

**Research into the training and learning needs of
Black and minority ethnic workers employed in
local infrastructure organisations
(voluntary and community sectors)**



workforce hub



Supporting Communities
Creating Change

Federation for Community Development Learning

September 2007

Research into the training and learning needs of Black and minority ethnic workers employed in local infrastructure organisations (voluntary and community sectors)

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Federation for Community Development Learning



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Preface

Black workers have regularly produced anecdotal (qualitative) evidence of their development needs not being fully addressed. There has also been a feeling, anecdotal in the main, that Black and minority ethnic communities are researched in greater detail than is really needed. This may just be part of the experience of marginalisation that any group goes through. This research project helps to address some of the so-called gaps in evidence of needs that funders give when refusing applications from marginalised groups. It is an important presentation of one set of realities that should no longer be ignored.

Those of us involved in both the work of the Federation and Ubuntu were pleased to have supported this research project. I am very pleased to have the opportunity of thanking all of those involved in conducting the research and producing the report.

Also, a debt of gratitude goes to ChangeUp for providing Black and minority ethnic community development workers the opportunity to further evidence their experiences in a systematic way.

Dean T. Huggins

Co-Chair Federation for Community Development Learning and member of Ubuntu Steering and Advisory Group

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I. Introduction

The Federation for Community Development Learning (FCDL or the Federation) is the national infrastructure organisation for community development learning. Our key aim is to support the development of strong communities through advancing and promoting community development work learning at all levels, and the creation of appropriate opportunities for training and qualifications. Our diverse membership includes community groups, projects and networks; voluntary and public service organisations; training providers and educational establishments. Ubuntu is the national network for individual Black and minority ethnic community practitioners and activists who share an interest in promoting and delivering learning from Black perspectives on community development work. Ubuntu is a network within the Federation and over many years has informed and enriched the perspectives and practice of the Federation.

The Workforce Hub aims to improve on and develop the strengths and effectiveness of the voluntary and community sectors, by supporting the skills and knowledge development of paid staff, trustees and volunteers. In addition, the national hubs of expertise were charged with developing specific objectives and actions to meet the needs of Black and minority ethnic (BME) organisations and devising targeted interventions to meet the specific needs of excluded and marginalised groups and communities.

The Federation for Community Development Learning (FCDL) was commissioned by the Workforce Hub to carry out a survey into the training and learning needs of Black and minority ethnic workers in local infrastructure organisations, also known as the voluntary and community sectors (VCS). This work was complementary to the SKiLD programme around the training and learning needs of workers in the voluntary and community sectors that NAVCA (formerly NACVS) developed with the support of the Workforce Hub. One part of the SKiLD programme was the development of a competencies framework for the workers in the local infrastructure organisations and FCDL was separately commissioned to develop this (see www.ukworkforcehub.org.uk and www.navca.org.uk).

2. Aims of the Research

1. To identify, within the constraints of this small scale study, the learning and training needs of Black and minority ethnic (BME) practitioners and workers in the voluntary and community sectors across England.
2. To map the range of informal, formal and accredited training and learning accessed by BME workers, and routes towards further training and qualifications.
3. To assess opportunities and barriers, including terms and conditions of employment, to learning and training for BME workers and practitioners.
4. To identify current levels and range of relevant qualifications attained by BME workers.
5. To propose recommendations to fill any gaps in the current provision of training and learning for BME workers, and provide the basis for further research.

3. The Context

In recent years there have been a number of surveys undertaken at regional level designed to identify the support needs of Black and minority ethnic organisations¹. In addition, research has also been carried out to identify the skills needs of the voluntary and community sectors more generally². It is estimated by NCVO that the voluntary and community sectors employ approximately 569,000 paid staff –equivalent to 2% of total UK employees, and that England has the largest share of paid staff in the sector with approximately 487,600³. (These figures were based on 2003 /4 and may well have increased since.) The sectors have an income of £20.8 billion and an operating expenditure of £20.4 billion; and contribute £7.2 billion to UK GDP. However, despite the economic and social significance of these sectors, there is still surprisingly little understood about training and learning needs, opportunities and career pathways and for Black and minority ethnic workers this is even more so. The number of paid staff from Black and minority ethnic communities is not known. Nor has there been any comprehensive mapping of the specific training and learning needs of this group of workers. This exploratory survey is an initial step towards filling this gap.

Access to good quality and relevant training is essential for the sectors to develop their workers and communities they work with to their full potentials and to provide equality of opportunity for all workers and communities.

The information required is multifaceted and each aspect has a relation with the other. For instance, identifying training and learning needs in the voluntary and community sectors involves both identifying the employing organisations which incorporate large national organisations as well as voluntary management committees who employ only one worker, and also identifying specific communities of identity or ethnicity. The range of Black and minority ethnic workers within both the larger and smaller organisations has not been quantified, in terms of numbers of employees or positions held. The various roles and tasks that people are employed in vary enormously from business manager, administration worker, youth worker, community development worker etc.

Survey and report evidence of training and learning needs of Black and minority ethnic workers

The literature research carried out for this survey revealed a paucity of information on the training and learning needs of Black and minority ethnic workers in the voluntary and community sectors or what proportion they represent of workers within the sector as a whole. Much of the existing research has prioritised organisational needs, which disguise the development needs of Black and minority ethnic workers. Whilst many of these cite training, capacity building and skills development as key to strengthening the Black and minority ethnic sector very few make specific reference to the learning and training needs of workers, both paid and unpaid. It should not be assumed that the needs of the organisation are also those of the workers. The literature that does exist mainly consists of reports produced by local Black and minority ethnic consortiums and individual organisations and regional networks. However, there have been some attempts to map Black and minority ethnic workers needs in research and surveys.

A regional survey conducted by VOICE East Midlands suggests 10% or at least 3000 voluntary and community sector workers were employed by Black and minority ethnic organisations. This suggests a significant number of workers of whom virtually nothing is known about their specific skills development needs.

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- 1 BECON 2004, Menter, 2004., Black and Minority Ethnic Fundraising Training Project, 2005., Voice East Midlands, 2006., COEMO, 2006.,
 - 2 Futureskills, 2003, NCVO, SKILD, 2006, NAVCA
 - 3 Improving Our Skills, 2004, NCVO

The Survey of Community Development Workers in the UK wide found 13% of respondents were from an ethnic minority group and highlighted barriers to training as a key concern⁴. According to the Cabinet Office report 'Ethnic Minorities and the Labour Market' 2003, ethnic minorities remain disadvantaged in terms of employment and occupational achievement in the wider labour market. A more recent study, 'Moving on Up?' conducted by the Equal Opportunities Commission (2006) found a similar situation in relation to particular groups of minority ethnic women.

According to the Futureskills report (2003) the skills gaps identified amongst Black and minority ethnic workers are varied in scope covering both management and wider organisational skills. The report also found that small organisations that make up a significant percentage of the sector require multi-skilled staff. A report by the Derby Millennium Network⁵ also showed a wide range of skills required and skill gaps for Black and minority ethnic organisations within the sector. Generic regional surveys found similar skills gaps as those described above⁶. Current support to 'promote, support and enable learning at the local, sub-regional and regional levels is geographically patchy, uneven in quality and inadequately resourced'⁷. Many reports highlight the need for more access to approaches to peer learning and professional development such as mentoring, coaching and shadowing⁸.

As many Black and minority ethnic workers are employed within frontline organisations there is greater pressure for workers to have a skills and knowledge portfolio that covers both organisational, operational and management skills. This is of particular importance as a significant number of Black and minority workers within the sector are also volunteers working with Black and minority groups on a range of issues. Hence the skills and knowledge gaps also reflect their roles as volunteers. Black and minority ethnic volunteers are vital to the provision of quality culturally sensitive and appropriate services to Black and minority ethnic communities and others. Other studies have found how volunteers entering paid employment end up in temporary posts with volunteering work in between⁹. This has implications for career development as well as training and learning needs.

The needs of workers for training and learning will vary enormously, depending on their own education and training background, the needs of the communities they work with, the needs of the organisation that employs them and also for their own career prospects. In addition to the identification of the workers, employers, and communities to understand current access to training and learning provision is the significance of the policy context of the voluntary and community sectors.

Policy context and community development

Many government led strategies and policies have included a renewed interest in community involvement, participation and delivery of services to the public through the use of voluntary and community sector organisations, as well as the private sector and social enterprises. This survey did not aim to question only community development workers but workers in the voluntary and community sectors. However, despite this, there is a theme of community development awareness and skills which are called upon to enact the current policy framework. So community development becomes by default a key issue throughout.

A wide range of policies that rely on community engagement and participation across many government departments need to be underpinned by community development work in order for them to genuinely succeed. The list includes the local government white paper (Strong and Prosperous Communities), health

4 Glen et al. 2004, Survey of Community Development Workers in the UK, CDF

5 Derby Millennium Network, 2000

6 Engage East Midlands, 2004 Regional Action West Midlands, 2006, South West Forum, 2006

7 Derby Millennium Network, 2000

8 'Improving Our Skills' 2004, NCVO

9 Robert MacDonald, 1996 Labours of love: voluntary working in a depressed local economy School of Human Studies, University of Teeside

policies aimed at improving health, addressing inequalities, developing culturally sensitive and effective mental health services (DOH), policies around community cohesion and integration (Home Office, Communities and Local Government [CLG], Cabinet Office), Office of the Third Sector review, policies around sustainable development (Defra) , and policies around children and young people, education and social inclusion. These are just a few examples. There is not room here to explore the need for community development processes to be carried out if the sectors are going to be clear about their own aims and objectives and if policy makers are going to be made aware of community led research and needs audits from a community base. However, there has to be caution about the use of community development language and tools when they are not based on an understanding and employment of community development work values and principles. See www.fcdl.org.uk and www.lifelonglearninguk.org for information about the national occupational standards for community development work.

With the introduction of new government policies that aim to promote the idea of self-sustaining communities, the voluntary and community sectors will have to constantly adapt and therefore need to develop new skills and ways of working. In order to meet these challenges, Black and minority ethnic workers will also need to further enhance their skills and knowledge in order to take advantage of opportunities as they arise. The inequalities that exist between and within the voluntary and community sectors themselves need to be recognised and addressed. While the policies of recent years have aimed to build recognition and support for the voluntary and community sectors to engage, influence, work in partnerships, deliver services the outcome has been an even bigger gap (in terms of resources, opportunities, visibility, power to influence, capacity to engage) between the more better resourced and networked voluntary sector organisations and the smaller, poorer, more marginalised and invisible community sector groups. These are often left further behind than ever, and the concept and reality of the third sector is as remote to them as is government itself.

The ChangeUp programme, delivered through capacitybuilders and providing the funding for the Workforce hub and this piece of research among many others, aims to build the capacity of all sections of the voluntary and community sectors. A government department commissioned Zahno Rao Associates, Mainstreaming Diversity final report , 2006 stated that the mainstream voluntary sector infrastructure organisations in general did not provide a good service to Black and minority ethnic organisations.

Addressing the needs of Black and minority ethnic workers is crucial if there is to be a serious redress of the...

“... legacy of inequality that has left some communities isolated and with a limited capacity to engage with other communities or even to address their own problems.”¹⁰

It is recognised that many of the findings contained in this report are not new and could equally apply to the needs of voluntary and community sectors workers more generally. Where there are issues specific to Black and minority ethnic workers, these are highlighted.

10 ChangeUp Capacity Building and Infrastructure Framework for the Voluntary and Community Sector/ Home Office, 2004

4. Framework and Methodology

Used to Undertake the Survey

In undertaking the survey a number of stages were delivered in the following order:

1. Identification of Black and minority ethnic workers in the voluntary and community sectors
2. Literature review of training and learning within the sectors and the needs of Black and minority ethnic workers
3. Production of questionnaire and interview schedule
3. Data collection through questionnaires and interviews
4. Collection of qualitative data through two workshops and telephone interviews
5. Finalisation of report with recommendations.

Approach & Methodology

The overall aim was to involve a minimum of 100 Black and minority ethnic practitioners from across the voluntary and community sectors to gain their views and experiences about learning and training. More than one approach was used. Identification of workers, who may not identify themselves separately from the communities they work with, was carried out. This was in the knowledge that many workers are not reached by national, regional and local networks. The survey relied on the cascading of information through formal and informal networks to identify workers.

A literature review revealed the gaps in information that has been gathered thus far and also informed the construction of the methodology, ensuring qualitative and quantitative information was gathered. A questionnaire was used as an information gathering tool, but workshops and telephone interviews ensured that the interpretation of the results were checked and that more in depth information was gained.

Questionnaire

A draft questionnaire was designed by the project officer to help identify the learning and training needs of Black and minority ethnic workers, the barriers they face when trying to access training, any gaps in training provision and some context about their focus at work. The questions were drafted in the light of other similar surveys, based on the knowledge and experience of the project officer and in consultation with Black and minority ethnic workers. The draft questionnaire was piloted with 15 Black and minority ethnic workers, and then amended in light of comments received.

The final questionnaire was disseminated using a range of methods. Respondents could access and complete the questionnaire online via the FCDL website, or using a link from a number of national and regional websites e.g. Ubuntu and the Community Sector Coalition. Black and minority ethnic workers could also download it as a word/PDF file. Questionnaires were also sent by post to a further 230 organisations and 68 faith groups. Further cascading of the questionnaire was made possible through national and regional networks some of which are listed in appendix 1.

Three weeks before the deadline for receipt of completed questionnaires an analysis of responses was carried out. This revealed a paucity of responses from Chinese and Bengali workers. Organisations representing these groups were identified through a web search and questionnaires emailed directly to staff where names appeared on the site. It is acknowledged that not all BME communities were identified or contacted. The questionnaire used the categories from the 2001 census, and with hindsight these are not refined enough to produce a detailed breakdown of different communities.

By the closing date 215 questionnaires were returned and of these 215 returns, 181 were valid. However, of the 34 invalid questionnaires 14 asked for their details to be kept on the FCDL database for future contact and information.

Workshops and interviews

Two workshops were held in Liverpool and Cambridge attended by a total of 38 people to gather more information from workers about their experiences of engaging in training, and their current learning and training needs. The workshops were organised using local outreach workers in order to ensure that as many workers from small local organisations were made aware of the survey and encouraged to complete the questionnaire and attend the workshop.

In addition, nine respondents who had previously given consent were randomly selected to participate in a thirty-minute telephone interview. These interviews were used to gather further information that helped to clarify anomalies in responses to the survey and to identify respondents' specific training needs and preferred routes to continued professional development.

Results

The results of the survey are presented in sections; results of the literature review, questionnaire, qualitative data, conclusions and recommendations. The questionnaire results are presented in graphs and text – this is followed by a description of the workshops and the telephone interviews.

The conclusion and recommendations attempt to use all of the gathered information, including the literature review, to present a fuller picture of the issues and practical steps forward. The intention of this survey is to get a snapshot view that can illuminate further research, monitoring and practice. These need to occur iteratively, as the good practice recommendations for the planning and provision of training need to be hand in hand with finding ways of locating unrepresented workers and unidentified issues within the policy context of the voluntary and community sectors. It is acknowledged in this process that whilst many of the current policy directorates discuss the voluntary and community sectors in the context of service delivery the role of the sectors is much broader than this. In the wish to conduct and report this survey using community development principles, the aim is not to reflect the sectors and workers within this framework of service delivery but within the richer context of communities being equipped to identify and act upon their own needs and to realise a more equal society.

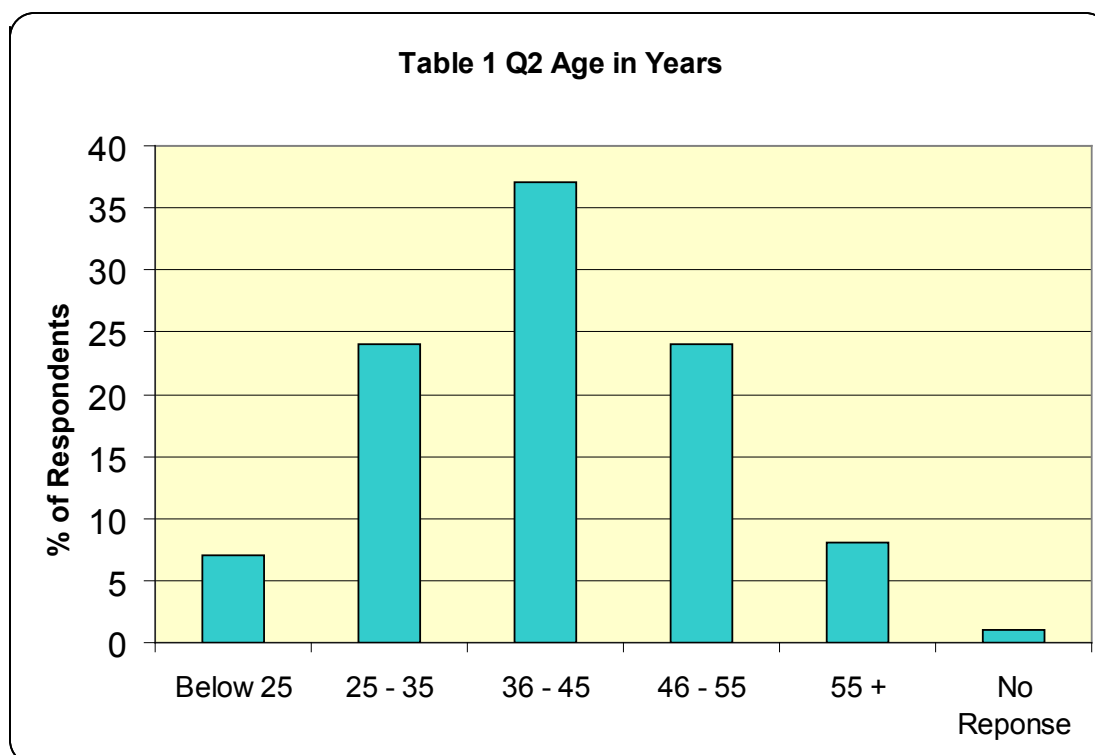
5. Findings of the Questionnaire

I Profile of Black and minority ethnic workers in the voluntary and community sector

We didn't include a question regarding gender but went back to the respondents and the percentages were 72% women and 28% men.

Q2 Age in years

The age profile of the workers is as follows; age 36-45 years amounts to 37% of responses; 46 – 55 and 25-35 years are 24% each and below 25 and over 55 are the lowest categories, with 7% and 8% respectively. This was not unlike the age profile in the UK wide survey of CD workers undertaken in 2001/2¹¹. Here the numbers of workers in the survey aged between 35-44 years amounted to 33.9%. The UK wide survey of CD workers compared their figures with an earlier study conducted in the early 1980's and the shift to an aging workforce was apparent. However, this may change as the Employment and Ethnicity survey conducted by the Commission for Racial Equality¹² and the Office for National Statistics¹³ show how the median age for white people in 2004 was 40 years, for ethnic minorities it was 27 years. However, whilst there is still a natural population increase despite an aging population related to a decline in births and an increase in longevity, net migration and higher birth rates amongst ethnic minority communities in the UK means that the BME population is younger. This may be the case for BME workers in the voluntary and community sector but there is at present not enough information to show this. This may change the overall profile as the 'new communities' get involved in the voluntary and community sectors.



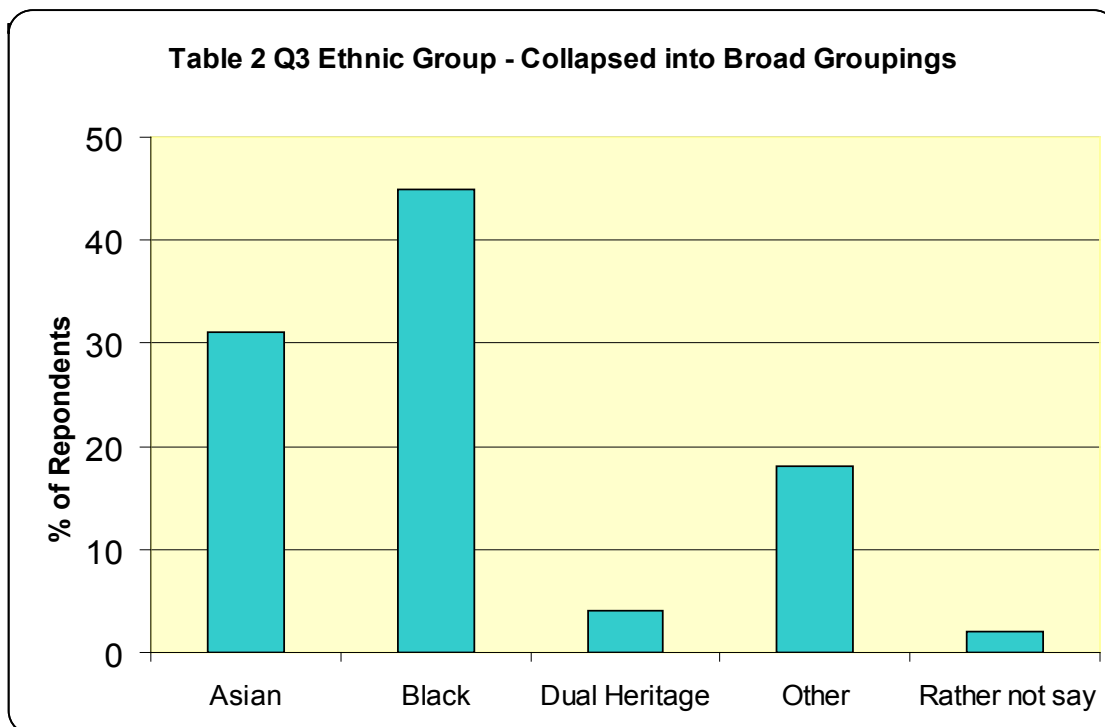
11 Glen et al.2004, Survey of Community Development Workers in the UK, CDF

12 Employment and Ethnicity, Commission for Racial Equality, April 2006

13 Office for National Statistics Mid Year Population Estimates

Q3 Ethnicity: To which ethnic group do you belong?

There is a large spread of responses across Black and minority ethnic groups, however, these are concentrated in the following categories with workers belonging to the following groups; 'Black or Black British' with 20%, 'Other' with 18%, Pakistani with 17% and Black African' with 15% of responses. This is followed by the next highest frequency of responses, 'Asian or Asian British' 9% and Indian 8%. If the categories are collapsed, then Black workers comprised 45%, Asian 31%, Other 18%, Dual heritage 4%, and rather not say 2%



Q3 Ethnicity with the original question with percent of responses.

Table 2a Q3 Ethnicity

Ethnicity	Total %
Asian or Asian British	9
Indian	8
Pakistani	9
Bangladeshi	1
Asian Other	1
Chinese	3
Other	18
Black or Black British	20
Black African	15
Black Caribbean	8
Black Other	2
Dual Heritage	4
Rather Not Say	1
No Response	1
Total	100

As shown on the previous page, Bangladeshi, Chinese and Dual heritage responses were particularly low despite attempts by the researcher to follow up organisations representing these ethnicities and groups following an analysis of responses three weeks before the deadline for return of questionnaires.

2 Organisation- geographical cover, role in organisation

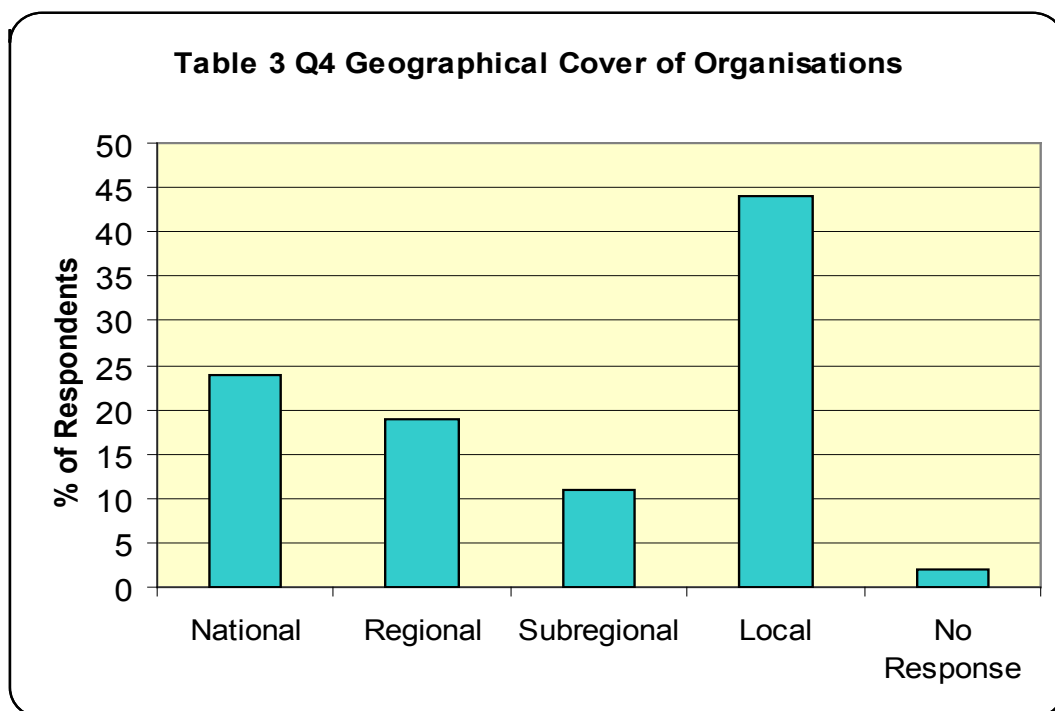
Length of involvement in voluntary and community sector work.

The workers were asked about their job role, duties outside of the job role, how long they had worked supporting community and voluntary sector groups and the geographical context of their work.

Other information was gained through the qualitative parts of the survey that provide information and detail allowing a greater insight into the findings.

Q4 What kind of organisation do you belong to?

Those who work for Local Organisations made up the largest part of the survey, with 44% of responses. Following this is 'National' with 25% and last, 'Regional/Sub regional' with 30% of responses.



Q5 How would you describe your role in the organisation?

The table on the next page shows that community development work, communities of interest and support to voluntary and community organisations are the most common roles with less workers employed in specific roles or taking on specific areas, e.g. finance.

64% of respondents described their role as community development work. Supporting specific communities of interest was the role of 59% of the workers. Closely following this was 54% who provide support to voluntary and community organisations.

The majority of workers who responded to this survey were involved with community development work in some form. The next category was Training which received a 40% response. Please note people could tick more than one category.

Table 4 Q5 Role in organisation

Role in organisation	% Responses
Community Development	64
Communities of interest	59
Support to voluntary community organisations	54
Training	40
Fundraising	28
Policy/advocacy	27
Other	17
Finance	15

Q6 How often do you undertake tasks that fall outside your role or main duties?

Nearly half of the workers answered ‘sometimes’, over a third answered ‘often’ with a tenth not at all. Most of the workers undertake tasks outside their role – 80%; this shows the flexibility and initiative required from Black and minority ethnic workers in the voluntary and community sectors. It also indicates a need for planning training and education in a flexible way. A worker may fulfil a task outside his/her role on occasion and may want training in this area, even if the post and job title do not indicate the preference for a particular subject. This could also have implications for management, supervision and career development. This may also indicate, taken in conjunction with information from other parts of the survey, that a number of workers are over qualified for their posts.

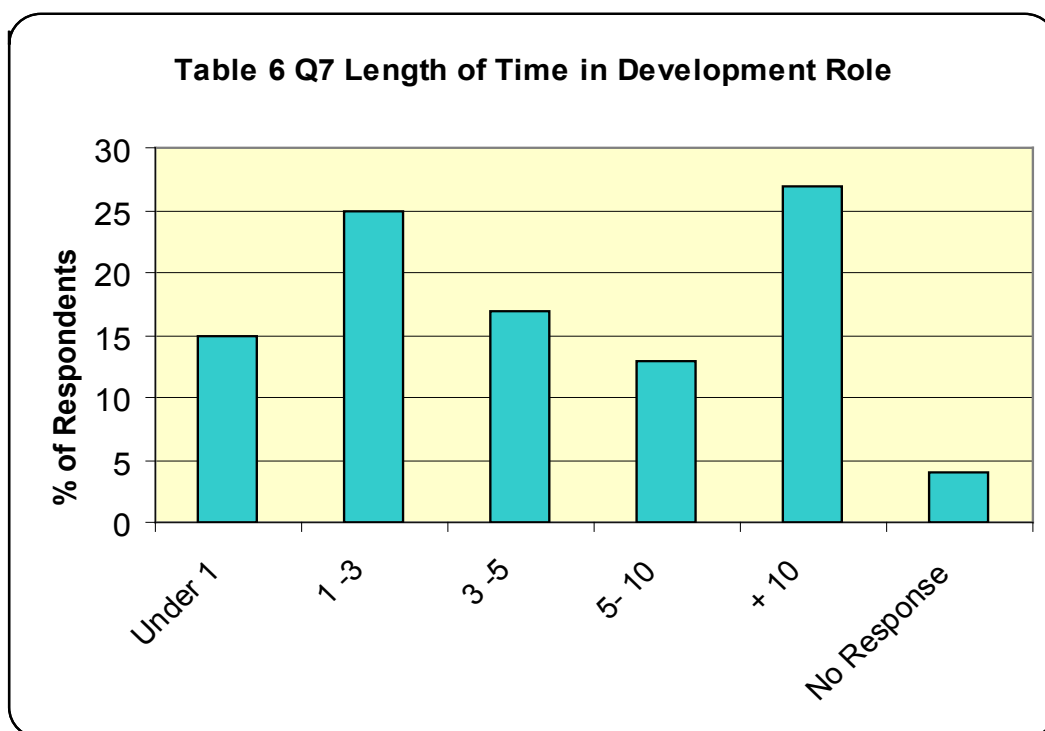
Table 5 Q6 Tasks that fall outside main role

Rate	% Responses
Very Often	36
Sometimes	49
Not at all	12

Q7 How long have you worked in a development role giving generalist or specialist hands on support to voluntary and community groups?

Over a quarter of the workers had been involved in a development role for more than ten years. 56% had been involved in this role for over 3 years and 40% for less than 3 years including 15% under one year. The length of role, taken with other evidence indicates how career progression and job security become issues for workers in the sectors and specifically for Black and minority ethnic workers.

This length of role could be important for the kind of training, career progression and support offered to workers. The kind of training required may include policy briefings and skill updates, which are ongoing needs for all voluntary and community sector workers. Other training needs could be new or expanding areas of work, e.g. business planning and Information and Communication Technology. However, career progression needs to be taken into account so that experienced workers receive training and recognition that befits their situation.



Q8 Is your contract Permanent or Temporary?

Over half had a temporary contract, 38% a permanent one, and 11% didn't answer the question. The question of temporary and permanent contracts is not always clear. Many permanent contracts, especially in the voluntary and community sectors are dependent on grant and other funding that is often time limited. It is sometimes unclear when a post may be funded in the future until near the time that a particular source of funding comes to an end.

Table 7 Q8 Contract permanent or temporary

Contract Type	%
Permanent	38
Temporary	51
No response	11
Grand Total	100

3 Qualifications and Training

Q9 What is your current highest level of qualification?

The survey shows that there are a large number of workers who have a degree or higher education qualification. For the 2001 Survey of Community Development Workers in the UK, CDF (2004) this was over 40%. For this survey the following;

- Degree and Higher Education combined 81%
- GCSE and A level 8%
- Other 8%
- None 1%

The list of qualifications may have skewed this finding as the list was not comprehensive and did not define higher education and degree or describe equivalent qualifications. However, the qualitative findings and

other parts of the survey do add substance to this outcome. Implications both for training and career progression and retaining workers in the sector are important here.

Q10 In the last two years, what kind of training or learning programme have you undertaken?

The workers were actively engaged in training opportunities -the majority of workers, 70%, took part in training in the last two years and only 7% had not.

Non accredited

70% took part in training courses in the last 2 years, 26% in taster sessions

20% took part in mentoring, 12% in shadowing, and 9% each for peer learning and action learning sets. 7% said they did not take part in none accredited training

Accredited

18% took part in OCN, 16% postgraduate and 11% City and Guilds. 10% took part in a degree course, 7% in HND with 3% GCSE and 2% A level. However, more information is needed. It is not possible to say if the 26% of workers who have took part in degree and postgraduate courses over the last two years, were working as part of a placement or studying part time. It is not possible to say, based on the information gathered, if the outcome of their studies impacted on their job situation. This could have implications for the make up of this workforce, are there now new graduates in the sector and the question could be asked, have the post graduate students gained specialist skills and qualifications that are available to the sector now.

Table 8 Q10 Accredited and non-accredited training

Accredited	%
OCN	18
Postgraduate	16
City and Guilds	11
Degree	10
HND/ Foundation	7
A level	3
GCSE	3
CIPD Certificate in professional development	0
None	6

Non Accredited	%
Training Courses	70
Taster Sessions	26
Mentoring	20
Other Learning	18
Shadowing	12
Peer Learning	9
Action Learning Sets	9
None	7

Q11 Range of knowledge and skills

Questions 11A and B are asking respondents to show both their level of skill and importance to their work regarding different areas of skill and knowledge. Respondents were asked in 11A to show on a scale of 1-4 their skill level and to choose categories for level of skill. In question 11B they were asked to say how important a particular knowledge and skill is to their work.

The two tables are shown side by side for comparison. As it is data from two different questions the numbers will not add up to a hundred shown in percentage.

The option 'Not required' is not shown on this table as respondents rarely chose it.

Table 9 A Range of knowledge and skills

Area of Knowledge and Skills	Range of Knowledge and Skills Percentage		Importance to Work Percentage		
	High Skill	Low skill	Specialist	Essential	Desirable
<i>Organisational</i>					
Governance/ management	44	37	11	31	23
Org Development	57	26	26	34	22
Policy development	39	42	29	29	22
Evaluation	59	24	24	40	17
Support with writing reports	60	22	22	44	15

In this section those who considered themselves to have a high level of skill was higher than the percentage considering this essential to their work. This could indicate under use of their skills in the job, this could be overqualified or under recognised workers, or organisational development issues.

Table 9 B Range of knowledge and skills

Area of Knowledge and Skills	Range of Knowledge and Skills Percentage		Importance to Work Percentage		
	High Skill	Low skill	Specialist	Essential	Desirable
<i>Human resources and interpersonal skills</i>					
Recruiting volunteers	51	33	35	23	25
Support staff and volunteers	61	22	28	30	23
Managing Conflict	52	31	23	32	27
Dealing with Powerful People	54	31	28	29	25
Challenging oppressive behaviour	55	27	30	29	21

Over half of the workers considered themselves to have a high level of skill in each category. Each of these appears under utilised and overqualified as the lower percentage showing this is essential for their post. 60% of workers who consider themselves to be highly skilled at challenging oppressive behaviour and half the amount, 29%, who consider this to be essential to their job. More information is needed about whether this is the perception of worker, organisation, funder or all three. In some cases e.g. Challenging oppressive behaviour it was suggested that workers had more skills than the employer wanted.

Table 9 C Range of knowledge and skills

Area of Knowledge and Skills	Range of Knowledge and Skills Percentage		Importance to Work Percentage		
	High Skill	Low skill	Specialist	Essential	Desirable
<i>Supporting others to learn</i>					
Mentoring	55	28	31	25	24
Training	61	24	29	36	17
Coaching	48	34	33	28	19

The comments for the above table also apply to this one. Workers are either over qualified for their posts and / or organisations are not utilising their workers to their full potential.

Table 9 D Range of knowledge and skills

Area of Knowledge and Skills	Range of Knowledge and Skills Percentage		Importance to Work Percentage		
	High Skill	Low skill	Specialist	Essential	Desirable
<i>Infrastructure development and involvement</i>					
Knowledge of Partnerships	54	30	29	36	16
Network Development	60	24	27	39	15
Partnerships and representation	57	26	30	32	18
Meetings	74	12	31	41	9

The trend continues whereby workers appear overqualified. The percentages that see these skills as essential are not quite as low as the previous two tables but is still much less than those who consider themselves to have a high skill level. It would appear that the kinds of skills listed above are important tasks for workers in the community and voluntary sectors. It would appear that the organisations either do not know the relevance of these skills or are not interested in utilising their workers with existing skills. This has implications for career development

Table 9 E Range of knowledge and skills

Area of Knowledge and Skills	Range of Knowledge and Skills Percentage		Importance to Work Percentage		
	High Skill	Low skill	Specialist	Essential	Desirable
<i>Various</i>					
Campaigning	33	49	37	18	25
Community Development Approach	55	24	32	34	12
Advocacy	48	34	30	25	25
Research	52	30	27	25	29
Service Level Agreements	34	46	32	24	23

Although half of workers had a low skill level in campaigning, only 18% saw this as essential for their job, with 33% considering themselves to have a high skill level. There is an issue that as voluntary community sector organisations get more involved with service delivery, service level agreements, funding led activities, that there is less opportunity for the traditional role of campaigning.

The percentage of those who consider having a high skill in research is twice those who consider it to be essential to their job. Those who say they have a high skill level with service level agreements outnumber those who consider it to be essential, but is very close to those considering it to be specialist.

Table 9 F Range of knowledge and skills

Area of Knowledge and Skills	Range of Knowledge and Skills Percentage		Importance to Work Percentage		
	High Skill	Low skill	Specialist	Essential	Desirable
Awareness of issues relating to...					
Disability	61	24	31	33	19
LGBT	39	46	31	25	25
Faith Groups	55	29	30	31	20
Refugees and Asylum Seekers	55	31	33	30	20
Other	65	19	35	43	8

In each of these categories workers considered themselves to have a higher level of skill and knowledge than what the employing organisation required.

Table 9 G Range of knowledge and skills

Area of Knowledge and Skills	Range of Knowledge and Skills Percentage		Importance to Work Percentage		
	High Skill	Low skill	Specialist	Essential	Desirable
Self Management					
Time Management	74	11	36	44	4
Record Keeping	62	21	33	38	10
Report Writing	60	21	28	37	14

Although more than two thirds of workers had a high skill level for timekeeping only 44% saw this as essential to their work. Just as surprising a high percentage of workers – 62% – had a high skill in record keeping with only 38% seeing this as essential to their work. This is an area that needs more in-depth examination as these skills have become more important as the need to monitor and provide proof of outputs and impact become essential requirements for many funders and partnership initiatives.

Each category indicated a higher skill level than that required by the employer. There are implications here for career progression and training opportunities, for development of organisations and for peer support learning. The lower percentages that said they had a low skill, where it is desirable or essential still have a training need.

Q12 If you were to undertake training on any of the above subjects would you prefer it to be: non accredited, formally accredited, accredited internally, signposted/linked to existing qualifications

Most of the workers prefer training to be accredited. This could reflect the move towards the recognition of proven skills and standards, it could also reflect the general impression that many workers are

overqualified in their current posts and are continuing to gain evidence of their skills. Implications for the planning and delivery of training need to take account of the preference for accredited training and learning.

Table 10 Q12 Preference for accredited / non accredited
The respondents ticked more than one preference so the table does not add up to 100

Preference	%
Non Accredited	19
Formally Accredited	61
Accredited internally	34
Signposted/ Linked to existing qualifications	34

Q13 Please indicate your preference for training style and location.

Respondents were asked to tick all that apply. The figures below are shown in order of highest to lowest and in percent values.

Table 11 Q13 Training preferences

Training Preferences	%
Hands-on	48
Network Meetings	38
Discussion	35
Learning Sets	31
Case Studies	30
Role Play	27
Distance	25
Shadowing	24
Workshop	22
Reflective	19
Coaching	9
Other	6

Q 13 A Preferred location for training Figures shown in Percentages

Preferred location	%
Outside Workplace	35
In-house	28
Distance	19
Additional Resources	8

Workers were open to a variety of learning styles and locations. The planning of training and learning needs to ensure that location; training style and accreditation are taken fully into account for the learning outcome to be successful and maximised.

The training style and location could be linked to the preferred subject of the training.

Q14 How far do the following barriers affect your decision to participate in training course or learning programmes.

The list on the left side of the page shows responses, with largest response first. The box on the right hand side shows the same responses in category groupings.

Table 12 Q14 Barriers	
Barriers to Training	%
Training costs too much	51
I don't know what training is available	29
Can't find appropriate course	29
Access /disability issues	19
Unsure if training will reflect my experience and perspective as a BME worker	18
Courses badly timed	17
Not enough information about style of delivery	16
Time /work constraints	16
Not applicable to work	15
No work support	12
Don't take the time to consider training needs	9
Poor past experience	8
Do not know enough about where the trainer is coming from	6
No training budget at work	4
Distance too far	9
More than one day difficult	3
Other	1

Table 12b Barriers	
Appropriate course - Usefulness to work	%
I don't know what training is available	29
Can't find appropriate course	29
Not applicable to work	15
Poor past experience	8

Perspective and approach of trainer	%
Unsure if training will reflect my experience and perspective as a BME worker	18
Not enough information about style of delivery	16
Do not know enough about where the trainer is coming from	6

Access including cost	%
High cost	51
Access/disability issues	19
Courses are badly Timed	17
Time /work constraints	16
No Work support	12
More than one day difficult	3
I do not take the time to consider training needs	9
Distance too far	9
No training budget at work	4

The table falls into three areas shown above. It appears that access issues including timing, cost, and work support, seem to be the biggest form of barrier with high cost being the largest barrier overall, with 51%. Lack of quality information as well as availability of training appears to be a major issue. Finding an appropriate course and not knowing what is available are the second highest barriers, at 29%. For career and organisational progression workers need to be able to access training, for level and appropriateness.

A smaller percentage considered – 18% - were unsure if training would reflect their experience and perspective as a BME worker. In conjunction with other barriers, approach of the trainer, and representation of BME workers as trainers and teachers is still an area that needs further explanation and response to.

Q14 Other

Shown below is a list of the comments made on the questionnaire by some workers about barriers to training,

Approach of trainer and materials:

- Much of the agenda is assimilationist in nature dressed up as integration / diversity focused
- It is very difficult to engage Black organisations in this common-sense approach to developing the voluntary and community sector

Relevance and appropriateness

- Very little training race specific and addresses problems faced by Black organisations
- Need awareness and information about training courses
- There aren't enough fundraising courses available and the ones on offer are too basic for my needs

Access

- Financial support for cost of course and childcare is needed
- Many courses are not locally based and therefore there would be indirect costs travel etc.

Q15 Preferred length of training courses

I prefer training courses to last _ working weekdays but would be willing to take part in training that lasted no longer than _ working weekdays

Preferred Number of Days	%
0	1
1	34
2	23
3	7
4	1
5	4
7	1
10	1
30	1
No Response	27
Total	100

Question 15, which asks respondents their preferred length of training, shows 34% prefer one day, 23% two days and only 7% three days. 57% preferred one or two days. The other days that were indicated, between 4 and 30 were only preferred by very small numbers of respondents. However, in Q14, 17% have indicated that the timing of courses is a barrier.

Whilst one or two days are the preferred length of training, it would seem that more consultation with learners should be undertaken about the timing.

In Q14 Location was a barrier for 9% and this should be consulted on together with the timing and duration of training. If learners cannot access training, or that training isn't appropriate, a very poor use of resources could occur.

The second part of the question asks respondents what their maximum training duration was. 16% indicated one day, 39% two days and 15% three days. 10% would consider 5 days. There were small numbers that would consider up to 50 days.

This information, as stated earlier, has to be combined with timing and location.

Course content and style of delivery are as important as time constraint, ensuring course content is relevant and accessible is key.

Q16 Would you be interested in participating in a workshop to share your experience?

- 64% of respondents were interested in participating in workshops to share experiences.
- 63% of respondents would like FCDL to keep their details on their data base and
- 78% have agreed to FCDL future contact.

Most of those who responded to the questionnaire are interested in being in some kind of contact with FCDL and many would be interested in future contact regarding the survey.

6. Workshop Findings

The feedback from workshops presented a very strong message. That overall the training and learning needs of Black and minority ethnic workers are being only partially met.

The discussion at both workshops raised a number of common issues. The first of these was that the training and learning needs of Black and minority ethnic workers were broadly similar. Both groups stressed the need for training and learning that took account of their preferred learning styles.

Liverpool Group

Fourteen people, who all worked for local organisations, attended the Liverpool workshop and there were 5 apologies. Participants shared their experiences of training and learning both formally and informally. Many of the participants had recently engaged in a wide range of training and learning programmes.

The experience of many workshop participants illustrates the difficulties experienced by some Black and minority ethnic workers in the sector when trying to access training and learning that will support continuous professional development. In many instances participants felt blocked by lack of funds and the limited support available from employers; particularly where the employer was a small voluntary sector or community based organisation. The group felt that small community based organisations should have access to additional support that would enable them to offer more professional development support to their staff.

In common with respondents to the questionnaire some participants had also experienced the dismay and disappointment of having to give up a course of study because of changes in circumstances that meant the cost of study became prohibitive.

Although 81% of survey respondents had a degree or higher qualification, those without a degree saw this as a major obstacle when competing for jobs within the voluntary and community sectors. This prompted one participant, who was also a single parent, to return to full-time education. Despite having extensive experience, the lack of a higher qualification was in her view a major barrier to future professional development and progression within the sector. Black and minority workers without formal or with few qualifications want the opportunity to gain a qualification that builds on their experience gained working within the sector.

The experience of these participants contradicts that of many who responded to the surveys and participated in the telephone interviews. This would suggest the need to examine further the needs of workers in small local organisations who need to work but also want to access training and learning through nationally recognised progression routes. One participant suggested that a possible way forward would be to develop a national scheme along similar lines to existing locally developed PATH schemes specifically for Black and minority ethnic workers within the voluntary and community sectors.

Workshop participants also discussed what makes for a positive learning experience. They all agreed that seeing oneself reflected in the trainers and educators was very important. Participants also emphasised the importance of the trainer/educator ability to offer validation that was sensitive and responsive to the experience of a range of perspectives. As one participant put it, race and diversity are not just about legislation, but also about impact: a trainer's practice can have an adverse effect on the self-esteem of adult learners. Again this view was supported by numerous 'stories' of experiences of attempting to engage in a learning process as an adult. A further important issue raised by participants was the opportunity to participate in a learning programme which was flexible and took account of family commitments.

When looking at training and learning opportunities available to those working in Liverpool 8, many

participants were of the view that workers and indeed the Black and minority ethnic community generally did not access training provided by the largest providers in the city. A range of reasons were given for this, but the key factor was that they provided courses that were general rather than specifically tailored to meet the learning needs of Black and minority ethnic workers and communities.

It is important to note that participants in the workshop very often did not distinguish themselves from the communities they work with. They saw themselves as having a dual role of community member and worker. In their organisations their ethnicity may not factor in their job description but nonetheless it is crucial to their ability to carry out their role. This is something which is recognised by employers, who as the survey showed often turn to the Black and minority ethnic workers to fill gaps in diversity training for staff and to undertake workshop facilitation and consultation with Black and minority ethnic communities more generally.

Cambridge Group

Twenty-four people attended this workshop. The majority of participants worked locally. The views expressed in this workshop very much mirrored those of the Liverpool participants.

Participants wanted to have access to more non-accredited training linked to accredited training that moved people 'up levels'. Participants also wanted training that was more specialist, for example in information technology. Participants also expressed a need for training that was practical and hands on. Interestingly participants also expressed a need for career guidance that addressed the specific needs of workers within the voluntary and community sectors.

Again, like the Liverpool group, participants in Cambridge wanted access to courses that took account of a range of learning styles and were 'suitable for people of different cultures and backgrounds'. They also wanted to see more evening and part-time courses for workers in the sector. Regional workers at the workshop stressed the importance of developing regional and national training that also took account of local needs and issues.

Specific training needs identified at the workshop included:

- Dealing with people
- Motivating people
- Conflict resolution
- Mediation skills
- Working with diverse communities and groups.

It is important that these courses do not establish stereotypes but rather help to create the conditions for positive dialogue across cultures and communities. There should also be specific tailored training that supports continuous professional development. With this in mind participants highlighted the need for appropriate evidence based work and in-house courses designed to fit with NVQs for example and supported by a transparent credit transfer process.

Positives	Negatives
Age no barrier to learning	Training courses not always what they seem
Interesting	Too general
High achievement	Difficulty making the time
Meeting people from different backgrounds	Adapting to new circumstances
Team working	Monoculture approach to delivery
Learning something new	Being talked at
Having learning challenged	

To sum up, participants at the Liverpool and Cambridge workshops:

- Had a high level of formal qualifications and/or experience of working within the voluntary and community sectors.
- Want accredited training that also offers opportunities for accrediting prior learning.
- Would like to see progression routes established that build on formal and informal training and learning leading to nationally recognised qualifications.
- Want a move away from the 'usual suspects' as providers and an expansion in the range of learning providers to include more Black and minority ethnic organisations.

7. Findings From Telephone Interviews

The telephone interviewees were randomly chosen from those respondents who had indicated on their questionnaire that they would be willing to participate in a telephone interview. A telephone interview schedule was devised to guide discussion and to help shed light on some inconsistencies arising out of responses to the questionnaire and are explored below in more detail.

For the majority of interviewees accessing support for training was not a problem, but it did depend on what they wanted to do. Personal development requests are negotiated on a case by case basis. For small voluntary organisations the picture however was very different:

“We don’t have a training budget. Most of the funding is for projects. Recently we have been able to use the small pots we have left over to pay for training.”

Almost half the respondents had paid for their own training of which the majority had paid for higher education courses, e.g. MA in Management in the Voluntary Sector. A respondent’s employment status i.e. whether they had a temporary or permanent contract did impact (adversely in the former case) on their ability to access financial support from their employer. Some employers however were willing to give study leave where money was not an option.

Respondents’ ability to progress within the sector was also explored. For the majority there were opportunities to progress within their organisation. This is mainly the case where the respondent worked for a larger voluntary sector organisation.

The majority of respondents expressed the view that a significant number of Black and minority ethnic workers were over-qualified for their current posts. One respondent thought that the levels of support available to Black and minority ethnic workers varied depending on whether they worked in a Black led or white led organisation. It should be noted however that Black and minority ethnic workers also have a role to play:

“We tend to undersell ourselves and the organisations don’t do enough to encourage potential. I think a lot of it is assumptions that Black and minority ethnic workers are happy doing what they are doing and won’t want to do anymore... They just need an opportunity to prove themselves.”

Suggestions as to the kind of support Black and minority ethnic workers would need in order to progress within the sector varied from affirmative action through to better supervision. As one respondent put it:

“Training may put you on a platform but then there is a glass ceiling.”

A similar point was made by another interviewee who observed:

“We take on these courses thinking it will better us but it’s not actually the case. There are very few Black and minority ethnic Chief Executive Officers and managers in the sector. Many junior staff ...that have qualifications to do a lot more.”

Support for Black and minority ethnic workers wishing to progress within the sector also included:

- Secondments
- Buddying
- Mentoring
- Networking
- Access to information

A significant number of respondents considered partnership and representation a specialist skill. This caused us to question what was understood by 'partnership' and 'representation'. When asked, telephone interviewees gave a range of responses that placed partnerships in the context of equitable and respectful relationships. However there was less of a shared understanding of 'representation'. Definitions included, for example, ensuring representation at all levels; resisting attempts by local authorities to treat a particular voluntary or community group as the representative of a section of the community; and having individuals within the organisation who can represent an organisation at a strategic level.

This didn't help us to gain a clearer insight into why so many workers saw this as a specialist skill. One possible conclusion to draw from this is that the term specialist was inappropriate for the purpose of this survey.

Analysis of the data revealed that almost a quarter of respondents said they had a low challenging oppressive behaviour skills level. This was surprising and we decided to ask telephone interviewees for their views on this issue.

Some interviewees didn't see challenging oppressive behaviour as a problem. For others the 'problem' was one of a lack of confidence, fear of victimisation or of being seen as aggressive by the majority ethnic community. However one respondent made an interesting observation:

"When I challenge the status quo I can make enemies – some because I did it and some because of what I said."

We also asked interviewees about their skills level in terms of report writing and views on this issue more generally. This was prompted by the fact that over 60% of those who completed the survey said they had a high skills level in this area yet there is considerable anecdotal evidence to suggest that this is a major problem for Black and minority ethnic workers. Although the majority of interviewees said they didn't have a problem with writing reports, they all recognised that for some Black and minority ethnic workers it was an issue. A number of explanations were offered. Some interviewees thought that coming from an oral culture may inhibit some workers and thus hamper their report writing.

8. Conclusions

The provision of good quality, appropriate training and learning opportunities for Black and minority ethnic workers in the voluntary and community sectors is vital for the development of these sectors which play such a pivotal part of shaping services and strengthening democratic structures. This would serve to strengthen society as a whole if undertaken competently. The changing economic and social climate of the voluntary and community sectors, combined with ethnographic shifts and the introduction of standards for different aspects of professional life mean that an accountable and holistic approach to address training and learning needs has to be undertaken if it is to be successful.

The identification of workers and training needs is pivotal to undertaking a professional transformation of the sectors. The response to this survey demonstrates the need and enthusiasm to develop a framework for future training needs analysis and delivery that is responsive to local demands and conditions. It shows the willingness of workers to share their experiences, thereby informing the future planning process. This involvement of workers needs to be built on, replicated, and developed to continue improving training and learning provision for Black and minority ethnic workers and therefore improving the effectiveness of the organisations and contact they bring to the communities they work with.

Delivering a training and learning programme that is fit for purpose may well require targeted action and an acknowledgement that such provision may involve a greater cost, given that the most cost effective way identified to deliver learning and training may fail to reach this group of workers. Gaps in availability of appropriate learning opportunities and the lack of access for Black and minority ethnic workers should be monitored and evaluated. This also means determining a set of agreed and consistent monitoring indicators, perhaps based on organisations' size and capacity, so this could be a three-tier 'Best Value' or performance monitoring system. This will aid providers and others to better deliver services and improve access to existing programmes. The use of different approaches needs consideration in order to achieve the equality of outcomes needed to improve the performance of all workers within the sectors.

This survey was intended to be an exploratory exercise. However, it reached more Black and minority ethnic workers than expected. The findings show an educated and actively learning group of workers who are interested in good practice and career development. Workers were often asked to do more than their job description required. There was also some gap between the training available and the training level and style needed. The lack of information about what is available and the actual training provider is also of great concern.

The location of and engagement with less visible communities, communities that do not always identify with their 'leaders' or visible advocates and 'new' communities needs to be undertaken when planning future training and learning strategies. The implications for population trends include a greater need for accessible training with awareness and flexibility especially regarding family commitments. The Employment and Ethnicity study undertaken by the CRE showed that people from ethnic minorities were more likely to be inactive because they were looking after a home or family. Family friendly policies would be key to ensuring the voluntary and community sectors were active in reducing inequality and improving the scope and quality of services.¹⁴ The identification of Black and minority ethnic workers may need to involve the identification of Black and minority ethnic communities per se. Some workers identify as part of a particular community rather than as a worker and there is also an overlap for some between paid and unpaid work. This needs more exploration.

¹⁴ 36% compared with 31% of the economically inactive population as a whole, Ethnic Minority Task Force 2004 quoted in CRE Employment and Ethnicity, April 2006

The following conclusions and recommendations could also be used as guiding principles for the whole of the voluntary and community sectors. There are some findings that are in common with all workers across the sectors; however, the impact of some factors is much greater for some communities than for others.

8.1 A worker based strategy of benefit to the employing organisation

Situations vary greatly and workers and organisational needs can overlap and at times they can diverge. A training strategy would be most effective if it focused on the needs of workers first. Support for employers and voluntary and community organisations needs providing but the culture of training – “training if we can afford it, take what is free” - shows that there is a need for a profession and worker based strategy.

This could begin with more research into different approaches to meeting the learning and training needs of Black and minority ethnic workers rather than the current over reliance on training courses. It would be beneficial to carry out research to ascertain exactly what training packages are available at a regional and sub-regional level and to be able to publicise them more widely and identify gaps that need development and support.

8.2 Subject area, level, style of learning

One of the strongest messages from the survey is that learning needs vary. Training and learning opportunities need to be tailored to people’s needs carefully. A system that caters for people’s learning needs in terms of curricula and level is essential. The survey has shown that more information about trainers’ background and style should be made available. In addition, location and style should be linked to subject and level. Workers need to know what training is available, at what level and in what learning style. This would prevent a wasting of resources. Training and learning should be flexible to workers’ family and caring commitments.

The survey indicated a preference for accredited training. More information about those who preferred non-accredited training is also needed, and what type of training is wanted with or without accreditation. The workshop groups emphasised an interest in peer learning and networking which could enrich the learning experience. One respondent commented, “A positive learning experience can include seeing oneself reflected in the trainers” and another, “Being talked at and training with a mono cultured approach is less useful.”

The survey of Community Development Workers in the UK conducted by the Community Development Foundation (2004) found that significant numbers of community development workers in Local Authorities (LAs) wanted learning opportunities that linked mentoring and coaching with networking opportunities with workers in other organisations and LAs. This reflects findings in this survey shown in Q13 – 48% of respondents expressed a preference for hands on learning opportunities and 61% for formally accredited courses. (The choices weren’t mutually exclusive).

The breadth of experience and skills of the respondents could be shared in a collaborative atmosphere. Set up in a coordinated way this would recognise the skills of the trainer and the learner. ‘Training the Trainers’ opportunities would be part of the planning and coordination of this initiative. The employing organisation would benefit as its workers increased their skills base. This initiative would need careful planning and coordination. A responsive and coordinated approach would mean organisations and communities would benefit greatly, and the wider public as training is often provided with subsidies from government funds and programmes.

8.3 Targeted training and learning

Listed in Q 9 are skills areas, along with many more not listed that would be areas of training that would be required. However, this survey did not attempt to deliver information about subject areas that need development as such. The main message from the survey is that training needs to be offered and planned to meet specific circumstances and levels of learning.

The creation of tailored training and learning experiences that are learner focused would have a positive outcome for those organisations. It would provide a way to overcome the exclusion and lack of career mobility that a significant number of Black and minority ethnic workers suffer from and which have a negative effect on the ability of both the workers and their communities to develop to their full potentials.

8.4 Communication and location of Black and minority ethnic workers

The questionnaire used census categories of ethnicity. In its own terms the survey failed to make substantial contact with Bangladeshi, Dual Heritage and Chinese workers. However, there were many more communities not listed by the census categorisation and further action needs to be undertaken, with awareness of localised conditions, to reach these and other groups and assess their training needs.

Outreach and support strategies need to be developed. This needs to take into account that some BME workers do not always distinguish themselves from the communities they work with. This information may help to identify these workers in the future. Local areas vary greatly and locating communities needs to be undertaken specifically for each initiative.

Some Black and minority ethnic groups are not recognised or adequately involved at local and regional levels, and the Minorities within Minorities report 2006¹⁵ shows how obstacles for involvement can exist within specific communities. These obstacles can be based on hierarchy, religion, class, caste, sexuality, and place of birth, gender and other factors. A self perpetuating exclusion can exist whereby provision of all kinds, including training and learning can by the focus, advertising, recruitment miss individuals from within communities altogether, or be inadvertently inappropriate for other reasons. The ongoing lack of representation can create a built in exclusion. This report showed how committed voluntary and community sectors and statutory sector workers, trying to engage communities, were constrained by lack of budget and resources. Meaningful involvement does incur time and resource costs. Specific outreach and research work is needed to ensure that training and learning can become relevant and accessible to workers who do not represent 'majority' positions.

Mainstream funding needs to allow for the time needed for the necessary development work necessary to undertake in depth research of Black and minority ethnic workers within the voluntary and community sectors.

Marginalisation of Black and minority ethnic workers can occur when employed to service communities that are excluded in some way. A worker can find him/herself in a situation where the only training available is to continue a particular service with a particular community that can serve to prevent the worker from accessing more experiences and qualifications.

8.5 Personal and career development

The results of Q7, that asks how long workers have been involved in a development role giving general or specialist support to voluntary and community groups, show that more than a quarter had been involved in this work for 10 years or more and over half for more than three years. There may be different training needs depending on length served in the sectors and experiences gained. In addition, there should be

15 Blakey et al, 2006, Minorities within minorities Beneath the surface of South Asian Participation, Bradford University, Joseph Rowntree Foundation

knowledge of potential paths of career progression. In the UK wide CD workers survey (Glen 2004) there was some evidence that white workers were more likely to be in posts for longer periods than Black workers.

“It is common for community development posts to be held for a relatively short duration – perhaps two years or less.... Proportionately more white workers have been in their posts for longer periods”¹⁶

In addition to the career progression and recognition issues faced by all workers in the voluntary and community sectors, there is also the general workplace situations that arise whereby Black and minority ethnic workers may face the added barriers of institutional and personal racism which is pronounced in terms of career progression, access to work related training and personal and professional development opportunities and pay.

There are disparities between different groups and gender based differences and regional variations. Pay differentials are sometimes hidden, for example, Black Caribbean women have higher incomes than white women, however, this is not pro rata, the higher income is explained by more hours worked.¹⁷

8.6 Implications for the planning and delivery of training need to take account of the preference for accredited training and learning.

Efforts to coordinate and monitor progression for BME workers need to be undertaken to ensure that equality in the workplace is achieved. To be effective this would need to be located in infrastructure support organisations outside of the context of the organisation and culture of current practice.

Advice and support, as well as information about training and career opportunities, needs to be provided to workers. Monitoring the advice and opportunities on offer would provide practical help with a built in improvement system.

Recognised and accredited training should be offered and linked to personal and professional development. As shown in Q6 training needs to be considered very broadly – 80% of workers conduct tasks that fall outside of their main role. It might be that there is a call for the opportunity to specialise or progress in related areas. Training needs should not only be based on the job description.

Training style can be linked to career progression, if it is ‘on the job’ this could limit workers. For example, for work based learning and some retrospective and evidence based courses, it could be difficult to enter learning using these qualifications if the learner is not already participating in particular work areas or skills but would like to.

Q11 asks about knowledge and skill level across several areas. It also asks questions about importance to job role. This group of questions indicates that there is a great number of overqualified Black and minority ethnic workers in the sectors. The workers can miss out on career progression but also on pay and job satisfaction. The employing organisation may also miss out on a potentially vital input. Workers are their organisation’s greatest asset and resource. The under utilising of people is inefficient and wasteful for all concerned. Groups and communities that workers support miss out as their posts restrict them.

For workers who have a high level of educational attainment a ‘glass ceiling’ sometimes exists whereby BME workers find it difficult to access senior and managerial posts. Monitoring of educational opportunities as well as career progression needs to be undertaken simultaneously.

16 Glen et al.2004, Survey of Community Development Workers in the UK, CDF, p12

17 Ethnic Minority Task Force 2004 quoted in CRE Employment and Ethnicity, April 2006

8.7 Funding the voluntary and community sectors

Funding for training is a major obstacle for learning for many workers. Those with temporary contracts can be prevented from securing support from their employer. Many small organisations do not have a substantial funding allocation for training and look at securing fees for this from underspends in other areas. For all workers in the voluntary and community sectors and specifically for BME workers the issue of job security impacts on all aspects of professional life. This includes training and career progression opportunities. Where local and national policy makers and planners foresee the need for a specific service or input from a local organisation plans should be put in place to fund and support on a more secure basis. This would, with the correct methods of accountability, secure better quality services and initiatives giving workers and organisations – and the communities they work with – a chance to develop themselves further.

The government agenda for involving the voluntary and community sectors in service delivery has implications for funding, supporting and providing training and learning. A one year pilot project to deliver capacity building for Black and minority ethnic organisations based in London¹⁸ found some organisations had difficulties with both funding and the model of working. A third of the organisations dropped out of the project early. The project found that organisations who were already in a fairly strong position found it easier to participate and gained the most from the project. Those less well resourced and developed found that difficulty with premises and high turnover of staff were issues that made it harder to engage. The report shows how the model needs to be more flexible to ensure that the right kind of support, including more face to face contact, is provided depending on where the organisation is placed in development terms.

This has significance for the approach to training and learning for Black and minority ethnic workers in that the most excluded groups, sometimes working with the most excluded communities, may be the people that find it harder to access and fund their training and learning. The strategy that needs to be in place would offer appropriate levels of support dependent on workers' and organisations' situations.

Voluntary and community sectors short term funding affects all workers in a negative way and specific groups are at the harsh end of this, and face additional barriers. Increasing output, efficiency and creating community cohesion rely on healthy well resourced and managed voluntary and community sectors.

8.8 Organisational and sector support

Funding bodies need to show commitment by asking for monitoring that shows work place learning and development are addressed. Asking organisations to overcome this alone is not realistic. Work with *infrastructure organisations*¹⁹ and possibly trade unions needs to be developed simultaneously to ensure that workers access the learning provision, rather than relying on policies which may or may not make a positive impact.

The Liverpool workshop showed that small organisations do not always have the funding or capacity to access training funds and are held back along with their workers. Development and business plans do not always give full attention to training and career progression for workers. This can be detrimental to all parties as the staff are relied upon to enact the plan for the organisation.

18 Ellis, J and Latif, S 2006 Capacity building Black and minority ethnic Voluntary and Community Organisations An Evaluation of CEMVO's London Pilot Programme

19 Infrastructure organisations are organisations providing infrastructure services to voluntary and community groups. These embrace a wide range of organisations, at the core of which are voluntary and community organisations whose main purpose is the provision of infrastructure services to other voluntary and community groups. In addition to these core infrastructure groups there are a range of voluntary and community organisations whose main purpose is not the provision of infrastructure support to other groups, but who either are providing some of these services, or are organisations who provide all of these services but only to their own branches or local offices. Finally there are a range of organisations, including organisations from other sectors, who are providing elements of these services to voluntary and community groups VONNE www.vonne.co.uk/issues/infrastructure/research.htm

The number of workers interested in participating in workshops and being put on the database shows some interest in infrastructure support. To overcome the mismatch between job role and skills, organisational / infrastructure support should be provided to help audit skills base and skills needs. An audit of this kind could be used to provide a focal point for future skills share and development of training including peer learning, joint identification of training needs and levels.

For example in this survey no-one saw ICT as not required and 42% saw themselves as having a low skill level. This seems to indicate a skill gap.

Workers could receive a training subsidy through infrastructure bodies. The employer may be encouraged to work more closely with employees regarding job role and pay support training if infrastructure support was available.

The employing organisation could also receive support around human resources management if they were interested. If this were provided in the form of business and development planning then it would integrate the organisation's need with those of the workers.

8.9 Networking as one way of building capacity for Black and minority ethnic workers

The Workforce Hub, and all concerned with Black and minority ethnic workers within the voluntary and community sectors, need to identify ways of strengthening the voice of Black and minority ethnic workers within the sector in discussions and debates about their learning and training needs. This needs to take place with the knowledge that many existing organisations are so over-stretched that they are unable to initiate and develop this important piece of work. Networking is recognised, as a positive bottom up approach to building capacity and thereby could meet some of the learning and training needs within organisations. A possible way forward would be to build on the development of workforce development networks for Black and minority ethnic workers operating at a sub-regional level and whose purpose was to share learning using specific approaches for instance mentoring or action learning . One example cited in '*Mainstreaming Diversity*'²⁰ is of a network developer funded by the London ChangeUp Consortium to develop sub regional networks of Black and minority ethnic organisations. In this case however the focus would be the workers rather than the organisations per se. This approach could potentially help to record work and communicate good practice.

20 ChangeUp Strategy Paper Mainstreaming Diversity Within The ChangeUp Programme: Report To The Home Office Active Community Directorate. Jan 2006.

9. Recommendations

Policy and organisational issues

- Central and Local government, local strategic partnerships and other bodies responsible for commissioning, developing and funding services need to consider the long term needs for training and learning for Black and ethnic minority workers within the voluntary and community sectors.
- Monitoring systems need to be developed to include the career routes and training opportunities made available to Black and minority ethnic workers. This would also ensure the delivery of good quality services.
- Funding for training should include a subsidy for each worker externally administered.
- Training should be planned and offered to meet specific circumstances and need.
- The audit of the skills base and organisational needs in specific circumstances or localities/ organisations should be undertaken and proven to funders to ensure learning provision is relevant and cost effective.
- Targeted action – incurs a greater initial cost which needs to be accounted for in the planning stage.
- Monitoring and equality proofing needs to be built in at each stage therefore a coordinated strategy and guidelines need to be in place.
- Impact assessment should be used to shape delivery.
- Business and development planning for organisations needs to integrate training plans.
- A resource pack should be produced for use by infrastructure organisations who can then offer support to smaller organisations to ensure training and learning is properly resourced and diverse needs are recognised.

Networking and linking workers together

- Link workers across sectors and organisations to create mentoring, coaching and networking opportunities.
- Strengthen voices of BME workers through discussion and debates. Organisations on the ground are often overstretched therefore infrastructure support needs to assist with this role.
- Outreach and development work with BME groups and groups within minorities who are not represented.
- Planning at the commissioning stage to ensure this process is in place, with support from infrastructure organisations.
- Networking - used to record work and communicate good practice.
- Evaluation of networking process – use this to forward plan.

The content and access to training and learning

- Audit and publicise what is currently available – including curriculum, level, learning style.
- Identifying gaps with the use of audit.
- Advice and support about career and learning development to be made available.
- Link training and learning to accreditation frameworks and professional pathways.
- The production of a resource pack for the use of infrastructure organisations could include equalities practice for the delivery of training and learning.
- More information about trainers' background and approach, subject area and level should be made available to ensure workers can make informed decisions about training before committing time, energy and resources.

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Appendix I

Networks and organisations to which the questionnaire was sent:

ACRE

Agewell

Angelou Centre – Newcastle

ARVAC

The Consortium of Bengali Associations

Black Londoners Forum

BLINK

BMECP - Brighton

Bradford for Peace

Bradford Vision

B:RAP – Birmingham

Brighton & Hove Working Together Project

Bristol Interfaith Group

British Born Chinese Association

Bristol City Council Local Organisations Database.

BSWN - Bristol

BTEG

Burngreave Language Support Agency

Cambridge Inter-faith Group

Camden Black and minority ethnic consultative forum

Camden Chinese Community Centre

Camden Training Network – London

CDX

CEMVO

Celebrating Cultural Diversity Network CCDN – South East

Chinese Community Centres

Chinese In Britain Forum

Chinese Mental Health Association

Communities online

Community Development Forum – Derby

Community Futures – Lancashire

Community Links

CIO – Confederation of Indian Organisations.

Crossroads Womens' Centre - London

Croydon BME Forum

Development Trust Association + regional offices

Derby Millennium Project

Diverse Minds

East of England Churches Network

East North Hants Faith Group

Faithworks

Federation of Black Housing Associations

Groundwork UK + regional offices

Guide-Gloucestershire

Jewish Council for Racial Equality

KiS Kairos in Soho – London

Kuumba Arts and Resource Centre – Bristol

LEAP – London

Leicester Council of Faiths

LEMP – London

LGBT Consortium

Lifelong Learning UK

Live Art Development Agency

London Inter-faith Group

London Voluntary Services Council

Manchester Family Churches

MultiKulti serving the London Boroughs of Southwark, Lewisham and Lambeth.

NIACE

NAVCA formally known as NACVS

Newstart

Northern Refugee Centre

Open Centre – Derby

Overseas Chinese Association, Bristol

Positive Images – Gateshead

Race Equality Unit

Regional Action West Midlands

The Scarman Trust

Tung Sing Housing Association

Turning Point Women's Centre

Urban Forum

Voluntary Action Camden – London

Voluntary Arts Network

VolResource

Voluntary Sector Northwest

Volunteering England

Wirral Multicultural Centre

Workforce Hub

Appendix 2

Postal (and web) Questionnaire



Black and Minority Ethnic workers in the Voluntary and Community Sector Research Project.



The Workforce Development Hub has commissioned the Federation for Community Development Learning to carry out a small scale survey of the training and learning needs to support skills development of Black and minority ethnic (BME) voluntary and community sector workers, both paid and unpaid, across England. The need for this analysis has arisen in response to a lack of information about the specific needs of Black and minority ethnic workers. FCDL is also developing a competencies framework to help you carry out your role.

The information you provide will help to ensure the training you need and the way that you need it is taken into consideration when training programmes are designed and delivered. Information gathered from the analysis will also inform the training programme currently being developed by the SkILD project.

Voluntary and community sector worker is used to describe people whose job it is to work **directly** with community based organisations and groups, either by providing specialist information and help or more general support.

This survey should take no more than 20 minutes of your time to complete.

We are offering **three prizes** of free community development training resources worth £60 for you or your organisation, or a gift voucher or token to the value of £30. All email, postal and faxed questionnaires received will be eligible, providing name and contact details have been filled in. The winners will be randomly selected after the deadline.

Deadline for return of completed surveys has been extended to Friday 28th July 2006. Responses will be held in the strictest confidence.

A report will be made available on the FCDL website www.fcdl.org.uk from September 2006. Or you can contact FCDL and we will send you a copy.

The questionnaire asks you to indicate your current level of skills and knowledge, those skill and knowledge areas you would like to improve and how important they are to your work. We also would like you to share your ideas about *how and where* training is delivered.

We are happy for you to return this questionnaire anonymously, however, **it is helpful for us to know your name and contact details**, if you wish to enter the competition (for a community development resource pack worth £60 or gift vouchers worth £30). This information will **not** be used for any other purpose. Only the FCDL Development Team will see individual questionnaires.

The questionnaire can also be completed online just click on <http://fcdl.illuminaries.co.uk/> or you can download a word document from the Federation website, www.fcdl.org.uk. Paper copies can be posted or faxed to Carol Jones, FCDL, 4th Floor, Furnival House, 48 Furnival Gate, Sheffield S1 4QP, fax: 0114 276 2377. For more information on this project, call 0114 273 9391 or email carol@fcdl.org.uk.

Contact Details (please print clearly)			
Your Name			
Job Title			
Organisation			
Address			
E-mail			
Telephone		Fax	

1. This is the first England wide survey to focus on the training and learning needs of Black and minority ethnic workers in the voluntary and community sector, and we want to ensure your views are well present. Please tick if you would be interested in taking part in a 20-minute telephone interview to give your views in more depth.

2. **Age:**

Below 25 25-35 36-45 46-55 +55

3. **To which ethnic group do you belong?**

Asian or Asian British	Black or Black British
Indian	Black African
Pakistani	Black Caribbean
Bangladeshi	Black Other
Asian Other	Dual Heritage
Chinese	Rather Not Say
Other	

4.

What kind of organisation do you belong to?

a) National

b) Regional

c) Sub-regional

d) Local

5. How would you describe your role in the organisation? Please tick all that apply

Providing support to voluntary/ community sector organisations	<input type="checkbox"/>	Supporting specific communities of interest or identity	<input type="checkbox"/>
Community Development Work	<input type="checkbox"/>	Training and learning provision	<input type="checkbox"/>
Finance	<input type="checkbox"/>	Policy or Advocacy	<input type="checkbox"/>
Fundraising or sponsorship	<input type="checkbox"/>	Other (please describe)	<input type="checkbox"/>

6. How often do you undertake tasks that fall outside your role or main duties?

Very Often	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

a. If you have answered 'very often' or 'sometimes', please give an example and explain why:

7. How long have you worked in a development role giving generalist or specialist hands on support to voluntary and community groups?

Under a year	
1 – 3 years	
3 – 5 years	
5 –10 years	
+10 years	

8. Is your contract:

Permanent?

Temporary ?

If temporary, how long is your contract for?

1yr

2yrs

+3yrs

9. What is your current highest level of qualification? Please tick ONE box only

Degree or equivalent	
Higher Education Qualification	
GCSE A Level or equivalent	
GCSE A-C or equivalent	
Other Qualifications	
No Qualifications	

10. In the last two years, what kind of training or learning programme have you undertaken?

Accredited	Please Tick all that apply	Non-accredited	Please Tick all that apply
Open College Network		Training courses	
GCSE		Taster sessions	
A Level		Mentoring	
City & Guilds		Peer Learning	
HND/Foundation Degree		Shadowing	
CIPD		Action Learning sets	
Degree		Other, please give details	
Post Graduate Qualification		None	
Other, please give details			

11. Range of knowledge and skills

Please indicate on a scale of 1 – 4 (1= very low, 4= very high) your current skills level, and on a scale of A - D the importance of this skill or knowledge to your work. A=specialist skill, B=essential requirement for the job, C=desirable skill, D=not required.

Please answer all questions.

Knowledge and Skills	Your skill level (1-4)	Importance to your work (A-D)
Governance and management		
Organisational Development		
Constitutions, Policy development, legal liabilities		

Supporting groups in using computers and information technology		
Recruiting and retaining volunteers		
Support with staff and volunteer issues		
Partnerships and representation		
Knowledge of a range of partnerships		
Advocacy		
Campaigning		
Research		
Service level agreements		
Managing conflict		
Knowledge and Skills	Your skill level (1-4)	Importance to your work (A-D)
1 – 4 (1= very low, 4= very high) your current skills level, and on a scale of A - D the importance of this skill or knowledge to your work. A=specialist skill, B=essential requirement for the job, C=desirable skill, D=not required.		
Dealing with powerful people		
Organising and managing meetings		
Training		
Coaching		
Mentoring		
Network Development		
Challenging oppressive behaviour/practice		
Evaluation		

Support with writing reports etc		
Using a community development approach		
Awareness of issues relating to:	Your skill level (1-4)	Importance to your work (A-D)
Disability		
Lesbian, Gay, Transgender and Bi-sexual people		
Faith groups		
Refugee & Asylum Seekers		
Other		
Managing your own professional development:	Your skill level (1-4)	Importance to your work (A-D)
Time management		
Record keeping		
Report writing		
Reflective practice (thinking about and learning from what you do and how you do it).		

Non-accredited	
Formally accredited, eg OCN, NVQ,	
Accredited internally and understood by others working in the same sector	
Signposted as linking to existing qualifications that you could access for yourself or via your organisation, e.g. showing how a training course links to a range of NVQ or further and higher education programmes.	

12.
If you were to undertake training on any of the above subjects would you prefer it to be: (Tick all that apply)

Non-accredited	
Formally accredited, eg OCN, NVQ	
Accredited internally and understood by others working in the same sector	
Signposted as linking to existing qualifications that you could access for yourself or via your organisation, e.g. showing how a training course links to a range of NVQ or further and higher education programmes.	

13. In the box provided, please rate, your preferences for training style and location. Rate your preference 1 – 4 (1 = Low Preference, 4 = High Preference) in the box provided

Style	Rating	Style	Rating
	1 2 3 4		1 2 3 4
Practical 'hands on' learning		Regular network meetings, working groups or learning circles on specific issues	
Case studies		Academic / accredited learning	
Role play / scenarios		Work shadowing	
Discussion / sharing of experience		Action Learning sets	
Workshop format (1-2) hour long		Coaching / mentoring / one-to-one learning	
Distance learning packs (ICT/DVD based).		Reflective learning (e.g keeping a journal of successes and challenges, and the learning from this.	
Other:			

Rate your preference 1 – 4 (1 = Low Preference, 4 = High Preference) in the box

Location	Rate 1 2 3 4	Location	Rate 1 2 3 4
In-house (provided by external trainers)		Additional web based resources to back-up training	
Distance learning (including web-based learning)		Outside of workplace	
Other:			

14. How far do the following barriers affect your decision to participate in training courses or learning programmes? Please rate the barriers 1 – 4 (1 = Low Barrier, 4 = High Barrier)

Barrier	Rate 1 2 3 4	Barrier	Rate 1 2 3 4
Training costs too much		Courses are badly timed	
I don't know what training is available		I don't take the time to consider my training needs	
I can't get the time off work, too much to do		I have access/disability issues (location, materials, etc.)	
My manager and/or colleagues do not support my training needs		Too far to travel	
I cannot find appropriate courses		I've experienced poor training in the past	
Courses longer than one day are difficult to attend		Training for staff is not a part of my organisation's budget	
I don't know enough about the trainer and where he/she is coming from.		I never feel I am given information that I can immediately apply to my work	
I am unsure as to whether the training will reflect my experience and perspective as a worker from a minority ethnic group.		I don't have enough information about the style of delivery	
Other (please specify):			

15. Please complete the following sentence:

I prefer training courses to last ____ working weekday/s, but would be willing to take part in training that lasted no longer than ____ working weekday/s.

16. Would you be interested in participating in a workshop to share your experience with other Black and/or minority ethnic workers of training and learning? This is planned to take place in early June 2006.

Yes

No

17. Are there other organisations or networks you suggest we contact? Any contact details you have to hand would be helpful.

If you would **not** like the details of your organisation to be placed on our database please tick this box

If you do **not** wish to be contacted again by the Federation for Community Development Learning (FCDL) then please tick this box

Thank you for completing this survey

Please return completed surveys by Friday 28th July 2006

Appendix 3

Telephone Interview Question Guide

1. Funding for training: Having no access to a budget for training was a problem for only a small number of workers. Is this the case for you?
2. How is your training need identified?
3. What sort of training? For example was it work based, Open College Network, City and Guilds, foundation, other?
4. Who pays for it?
5. Do you get time off to attend training? Is time a constraint because of work, home commitments or other?
6. Can you undertake any of your training/course within work time e.g. accredited using work tasks
7. Do you contribute towards the cost of your training?
8. - Constraints e.g. Do you work full time or part-time and do you think this has any impact on ability to access training?
9. Temporary or permanent contract; does this have any bearing on opportunities to access training?

Implications for ability to progress in post or career development more generally

Employers policy around support for staff wishing to access training and professional development.

Self financing?

10. In the last two years, what kinds of training or learning programme have you undertaken? Q10

Your responses to this question indicate that in the past two years you have undertakenSee recipients response What were your reasons for these choices?

11. Partnerships and representation Q11.

Need to explore this separately because so many people see it as a specialist skill.

1. What do you understand by the term partnerships?
2. What do you understand by the term representation
3. Given your response to this question why did you score your skills level and the level of importance to your work the way you did?

12. Challenging oppressive behaviour

Almost a quarter of respondents indicated a low skills level in this area, why do you think this was so?

13. . Support writing reports and report writing.

1. 60% of respondents said that they had a high skills level in this area. However there is anecdotal evidence to suggest that this is a major problem area for Black and minority ethnic workers. What is your view on this?
2. What kind of reports do you write:
 - a) who for?
 - b) For what purpose
 - c) Are they peer proof read?

- d) Written to specified deadlines?
- e) How often

13. General observations/analysis of data so far suggests BME workers occupy positions below their skills level. What do you think is the reason for this?

How far do the following barriers affect your decision to participate in training courses or learning programmes? Please rate the barriers 1 – 4 1 = Low Barrier, 4 = High Barrier

The majority of respondents to 'I am unsure as to whether the training will reflect my experience and perspective as a worker from a minority ethnic group.' indicated that this was a low barrier. Can you tell me a bit more about why you rated this sections of Q14 they way you did.

Similarly the majority of respondents to 'I don't know enough about the trainer and where he/she is coming from' indicated that this was a low barrier. Can you tell me a bit more about why you rated this sections of Q14 they way you did.



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