

Joint National Committee on Training for Playwork



Conference Report

Jury's Inn, Birmingham

18th April 2002

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Introduction

The following report highlights the key outcomes of the JNCTP April 2002, titled 'Training, the first steps to education.'

The thrust of the conference was the launch of a revised draft of the JNCTP Charter. It was felt that JNCTP should revisit its view as Playwork strives for professional status. The outcome was certainly one of interesting and stimulating debate.

We have tried to encapsulate within the report the key discussion points from keynote speeches and the workshops that took place. We do hope that it will give you a flavour of what happened on the day and encourage you to attend future events.

The Executive Committee would like to extend there thanks to all the delegates for supporting the event. We do hope that you gained as much from it as we did.

We would also like to extend our thanks to Peter Bowden and his Birmingham City Council EYDCP team for their support with the organisation of the conference.

Should you wish to make any comments please forward them onto the JNCTP Executive at jnctp@fsmail.net

With thanks

JNCTP Executive

Keynote Speech

Doug Cole
Play Development Officer, Cardiff City Council

- Doug has been based in Cardiff, the largest Local Authority in Wales since 1984.
- His role as Play Development Officer is not though specific to training and development
- He does though see service delivery as key to training and development
- In 2000 a one off grant of £1,000,000 for open access that was under spent in housing budget was awarded. The grant was spent on research carried out on play behaviours by interview. 100 children were asked where they play. Some of the responses given were sewage ducts, roadsides, dumps etc. A comparison between affluent and poor areas was made. The 11 year-olds in affluent areas went wild at 11 as they had been 'looked after' until that point.
- Play provision in Cardiff is now going back into 'play deprived' areas rather than socially deprived areas.
- The development of First claim came from this work
- A grant of £192,000 given to start a Play Council
- In 2002/2003 £2.7 million was awarded by the Welsh Assembly for play development across Wales.
- Funds allocated to Cardiff have been spent on:
 - Work with traveller children
 - Support for play resources
 - Development of ethnic minority communities
 - Play input into high dependency respite schemes
 - Inclusive Play support
 - Grants scheme
 - Playwork Training
 - Outdoor pursuits for play projects
- How has it happened? Why has Wales been successful?
 - NAFW willingness
 - Limited numbers of people working towards play
 - Passion
 - One wall – many heads
- Where next?
 - Sure start/childcare/youth etc. being merged in October 2003
 - To run a degree course as level 3 qualification
 - Having to do work on existing qualifications
 - Regional support for whole of Wales

- National Play Policy – draft into Assembly 2002-04-22 Play becomes statutory
- Final thoughts – keep going, don't give up!

Keynote Speech

**Gill Gibson
Co-Chair, JNCTP Executive**

- JNCTP wishes to use today to launch a consultation process for a proposed new charter.
- Why we are at this point of launching a new Charter?
- The last 2/3 years has seen many changes including review of Level 2 National Occupational Standards and consultation process. The debate is still ongoing and has therefore has linked to JNCTP revising own charter via work undertaken at the JNCTP Executives residential.
- How can we represent our membership views?
- The Issues of a level and knowledge base is not agreed anywhere.
- Should Education, Training and Qualifications fit the jobs or are Education, Training and Qualifications developed to support children's play.
- Has there been enough time to consult on National Occupational Standards?
- The JNCTP Executive felt that the best way forward was for JNCTP to revisit and recommit to our principles in campaigning and lobbying.
- Therefore the revision of the JNCTP charter, around since 1988 and updated in 1999, is timely. This will involve revisiting principles, consulting and agreement.
- This will become the 'JNCTP' stand to be used as a tool and taken as the JNCTP line.

Keynote Speech

Wendy Russell

- The proposed JNCTP Charter provides the 'big picture'.
- Wendy was asked to consult previous documents and to draft this new draft charter.
- JNCTP started in 1975, we think emerging out of other bodies.
- The 'Black Book' in 1979 recognised some need for co-ordination of what should be in Playwork Education and Training. The hottest debate at that time was around professional status of Playwork.
- In 1985 a consultation exercise provided JNCTP with the 'Salmon Book' that looked at the content and structure of Playwork Education and Training and Qualifications. This also saw the development of JNCTP first charter and key principles.
- The 1985 Charter informed the direction for JNCTP. The 'Getting Recognition' consultations report launched in 1994 worked on an endorsement structure and fed into SPRITO's work and the Central Council
- The National Care Standards made everything move really fast!
- In 2000 JNCTP organised further consultation exercises titled 'Having your Say', hosting 9 events and with a national follow up.
- JNCTP strength is in its independence and in that spirit this draft reflects this today.
- The difference between education and training.
Training is skills based; you are trained to be able to do something
Education is learning to think - A qualification should encompass both.

Whole Room Workshop
Draft JNCTP Charter Consultation

The following documents and questions were tabled for consultation and discussion

DRAFT FOR CONSULTATION:

**THE NEW JNCTP CHARTER
FOR PLAYWORK EDUCATION,
TRAINING AND QUALIFICATIONS**

***For consideration at the JNCTP Training Conference
and General Meeting 18th April 2002***

This Charter is a revision of the original charter adopted by JNCTP in 1985. It has been informed by two further consultative processes; namely the “Getting Recognition” process in 1993/94 and the “Having Your Say” process in 2000.

JNCTP exists to support and promote playwork education, training and qualifications that reflect the values of play and playwork.

The following statements summarise what those values are:

PLAY is the result of a biological drive and is essential for human development. It is manifested as behaviour that is intrinsically motivated, freely chosen and personally directed. Through play children experience their world and their relationship with it.

PLAYWORK is the adult facilitation of opportunities for children to play. This involves the creation, operation and modification of diverse physical and human environments that maximise opportunities for children to access a wide variety of play experiences. Such experiences include make believe, risk, personal control and experimenting with identity, ideas and the environment.

The development, delivery, assessment and quality assurance processes of playwork education, training and qualifications should reflect the 10 principles listed in this charter.

1. **Variety of routes to qualification:** There should be a variety of routes to qualification such as full and part time study, self-managed learning, modular routes, distance learning, accreditation of prior experience and learning and assessment of practice.
2. **Qualified status at Level 4:** Whilst it is recognised that qualifications exist at a variety of levels, fully qualified status should be conferred at Level 4 as defined by the QCA framework, or Level 2 of Higher Education, so providing parity with similar professions.
3. **Core knowledge of play and playwork:** Playwork education, training and qualifications should be based on agreed core knowledge covering a range of theories on the nature and importance of play and the role of the playworker. This involves addressing theory, process and personal knowledge.
4. **Consultation:** The development of, or subsequent changes to, core knowledge, occupational standards or criteria for endorsement should be subject to rigorous and widescale consultation processes across the playwork sector as a whole.
5. **Peer-led endorsement:** Playwork education, training and qualifications should be subject to an endorsement process that is owned and controlled by the playwork sector. The criteria for endorsement of playwork education, training and qualifications should be based on agreed definitions of play and playwork and should not constrain innovation and new thinking.
6. **Equality of opportunity:** Playwork education, training and qualifications should be available and delivered in a way that ensures all potential and practising playworkers can access and benefit from them.
7. **Valuing experience:** All playwork education, training and qualifications should be responsive to the needs of participants and should value the diverse experiences of learners and their individual learning styles.

8. **Playwork practice:** Playwork education and training leading to qualification should involve periods of supervised playwork practice and should promote and support both personal and professional development.
9. **Reflective practice:** Playwork education, training and qualifications should encompass reflective practice.
10. **Assessment:** All playwork education and training leading to a qualification should include assessment of knowledge and practice that values independent and critical thinking.

Discussions in the workshops focussed on the following:

General questions:

1. What are your overall thoughts on the content of the Charter?
2. Do you broadly agree with the definitions of PLAY and PLAYWORK?
How might they be improved?
3. Which principles do you agree with?
4. Which principles do you disagree with or feel are inappropriate?
5. Are there any additions you feel should be made?
6. How do you think the Charter could be used?
7. Any other comments?

Specific questions

1. Do you agree that the benchmark for fully qualified status should be at Level 4? What do you think might be the advantages and disadvantages of this?
2. Do you agree that the core knowledge for playwork should be agreed and defined? How prescriptive should this be? What might be the process for developing this core knowledge?

3. Choose one other principle you feel is important and say if and how change is needed in order to implement it.

Or:

Could just go through each principle and have an agree / disagree / comments section, with questions for omissions.

The following notes provide a summary from each workshop group:

Group 1

The Charter

- Overall a good idea and goes beyond JNCTP?
- Essential Broad agreement, a few yes...buts
- No good as a charter unless linked to pay.
- A tool for discussion.

Definitions

- What do we mean by biological & intrinsically motivated?
- Request for explanation of technical terms
- Language still tricky and too long.

Principles

- Core Knowledge – broad agreement that knowledge is a good idea.
- Need a career ladder.
- Qualification at Level 4? Lots of discussion, What do we mean? Good in practice, problem in principle. Definition of 'qualified'. We need qualifications for part time and holiday workers. Some groups recognised the need to lead towards parity with other professions.

Peer Led Endorsement

- Quality Assurance/consistency?
- Linking course endorsement & NVQ. This should happen.
- Issue of NVQ's & quality assurance
- Technical Competence.

Group 2

The Charter

- Yes a good idea

Level 4 Qualification Status

- Good in principle, problem in practice
- Term qualified mean different things
- National terms & Conditions

Core Knowledge

- How would this be agreed?
- What about constant change?

Peer Led Endorsement

- Does moderation work?
- People with no, technical experience running training and assessment.

Group 3

- Need for career ladder linked to pay
- Jargon needs explaining, who is using? Children's definitions
- Yes
- Career ladder first
- define & agree

Group 4

- Yes – Good idea to have a charter provokes discussion.
- Term 'biological' questioned, maybe use of word 'innate.'
- Related to general understanding of terms for everyone.
- Agree that common ground is a core.
- Need clarification of terms – user friendly.
- Assessment should be in a variety of ways to suit learners.
- Anyone involved in Playwork should continue in development and training to keep up to date with legislation, children etc.

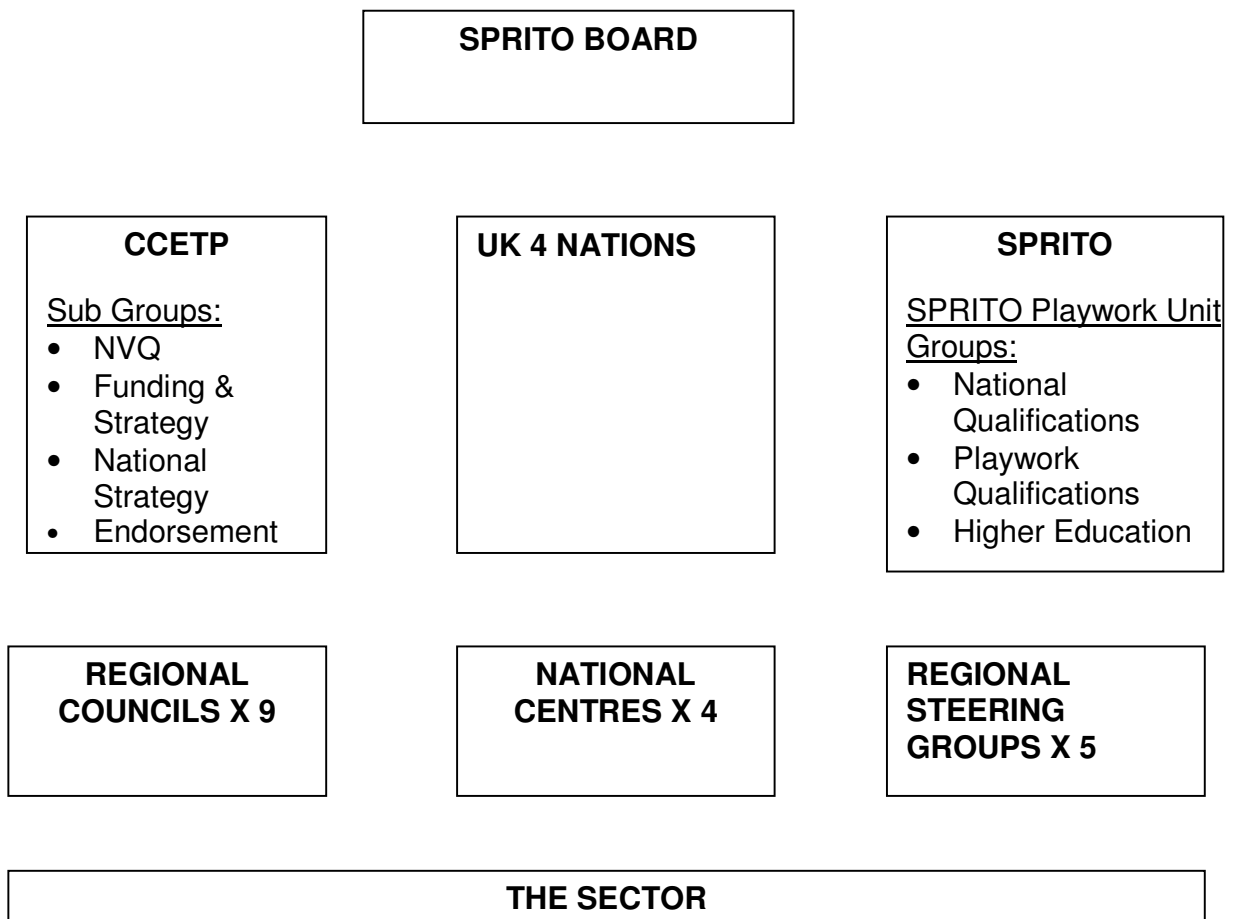
Other comments expressed were:

- 1.1 What is its purpose?
 - For JNCTP to have clear standpoint and mandate from membership.
 - Should it be wider e.g. the whole Playwork sector?
 - Possible however we need a starting point
- 1.2 Overall thoughts
 - A good idea
- 1.3 How could it be used?
 - If others adopted it would have wider use and more effect to influence.
 - Need to consult with more than JNCTP membership – take draft to other organisations
 - If definitive then you can't negotiate with other organisations that may have issue with a bit of it.
 - Is it a charter for JNCTP or for playwork training and education for everyone?
- 2. Definitions**
- 2.1 PLAY**
 - Questions about evidence that it is a biological drive.
 - Research being done
 - But others disagree – think evidence is there
 - Language not accessible
- 2.2 PLAYWORKER**
 - “Sensitive intervention”?
 - Needs to tie in with work around Ass. & Values revision – by CPC Best Play etc.
 - JNCTP should not be coming up with something different.
- 3. Principles**
- 3.1 Which do you agree with?
 - Discussion around No. 2 and levels for qualification at Level 4 (descriptors) is not about face to face
 - Concerns about Assessment No 10. Wording and assessing against what standards?

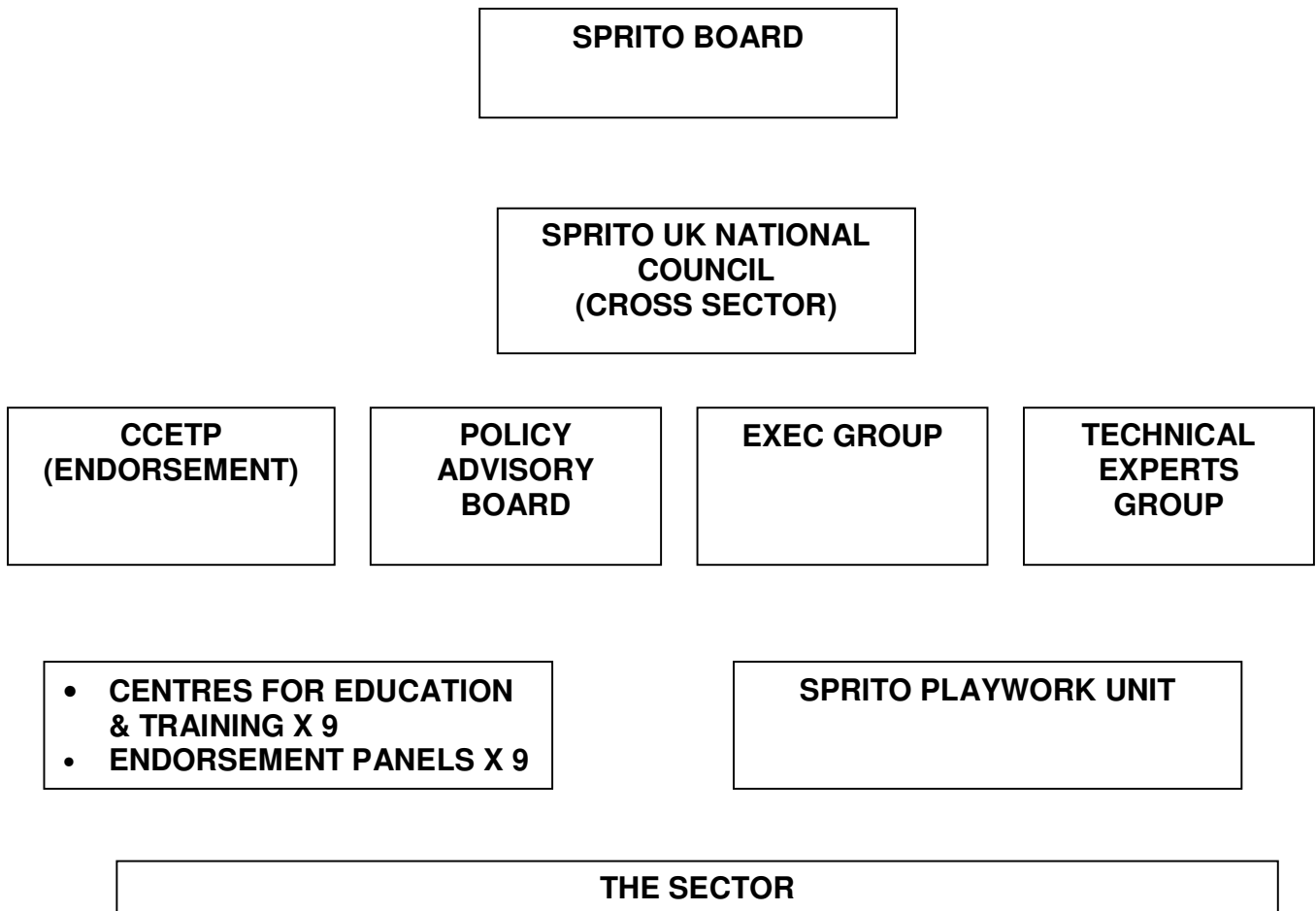
SPRITO -Update
Paul Bonel

**CENTRAL COUNCIL FOR EDUCATION & TRAINING IN PLAYWORK
(CCETP)**

The existing structure is:



The emerging structure is:



- Currently being reviewed of possibilities for the future
- Key national Committee that sets process and standards for endorsed training and qualifications nationally
- Central Council is more than just about endorsement and the increase of the remit for CC is now over burdensome and so rationalisation is necessary hence review

Explanations to proposed new structure:

- UK National Council/cross sector where key decisions will be made
- UK 4 nations group (but not a decision making group)

- Central Council - Endorsement (but nothing else)
- Policy Advisory Group - (cross organisation grouping)
- Executive Group - (for management decisions) small day to day stuff
- Tec Experts Group - NVQs/qualifications

Regional Level

- 9 Education and training centres (4 NCPES 5 f4f) with an endorsement council that would meet as and when required.
- Playwork sector – membership to SPRITO and local centre

Questions/Comments

- What does peer led endorsement mean?
- Should we be creating an employment section to do the endorsement?
- Could the endorsement of training be taken too far away if the above suggestion goes into place?
- Too many meetings overall and therefore difficult for volunteers to attend
- Should we pay volunteers to do the endorsement?
- By using volunteers they increase their own professional development and keep their hands on peer – led and peer endorsed.
- Within Wales, qualifications or suites of qualifications will be commissioned.
- Difficulty of 'ground force' workers being involved with SPRITO due to the resource issue when employers do not see the benefits of being involved with the NTO.
- SPRITO will become hopefully a Sector Skills Council

THE NATIONAL STRATEGY

Consultation

- Events held /Playtoday/Letters
- Currently drawing responses together

Some feedback from Consultations

- Issues about consultation/information fatigue e.g. SPRITO sending stuff out when EYDCP's want information too!
- Missing goals – working towards national payscales / terms and conditions linked into training and qualifications.
- Is this appropriate for an NTO to do this piece or work?
- Is the EYDCP the body to bang on about not being able to retain staff because of poor terms and conditions?

Next Steps:

National Strategy will be launched on June 18th in London. May also look at play projects in London.

The strategy will be linked to the 8 goals and influence SPRITO's work

The Eight Goals

	MINI QUEST	FULL QUEST
• More funding to support playwork training /qualifications	3	3
• The right to information, guidance and effective communication	7	6
• Local, regional and national infrastructure	2	7
• Recognition and support of volunteers	8	8
• A national framework for training and qualifications	4	2
• Recognition of the value of play in children's lives	1	1
• Funding to support <u>access</u> to training and qualifications	5	5
• Closer working between sectors – early years, playwork, youthwork	6	4

REVIEW OF NATIONAL OCCUPATIONAL STANDARDS

- Level 2
- Consultation on all units completed
 - Submission to QCA by 30th April
 - New award available from awarding bodies – 1st Aug?
 - Retaining current assumptions and values
 - SPRITO and Children's Play Council to work together on consultation on new assumptions and values
- Level 3
- Review will begin probably Jan 2003
- Level 4
- SPRITO have DfES funds to begin developing level 4 standards
 - Aiming to begin research and consultation by end of may
 - 1st drafts by march 2003

WORK PROGRAMME OVER NEXT YEAR

3 Sources of Funding – DCMS, DfES, ESF

DCMS

- National Strategy
- Work with government and government agencies
- Endorsement
- Quality assurance
- Partnership work
- Play today
- Education & training development

DfES

- Foundations for the future
- Principles of playwork book
- Research programme

- Holiday playscheme qualification
- Cross sectional transitional module
- Update of level 2 programme

ESF – EQUIPE: EQUAL IN PLAY AND ENTERPRISE

- Supervisor training pack
- Revision of playwork training the trainers pack
- Foundation modern apprenticeship programme for young people
- Research and development of level 3 qualifications in London
- Development of on-line learning assessor training and centre development
- Quality assurance training and toolkit
- Asian play project
- Equality training programmes
- Revision of assessor training pack

HEAR OUTCOME SOON!

Children's Play Council – Play Research Project

Issy Cole-Hamilton

Background:

The project was funded by DCMS as a response to Chris Smith's challenge that 'the play sector needs to prove the value of play better.'

The evidence sort from the project was to identify:

- The value of Play and Play provision
- The situation of Play in England

Funding has been continued, by how much it is still unclear, and will focus on what other research needs to be carried out.

Pieces of work undertaken as part of the project:

Sept. 2000 – Play Questionnaire

- Aim was to show the link between play provision and local government policy.
- 200 responses cross country and types of provision submitted.

Literature Review

- Aimed at recent published material looking at the value of play and play provision.

Mapping

- Researching how widely across England play was strategically planned.
- West Midlands Pilot - contacted Local authorities to assess the level and cost of play provision

Children's Consultation

- 108 responses looking at what children's free time was spent doing. Analysed what was said; extracted main themes and allowed children to say with authority what is was that they wanted.
- This was followed up with regional seminars to identify the issues and draw recommendations, of which 56 have been prioritised and listed in the final report

The Case for Play

1. Play is important for Children's development:

- Physical Health – Children's outdoor play etc.
- Emotional and mental development
- Learning and their social development.

Stemming from the Children's Voices research it was identified that if there was one thing that children wanted more of it was outdoor play.

2. Good Play provision is of value to:

- Children
- Their Families
- The local community

- There is a need to keep showing that this is the case.
- Additionally need to show that where money is being put in it is showing a good use of public funds.

Children and Young People's Unit

- Consultation events held across to consult on their strategy, initially results are showing that Play was what there was more needed of.

Other results

Involvement of Children

- Although it is getting better there are still issues around how 'real' / 'superficial' it is.
- How much are children really involved in setting agendas?
- Evidence of consulting with children varied enormously.

Restricted Play opportunities

- Traffic, danger, children's own fears, they want to play out more but feel restricted.

Changing Nature of Provision

- The steamroller of the National Childcare Strategy has shown that where money was previously allocated for open access it has gone into childcare.
- Can be argued that where this has happened the childcare strategy is reducing children's opportunities in areas where the childcare places aren't being taken up.

Challenge, Risk and Safety

- People are stopping children playing for fear of litigation.
- The Play safety forum is publishing a statement soon highlighting that Local Authorities need a more balanced perspective.
- The Health & Safety Executive have carried out the research report.

Postcode Plan

- There is an enormous difference in the amount of provision and money put into provision that isn't based on social/economic factors.

Some groups have fewer play opportunities

- Information on refugee/special needs/ethnic groups/travelling children.

Strategic planning and support not widespread

- Local Play people are being more strategic trying to work with others.
- Still not that widespread though.
- Government has to support us to raise the importance of Play.

Quality Assurance not widely used

- This area is going to become more important.

Staffing Issues

- Not paid enough
- Clear issues of retention and recruitment for different jobs.

Framework for developing research projects

- Children want/need good places to play.
- Support from parents and other community members.
- Main providers are local.
- Central Government has a pivotal role.

General Points

The main problem with research about play is:

- It's mostly to do with younger children and not school aged children.
- Systematic analysis of longitudinal study – there isn't any in the world as it isn't seen as important.
- The definitions of play used aren't clear or precise
- The boundaries between Play and sport aren't very clear.
- Mostly case study research
- Evaluation is poor.

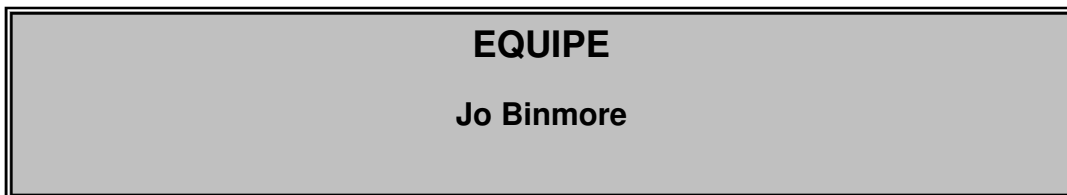
Recommendations about the Research

Government and evaluation to include play:

- CYPUP core principles
- Implementation of daycare Standards
- DDA 1995 implementation
- Planning Guidance

Other Research

- Impact of childcare expansion on Play provision
- Evaluation of Quality Assurance tools
- Research into spatial standards
- 'What works' in Play provision?
- Values in the different types of play provision.



The following handout was given as part of the workshop to outline the Equipe project.

EQUIPE (the short version!)

What does EQUIPE stand for?

EQUIPE stands for '**EQUAL** in **P**lay and **E**nterprise'. It is pronounced "eh-keep" which is French for "team".

What is EQUIPE?

It is a national partnership of organisations working for children, young people and families. The project will help drive forward the development of sustainable, community based enterprises. These may include open access play settings, sitter groups or play associations. It will also help to build a strong infrastructure to ensure that the work goes on beyond the end of the project (2005)

How will EQUIPE work?

EQUIPE will work within existing frameworks and structures to empower people working or running community based enterprises.

It will do this with support from organisations already providing advice and guidance to community based enterprises and use networks of established partners working at neighbourhood level.

What will EQUIPE do?

In the first instance EQUIPE will undertake locally led research into models of good practice of sustainability for community based enterprises. This will include the assessment and evaluation of:

- joined up jobs
- play/childcare projects as alternative intervention strategies for vulnerable
- children and young people
- flexible sitter services

Models of good practice will be shared nationally and with our European partners.

EQUIPE also aims to pilot, evaluate and deliver a variety of tools for small community projects and voluntary managed services. These may include:

- dedicated business advisors for managers and management committees,
- quality assurance training,
- training the trainer programmes,
- assessor training
- voluntary management committee recruitment, training and support.
- on-line learning for higher level skills

The involvement of the play sector in particular will allow workers to train for and attain recognised qualifications, which will improve the quality of their jobs.

Who will be the lead agency?

The project will be led by the University of Gloucestershire, (formally Cheltenham and Gloucester College of Higher Education), who have secured the project for the sector. They will work with a newly formed development partnership that will in turn work with groups in both urban and rural locations throughout the whole of England.

Who else is involved in the Development Partnership?

- Central Council for Education and Training in Playwork
- Early Years and Childcare Unit, Department for Education and Skills
- Gatsby Children Communication Project, University of Cambridge
- Kids Clubs Network (KCN)
- Leeds Play Network
- National Centre for Playwork Education, London
- National Centre for Playwork Education, North East
- National Centre for Playwork Education, West Midlands
- Play Northwest
- Play Wales
- Refugee Women's Association
- Single Parent Action Network (SPANuk)
- Social Enterprise London
- Sport and Recreation Industry Training Organisation (SPRITO)
- Suffolk Social Services, Suffolk County Council
- The Co-operative Group (CWS) Ltd
- Youth and Lifelong Participation Branch, Department for Culture, Media & Sport

Who will benefit from the project?

People working or volunteering within community-based enterprises will benefit through training and on-going business and playwork support. This in turn will ensure that children, young people, parents and communities will all benefit through quality play opportunities that support all their individual needs.

In addition, **EQUIPE** will add value to the work that EYDCP's and other local agencies are currently undertaking.

When will the EQUIPE project start and end?

The first phase of the project will start in November 2001 and last for six months. During this time the development partnership and Management Group will firm up its plans ready for the active phase of the project. This will be from May 2002 until May 2004

How can' find out more?

Visit our web site at www.playwork.co.uk or e-mail us at equipe@playwork.co.uk

EQUIPE - Equal in Play and Enterprise (in more detail...)

The overall objective of the EQUIPE Development Partnership is to implement a set of activities, which reflect a diverse set of partners who provide services to children and young people. Each of these is carrying forward new activity related to social enterprise incorporating the equal opportunities policy of the DP, which complements and builds on its core activity. The partnership will bring the outcomes together in the forum of the partnership, and share good practice as well as using the considerable 'weight' of the whole partnership within the sector to disseminate to peer groups and organisations, and to policymakers.

SPRITO the largest delivery partner is using its involvement in EQUIPE to carry out a programme of training development for the play sector, which can be summarised in three main objectives:

1. Promoting inclusivity in its training by piloting training for excluded groups, and awareness raising activities about play training opportunities targeted at and delivered by people from those groups
2. Upskilling a workforce that works in the community to achieve better quality jobs, which are more sustainable
3. Developing the infrastructure of the playwork national training organisation, so that it covers the whole of England through a network of centres, which offer cohesive support to workers in the community - raising awareness about social enterprise while aiming to increase their own sustainability by developing revenue-generating activities

Kids Club Network's objective is to extend the support it already offers in business management to clubs in the private sector to those in the voluntary sector

The Gatsby Communication Project will investigate the micro-economies of the Playing with Words groups and designing a framework for the analysis of national and local economic relationships flowing from parent-led play and learning research activity and the associated opportunities for social Enterprise

SPAN UK's objective is to develop a new model for a childcare service, which meets the needs of single parents, and those needing respite care

Suffolk SCS's objective is to more clearly define the relationship between Social Care Services and those working in the independent and voluntary sector in the service of children and young people who can potentially be contractors

Cornwall Neighbourhoods for Change are developing the provision of play schemes on social housing schemes in Cornwall with the objective of providing training (and later employment) opportunities to local adults

Social Enterprise London is testing whether bringing playgroups and children's clubs together in a financial consortium can increase their sustainability

Gloucestershire Resource Centre is testing out a series of workshops for voluntary sector organisations on anti-racist training

London Play are developing a quality assurance system for children's play centres to be accredited under the Investor's in Children Scheme

University of Gloucestershire is developing distance learning Higher Education qualifications for the sector improving access to better qualifications and hence improving the quality of jobs

JNCTP are acting as an additional dissemination conduit - by integrating EQUIPE into its national annual conferences

The activities of the EQUIPE partnership in summary are:

Suffolk: working with childcare providers to extend their provision to children in need. They will research the barriers to this, and then provide training leading to career development opportunities for providers through new service level agreements. They intend to offer training in social enterprise and then service level opportunities for providers working as social enterprises

KCN: develop and publish a management toolkit to support voluntary management groups involved with childcare, and roll it out through a pilot training programme. Sustainability through the development of social enterprise is a key factor in this

Cornwall neighbourhoods for change: run Playwork training for tenants/parents, then organise a programme of play activities with the trained personnel in partnership with tenants and other agencies. Produce a 3-year plan aimed at sustainability, which explores social enterprise solutions

Gatsby Children's communication project: working to develop the local groups that are already part of the project. Employing researchers to explore the micro-economies of the groups, leading to the design of a framework for the analysis of national and local economic relationships flowing from parent-led play and learning research activity and the associated opportunities for social enterprise

London Play: establish and run a quality assurance programme for play providers, training mentors and assessors to carry forward the quality assurance

Sprito: Running 3 projects promoting inclusivity in training by piloting training for excluded groups, and awareness raising activities about play training opportunities targeted at and delivered by people from those groups

Running 5 projects involved with upskilling a workforce that works in the community with training programmes that lead to better quality jobs, and are more sustainable

Running 3 projects which are developing the infrastructure of the playwork national training organisation through assessing training needs, developing an NVQ for assessors verifiers and mentors, and identifying and addressing the barriers to workers in the sector achieving NVQ level 3 qualifications

Gloucestershire Resource Centre: running a series of training programmes which support people working with children that promote cultural diversity and combat and challenge racism in the children's environment

University of Gloucestershire: improving the quality of play provision by developing higher education qualifications: diploma and degree in Playwork, that will improve the quality of jobs. The course will be available for distance learning to address the barriers of remote locations and family and care responsibilities

Social Enterprise London: will expand their current childcare pilot project to cover the different settings and characteristics of playgroups. The project explores the viability of using a consortia business model where social enterprises share resources to improve employment opportunities and sustainability.

JNCTP: will run two conferences in partnership with EQUIPE thereby acting as a dissemination platform the good practice, primarily focused on the Playwork and EO outcomes, to come out of the DP

SPAN: developing a home childcare and mobile crèche service, and from this a model of good practice for supporting work/life balance, and researching the opportunities for sustainability through social enterprise solutions

The partnership covers a range of organisations, which occupy the same sectoral area and yet are diverse in their structures and aims. So the key activity for the partnership is to use the EQUIPE forum to work together in a collaborative

network, sharing outcomes from individual work plans and absorbing from the partnership best practice in terms of more effective and more equal ways of working.

The central management team will set up the communication network, which will be supported by web-based communication, but it will be the role of the management group, on which all partners are represented, to steer the activity of **EQUIPE**. Including taking responsibility for working in an inclusive way and involving the target group at all stages of the development of the DP and also in the evaluation and mainstreaming actions, as both participant and audience.

Delegate List

Amos	Adebayo	Barking & Dagenham EYDCP
Jill	Arbuckle	Birmingham Playcare Network
Lisa	Bailey	Oldham Play Action Group
Lynn	Beckett	Children's Information Service
Karen	Benjamin	Purple Monster Training
Kath	Beresford	Pype Hayes Community Focus
Jo	Binmore	The Equipe Project
Paul	Bonel	SPRITO
Julie	Bowden	Milton Keynes Play Association
Peter	Bowden	Birmingham EYDCP
Graeme	Buck	JNCTP Exec
Jane	Buttigieg	Westminster Play Centre Service
Doug	Cole	Cardiff County Council
Issy	Cole-Hamilton	Children's Play Council
Jonathan	Cooper	Derby City EYDCP
Vikki	Dudley	Dudley EYDCP
Caroline	Filby	Brighton & Hove EYDCP
Sue	Ford	Birmingham EYDCP
John	Freeman	Birmingham Playworkers Forum
Gill	Gibson	JNCTP Exec
Tammy	Harper	Telford & Wrekin EYDCP
Clare	Hein	JNCTP Exec

Joint National Committee on Training for Playwork

Heather	Hunter	JNCTP Exec
Rose	Jewkes	Birmingham City Council
Haki	Kapasi	JNCTP Exec
Val	Kinsella	Birmingham Playcare Network
Sarah	Knada	Sure Start
Leonie	Labistor	NCPE -SW
Jackie	Martin	JNCTP Exec
Colette	McCarthy	Department for Education & Skills
Mary	Miles	
Linda	Moore	Children's Links
Deby	Morgan	Families in Focus
Jerry	O'Connell	Department for Education & Skills
Karen	Parsons	Children's Links
Maggie	Patchett	SPRITO
Emma	Payne	Birmingham Playcare Network
Sally	Penn	Burngreave & Firvale Sure Start
Tricia	Pritchard	Prof. Assoc of Teachers
Wendy	Russell	
Andrew	Toon	JNCTP Exec
Mark	Tyler	Birmingham Playcare Network
Meynell	Walters	Meynell Games
Ruth	Webster	Westminster EYDCP
Anne	Whittle-Lord	JNCTP Exec
Paula	Williams	Rotherham EYDCP
Jackie	Wyatt	CYWU