Working with Scotland's Communities
A survey of who does community learning and development

August 2015

Education Scotland
The CLD Standards Council for Scotland
The Scottish Community Development Centre
WEA Scotland
YouthLink Scotland
Learning Link Scotland

Transforming lives through learning

Contents

Executive Summary

1. Background

This is a summary report of a study undertaken in 2015 by Education Scotland and some of its key national partners to gather information about the paid and unpaid staff that support community learning and development work in Scotland.

Community learning and development (CLD) is used in Scotland to describe a wide range of informal learning and development activity with individuals and groups of all ages in their communities. This work is supported by a diverse range of paid and unpaid staff in organisations in the public and third sectors. These workers have a range of different job roles and job titles. What they have in common is a distinct set of practices underpinned by CLD competences, professional standards and values, and a shared focus.

The Scottish Government has outlined the focus of community learning and development as being:
1. Improved life chances for people of all ages, through learning, personal development and active citizenship, and
2. Stronger, more resilient supportive, influential and inclusive communities[1].

In recent years increasing importance has been placed on the contribution of CLD to a range of national and local policy areas in Scotland. At the same time as this policy focus has been developed there have been concerns that CLD provision may have been disproportionately affected by constraints on public spending. These factors have reinforced the need to have better national information about the workforce that supports CLD activity across the country. As a result, in late 2014, organisations working in CLD in Scotland started planning a project to gather data on the CLD workforce. This partnership project involved: Education Scotland; CLD Standards Council for Scotland; Scottish Community Development Centre; WEA Scotland, Learning Link Scotland and YouthLink Scotland.

2. Methodology and limitations

The choice of methodology for this project was driven by the diverse nature of the CLD sector. Identifying all of the organisations and services to be targeted was not straightforward. This is partly due to the fact that CLD work involves a shared set of approaches and practices. Therefore, there is a reliance on self-identification with the sector and, as a result, there is no single governing body or list of organisations doing CLD work. Distribution of the survey was achieved through the networks already built by partners, aiming to get the widest range of organisations. The chosen approach for the project was an online self-completion questionnaire, to be completed by organisations doing CLD work. The questions can be found in Appendix 1. After the completion of the survey, data was cleaned by the Education Scotland Analytical Services Team and analysed with partners, who highlighted the most important areas

---

[1] Scottish Government (2012). Strategic Guidance for Community Planning
Partnerships: Community Learning and Development

of analysis for the CLD sector. We cannot say that the findings from this survey represent every organisation doing CLD work in Scotland however it did provide data from a much wider range of organisations than previous similar surveys. We are confident that the results are reliable and that the CLD workforce is at least as large as the numbers reported and likely to be larger.

3.   Profile of CLD organisations

The survey results show that there is a diverse range of organisations and services with paid staff and/or volunteers in CLD roles across Scotland. The findings also show that CLD staff are working with a diverse range of individuals and groups in their communities.

A total of 308 organisations provided information about their work. Of these organisations, 62% (191) were classified as third sector organisations, 24% (74) as local authority services and 14% (43) as 'other' kinds of organisations doing CLD work (e.g. health boards).   These organisations reported that they were carrying out and supporting CLD activity across Scotland, including in every local authority area. These organisations work with a wide range of groups, with the largest number working with community groups and organisations, young people and volunteers.

Overall, these organisations reported working in a range of broad areas of CLD activity – 25% (76) in youth work, 23% (70) in community capacity building and/or community development and 8% (25) of organisations in adult learning. 27% (83) of organisations reported that they focused on all of these areas of activity, while 18% (54) reported that they had an 'other' focus. Local authority services were more likely to have a focus on all of these areas of CLD activity, whereas third sector organisations tended to report having a more specific focus on particular areas of work such as youth work or community capacity building.

48% (102) of organisations are currently involved in work relating to the Statutory Regulations for Community Learning and Development (Scotland), however this varied according to what kind of organisation they were. 74% (40) of local authority services are currently involved in work relating to the Regulations.

4.   The paid workforce

A total of 245 organisations went on to give overall workforce totals for their paid staff in the survey. These organisations reported that they had 6,899 paid staff working in CLD roles in responding organisations in the week beginning 23rd February 2015. A further 583 paid staff in CLD roles in these organisations were not working that same week, e.g. because they were working in sessional or seasonal roles. This indicates that there are at least 7,482 paid staff in CLD roles in Scotland. Given that 63 organisations responded to the survey yet did not provide information on the numbers in their workforce, it is apparent that this is an underestimate of the CLD workforce.

64% of these staff were employed by local authority services, 28% were employed by third sector organisations and 7% were employed by 'other' kinds of organisations doing CLD work. Nearly three quarters of staff (73%) are involved in front-line provision. Similar proportions of paid staff were working up to 17.5 hours (43%; 2938) and in what would be considered as full-

time posts (35 hours or above) (38%; 2644). Fewer paid staff (16%; 1126) were working between 17.5 hours and 34 hours a week.

The general perception of respondents was that the workforce had grown slightly over the past five years, however the survey did not provide data on the volume of these changes so it cannot be assumed that this indicates a change in the total workforce number. There was a contrast between the majority of responses from local authorities – who employ around two thirds of the paid CLD workforce – which indicated a decline in staff numbers and the majority of third sector and others who perceived an increase. Clearly there has been significant movement within the sector which has affected organisations in different sectors in contrasting ways but this finding demands further investigation. Finally, the survey emphasises that the vast majority of CLD staff are working directly with individuals and communities.

5. The paid workforce – qualifications, training and professional development

A total of 214 organisations gave information about their qualifications, training and professional development priorities for their paid staff. 60% of these organisations require both CLD managers and staff working directly with communities to hold a CLD specific qualification.

Organisations reported supporting a wide range of training and professional development opportunities for their staff. The most common reported types of training and/or professional development were attendance at external courses and conferences and in-house courses, while those least reported were online learning, shadowing/internships, further education courses and action learning sets.

The survey suggests several clear priority areas for national CPD programmes. This is an area to explore further with the workforce. Training and professional development priorities were wide ranging. The most frequently reported areas were: evaluation and quality improvement; funding and finance; management skills – (projects, managing change); IT, digital learning and social media; and accreditation and assessment. 69% of organisations reported that they would be able to meet their training and/or professional development needs for the next 12 months. Local authority services (35%; 19) were more likely to indicate that there were identified training and/or professional development needs that they would not be able to address over the next 12 months, compared to third sector (27%; 37) and 'other' (13%; 3) organisations.

There is a wide range of professional development and/or training being accessed by paid CLD staff and volunteers. Organisations appear to be funding training and professional development primarily from their own core budgets. Funding from other sources (e.g. Scottish Government, national external funding or local external funding) was accessed to support training and/or professional development by around one fifth of the organisations that responded. Responses suggest that core funding has decreased over the period 2009/10 – 2014/15. Clearly more work needs to be done to raise the profile of online learning as a tool for continuing professional development.

6.   Volunteer workers in CLD roles

The survey provides evidence of a wide range of voluntary CLD activity with individuals and communities across Scotland. 142 organisations indicated that volunteer workers form part of their workforce. From these organisations, there were 40,162 volunteers working in CLD roles in the week beginning 23rd February 2015. There were also 4,175 volunteers in CLD roles who were not working in the same week, e.g. because they are involved in sessional or seasonal roles. Overall, these volunteers work 195,187 hours in a typical week which represents a huge unpaid contribution of skills, knowledge and experience into Scotland's communities.

The highest percentage of volunteers working in CLD roles was reported by third sector organisations. Over four in every five volunteers work in face-to-face roles with learners or communities. Overall, just over half of organisations thought there had been an increase in volunteer numbers since 2009/10.

It is important to note that stimulating and supporting general voluntary activity is a central feature of CLD practice. The findings suggest that support from paid CLD staff has an impact on both the quality and quantity of voluntary activity that can be provided within a community.

7.   Recommendations

The findings from this survey have increased understanding of who does CLD in Scotland but it has to be seen as one step in an ongoing process of dialogue and research with CLD organisations and practitioners.   Recommendations are given under the following three headings:

Recommendation 1:
Raise awareness about the CLD workforce depicted in this study with policy makers, funders and with the general public.

Recommendation 2:
The diverse make-up of the workforce should inform professional development and training at all levels.

Recommendation 3:
Further research and dialogue with the CLD sector is now required to continue to develop our understanding of the CLD workforce.

List of tables

List of charts

List of acronyms

CLD	Community Learning and Development
CCB	Community Capacity Building
CPD	Continuing Professional Development
CPD	Continuing Professional Development
CLDMS	CLD Managers Scotland
LA	Local Authority
PDA	Professional Development Award
SCDC	The Scottish Community Development Centre
WEA	The Workers Educational Association

Acknowledgements

# 1.	Introduction

This is a summary report of a study undertaken in 2015 by Education Scotland and some of its key national partners to gather information about the paid and unpaid staff that support community learning and development work in Scotland.

The term 'community learning and development' (CLD) is used in Scotland to describe a wide range of informal learning and development activity with individuals and groups of all ages in their communities. This work is supported by a diverse range of paid and unpaid workers. These staff work for organisations in the public and third sectors and have a range of different job roles and job titles. What they have in common is a distinct set of practices underpinned by CLD competences, professional standards and values, and a shared focus.

The Scottish Government has outlined the focus of community learning and development as being:
1.	Improved life chances for people of all ages, through learning, personal development and active citizenship, and
2.	Stronger, more resilient supportive, influential and inclusive communities[2].

In recent years increasing importance has been placed on the contribution of CLD to a range of national and local policy areas. In 2013, the Scottish Government established new Statutory Regulations which place requirements on every local authority to work with partners and communities to plan and secure CLD in their area[3]. In 2014, the Scottish Government and YouthLink Scotland launched the National Youth Work Strategy[4] which aimed to improve the life chances of young people in Scotland. It highlighted the importance of youth work and the need to build workforce capacity. Also in 2014, Education Scotland's 'Adult Learning in Scotland: Statement of Ambition'[5] emphasised that empowered adults are the keystone to a civic society, and that there was a need for a framework of professional development learning opportunities available for practitioners involved in delivering adult learning.

This policy focus, alongside concerns that CLD provision may have been disproportionately affected by constraints on public spending, emphasised the need to have better national information about the workforce that supports CLD activity in communities across the country. Three earlier surveys of the CLD workforce in Scotland had been carried out, one by Learning Connections, Communities Scotland in 2007[6] and two by Lifelong Learning UK, in 2008[7]

---

[2] Scottish Government (2012). Strategic Guidance for Community Planning Partnerships: Community Learning and Development

[3] Scottish Government (2012). Strategic Guidance for Community Planning Partnerships: Community Learning and Development

[4] Scottish Government (2014). Our Ambitions for Improving the Life Chances of Young People in Scotland - National Youth Work Strategy 2014-2019

[5] Education Scotland (2014). Adult Learning in Scotland: Statement of Ambition

[6] Learning Connections, Communities Scotland (2007). Community Learning and Development Workforce Survey.

[7] Lifelong Learning UK (2008). Profile of the community learning and development workforce in Scotland 2008 (LLUK).

and 2010[8]. However, there were also concerns that there was a lack of comprehensive, current data on the CLD workforce at both a national and a local level.

As a result, in late 2014, organisations working in CLD in Scotland started planning a project to gather data on the CLD workforce in Scotland. This partnership project involved the following organisations:
- Education Scotland;
- CLD Standards Council for Scotland;
- Scottish Community Development Centre;
- WEA Scotland and Learning Link Scotland and
- YouthLink Scotland.

This project is an attempt to provide a current picture of the CLD workforce which can be used to inform policy and practice, and can also be built upon in the future to increase understanding of CLD. This survey is the initial phase of the project and is aimed at the organisations and services working in CLD rather than individuals.

---

[8] Lifelong Learning UK (2010). Profile of the community learning and development workforce in Scotland, 2010 (LLUK).
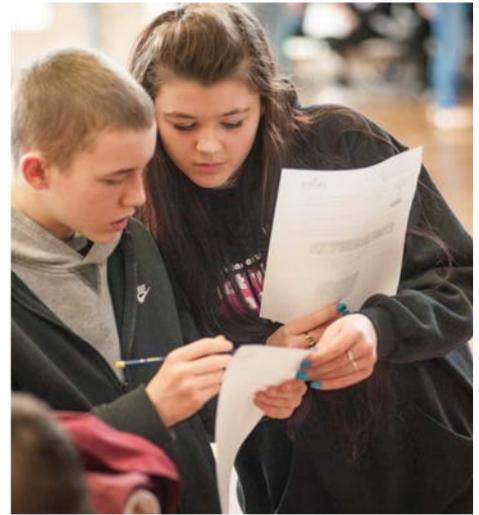
2.   Methodology and limitations

Chapter overview
- The choice of methodology for this project was driven by the diverse nature of the CLD sector. Identifying all of the organisations and services to be targeted was not straightforward. This is partly due to the fact that CLD work involves a shared set of approaches and practices. Therefore, unlike many other sectors there is a reliance on self-identification with the sector and, as a result, there is no single governing body or list of organisations doing CLD work.
- The chosen approach for the project was an online self-completion survey of organisations. Organisations were given one month to complete the information about their workforce. The survey questions can be found in Appendix 1.
- Distribution of the survey was achieved through the networks already built by partners, aiming to get the widest range of organisations that were known to be doing CLD work.
- The survey design and questions were tested by partners and adapted during a pilot phase in the autumn of 2014. The pilot phase also provided useful feedback which could inform future research.
- Although not all organisations doing CLD work in Scotland responded to the survey, the achieved sample of 308 organisations was higher than any previous survey of these organisations in Scotland.

2.1   Methodology

Discussion and piloting

The early stages of the project involved a discussion among partners about a range of ways of collecting data on the CLD workforce in Scotland. For instance, partners explored whether it would be more appropriate to survey organisations or individuals, and concluded that a survey of organisations would be a useful first step. The rationale for this was that a survey of organisations would gather data which would help to place responses from individuals doing CLD work in context.

Partners then used a series of meetings to develop a draft set of key questions they had about organisations doing CLD work. These covered organisational information, types of work undertaken and information about professional development. The Education Scotland Analytical Services Team worked with partners to develop and revise these questions.

Before the main data gathering exercise, all partners then agreed to carry out a pilot phase. The purpose of this pilot phase was to explore a number of issues. For instance, partners felt that a self-completion survey would be the most effective way of gathering data relatively quickly from organisations doing CLD work, however they wished to explore alternative options. In addition, it was recognised that a number of providers or services may not identify themselves with the term 'community learning and development' Partners also wished to test the specific questions that had been developed, what terminology to use, what accompanying guidance might be needed and what communication and support requirements there might be.

Partners each committed to discussing the overall approach and testing the specific questions in their own areas of work. Specific lessons learned from the pilots are discussed below.

Research population
Following the pilots, it was agreed that a non-probability sampling approach should be used, meaning that a statistical approach to selecting a sample was not used. The pilots had suggested that defining a research population from such a diverse group was not straightforward because there was no agreed sample frame. This was due to challenges in defining organisations doing CLD work – as CLD involves a shared set of approaches and practices and therefore relies on a degree of self-identification with the sector. Also, because of the nature of the sector's work there is no centrally-held list or database of organisations doing CLD work in Scotland in the same way that there is a formal list of schools or social workers.

Research design
The design which partners felt would be most appropriate was a quantitative cross sectional approach, involving a self-completion questionnaire delivered via an online survey system. This design was chosen as it would produce quantitative findings about organisations doing CLD work at a particular point in time. The choice of the self-completion method was driven by questions of practicality and time, as there was limited resource between partners to use other data collection tools, e.g. interviews, given the expected size of the CLD sector in Scotland. The pilots had explored other approaches (e.g. an intensive process of identifying organisations doing CLD work within a defined geographical location) however it was agreed that there was limited resource to adopt this approach across Scotland.

The questionnaire was designed to be completed by one individual on behalf of their organisation or service. Respondents were asked to provide information about their work and their workforce for a specific survey week (the week beginning 23rd February 2015). This approach was chosen to ensure that the information provided was as consistent and comparable as possible.

Questionnaire development
The Education Scotland Analytical Services Team worked with partners to develop the questionnaire (see **Appendix 1** for the complete set of questions). During the pilots, each partner had tested an initial set of questions in their own sectors. The questionnaire was then revised based on feedback from the pilots. As the survey was completed by one employee on behalf of their organisation, gaining personal information, such as that required by equality and diversity questions, may break confidentiality within the workplace. Therefore, the decision was made that this information will be gathered in the second phase of this project through surveys targeting individual staff who are doing CLD work.

Survey guidance
The questionnaire was accompanied by completion guidance, for instance for organisations which may have wished to submit more than one response due to the wide range of CLD work they were carrying out. The guidance was also informed by completion issues which had emerged during the pilot. The guidance contained an inclusive definition of the staff in CLD

roles. It asked organisations to provide information about paid staff and volunteers in their organisation or service who:

1) Worked in ways that reflected the national CLD competences and ethics.
2) Undertook one or more of the following types of work identified in national guidance on CLD:
   a. community development and/or community capacity building;
   b. youth work;
   c. family learning and other early intervention work with children, young people and families;
   d. community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
   e. volunteer development;
   f. learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;
   g. learning support and guidance in the community.
3) Had the term 'community learning and development' or one of a long list of other terms in their job title, such as youth worker, adult learning worker, community worker, community development worker.
4) Were involved in direct delivery, management, or support and development roles.

The full survey guidance is included in **Appendix 2**.

Survey delivery

The questionnaire was opened on 23rd February 2015 and remained available until 17th April 2015. A link to the online questionnaire was hosted on the Education Scotland website, and it was also widely promoted by all partners using a range of communication channels, including e-newsletters, social media and face-to-face events. It is not possible to say exactly how many organisations received the survey, however the achieved sample size was **308 organisations** (see Chapter 3 for more details). This sample is larger than any previous surveys of organisations doing CLD work in Scotland. For instance, the achieved samples in the previous surveys of CLD organisations in Scotland were as follows:

LLUK (2010)   64 responses
LLUK (2008)   92 responses
Learning Connections, Communities Scotland (2007)   79 responses

While the achieved sample of organisations was larger than these previous national surveys, it is clear than this survey has not been completed by all organisations doing CLD work in Scotland. The implications of this are discussed in the limitations in section 2.3 below.

2.2   Data cleaning and analysis

After the completion of the survey, data was processed to check for incomplete responses, duplicate responses and completion errors. For instance, as it was a self-completion survey, in some cases, when 'other' had been chosen but the information fitted one of the answer choices, the information was recoded into the appropriate category. This data cleaning was carried out to allow for a more accurate analysis of responses. The Education Scotland Analytical Services

Team discussed the process of analysis with partners, who highlighted the most important areas of analysis for the CLD sector. This report provides findings from this analysis, as well as other findings which were felt to be of wider interest to the CLD sector. Descriptive statistics, such as sample totals and subgroup proportions, were produced by aggregating survey responses after the data cleaning process had been completed. Qualitative responses have been analysed to give further detail on the findings presented in this report.

2.3   Limitations

As highlighted above, the research design and methods were chosen to be appropriate to the nature of the CLD sector. As with any research design and methods, there are a number of limitations associated with this.

As a non-probability sampling approach was used, and it is clear that the survey was not completed by all known organisations doing CLD work in Scotland, we cannot say that the findings of this survey represent all organisations doing CLD work in Scotland. As the survey was carried out at a single point in time it would be potentially misleading to compare it to any other data about the CLD workforce in Scotland, such as the earlier LLUK survey. Self-completion surveys also run the risk of being poorly completed or of questions being misunderstood, although the survey was piloted and guidance was provided to minimise this risk.

2.4   Structure of the report

The rest of the report is structured as follows:

- **Chapter 3** describes the profile of responding organisations doing CLD work.
- **Chapter 4** describes findings relating to paid staff in CLD roles, including overall numbers, hours worked and perceived changes in paid staffing levels over the past five years.
- **Chapter 5** describes findings relating to the training and professional development of paid staff in CLD roles.
- **Chapter 6** describes findings related to the volunteer CLD workforce, including overall numbers, the nature of volunteer roles and perceived changes in volunteer levels over the past five years.
- **Chapter 7** outlines a number of conclusions and recommendations based on the findings.

3.   Findings: Profile of organisations

Chapter Overview

- **308** organisations responded to the survey.
- 62% were **third sector organisations;** 24% were **local authority services** and 14% were **'other' organisations**.
- These organisations were carrying out and supporting CLD activity across **Scotland**.
- 25% of organisations focused on activity related to **youth work**; 23% on **community capacity building and/or community development** and 8% on **adult learning**. 27% of organisations reported that they focused on all of these areas while 18% had an **'other'** focus.
- **Local authority services** were more likely to have a focus on all of the above areas of activity, whereas third sector organisations tended to report having a more specific focus on **particular areas of activity** such as youth work or community capacity building.
- Organisations worked with a wide range of groups, with the largest number of organisations working with **community groups and organisations**, **young people** and **volunteers**.
- 48% of organisations were **involved** in work relating to the **Statutory Regulations for Community Learning and Development (Scotland)**.

3.1   Introduction

This chapter presents data about the profile of organisations which responded to the survey. As the survey was self-completion, some organisations which responded left the survey after answering some, but not all, questions. There were four main sections of the survey which were completed by different numbers of organisations, as summarised in Table 1 below.

Table 1: Survey completion pattern

Questions completed	Number of organisations providing this information
Provided organisational information (Questions 1-7)	308
Provided workforce totals (Questions 1-13)	245
Provided CPD information (e.g. professional development requirements) (Question 1-24)	214
Provided information on their volunteers (Questions 1-32)	136

The questions about volunteers were optional, as some organisations did not report using any volunteers. In presenting findings in this report, decisions were made about which data to

include at which point. For completeness, the findings in this chapter relate to all 308 organisations which gave data, to give the fullest possible overview of active organisations across Scotland. Later findings are based only on the more detailed data given by the sub-group of 245, 214 or 136 organisations, and this is stated clearly at the beginning of each chapter.

3.2   Organisational groupings

Respondents were asked to classify what type of organisation or service they were responding on behalf of. Responses to this question were then aggregated into three high-level groupings, which partners felt would give a useful categorisation of the types of organisations doing CLD work in Scotland. See **Appendix 3** for more detail about this exercise. The three groupings were as follows.

(1) Local authority organisations or services

As local authority staff with CLD responsibilities are increasingly spread across more than one service, local authorities were given the option of submitting either one overall response or several responses reflecting each relevant service area. The arm's length trusts created by some local authorities are also included within the local authority services category. Therefore, the number of responses within this grouping does not correspond directly to the number of local authorities in Scotland.

(2) Third sector organisations

Third sector organisations include all national and local community and voluntary organisations, social enterprises and development trusts. This sector is less likely to align to local authority boundaries and often works at a community, regional or national level.

(3) 'Other' organisations

'Other' organisations include other public sector bodies such as health boards, government agencies, universities and colleges plus the small number (15) of remaining organisations made up of consultancies and private sector organisations.

Based on this categorisation, of the 308 organisations which gave organisational information: 24% (74) were classed as local authority services; 62% (191) were classed as third sector organisations and 14% (43) were classed as 'other' Organisations – as shown in Chart 1 below.

Chart 1: Overall response (by organisational grouping)
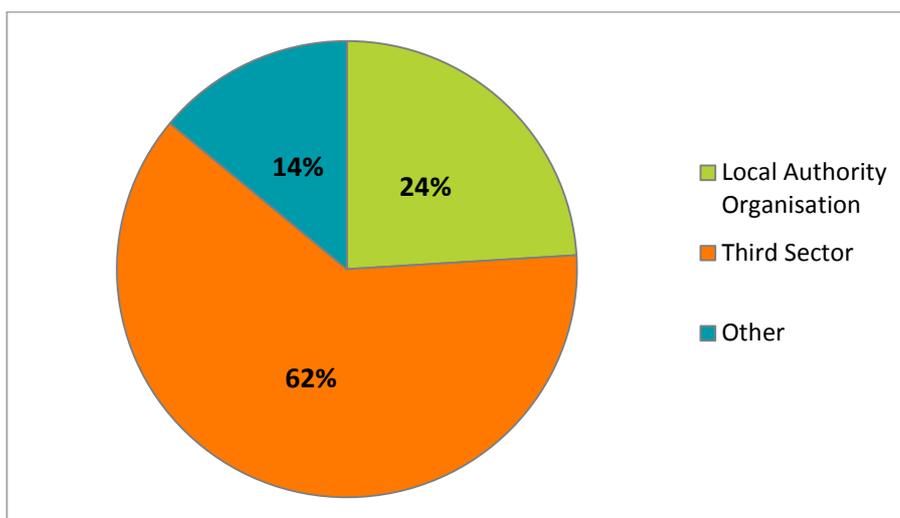
The largest category of organisations which responded to this survey was third sector organisations, with twice as many responses than from local authority services.

3.3   Organisations – geographical spread

Organisations were also asked where they had worked directly with learners or communities over the past 12 months. The chart below shows figures about the geographical spread of organisations. Chart 2 shows all those organisations which reported that they worked in one or more specific local authority areas.

It is apparent that CLD activity is being supported in all of the 32 local authority areas across Scotland. 21 organisations reported working in all 32 local authority areas while a further 33 identified as national organisations. Higher numbers of organisations reported working in the larger local authorities, such as Glasgow City and City of Edinburgh, in the last 12 months. The opposite is true for the smaller local authorities, such as Western Isles (Eilean Siar), Orkney and Shetland.

Chart 2: Organisations - geographical spread
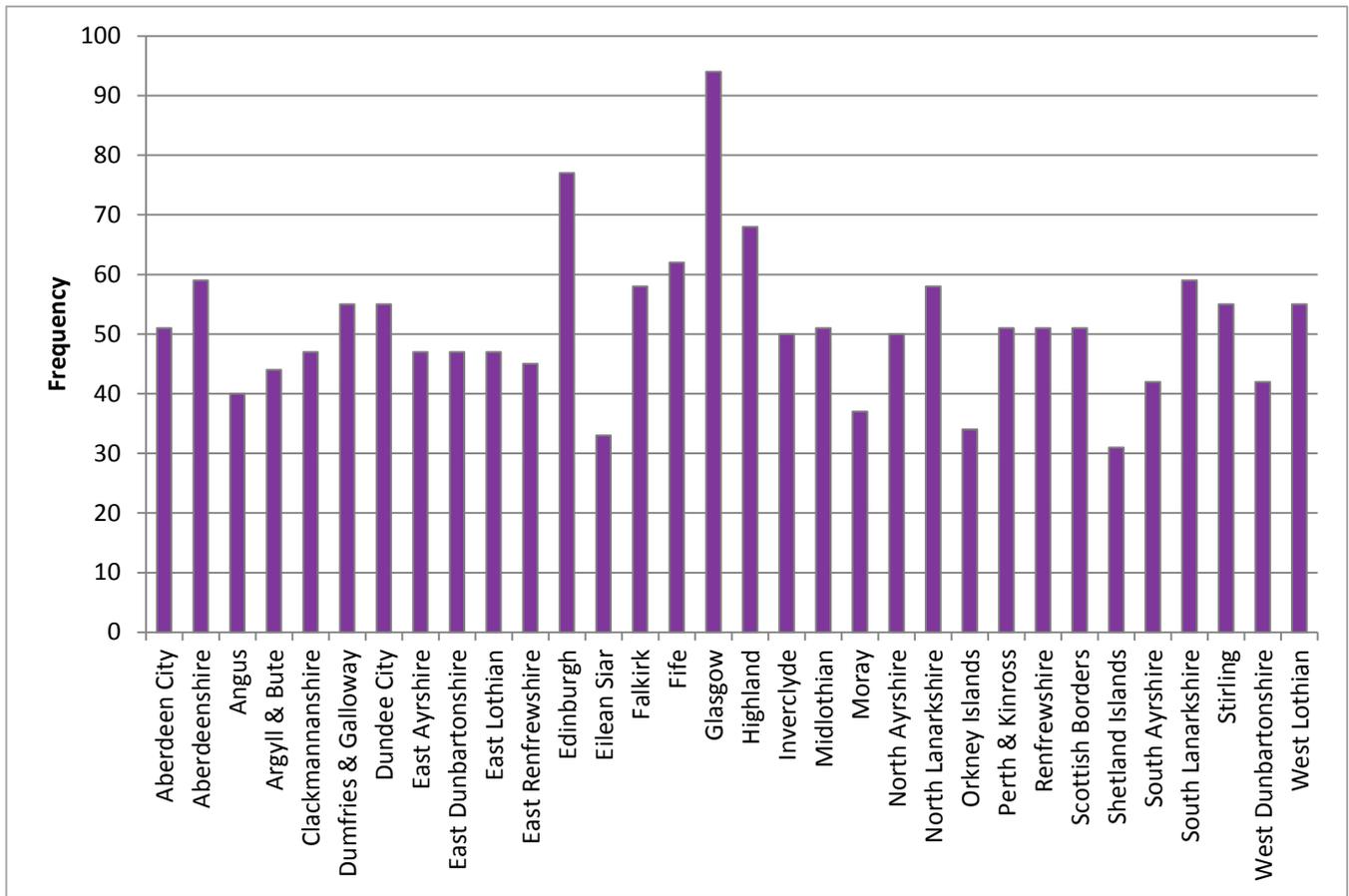
3.4 Organisations – main focus of work

Organisations were asked to identify the main focus of their work. Chart 3 below presents respondents' views on their organisation's main focus, again based on the 308 organisations that gave this information.

Chart 3: Organisations – main focus of work
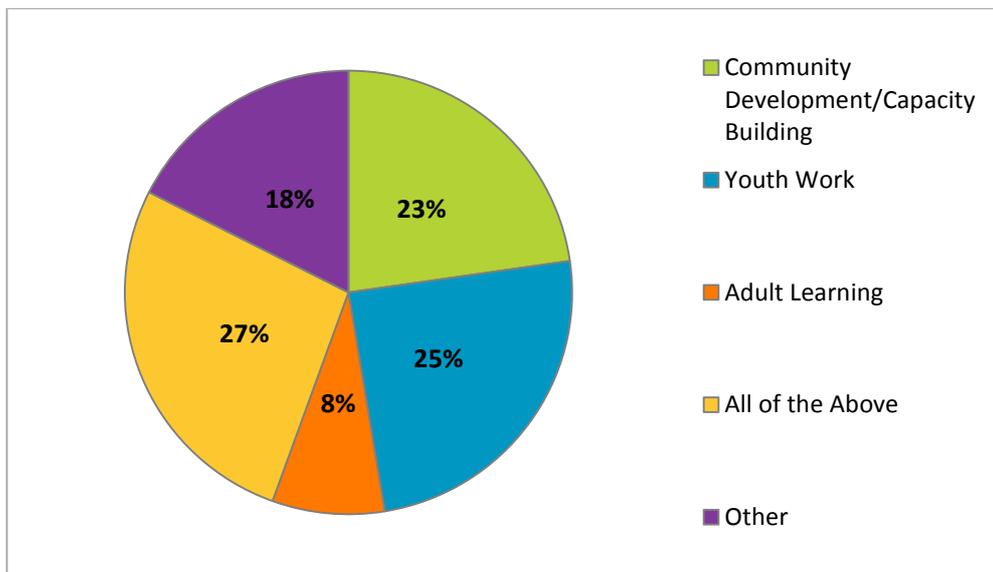
The largest percentage of organisations, 27% (83) classed the main focus of their work as 'all of the above', suggesting that some organisations undertake a diverse range of CLD work. There is a relatively even spread between the other main areas of focus, apart from adult learning which was reported by only 8% (25) of organisations. The 'other' category chosen by 18% (54) of organisations included a range of topics, including:

- Cultural activities, such as music- or museum-related work;
- Employability and skills;
- Equalities awareness;
- Health, mental health and wellbeing;
- Outdoor learning and
- Work with specific vulnerable groups, e.g. disabled people and unpaid carers.

As well as exploring the overall pattern of organisations' areas of focus, responses were also analysed for the three high-level categories mentioned above (local authority services, third sector and 'other' organisations), as shown in Charts 4, 5 and 6 below.

Chart 4: Local authority services – main focus of work
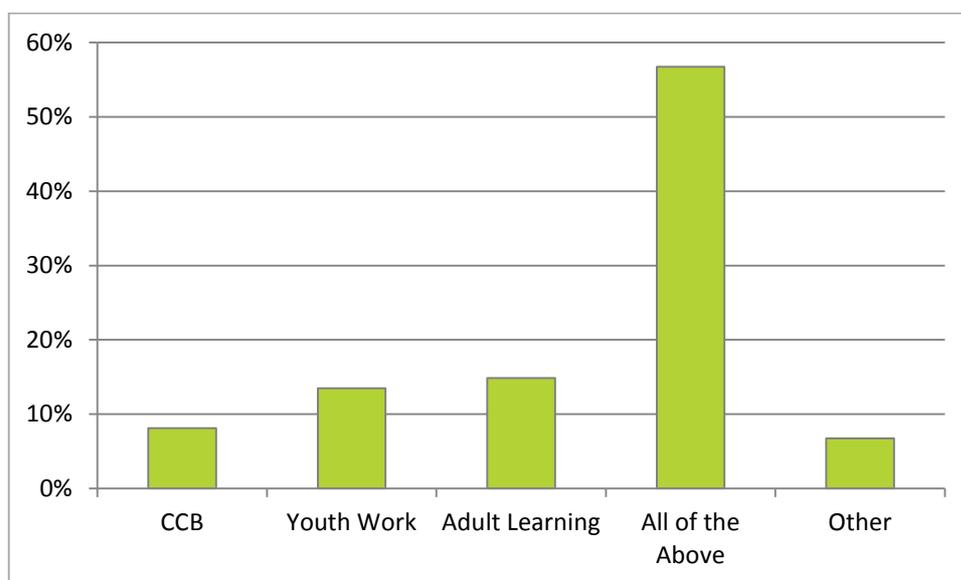
Over half (57%; 42) of the local authority services described the main focus of their organisation as covering all of the given categories, which may reflect the wide remit of their work. The percentage of local authority services with a main focus on adult learning was greater (15%; 11) than the percentage of all organisations (8%), and was similar to the percentage of local authority services stating that they focus mainly on youth work (14%; 10). These are greater than the number focusing on community development and/or community capacity building (8%; 6). Only 7% (5) of local authority services considered the main focus of their work to be 'other'.

Chart 5: Third sector – main focus of work
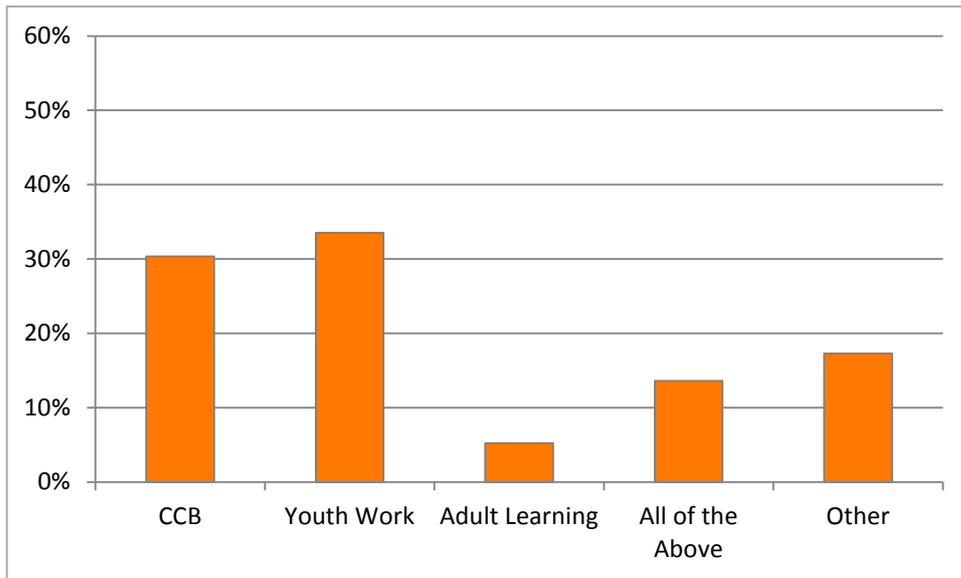
Within third sector organisations there was a more even reported distribution of organisational focus. The highest percentage of third sector organisations stated that youth work was their main focus (34%; 64), which is higher than both local authority services and 'other' organisations. A high percentage of third sector organisations, 30% (58), identified their main focus as community development and/or community capacity building which again is much greater than local authority and other organisations. In comparison with local authority services and other organisations, a much smaller percentage, 14% (26), of third sector organisations also stated that their main focus was 'all of the above'. Only 5% (10) responded that the main focus of their work was on adult learning. Also, 17% (33) of third sector respondents considered the main focus of their work to be 'other'. The findings above suggest that, in comparison with local authority and other organisations, third sector organisations tend to have a more specific focus on youth work, adult learning or community development and/or community capacity building.

Chart 6: Other organisations – main focus of work
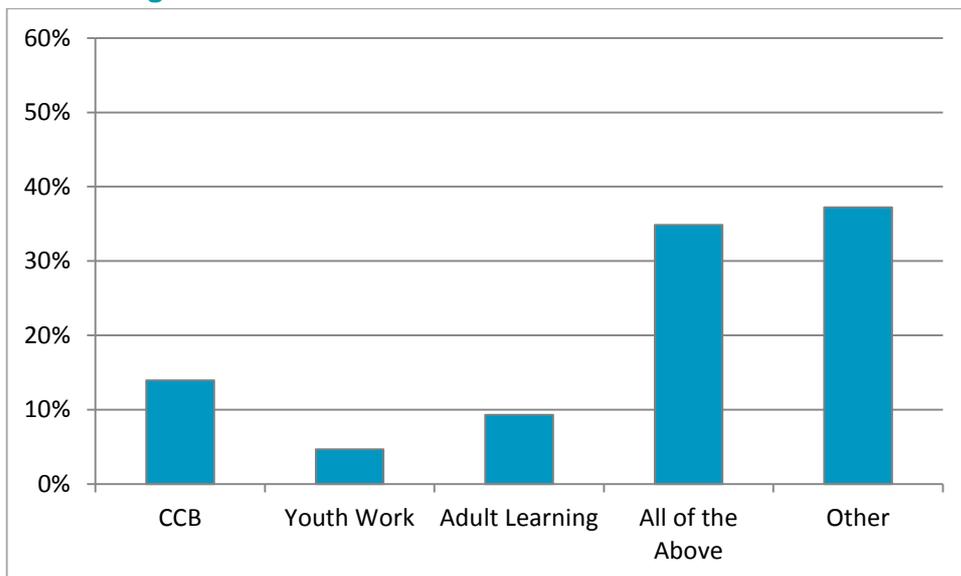
A large percentage of 'other' organisations had a main focus on 'other' and 'all of the above', 37% (16) and 35% (15) respectively. This suggests that organisations categorised as 'other' undertake CLD activity that falls less easily into predefined areas when compared with third sector organisations or local authority services. The 'other' organisations appear to work less in youth work (5%, 2) than local authority services and third sector organisations.

3.5   Organisations – groups worked with

Organisations were asked to identify the groups that they work with. Chart 7, below, presents responses from the 308 organisations that gave this information.

Organisations worked with a wide range of groups. The largest number of organisations worked with community groups and organisations, young people and volunteers (light green bars above). Few organisations said that they 'did not define specific groups'; 'were a support organisation'; or worked with 'other' target groups (purple bars above). This suggests that most organisations were targeting their CLD activity in some way and, overall, organisations are working with a broad range of target groups.

Chart 7: Organisations – groups worked with
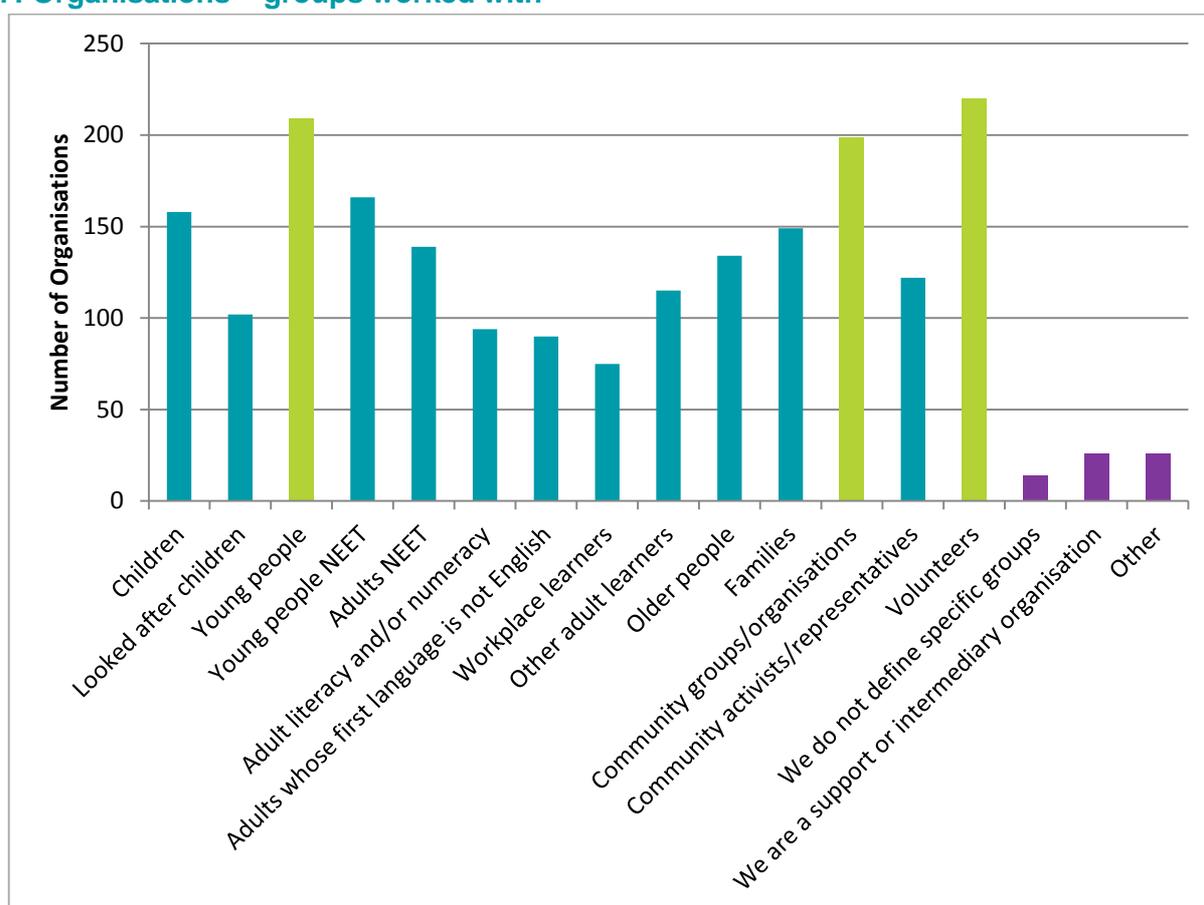
3.6   Response to Statutory CLD Regulations

In 2013, the Scottish Government reinforced its ambitions for CLD by putting in place the statutory Regulations for Community Learning and Development (Scotland). The Regulations place duties on local authorities to work with partners and communities to audit need for CLD, and consult and plan for CLD at a local level. Organisations were asked to identify whether

they were currently involved in work relating to these regulations. Almost half (48%; 102) of organisations were involved in work relating to the Regulations. Around one third of organisations (34%; 72) were not involved in work relating to the Regulations, while 15% (32) did not know if this work was underway.

When considered by organisational grouping, 74% (40) of local authority services were involved in work relating to the Regulations. 7% (4) were not involved in work relating to the Regulations, while 13% (7) did not know. 34% (46) of third sector organisations were involved in work relating to the Regulations. Just less than half (49%; 66) were not involved in work relating to the Regulations, while 15% (20) did not know. The number of responses for 'other' organisations was too small to reliably report on.

4. Findings: Paid Community Learning and Development Staff

Chapter Overview

- The survey identified **6,899 paid staff** working in CLD roles in responding organisations in the week beginning 23rd February 2015. A further **583 paid staff** in CLD roles in these organisations were not working that same week, e.g. because they were working in sessional or seasonal roles.
- 64% of these staff were employed by **local authority services**, 28% were employed by **third sector organisations** and 7% were employed by **'other' organisations.**
- Nearly three quarters of staff (73%) were involved in **front-line provision**.
- Most paid staff were working **'up to 17.5 hours per week'** (43%) or **'35 hours or above per week'** (38%).
- Overall, slightly more organisations thought there had been an **increase** in the **number of staff** in paid CLD roles since 2009/10 than thought there had been a decrease. When the figures were broken down into the three high-level organisational groupings, third sector and 'other' organisations both maintained the perception that there had been an increase in paid staff in CLD roles since 2009/10. In contrast, local authority services perceived a decrease in the number of paid staff over this period, although over 20% of local authorities perceived an increase.

4.1 Introduction

The findings in this chapter are based on the 245 respondents who gave overall workforce totals for their paid staff in the survey, and also responded to a question about perceived change in paid staff numbers over the last five years. Although this is a smaller group than the 308 organisations which the last chapter was based on, the overall profile of these 245 organisations is very similar to the larger group. For instance, Chart 8 below breaks down the 245 organisations into the three high-level groupings (local authority services, third sector and 'other' organisations). In addition, Chart 9 below breaks down the 245 organisations according to the main focus of their work.

Chart 8: Response rate – organisational information (by organisational grouping)
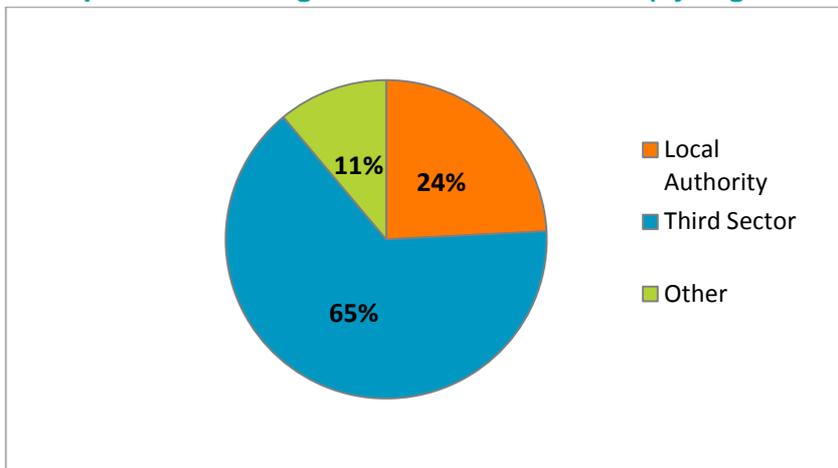
Chart 9: Main focus of work – organisational information
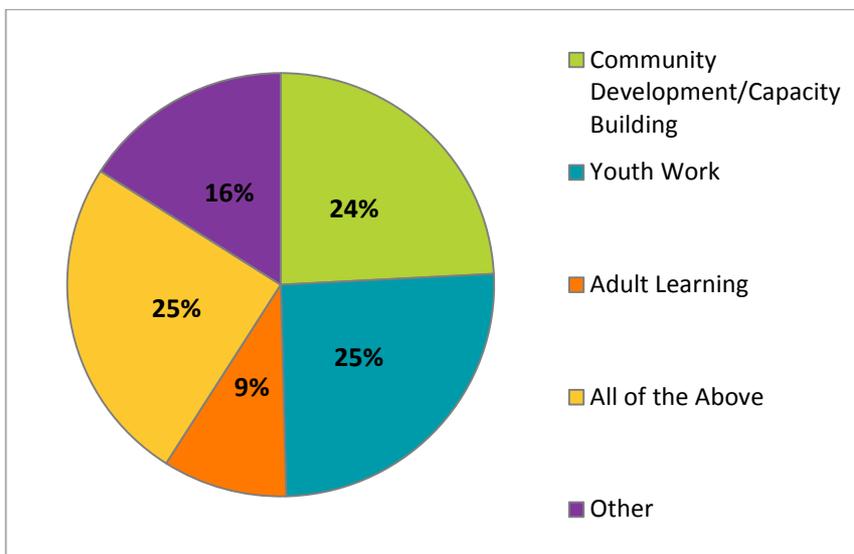
4.2 Paid staff – overall numbers

Overall, the survey identified 6,899 staff working in these 245 organisations in paid CLD roles in the week beginning 23rd February 2015. It identified a further 583 staff in paid CLD roles in these organisations who were not working that same week, for instance because they were employed in seasonal or sessional roles. This indicates that there are at least 7,482 paid staff in CLD roles in Scotland. Given that 63 organisations that responded to the survey did not provide information on the numbers in their workforce, it is apparent that this is an underestimate of the CLD workforce.

4.3 Paid staff – distribution (by organisational grouping)

The percentage of paid staff in CLD roles who were working within the different organisational groupings for the same week is presented in Chart 10 below.

Chart 10: Paid staff – distribution (by organisational grouping)
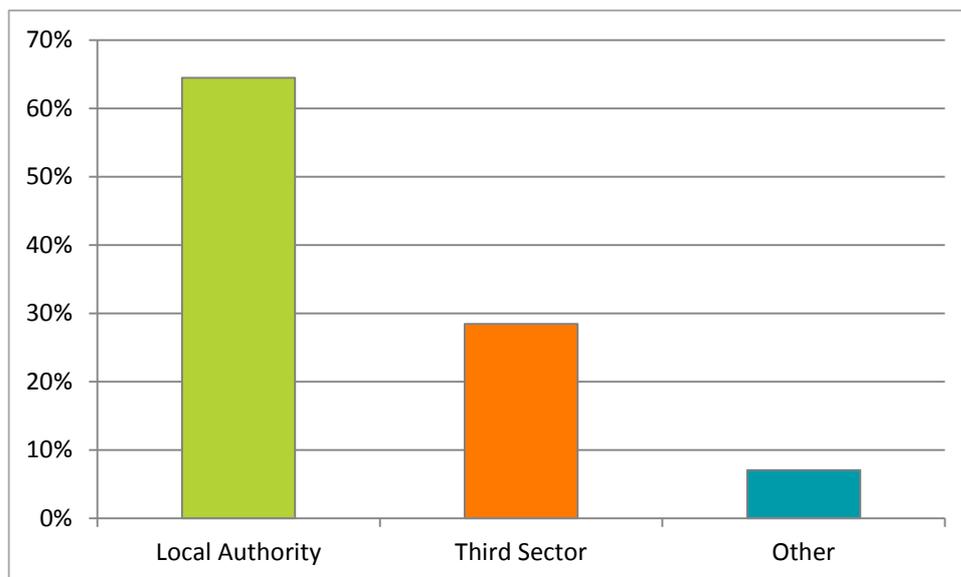
Of the 244 organisations that gave workforce totals, 64% (4,449) of paid staff were working in local authority services, 28% (1,963) in third sector organisations and 7% (487) in 'other' organisations. Although 65% of the organisations that gave workforce totals were in the third sector, only 28% of the paid staff fall within this category. In contrast, 64% of paid staff are working in local authority services, yet these organisations made up just 24% of the total responses. This indicates that the CLD sector includes high numbers of third sector organisations with small numbers of paid staff, while local authority services tend to employ larger numbers of paid staff in CLD roles.

The number of paid staff working and not working during the survey week are displayed in Table 2 below.

Table 2: Paid staff – distribution of work during survey week (by organisational grouping)

	Number of Paid staff working 23rd of Feb 2015	Number of Paid staff NOT working 23rd of Feb 2015	% of Organisational Grouping NOT working 23rd of Feb 2015
Local Authority	4449	267	6%
Third Sector	1963	302	13%
Other	487	14	3%

As shown above, the third sector reported a larger percentage of paid staff (13%) who were not working during the survey week when compared to local authority services (6%).

4.4   Paid staff – roles

Organisations were asked to identify how many staff were working mainly in the following categories: front line staff; front line managers; senior or strategic managers; administrative

support staff and professional support staff. The proportion of the total paid staff working in each of the above roles, for the 245 organisations that completed this information, is presented in Chart 11 below.

Chart 11: Paid staff – roles
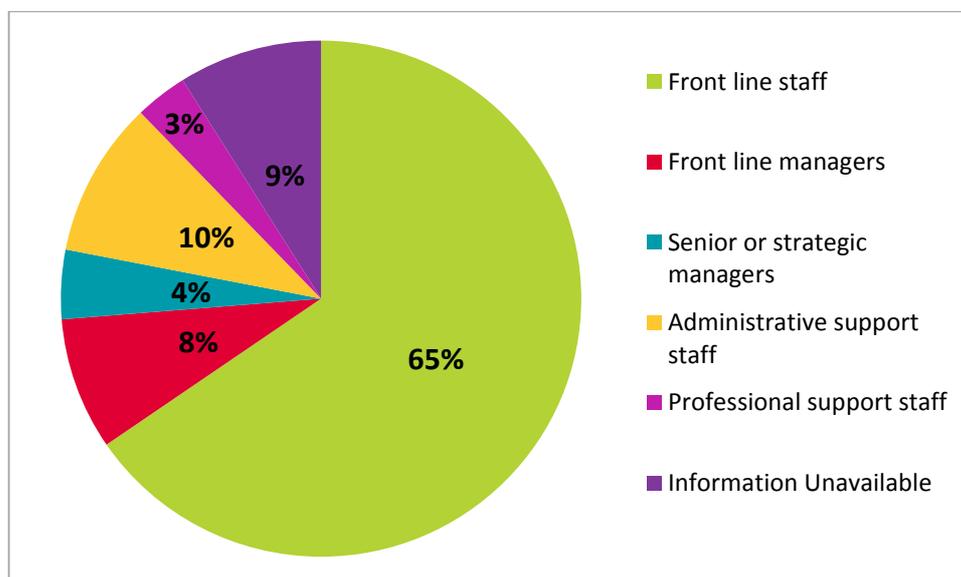
Almost two thirds of the paid CLD workforce (65%; 4514) covered in this survey worked in front-line roles which routinely work with learners and/or communities. A similar proportion of the workforce were front-line managers (8%; 572) and in administrative roles (10%; 673). This indicates that nearly three quarters of the paid CLD workforce were directly involved in front-line provision. There were few staff (less than 5%) working as senior or strategic managers and in professional support roles. Nine per cent of responses were categorised as unavailable as the provided information was considered to be unreliable due to completion errors.

4.5 Paid staff – hours worked

Organisations were asked to specify the number of hours worked per week by their paid staff in three categories: 35 hours or above; 17.5 to 34 hours and up to 17.5 hours – as shown in Chart 12 below.

Chart 12: Paid staff – contracted hours
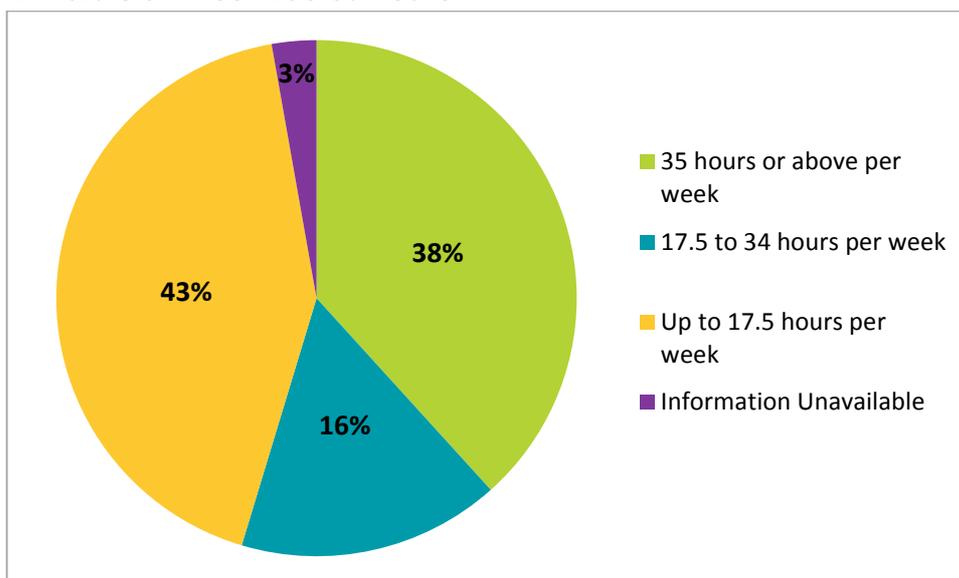
A similar proportion of paid staff were working in what would be considered as full-time posts (35 hours or above) (38%; 2644) when compared to those that are working 'up to 17.5 hours' (43%; 2938). Fewer paid staff (16%; 1126) were working between 17.5 hours and 34 hours a week. Three per cent of responses were categorised as unavailable as the provided information was considered to be unreliable due to completion errors.

4.6   Paid staff – perceived change in numbers

The survey asked organisations about their perceptions of change in paid staff numbers since 2009/10. This time period was chosen as it was identified that there has been significant change in the CLD sector during these years, and also the most recent LLUK survey of the CLD workforce in Scotland was carried out in 2010. The largest proportion of organisations, 37% (91), perceived there to have been an increase in paid staff CLD roles since 2009/10, with a slightly smaller percentage 33% (80) reporting a decrease and 22% (53) indicating that paid staffing levels had stayed the same. Nine per cent (21) of organisations reported that they did not know. As we do not know the volume of these changes it cannot be concluded whether there has been any change in the total workforce number. However, it can be concluded that there has been movement within the sector which has affected organisations in different sectors in contrasting ways.

Chart 13: Paid staff – perceived staffing change (all organisations)
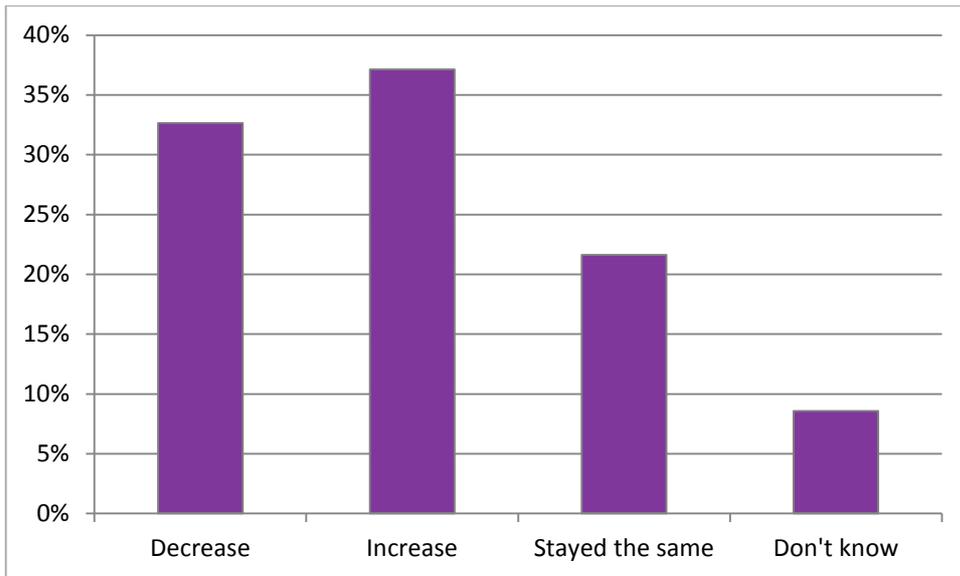
Chart 14 below shows the perceived change in paid staff numbers broken down by the three high-level groupings (local authority services, third sector and 'other' organisations).

Chart 14: Paid staff – perceived staffing change (by organisational grouping)
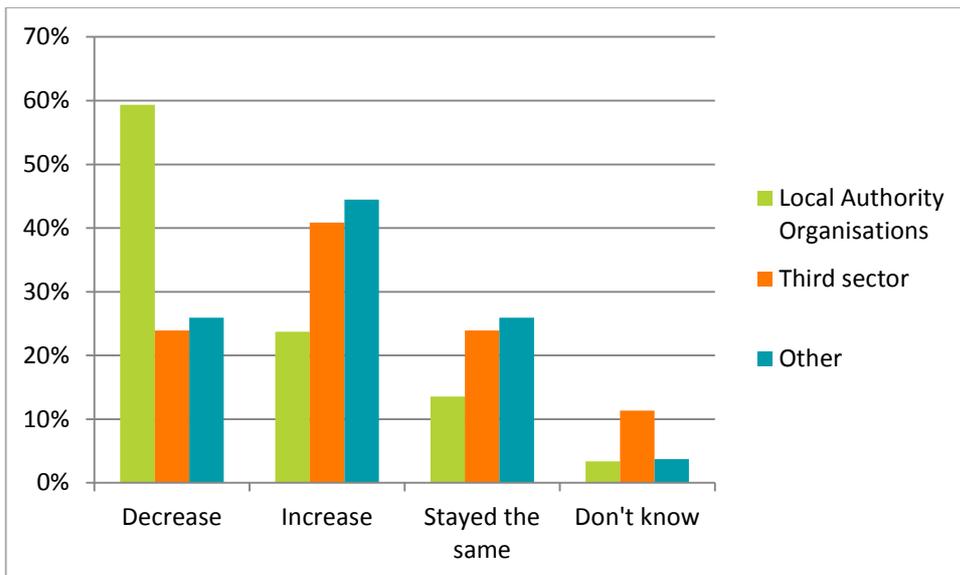
Over half of local authority services (59%; 35) thought that the number of paid staff in CLD roles had decreased, although local authority services also reported that they employed a higher number of paid staff.

Forty One Percent (65) of third sector organisations thought there had been an increase in paid staff in CLD roles since 2009/10. Only 24% (38) of these organisations thought there had been a decrease in paid roles, which is the same as those that perceive the number of paid staff has stayed the same (24%; 38). The number of third sector respondents reporting that they did not know is quite high, at 11% (18).

For 'other' organisations, the pattern is similar to that for the third sector respondents with 44% (12) reporting an increase in paid staff in CLD roles. Similar to the third sector, the percentage of 'other' organisations that stated a decrease (26%; 7) is the same as those who perceived it to have stayed the same (26%; 7).

5. Findings: Training and Professional Development for Paid Staff

Chapter Overview

- 60% of organisations required their CLD managers, and 60% required their staff working directly with communities, to hold a **CLD specific qualification.**
- Organisations reported supporting a wide range of training/professional development opportunities for their staff. The most common reported types of training/professional development were attendance at **external courses** and **conferences** and **in-house courses**, while those least reported were online learning, shadowing/internships, further education courses and action learning sets.
- Local authority services appeared more likely to support internal courses. Third sector and 'other' organisations appeared less likely to support further education courses, secondments and shadowing/internships than local authority services.
- Training and professional development priorities were **wide ranging**. The most frequently reported areas were: evaluation and quality improvement; funding and finance; management skills – (projects, managing change); IT, digital learning and social media; and accreditation and assessment
- 69% of organisations reported that they would be able to meet their **training and/or professional development needs** for the next 12 months.
- Organisations appear to be funding training and professional development primarily from their own **core budgets**. Funding from other sources (e.g. Scottish Government, national external funding or local external funding) appears to play a lesser but still significant role in supporting training and professional development for the CLD workforce.
- There was a fairly even split between organisations reporting that their **core funding** for training and/or professional development had decreased or stayed the same, although responses suggest that core funding has decreased more than **additional funding** over the period 2009/10-2014/15.
- Only a minority of organisations reported using i-develop or GLOW. 25% of reported using i-develop. Less than 20% reported using Glow.

5.1   Introduction

Organisations were asked a number of questions about their qualifications, training and professional development priorities for their paid staff. The findings in this chapter are based on the 214 organisations that gave this information about their workforce.

5.2   Paid staff – qualifications

Table 3 below presents reported CLD-specific qualifications required for paid staff.

Table 3: Paid staff – reported CLD-specific qualifications (% of organisations)

	CLD managers (paid) (n = 214)	Staff working directly with communities (paid) (n = 214)	Support staff (paid) (n = 214)
Degree (CLD-specific)	50%	27%	5%
HNC/HND (CLD-specific)	10%	12%	8%
Other (CLD-specific)		21%	23%
Totals	60%	60%	36%

Half of the 214 organisations (50%) required CLD managers to hold a CLD specific degree while just 10% required another CLD specific qualification (HND, HNC, PDA or 'other qualification'). 40% of organisations either did not hire CLD managers or did not require a CLD specific qualification.

Twenty seven percent of these organisations required staff working directly with communities to hold a CLD specific degree with a further 12% requiring a CLD specific HNC or HND. 21% of the 214 organisations required staff working directly with communities to hold another CLD specific qualification (Professional Development Award or 'other qualification'). 40% of organisations either did not hire staff to work directly with communities or did not require a CLD specific qualification.

Thirty six per cent of organisations required their support staff to have a CLD specific qualification.   Sixty four per cent of organisations either did not hire support staff or did not require a CLD specific qualification.

5.3   Paid staff – identification and evaluation of training and/or professional development needs

Sixty nine per cent (148) of organisations evaluated the impact of their training and/or professional development for paid staff. Eighty one per cent (174) of organisations reported that they regularly gathered information about the training and/or professional development needs of their staff (e.g. through surveys or a performance appraisal). Also, 45% (96) of organisations reported that they have a written professional workforce development plan. In addition, 66% (142) of organisations expect their staff to have a personal learning or development plan. Five per cent (11) do none of these things while 39% (83) do all of them.

5.4   Paid staff – training and/or professional development supported

Chart 15 below presents the types of training and/or professional development that have been supported for paid staff in CLD roles over the past 12 months.

Chart 15: Paid staff – training and/or professional development supported
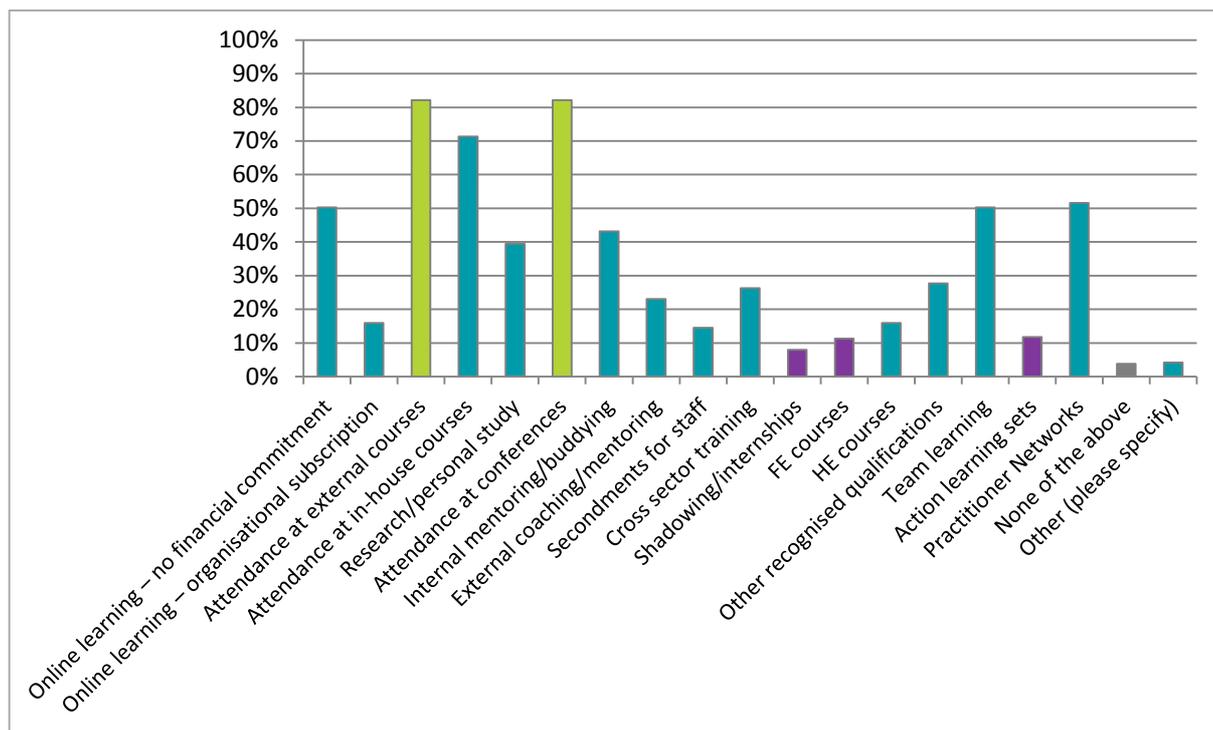
As shown above, organisations supported a wide variety of training and/or professional development opportunities for paid staff in CLD roles during the last year. The types of training and/or professional development most commonly supported are external courses and conferences (82%; 175) and in-house courses (71%; 152). The types of training and/or professional development least commonly supported are: shadowing/internships; further education courses and action learning sets.

As well as looking at the overall spread of training and/or professional development opportunities for paid staff, responses were also broken down according to the three high-level groupings (local authority, third sector and 'other' organisations). Responses were broadly similar when this was done, for instance attendance at conferences and external courses remained high across all three organisational groupings. Local authority services appeared more likely to support internal courses, when compared with the other two groups of organisations.

5.5   Paid staff – meeting training and/or professional development needs

Organisations were also asked to highlight whether there were any identified training and professional development needs for their paid staff that they would **not** be able to address over the next 12 months, even if they had identified a need for this training or professional development. The results are presented in Chart 16 below.

Chart 16: Paid staff – meeting training and/or professional development needs
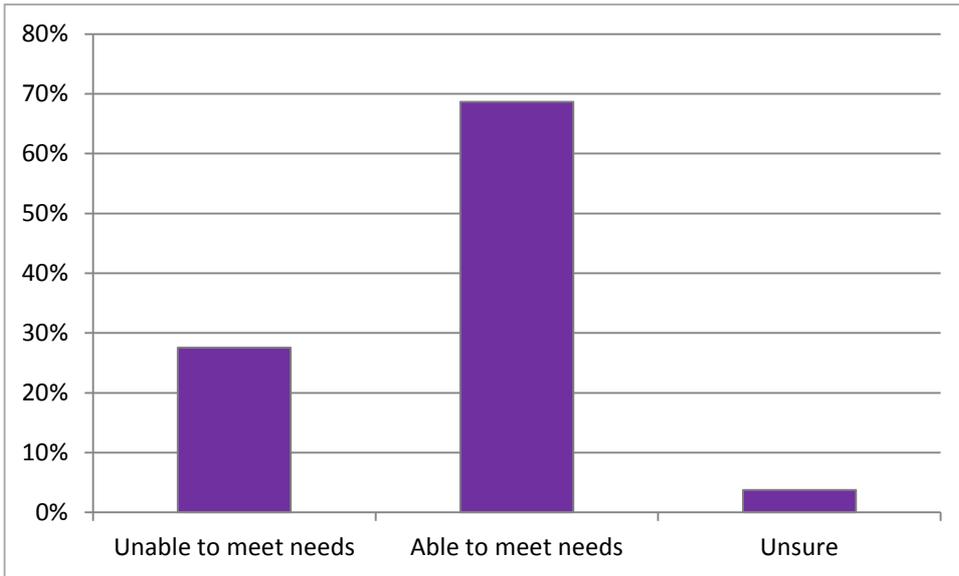
Across all organisations that responded to this question the majority (69%; 147) felt they would be able to meet training and/or professional development needs for their staff, however 28% (59) stated that they did anticipate not being able to address one or more identified training and/or professional development needs.

When the responses are disaggregated by the three high-level organisational groupings, some differences arise, as shown in Chart 17 below.

Chart 17: Paid staff – meeting training and/or professional development needs (by organisational grouping)
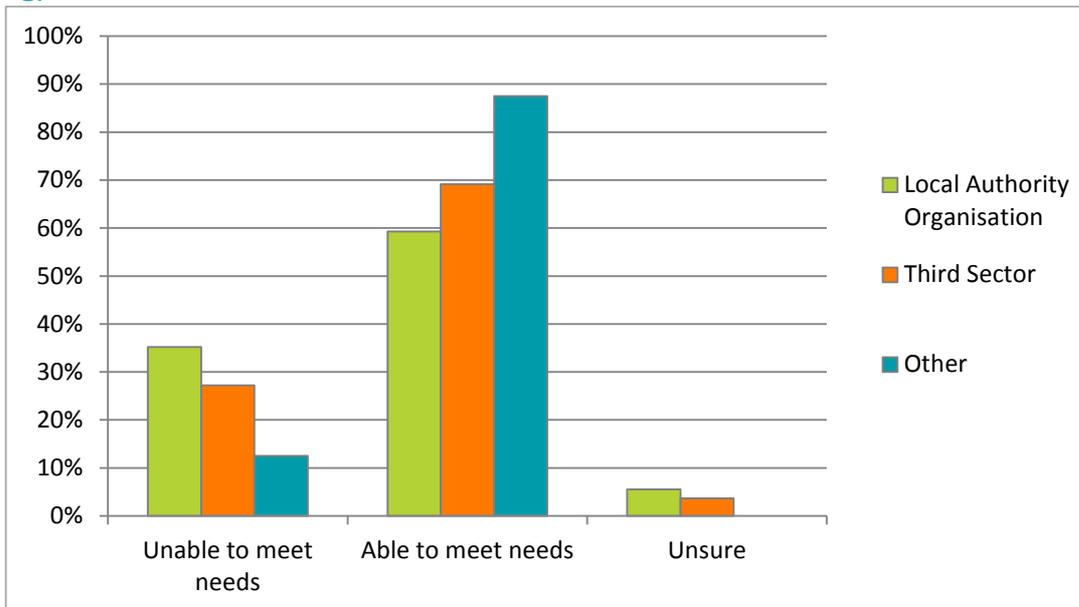
Local authority services (35%; 19) were more likely to indicate that there were identified training and/or professional development needs that they would not be able to address over the next 12 months, compared to third sector (27%; 37) and 'other' (13%; 3) organisations. Almost 90% of

'other' organisations indicated that they would be able to meet identified training and/or professional development needs over the next 12 months.

5.6   Paid staff – training and/or professional development priorities

Organisations were asked to identify the main priorities for the training and/or professional development of their paid staff in CLD roles over the next 12 months. Unsurprisingly there was a wide range of different responses to this question but a number of broad themes are listed below.

- Evaluation and quality improvement
- Funding and finance
- Management skills – project, finance, change, IT
- IT, digital learning and social media
- Accreditation and assessment
- Leadership
- Policy and planning
- Adult and child protection
- Community development and/or community capacity building
- Youth work and youth issues

This data has been represented as a Word Cloud in **Appendix 4**.

5.7   Paid staff – funding sources for training and/or professional development

Organisations were asked the source of their funding for training and/or professional development. Responses are summarised in Table 4 below.

Table 4: Paid staff – funding sources for training and/or professional development

Funding source	Organisations (n=214)
Core budget	69%
Scottish Government external funding	20%
National external funding (e.g. Big Lottery)	19%
Local external funding (e.g. Community Planning Partnerships, local authorities)	18%
No access to funding for training or professional development	16%

As shown above, over two thirds of organisations funded training and/or professional development from their core budget. A fifth of organisations reported that they gained training and/or professional development funding from the Scottish Government, national external funding or local external funding.

5.8   Change in training and/or professional development budgets

Organisations were asked whether they felt that their budget for training and/or professional development (from both core and any additional funding) had increased or decreased since 2009/10. As with the earlier question about perceived changes in staffing numbers, this question aimed to explore changes in funding during a period of restricted budgets. The charts below highlight these perceived changes for all organisations (214) and then disaggregate the information to analyse perceptions within each of the three high-level groupings (local authority, third sector and 'other' organisations).

Chart 18: Change in training and/or professional development budget
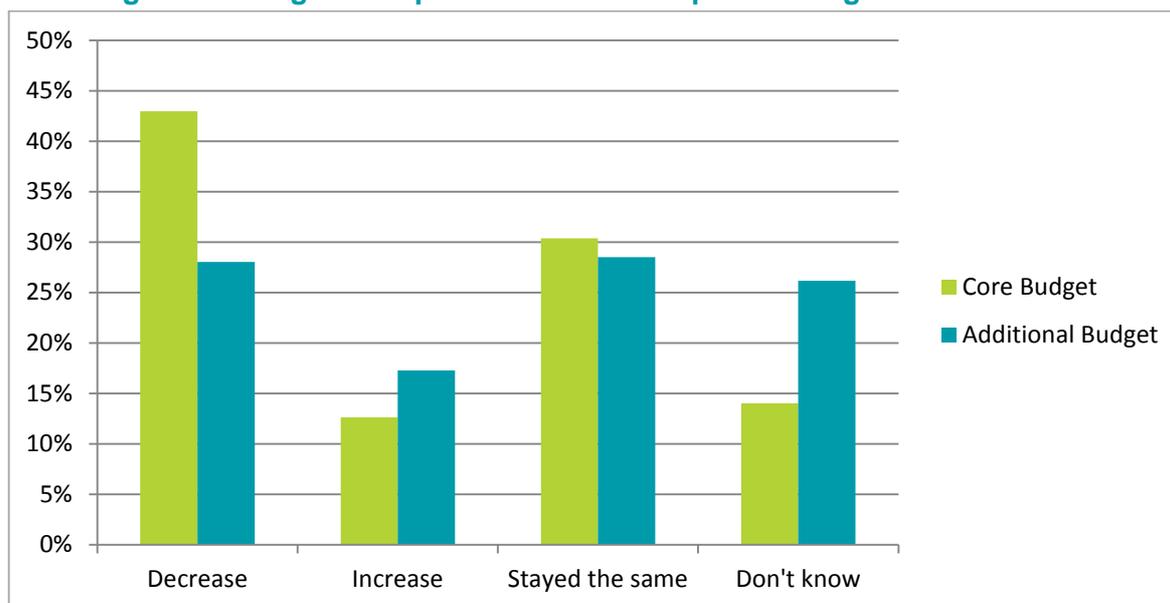
As shown in Chart 18, 43% (92) of organisations reported that core funding for training and/or professional development had decreased, 13% (27) that it had increased and 30% (65) that it had stayed the same. There is a similar pattern for additional funding, with 28% (60) of organisations reporting a decrease and 17% (37) an increase, while 29% (61) reporting that budgets had stayed the same. The percentage of organisations that reported they did not know about changes in the additional budget was 26% (56) in comparison to 14% for the core budget (30).

Charts 19 and 20 below break down these perceived changes in core and additional professional development budgets for local authority services (green bars), third sector organisations (orange bars) and 'other' organisations (turquoise bars).

Chart 19: Change in core training and/or professional development budget (by organisational grouping)
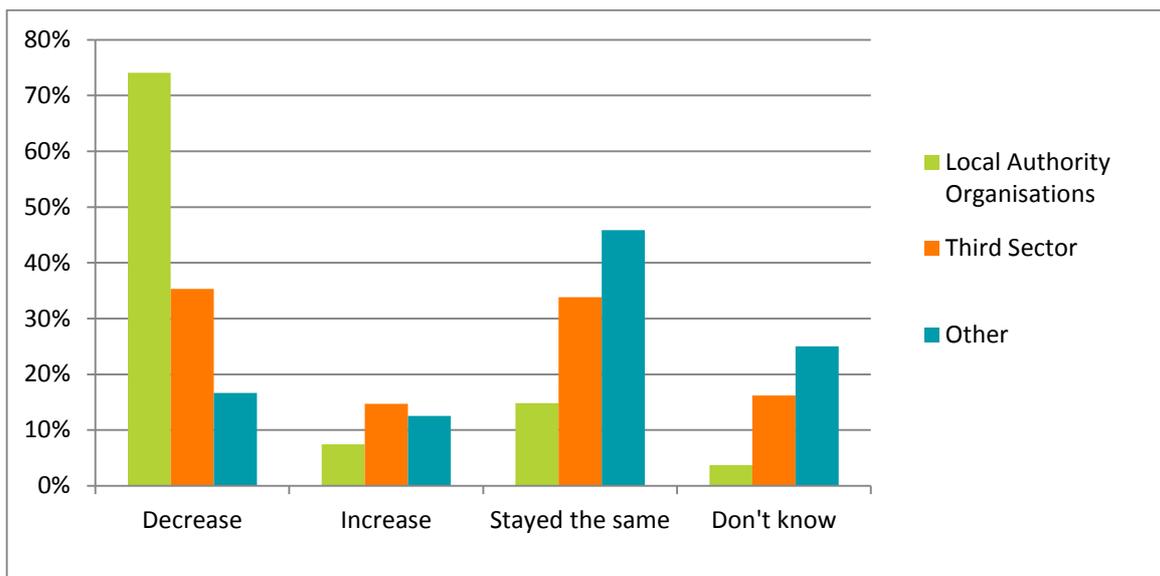
Chart 20: Change in additional training and/or professional development budget (by organisational grouping)
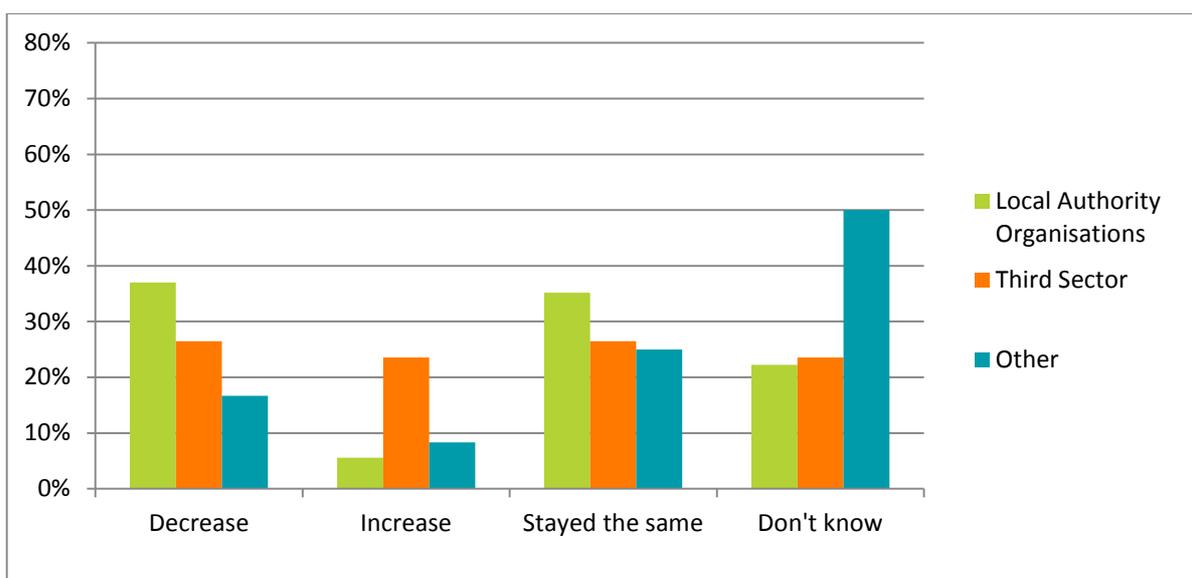
Compared to all responding organisations, a larger proportion of local authority services reported a decrease since 2009/10 in both core and additional training and/or professional development budgets. For the core budget, a high 74% (40) of local authority services reported a decrease compared to just 7% (4) reporting an increase. Fifteen per cent (8) of local authority services thought the core budget had stayed the same and 4% (2) did not know.

Thirty five per cent (48) of third sector organisations reported that there had been a decrease in the core training and/or professional development budget and 34% (36) reported that it had stayed the same since 2009/10. Only 15% (20) reported an increase in the core training and/or professional development budget and 16% (22) said that they did not know.

The pattern with the 'other' organisations responses is slightly different. Forty six per cent (11) of organisations reported that the core training and/or professional development budget had stayed the same since 2009/10, while 17% (4) reported a decrease and 13% (3) an increase. 25% (6), said that they did not know about changes in the core training and/or professional development budget.

For the additional training and/or professional development budget the pattern is similar with a high proportion of local authority services reporting a decrease (37%; 20) and only 6% (3) reporting an increase. However, a fairly high percentage, 35% (19) believed that the training and/or professional development budget from additional funding had stayed the same and 22% (12) did not know.

For the additional training and/or professional development budget, 26% (36) of third sector organisations reported that it had decreased and also that it had stayed the same. Finally, 24% (32) of third sector organisations reported that the additional training and/or professional development budget had increased and that they did not know (which is fairly high).

For additional funding a high 50% (12) of 'other' organisations reported that they did not know if the training and/or professional development budget had changed. Twenty five per cent (6) thought that the additional training and/or professional development budget had stayed the same, 17% (4) thought there had been a decrease and 8% (2) an increase.

5.9   Use of Glow and i-develop

i-develop[9], is the national web-based framework to support creative and innovative learning and development for CLD practitioners in Scotland. Twenty five per cent (52) of organisations (206 responses) reported that they were using i-develop and 21% (43) responded that they were not using it. Nearly half (49%; 101) of organisations (206 responses) had not heard of i-develop.

Glow [10] is Scotland's nationally available digital environment for learning. 19% (39) of organisations (206 responses) reported that they were using Glow and 53% (109) responded that they were not. 26% (54) of organisations (206 responses) had not heard of Glow, The comments given for a lack of take up by CLD staff mostly focused on the fact that practitioners could not sign up to GLOW without being 'invited' by colleagues in education.

---

[9] http://www.i-develop-cld.org.uk
[10] http://connect.glowscotland.org.uk

6.   Findings: Volunteers

Chapter overview
- **66%** of the 214 organisations that responded to this section of the survey indicated that **volunteers form part of their workforce**.
- There were **40,162 volunteers** working in CLD roles in the week beginning 23rd February 2015. There were also **4,175 volunteers** in CLD roles who were not working in the same week.
- Overall, these volunteers work roughly a total of **195,187 hours** in a typical week.
- The highest percentage of volunteers working in CLD roles was reported by **third sector organisations**.
- Over four in every five volunteers worked in **face-to-face roles** with learners or communities.
- Overall, just over half of organisations thought there had been an **increase in volunteer numbers** since 2009/10.

6.1   Introduction

As well as their paid workforce, organisations were asked a number of questions about the part that volunteers play in their organisation. Of the 214 organisations which gave descriptive information about their workforce, 142 reported that they used volunteers. A total of 136 organisations then continued to give information on their volunteer workforce. The findings in this chapter are therefore based on the responses from this subset of the total number of organisations responding to the survey. It is important to note that in addition to volunteers who form part of the CLD workforce, stimulating, generating and supporting voluntary activity (by people who are not "volunteer" CLD workers) in a wide variety of forms is a central feature of CLD practice.

6.2   Volunteers – overall numbers

Volunteers in CLD roles have always been a very important part of the CLD workforce and the survey results show that this continues to be the case. Two thirds (66%; 141) of the 214 organisations that responded to this question indicated that volunteers form part of their workforce. Overall there were 40,162 volunteers working in CLD roles in the week beginning 23rd February 2015. There were also 4,175 volunteers in CLD roles who were not working in the same week. These volunteers work roughly a total of 195,187 hours in a typical week.

Chart 21 below disaggregates the percentages of volunteers working in the survey week for the three high-level groupings (local authority, third sector and 'other' organisations).

Chart 21: Volunteers – percentage active (by organisational grouping)
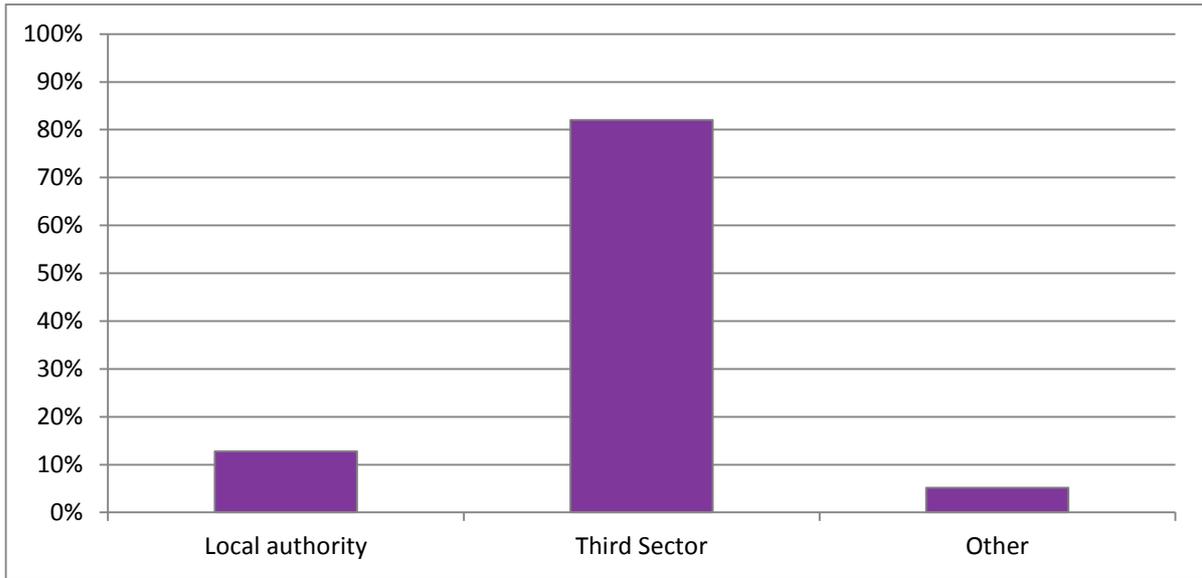
As shown above, the vast majority of volunteers in CLD roles worked with third sector organisations. This suggests that the third sector CLD workforce is made up of a larger group of volunteers while the proportions of volunteers with local authority services and other organisations are much lower.

6.3   Volunteers – work carried out

Organisations were asked what types of work volunteers had done in their organisation or service in the week commencing 23rd February 2015. Chart 22 shows the proportion of the volunteer workforce involved in each type of work for the 136 organisations that completed information on their volunteers.

Chart 22: Volunteers – work carried out
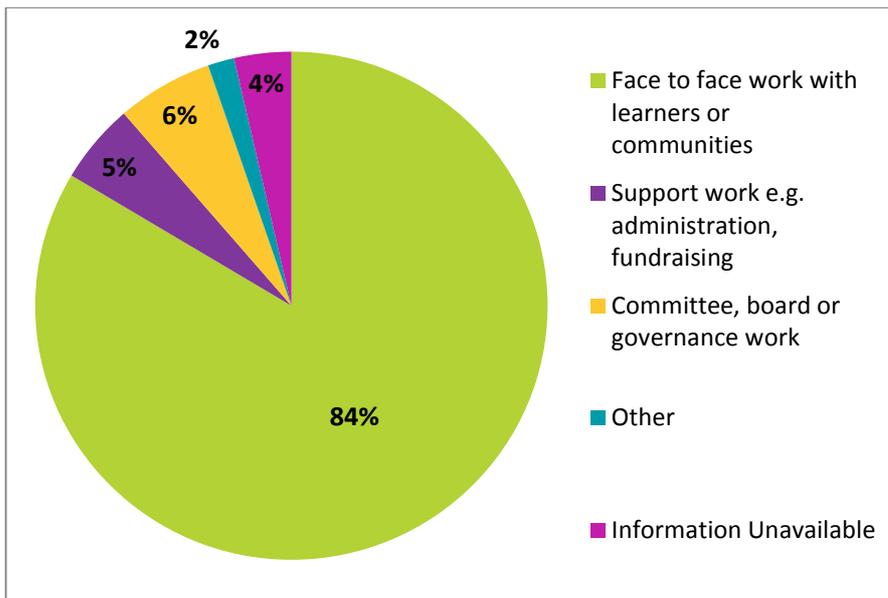
Over four in every five (84%; 33,562) volunteers worked face-to-face with learners or communities (green). Few volunteers worked in support roles (purple), on committees or boards (yellow) or in 'other' roles (turquoise).

6.4   Volunteers – perceived change in numbers

As with paid staff, organisations were asked to give their perceptions about changes in volunteer numbers since 2009/10. Overall perceptions of changes in volunteer numbers and disaggregated responses by organisation type are presented below.

Chart 23: Volunteers – perceived change in numbers
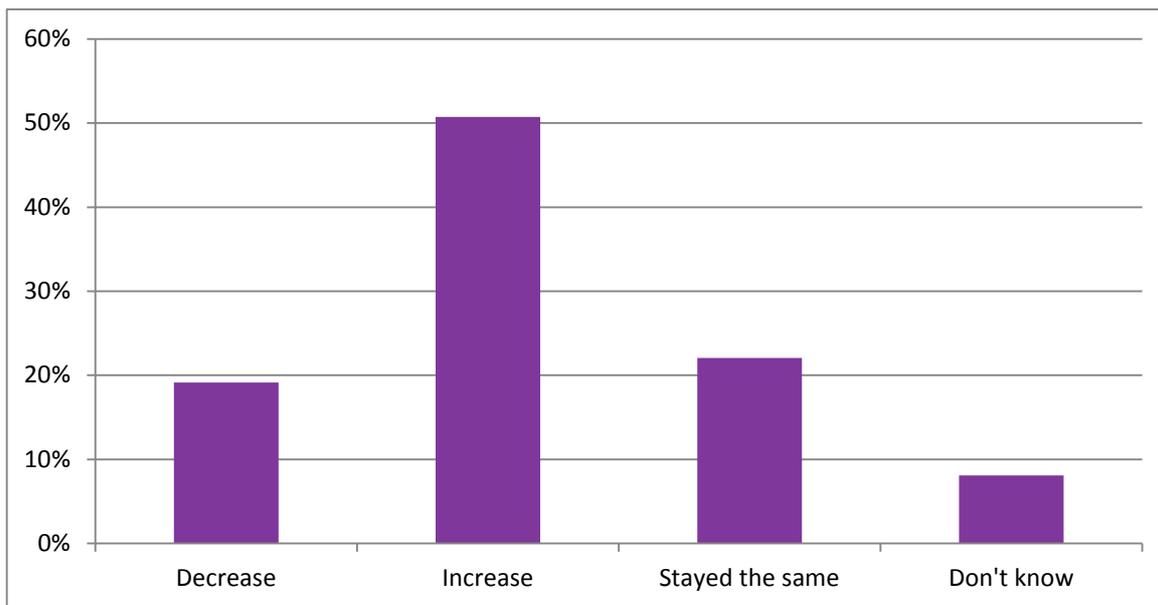
As shown above, 51% (69) of organisations thought there had been an increase in volunteer numbers since 2009/10, 22% (30) that this had stayed the same and 19% (26) that it had decreased. When the figures are analysed for each organisation type the perceptions are slightly different, as shown in Chart 24 below. As there were just nine responses from 'other' organisations for this question their results have been excluded from the analysis.

Chart 24: Volunteers – perceived change in numbers (by organisational grouping)
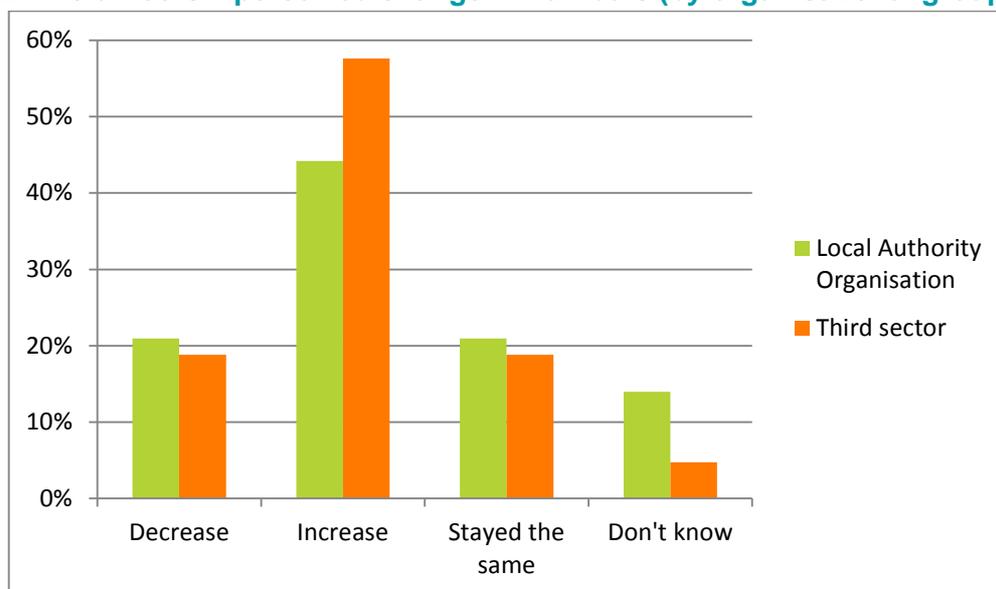
The highest percentage of local authority services (44%; 19) reported a perceived increase in volunteer numbers since 2009/10, which is lower than the overall response (51%). The percentage of local authority services perceiving a decrease was 2 percentage points higher than the overall figure and those reporting no change (21%; 9) was 1 percentage point less than the overall figure. The percentage of local authority services who reported that they did not know was 14% (6) compared to the overall percentage of eight per cent.

A higher percentage (58%; 49) of third sector organisations reported increased volunteer numbers since 2009/10 in comparison to the percentage of all organisations (51%). This is possibly due to the fact that third sector organisations have the highest percentage of volunteers overall. Also, 19% (16) of third sector organisations perceived that the volunteer workforce had decreased while a further 19% (16) reported that it had stayed the same. The percentage of organisations who did not know was low (5%; 4).

7.   Conclusions and recommendations

7.1   About the study

The original aim of this study was to find out more about the range of paid workers and volunteers who support community learning and development across Scotland. The reasons for doing this were to:

1. Establish a baseline against which future workforce trends can be measured

2. Inform national community learning and development policy and planning; and

3. Inform national professional development and/or training priorities.

Since the last national survey of this kind, over 5 years ago, there has been an increasing focus on CLD in national policy. In addition to this there have been a number of factors that were likely to have had an effect on the CLD workforce over this period including: increasing cuts in public sector funding (having an effect on all sectors); public sector reform and changes in the third sector (including the growth of organisations such as community development trusts).

The research methodology used is described in Section 2 of this report. Partners knew from previous studies that surveying the CLD workforce as a whole would not be straightforward. Indeed, we did discuss whether it was actually desirable or possible to gather data on CLD workforce as a coherent group. The objectives of the study informed who to target; what to ask; what terminology to use; and what guidance to give. We wanted as many organisations and services that identified that some or all of their workforce did CLD work based on the national CLD competences and ethics, reflecting the priorities set out in national CLD guidance. We knew that the organisations included would have staff and volunteers working in many different settings and roles with many different job titles,not all of whom would even use the term 'CLD' to describe what they do.

Given the acknowledged limitations of the survey, it is not possible to say that the findings represent a complete picture of the CLD workforce. However we do know that this study was successful in gathering data from a wider range of organisations than previous surveys of this type. Having gone through a rigorous data cleaning process, we are confident that the numbers given here are reliable. The findings indicate that the CLD workforce is at least as large as the numbers reported and that it is very likely to be larger. We aim to use the survey findings to provide a basis for comparison over time, and to construct future research in ways that build on this.

7.2   About the organisations and services who took part in the study

The fact that over 300 organisations and services across the public and third sectors chose to identify themselves with CLD by taking part in the survey indicates that it is possible to describe a reasonably coherent 'CLD sector' in Scotland.

The survey findings show that there is a large and diverse range of organisations and services with paid staff and/or volunteers in CLD roles and these organisations are supporting CLD

activity in all 32 local authority areas across Scotland. Around two thirds of the organisations that responded to the survey were in the third sector. They included national and local voluntary organisations, social enterprises, third sector interface organisations and community development trusts. The fact that there was more than one response from many authorities indicates that staff in CLD roles are spread across more than one service or department.

Over half of organisations identified one main area of focus for their CLD work. This group were most likely to focus on youth work or community development/community capacity building while less than 10% focused on adult learning alone. Around a quarter of organisations focused on all three of these areas of work ('all of the above') while nearly a fifth chose other ways to describe what they do. The lower number of organisations focusing only on adult learning may indicate that there is less targeted adult learning provision, however a significant number of organisations doing 'all of the above' will be working with adult learners, including Local Authority services who hold responsibility to provide adult learning opportunities in their area.

The findings also show that CLD staff are working with a diverse range of individuals and groups in their communities many of whom are targeted by national policies (e.g. young people; community groups; volunteers; Developing the Young Workforce; older people; children; and families etc.). This suggests that most organisations were targeting their CLD activity in some way and, overall, organisations are working with a broad range of target groups.

7.3   About the CLD workforce

The survey found that there are at least 7,482 paid staff in CLD roles in Scotland (6899 were employed the week of the 23rd of February and 583 were employed within the past 12 months outwith that week). The findings also indicate that there are at least 40,000 volunteers in CLD roles.

The survey underlines the fact that the paid CLD workforce includes a mix of part time and full time posts. In fact the majority of paid staff (around 60%) work part-time and of those, just over 40% work less than 17.5 hours per week. This finding has obvious implications for how workforce development is planned and delivered.

The survey illustrates the fact that staff in CLD roles work for a wide range of different organisations across the public and third sectors. About two thirds of paid staff (64%) work for local authorities; over a quarter work in the third sector; and there are more than 500 paid staff in CLD roles working with other organisations such as colleges, health boards etc.

The general perception of respondents was that the workforce had grown slightly over the past five years, however the survey did not provide data on the volume of these changes so it cannot be assumed that this indicates a change in the total workforce number. Clearly there has been significant movement within the CLD sector which has affected organisations in contrasting ways but this finding demands further investigation. For example, there was a marked contrast between the majority of responses from local authorities who perceived a decline in staff numbers and the majority of third sector and others who perceived an increase. Comments from local authorities clearly indicate that this is a period of great change for them. Service redesign, offers of voluntary redundancy, early retirement and non-filling of vacancies were all highlighted as reasons for declining staff numbers. That said, it is important to acknowledge

that local authorities are still the largest employers of paid CLD staff. This is an important factor given that all local authorities now have statutory responsibilities to secure arrangements for CLD in their areas.

The perception of growth of the workforce in the voluntary sector over the past five years may be surprising at first glance but this finding is in line with research by the Scottish Council for the Voluntary Sector (SCVO) which indicates that the voluntary sector has been growing in Scotland over the last decade[11]. Comments provided for indicating a perceived increase tended to be from organisations that had either been created or had been successful in attracting new funding in the past five years.

The survey provides clear evidence that there is a wide range of voluntary CLD activity with individuals and communities across Scotland. Volunteers in CLD roles are contributing huge amounts of time, around 195,000 hours in a typical week. This represents a huge unpaid investment of skills, knowledge and experience into their communities.

It is also important to note that stimulating and supporting general voluntary activity is a central feature of CLD practice. The findings indicate that the paid workforce is supporting a great deal of voluntary activity with 220 organisations saying that they work with volunteers. The findings suggest that support from paid CLD staff has an impact on both the quality and quantity of voluntary activity that can be provided within a community. Furthermore it is possible to interpret from this that decreases in paid CLD staff are likely to have a negative impact on volunteering in communities.

Finally, the survey highlights that the vast majority of CLD staff - nearly three quarters of paid staff and over four fifths of volunteers - are working directly with individuals and communities. In a period of great change it is reassuring to find evidence that the CLD workforce remains overwhelmingly focused on its core purpose.

7.4   About professional development and training

The majority of organisations require their paid staff to hold a CLD specific qualification. However the findings may indicate that fewer staff than expected are required to hold a CLD degree or HND. Furthermore, few organisations indicated that their staff had access to higher or further education courses (16% and 11% respectively) for training and professional development suggesting that there may need to be further focus on access to this type of training.

There is a wide range of professional development and/or training being accessed by paid CLD staff and volunteers. Most organisations are continuing to invest in professional development or training, although budgets do appear to be falling. National funding for training and/or professional development activity was crucial for around one fifth of the organisations that responded.

---

[11] SCVO research indicates that the voluntary sector in Scotland employed 138,000 people in 2014. http://www.scvo.org.uk/news-campaigns-and-policy/research/scvo-scottish-third-sector-statistics/

The survey suggests several clear priority areas for national CPD programmes. The most frequently reported areas were: Evaluation and quality improvement; Funding and finance; Management skills (projects, managing change); IT, digital learning and social media and accreditation and assessment. Few responses focused explicitly on either the core CLD practice competences or understanding the implications of the major changes happening in policy, legislation and the organisation of public services. This is an area to explore further with the workforce.

On-line learning remained behind more traditional methods of CPD such as attending conferences and courses, indicating that that there is work to do to engage more of the workforce. For example, nearly 50% of organisations did not use online learning at all, even where no financial commitment was required. This fell to around 15% where some form of subscription was necessary.

Looking further at the online opportunities available, i-develop,[12] the national web-based framework to support creative and innovative online learning and development for CLD practitioners, was only used by a quarter of organisations. While GLOW, Scotland's national digital environment for learning, has limited reach within the CLD sector. This may be unsurprising as GLOW is primarily designed as a vehicle for pupils and staff in schools, with GLOW accounts being managed at a local level – that is in each local authority, college or, in some cases, school.

Clearly more work needs to be done to raise the profile of online learning in general and i-develop in particular, supporting CLD organisations to make better use of online learning as a tool for continuing professional development.

7.5 Recommendations

The findings from this survey have provided useful up to date information about the CLD workforce. It has increased our understanding of who does CLD in Scotland but it has to be seen as one step in an ongoing process of dialogue and research with CLD organisations and practitioners.

Recommendation 1: Awareness raising about the CLD workforce depicted in this study with policy makers, funders and with the general public.

- There should be more coordinated efforts at a national and local level to increase awareness with policy makers, funders and with the general public of the CLD workforce depicted in this study. This is timely given the fact that there is now a statutory requirement for local authorities to work with their partners to plan together to secure arrangements for CLD in their area. One option would be for partners to create a series of online profiles of paid CLD staff & volunteers that illustrated the range and the impact of the CLD workforce.

---

[12] http://www.i-develop-cld.org.uk

Recommendation 2: The diverse make-up of the workforce should inform professional development and training at all levels.

- Assist third sector organisations to access CLD training for their staff. This requires continued engagement with the third sector to help shape professional learning and training priorities at both a national and local level.

- Emphasise the importance of making training opportunities available to part-time staff and volunteers.

- Encourage organisations from all sectors to use the updated Professional Development Strategy and Action Framework, to be launched in Autumn 2015, to plan their workforce development.

- Support organisations to build on or create their workforce development strategies.

Recommendation 3: Further research and dialogue with the CLD sector is now required to continue to develop our understanding of the CLD workforce.

Planned Future Analysis

Education Scotland and partners have already agreed future analysis including
- Work with CLD Managers Scotland to break the data down by local authority area on request. This should help local authorities meet the statutory requirements of the CLD Regulations.

- A closer analysis of the gaps in responses to this survey will be carried out by partners. This will inform the extent of the workforce to be included in any future surveys and how best to reach them. For example, all local authorities responded but there were gaps in some of the workforce data they provided; only a small number of Community Development Trusts responded to the survey; and no Housing Associations responded.

Possible Further Analysis

- Trends Over Time:

  This study has successfully provided a current picture of the CLD workforce. This now gives partners the opportunity to track trends within this workforce over the coming years. This could be done by conducting a similar study on a regular basis – e.g. every two years – and ensuring that data collection is related to the present survey. Alternatively, they may wish to look at other methods of working with the sector to track workforce trends. Partners should fully evaluate the approach used in this study and use what they learn to inform future workforce studies.

- Individual Staff and Volunteer surveys**:**

  This survey targeted organisations. Future research should aim to engage with individual paid and volunteer practitioners. This would provide opportunities to gather richer data on the make-up of the workforce, for example equalities information, and the scope of their work within the community.

- Qualitative Analysis**:**

  Partners have identified a need for more qualitative research to more fully define the boundaries of the workforce and gather richer data on the roles of staff and volunteers. This might be done using a more targeted sampling approach and conducting focus groups. There is also scope to work with a sample of local partnerships to conduct more area based investigations of the workforce. One of the pilots for this study successfully used that approach. The strengths of partner organisations should be utilised for particular areas of research, for example in relation to workforce development, while maintaining an overall strategic approach,

  Recommended Topics for Further Analysis:

The following topics for possible further research were identified:
- Gather further data on the make-up of the workforce, including equalities characteristics.
- Analyse the focus of individual practitioners work and comparing it with what the organisations have told us about what they do.
- Investigate the perceived changes in staff numbers and comparing them by sector.
- Find out more about the qualifications of CLD staff and volunteers and asking how well these equip workers for the roles they have.
- Find out more about the extent to which CLD engages with vulnerable and excluded people that services generally find it hard to reach.
- Explore the professional learning and training needs of the workforce - including the impact of national policy on training needs - in more detail, and ask about preferred methods of professional learning delivery.
- Explore how paid staff support volunteers, and the relationship between the added value of voluntary action and investment in skilled paid staff.
- Explore perceptions of the extent to which paid staff and volunteers in different sectors think of themselves as part of a wider CLD workforce and whether such perceptions have any impact on practice.
- Include a greater focus on the impact of the work done by CLD staff and volunteers on local and national outcomes.

Appendices

Appendix 1: Questionnaire

Working with Scotland's Communities

Working with Scotland's Communities is a research study to find out more about the diverse range of paid staff and volunteers in Community Learning and Development roles across Scotland. This online survey is phase one of the study and is aimed at the organisations and services that employ these staff and volunteers. **We are therefore looking for one response on behalf of your organisation or service please.** Before completing the survey please ensure you have read the guidance available on the Education Scotland website here.

Who is carrying out the survey?
Education Scotland on behalf of the Scottish Government, in partnership with Youthlink Scotland; The Scottish Community Development Centre (SCDC); The Workers Educational Association (WEA); The CLD Standards Council for Scotland; and CLD Managers Scotland.

Who is the survey aimed at?
We want to hear from all community, voluntary or public sector organisations, large or small, that employ paid staff or volunteers in Community Learning and Development roles. We know this will include staff and volunteers working in many different settings and roles with many different job titles including youth workers, adult learning workers, community development workers amongst others. If you are not sure whether your organisation has staff in Community Learning and Development roles then please refer to the guidance on the Education Scotland website.

What does the survey ask about?
The survey contains questions about your organisation or service's workforce. It should be completed by someone who has an overview of the workforce or has access to that information. We estimate that the survey will take around 30 minutes to complete. To create an accurate picture of the national workforce at a point in time, several questions will ask for information about the paid staff or volunteers working for you in a particular week - **the week beginning 23rd February 2015**. There is also an opportunity to record other people who work for you at other times of the year.

What will we do with the findings?
A summary report of survey findings will be published by Education Scotland. Individual organisations will not be identified. The findings from the survey will be used to establish a baseline to inform national community learning and development policy and planning and professional development and training priorities.

Education Scotland is subject to the Freedom of Information (Scotland) Act and is required to release information when requested unless an exemption or other valid reason for refusal applies. It is our normal practice to consult with third parties before we release information in which they have an interest, although the final decision lies with Education Scotland in accordance with the Act. If you consider any of the information that you provide is sensitive, there is an opportunity for you to indicate this at the end of the survey.

If you would like further information regarding the survey or how the information you provide

will be used, please contact …
Staff details given in Original

The closing date for the survey is Friday 10th April.

About your organisation or service

* 1. What is the name of your organisation or service?

[   ]

* 2. What is the postcode for your organisation or service's head or main office in Scotland? Please do not use any spaces in your response e.g.G28DU.

[   ]

* 3. What type of organisation or service are you? Please select ONE option that best describes your organisation or service from the list below.

o Arm's length organisation or trust established by a Local Authority
o College
o Community Development Trust
o Faithbased
o Housing Association
o NHS Board

o Local Authority
o Locally Based Voluntary
o National Voluntary Intermediary
o National Voluntary
o Other Public Sector
o Private Sector

o School
o Social Enterprise
o Third sector interface
o Trade Union
o University

o Other (please specify)   [   ]

* 4. What is the MAIN focus of your organisation or service's work? Please select ONE option that best describes your organisation or service from the list below.

o Community development and/or community capacity building
o Youth work
o Adult learning
o All of the above
o Other (please specify)   [   ]

* 5. What group(s) does your organisation or service work with? Please select all that apply.

o Children
o Looked after children
o Young people
o Young people not in employment, education or training
o Adults not in employment, education or training
o Adults looking for literacy and/or numeracy learning
o Adults whose first language is not English
o Workplace learners
o Other groups, please specify [   ]

o Other adult learners
o Older people
o Families
o Community groups/organisations
o Community activists/representatives
o Volunteers
o We do not define specific groups
o We are a support or intermediary organisation which does not work directly with specific groups

* 6. Which of the following activities, taken from the Strategic Guidance on Community Learning and Development to Community Planning Partnerships, describe the work that your organisation or service does? Please select all that apply.

o Community development and/or community capacity building
o Youth work
o Family learning/other early intervention work with children, young people and families
o Community based adult learning, including adult literacies and ESOL
o Volunteer development
o Working with people who may be viewed as vulnerable or from disadvantaged communities (e.g. refugees and asylum seekers, people with disabilities, care leavers, offenders)
o Learning support and guidance within the community
o Other (please specify) [   ]

* 7. Where has your organisation or service worked directly with learners or communities during the last 12 months? Please select all that apply.

o Aberdeen City
o Aberdeenshire
o Angus
o Argyll & Bute
o Clackmannanshire
o Dumfries & Galloway
o Dundee City
o East Ayrshire
o East Dunbartonshire
o East Lothian
o East Renfrewshire
o Edinburgh, City of

o Eilean Siar
o Falkirk
o Fife
o Glasgow City
o Highland
o Inverclyde
o Midlothian
o Moray
o North Ayrshire
o North Lanarkshire
o Orkney Islands
o Perth & Kinross

o Renfrewshire
o Scottish Borders
o Shetland Islands
o South Ayrshire
o South Lanarkshire
o Stirling
o West Dunbartonshire
o West Lothian
o Our organisation/service has worked directly within all 32 Local Authority areas in the last 12 months
o This question does not apply to our organisation or service's work

About your organisation/service's paid staff

In this section, please tell us about all PAID staff working for your organisation or service in Community Learning and Development roles. Please refer to the introduction to find out more about what we mean by Community Learning and Development roles. Most of the questions relate to paid staff (full and part time) who were working with your organisation as of the week beginning 23rd February 2015. There is also an opportunity to tell us about paid staff working for you at other times of the year. These roles may include direct delivery, management, and/or support or development work. There is a section later on to provide information about volunteers.

* 8. How many PAID staff were working for your organisation or service in Community Learning and Development roles in the week commencing 23rd February 2015? This figure should include managers, practitioners, professional support functions and other support functions (e.g. administrative staff). Please do not include vacant posts.

* 9. How many PAID staff does your organisation or service have in Community Learning and Development roles who were NOT working in the week commencing 23rd February 2015. E.g. seasonal or sessional staff working at other times of the year. Please enter 0 if this question does not apply.

* 10. Of the number of PAID staff you provided in question 8 above, how many were working the following hours per week in your organisation or service in the week commencing 23rd February 2015?

35 hours or above per week |_____|
17.5 to 34 hours per week |_____|
Up to 17.5 hours per week |_____|

*11. Of the number of PAID staff you provided in question 8 above, how many were primarily engaged in the following roles in your organisation or service in the week commencing 23rd February 2015? Where an individual was working in more than one of the roles, please include them in the category that they spend most of their time working in.

Front line staff – includes all staff who routinely work with learners and/or communities |_____|

Front line managers – includes managers who may be directly involved in service delivery but who also supervise staff or manage other aspects of delivery |_____|

Senior or strategic managers – includes senior managers or other managers who are not directly involved in service delivery |_____|

Administrative support staff – includes all staff working in administrative or clerical roles |_____|

Professional support staff – includes staff whose role supports work within the organisation or service such as those whose main role includes staff training or quality improvement who do not fall within any of the other categories |_____|

*12. Of the number of PAID staff you provided in question 8 above, how many were employed on each of the following contract types?

Permanent contract

Fixed term contract – over 12 months

Fixed term contract – 12 months or less

Other contract type (e.g. consultant, freelance etc.)

* 13. We would like to ask whether you feel that the number of PAID staff in Community Learning and Development roles has increased or decreased over the last five years. Since 2009/10, has the total number of PAID workers in Community Learning and Development roles employed by your organisation or service…?

o   …Increased

o   …Decreased

o   …Stayed the same

o   …Don't know

Please explain your answer

Qualifications, professional development and training

In this section, we ask about the qualifications that your staff in Community Learning and Development roles hold. We also ask about your organisation or service's professional development and training priorities. Please tell us about your PAID staff only in this section.

* 14. What type of SPECIFIC Community Learning and Development qualifications does your organisation or service typically require for the following groups of PAID staff?

	Degreelevel qualification (SCQF Level 9) or above	HND (SCQF Level 8)	HNC (SCQF Level 7)	Professional Development Award accredited by the SQA (from SCQF Level 6)	Other type of qualification e.g. from inhouse training	Not applicable
Management staff	○	○	○	○	○	○
Staff who work directly with learners or communities	○	○	○	○	○	○
Staff in support roles e.g. administration, fundraising	○	○	○	○	○	○

* 15. What type of NON Community Learning and Development qualifications does your organisation or service typically require for the following groups of PAID staff?

	Degreelevel qualification (SCQF Level 9) or above	HND (SCQF Level 8)	HNC (SCQF Level 7)	Professional Development Award accredited by the SQA (from SCQF Level 6)	Other type of qualification e.g. from inhouse training	Not applicable
Management staff	○	○	○	○	○	○
Staff who work directly with learners or communities	○	○	○	○	○	○
Staff in support roles e.g. administration, fundraising	○	○	○	○	○	○

* 16. Please tell us about how your organisation or service gathers and uses information about professional/workforce development for your PAID staff.

	Yes	No	Not Applicable
My organisation/service regularly gathers information about the professional development and training needs of our staff (e.g. through surveys or a performance appraisal).	○	○	○
My organisation/service has a written professional/workforce development plan.	○	○	○
Our staff are expected to have personal learning or development plans.	○	○	○

* 17. Do you assess what impact professional development and training activities have on the practice of your PAID staff?

o   Yes
o   No

Please explain your answer

```
```

* 18. What is the source, if any, of your organisation or service's funding for professional development/training? Please select all that apply.

o We do not have access to this type of funding
o Your organisation/service's core budget
o Local external funding (e.g. Community Planning Partnerships, Local Authorities)
o Scottish Government external funding
o Other national external funding (e.g. Big Lottery)
o Other (please specify)

[ ]

* 19. Since 2009/10, do you think that your training and professional development budget (both core and additional funding if applicable) has…

	…Increased	…Decreased	…Stayed the same	…Don't know
Core budget	o	o	o	o
Additional grants or awards	o	o	o	o

Please explain your answer

[ ]

* 20. What types of training and professional development have you supported for your PAID staff in the last 12 months? Please select all that apply.

o Online learning – no financial
o commitment
o Online learning – organisational subscription
o Attendance at external courses
o Attendance at inhouse
o courses
o Other (please specify)

o Research/personal study
o Attendance at conferences
o Internal mentoring/buddying
o External coaching/mentoring
o Secondments for staff
o Cross sector training
o Shadowing/internships

o FE courses
o HE courses
o Other recognised qualifications
o Team learning
o Action learning sets
o Practitioner Networks
o None of the above

[ ]

* 21. What types of LEADERSHIP development have you supported for your PAID staff in the last 12 months? Please select all that apply.

- Online learning – no financial
- commitment
- Online learning – organisational
- subscription
- Attendance at external courses
- Attendance at inhouse courses
- Other (please specify)

- Research/personal study
- Attendance at conferences
- Internal mentoring/buddying
- External coaching/mentoring
- Secondments for staff
- Cross sector training
- Shadowing/internships

- FE courses
- HE courses
- Other recognised qualifications
- Team learning
- Action learning sets
- Practitioner Networks
- None of the above

* 22. What are your main priorities for the professional development or training of your PAID staff in the next 12 months?

* 23. Are there any identified professional development or training needs for your PAID staff that your organisation or service will NOT be able to address over the next 12 months, although you have identified a need for it?

- Yes
- No

Please explian your answer

* 24. In the last 12 months, has your organisation or service supported placement opportunities in any of the following ways?

	Yes	No	Not sure
Work experience placements for school aged young people	o	o	o
Placements for students on degree level Community Learning and Development courses	o	o	o
Placements for students on other higher or further education courses	o	o	o
Other types of placements	o	o	o

If you have selected 'other types of placements' above please explain your answer.

About your organisation/service's volunteer workforce

In this section, please tell us about VOLUNTEERS working with your organisation or service in Community Learning and Development roles. Most of the questions relate to the volunteers registered with your organisation or service as of the week beginning 23rd February 2015. There is an opportunity to tell us about volunteers who worked at other times of the year. These may be regular or occasional volunteers who may be delivering, supporting or advising or managing Community Learning and Development activity.

*25. Does your organisation or service use volunteers in Community Learning and Development roles?
o   Yes
o   No

* 26. Please tell us more about which activities are carried out by VOLUNTEERS in your organisation or service. Please select all that apply.
o   Face to face work with learners or communities
o   Support work e.g. administration, fundraising
o   Committee, board or governance work
o   Other – please specify

* 27. How many VOLUNTEERS were working in your organisation or service in the week commencing 23rd February 2015?

* 28. How many VOLUNTEERS does your organisation or service employ who were NOT working in the week commencing 23rd February 2015. E.g. seasonal or sessional volunteers who were working at other times of the year. Please enter 0 if this question does not apply.

* 29. Of the number of VOLUNTEERS you provided in question 27 above, how many were primarily engaged in the following types of work in your organisation or service in the week commencing 23rd February 2015? Where an individual was involved in more than one of the types of work, please include them in the category that they spend most of their time working in.

Face to face work with learners or communities
Support work e.g. administration, fundraising
Committee, board or governance work
Other

* 30. In a typical week, what is the total number of hours worked by all VOLUNTEERS in your organisation or service?

* 31. What type of qualifications does your organisation or service typically require for the following groups of VOLUNTEER staff?

	Degreelevel qualification (SCQF Level 9) or above	HND (SCQF Level 8)	HNC (SCQF Level 7)	Professional Development Award accredited by the SQA (from SCQF Level 6)	Other type of qualification e.g. from inhouse training
Volunteers involved in committee, board or governance work	○	○	○	○	○
Volunteers involved in face to face work with learners or communities	○	○	○	○	○
Volunteers involved in support work e.g. administration, fundraising	○	○	○	○	○
Volunteers doing other work (if you have noted this in question 26)	○	○	○	○	○

* 32. We would like to ask whether you feel that the number of VOLUNTEERS has increased or decreased over the last five years. Since 2009/10, has the total number of VOLUNTEERS used by your organisation or service…?

…Increased
…Decreased
…Stayed the same
…Don't know

Please explain your answer

[ ]

* 33. iDevelop is a national webbased framework to support creative and innovative learning and development for Community Learning and Development practitioners in Scotland. Does your organisation or service encourage and promote the use of iDevelop (e.g. has an iDevelop champion or local group on iDevelop)?

o   Yes
o   No
o   Not heard of iDevelop
o   Not sure

Please provide any further detail about how your organisation or service uses or views iDevelop.

```
```

* 34. Glow is the nationwide online environment for learning. Does your organisation or service encourage and promote the use of Glow (e.g. Staff are registered with Glow)?

o   Yes
o   No
o   Not heard of Glow
o   Not sure

Please provide any further detail about how your organisation or service uses or views Glow.

```
```

* 35. In 2013, the Scottish Government reinforced its ambitions for Community Learning and Development by putting in place statutory Regulations for Community Learning and Development (Scotland). The Regulations place duties on local authorities to work with partners and communities to audit need for Community Learning and Development, and consult and plan for Community Learning and Development at local level. Is your organisation or service currently involved in work relating to the Regulations?

o   Yes
o   No
o   Don't know

Please explain your answer.

```
```

* 36. If you consider that any information you have provided in the survey is potentially sensitive, please use the space below to tell us what this information is and why you consider it to be sensitive.

>

* 37. All partners would like to thank you for completing the survey. If would like us to contact you to tell you more about the findings of the survey, please tick the box below and give us a suitable contact email address. In addition, please tick the appropriate boxes if you would like to be contacted by any of the partner organisations in relation to their work.

o   I would like to hear more about the survey findings
o   CLD Managers Scotland
o   Education Scotland
o   Scottish Community Development Centre
o   The CLD Standards Council for Scotland
o   The Workers' Educational Association (WEA) Scotland
o   Youthlink Scotland

Email address

>

Appendix 2: Survey Guidance

This guidance is designed to help you to complete the *Working With Scotland's Communities* survey on behalf of your organisation or service.

Section 1:   Gives information about the survey that is worth reading before you start.

Section 2:   Gives further guidance on some specific questions which you may wish to refer to as you go through the survey.

Section 1: About *Working With Scotland's Communities*

1.   Introduction

Working with Scotland's Communities is a research study to find out more about the diverse range of paid staff and volunteers in community learning and development roles across Scotland. This online survey is phase one of the study and is aimed at the organisations and services rather than individuals. **We are looking for one response on behalf of your organisation or service.**

The survey will go live on: **Monday February 23rd 2015**
The closing date for survey responses will be 5pm on: **Friday April 10th, 2015**

You can download a PDF version of the survey questions on this page.

2.   Who is carrying out this survey?

The survey is being carried out by Education Scotland in partnership with Youthlink Scotland; The Scottish Community Development Centre (SCDC); The Workers Educational Association (WEA); The CLD Standards Council for Scotland; and CLD Managers Scotland.

3.   Why are we carrying out this survey?

There is an increasing importance being placed on community learning and development's contribution to a range of national and local policy areas in Scotland – for example Curriculum for Excellence, employability, community empowerment, and health and wellbeing. In 2013, new Statutory Regulations on Community Learning and Development were put in place by the Scottish Government. This has highlighted the need for better national information about who delivers community learning and development on the ground. The last national survey like this was carried out more than 5 years ago and we know that there have been many changes in that period.

4.   What do we want to find out?

We want to know more about the current *community learning and development workforce* in Scotland in the community, voluntary and public sectors.

The term community learning and development (CLD) is used in Scotland to describe a wide range of learning and development work with individuals and groups of all ages in their communities using both formal and informal methods. We know that these staff and volunteers work in many different settings and have many different job roles and job titles, including youth workers, adult learning workers and community development workers. What they have in

common are clear shared values and approaches and a common aim to empower young people or adults, individually or collectively, to make positive changes in their lives and in their communities.

5.   Should my organisation or service respond to this survey?

If your organisation has any staff in community learning and development roles then please respond to this survey. We want to get feedback from organisations – large and small - in all sectors and in all areas of the country.

If community learning and development is not the only purpose of your organisation, we still want to hear from you. It may be that:

- The survey may be relevant to only some of your staff or volunteers. If so, then complete the survey for those staff only.

<div align="center">or</div>

- Community learning and development activity might constitute just part of the remit of your staff or volunteers. If so, then please count all of these staff in Question 8 and estimate how many hours they spend on CLD in Question 10.

If you're still not sure whether your organisation should respond then please look at the questions in Box 1 below which may help you to decide. Box 2 sets out the current national CLD policies for reference.

6.   What will we do with the survey findings?

The results of the survey will help to build an up to date national picture of who is working with Scotland's communities. This picture will be used to:

- Inform national community learning and development policy and planning
- Inform national professional development priorities
- Establish a baseline against which future workforce trends can be measured.

7.   Who do we mean by '*staff in community learning and development roles'?*

We want to know more about your ***staff in community learning and development roles***. We mean all paid staff and volunteers in your organisation who:

1. Work in ways that reflect the national community learning and development competences and ethics.

2. Undertake one or more of the following types of work:
   - community development and/or community capacity building

   - youth work

   - family learning and other early intervention work with children, young people and families;

   - community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);

- volunteer development;

- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;

- learning support and guidance in the community.

3. May or may not have the term 'community learning and development' in their job title.

4. May focus on direct delivery, management, or support and development roles.

Examples of job titles of staff with community learning and development roles

A worker in a CLD role may or may not have the term 'community learning and development' in their job title and may focus on direct delivery, management, or support or development roles. Here are just some examples of the various job titles for staff with CLD roles – and this is not a definitive list:

Development Worker/Officer/Manager
Project Worker/Officer/Manager
Community learning and development Worker/Officer/Manager
Youth Worker/Officer/Manager
Youth Development Worker/Officer/Manager
Community Worker/Organiser/Officer/Manager
Community Development Worker/Organiser/Officer/Manager
Community Engagement Worker/Organiser/Officer/Manager
Adult Learning Worker/Organiser/Officer/Manager
Lifelong Learning Worker/Officer/Manager
Home – School Worker/Officer/Manager
Adult Literacies Worker/Officer/Manager

8.   Who should complete the survey in my organisation?

This survey is aimed at organisations rather than individual members of staff. **To avoid duplication in the results, please make sure that only one return is submitted for your organisation or service.**

The survey should be completed by someone within your organisation that has a good overview of the staff in community learning and development roles. Some of the questions may require information that is held by the people responsible for human resources (HR) and/or training and development within your organisation.

If your service is one part of a larger organisation then clearly state the name of your service and the larger organisation in Question One.

For local authorities where the CLD functions are spread across more than one service, you may find it easier to submit more than one response – i.e. one from each relevant service rather than one overall return for the local authority. **If you do this though, please make sure that all of the relevant services in your authority have access to the survey.**

9.   What does the survey cover?

The survey asks questions about: what your organisation does; the number of paid staff and volunteers with community learning and development roles that it employs; and about professional development and training.

10.   How long will it take to complete?

We estimate that it will take around 30 minutes to complete the online survey. However you may also need to speak to other colleagues in your organisation beforehand to get some of the information asked for. We suggest that you look through all of the questions before completing the online survey. A printable copy of the survey questions is available on the Education Scotland webpage.

11.   Would you like us to pass the survey link on to partner organisations?

Yes please! We are keen to reach the widest possible range of organisations and services – large and small. The survey link is being distributed through the networks of Education Scotland, Youthlink, SCDC, WEA, Learning Link, The CLD Standards Council and CLD Managers Scotland. However if you know of organisations with staff or volunteers in CLD roles who you think may not be reached by us then please let them know or direct them to the Education Scotland website:

http://www.educationscotland.gov.uk/communitylearninganddevelopment/professionallearning/cldworkforce/index.asp

12.   How can I find out more?

To find out more about any of the questions asked in this survey, please contact:
Details provided in original guidance…

Box 1: Is this survey aimed at my organisation or service?

If you are not sure whether this survey is aimed at your organisation then the following questions may help you to decide:

Q1.   Do the following National CLD Competencies describe how some or all of your staff work?
- Know and understand the community in which we work
- Build and maintain relationships with individuals and groups
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Develop and support collaborative working
- Evaluate and inform practice

Yes   No   Partly   Not sure

Q2.   Do one or more of the following activities describe the work that some or all of your staff do?
- Community development and community capacity building
- Youth work
- Family learning or other early intervention work with children, young people & families
- Community-based adult learning, including adult literacies or English for speakers of other languages (ESOL)
- Volunteer development
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- Learning support and guidance in the community

Yes   No   Partly   Not sure

Q3.   Do any of these descriptions fit your organisation or service?
- Local community project or organisation
- Voluntary sector organisation publicly funded to deliver community learning and/or community development
- Service in a local authorities, arm's length organisations or trust, or government body with an identified CLD remit
- Social enterprise or community development trust
- Organisation involved in community health, housing, social enterprise, anti-poverty work, equalities or sustainable development;
- Other public service organisation such as colleges and universities, the NHS and Skills Development Scotland;
- National development or support organisation

Yes   No   Not sure

Q4.   Do the following values inform some or all or your staff do?
- *Partnership -* ensuring resources, varied skills and capabilities are used effectively
- *Participation -* supporting people to take part in decision-making
- *Inclusion, equality of opportunity and anti-discrimination* - recognising some people need additional support to overcome the barriers they face
- *Self-determination* - supporting the right of people to make their own choices
- *Empowerment -* increasing the ability of individuals and groups to influence matters affecting them and their communities

Yes   No   Partly   Not sure

If you can answer Yes to more than one of these questions then please complete the survey.

Box 2: Community learning and development in national policy

The key national policy from the Scottish Government is *Strategic Guidance for Community Planning Partnerships: Community Learning and Development* (Scottish Government, 2012) the Guidance states that:

'CLD is a coherent and distinctive set of practices, defined by clearly identified competences; it is delivered in diverse settings and sectors, by practitioners with a wide variety of job titles, working with people of all ages. We must link all this together effectively if we are to achieve the impact that we seek.'

'Community learning and development (CLD) plays a central part in ensuring individuals, families and communities across Scotland reach their potential through lifelong learning, mutual self-help and community organisation - and that the available support and opportunities are community-led, built around people's aspirations.'

'CLD's specific focus should be:
1. Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship
2. Stronger, more resilient, supportive, influential and inclusive communities'
- The Scottish Government has also brought new Community learning and development Regulations (2013) into law to help communities get access to the CLD support that they need.

- 'Our ambitions for improving the life chances of young people in Scotland' National Youth Work Strategy (2014)

- The Adult Learning Statement of Ambition for Scotland (2014)

Section 2: Further guidance on some of the specific survey questions

NOTE: Please use numbers (i.e. not written text) in all questions where they are asked for.

Question 1: What is the name of your organisation or service?
If your service is one part of a larger organisation, then please include both your service and organisation name.

Question 3: What type of organisation or service are you?
Please tick one box only that best describes your organisation or service. The options are in alphabetical order.

Question 4: What is the MAIN focus of your organisation or service's work?
The purpose of this question is to help us to break down the final findings into these categories. The categories are generic terms so your staff might not have any of them in their job actual titles but please choose the one that you think best reflects what your organisation does. Only use the 'Other' response if you really feel that the generic terms are not relevant to your organisation or service.

Question 5: What groups do your staff work with?
We know that staff in CLD roles work with a wide range of different groups so this will not be an exhaustive list. Please use the 'Other' box to add target groups not included in the options.

Question 6: Which of the following activities, taken from the Strategic Guidance on Community Learning and Development to Community Planning Partnerships, describe the work that your organisation or service does?
The options given here are the means for effective delivery of CLD outcomes taken from the [Scottish Government's Strategic Guidance on CLD (2012)](#)

Question 7: Where has your organisation or service worked directly with learners or communities during the last 12 months?
The options given are local authority areas. If your work covers more than one local authority area then please tick all that apply. If you are a national organisation that doesn't work in specific geographical areas then this question may not be applicable.

Question 8: How many PAID staff were working for your organisation or service in Community Learning and Development roles in the week commencing 23rd February 2015?
This question asks about your paid staff. To create an accurate picture of the national workforce at a point in time, this question asks for information about the paid staff (full time and part-time) or volunteers working for you in that particular week. Please include all staff in CLD roles who are employed by your organisation as of that week – including those who were on leave or absent for any reason. Also include any sessional or occasional staff employed by you but who did not work during that week. Please do not include posts that were vacant in that week.

Community learning and development activity might constitute just part of the remit of your staff or volunteers. If so, then please count all of these staff in Question 8 and estimate how many hours they spend on CLD in Question 10.

Question 9: How many PAID staff does your organisation or service have in Community Learning and Development roles who were NOT working in the week commencing 23rd February 2015.
This is an opportunity to record any other seasonal or occasional staff who are only employed by you at other times of the year. (eg staff employed for summer holiday or other seasonal programmes.)

Question 10. Of the number of PAID staff you provided in question 8 above, how many were working the following hours per week in your organisation or service in the week commencing 23rd February 2015?
This question aims to find out the numbers of paid staff in CLD roles who work full–time and the number who work part-time. If some of your full time staff spend only part of their working week doing CLD activity, then only include the time spent on CLD activity in your answer.

Question 11. Of the number of PAID staff you provided in question 8 above, how many were primarily engaged in the following roles in your organisation or service in the week commencing 23rd February 2015?
We appreciate that this question may be complex for some organisations because some staff may carry out more than one role. Where an individual was working in more than one of the roles, please include them in the category that they spend most of their time working in.

Question 13. We would like to ask whether you feel that the number of PAID staff in Community Learning and Development roles has increased or decreased over the last five years.
We are asking for your perception only here - based on your knowledge of your own organisation.

Question 14. What type of SPECIFIC Community Learning and Development qualifications does your organisation or service typically require for the following groups of PAID staff?
We would like to know what level of qualification you require your staff to hold. The best source of information about CLD-specific qualifications is the CLD Standards Council Approved Training programmes list: http://cldstandardscouncil.org.uk/?page_id=350 This is not an exhaustive list though. There are some CLD-specific qualifications that haven't been through The Standards Council approval process yet.

If you have no qualification requirements then this question will not be applicable.

Question 15. What type of NON Community Learning and Development qualifications does your organisation or service typically require for the following groups of PAID staff?

We would like to get an indication of the range of other qualifications that staff in CLD roles have. Examples of other qualifications might include: arts, culture, health, economic development etc. If you have no such requirements then this question will not be applicable.

Question 17: Do you assess what impact professional development and training activities have on the practice of your staff?

Whether you answer yes or no to this question, a brief explanation would be helpful.

Question 18-20 ask about funding for professional development or training. We realise that questions about funding can be sensitive so we have not asked for specific figures and - as with all other questions in the survey - we will not identify your organisation's individual response to these questions.

Question 20: Since 2009/10, do you think that your training and professional development budget (both core and additional funding if applicable) has…?

Again, we are asking for your perception here - based on your knowledge of your own organisation.

Question 22. What types of LEADERSHIP development have you supported for your staff in the last 12 months?

We are keen to get an indication of what support the CLD sector provides to develop leadership skills. If you do not provide specific leadership support then this question will not be applicable.

Question 23. What are your main priorities for the professional development or training of your PAID staff in the next 12 months?

Please try to answer this question. Brief answers or bullet points are fine.

Question 24. Are there any identified professional development or training needs for your PAID staff that your organisation or service will NOT be able to address over the next 12 months, although you have identified a need for it?

For example, are there professional development or training needs that your organisation will not be able to meet this year due to time, capacity or budget restrictions? Individual answers to this question will not be identified in the feedback.

Question 26. Does your organisation or service use volunteers in community learning and development roles?

Please only tell us about volunteers in CLD roles. Please include volunteers in front line roles and/or those in support or management roles. Q. 27 will ask you to break these down into categories.

Question 27. Please tell us more about the activities carried out by your volunteers, and how regularly they carry out these activities.

We know that this is not an exhaustive list of volunteer roles. Please use the 'Other' box to add target groups not included in the options.

Question 28: How many VOLUNTEERS were working in your organisation or service in the week commencing 23rd February 2015?
Like Q8 on paid staff we are looking to get a picture of the number of volunteers at a point in time.

Question 29. How many VOLUNTEERS does your organisation or service employ who were NOT working in the week commencing 23rd February 2015.
This question provides an opportunity to record other volunteers in CLD roles who did not work during this week (e.g. seasonal volunteers).

Question 31. In a typical week, what is the total number of hours worked by all VOLUNTEERS in your organisation or service?
If it is difficult to give a precise figure here, please provide an estimate.

Question 34: Does your organisation or service encourage and promote the use of iDevelop?
This is iDevelop: http://www.i-develop-cld.org.uk

Question 35: Does your organisation or service encourage and promote the use of Glow?
Here is information about GLOW:
www.educationscotland.gov.uk/usingglowandict/glow/index.asp

Question 36: Is your organisation or service currently involved in work relating to the Regulations?
Here is more information about the CLD Regulations:
http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/policy/regulations.asp
The main duties in the Regulations are placed on local authorities but part of those duties are to work with partners and communities so this question is not only aimed at local authorities.
Again, we will not identify responses to this question from individual organisations.

Appendix 3: Organisational groupings

Types of organisation categorised within the 3 high-level organisational groupings (local authority, third sector and other).

Local Authority	Local Authority departments Arms' length organisations Local authority-third sector partnerships Joint venture between LA and NHS
Third Sector	Locally based voluntary National voluntary 3rd sector interface Community development trust National voluntary intermediary Social Enterprise Faith Based Charity Sport's governing body Independent youth organisation Community group Collective of disabled people Faith based MOD sponsored voluntary agency Youth club
Other	College Other public Sector University Private Sector School Integrated health and care partnership NHS Executive Agency of Scottish Government (ES) NHS board Self-employed Individual Fire and rescue

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T   +44 (0)141 282 5000
E   enquiries@educationscotland.gov.uk

www.educationscotland.gov.uk

Education
Scotland
Foghlam Alba

Transforming lives through learning