will be referred to in this report as Local Development Agencies (LDAs). They are independent charities set up by local voluntary organisations to promote, develop and support the sector, that is the Voluntary and Community Sector organisations working in their area.

### **Acknowledgements**

We would like to thank both Yorkshire Forward and the Learning and Skills Council Humberside for supporting this research.

We would also like to thank the Local Development Agencies for encouraging and ensuring that the groups and organisations within their network had the opportunity to complete the questionnaire.

A special thanks to Jeanette McNaught, a volunteer, for her research in to national trends and considerable help in putting together the main part of the report.

Finally, we would like to thank those organisations who responded to the questionnaire, listed in Appendix F.

## **Background**

A survey was carried out in 2001 with the aim of exploring learning taking place in the Voluntary and Community Sector and to start to provide some base-line information about the voluntary and community sector in the Humber Sub-Region.

This “follow up” survey aims to build on that baseline, checking for significant changes against original survey and seeking additional information as follows:

1. Profile the range and size of groups and organisations
2. Identify contribution to social economy and GDP of sub-region
3. Establish growth patterns
4. Establish the level of learning support available to management committees, staff, volunteers and clients
5. Identify the form this learning takes, where it happens, who delivers and how it is funded
6. Identify the perceived barriers to learning faced by staff, volunteers and clients
7. Identify the level of ICT connectivity in the sector
8. Identify if there are specific issues around access to learning in the use of computers
9. Identify the level of support for the development of basic skills in the sector
10. Gather the views of the sector on how the Humberside Learning Consortium should support the sector and whether needs or perceptions have changed

## **Methodology**

Each Local Development Agency (LDA) circulated copies of the questionnaire as a supplement to the Training News, in February 2002. The mailings included all voluntary organisations and community groups on the individual mailing lists held by each LDA, not just their member groups. In addition a number of telephone interviews were undertaken gathering the same information by interview.

The total response was 143 groups and organisations, a return rate of approximately 5%. The analysis of the data is in the Appendices.

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## **Policy Context**

The government set out its vision for change in the Green Paper “The Learning Age”. This paper viewed learning as the major driving force behind economic success and as a vehicle for re-engaging disadvantaged people and communities into society.

In order to drive this vision forward major restructuring has already taken place and new policies and initiatives are currently being implemented:

Spearheading the change has been the establishment of The Learning & Skills Council , which combines responsibilities previously undertaken by the Further Education Funding Council and the Training & Enterprise Council. Their role is strategic but to ensure that funding is targeted at identified need.

Regional Development Agencies given responsibility for developing economic strategy for each region and a skilled workforce to deliver the strategy

The Neighbourhood Renewal Unit targeting resources at regenerating the most deprived neighbourhoods in the country

Connexions aimed at supporting underachieving young people

Basic Skills initiatives to raise the levels of literacy, English for speakers of other languages and numeracy

Local Strategic Partnerships to coordinate strategic planning in Local Authority areas

All of these agencies and initiatives have an agenda for change with partnership working as a fundamental principal of successful delivery and this provides a challenge for the voluntary and community sector in terms of coordinating the voice of the sector and facilitating effective partnership working.

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## **Collaborative Working**

Local intelligence, access to information and effective communication strategies have become of paramount importance if these different strategies are to make the necessary linkages and engage with all the people that they need to get on board.

This and the previous report are the result of collaborative work amongst the Local Development Agencies (LDAs) in the sub-region. It is really important because each of the LDAs is established with their own networks at the heart of their voluntary and community sector; but it is also important because it establishes a model for partnership working within the sector across the wider sub-region which has implications for its ability to be able to operate effectively in the context of Government policies.

The Humberside Learning Consortium has been involved in developing a comprehensive sub-regional communication strategy which can act as a two-way communication channel

- A year ago the bi-monthly newsletter “Training News”, produced at that time by Hull CVS, was distributed to the mailing lists of all the Humber sub-region LDAs to a total mailing of a little over 4,000 copies. Their active involvement in the development of the Humberside Learning Consortium, who took over production of this publication, has resulted in a mail out approaching **6,000** copies of the September 2002 edition.

This communication channel is a vehicle which can be utilised by any agencies to feed information out into the sector or to engage with appropriate groups or organisations if they have a particular agenda. It has the potential to be an important tool in the development of any partnership wishing to involve the sector.

## About the Organisations

The organisations that responded were active in a broad range of activities and incorporated a full range in size from community groups without any paid staff to big organisations with a six figure turnover

- 33%, 48 organisations reported a NIL turnover, reflecting groups operating with volunteers only.
- 15%, 21 groups operate with £10,000 per annum or less
- 28%, 40 have a turnover between £15,000 and £95,000
- 24%, 34 organisations with a turnover of £100,000 or more

### **They employ 1,190 paid workers and 2,393 volunteers**

This represents an increase of 20% in the number of paid workers in these organisations in the last 12 months but there is not the same indication of growth in the number of volunteers, which at 24 per organisation is the same as last year.

The question was not asked about new start-ups and therefore using the extrapolated baseline figures from last year's survey of 3,500 organisations employing 7,500 paid workers, the estimated figure for 2002:

- 9,000 paid workers
- 40,000 volunteers

This rapid growth can to some extent be accounted for through the Government policy of voluntary organisations contracting to deliver certain services that traditionally have been delivered by statutory bodies. It has certainly resulted in organisations beginning to conduct their business in a more professional manner.

- 33% have Strategic Plans
- 36% have Development Plans
- 45% have Business Plans
- 37% working with Quality Standards

The percentage that indicated that they had a Training Plan had fallen from 56% to 32% but the percentage indicating that they had a Training Budget remained the same at around 46%. If the organisations that indicated "nil income" are discounted, this averages at £2,340 per organisations and £186 per worker.

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The total annual turnover of the organisations responding was £13.6 million. In September 1999 Humberside Training and Enterprise Council produced the report “Valuing the Voluntary Sector in Humberside”. The report estimated the sector’s turnover at £86 million based on their estimate of 1700 organisations in the sub-region but, according to the report, this figure “... does not include many small groups”.

The results of this survey would therefore suggest that the sector’s turnover is now at least double that figure and could be as high as £230 million.

There is a significant increase in the number of organisations operating over a wider geographical area

- Countywide 31% (21%)
- Sub-regionally 10% (6%)

The number of organisations with access to email has risen from 39% to 62% but a closer analysis revealed that 22 of these responses related to personal email addresses of individuals. This would limit the effectiveness in terms of access and use for an organisation. Taking this into account, a more realistic figure is

- 48% have internet/email access BUT 52% without access
- 64% have ICT access for all paid staff
- 47% for volunteers
- 33% for clients

Newsletters are still a crucial means of communication

51% of organisations produce them with different target audiences.

## Human Resource Issues

- 48 (34%) of the 143 organisations operate solely on the goodwill of volunteers
- 95 (66%) organisations have paid staff
- 19 (13%) of which operate with part time employees only

92 of these organisations offer direct support to 167,823 clients, averaging 1,824 per organisation or 60 per worker (*based on the number of workers both paid and unpaid within these 92 organisations*).

<b>Full time staff currently employed by respondents</b>	518
<b>Part time staff currently employed by respondents</b>	672
<b>Employed staff increased in the last 12 months</b>	217
<b>Employed staff decreased in the last 12 months</b>	16
<b>Employees that have progressed from being volunteers</b>	145
<b>Employees that have relevant qualifications for their job</b>	442

Within the sub-regional responses there is significant evidence of progression.

- 17% of volunteers started out as clients
- 12% of paid staff had been volunteers.

This highlights the ability of the sector to engage and support these people in the learning and development process, particularly as the survey indicates that only 24% of volunteers and 34% of clients access learning through mainstream provision.

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## Learning / Training Availability

The vast majority of organisations that responded to the local survey use mixed sources of delivery when training committee members, paid staff, volunteers and clients.

	<b>In-house</b>	<b>Local Training Providers</b>	<b>National Bodies</b>	<b>Work Packs</b>	<b>Any provider as available and if free</b>
<b>Management Committee</b>	17	41	14	1	7
<b>Paid Staff</b>	26	61	11	2	27
<b>Volunteers</b>	24	23	8	0	34
<b>Clients</b>	42	20			

The biggest percentage of learning accessed by the sector continues to be provided within the sector itself and in their own premises. There are a number of influences including lack of finances but also there is a great value on familiarity of surroundings and people involved in the delivery. A consequence has been the development of skills in the sector and networks sharing mutual of provision.

It is significant to look at the pattern of access to mainstream provision by organisations

- 65% for paid staff
- 25% for volunteers
- 34% for clients.

Induction training is widely offered to workers in the sector with:

- 81% offering it to paid staff
- 67% to volunteers.

In addition:

- 82% of employer organisations offer non-accredited training to their paid staff
- 64% offer non-accredited training to their volunteers
- 61% offer accredited training to their paid staff
- 47% offer accredited training to their volunteers.

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Needs are identified using some form of regular appraisal system in:

- 10% of organisations for management committees
- 86% of employer organisations for paid staff
- 73% for their volunteers
- 62% for their clients

While the use of regular appraisal for staff and volunteers displays professionalism, such methods need to be promoted further to increase the numbers of organisations using them. The figures also identify the need for more activity within the sector to ensure that committee members/trustees are aware of their roles and responsibilities and have the skills to carry out their duties.

## Basic Skills

The percentage of responding organisations in the sub-region offering some form of basic skills support to paid staff, volunteers and clients are:

	Literary skills	Numeracy Skills	ESOL (English for Speakers of Other Languages)
<b>Paid staff</b>	<b>20%</b>	<b>18%</b>	<b>11%</b>
<b>Volunteers</b>	<b>21%</b>	<b>19%</b>	<b>7%</b>
<b>Clients</b>	<b>28%</b>	<b>26%</b>	<b>8%</b>

The assessment of clients' Basic Skills needs indicate that more support is required

- 6 organisations refer clients for assessment to either colleges or welfare workers
- 15 organisations using very informal methods.
- 3 organisations are able to offer a Basic Skills programme on their premises
- 9 refer clients to other providers
- 11 use informal methods to support the client's needs.

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## Perceived Barriers to Learning

Ranking	Paid Staff	Volunteers	Clients
1 <sup>st</sup>	Needs not known	Provision not suitable	Not enough information
2 <sup>nd</sup>	Transport	Needs not known	Literary skills
3 <sup>rd</sup>	Care responsibilities	Not enough information	Needs not known
4 <sup>th</sup>	Not enough information	Care responsibilities	Individual support needed
5 <sup>th</sup>	Provision not suitable	Transport	Previous negative experiences

## The Role of Humberside Learning Consortium

It is interesting to note the change in emphasis of responses to the questions as to the areas of activity in which the Consortium should be involved. A larger percentage perceives the activities to be essential rather than desirable and the combined totals of essential and desirable have risen for all issues.

This begs the question as to whether the need for support for organisations has grown or whether the presence of the Consortium has driven up demand.

## Recommendations

The important contribution the sector makes to the sub-regional economy is now recognised but the rapid growth must be complimented by appropriate support for the organisations. This survey would suggest the need for:

- Training for management committees as a priority. They ultimately, as the formally accountable bodies, carry the most responsibility but are currently not well supported in terms of training
- Quality Standards as an important tool to encourage the development of strategies, policies and systems which will underpin and support the development of organisations
- The need to identify appropriate people to train as mentors to support organisations. Develop opportunities to create links into the business sector
- Workforce development is a vital issue, as only 37% of staff have appropriate qualifications. It is particularly important in terms of management skills to support the growing social economy. The provision should cater for all levels from introductory courses through to Levels IV and V.
- Provision of training in entrepreneurial skills to encourage further development of social enterprise within the sector.
- Raising the awareness of the benefits of developing ICT strategies within the sector, which is sadly underdeveloped in terms of ICT. This needs to be targeted at managers in order to encourage them to cost the development into the budgets.
- Establishing and linking into a network of organisations producing newsletters in order to get greater penetration of information about learning opportunities. Responses identifying learning needs that were not being addressed, identified provision that was available, the issue is that information must be immediately accessible.

- Identifying and training learning champions who can act as an information source and support for people in different localities
- Better identification of training needs by supporting organisations to develop Organisational Development Plans. This would help inform Training Plans to facilitate the development, but there is a need to introduce more robust and regular staff appraisal systems.
- Promoting the benefits of learning for volunteers but also focus on developing provision that is more appropriate.
- Developing stronger links with other providers in order to widen the scope of provision and develop identified progression pathways. The survey identifies that organisations are using a range of provision but on an ad hoc basis.
- Continuing to build the capacity within voluntary organisations to screen for Basic Skills needs and to be in a position to support individuals to access appropriate provision.
- Continuing to develop a multi-layered communication strategy in order to reach out to this very large and disparate sector. This is of vital importance as access to information is a constant theme.

# Appendix A

## Section A – About the Organisations

Total Organisations responding 143, involving 3,583 workers (paid staff and volunteers)

### Main Statistical Responses

<u>Question</u>	<u>Response</u>	<u>%/per Org/other</u>	
Have Email Access?	89	62.2%	
Total Turnover?	£13.6M		
Produce Regular Newsletter?	73	51%	
Have a Strategic Plan?	47	32.8%	
Have a Development Plan?	51	35.7%	
Have a Business Plan?	64	44.7%	
Have a Training Plan?	46	32.2%	
Have a Training Budget?	66	46%	
Annual Training Budget?	£222,204	£186.00 per worker	
Involved in Quality Standards?	53	37%	
Quality Standard Achieved?	19	36%	of those already involved
Working Towards Quality Standard?	34	64%	of those already involved
Request Info on Quality Standards?	4		

### Main Purpose of Organisation / Group?

Groups/organisations cover a comprehensive range of services in the sector. They offer support services to or covering:

advice	football	safer communities
advocacy	health issues	schools
arts	health watchdog	socially excluded
brownies/guides	homeless	swimming
carers	housing services	tenants
childcare	information services	trolley bus preservation
children	learning difficulties	unemployed
churches	legal services	victims of crime/violence
community groups	leisure	voice on health issues
counselling	lifelong learning	voluntary agencies
court witnesses	listed buildings	volunteering
disability	lone parents	well being
drug abuse	low income groups	women
ethnic groups	parents/families	youth
ex-offenders	playgroups	

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# Appendix A

## Sources of Funding?

Sources of funding for organisations varied from those dependent totally on their membership and fundraising activities to the larger organisations with as many as six different sources of funding. The average number of sources per organisation with funding was 3, breakdown as follows:

Local Authorities	Government and European Funding	NLCB	Grant Making Bodies & Trust Funds	National Charities	Private Sector	Self-financing (fundraising, donations, member fees and trading)
40	40	32	30	16	2	51

\* Those groups with more than one contract within a funding category were counted as one

## Geographical Area Covered?

- 64 (45%) operating at local/borough level
- 44 (31%) countywide
- 15 (10%) in the sub-region
- 49 (35%) regionally
- 2 (1%) throughout the UK
- 2 (1%) internationally
- 11 (8%) don't know/no response.

## Quality Systems?

53 organisations responded yes to adopting/implementing a Quality System.

- 14 organisations use specific systems set down by their National Association (e.g. NACAB, MIND and Sports Associations)
- 11 organisations used local / national government systems and guidelines (including "Best Practice" or derivatives, DSS and HHS Care Guidelines, and national Childcare requirements, including OFSTED)
- 9 used Legal Services Commission and Community Legal Services systems
- 5 used Investors in People
- 11 used PQASSO, Practical Quality Assurance Systems for Small Organisations
- 1 used Quality First (derivative of PQASSO for very small organisations)

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# Appendix A

## Newsletters

72 organisations produced newsletters

- 2 distributed annually
- 4 distributed half-annually
- 3 distributed 3 times per year during term time
- 33 distributed quarterly
- 12 distributed bi-monthly
- 2 distributed every 4-6 weeks
- 10 distributed monthly
- 5 distributed occasionally
- 3 were just preparing their first edition (2 of which answered yes to having a newsletter)

## Newsletters Target Groups?

- 36 organisations were network organisations targeting member groups
- 11 targeted volunteers
- 8 targeted residents in the community
- 8 targeted parents
- 3 targeted young people
- 5 targeted clients (i.e. carers)
- 4 who said they had a newsletter did not complete this question

# Appendix A

## Learning Available for Management Committees?

Management committees have access to training as varied as NVQs and professional qualifications (legal services), management qualifications, credit union training, finances, strategic planning, and volunteer skills

## How is Need Assessed?

Only 77 of the 143 organisations identified a process

26 organisations relied on some form of “self assessment”

14 organisations used “skills audits” or “Training Plans”. (generally driven by the requirements of quality standards, audit procedures or national bodies)

Many organisations relied on some form of Newsletter as a prompt. There was particular reference to HLC Training News and LDA Newsletters

## How are these needs met?

71 organisations responded

17 organisations delivered in-house training

41 organisations used local training providers

(Only 1 mentioned college provision, 9 referred to their local development agency, 3 to other voluntary organisations, most referred simply to local training providers)

14 accessed training of national bodies

1 referred to a work pack that individuals work through themselves

7 simply referred to “courses”, “as available”, etc.

## How is learning funded?

75 organisations responded to this question

44 identified the core budgets

10 specified they were funded by public bodies i.e., local authorities, LSC, SRB and lottery.

7 organisations had their learning funded by their national associations.

7 specified that they endeavoured to source funding as needs arose.

12 sourced free provision or individuals paid for their own courses

## What’s Going On? – What Next?

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# Appendix B

## About Paid Staff

### Main Statistical Responses

<u>Question</u>	<u>Yes</u>	<u>% per Org</u>
Do you employ Paid Staff?	95	66.4%
How many Full Time Staff?	518	5.4 average per organisation
How many Part Time Staff?	672	7.1 average per organisation
Staff Increase in past 12 mths?	217	
Staff Decrease in past 12 mths?	16	
How many started as Volunteers?	145	12.2% of volunteers
How many have relevant qualifications?	442	37% of volunteers

- 95 organisations have paid staff
- 19 part-time staff only
- 48 operate with volunteers only

### How do you identify staff learning needs?

92 organisations responded to the question (97% of the organisations employing staff) of which 79 had some form of appraisal system (85%), which they used on a regular basis.

### Learning offered/available to paid staff?

Induction	77	81%
Non-Accredited	78	82%
Accredited	58	61%
Other	14	15%

1-to-1 Support	69	73%
Distance Learning	22	23%
IT Based	45	47%

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# Appendix B

## Who delivers learning for paid staff?

Own organisation delivers	76	80%*
College delivery	62	65%
Voluntary sector delivery	73	77%*
Other delivery*	28	29%

## Where learning for paid staff is delivered?

Own premises	72	76%
College premises	53	55%
Home	8	8%
Voluntary sector premises	66	69%
Other premises	23	24%

## Examples of Learning for Paid Staff?

A wide but not exhaustive list of examples was given:

Management	Finance	I.C.T.	Care
Mediation	Counselling	Health Issues	First Aid
Health and Safety	Food Hygiene	Advice	Legal Issues
Retail Skills	Child Protection	Administration	Moving/Handling
Teacher Training	Communication Skills	Assertiveness	TDLB
Tutor Assessor	Volunteer Management	Masters Degree	Post Graduate

## How is this learning funded?

92 organisations responded

- 62 declared that staff training was funded through their training/core budgets.
- 13 specified they were funded by public bodies i.e., Local Authorities, LSC, SRB etc
- 10 organisations had their learning funded by their national associations.
- 14 specified that they endeavoured to source funding as needs arose.
- 3 stated that they sourced free learning or individuals paid for their own courses.

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# Appendix B

## Perceived barriers to accessing learning? (Ranked in order – greatest first)

Needs not known	1 <sup>st</sup>
Transport	2 <sup>nd</sup>
Caring responsibilities	3 <sup>rd</sup>
Insufficient Information available	4 <sup>th</sup>
Learning offered not suitable	5 <sup>th</sup>
Inappropriate timing	6 <sup>th</sup>
Not local enough	7 <sup>th</sup>
Cost of learning	8 <sup>th</sup>
Other *	9 <sup>th</sup>

\*Work load was cited by 4 organisations, cost of staff cover by 2 and lack of interest by 2

## What learning needs are not addressed?

- Volunteer Support/Management (6 organisations)
- Public Speaking
- Child Protection (2 organisations)
- NVQ2 - subject not specified
- *Accredited Funding Training*
- Advanced ICT
- *Advanced Assertiveness*

Courses or support services underlined are available on a regular basis and those in *italics* do come up in the sector, if only periodically

- 12 organisations mentioned a lack of funding and time as reasons learning needs were not met
- 5 specified topic areas

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## Appendix B

### Basic Skills support offered by organizations to paid staff?

Literacy	19	20%
Numeracy	17	18%
ESOL	10	11%

### Access to I.T for paid staff ?

IT Access	61	64%
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### Learning Received by Paid Staff for Effective Use of I.T.?

41 (42%) organisations identified support ranging from basic informal training, introductory courses through CLAIT/IBT to NVQs. One organisation mentions courses up to degree level.

### What else would be useful for paid staff?

- Funding for learning
- Funding for staff cover while paid staff are on courses
- More advanced training generally for the sector, i.e. level 4 & 5 NVQ
- More I.C.T. Training in the sector
- More Financial training in the sector
- Custom made learning for in-house delivery

# Appendix C

## Section C – About Volunteers

### Main Statistical Responses?

Do you employ volunteers?	100		organisations
How Many Volunteers?	2393	24	per organisation employing volunteers
How many progressed from client?	397	17%	of volunteers
How many have relevant qualifications?	1074	45%	of volunteers

### How do you identify learning needs for Volunteers?

94 organisations responded to the question of which 78% had some form of appraisal system, which they used on a regular basis.

### How are these needs met?

84 organisations responded to this question, some organisations expressed mixed sources of delivery.

- 24 organisations delivered in-house training
- 23 organisations used local training providers.
- 8 used the training of national bodies
- 34 simply referred to “courses”, “as available”, etc.

### Learning offered/available to volunteers?

Induction	67	67%
Non-Accredited	64	64%
Accredited	47	47%
Other	21	21%

1-to-1Support	69	55%
Distance Learning	13	13%
IT Based	24	24%

Other learning includes conferences, seminars, group training, NHS updates

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## Appendix C

### Who delivers learning for volunteers?

Own organisation delivers	81	56.6%*	*over 62% of groups
Colleges deliver	35	24.5%	employing volunteers
Voluntary Sector Delivers	62	43.4%*	access learning within
Other	22	15.4%	the Sector

\*Other delivery includes, regional/national associations, prison staff, local/statutory bodies, student union and “whoever is available”.

### Where learning for volunteers is delivered?

Own Premises	70	70%	over 63% of groups
College Premises	33	33%	employing volunteers
Home	8	8%	access learning on
Voluntary Sector Premises	63	63%	premises within the
Others	23	23%	Sector

\*Other includes, hotels/clubs, prison, national associations, university, statutory bodies,

### Examples of Learning Accessed by Volunteers?

Examples of learning being accessed by volunteers in the sector are numerous and include various forms of learning in:

Basic Skills	Crafts	Confidence	Assertion
I.C.T Skills	Work-Based	Parenting	First Aid
Health and Safety	Food Hygiene	Advice	Finances
Committee	Management	Administration	Communication
Volunteer Training			

### What’s Going On? – What Next?

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# Appendix C

## How is this learning funded?

91 organisations responded to this question. Some used a variety of sources to fund their learning needs.

- Training was funded through their core budgets
- public bodies i.e., local authorities, LSC, SRB and lottery
- National associations
- We source funding as needs arise
- Source free learning or individuals pay for their own

## Perceived barriers to accessing learning? (Ranked in order – greatest first)

Learning offered not suitable	1 <sup>st</sup>	Joint
Learning needs not known	1 <sup>st</sup>	Joint
Insufficient information available	3 <sup>rd</sup>	
Caring responsibilities	4 <sup>th</sup>	
Transport	5 <sup>th</sup>	
Not local enough	6 <sup>th</sup>	
Cost of learning	7 <sup>th</sup>	
Inappropriate timing	8 <sup>th</sup>	Joint
Lack of confidence	8 <sup>th</sup>	Joint
Other*	10 <sup>th</sup>	

\*Work load was cited by 3 organisations, lack of interest by 3 and lack of material, i.e. Braille by 1.

## Learning Needs not Addressed?

Organisations often referred to specific/general needs without reference to availability or reasons they do not access learning.

- Arts & Crafts
- Child Protection
- Child Disability
- Volunteer Rights
- Confidence Building
- ICT for the Blind/Partially Sighted
- First Aid
- Counselling
- Drama
- Quality Council
- Health & Safety
- Statutory Qualifications
- Lack of accreditation
- More advanced course

\*None mentioned lack of funding or time as the reason needs were not met. One cited a lack of venue and darkroom as the reason for not meeting learning needs.

## What's Going On? – What Next?

### Report into Voluntary and Community Sector Learning in the Humber Sub-Region

# Appendix C

## Basic Skills support offered to volunteers?

Literacy Support	21	21%
Numeracy Support	19	19%
ESOL Support	7	7%

(Indicates greater level of support for literacy/numeracy offered to volunteers than to paid staff – services to clients show a further increase)

## IT Access offered to volunteers?

IT Access	47	47%
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## ICT Training accessed by volunteers?

A variety of learning is offered by 49 organisations ranging from basic informal learning, introductory courses to CLAIT/IBT/ECDL.

## What else would be useful for volunteers?

- Extra Funding for learning (9 organisations)
- More time to map or develop a learning strategy (2 organisations)
- Special Needs problems (2 organisations), i.e. courses/info designed for those with such needs

Most who responded specified types of learning needed over a wide ranging list from IT to Employment Law, confidence building to effective management of meetings.

# Appendix D

## Section D – About Clients

### Main client group?

92 organisations identified the scope of their client base. Some provide services to more than 1 category of client thus the following list

Communities/residents	24	Disadvantaged communities/groups	16
Families	14	Young People	13
The elderly	10	Health related	9
The Disabled	6	Carers	5
Women	4	Survivors of crime/abuse	4
Unemployed	4	Voluntary organisations	4
Ethnic minorities	1	Gay community	1
Teachers & Pupils	1	Ex-servicemen	1

### How Many Clients Annually?

167,823 through the 92 organisations, which averages at 1,824 per organisation

### How do you identify client needs/aspirations?

57 of the 92 organisations had some form of assessment system, which they used on a regular basis

2 relied on clients' self-assessment

### How these needs are met?

83 organisations responded

- 42 organisations offered in-house delivery, including 1 to 1 support
- 20 organisations referred clients to local training providers within the sector.
- 14 responded with "N/A" or "not able"
- 7 referred to a variety of services including providing information and empowerment

### What's Going On? – What Next?

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## Appendix D

### Learning offered/available to clients?

Induction	15	16%
Non-Accredited	45	49%
Accredited	24	26%
Other	18	20%

1-to-1	28	30%
Distance Learning	9	10%
IT Based	24	26%

\*Other learning includes meetings for sharing information and experience, self-help materials

### Who delivers learning for clients?

Own organisation delivers	52	57%
Educational Institution delivers	31	34%
Voluntary Sector delivers	36	39%
Other*	13	14%

\*Other deliverers include, regional/national associations, local/statutory bodies.

### Where learning for clients is delivered?

In Own Venue	42	46%
College venue	25	27%
At Home	10	11%
Other Voluntary Sector Venue	36	39%
Other	18	20%

\*Other venues include hired meeting rooms, local authority facilities, local training providers premises and “wherever”.

### Examples of Learning for Clients

Examples of learning being accessed by clients of organisations working within the sector are numerous and include various forms of:

Basic Skills	Crafts	ICT Skills	First Aid
Health & Safety	Food Hygiene	ECDL	CV Writing
Caring	Parenting	Welfare Rights	Finances
Volunteer Training	Communication	Confidence/Assertion	Life-Based Soft Skills

### What’s Going On? – What Next?

#### Report into Voluntary and Community Sector Learning in the Humber Sub-Region

# Appendix D

## How is this learning funded?

56 organisations responded to this question utilising a variety of sources

- 17, that learning was funded through their core budget, where possible
- 17, received funding from public bodies i.e. local authorities, LSC, SRB & lottery.
- 6 organisations had their learning funded by their national associations.
- 13 specified that they tried to source funding as needs arose.
- 11 stated that they sourced free learning or individuals paid for their own courses.

## Perceived barriers for clients wishing to access learning?

Lack of appropriate information	1 <sup>st</sup>	
Literacy skills	2 <sup>nd</sup>	
Learning needs not known	3 <sup>rd</sup>	
Need for individual support	4 <sup>th</sup>	
Previous negative experiences	5 <sup>th</sup>	Joint
Learning not suitable	5 <sup>th</sup>	Joint
Caring responsibilities	7 <sup>th</sup>	
Transport	8 <sup>th</sup>	
Timing	9 <sup>th</sup>	
Locality	10 <sup>th</sup>	
Cost	11 <sup>th</sup>	Joint
Lack of Confidence	11 <sup>th</sup>	Joint
Other*	13 <sup>th</sup>	

\* Work load of staff/volunteers cited by 3 organisations, lack of interest by 2, inadequate support facilities (i.e. Braille or language support) by 2, and the quality of provision by 1.

## Learning Needs not Addressed? - Organisations identified the need for:

Basic and life skills (4)	Communication skills (1)
Facilities for disability (3)	Trustee training (1)
Funding to access client learning (5)	Video skills (1)
Home Learning if unable to go out (2)	Legal issues (1)
Assessment methods to identify needs (1)	Moving & handling (1)
Self-esteem (1)	Longer accredited courses (1)
Confidence building (1)	Unemployment (1)
Assertion (1)	Housing/social needs (1)

## What's Going On? – What Next?

### Report into Voluntary and Community Sector Learning in the Humber Sub-Region

## Appendix D

### Basic Skills support offered for clients?

Literacy	26	28%
Numeracy	24	26%
ESOL	7	8%

### How these Needs are Assessed?

- 5 organisations use educational institutions to assess their clients
- 15 refer to assessment or interview internally
- 1 uses an on-line assessment system
- 1 uses assessment by welfare workers
- 2 by request from client.

### How these needs are supported?

- 11 organisations addressed needs on an informal 1 to 1 support level
- 9 referred clients to specialist agencies
- 3 have Basic Skills delivered on premises.

### Access to IT offered to clients?

Clients can access IT facilities	30	33%
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### Examples of I.C.T. Training Available to Clients

A variety of learning is offered by 27 organisations ranging from basic informal learning, introductory courses to CLAIT/IBT/ECDL.

### What else would be useful for clients?

Funding for equipment and resources (16 organisations)  
Funding for buildings  
Extra Staff  
Transport costs  
Input from health professionals and the private sector  
More Community based provision (2 organisations)  
More accessible and appropriate provision (3)  
ICT training (2)

### What's Going On? – What Next?

### Report into Voluntary and Community Sector Learning in the Humber Sub-Region

# Appendix E

## Section E – About Humberside Learning Consortium

What areas of activity should the Consortium be involved in?

	Essential	Desirable	Not Appropriate
<i>Provide information about learning opportunities</i>	75%	22%	3%
<i>Assist sector to access funding</i>	75%	20%	5%
<i>Provide info. about new learning initiatives</i>	69%	28%	3%
<i>Provide voice for sector on learning issues</i>	65%	27%	8%
<i>Help make learning more accessible/affordable</i>	61%	31%	8%
<i>Negotiate with Government agencies</i>	54%	34%	12%
<i>Build capacity in Orgs to enable them to deliver</i>	40%	49%	11%
<i>Quality Assurance</i>	39%	50%	11%
<i>Assist with getting courses accredited</i>	36%	45%	19%
<i>Help organisations identify learning needs</i>	35%	59%	6%
<i>Assist in development of courses</i>	32%	56%	12%
<i>Develop distance learning materials</i>	10%	52%	38%

If we consolidate both percentages, Essential and Desirable, the following emerges

### Essential/Desirable

Provide information about learning opportunities	97%
Provide info about new learning initiatives	97%
Assist sector to access funding	95%
Help organisations identify learning needs	94%
Provide voice for sector on learning issues	92%
Help make learning more accessible/affordable	92%
Build capacity in Orgs to enable them deliver	89%
Quality Assurance	89%
Negotiate with Government agencies	88%
Assist in development of courses	88%
Assist with getting courses accredited	81%
Develop distance learning materials	62%

**What's Going On? – What Next?**

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## Appendix E

The tables also demonstrate that organisations that responded believe we should be involved in ALL areas of work. However, the development of distance learning comes out as a very low priority with only 10% of organisations feeling it is essential. The use of this form of learning, as shown in Appendices B, C and D, is very low particularly for both volunteers and clients. This indicates further the need for more concrete or tangible support for both groups when accessing learning experiences.

There were very few responses to the catch-all question “Other - (please specify)” in Section E. The following concerns summarise the responses received.

- Concern with the lack of ambition of the elderly regarding learning and this may require better promotion of learning to this age group.
- Other organisations working in the field of the elderly showed concern for the lack of facilities offered to the elderly in rural regions as opposed to the relatively large resources put in by the main agencies in the towns / cities
- Concern at the lack of a voice for ethnic minorities in the learning sphere
- The need to obtain more funding for learning delivered to fit specific groups needs and in their own community. This could directly relate to the “fear” of the major institutions as expressed by local residents to another respondent (see NVQ below)
- The need for the promotion of NVQs within the sector, i.e. divorced from the major institutions, due to residents’ negative experiences with education in the past
- The need for funding to ensure volunteers were made aware of their rights (entitlement) and responsibilities (commitments) when undertaking volunteering
- The need for more information about trainers, venues, equipment and other resources to support learning
- The Consortium have not marketed themselves sufficiently so that groups are aware of what they can do for the sector.

### **What’s Going On? – What Next?**

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### Organisations Responding to Survey

#### BEVERLEY

ASSOCIATION OF PEOPLE WITH PHYSICAL DISABILITIES  
AXIOMATIC: NEW LIFE LINE  
BACKCARE  
BEVERLEY/HESSLE AREA SENIOR CITIZENS FORUM  
EAST RIDING (CENTRAL) CVS  
EAST YORKSHIRE COMMUNITY HEALTH COUNCIL  
ELLOUGHTON CUM BROUGH PARISH COUNCIL  
HULL AND EAST RIDING RAIL USERS ASSOCIATION  
HULL AND EAST YORKSHIRE STAMMERERS SELF HELP GROUP  
LINK CAMERA CLUB  
NATIONAL INSTITUTE FOR THE BLIND - HUMBER DISTRICT  
NORWOOD HOUSE, BEVERLEY LTD  
ONE PARENT FAMILIES SUPPORT AND INFO NETWORK  
OPTIMISTS  
ROYAL BRITISH LEGION (BEVERLEY)  
SOUTH CAVE PARISH COUNCIL  
THE FISH SCHEME (N FERRIBY)  
UNIVERSITY OF THE THIRD AGE (U3A)  
WOODMANSEY VILLAGE HALL

#### BOOTHFERRY

1ST POLLINGTON BROWNIE GUIDE UNIT  
BOOTHFERRY CAB  
BOOTHFERRY CVS  
BOOTHFERRY HOUSING ASSOCIATION  
CHRIST CHURCH SINGERS  
GOOLE & POCKLINGTON VICTIM SUPPORT  
GOOLE DOMESTIC VIOLENCE PROJECT  
GOOLE FURNITURE & RECYCLING SCHEME  
GOOLE YMCA  
HOMESTART GOOLE AND DISTRICT  
HOOK MEMORIAL HALL  
THE GREEN TEAM  
THE HINGE DAY CENTRE  
THE MOORLAND CENTRE

### BRIDLINGTON

4th GENERATION INITIATIVE BRIDLINGTON  
AGE CONCERN  
BRID ACTIVE  
BRIDLINGTON AREA NEIGHBOURHOOD WATCH GROUPS  
BRIDLINGTON RANGERS JFC  
HOME START BRIDLINGTON AND DRIFFIELD  
PENSIONERS ACTION GROUP EAST RIDING

### GRIMSBY

(GRIMSBY)COMMUNITY MEDIATION SERVICE  
ACE ADVOCACY SERVICE  
ARCH  
ARTLANDISH  
BRIGHT SPOT CLUB  
CAMBRIDGE PARK RESIDENTS ASSOCIATION  
CITIZEN ADVICE BUREAU  
COMMUNITY CHEST FURNITURE RECYCLING PROJECT  
COMMUNITY ECONOMIC REGENERATION TEAM  
COMMUNITY MEDIATION SERVICE  
CROSSROADS CARING FOR CARERS  
GRIMSBY AND DISTRICT PLAYTRAINING ASSOCIATION  
GRIMSBY AND SCUNTHORPE RAPE CRISIS  
GRIMSBY CLEETHORPES AND DISTRICT SUNDAY FOOTBALL  
GRIMSBY CLEETHORPES DIAL A RIDE  
HARBOUR PLACE DAY CENTRE  
HAVELOK HOUSING  
HOPE  
IMPACT DAS LTD  
LINCOLNSHIRE NORTH GUIDES  
MIND GRIMSBY AND CLEETHORPES  
NE Lincs CARELINK  
NEW LIFE PRE SCHOOL  
NORTH EAST LINCOLNSHIRE MOTOR PROJECT  
SAFER COMMUNITIES PARTNERSHIP  
SHAPE  
THE NEWBY CENTRE  
THE SALVATION ARMY-GRIMSBY  
VICTIM SUPPORT  
VOLUNTARY ACTION NE Lincs  
WITNESS SERVICE

**What's Going On? – What Next?**

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### HULL

ALZHEIMERS  
BEVERLEY ROAD COMMUNITY CENTRE  
BLUES BUSTERS  
CENTRE 88  
CITY OF HULL ENVIRONMENT FORUM  
COMMUNITY FOCUS  
CRISIS PREGNANCY CENTRE  
DEVELOPMENT EDUCATION CENTRE ER AND HUMBER  
GARTHS RESOURCE CENTRE  
GIROSCOPE LTD  
GLOBAL FRIENDS  
GRAPEVINE  
HARLECH  
HULL AND DISTRICT CITIZENS ADVICE BUREAU  
HULL AND EAST YORKSHIRE ADVOCACY FORUM  
HULL COMMUNITY PLAYScheme ASSOCIATION  
HULL COUNCIL OF DISABLED PEOPLE  
HULL EAST OF THE RIVER CREDIT UNION (PROPOSED)  
HULL LIGHTHOUSE PROJECT  
HUMBER COMMUNITY PARTNERSHIP  
HUMBERSIDE LAW CENTRE  
HUSSO STUDENT COMMUNITY ACTION  
KEY CHURCHES TOGETHER  
KINGSTON UPON HULL GATEWAY CLUB  
LA LECHE LEAGUE  
LONGHILL LINK UP TRUST  
MENCAP EDUCATION AND EMPLOYMENT  
NORTH BANK FORUM  
PRESTON ROAD WOMEN'S CENTRE  
SURE START MARFLEET  
THE HUMBER PRE-SCHOOL LEARNING ALLIANCE  
THE SALVATION ARMY  
RELATE  
VOLCOM  
WEA HULL AND EAST RIDING

### HOLDERNESS

BRITISH POLIO FELLOWSHIP  
DISABLED DRIVERS ASSOCIATION  
D-TEC  
HOLDERNESS YOUTH INITIAITIVES  
PARENTS OF PERTHES

**What's Going On? – What Next?**

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### SCUNTHORPE

ALTHORPE AND DEADBY ST JOHN AMBULANCE  
APNA SAHARA  
BARTON AND DISTRICT HEALTHY LIVING PROJECT  
BARTON CHILD CENTRE  
BOTTFESFORD OUT OF SCHOOL CLUB  
CARERS SUPPORT  
CITIZENS ADVICE BUREAU  
CONNEXIONS  
GREAT CENTRAL RAILWAY SOCIETY  
HIBALDSTOW PRE SCHOOL  
HOMESTART  
HOMESTART NORTH LINCOLNSHIRE  
HUMBERCARE LTD  
HUMBERSIDE OESOPHAGEAL SUPPORT GROUP  
KINGSWAY CHILDRENS CENTRE  
LINDSEY BLIND  
METHODIST CHURCH EPWORTH AND CROWLE CIRCUIT  
MILLENIUM VOLUNTEERS  
NORTH LINCOLNSHIRE COMMUNITY POT  
NORTH LINCS RANGERS  
NORTH LINCS RURAL COMMUNITY TRANSPORT  
SANDTOFT TRANSPORT CENTRE LTD  
SCUNTHORPE ANCHOR AMATEUR SWIMMING CLUB  
SCUNTHORPE AND DISTRICT MIND  
SOVA  
STEPPING STONES  
THE FORGE PROJECT  
THE 842 PROJECT  
VOLUNTARY ACTION NORTH LINCS  
WEA BARTON BRANCH  
WESTCLIFF DROP IN  
WINTERTON SOCIAL CLUB FOR PEOPLE WITH PHYSICAL DISABILITIES