

Education Scotland & CLD Standards Council Scotland

Full Analysis

Working with Scotland's Communities 2018



Foreword

The Scottish Government is committed to empowering communities, addressing the attainment and achievement gap for all ages and developing public services in partnership with the people who use them. To support these ambitions Scotland requires effective Community Learning and Development (CLD), a profession designed specifically for these purposes.

The CLD Standards Council and Education Scotland recognise that Community Learning and Development has an essential role in meeting the increasingly complex challenges of the 21st century. We recognise the need for a realistic assessment of how the human resources currently deployed to CLD relate to the needs of communities. To inform the development of fit-for-purpose CLD services the Standards Council commissioned research on the nature of the workforce.

We are now delighted to present the report on this research, *Working with Scotland's Communities 2018*, carried out by Rocket Science UK. The findings highlight challenges that demand attention:

- a gap between the demand for CLD in communities, and the professionally qualified workforce available to meet it;
- an emerging skills gap, resulting from an aging workforce and difficulties in keeping pace with the skills required to deliver a high quality 21st century learning experience;
- a gender pay gap affecting women;
- under-representation of men within the workforce; and
- a need to increase the ethnic diversity of the workforce.

Equally important, the research confirms that the CLD workforce is an effective resource, animated by high levels of commitment to communities and to the values underpinning the profession. The research emphasises that the CLD workforce reaches across a wide range of public and third sector settings where it engages with individuals and communities in support of their aspirations and goals.

The research also identifies key areas where professional learning is required to further enhance the skills base of the workforce. The CLD workforce is central in supporting the lifelong learning framework required by the economic and social changes which will be brought about by *Industry 4.0*. This focus on developing the meta-skills for learning is embedded in CLD approaches and further professional learning will be essential to enable practitioners to contribute effectively to this aspect of Scottish Government policy and Scottish civic society.

In their final report on how to move forward with public service reform, *What Works Scotland* commented:

“The public service workforce, across [public and voluntary] sectors, shows a remarkable level of resourcefulness and resilience in the face of considerable challenges. But more attention needs to be paid to the stability, training and support for the workforce. There is a

need for action to develop and nurture well-supported communities of practice that can sustain learning and action based on partnership and participation.”¹

The CLD Standards Council and Education Scotland are committed to working within our own remits and in partnership to meet the opportunities and challenges facing the CLD workforce. Both organisations recognise the need for the commitment and collaboration of all in the CLD sector, and of wider labour market influencers, to support the professional learning required to grow a dynamic, forward-looking and expert workforce for the future. We look forward to working with you as we strive to deliver for the communities that we serve.

Alan Sherry,
Chair, CLD Standards Council Scotland

Gayle Gorman,
Chief Inspector of Education for Scotland

¹ *Key Messages about Public Service Reform in Scotland*, What Works Scotland, May 2019
<http://whatworksscotland.ac.uk/key-messages-about-psr-in-scotland/>

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A note of thanks:

We want to say a huge thank you to the 1,239 individual employers, practitioners, stakeholders and volunteers who participated in our research and spent time sharing their stories, experience and insights. We also want to thank the organisations who participated in the Advisory Group to help guide this research. We found everyone we have worked with and spoken to over the last 12 months to be hugely helpful and generous with their time. This research wouldn't have been possible without the time and commitment from the CLD Workforce

Clare Hammond, Associate Director, Rocket Science

Summary and Key Findings

Rocket Science was commissioned in March 2018 by Education Scotland and the CLD Standards Council Scotland to conduct research to understand the community learning and development (CLD) workforce in Scotland. The research focuses on understanding the make-up of the current workforce, the challenges it faces and the development and support needs of the workforce.

More than 1,200 individual CLD practitioners, employers, stakeholders and volunteers participated in our research by responding to an online survey between June and December 2018. This included 963 practitioners, 125 employers, 151 volunteers and 65 stakeholders. 70% of practitioners and 44% of employers were public sector respondents. 23% of the practitioners and 50% of the employers were third sector respondents. 6% of practitioners and employers were from the private sector.

Practitioner and employer respondents were relatively well-matched with the spread of the Scottish population providing us with confidence that we can draw conclusions across Scotland. We have not conducted regional analysis as numbers in each region were not high enough to draw meaningful conclusions. This also ensures we avoid the risk of identifying individuals through our analysis.

Survey respondents were asked if they would be willing to participate in a follow-up interview. Between December 2018 and January 2019, we conducted 47 interviews with practitioners, employers, stakeholders and volunteers across Scotland.

These response numbers provide us with confidence that we can draw meaningful conclusions on:

- The views of practitioners and employers
- The views of the public and third sector overall (but we did not break down the sector further into organisation types)
- The views of the different focuses of CLD work including
 - Youth work
 - Community development and/or community capacity building
 - Adult learning, adult literacy and numeracy, and English for speakers of other languages (ESOL).²

We are less confident about the robustness of quantifying the conclusions from the volunteers and stakeholders' responses as a large number of volunteer responses came from one local authority, and stakeholders represented a very diverse group of respondents. We have included views from volunteers and stakeholders qualitatively throughout the report drawing on both the survey and follow-up interview findings.

² Adult learning, adult literacy and numeracy, and English for speakers of other languages are referred to as Adult Learning throughout this report

Key findings

The following outlines the key findings of this CLD Workforce analysis:

1. We estimate that there are around 21,000 paid staff working in CLD across the third sector and local authorities in Scotland
2. This includes 3,100 (full-time and part-time) staff employed by local authorities and nearly 18,000 working for the third sector. We also confirmed that there are large numbers of people who volunteer in CLD roles in their communities across Scotland. This includes 2,800 volunteers directly deployed and supported by local authorities and the rest deployed and supported by the third sector. These estimates should be interpreted as an indication of the likely size of the current CLD workforce in Scotland.
3. The CLD workforce is highly qualified

Over half of paid staff possess both a CLD qualification and another qualification, and just under a third of practitioners possess a specific CLD qualification only. Only 2% stated that they had no qualifications.

4. There is an ageing CLD workforce and around 25% of the workforce intend to retire or leave the profession in the next five years

Around 25% of the current CLD workforce is intending to retire or leave the profession in the next 2 to 5 years. Less than 15% of the workforce is under 35 with more than 45% of the workforce over 50 years old. Public sector staff are slightly older with more than half of the public sector workforce over 50 years. 30% of the third sector workforce are over 50 years old.

5. Ethnic diversity is low in the CLD workforce

97% of respondents were white. While not too different to the ethnicity of Scotland as a whole, this figure suggests that the CLD workforce may not always reflect the communities they work with.

6. There is a gender pay gap in the CLD workforce and male workers are underrepresented in the sector overall

Women make up 75% of the CLD workforce. Men tend to hold higher-paid positions with 26% of men earning more than £35,000 compared with 17% of women. It also appears that women are less likely than men to be in higher-paid management positions. Most male managers are earning between £35,000 and £60,000 while most female managers are earning between £25,000 and £55,000.

7. Third sector organisations were less likely to identify as ‘CLD’

When asked whether they use the term CLD to describe what they do, around 80% of public sector staff said yes, while around half of third sector staff said they did. The most common reasons why people did not use the term ‘CLD’ were that it was felt to be confusing for their audiences, that it was too generic to provide a detailed understanding of what they do and that it did not help to attract funding.

8. The CLD workforce is highly committed but stressed

Nearly 70% of practitioners had been working in CLD for more than 10 years, including 30% of practitioners who had been in CLD for more than 20 years. Our interviews revealed a high level of passion and commitment amongst CLD practitioners for the importance of their sector and for supporting the communities they work with. However, the workers in the sector are feeling stressed with around half of employers and practitioners saying that they somewhat or strongly disagreed that the stress levels of CLD staff were reasonable. This is attributed by research participants to the reducing budgets, ongoing under-resourcing of staff numbers and the growing need amongst communities.

9. Most public sector employers require CLD specific qualifications for staff while many third sector employers don’t

70% of public sector employers require CLD qualifications for their staff with a further 20% sometimes requiring CLD qualifications. However, around half of third sector employers don’t require any CLD qualifications for their staff.

10. There are staff development needs that employers are concerned they may not be able to address

Practitioners and employers both identified that leadership and management skills and digital skills are the most common development needs of the CLD workforce. They are also the areas that employers expressed the most concern about being able to address and that they struggle to find when recruiting staff. The most common drivers of skill shortages were reported to be a lack of funding and staff time to dedicate to training and development and training available lagging behind the emerging need.

11. The CLD workforce feels that there is an ongoing gap between the resources available and the needs of communities

Around 85% of practitioners and around 75% of employers felt that the demand for CLD services was higher than the resources available to meet that demand. Across both the public and the third sectors, it was felt that CLD is reducing in size as a workforce and that funding cuts are increasingly threatening the resourcing needed for the workforce to thrive. More than half of practitioners expressed the feeling that increasing workloads and other pressures were affecting the quality of the support they were able to give communities.

12. Employers in CLD value partnership work and want to see partnerships strengthen

Three-quarters of employers strongly agreed that partnership work between organisations and stakeholders was important, but more than two-thirds felt that it had to be strengthened. Examples of successful partnership work included the presence of national and local CLD partnerships, including rural partnerships, and increased joint working between CLD organisations and schools. There were some who felt that they would like to see stronger partnerships between CLD and schools through the realisation of opportunities provided by the Pupil Equity Fund.

13. Volunteers are a hugely valued part of the CLD workforce.

Volunteers are considered a vital part of supporting communities since they bring important skills and an understanding of communities. Some practitioners and employers noted that a lot is expected of volunteers.

We have identified several areas that would be worth investigating further in future research:

1. Understanding how to grow the young CLD workforce

Our research revealed a workforce with a small proportion of practitioners under 35 and 25% of the workforce planning to retire or leave the sector in the next 2 - 5 years. We understand that:

- Many of the students studying CLD at universities and colleges are over the age of 35
- The emergence of an ageing workforce may also be due to a reduction in external recruitment in the public sector.

However, we were unable to get a comprehensive picture of why more young people aren't entering the CLD sector.

We recommend that further research be considered to understand:

- Young people's views on studying and working in CLD
- Views on the availability of young candidates during recruitment
- Views on the opportunities and challenges for young people in the CLD sector.

2. Understanding how to increase the ethnic diversity of the CLD workforce

Our research showed that white ethnicities represented 97% of the CLD paid workforce. We recommend that further research be considered to understand:

- The views of Black and Minority Ethnicity (BAME) groups on studying and working in CLD
- Views on the availability of BAME candidates during recruitment
- Views on the opportunities and challenges for BAME groups in the CLD sector.

3. Understanding the role of volunteers in the CLD sector

Our research was able to capture the views of volunteers qualitatively in several areas. However, we were unable to confidently provide a breakdown of the profile of the volunteers across Scotland as we didn't get a sufficiently representative sample to work from. If Education Scotland and the CLD Standards Council Scotland wish to understand more about the profile and role of volunteers in CLD then further research is likely to be required.

1 Introduction and Context

Rocket Science was commissioned by Education Scotland and the CLD Standards Council to conduct research into the community learning and development workforce. This research aims to understand the current workforce, the challenges faced, and the development and support needs of the workforce.

1.1 About Community Learning and Development in Scotland

The CLD Standards Council defines Community Learning and Development as “a field of professional practice to empower people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development and active citizenship.”³ By nature, CLD is varied and wide-ranging, including those involved in community development, youth work, community-based adult learning, learning for vulnerable and disadvantaged groups, health and wellbeing work for communities, and volunteer development.

Community Learning and Development’s contribution to national policy is clearly recognised in Scotland. The Scottish Government has outlined the specific focus of CLD to:

1. Improve life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship.
2. Develop stronger, more resilient, supportive, influential and inclusive communities.

The Requirements for Community Learning and Development (Scotland) Regulations 2013⁴ (‘the CLD Regulations’) place statutory duties on local authorities in Scotland to work with partners and engage with communities to plan CLD in their area.

The purpose of the research Rocket Science conducted is twofold. Firstly, this research will assist Education Scotland and the CLD Standards Council understand the changes that are affecting the CLD field and its workforce, in terms of service provision, staff skill requirements, training opportunities and available funding and resources. Secondly, the research will also help people working or involved in CLD to self-identify as doing CLD work and to further their understanding of the sector’s opportunities and challenges.

³ CLD Standards Council, *What is Community Learning and Development (CLD)?*

<http://cldstandardscouncil.org.uk/about-cld/what-is-community-learning-and-development-cld/>

⁴ Guidance Note to support local authorities and partners to achieve the [Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#).

<https://education.gov.scot/scottish-education-system/cld/Revised%20CLD%20Guidance%20Note>

1.2 Task and scope of the research

Rocket Science's task was to understand how CLD as a sector is perceived and understood by those involved in it, to identify the changing characteristics of the CLD workforce and to establish an understanding of the key trends in the field. The main research questions upon which we shaped our study were the following:

- What is the current size and makeup of the CLD workforce in Scotland?
- To what extent do practitioners, employers and volunteers identify as doing CLD work?
- What are the challenges around demand for and capacity of CLD services?
- Are there recruitment and retention issues in the CLD sector?
- What are the development and training opportunities for practitioners and volunteers?
- Are there funding challenges (including variations across CLD services and geographies)?
- What is the level of awareness of membership organisations and of the national policy context around CLD among those involved in CLD?

By answering these questions, we can build an understanding of the career structure and progression in the CLD field currently, identify the challenges around funding and sector growth, help people who are involved in and working in CLD to accurately self-identify as doing CLD work, and raise the profile of CLD as a profession.

This is the fourth exercise in trying to understand more about the CLD workforce since 2007. The most recent of these was in 2015 when a survey was conducted which asked organisations working in the sector to provide information on their workforce. The report from the 2015 survey is called *Working with Scotland's Communities: A Survey of who does Community Learning and Development*⁵ (referenced in the rest of this report as *Working with Scotland's Communities 2015*). The survey was answered by 308 organisations which reported on 7,482 paid staff and 44,337 volunteers overall. Rocket Science's research focused on individuals as well as organisations rather than just organisations and it reached 1,239 survey respondents and 47 interviewees. For this reason, comparability between the two reports should be considered with caution. Where it is appropriate, we have drawn out how our findings compare with the 2015 survey throughout this report.

⁵ <https://education.gov.scot/improvement/research/working-with-scotlands-communities-2015>

1.3 Methodology

We conducted fieldwork with representatives of employers, practitioners, volunteers and stakeholders through an online survey and a series of interviews.

Introductory interviews with stakeholders

The CLD workforce is spread across a large number and dispersed range of public and third sector organisations, which offer a wide variety of services and support. Reaching the breadth of the CLD workforce through this research was identified as a possible challenge. Community Learning and Development is a term used commonly with Local Authorities, but there is a range of other organisations with CLD activities and competencies across the wider public sector and the third sector that would be relevant to include in this research but may not identify themselves as part of the CLD workforce. It was important to design and promote our research effectively so that we would reach organisations and individuals who may fall within the wider definition of CLD. To inform this, before we designed the survey and interviews, we spoke with a range of key stakeholders in the sector to explore their understanding of how to reach the wider workforce, how to make the research useful to the sector, and whether there were any changes or challenges at the moment that we needed to understand when starting this research.

Online survey and follow up interviews

In total, we reached 1,239 individuals, employers and organisations through our research.

	Practitioners	Employers	Volunteers	Stakeholders	Total
Surveyed	963	125	151	65	1,239
Interviewed	18	17	5	7	47

Figure 1: research participant numbers

The majority of the 1,239 survey responses came from practitioners (74%), followed by volunteers (12%) and employers (10%), and finally stakeholders (5%). Questions asked in the survey differed between respondent types to ensure that questions were tailored to their respondent types. Some questions were asked across more than one respondent type as we wanted to be able to compare views between these.

We noted that there were some duplicate entries where respondents hadn't completed the survey and returned later to submit a completed entry. We reviewed all responses to remove duplications. We also removed responses where there was no meaningful data submitted (for example where a respondent had answered their organisation name and location but didn't answer any other questions).

Respondents to the survey were asked if they were willing to participate in a telephone interview. From this list we selected a range of practitioners (38%), employers (36%), stakeholders (15%) and volunteers (11%) based on the following methodology:

- We agreed on the proportion from each respondent type with Education Scotland and CLD Standards Council Scotland to reflect those that we were most interested in understanding (for example, the detailed views of practitioners and employers through interviews based on the priorities for this research).
- We selected which practitioners, employers, stakeholders and volunteers we interviewed based on the following sampling methodology:
 - Selecting geographies that reflect the population size in the various local authority areas in Scotland
 - Ensuring a spread of third sector and public sector interviewees
 - Ensuring a spread of youth work, adult learning and community learning and development work focus.

Limitations to the research

Most of the practitioner respondents to the survey were employed by a local authority. This means that results overall are heavily weighted towards public sector employers. To ensure fair and representative analysis we have analysed third and public sector employers separately to understand trends in both sectors. Where views or data varies between sector, the data has been presented by sector. Where views were consistent between sectors, this data is usually analysed together.

We did not receive enough responses from volunteers to be able to draw meaningful quantitative conclusions. In addition, a large number of the volunteers who responded were from one local authority area. We have included volunteer views as qualitative analysis throughout this report but have not included quantitative data from the survey.

We received responses from a wide variety of stakeholders. When analysing the respondent types, we didn't feel that we could robustly analyse stakeholder views by stakeholder type. When we divided stakeholder responses by different types of stakeholders, the numbers became too small to draw meaningful conclusions and ran the risk of identifying individuals. Therefore, stakeholder views have been expressed qualitatively throughout this report, but we have not provided a detailed quantitative analysis of stakeholder views.

There are also several limitations to the estimate of the size of the workforce we have calculated. This is one of the first detailed estimates of the CLD workforce attempted. We have selected a methodology that we hope can be used again in future pieces of research to continue to build a robust understanding of the CLD workforce. The priority for future pieces of work is to increase the number of third sector organisations that provide staff and volunteer numbers in order to increase the sample size used to underpin this analysis.

There are several assumptions that underpin this analysis. They have been made to enable a calculation. However, there is a reasonable chance that one or more of these assumptions will be inaccurate.

Due to the number of assumptions we have had to make we do not consider this to be a highly accurate estimate. However, the estimate can be used to provide a general indication of the size of the CLD paid and unpaid workforce in Scotland.

- We asked respondents for the number of staff they employed and volunteers they deployed. There is a chance that the definition of the terms 'staff' and 'volunteers' may have been interpreted differently by different respondents. For example, one local authority may have only included staff directly employed in a CLD specific team while others may have included staff who do CLD work but are placed in other teams.
- For the local authority workforce, we have estimated the staff and volunteer numbers for 11 of the 32 local authorities based on the size of the workforce in similarly-sized regions. The data we have for the 21 local authorities who responded to the survey indicates that the size of the workforce is correlated to the size of the local authority region it is serving. The number of full-time equivalent staff has a strong positive correlation of 0.71 with the population size of the local authority area. The number of full-time equivalent volunteers has a very weak positive correlation of 0.07 with the population size of the local authority area. Our estimate does not take into account deviations that could be caused by the lack of response from 11 local authorities. Ideally, future estimates would include actual numbers from all 32 local authorities.
- Only 8 of the 32 Third Sector Interfaces provided staff and volunteer numbers. We have used the average of the numbers from those 8 to estimate the total staff and volunteer numbers for all 32 TSIs. Ideally, future estimates would include actual numbers from all 32 LAs. There also appears to be some inconsistency in the way that the data is reported by the eight TSIs that responded to the survey. Some respondents appear to have defined staff and volunteers more narrowly than others. The use of the average should control for this to a certain extent. Given these challenges, these estimates should be read as an indication of the size of the TSI workforce rather than a precise estimate. We are comfortable including the TSI estimates as they are a relatively small proportion of the overall CLD workforce estimate so the margins of error that likely exist in this estimate are unlikely to have a material impact on the overall CLD workforce estimate.
- To use 34 organisations as the basis for estimating Third Sector staff and volunteers is a small sample. If this exercise were to be repeated, this number would need to be much higher to provide a more robust picture of the third sector workforce. The small sample size has produced a large range of estimates of the size of the third sector CLD workforce. We do not consider this to be a highly accurate estimate and consider it to be the least robust part of this analysis. Therefore, it should only be used to provide an indication of the size of the CLD paid and unpaid workforce in Scotland.

1.4 Profile of survey respondents

This section provides a breakdown of the characteristics of our survey respondents. It includes data on practitioners and employers only, as we include volunteers' and stakeholders' views qualitatively throughout this report. The results of the survey analysed throughout this report should be read in the context of this respondent profile.

Geography of survey respondents

Practitioners and employers who responded to the survey were spread across all Scottish local authorities, with clustering in the central belt. This largely followed the population distribution of Scotland, suggesting survey data has a degree of representation. However, it is worth noting that Dundee City and Aberdeenshire were slightly over-represented within practitioners. The geographical distribution of survey respondents has been visualised below (Figures 2 and 3).

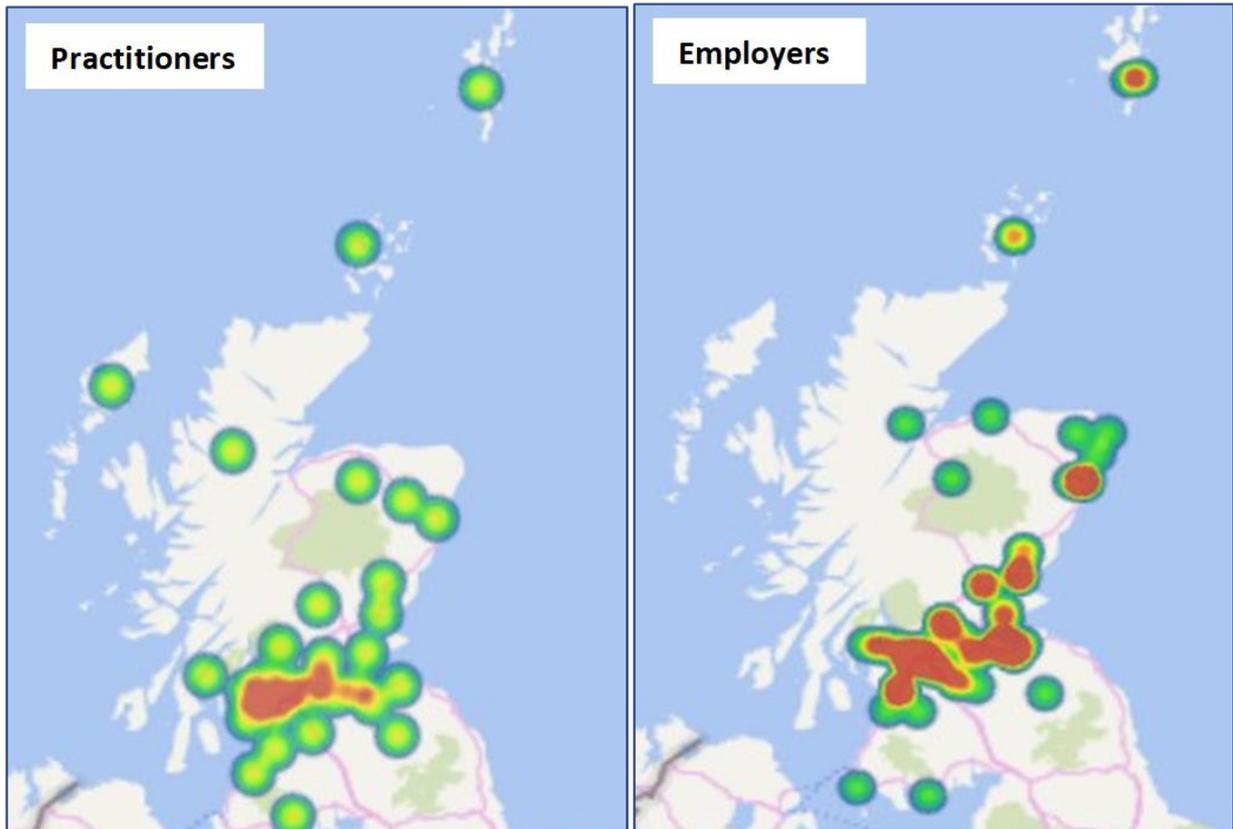


Figure 2 (left) and Figure 3 (right): survey respondents by geographical location

Survey respondent by sector

Most practitioners who responded to the survey were from the public sector. Responses from the public and third sector were much more evenly split for employers who responded to the survey (Figure 4).

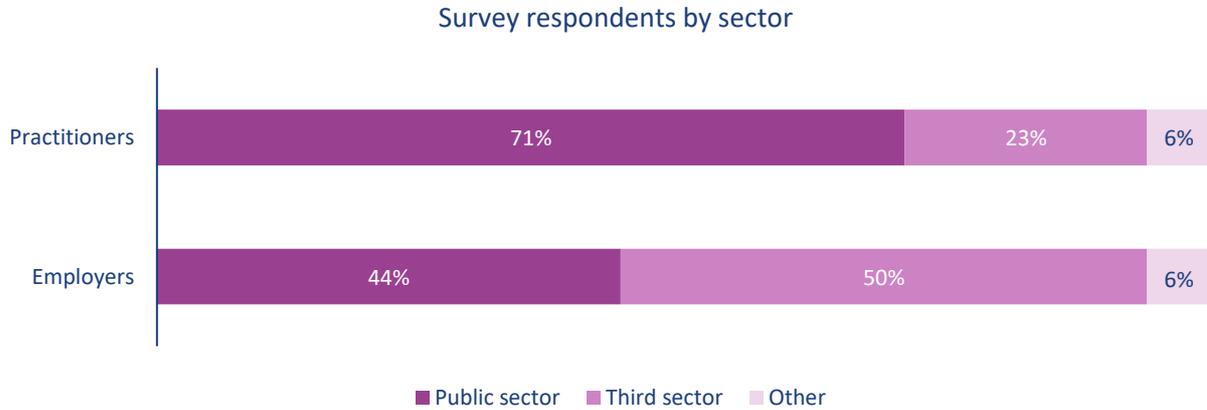


Figure 4: survey respondents by sector

By comparison, in *Working with Scotland's Communities 2015*:

- 62% of organisations who responded were classified as third sector organisations
- 24% of organisations who responded were classified as local authority services
- 14% of organisations who responded were classified as 'other' kinds of organisations doing CLD work (e.g. health boards).

It is worth noting that the 2015 survey was completed by organisations, whereas the 2018 survey had responses by practitioners, employers and stakeholders (equivalent to the organisations in the 2015 survey), and volunteers.

Job roles and titles of survey respondents

Practitioners and employers were asked whether the main focus of their work was Community Development and Capacity Building, Adult Learning or Youth Work. This is outlined in Figure 5. Some practitioners and many employers stated that their role focus involved more than one of these activities. 30% of employers stated that they focussed on all three, with 18% focussing on any two. We have included multiple answers in Figure 5.

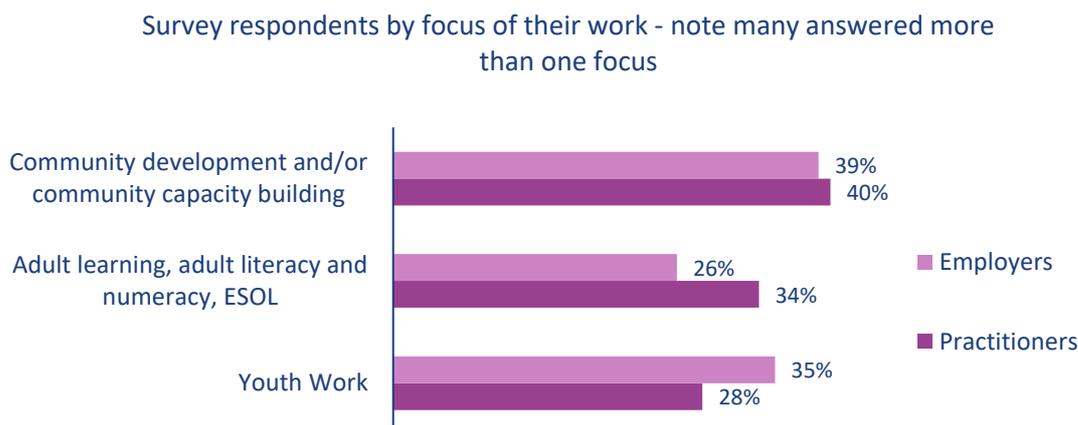


Figure 5: survey respondents by focus of their work

By comparison, in the *Working with Scotland’s Communities 2015* research:

- 25% of organisations worked in youth work,
- 23% in community capacity building and/or community development
- 8% in adult learning.
- 27% of organisations focused on all of these areas of activity, and 18% had an ‘other’ focus.

To further understand the CLD landscape, practitioners were then asked what their job title was. The most common job title for practitioners did include “Community Learning and Development”. However, many practitioners distinguished between this and doing “Community Development”, being a “Community Worker” or being a “Community Education” Worker (Figure 6).

79% of practitioners had a non-managerial role. Within this, some of the most common job titles related to “Adult Learning”, or to “Employability”. These titles appeared to reflect changes in the focus of CLD work. For example, practitioners described a greater focus on work readiness skills within Community Learning and Development, while some employers explained that they were moving away from CLD labels as other titles could make it easier to secure funding.

Practitioner survey respondents by job title

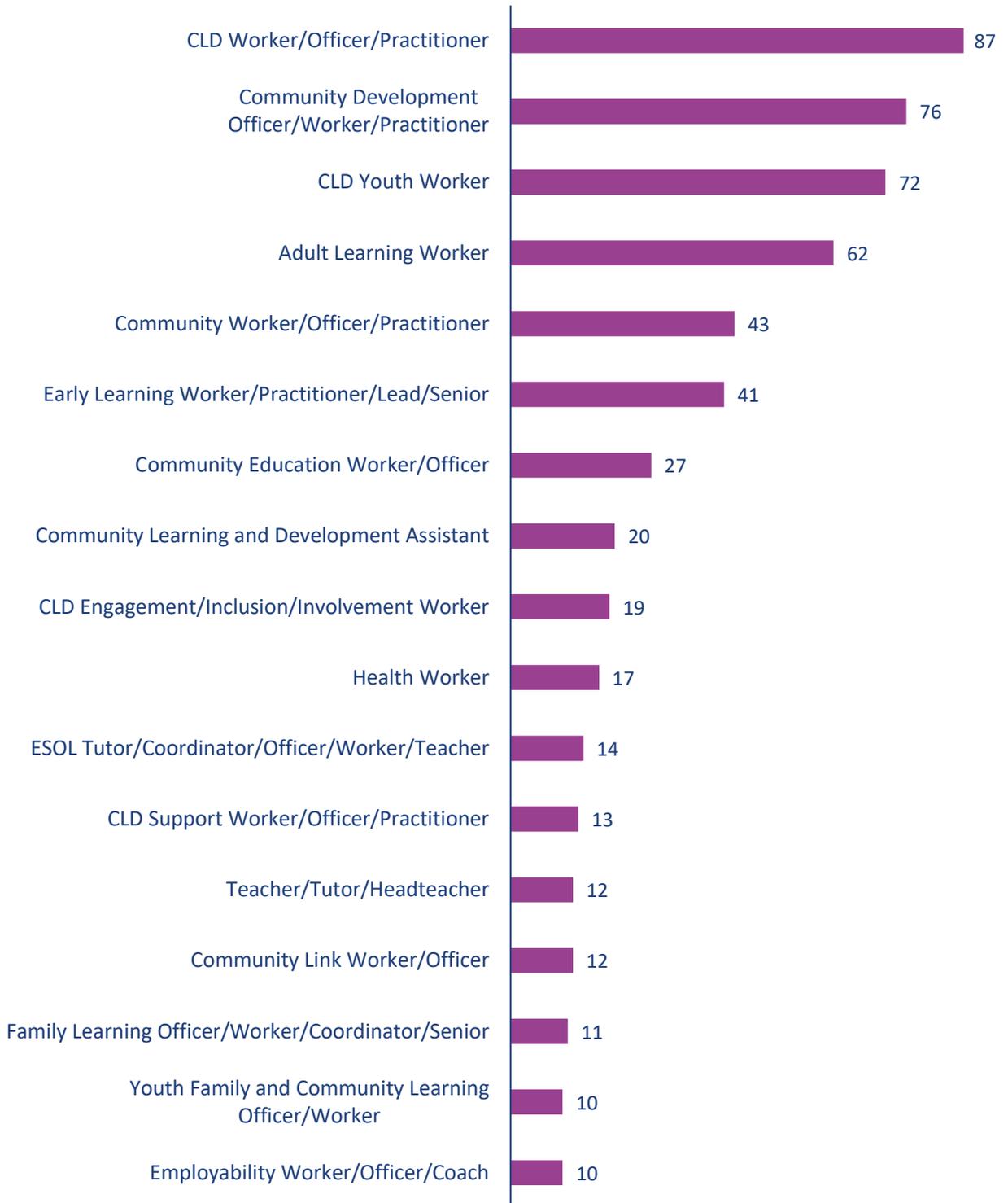


Figure 6: practitioner roles in CLD

21% of practitioners had a “managerial role”, such as being a “Coordinator”, “Manager”, “Senior”, “Team Leader” or “Supervisor”. The most common managerial job titles are highlighted below. (Figure 7). There were also a number of staff with ‘lifelong learning’ in their job title. This reflects the growing use of the terminology and approach across the CLD sector.

Practitioner survey respondents in management roles



Figure 7: manager roles in CLD

2 CLD Workforce in Numbers

This chapter outlines the key features of the CLD Workforce including an estimate of the number and profile of CLD practitioners and volunteers in Scotland.

2.1 Number of CLD practitioners and volunteers in Scotland

This section outlines our methodology for the CLD Workforce Estimates.

Due to the number of assumptions we have had to make in this analysis, and the small sample size of the third sector employers used, we do not consider this to be a highly accurate estimate. However, the estimate can be used to provide an indication of the likely size of the CLD paid and unpaid workforce in Scotland.

We have broken down the estimate into three sections, all of which use different methodologies to get the most accurate view of the various components of the workforce. The table below outlines the estimates for each of the three sections of the workforce that we quantified. These figures are rounded to the nearest 100 except for Third Sector Interface individual paid staff which is rounded to the nearest 50.

	Paid staff		Volunteers	
	Individuals	Full-time equivalents	Individuals	Full-time equivalents
Local Authority workforce	3,100	2,000	2,800	300
Third Sector Interface workforce	350	300	800	100
Third Sector workforce (excluding TSIs)	17,500	14,000	251,000	32,200
Total	20,950	16,300	254,600	32,600

Figure 8 estimates of the CLD workforce in Scotland. These figures should be read as an indication of the likely size of the CLD paid and unpaid workforce rather than a highly accurate estimate of the workforce

There is a range of other organisations who will have staff and volunteers undertaking CLD work and requiring CLD competencies including NHS or Health and Social Care Partnership staff working in public health and health improvement, staff in housing associations, and colleges and universities. We were unable to obtain sufficient data from our research to be able to generate an estimate of the number of staff in these other organisations.

The rest of this section breaks down the detailed methodology and estimates for each of the three components of the workforce that we quantified.

Estimating the number of local authority staff and volunteers

21 local authorities responded and provided full staff numbers for full and part-time staff and volunteers in their local authority. One local authority provided staff and volunteer numbers for youth work only and another local authority provided staff and volunteer numbers for their adult learning team only. Nine local authorities did not provide staff numbers.

In order to provide an overall estimate of the full local authority workforce and volunteers, we estimated the figures for the nine local authority members by taking the average of the figures provided for local authority areas with similar populations. We have used the Office of National Statistics 2017 mid-year population estimates to rank the size of local authorities.⁶ For example, to estimate the figures for Highland, we took the average staff and volunteer numbers of Aberdeenshire and the City of Aberdeen which are the local authority areas with similar populations.

For the two local authority areas that provided us with partial staff and volunteer data, we disregarded this data in favour of the average's methodology used for local authority areas with no data. The only inconsistency this creates is for East Dunbartonshire who reported that they had 40 staff working less than 17.5 hours per week whereas our estimate methodology this is estimated as 26 staff. We have used the 26 staff estimate to ensure consistency across our methodology.

	Local Authority	Population	Methodology used
1	City of Glasgow	621,000	Staff and volunteer numbers provided by Local Authority
2	City of Edinburgh	513,200	
3	Fife	371,400	
4	North Lanarkshire	340,000	
5	South Lanarkshire	318,200	Staff and volunteer numbers provided by Local Authority – except for volunteers who volunteer between 5 and 15 hours a week where we took the midpoint between North Lanarkshire and Aberdeenshire Councils as the estimate appeared to include the volunteers in the South Lanarkshire area rather than only those directly managed and deployed by the Local Authority
6	Aberdeenshire	261,800	Staff and volunteer numbers provided by Local Authority
7	Highland	235,200	Average of Aberdeenshire and City of Aberdeen staff and volunteer numbers
8	City of Aberdeen	228,800	Staff and volunteer numbers provided by Local Authority
9	West Lothian	181,300	Average of City of Aberdeen and Falkirk staff and volunteer numbers
10	Renfrewshire	176,800	
11	Falkirk	160,100	
12	Perth and Kinross	151,100	Staff and volunteer numbers provided by Local Authority
13	Dumfries and Galloway	149,200	

⁶<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/annualmidyearpopulationestimates/mid2017>

	Local Authority	Population	Methodology used
14	City of Dundee	148,700	
15	North Ayrshire	135,800	
16	East Ayrshire	121,900	Staff and volunteer numbers provided by Local Authority
17	Angus	116,300	
18	Scottish Borders	115,000	
19	South Ayrshire	112,700	Average of Scottish Borders and Stirling staff and volunteer numbers
20	East Dunbartonshire	108,100	Youth Work staff and volunteer numbers provided by local authority so total figures calculated using average of Scottish Borders and Stirling staff and volunteer numbers
21	East Lothian	104,800	Average of Scottish Borders and Stirling staff and volunteer numbers
22	Moray	95,800	
23	East Renfrewshire	94,800	Adult Learning staff and volunteer numbers provided by local authority so total figures calculated using average of Scottish Borders and Stirling staff and volunteer numbers
24	Stirling	94,000	
25	Midlothian	90,100	
26	West Dunbartonshire	89,600	Staff and volunteer numbers provided by Local Authority
27	Argyll and Bute	86,800	
28	Inverclyde	78,800	
29	Clackmannanshire	51,500	Average of Inverclyde and Shetland Islands staff and volunteer numbers
30	Na h-Eileanan Siar (Western Isles)	27,000	
31	Shetland Islands	23,100	Staff and volunteer numbers provided by Local Authority
32	Orkney Islands	22,000	

Figure 9: the methodology used to establish staff and volunteer numbers in each Local Authority

Using this methodology, we have estimated the following numbers of CLD staff and volunteers in local authorities. The table below outlines the estimate for the total number of Local Authority paid staff and volunteers directly deployed and supported by Local Authorities across Scotland. There are around 3,100 Local Authority paid staff working in CLD and around 2,800 volunteers. These numbers are not rounded.

Paid staff				Volunteers			
35+ hours	17.5 -35 hours	<17 hours	Total	15+ hours	5 – 15 hours	<5 hours	Total
1323	483	1,311	3,116	40	406	2,327	2,772

Figure 10: total individual paid staff employed by Local Authorities working in CLD and total individual volunteers deployed and supported by Local Authorities working in CLD

We used paid staff and volunteer hours to convert these estimates to full-time equivalents. For our calculations, we made the following assumptions:

- Paid staff who said they worked more than 35 hours a week were working exactly 35 hours a week on average
- Paid staff who said they worked between 17.5 and 35 hours per week worked 26.5 hours a week on average (this is the midpoint between 17.5 and 35 hours)
- Paid staff who said they worked less than 17.5 hours per week worked 8.75 hours a week on average (this is the midpoint between 0 and 17.5 hours)
- Volunteers who said they volunteered more than 15 hours a week were volunteering exactly 15 hours a week on average
- Volunteers who said they volunteered between 5 and 15 hours per week were volunteering 10 hours a week on average (this is the midpoint between 5 and 15 hours)
- Volunteers who said they volunteered less than 5 hours a week were volunteering 2.5 hours a week on average (this is the midpoint between 0 and 5 hours).

Using these assumptions, we estimated that there are around 2,000 full-time equivalent paid staff working for local authorities and nearly 300 full-time equivalent volunteers deployed and supported by local authorities. These numbers are not rounded.

	Number of full-time equivalents
Paid staff	2016
Volunteers	299

Figure 11: total FTE paid staff employed by Local Authorities working in CLD and total FTE volunteers deployed and supported by Local Authorities working in CLD

Estimating the number of third sector interface staff and volunteers

We received staff and volunteer numbers from eight third sector interfaces (TSIs). From this, we have estimated the number of staff and volunteers for the remaining 24 third sector interfaces in Scotland. Given the limited evidence, we have used a simple average to estimate the staff and volunteer numbers. From the eight TSIs, we established the average number of staff and volunteers and multiplied this up to establish the number across the 32 TSIs.

Using this methodology, we have estimated the following numbers of CLD staff and volunteers in TSIs. The table below outlines the estimate for the total number of Third Sector Interface paid staff and volunteers directly deployed and supported by Third Sector Interfaces across Scotland. There are around 350 Third Sector Interface paid staff working in CLD and around 830 volunteers. These numbers are not rounded.

Paid staff				Volunteers			
35+ hours	17.5 -35 hours	<17 hours	Total	15+ hours	5 – 15 hours	<5 hours	Total
184	140	24	348	28	116	684	828

Figure 12: total individual paid staff employed by Third Sector Interfaces working in CLD and total individual volunteers deployed and supported by Third Sector Interfaces working in CLD

We used paid staff and volunteer hours to convert these estimates to full-time equivalents. For our calculations we made the following assumptions:

- Paid staff who said they worked more than 35 hours a week were working exactly 35 hours a week on average
- Paid staff who said they worked between 17.5 and 35 hours per week worked 26.5 hours a week on average (this is the midpoint between 17.5 and 35 hours)
- Paid staff who said they worked less than 17.5 hours per week worked 8.75 hours a week on average (this is the midpoint between 0 and 17.5 hours)
- Volunteers who said they volunteered more than 15 hours a week were volunteering exactly 15 hours a week on average
- Volunteers who said they volunteered between 5 and 15 hours per week were volunteering 10 hours a week on average (this is the midpoint between 5 and 15 hours)
- Volunteers who said they volunteered less than 5 hours a week were volunteering 2.5 hours a week on average (this is the midpoint between 0 and 5 hours).

Using these assumptions, we estimated that there are around 300 full-time equivalent paid staff working for Third Sector Interfaces and nearly 100 full-time equivalent volunteers deployed and supported by Third Sector Interfaces. These numbers are not rounded.

	Number of full-time equivalents
Paid staff	296
Volunteers	94

Figure 13: total FTE paid staff employed by Third Sector Interfaces working in CLD and total FTE volunteers deployed and supported by Third Sector Interfaces working in CLD

Estimating the number of third sector staff and volunteers (excluding TSIs)

Estimating the size of the workforce in the wider third sector is somewhat more challenging. While we know that there are 32 local authorities and a further 32 third sector interfaces in Scotland, it is more complicated to ascertain the exact number of third sector organisations. We have therefore used a different methodology than used for local authorities and TSIs.

45 third sector organisations (excluding TSIs) responded to the employers' survey and 37 provided staff and volunteer numbers for their organisation. Two of these 37 were YouthLink Scotland and Youth Scotland – these two organisations have been excluded from the estimate to prevent double counting. One respondent was also excluded as their response was incomplete so we couldn't be confident that their figures are complete and accurate. Therefore, 34 employers were included in this analysis. The number of each type of employer that provided information is included in Figure 14.

Organisation type	Respondent numbers
Community Development Trust	2
Faith-based organisation	1
Locally Based Voluntary Organisation	15
National Voluntary Organisation	8
Social Enterprise	3
Voluntary Organisation	5

Figure 14: total number of organisations included in this estimate broken down by respondent type

In the employer survey, we asked respondents which membership organisations they belonged to. From this, we established the proportion of CLD employers that belong to each organisation type. These proportions are included in Figure 15. For example, 68% of employers in the CLD sector are members of the Scottish Council for the Voluntary Sector (SCVO) and 29% percent of employers are members of YouthLink Scotland. We only included organisations where more than 5% of respondents stated that they were members of the organisations to ensure that we were working with the most common organisations to be members of. The proportions are rounded to the nearest whole percentage point.

Membership body	Proportion of employer respondents who are members
Community Development Alliance Scotland (CDAS)	6%
Learning Link Scotland	6%
Scottish Council for the Voluntary Sector (SCVO)	65%
YouthLink Scotland	29%
Youth Scotland	21%

Figure 15: proportion of the 34 respondents included in this estimate that belong to membership organisations

We then used the total membership numbers of the organisation in order to triangulate how many organisations or staff and volunteers there are likely to be based on this given

market penetration. CDAS, Learning Link Scotland, SCVO and The Awards Network record membership by the number of organisations that are members. YouthLink Scotland and Youth Scotland record staff and volunteers in their member organisations. YouthLink Scotland also collects organisation memberships numbers, but for this analysis we have used the individual paid staff and volunteer numbers as we feel these represent a more accurate picture of their membership as organisation membership appears not to be the primary way the CLD sector engages with YouthLink Scotland. Membership numbers for each organisation are included in the table below.

	Membership numbers		
	Number of organisations	Number of paid staff	Number of volunteers
Community Development Alliance Scotland (CDAS)	67		
Learning Link Scotland	140		
Scottish Council for the Voluntary Sector (SCVO)	560		
YouthLink Scotland	90	7000	70,000
Youth Scotland		26000	5,100

Figure 16: total members for each membership organisations. These figures were provided by the five organisations included in the table

We noted that unlike the other organisations we are using in this calculation, SCVO's remit is much broader than CLD and therefore their membership numbers will include organisations outside of the CLD sector and therefore outside of the scope of our analysis. The figure of 560 organisations outlined in the table above is SCVO's best estimate of their member organisations that are working in CLD.

For YouthLink Scotland and Youth Scotland, we can estimate the total number of staff and volunteers by assuming that their membership represents 29% and 21% of the workforce respectively. The estimates are rounded to the nearest 100.

YouthLink Scotland	If 7,000 paid staff are 29% of the total paid workforce, then the total paid CLD workforce in the 3 rd sector is estimated to be		If 70,000 volunteers are 29% of the total volunteer workforce, then the total volunteer CLD workforce in the 3 rd sector is estimated to be	
	23,800	individual paid staff	238,000	individual volunteers
	18,900	Full-time equivalent paid staff	30,500	Full-time equivalent volunteers
Youth Scotland	If 2,600 paid staff are 21% of the total paid workforce, then the total paid CLD workforce in the 3 rd sector is estimated to be		If 5,100 volunteers are 21% of the total volunteer workforce, then the total volunteer CLD workforce in the 3 rd sector is estimated to be	
	12,600	individual paid staff	24,800	individual volunteers
	10,000	Full-time equivalent paid staff	3,200	Full-time equivalent volunteers

Figure 17: estimates of individual and FTE paid staff and volunteers in the Third Sector (excluding TSIs) for YouthLink Scotland and Youth Scotland only

To calculate the full-time equivalent numbers in the figure above we used the proportion of full-time and part-time workers in the 34 third sector organisations who answered the survey. For the 34 organisations the share of full-time and part-time working for paid staff and volunteers is outlined in the figure 18. The proportions are rounded to 1 decimal point given one of the percentages is less than 1%.

	Paid staff				Volunteers			
	35+ hours	17.5 -35 hours	<17 hours	Total	15+ hours	5 – 15 hours	<5 hours	Total
Total paid staff and volunteers across the 34 survey respondents	198	132	65	395	53	1947	5,693	7693
Proportion of paid staff and volunteers in each contracted hours category	50.1%	33.4%%	16.5%		0.7%	25.3%	74.0%	

Figure 18: total and proportion of paid staff and volunteers from the 34 respondent organisations included in this estimate at each contracted hours level

Taking these percentages, we applied these to the paid staff and volunteer membership numbers for YouthLink Scotland and Youth Scotland in order to convert these into FTE figures.

For CDAS, Learning Link Scotland, SCVO and The Awards Network, the estimate is more complicated. To convert organisations into paid staff and volunteer numbers we need to estimate the average number of paid staff and volunteers per organisation. To do this,

we have used the average number of staff and volunteers of the 34 Third Sector organisations (excluding TSIs) that responded to the survey (see table below). These averages are rounded to 1 decimal point.

Paid staff				Volunteers			
35+ hours	17.5 -35 hours	<17 hours	Total	15+ hours	5 – 15 hours	<5 hours	Total
5.8	3.9	1.9	11.6	1.6	57.3	167.4	226.3

Figure 19: average number of paid staff and volunteers per organisation for the 34 respondent organisations included in this estimate at each contracted hours level

Using the same methodology to convert the staff numbers into FTEs as was used for Local Authorities and TSIs, we estimate that the average FTE per organisation is:

- 9.2 FTE paid staff per third sector organisation (excluding TSIs)
- 29.0 FTE volunteers per third sector organisation (excluding TSIs).

The figure 20 outlines the estimates for individual and FTE paid staff and volunteers in the 3rd sector CLD workforce using the average staff and volunteers from the 24 survey respondent organisations. The estimates are rounded to the nearest 100.

Organisation	Paid staff		Volunteers	
	Individuals	Full-time equivalents	Individuals	Full-time equivalents
Community Development Alliance Scotland (CDAS)	13,200	10,500	257,700	33,000
Learning Link Scotland	27,700	22,000	538,500	69,000
Scottish Council for the Voluntary Sector (SCVO)	10,000	8,000	195,800	25,100

Figure 20: estimates of individual and FTE paid staff and volunteers in the Third Sector (excluding TSIs) for CDAS, Learning Link Scotland and SCVO only

Bringing these estimates together you can see a wide range has emerged. This is likely exacerbated by the small sample size of 34 organisations that these calculations are based on. The figure below summarises the estimates using the five organisations.

Organisation	Paid staff		Volunteers	
	Individuals	Full-time equivalents	Individuals	Full-time equivalents
Learning Link Scotland	27,700	22,000	538,500	69,000
YouthLink Scotland	23,800	18,900	238,000	30,500
Community Development Alliance Scotland (CDAS)	13,200	10,500	257,700	33,000
Youth Scotland	12,600	10,000	24,800	3,200
Scottish Council for the Voluntary Sector (SCVO)	10,000	8,000	195,800	25,100
Average	17,500	14,000	251,000	32,200

Figure 21: estimates of individual and FTE paid staff and volunteers in the Third Sector (excluding TSIs) for all organisations

By comparison, the *Working with Scotland's Communities 2015* research identified that based on the profile of respondents:

- 64% of CLD staff were employed by local authority services
- 28% were employed by third sector organisations
- 7% were employed by 'other' kinds of organisations doing CLD work.

Limitations to our analysis

Please see Section 1.3, Methodology, for our assessment of the limitations of this analysis.

2.2 Age profile of the CLD Workforce

Our analysis of 963 practitioners revealed an ageing CLD workforce, with 47% of those responding to our survey aged 50 and over. A greater proportion of the CLD workforce were aged 55-59 than all those aged 16-34 (Figure 22). Employers interviewed felt that this was a particular concern in rural areas, where recruiting young people was thought to be much more difficult.

An ageing workforce was a much greater concern for the public sector than the third sector. Over half of public sector staff are over 50, and around one-third of third sector staff are over 50 (Figure 22). We understand that this is likely to be partially due to low external recruitment due to budget reductions and a policy for some councils that posts be recruited internally before externally advertised for.



Figure 22: age of workforce by sector from practitioner survey

The issue of an ageing workforce was also felt more acutely in Adult Learning, where 58% of practitioners were aged 50 and over. Practitioners working in Youth Work tended to be younger than the average, with 35% stating that they were aged 50 and over (Figure 23).

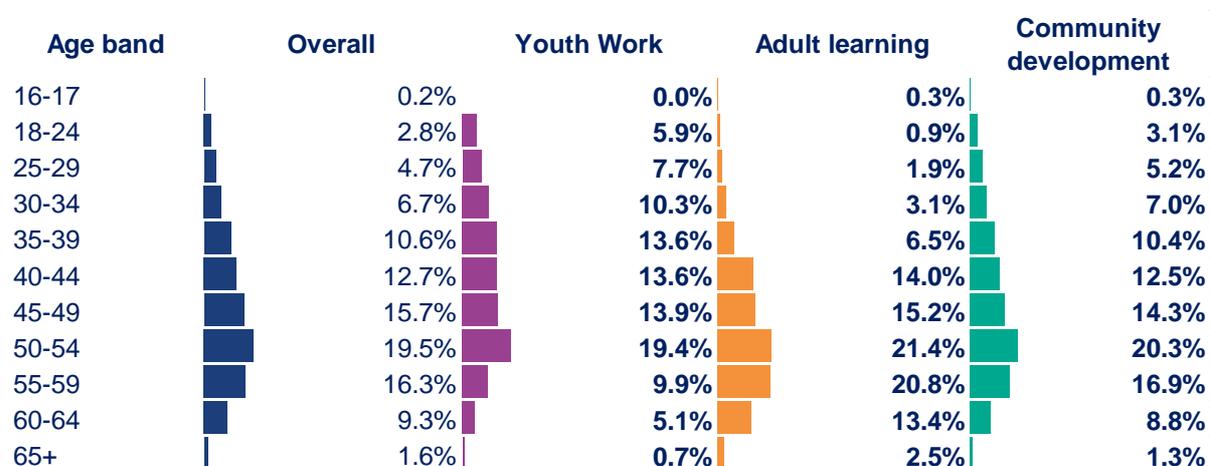


Figure 23: age of workforce by focus of work from practitioner survey

A high proportion (12%) of practitioners planned to retire within the next two to five years. This is likely to be due to an ageing CLD workforce (11% of practitioners were over 60 in CLD and approaching retirement age). A further 12% felt they were likely to move out of CLD to another area of work, meaning that overall almost a quarter of the workforce would no longer be working in CLD in the next few years.

CLD practitioners' plans for the next 2 - 5 years

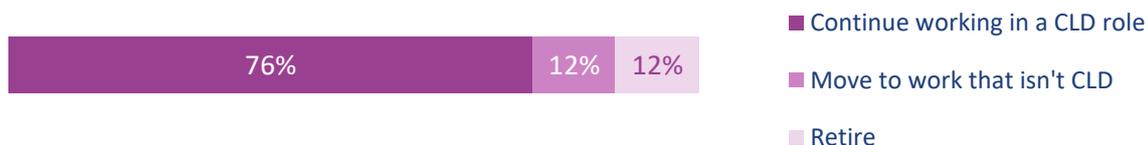


Figure 24: CLD practitioners' future plans from practitioner survey

There were some trends by sector to note:

- A greater proportion of the third sector workforce stated that they would remain working in CLD (81%), with only 8% stating that they would be retiring in the next two to five years. This is likely in part to reflect the younger average age of this sector.
- The proportion of people retiring in Adult Learning was 16%, which is higher than the average for all practitioners (12%). Again, this is likely to reflect the age distribution of this population, which was on average older than in Community Development and Youth Work.

Practitioners who stated that they planned to move to a field other than CLD were asked to explain why this was the case. The reason most often given for moving was that they felt “disillusioned” or “undervalued” in CLD. Others felt that there was too much uncertainty around future funding and their job, particularly amidst restructuring and changes to the CLD profession (explored in greater detail in Chapter 6). Some practitioners felt that CLD had become too “target-driven”, though others felt it was just “time for a change”.

2.3 Diversity in the CLD Workforce

The majority of practitioners (73%) were female. In Adult Learning this was higher (80%), while in Youth Work this was lower (64%). There was little difference in gender proportions across the third and public sectors.

Most practitioners were White, with the greatest proportion being White Scottish (83%). In 2016, 78% of people in Scotland were White Scottish, and 5% were BAME⁷. This suggests that there is a slight under-representation of people of BAME within the CLD workforce. The Scottish Census showed that between 2001 and 2011, the population of BAME doubled in Scotland. 28% of the CLD workforce moved into this area before these

⁷ Information available in Table 33 of the Scottish Surveys Core Questions 2016 report: <https://www2.gov.scot/Resource/0053/00534021.pdf>

demographic changes occurred (explored in more detail later), which may in part explain the under-representation.

A slightly higher proportion of practitioners were BAME in Glasgow City compared with Scotland overall. This reflects a greater proportion of BAME overall in Glasgow. In fact, in the 2011 census, 11% of people in Glasgow were BAME, thus this group is still slightly under-represented in Glasgow too.

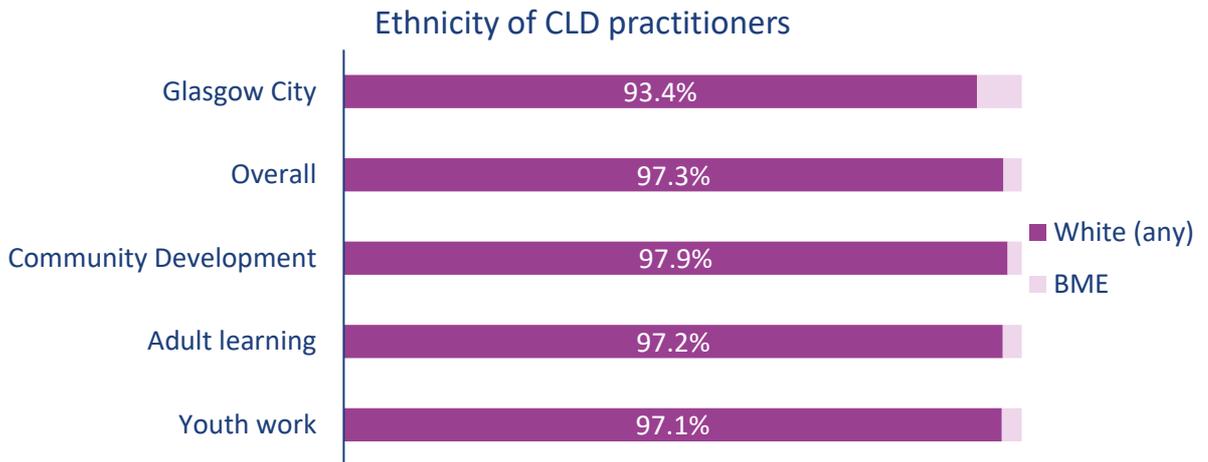


Figure 25: ethnicity of CLD workforce from practitioner survey

Around one in four practitioners stated that they had some form of long-term condition, physical or learning disability, or mental health condition (Figure 26). This is around the national average for Scotland for over 16s.⁸ However, this national average includes those who are not in employment, which may suggest that long-term conditions are fairly high in the CLD workforce.

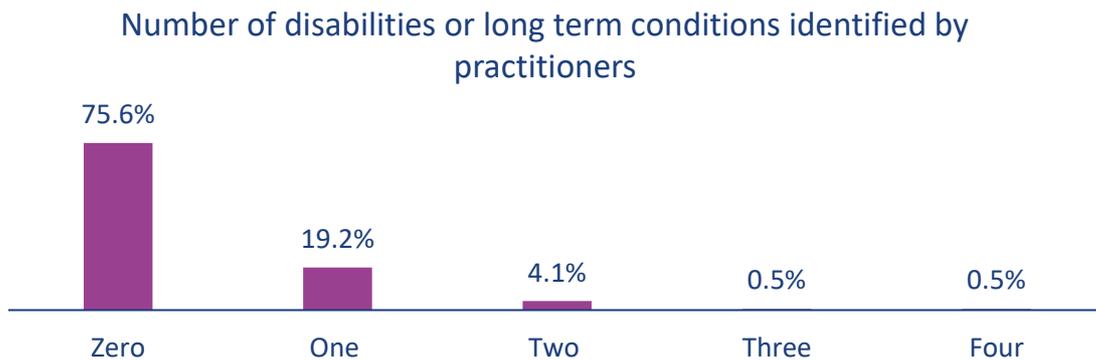


Figure 26: CLD workforce incidence of long term conditions or disability from practitioner survey

⁸ Information available at: <https://www2.gov.scot/Topics/Health/Services/Long-Term-Conditions>

In terms of the ability of the CLD workforce to work effectively with ethnically diverse communities despite the limited ethnic diversity in the workforce, there was a generally positive view in interviews that practitioners could do this effectively. However, several interviewees felt that the CLD workforce was not well equipped to work with specific disadvantaged groups, with one employer indicating a lack of engagement with disabled groups, and another stating that more work needed to be done to engage better with refugees.

2.4 Duration of time in the CLD Sector

Practitioners appeared to stay in the CLD sector for a long time. 68% of practitioners had been part of the CLD workforce for 10 years or more, and 28% for 20 years or more. **Interviewees explained that CLD required a long-term approach, and the commitment of those who worked in this area was obvious.**

“With CLD you have to be in it for the long haul, cannae just parachute people in and back out takes a long time to do things, not a quick fix” - Practitioner

“if you opened me up, I’d have CLD running through my veins” - Practitioner

18% of practitioners had been working for five years or less in CLD, and 4% for less than one year. The third sector appeared to have fewer problems in recruiting new people into CLD roles, with almost a quarter having been working in this sector for five years or less.

Adult Learning and the public sector both had the highest proportions of people working for 10 years or more in CLD, which fits with the older workforce in both these areas.

2.5 Contracts in the CLD Sector

Employers were asked to provide an estimate of the number of their employees working full-time and part-time. Results showed that while it was most common to work 35 or more hours a week, more than a third of the CLD workforce were employed fewer than 17.5 hours per week (Figure 27).

Contracted hours of CLD workforce



Figure 27: contracted hours of CLD workforce from employer survey

The public sector had a slightly different working hours profile to the third sector.

- A smaller proportion (47%) of the third sector worked part-time (fewer than 35 hours) than the public sector (56%)
- 41% of the public sector worked fewer than 17.5 hours per week, compared with just 13% of the third sector.

There did not appear to be considerable differences between the number of hours worked in Adult Learning, Youth Work and Community Development, although Youth Workers were slightly more likely to work full-time (35 hours or more a week).

By comparison, the *Working with Scotland's Communities 2015* research identified that based on the profile of respondents:

- 43% of paid staff were working up to 17.5 hours
- 16% of paid staff were working between 17.5 hours and 34 hours a week
- 38% were working in full-time posts.

Employers were asked what type of contracts their employees had. The most common contract type overall was permanent (Figure 28).

CLD workforce contract types

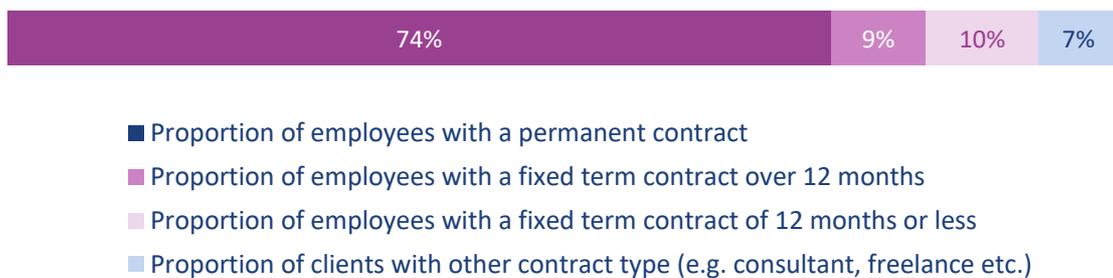


Figure 28: contract type of the CLD workforce from employer survey

There were some trends by sector to note:

- Public sector employers reported a notably higher proportion (79%) of employees with permanent contracts than third sector employers (51%), suggesting slightly more job certainty in this sector
- There was little difference in contract type between Community Development, Adult Learning and Youth Work.

2.6 Earnings in the CLD Sector

It was most common for practitioners to be earning £25,001 to £35,000 annually, although almost a third earned less than this. Figure 29 shows the annual earnings for all CLD practitioners. It is important to note that these figures are the full-time equivalent wages for those working part-time.

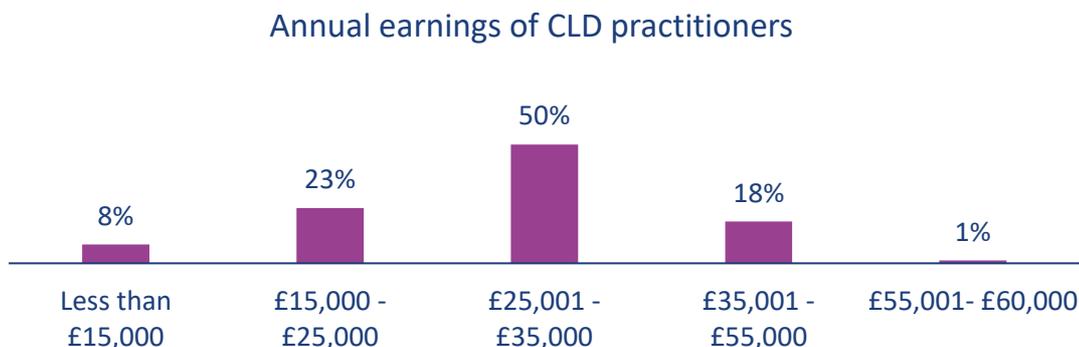


Figure 29: practitioner earnings from practitioner survey

Practitioners in the public sector tended to earn more than those in the third sector, with 21.1% of public sector practitioners earning over £35,000 compared to 11% of the third sector. When combined with the fact that public sector staff are more likely to work part-time hours, it indicates that public sector employment is generally higher-paid than third sector employment in CLD

There appeared to be some differences in annual earnings between Community Development, Youth Work and Adult Learning.

- Though a greater proportion of the Adult Learning CLD workforce was in the £25,001 - £35,000 band (55.9%) than overall (49.7%), a smaller proportion earned more than this (19%) than in Community Development or Youth Work. This was despite a greater proportion of practitioners working in Adult Learning for more than 10 years than in either Youth Work or Community Development
- Youth Work showed a greater diversity of salaries than Adult Learning or Community Development, with a greater proportion earning less than £15,000 (10.3%) and a greater proportion earning more than £35,000 (22.1%) than the other two role types.

Employers were more positive than practitioners about whether pay was reasonable in the CLD sector, with the majority somewhat or strongly agreeing that staff were reasonably paid. Practitioners were less positive: a quarter of practitioners strongly disagreed that they were paid reasonably for the work that they did, and a further third somewhat disagreed.

To what extent do you agree that staff are paid reasonably for the work that they do?

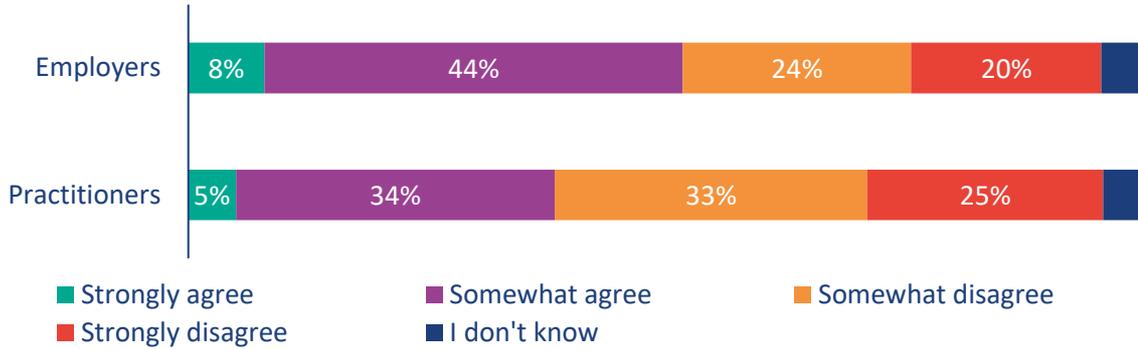


Figure 30: views of practitioners and employers on reasonable pay in the sector

Community Development practitioners were more likely to feel they were paid appropriately, whereas Adult Learning employers were more likely to feel that their employees were paid appropriately

Our analysis revealed a gender pay gap for practitioners in the CLD workforce. While females accounted for almost three out of every four practitioners, 26% of males earned more than £35,000, compared with 17% of females. Males were also almost four times more likely to earn £55,001 - £60,000.

Annual income of CLD practitioners by gender

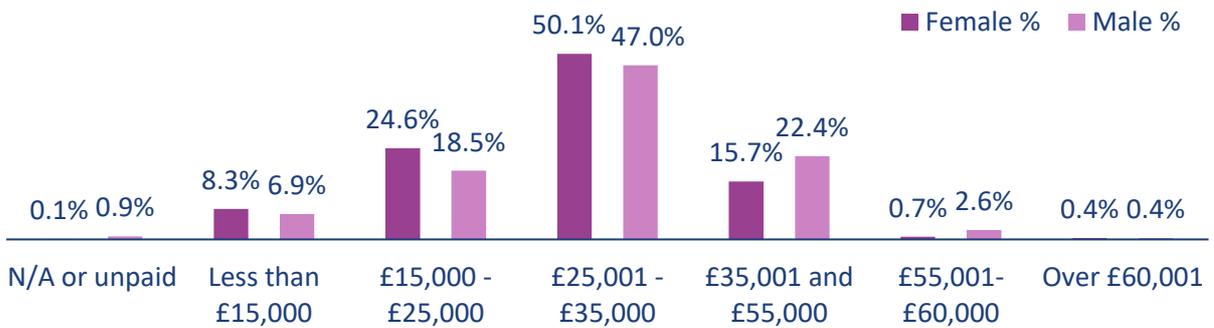


Figure 31: practitioner earnings by gender from practitioner survey

This gender pay gap appears to be at least in part linked to the fact that males are more likely to be in management roles. Women are slightly under-represented in management roles with females making up 70% of managers in CLD versus 75% of the workforce. It also appears that women are less likely than men to be in higher-paid management positions. Most male managers are earning between £35,000 and £60,000 while most female managers are earning between £25,000 and £55,000.

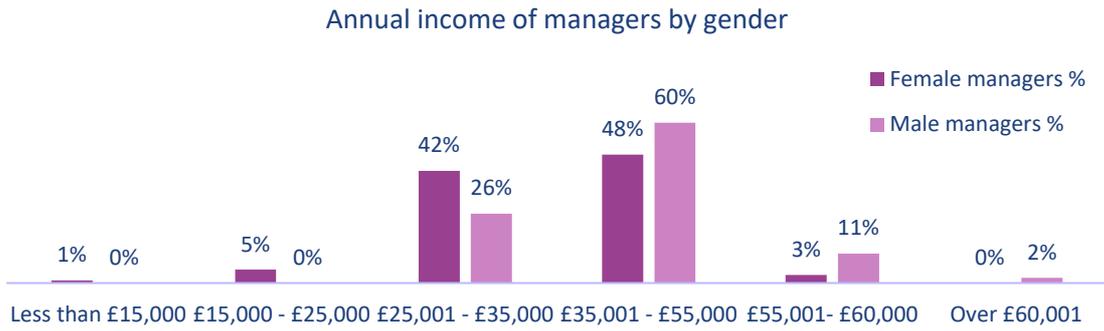


Figure 32: CLD manager earnings by gender from practitioner survey

2.7 Stress levels amongst staff

Half of employers, and just under half of practitioners somewhat or strongly agreed that stress levels were reasonable in CLD, however few strongly agreed. Interviews with practitioners revealed that stress levels often correlated to limited capacity compared to the demand for the services.

“Sometimes I would think we struggle with capacity; it can feel a bit stretched.” – Practitioner

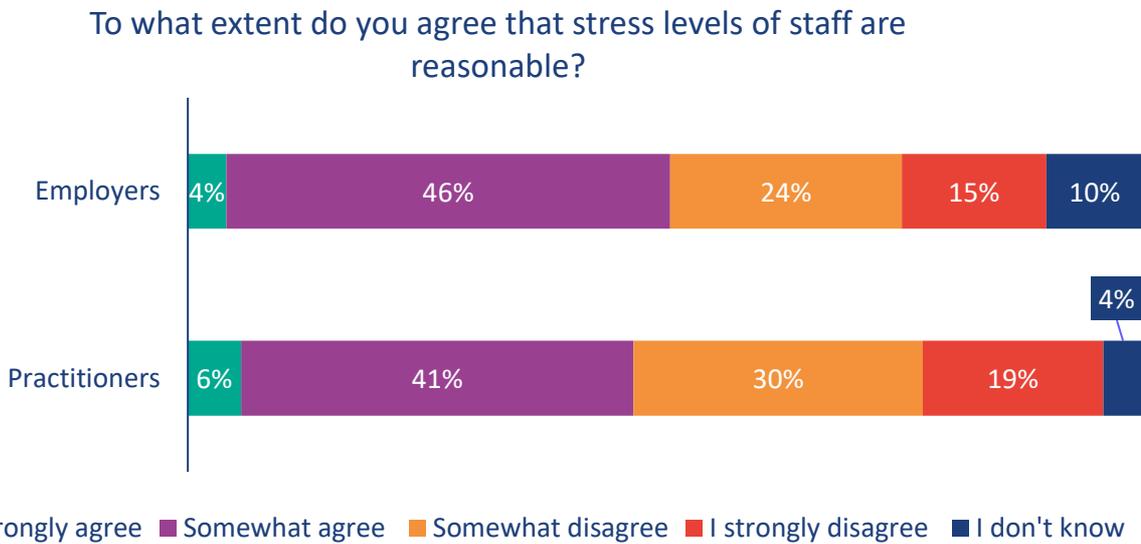


Figure 33: views from practitioners and employers on the stress levels in the sector

2.8 Roles within the CLD Sector

Employers were asked for an estimate of the number of their employees that had different types of roles, such as managerial responsibilities, working directly with communities, providing professional support (such as research, policy, quality improvement and training) and providing other support functions. The results are shown in Figure 34.

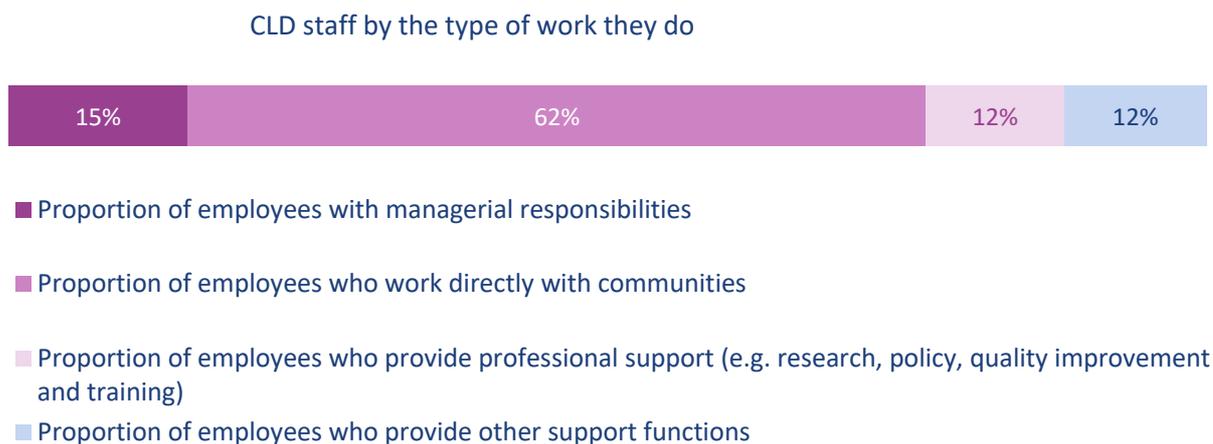


Figure 34: CLD workforce by type of work done from employer survey

There were some trends by sector to note:

- 66% of staff in the public sector worked directly with communities, compared with 47% of staff in the third sector
- There was a much higher proportion of staff in the third sector providing professional or other support functions (41%) compared to the public sector (18%).

By comparison, responses to the 2015 Working with Scotland’s Communities research indicated that 73% of staff were involved in front-line provision.

2.9 Volunteers

Employers were asked to provide an estimate of the amount of time, on average, that people volunteered within their organisation each week. Results showed that volunteering was split between those who did fewer than five hours per week, and those who did between five and 15 hours (Figure 35), with very few volunteers (0.2%) volunteering more than 15 hours on average.

Volunteer hours per week

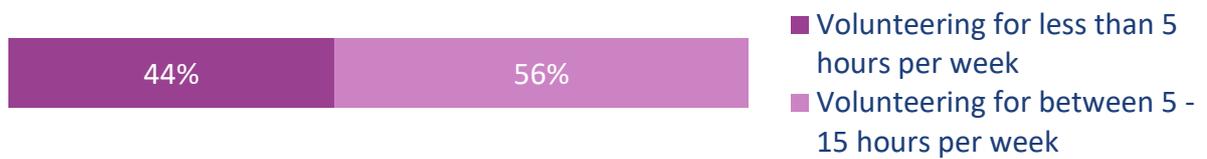


Figure 35: volunteer hours per week from employer survey

There were some trends by sector to note:

- Volunteers in the public sector were slightly more likely to work a greater number of hours per week than in the third sector
- It was more common to volunteer more than five hours per week in Youth Work than in Community Development or Adult Learning.

Volunteers performed a wide variety of functions in CLD, and the way that volunteers tended to be used varied by sector and job focus. Around half of all functions performed by volunteers were face-to-face roles with learners or communities, while 29% were Committee, Board or Governance work. It was not common for volunteers to be providing managerial or professional support functions (Figure 36).

CLD volunteers by the type of work they do

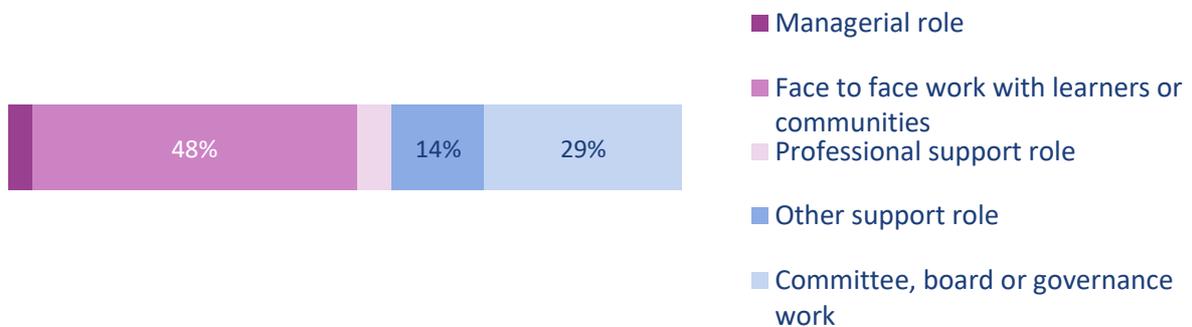


Figure 36: CLD volunteers by type of work from employer survey

There were some trends by sector to note:

- 67% of the functions of public sector volunteers were face to face roles, compared with 40% of the third sector
- 20% of third sector volunteer functions were 'other support roles', which made up none of public sector volunteer functions
- Volunteers in Community Development were slightly more likely to perform an 'other support role' function and slightly less likely to have a face to face role.

2.10 Identifying with ‘Community Learning and Development’

Survey respondents and interviewees were asked how much they identified with the term “Community Learning and Development” or CLD. Nearly 80% of local authority staff identify as working in CLD, whereas around half of the third sector identify with the term CLD.

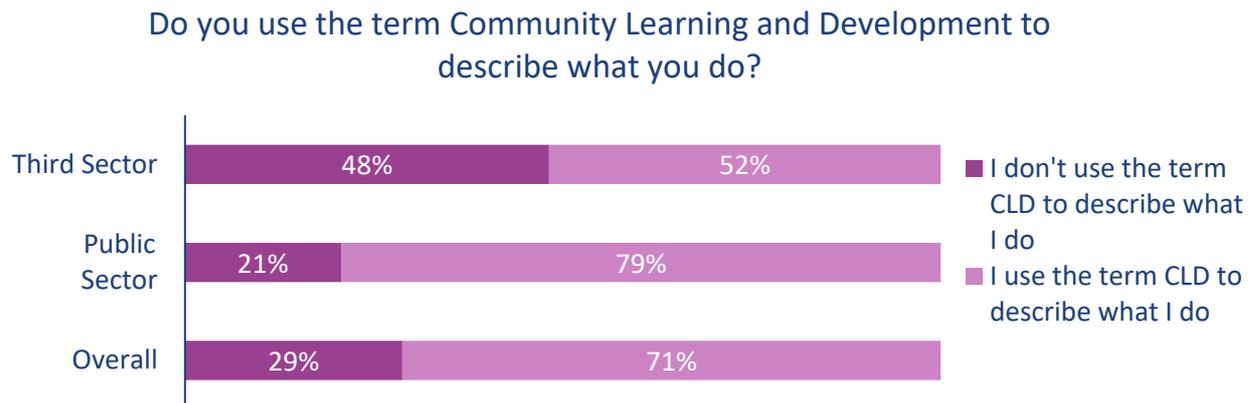


Figure 37: the use of CLD as a term by practitioners from the practitioner survey

The practitioners we interviewed explained that at the core of the CLD identity was adherence to a set of standards and principles which were unanimously seen as vital to their work. Some of the practitioners surveyed reinforce this notion, commonly citing this as a reason for identifying with the profession. Others identified for simpler reasons, such as working in a CLD department, having a CLD-specific title or CLD being “what they did”.

Of those practitioners who did not identify as CLD, this was most commonly because they felt audiences did not always understand the term CLD or because they identified with another term instead, such as Community Development, Community Education, Youth Worker or Adult Learning. Two interviewees saw being part of CLD as a specifically ‘Local Authority’ role, and thus not identifying as CLD as a deliberate move to separate themselves from this. This helps explain why a larger proportion of public sector survey respondents identified with doing CLD work compared to third sector respondents.

These reasons are likely to connect with a move away from using the label by employers, who described in interviews that they found the term vague and confusing, both for those practicing it and for the general public.

“The problem with the CLD workforce is they don’t have a clear identity, doubt anybody could explain it to you – if you say what is a teacher or social worker, they can describe it” – Employer

“There’s very little in CLD that’s integrated, different bits, many splits between the various positions” – Practitioner

Employers suggested that the term CLD was both too narrow and too broad to describe the work that people did. For example, some employers interviewed reported not using the label because their organisation covered only one aspect of CLD such as Youth Work, while others felt that their organisation covered a wider range of skills and sectors than those included in CLD. The term was felt by some employers as contributing to, or being indicative of, an overall lack of direction within this area.

“Many local authorities are changing the flavour of what CLD means, some CLD youth workers are doing criminal justice, social justice, social care –perhaps the term CLD is being dismantled. A lot of this is to do with economic struggles the public sector is facing.” - Employer

The majority of practitioners surveyed were members of the CLD Standards Council Scotland and few were unaware of this body. It was much more common for practitioners who were members of the CLD Standards Council to identify as CLD workers than those who were not, and two interviewees highlighted the existence of this professional membership organisation as a contributing factor to them identifying as CLD.

“There are some big opportunities in Scotland in terms of CLD because we have the CLD Standards Council (...) that makes it easier here than elsewhere, it’s easy to align yourself with others working in the same profession” - Practitioner

“I feel it is very good to have a professional body people can be a member of which is an umbrella organisation. Quite often CLD is seen as non-professional but actually it is, and it is good to have a professional body.” - Practitioner

3 CLD Workforce Professional Development

This chapter explores the qualifications and skills of the CLD profession and their training and development needs.

3.1 CLD workforce current qualifications

This section summarises the existing qualifications held by CLD practitioners and the employer requirements for CLD specific qualifications.

Current qualifications held by CLD practitioners

In general, practitioners tended to be highly qualified, with over half possessing both a CLD and other qualification, and just under a third of practitioners possessing a specific CLD qualification only. Only 2% stated that they had no qualifications.

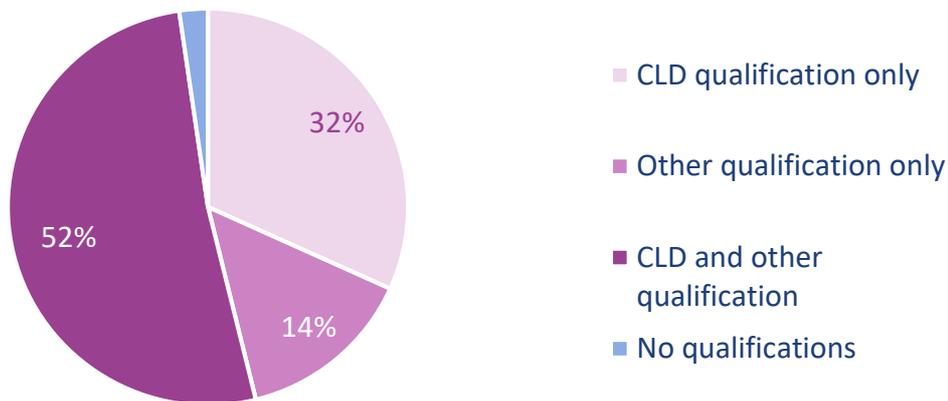


Figure 38: qualifications held by CLD staff from practitioner survey

The most common CLD related qualification was an ordinary degree, followed by a post-graduate degree. Other non-CLD-specific qualifications showed variation, however many were strongly related to the CLD field, for example teaching and education and early years/childhood studies (Figure 39).

Non-CLD-specific qualifications held by practitioners



Figure 39: qualifications held by CLD practitioners other than CLD specific qualifications from practitioner survey

Qualification requirements in the CLD sector

Staff in the public sector are generally required to have some form of CLD qualification, whereas this was less of a requirement in the third sector. 70% of public sector employers typically required CLD qualifications from their paid staff, compared to 26% of third sector employers. Around half of employers we interviewed noted that there is less of a requirement for CLD specific qualifications than had been the case in the past.

Do you typically require specific community learning and development qualifications for your paid staff?

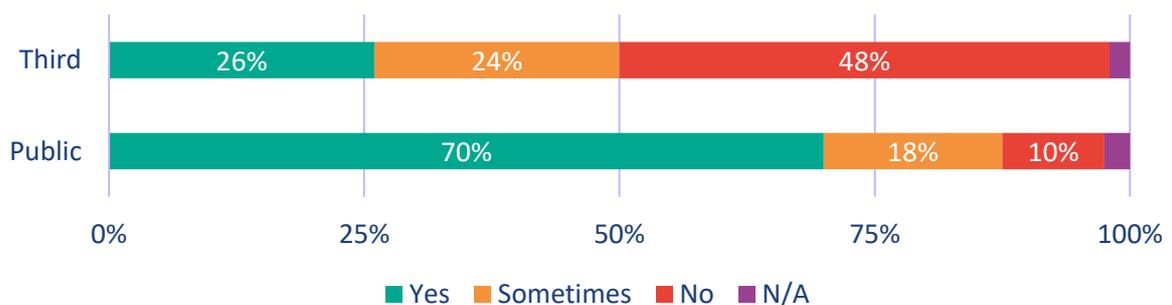


Figure 40: requirement for CLD specific qualifications for staff from employer survey

By comparison, responses to the *Working with Scotland's Communities 2015* research indicated that 60% of public and third sector organisations required both CLD managers and staff working directly with communities to hold a CLD specific qualification.

There were mixed views on whether the CLD sector should be expecting CLD specific qualifications. Some employers reported valuing passion and commitment above qualification. This sentiment was echoed by some practitioners, who emphasised approach and on-the-ground practical experience over theoretical understanding.

“the theory, they will get that at uni, but the approach is the crucial thing” - Practitioner

“[it is] no longer so important to have the right qualification, but [it is important] to have the passion and commitment, then develop skills through training” - Employer

However, several other employers felt that a shift towards non-qualified CLD workers would negatively affect the field. There was some belief that a lack of appropriate theoretical background could impact both on work done within communities and strategic planning and direction at a managerial level. Some employers interviewed stressed that a CLD-specific qualification helped people to have the right “mindset and values”, enabling them to identify people requiring help and to then intervene sensitively and productively.

While opinion differed as to whether CLD-specific qualifications were necessary, it was clear that approach and ethos were essential to successful CLD work.

“I know people who have done a degree in something else and tag on to CLD and they just don't have that ethos. I think you should be steeped in it if you want to be CLD” - Practitioner

Employers were asked whether volunteers were sometimes required to undertake specific CLD training too. Only 17% reported that they were, while 30% stated that they were not. However, it was most common for employers to feel that this did not apply to them.

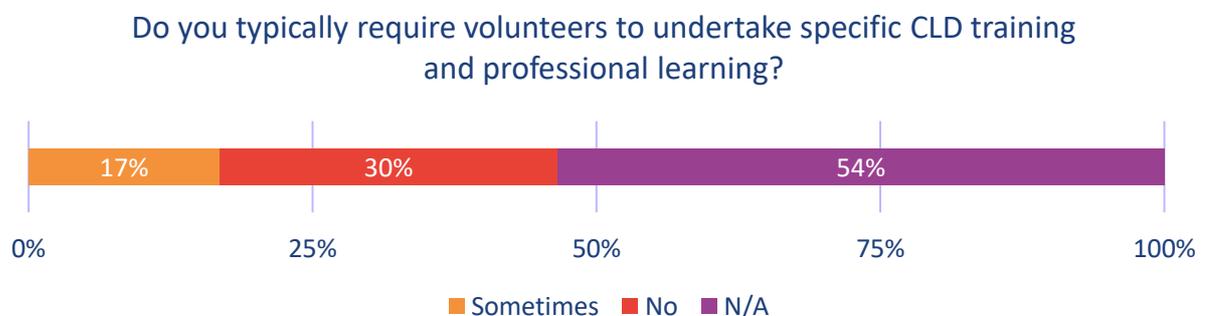


Figure 41: training requirements for volunteers from employer survey

3.2 CLD workforce professional development needs

This section outlines the professional development needs for the CLD workforce identified by practitioners and employers.

Training provided to paid staff in the past 12 months

Practitioners were asked what learning and development opportunities they had been given over the past year. The most common training activity was building and maintaining relationships, followed by collaborative working (Figure 42).



Figure 42: training completed by practitioners in the last 12 months from practitioner survey

Around two-thirds of employers felt adequate professional learning and development was in place, the remaining third felt this was not the case. For the first group, there was a widespread perception that training for staff was strong and sufficient time was invested in this area – with a wide range of training opportunities, from in-house programmes to those offered by bodies such as the Social Enterprise Academy, CLD Standards Council, Youth Scotland and, in some cases, the possibility of gaining a university qualification in CLD as the workers progressed through the ranks. Training, for many interviewees in this group, also meant increased opportunities for career advancement.

“We have a really strong training and development programme for our staff – either on individual basis, team basis, or service base – we invest a lot in the staff” – Employer

For the second group, the lack of training and professional development opportunities was tied to limited capacity and budget. Employers in this group lamented that due to the small numbers of staff it was difficult for them to take time out to train, that resources were limited and there was often no budget for training, and that due to the progressive shrinking of the sector across the years (as a consequence of cuts in funding) opportunities for career progression had significantly decreased. This group tended to comprise mostly third sector employers.

‘The organisation doesn’t really have the resources to do any in house training or external training (...) Another thing is the supply side, there are not many training and development opportunities in the field for youth and community workers (...) there is also the recurrent question of where money is going to come from.’ – Employer

Development needs for paid staff identified by practitioners and employers

Practitioners felt they had the greatest development needs around leadership and management, followed by developing their own digital skills (Figure 43). This appears to be in contrast with the training most commonly received by practitioners which centred around relationship building. In interviews, practitioners suggested that this mismatch between training needs and training received could be the result of some managers being ‘out of touch’ with practitioner training needs, as they did not have much frontline or CLD experience. It was also felt by interviewees that changing issues faced by communities were not always met with changing training so there is a risk that training available is lagging behind the emerging needs.

“part of the problem is that there has been a big increase in generic managers - managers who have a lot of experience of managing but don’t have particular expertise in CLD work” – Practitioner

In our interviews, it emerged that employers felt that staff were at times lacking leadership and digital skills and that more resources can be used to develop these.

“I think that we are at risk of becoming irrelevant if we do not upskill our sector, we are lagging behind and are unwilling to bring technology into the practice of CLD” - Employer

There were some trends by sector to note:

- Practitioners in the third sector were more likely to say that they would like development around organising and managing resources (Figure 43)

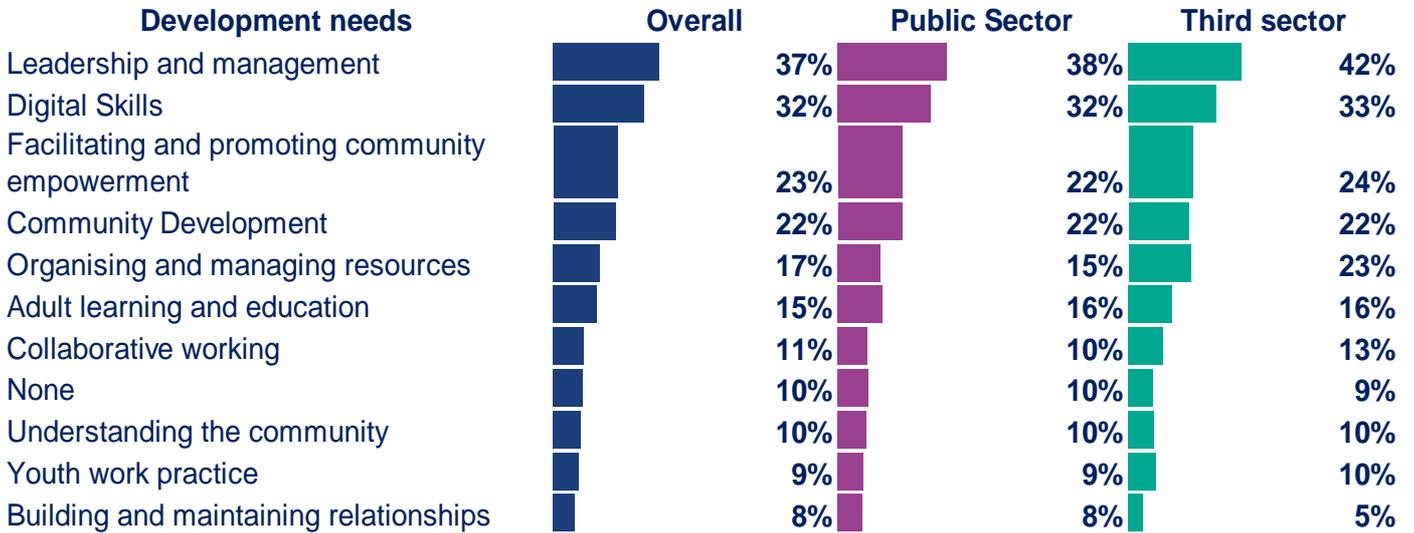


Figure 43: development areas for staff by sector identified by practitioners in the practitioner survey

- Practitioners in Adult Learning were less likely to say they needed training around leadership and management. This is likely to reflect the older workforce in this sector, and the longer duration of stay within this field

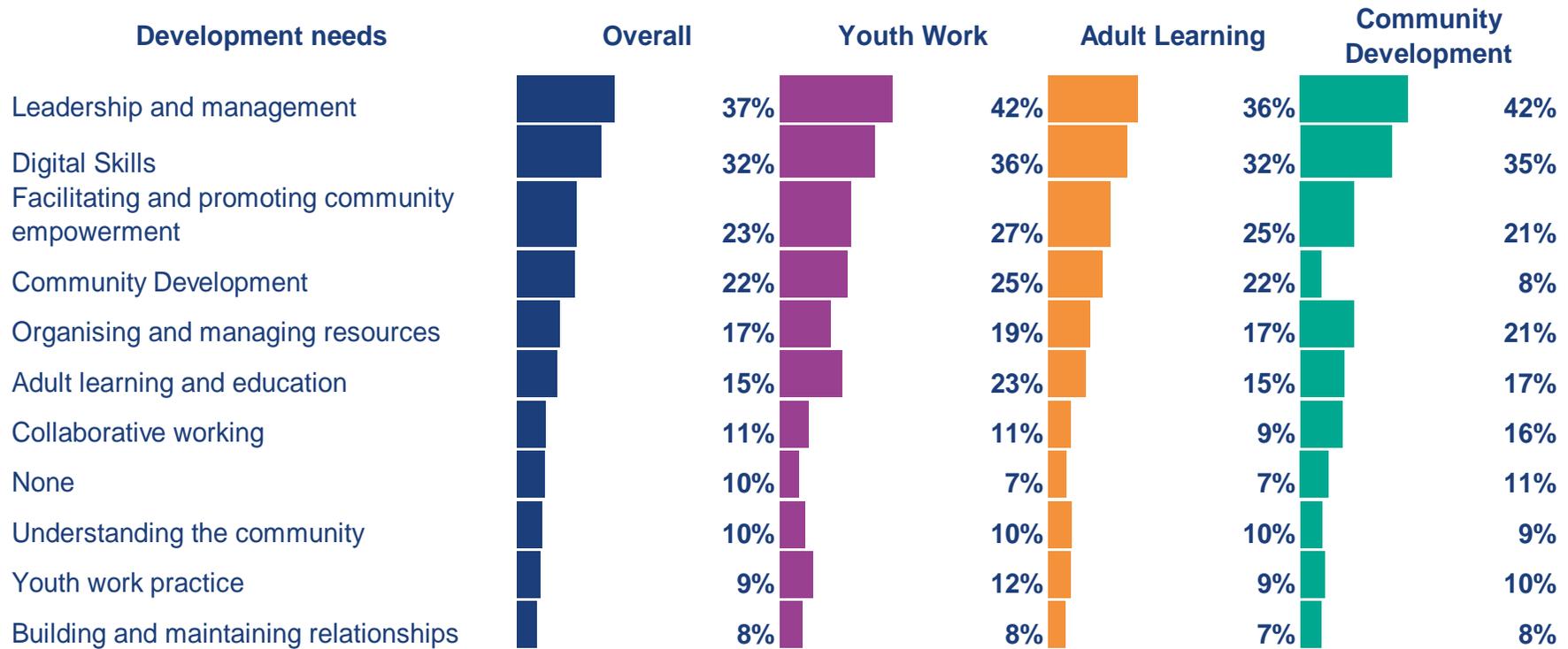


Figure 44: developed needs reported by CLD practitioners by area of practice in practitioner survey

Despite the mismatch between professional development opportunities and needs, the majority of practitioners seemed at least somewhat confident that their needs would be met by their organisation in the future (Figure 45).

How confident are practitioners are that their organisations will help them with their development needs?



Figure 45: confidence level reported by CLD practitioners that their organisation will help with their development needs

By comparison, in the *Working with Scotland's Communities 2015* research 69% of organisations reported that they would be able to meet their training and professional development needs for their staff.

Employer confidence that they can meet the development needs of their workforce

Around 35% of employers felt confident that they could meet all the development needs of their staff. The remaining 65% identified at least one area that they were concerned they could not address. Digital skills and leadership and management were the most common skills that employers were concerned about.

Development areas employers are concerned that they cannot address



Figure 46: confidence of employers to address staff development needs from employer survey

There were some trends by sector to note:

- Third sector employers were more than twice as likely as public sector employers to feel that they could address all of their staff training and development needs
- Training in youth work practice appeared to be more of a gap for third sector employers than public sector employers. This was reversed for Adult learning and education practice
- Public sector employers were three times more likely to feel unconfident they could support staff with facilitating and promoting community empowerment than third sector employers
- Digital skills were a bigger area of concern for public sector employers than third sector employers, perhaps connected to the different age profiles of each sector
- Adult Learning employers were slightly more likely to feel that they could address all of their staff training and development needs than those in Community Development or Youth Work

Views on whether the CLD workforce currently has the right skill set and mix of people

It was most common for both employers and practitioners to somewhat agree that people employed within CLD positions have the right skills and competences for the job (Figure 47). However, employers tended to be more positive than practitioners, with just over half of practitioners somewhat or strongly disagreeing.

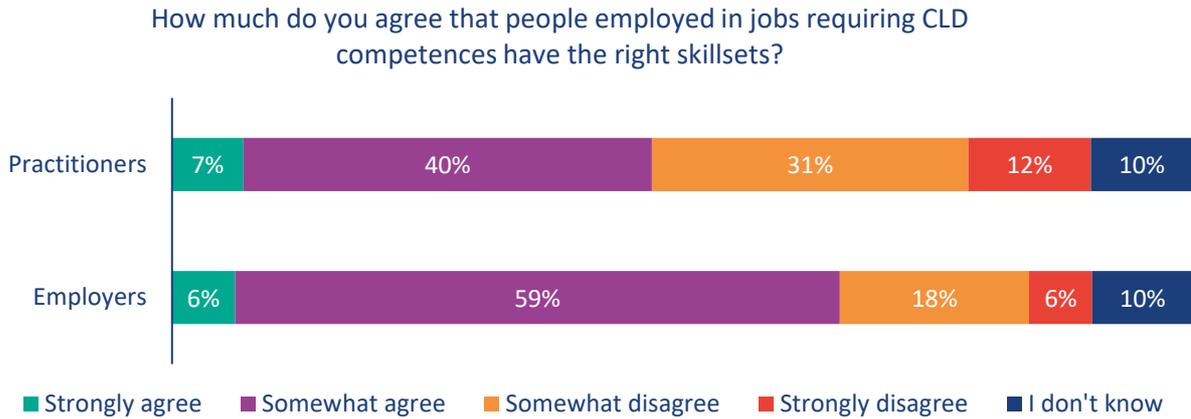


Figure 47: the extent to which practitioners and employers consider that the current workforce has the right skillsets

In interviews, several employers specifically identified leadership as an area where adequate skills were lacking, with one interviewee associating this with a rigid “hierarchy of chain of command” in more structured settings, such as within local authorities, which prevented practitioners from viewing themselves as “leaders”.

The majority of practitioners and employers felt there was the right mix of people employed within CLD, though practitioners were more likely to feel this (Figure 48). However, it is also worth noting that over a third of both practitioners and employers felt that there was not the right mix of people employed within CLD.

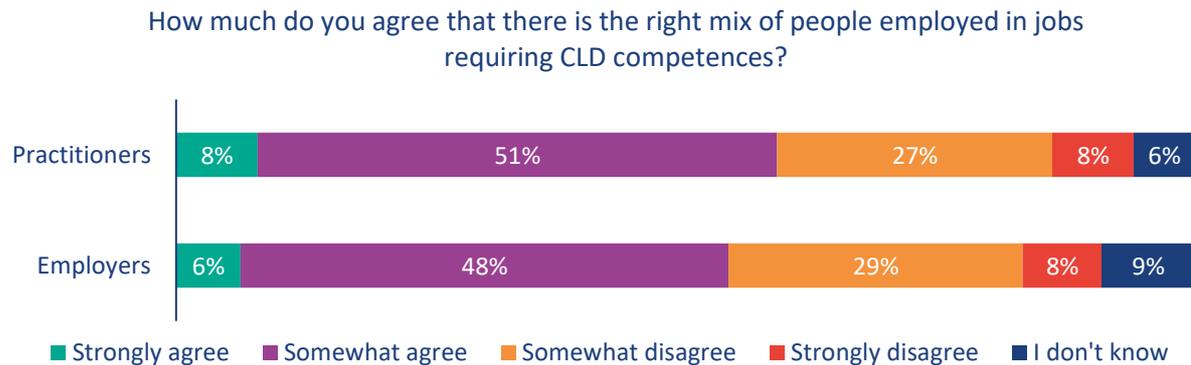


Figure 48: the extent to which practitioners and employers consider that there is currently the right mix of people in the CLD sector

There were some trends by sector to note:

- Practitioners in the third sector were more likely to feel that people had the right skillsets for CLD. However, the public sector was more likely to feel there were the right mix of people
- Adult Learning employers were slightly more likely to believe that there was the right mix of people employed in CLD than employers in Youth Work or Community Development.

Recruitment and recruitment challenges for paid staff

Two-thirds of employers somewhat or strongly agreed that they were able to recruit staff who have the appropriate skills and competences for CLD (Figure 49).

How much do you agree that your organisation can recruit staff who have the appropriate skills and competences?



Figure 49: the extent to which employers find it easy to recruit staff with appropriate skills and competencies

There was little difference between the third and public sector in terms of their ability to recruit the right people for the role

Adult Learning employers were slightly more likely to feel they could recruit paid staff who had the appropriate skills and qualifications than employers in Community Development and Youth Work

More than three-quarters of employers somewhat or strongly agreed that they could recruit paid staff with the appropriate CLD qualifications for the job (Figure 50). This indicates that generally employers did not encounter significant challenges in recruiting staff with the right skillset for a CLD role.

How much do you agree that you are able to recruit paid staff with appropriate CLD qualifications for the roles available within your organisation?



Figure 50: the extent to which employers find it easy to recruit staff with appropriate qualifications

There were some trends by sector to note:

- 31% of third sector employers strongly agreed that they could recruit staff with the appropriate CLD qualifications compared to 18% of the public sector. This is likely to be the result of public sector employers much more commonly asking for CLD-specific qualifications as a prerequisite for CLD roles than third sector employers
- Adult Learning employers were slightly more likely to agree that they could recruit staff with the appropriate CLD qualifications, than those in Community Development or Youth Work.

Employers were asked which skills they struggled most to recruit for. Overall, leadership and management, and digital skills were the main areas of concern (Figure 51). This fits with the development needs reported by the current CLD workforce.

Third sector employers were more than four times more likely to feel that there were no skills they struggled to recruit for than public sector employers

Skills and expertise that employers struggle to find during recruiting



Figure 51: skills employers report struggling to find in applicants for CLD roles

Recruitment and development needs for volunteers

When employers were asked whether they could recruit volunteers with the appropriate skills and competencies, the majority felt they could (Figure 52).

How much do you agree that your organisation is able to recruit volunteers with the appropriate skills and competences?



Figure 52: employer views about whether they can recruit volunteers with appropriate skills and competencies

In interviews, employers and practitioners were very positive about using volunteers, viewing them as a valuable resource whose involvement was at the core of CLD. Employers interviewed were clear that they did not tend to look for already skilled volunteers, valuing commitment and passion more.

“We look for enthusiasm, and if they are skilled in an area it’s welcome – but then we provide the training as payback to them for the time and commitment to us” – Employer

Employers most commonly felt that the volunteers they recruited had development needs related to digital skills (Figure 53). As employers also report a lack of digital skills amongst their employees, this may be a difficult development need to support.

Employers reported a variety of volunteer development needs



Figure 53: employer views on volunteer development needs

When interviewed, employers highlighted the best feature of using volunteers as their ability to represent and engage with their local communities and to be trusted.

“We try and recruit people who are representative of the community we work with, so a quarter are disabled (...) We offer person-centred services, so we try and recruit to match things” – Employer working with individuals with disabilities

The majority of employers interviewed felt they could provide adequate support and training to volunteers. Among those who did this successfully, volunteers were provided with a range of development opportunities which included accredited learning and leadership courses. In many cases, there was an appointed member of staff responsible for volunteer training and management.

“We try to recognise volunteers as much as possible (...) We value our volunteers, we wouldn't be able to do what we do in the community without them, we enable and support them because they deliver our service” - Employer

Among employers who felt their organisation could not provide adequate support to volunteers, common elements were capacity, in terms of not having the appropriate staff to manage volunteer recruitment or enough time and funding to invest in training volunteers. This tells a similar story to issues concerning staff professional development.

“The problem is volunteers need servicing –to direct, support them, and that comes at a cost, a matter of financial shortages preventing us to do more with volunteers” - Employer

Views on what is driving skills shortages

A lack of resources, funding and staff time were the main drivers of concern for employers in addressing professional training and development needs



Figure 54: employer views on what is driving skill shortages

There were some trends by sector to note:

- A lack of resources or funding for staff development and training was seen as driving skills concerns for 38% of third sector employers compared to 26% of public sector employers.
- A lack of available professional learning programmes and opportunities was seen as driving skills concerns for 23% of public sector employers compared to 13% of third sector employers.
- Third sector employers were slightly more likely to suggest they had no concerns in being able to meet employee needs than the public sector.

From interviews with practitioners, it also emerged that several participants felt that managers were often out of touch with training needs, and with CLD more generally, especially in local authority settings, and that the changing issues faced by the communities were not met with changes in training.

“Training is suffering because CLD workers can’t afford to take time out of their day jobs to do it.” – Practitioner

Funding sources for staff training and development

When asked what funding sources they used for staff development and training, employers most commonly stated that funding came from their organisation’s core budget. Other funding sources included local, national and Scottish Government external funding. Around one in ten employers reported having no access to funding for staff training and development.

Where funding comes from for training and development

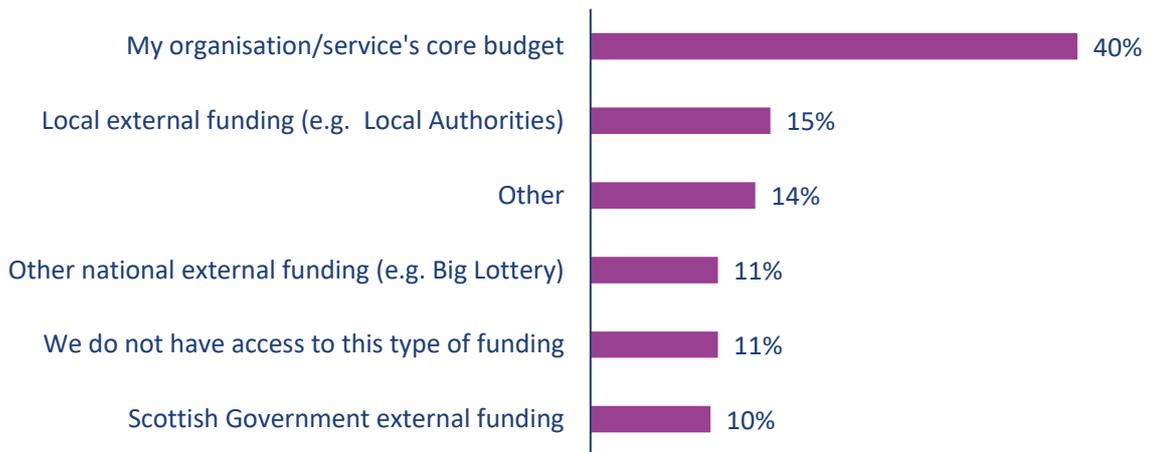


Figure 55: funding sources for the professional development of their staff from employer survey

There were some trends by sector to note:

- Public sector employers were far more likely to use their organisation’s core budget to train and develop their staff, compared with the third sector.
- Third sector employers were twice as likely to report having no access to funding for staff training and development than the public sector.
- Public sector employers had greater access to local external funding, whereas the third sector used more national external funding (excluding Scottish Government funding) and ‘other’ funding sources.

By comparison, in the *Working with Scotland’s Communities 2015* research organisations said that they mostly funded training and professional development from their own core budgets

Accessing information and insight

When asked about access to information for their paid staff and volunteers, around two fifths of employers felt their staff had ready access to information around good CLD practice, the same amount felt that they were aware of and using iDevelop, and a similar number said staff were using Education Scotland’s National Improvement Hub. Additionally, 36% of survey respondents said their staff also used other professional online resources.

Do you know where to find information about good CLD practice or similar work?



Do your staff and volunteers use iDevelop?



Do your staff and volunteers use Education Scotland’s National Improvement Hub?



Figure 56: Employer views on good practice, the use of iDevelop and the National Improvement Hub

4 Careers in CLD

This chapter explores career progression opportunities for CLD workers.

4.1 Development and progression in CLD

Employers and practitioners surveyed agreed about the types of opportunities and challenges that a career in CLD produced. CLD posts were viewed positively for gaining work experience and skills, and there were seen to be many opportunities to volunteer. However, most of the CLD workforce did not feel they had job security.

In general, the third sector seemed more positive about careers in CLD than the public sector, and Adult Learning practitioners and employers felt more concerned than those in Youth Work and Community Development.

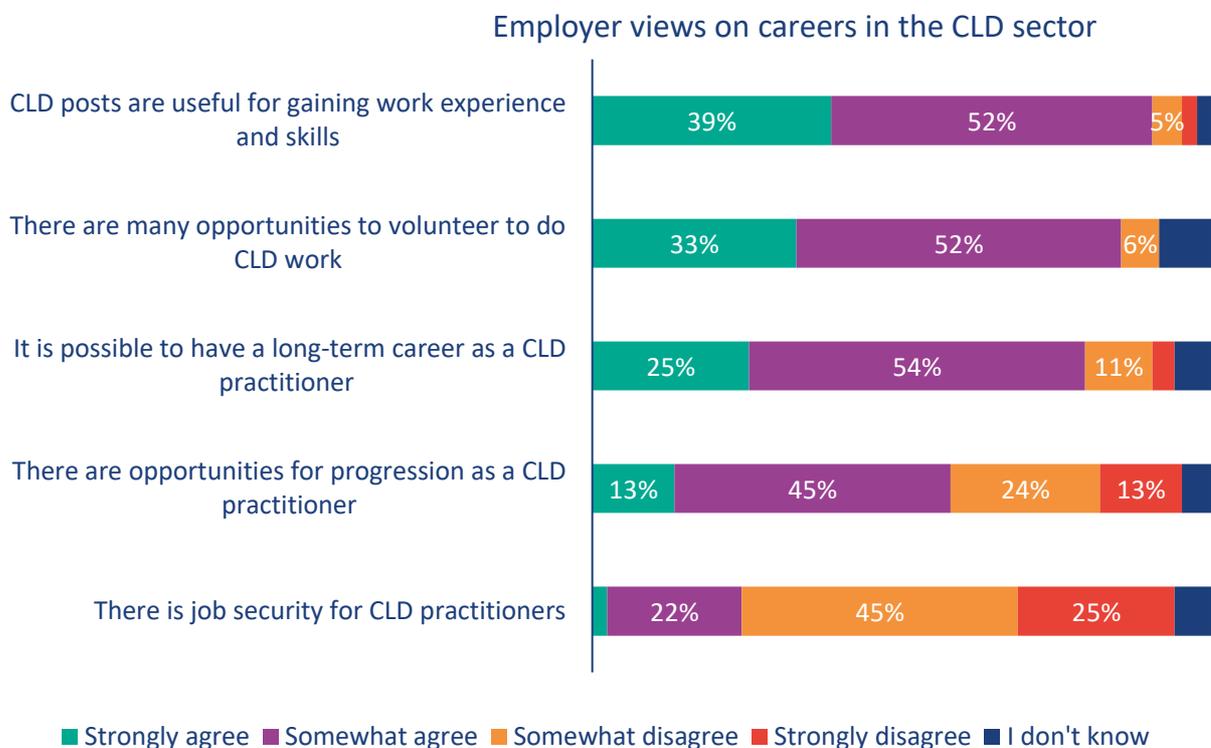


Figure 57: employer views on careers in the CLD sector

There were some trends by sector to note:

- Third sector employers were more likely to feel that there were many paid job opportunities for CLD workers and that it was possible to have a long-term career in CLD than the public sector
- More employers in Youth Work strongly agreed that there were opportunities for progression than in Adult Learning or Community Development
- Adult Learning employers were less likely to strongly agree that it was possible to have a long-term career in CLD, or that there were many paid job opportunities.

Practitioners' views on careers in the CLD sector

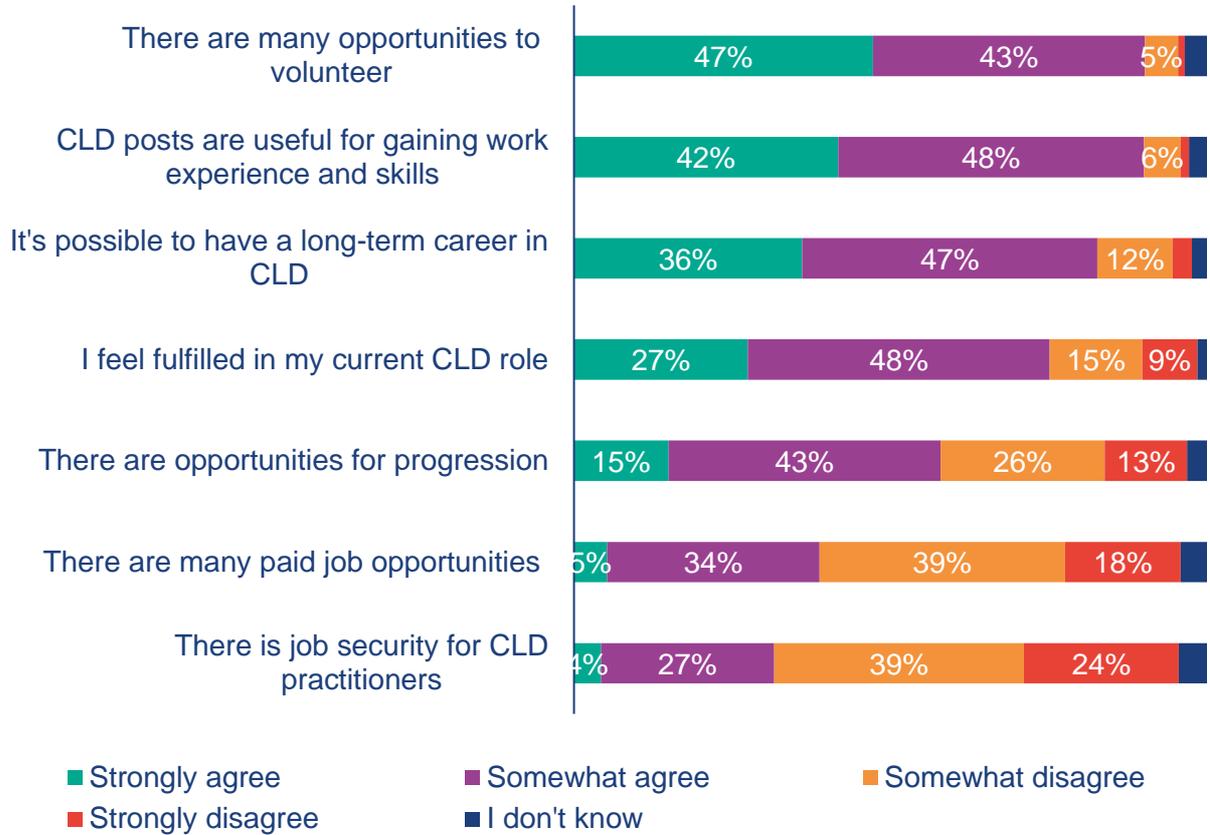


Figure 58: practitioner views on careers in the CLD sector

There were some trends by sector to note:

- Practitioners in the third sector were more likely to feel fulfilled in their current role, and had more opportunities to volunteer, work and progress when compared to the public sector. However, job security was felt to be greater in the public sector than in the third sector.
- Practitioners in Adult Learning felt less positive about their job than those in Youth Work or Community Development. A smaller proportion felt fulfilled, there were seen to be fewer opportunities to volunteer, work and progress, job security was lower, and posts were not seen as often to be useful for work experience and skills.

5 Resourcing in the CLD Sector

This chapter explores issues around resourcing in relation to the CLD workforce, including challenges in supply and demand, pay and stress levels, funding distribution, and partnership work.

5.1 Supply and demand of CLD services

When practitioners and employers were asked whether the supply of CLD services matched the demand for them, few felt that it did. There was a consensus amongst survey respondents and interviewees that services had reduced as a result of funding cuts, and that the sector as a whole was under-resourced.

“We are an extremely under-resourced profession, we do the best with what we can, but often we are working late into the night.” - Practitioner

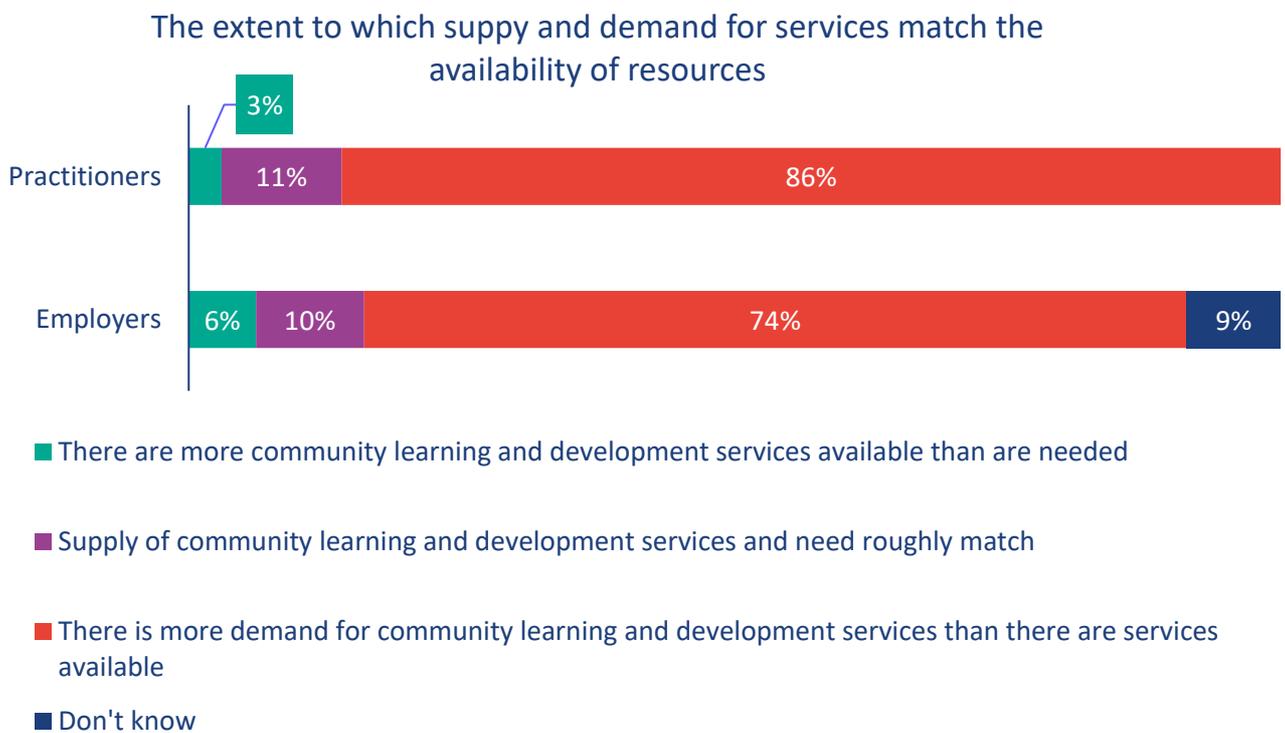


Figure 59: practitioner and employer views on adequacy of resources available to meet demand for CLD services

Public sector employers were far more likely than third sector employers to feel that there was greater demand for CLD services than there were services available. This difference was not seen for practitioners.

5.2 Funding for CLD services

Over two-thirds of employers felt that certain areas of CLD could access funding more easily than others. In interviews, among employers, stakeholders and practitioners, it was felt that funding would be more easily accessible to CLD services that could be branded as doing ‘employability’ activities. Additionally, several employers said they had started identifying with other sectors in order to secure funding more easily.

In interviews, both among employers and practitioners, it was felt that funding would be more easily accessible to CLD services that could be branded as doing ‘employability’ activities. Additionally, several employers said they had started identifying with other sectors in order to secure funding more easily.

“In order to get adequate funding, we have to label ourselves as things like employability, digital inclusion etc.” – Employer

Views on whether funding is easier to get in some areas of CLD than others

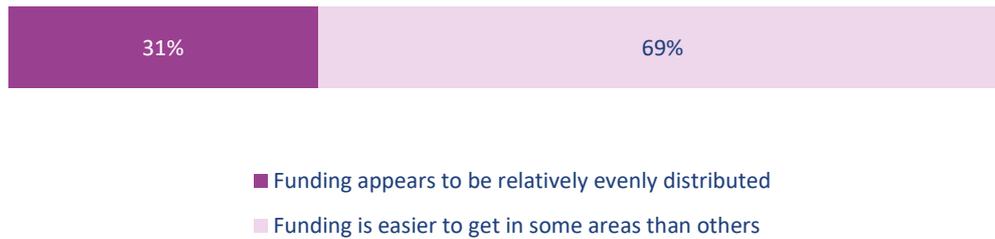


Figure 60: employer views on whether it is easier to get funding for some areas of CLD than others

Of all the open-ended responses, the youth work was most commonly mentioned as an area for which it was easier to secure funding.

5.3 Changes to the size of the CLD workforce

Employers were asked whether the size of their workforce had changed since 2015. Overall, a greater proportion felt that the number of paid workers in their organisation had decreased, than increased (Figure 61). Survey analysis revealed that public sector employers were having to combat reducing staff numbers by recruiting more volunteers.

How has the number of CLD staff in your organisation changed since 2015

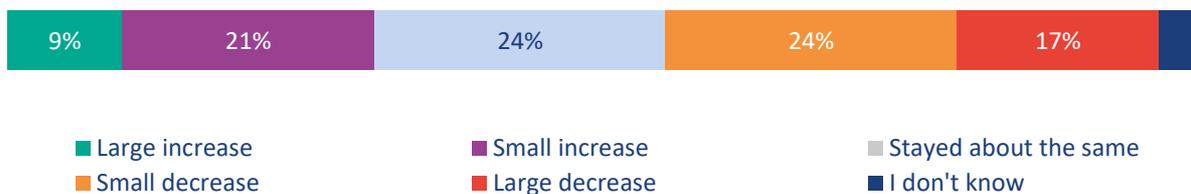


Figure 61: employer views on the changes in number of CLD staff since 2015

There were some trends by job focus to note:

- A slightly greater proportion of public sector employers (60%) stated that the total number of paid workers in their organisation had decreased since 2015 than third sector employers (55%).
- Employers in Adult Learning were much more likely to feel there had been a large decrease in the number of paid workers in their organisation since 2015, while Youth Work employers were less likely to feel that there had been any decrease.
- Adult Learning employers were more likely to have seen an increase in volunteers since 2015 than Youth Work or Community Development employers. This suggests that employers in this area are having to mitigate the effects of diminishing staff numbers through recruiting more volunteers.

From interviews, it emerged that the decrease in paid staff within the public sector was often associated with the requirement to recruit internally due to budgetary issues, which restricted the pool of applicants both in terms of skills and age. Across multiple interviews, it was also confirmed that due to the shrinking of CLD services, staff numbers were decreasing.

How has your organisation's budget changed since 2015?

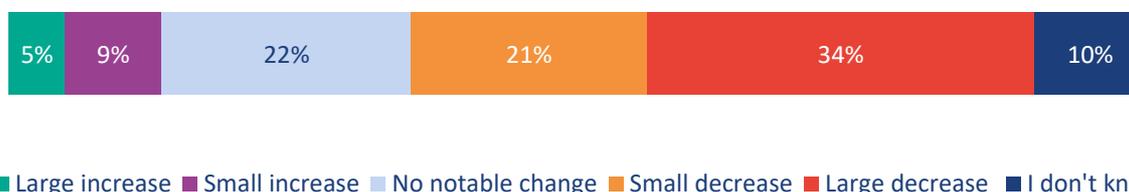


Figure 62: employer views on changes in the CLD budget of their organisations since 2015

“There’s a general trend that it’s hard to recruit for frontline positions and easier to recruit for admin and finance” – Employer

More than half of public sector employers reported large decreases to their budget since 2015. This is substantially more than the third sector (15%) and is an additional factor explaining why this sector has seen reducing staff numbers.

“We need a strong CLD sector and that is being dismantled. You lose a lot of expertise, a lot of strong leaders...this leaves a lack of continuity and influence” - Employer

Just over half of employers had seen a small or large decrease to their organisation's budget since 2015.

5.4 The role of volunteers in the CLD workforce

Volunteers are a hugely valued part of the CLD workforce. Volunteers are seen by practitioners and employers as a vital part of supporting communities and bring important skills and an understanding of communities. Some practitioners and employers noted that a lot is expected of volunteers.

“We see the proper value in their part, they sit around the table with the staff.”

“They bring a lot – help us stay on the ground and understand what is going on out there.”

“Challenges come from employers to volunteer – expect too much from volunteer. But volunteers are valued, and they know they are doing it out of passion.”

“They have a massive skillset and depth of skills and experience, we wouldn’t be able to develop services otherwise, we give them the same training and support as the paid staff.”

“Our volunteers are classed as the young people in the programmes, so we use them every day, people with lived experience. There are challenges associated with that, they might let you down, might not turn up, but things come up and you need to support people through that. The pros outweigh all the challenges, having people involved is positive for them and for us as a sector”

6 The Changing Context of the CLD Sector

This chapter explores changes to, and the context of, the CLD sector in recent years.

6.1 Changes in CLD practice

When asked about their experience as a CLD practitioner in recent years in relation to changes in the field, survey respondents tended to feel there had been both positive and negative changes, with a small percentage feeling there had been no noticeable change.

Practitioners were most concerned with changes in workload (52%) and pressure (49%) and most satisfied with the quality of partnership working (32%).

Across many categories (e.g. services delivered, focus of the work, support provided), around half of respondents felt there had been both positive and negative changes.

From interviews, it emerged that practitioners felt that there was a pressure for CLD workers to focus on increasing the employability of the people they work with. Some felt that focusing largely on employability undercut the core values of CLD work and, in some cases, prohibited CLD workers from taking measures to ensure long-term change. It was felt that when evaluating CLD work, people tended to look for hard outcomes. Practitioners felt that this focus on hard outcomes misunderstood the role of CLD and the effects it is intended to have. This was reinforced by open-ended questions from the survey.

“Too much change in structure too often, we have no idea, too much change in local authorities” - Practitioner

“Managers in local authorities do not understand community development and the workers’ jobs, they do not build up a group to make important choices, they use them as consultants when needed.” – Practitioner

“Part of the problem is that there has been a big increase in generic managers - managers who have a lot of experience of managing but don’t have particular expertise in CLD work” – Practitioner

Reflecting on your experience as a community learning and development practitioner over recent years, have you noticed any significant changes?

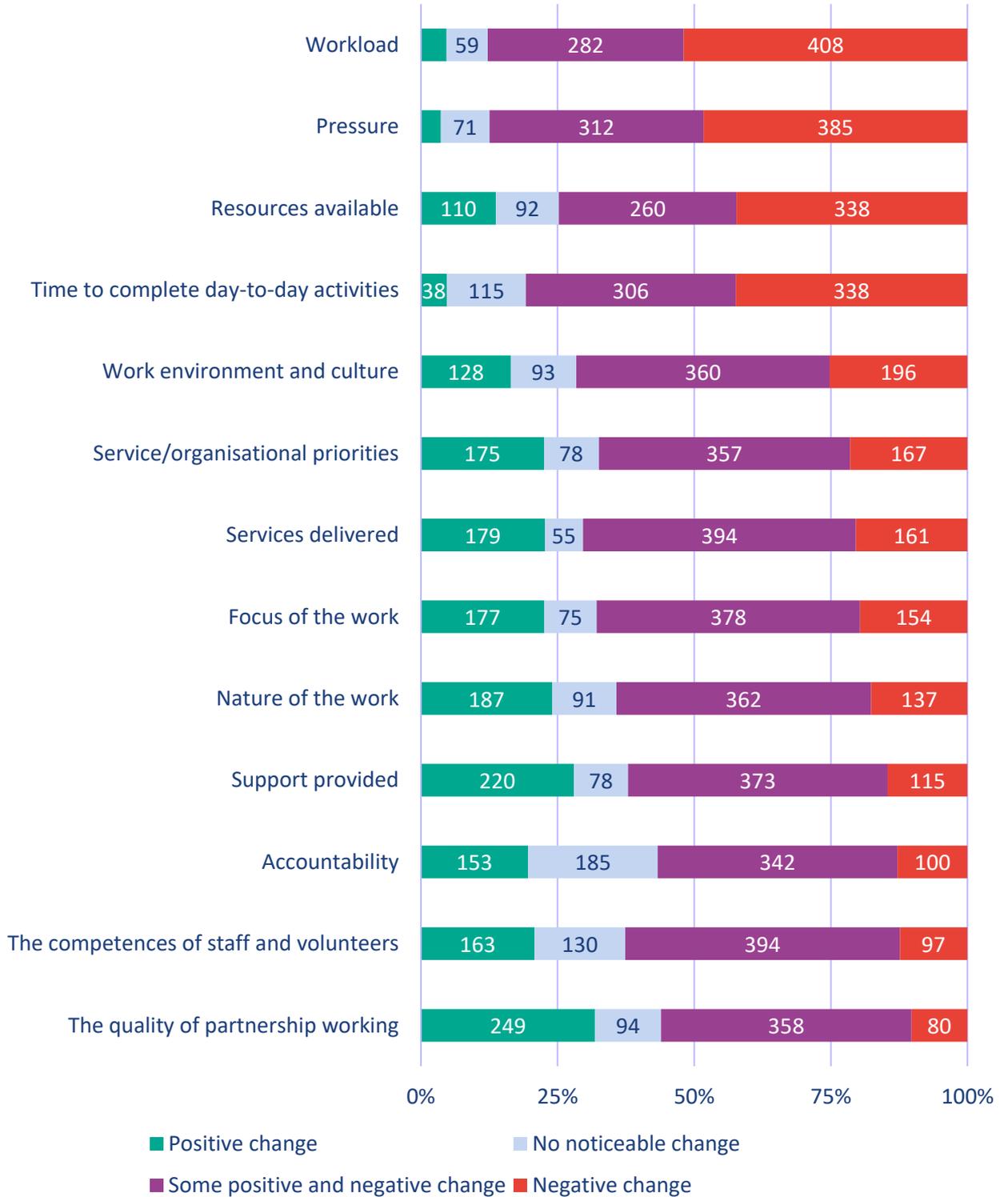


Figure 63: practitioner views on changes in the CLD sector

6.2 Partnership work

In terms of partnership work and the role played by the national context, views were mixed both among survey respondents and interviewees.

Employer views on partnership working and the national context of the CLD sector

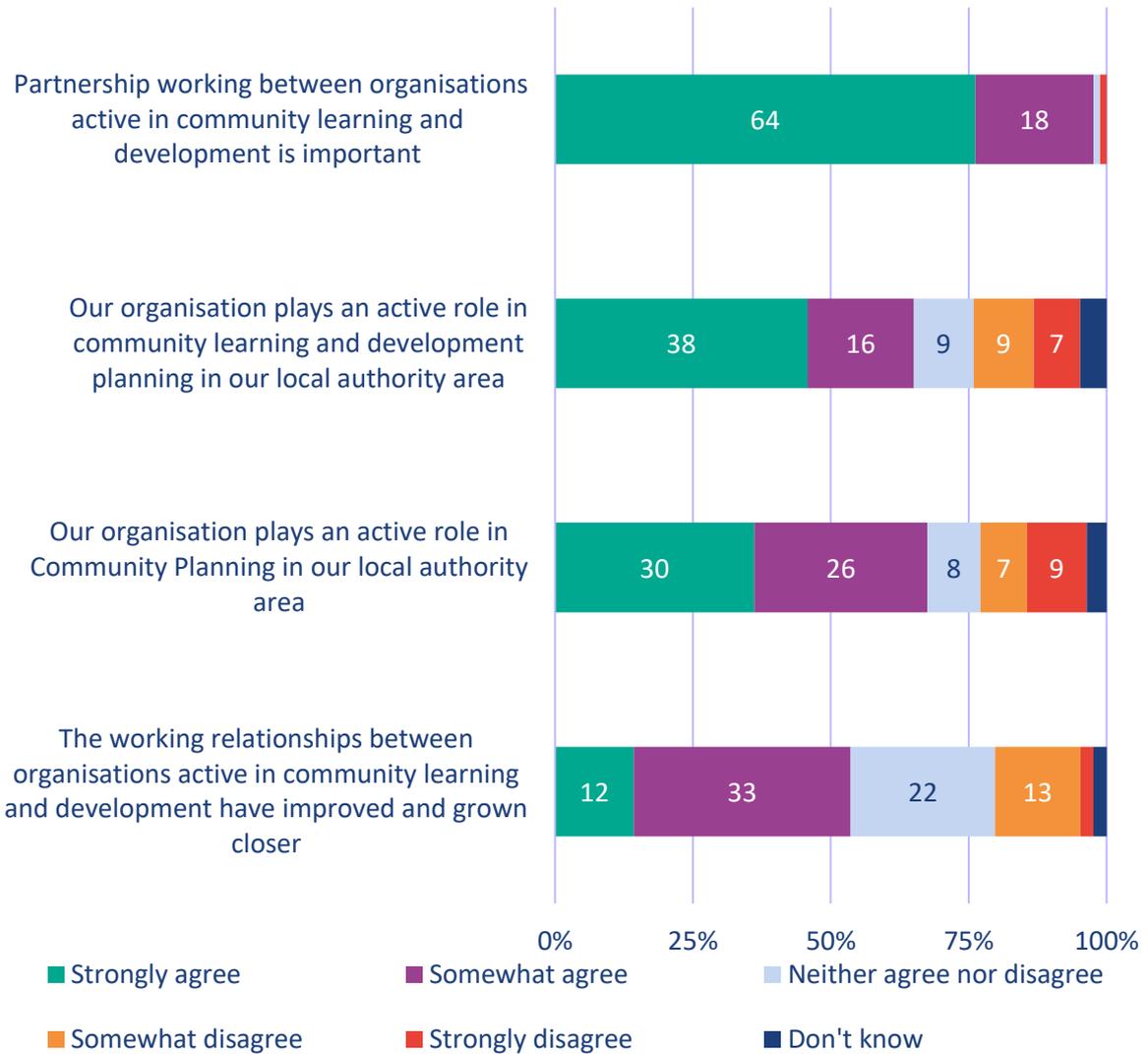


Figure 64: employers views on the CLD sector

Three-quarters of employers strongly agreed that partnership work between community organisations was important, but only 14% strongly agreed that working relationships between organisations had improved and grown closer over time.

Around two-thirds of employers somewhat or strongly agreed that they had an active role in Community Planning in their local authority area, though 19% somewhat or strongly disagreed.

During interviews, employers who felt successful partnership work was taking place mentioned the presence of national and local CLD partnerships, including rural partnerships, and increased joint working between CLD organisations and schools.

Engagement with schools, however, was also seen as an area of challenge by some interviewees, with several mentioning that the resources and increased autonomy given to headteachers through the Pupil Equity Fund did not translate into an awareness of and engagement with the CLD sector.

“We have to make stronger links with health and social care, there are some tentative links at the moment – all looking at capacity building, resilience – all things CLD can offer, it is key area (...) Education, Pupil Equity Fund – some schools are getting hundreds of thousands, we know they can’t spend that money, there are opportunities with CLD that they are not exploring” – Employer

6.3 National Context

68% of employers somewhat or strongly agreed that the national policy for CLD was helpful for informing their work.

National policy for CLD is helpful in informing our organisation's work
- employers' views



Figure 65: employers views on the CLD sector

Employers felt that there is a strong policy driver for CLD, but it feels like there is a disconnect between the policy ambitions and the resource available to implement these ambitions. Employers also felt that the policy environment was quite complicated and could be simplified.

“Nationally there is a lot to get your head around, the landscape of CLD policy is particularly complicated.” - Employer

Employers were asked about the extent to which the Requirements for Community Learning and Development (Scotland) Regulations 2013 inform the community learning and development work of their organisations (Figure 66). Generally, employers felt that the regulations informed their work with 61% of respondents stating that the 2013 Regulations informed the work of their organisation to some extent or a great deal. Other frequently mentioned legislation included the Community Empowerment Act and the Children and Young People’s Act.

To what extent do the Requirements for Community Learning and Development (Scotland) Regulations 2013 inform the work of your organisation?

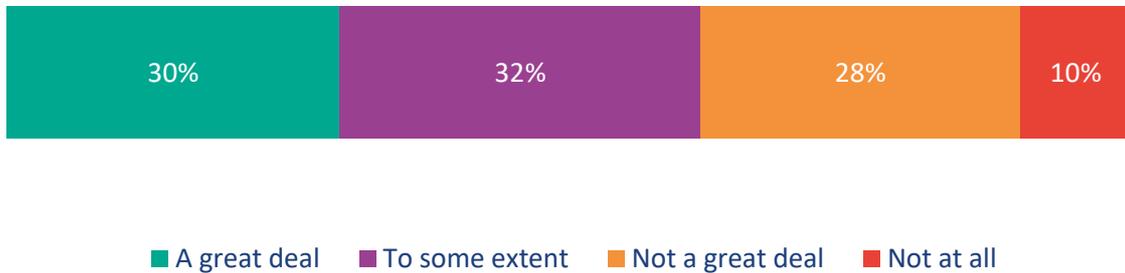


Figure 656: employer views on the extent to which the Requirements for Community Learning and Development (Scotland) Regulations 2013 inform the community learning and development work of their organisations

Beyond the impact of existing legislation around CLD, in interviews we asked participants about their relationship with representative bodies such as the CLD Standards Council, YouthLink Scotland, and Learning Link Scotland. Many respondents, especially employers, had some form of contact with representative bodies, and most were members of the CLD Standards Council. Similar opinions around the support they received from representative bodies was shared by interviewees. It was also found that communication with these bodies was not always effective and both practitioners and policymakers do not engage with them as much as they should. The fragmentation arising from the multitude of bodies was also felt to be an issue weakening the identity and strength of the CLD sector.

‘All the bodies are trying their best, but there’s too many out there, we don’t have a cohesive voice. I can’t blame the minister for saying ‘who is actually representing this workforce?’. There needs to be a single forum that comes together, that’s the national voice of the sector with key messages. It’s just too fragmented at a national level.’ – Employer

Appendix 1

Working with Scotland's Communities 2018 Advisory Group

Member	Organisation
Ian Robertson	Scottish Communities for Health and Well-being
Jackie Howie	Learning Link Scotland
Mick Doyle/Susan Paxton	Scottish Community Development Centre
Mike O'Donnell	Skills Development Scotland
Robert Hynd	CLD Managers Scotland
Susan Hunter/Liz Green	YouthLink Scotland
Fergus McMillan	LGBT Youth Scotland
Fiona Boucher/Tracey Waddell	Scotland's Learning Partnership
Ilse McKinnon	SCVO
Janette Devlin	Community Links Scotland
Tanveer Parnez	BEMIS
Colin Lindsay	Strathclyde University

The Advisory Group met on 3 occasions. It was supported by John Galt (Education Scotland) and Colin Ross (CLD Standards Council)