

Education Scotland & CLD Standards Council Scotland

Working with Scotland's Communities 2018

Workforce analysis of community learning
and development (CLD) in Scotland

Summary Report



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 analyses as numbers in each region were not high enough to draw meaningful conclusions. This also ensures that we avoid the risk of identifying individuals through our analyses.

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 on the robustness of quantifying the conclusions from the volunteers' and stakeholders' responses as a large number of the 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.

Key findings

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

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

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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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

The CLD Standards Council Scotland defines Community Learning and Development as “a field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities.”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.

Rocket Science was commissioned by Education Scotland and the CLD Standards Council Scotland 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 to enable greater 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.

To complete this research, 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. Not all practitioners identify themselves as CLD, therefore reaching the breadth of the CLD workforce through this research was identified as a possible challenge. To ensure our research was designed in a way to maximise reach in the sector, we spoke with a range of key stakeholders in the sector to understand their views on how to reach the wider workforce, how to make the research useful to the sector, and whether there were any changes or challenges that we needed to understand when starting this research.
- **Online survey**– We designed four sub-surveys within the one survey link. One for each of practitioners, volunteers, employers and stakeholders. Questions were tailored for each audience to ensure we were asking relevant information. There were 1,239 responses to our survey; 74% came from practitioners, 12% from volunteers () 10% from employers (), and 5% from stakeholders .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.
- **Follow up interviews** – We conducted telephone interviews with 47 of the 1,239 who answered the survey to gain a deeper understanding of the issues.

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

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

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 that 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*⁴ (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.

Details of the profile of survey respondents, the methodology for estimating the size of the workforce and other issues referred to in this Summary can be found in the full report on the research, available on the CLD Standards Council website⁵.

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 a 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 the first detailed estimate 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.

⁴ <https://education.gov.scot/improvement/research/working-with-scotlands-communities-2015>

⁵ <http://cldstandardscouncil.org.uk/>

There are several assumptions that underpin this analysis. They have been made to enable a calculation to be made. 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 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 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 local authority areas. 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 area 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 (TSIs) 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 TSIs. 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 CLD 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.

2 Resources and Need for CLD

This chapter outlines staff resourcing and the extent to which the workforce feels it is adequate for the needs of the communities it works with.

2.1 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. 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. 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

“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

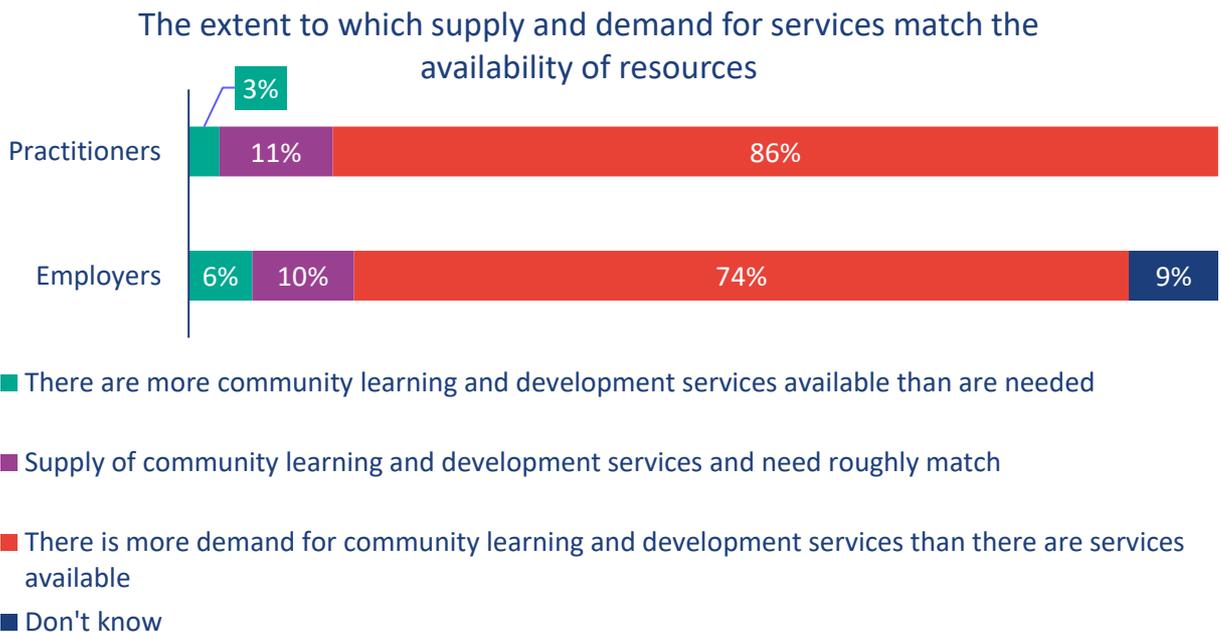


Figure 1: practitioner and employer views on the adequacy of resources available to meet the demand for CLD services

More than half of practitioners expressed that they felt that increasing workloads and other pressures were affecting the quality of the support they were able to give communities.

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

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”

‘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’

2.2 We estimate that there are around 21,000 paid staff working in CLD across the third sector and local authorities in Scotland.

We estimate that there are around 21,000 paid staff working in CLD across the third sector and local authorities in Scotland. We also estimate that there is likely to be in the region of 255,000 volunteers working in CLD across the third sector and local authorities in Scotland.

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

2.3 There is an ageing workforce and a significant proportion of the workforce intend to retire or leave the profession in the next five years

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 were aged 16-34 (Figure 7). The employers that we 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 7). 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.

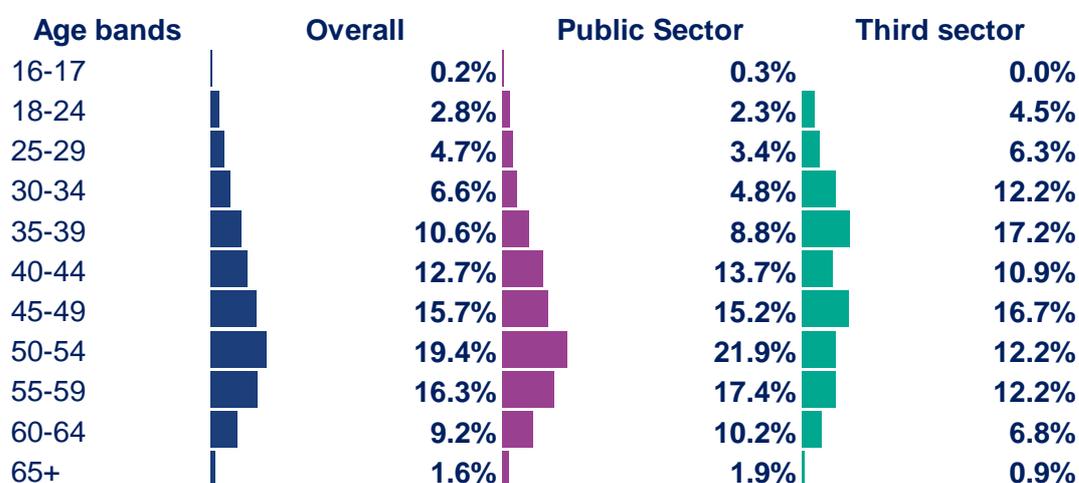


Figure 3: age of workforce by sector from practitioner survey

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 8).

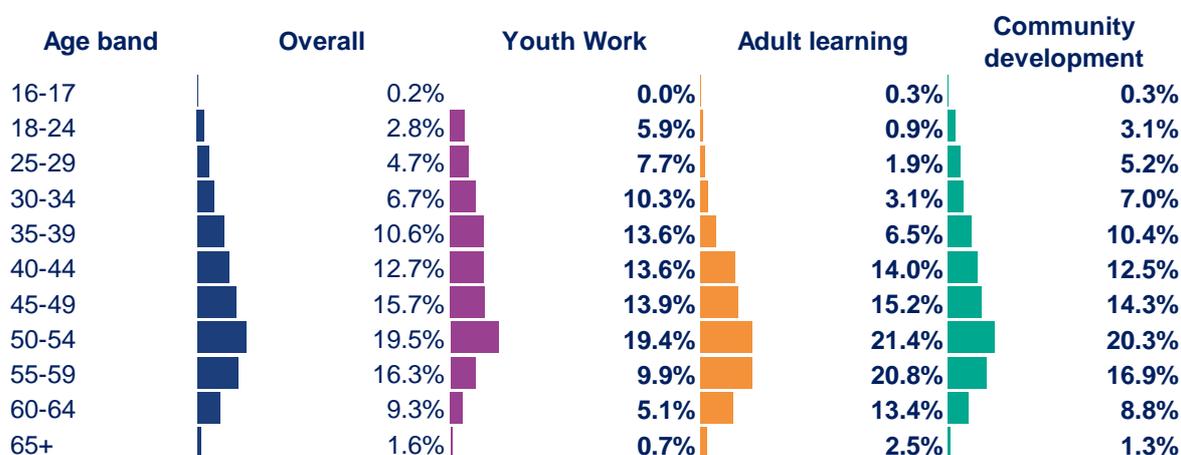


Figure 4 age of workforce by focus of work from practitioner survey

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). 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

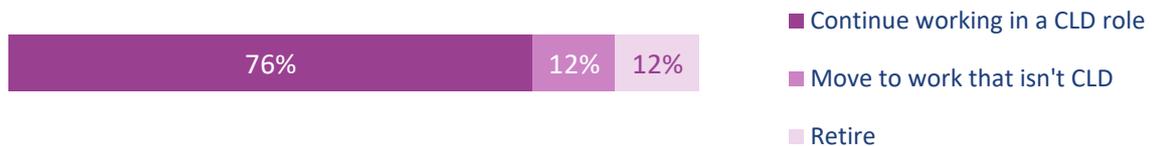


Figure 5 CLD practitioners' future plans

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”.

3 Diversity and Equality in the CLD Sector

This chapter outlines trends and issues in relation to diversity and equality within the workforce

3.1 Ethnic diversity is low in the CLD workforce

Around 97% of the CLD workforce ethnically identify as white including white Scottish, English, Irish and other European ethnicities. This trend doesn't change between Adult Learning, Community Development and Youth Work. In Glasgow, diversity is very slightly higher with around 93% of practitioners identifying as white. In the 2011 census, 11% of people in Glasgow were BAME, thus this group is still under-represented in Glasgow's CLD workforce.

The Scottish Census showed that between 2001 and 2011, the population of BAME doubled in Scotland. It appears that the representation within the CLD workforce is lagging behind the changing profile of Scotland's communities.

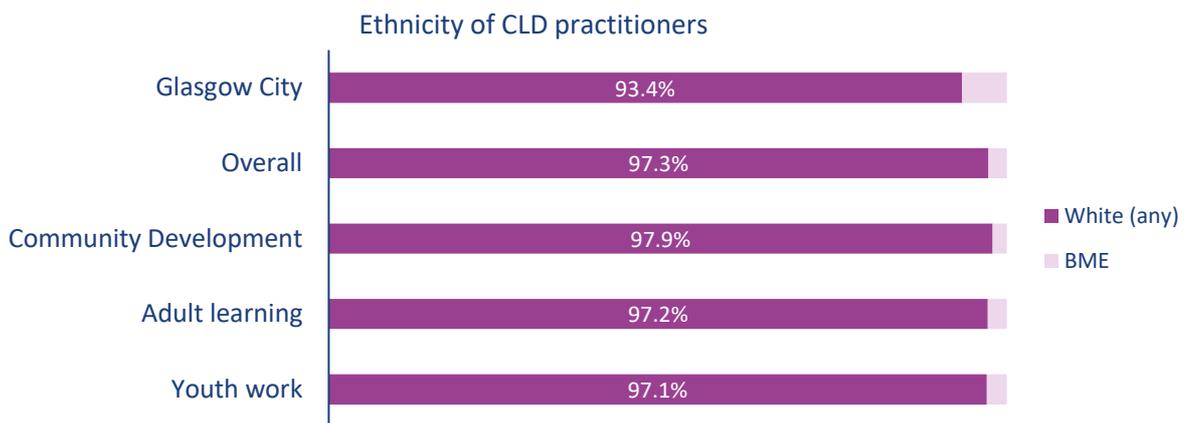


Figure 6: ethnicity of CLD workforce from practitioner survey

3.2 There is a gender pay gap in the CLD workforce

It was most common for practitioners to be earning £25,001 to £35,000 annually, although almost a third earned less than this. Figure 11 shows the annual earnings for all CLD practitioners. It is important to note that this includes both part-time and full-time working.

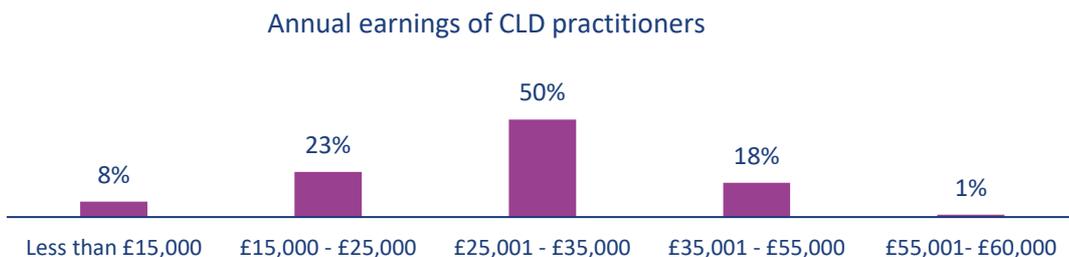


Figure 7 practitioner earnings from practitioner survey

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.

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.

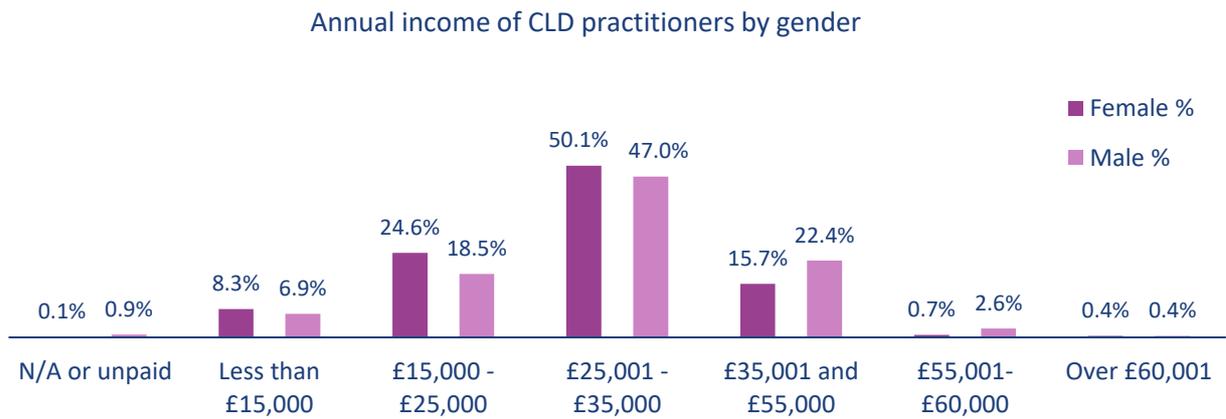


Figure 8: practitioner earnings by gender

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.

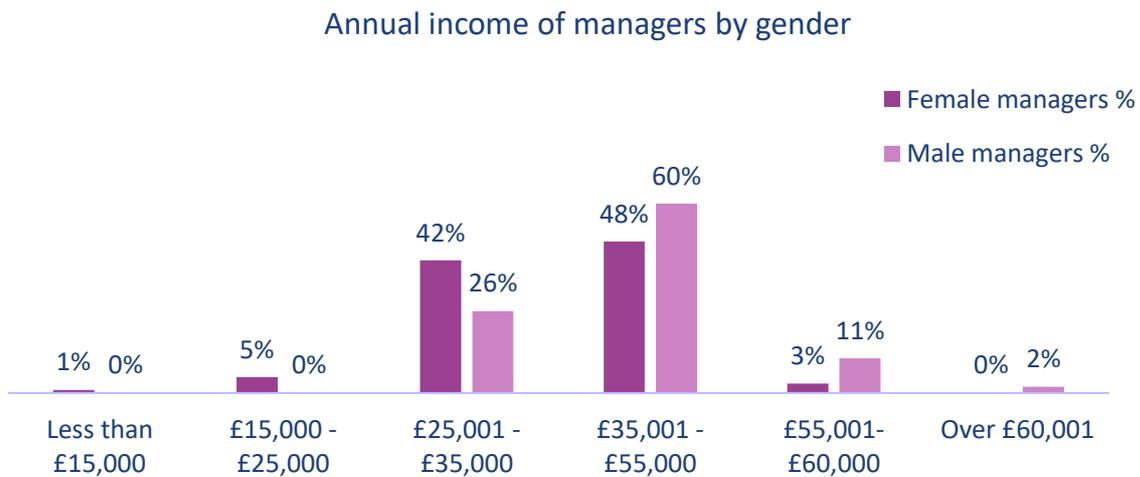


Figure 9 CLD manager earnings by gender from practitioner survey

4 Identifying with the term Community Learning and Development

This chapter explores the extent to which the workforce identifies with and uses the term Community Learning and Development to describe their role.

4.1 Public sector staff tend to identify themselves as CLD practitioners, while fewer third sector staff will use CLD to describe what they do

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. Practitioners 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 reinforced 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”.

Do you use the term Community Learning and Development to describe what you do?

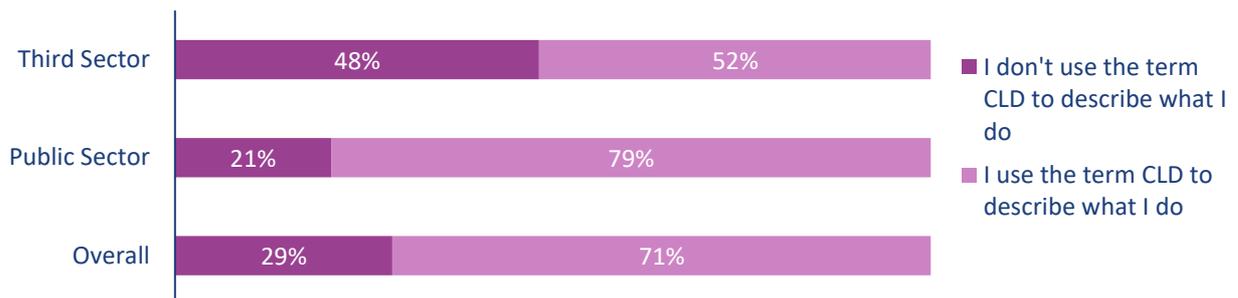


Figure 10 the use of CLD as a term by practitioners

Those practitioners who did not identify as CLD tended to express the following reasons:

- The term CLD can make it harder to find funding as it isn't the most attractive term for funders
- The term CLD can be confusing for their audiences and communities. Instead they often used terms such as Community Development, Community Education or Youth Work
- The term CLD can be seen as too broad or generic a word to describe their work and misses the nuances of what they do.
- The term CLD was commonly associated with local authority roles by third sector staff. We identified a desire amongst some third sector staff to separate themselves from the association with the local authority term.

“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

“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 Scotland 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

5 Commitment in the CLD workforce

In this chapter, we explore the views of the CLD paid staff and employers in relation to job and pay satisfaction, stress levels and dedication to the sector.

5.1 CLD Practitioners tend to stay in the industry long term

Nearly 70% of practitioners had been working in CLD for more than 10 years with 30% of practitioners in CLD for more than 20 years. 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

5.2 CLD Practitioners tend to feel fulfilled in their role

Nearly one-third of practitioners feel strongly that they are fulfilled in their role with a further 50% saying they feel somewhat fulfilled in their current role.

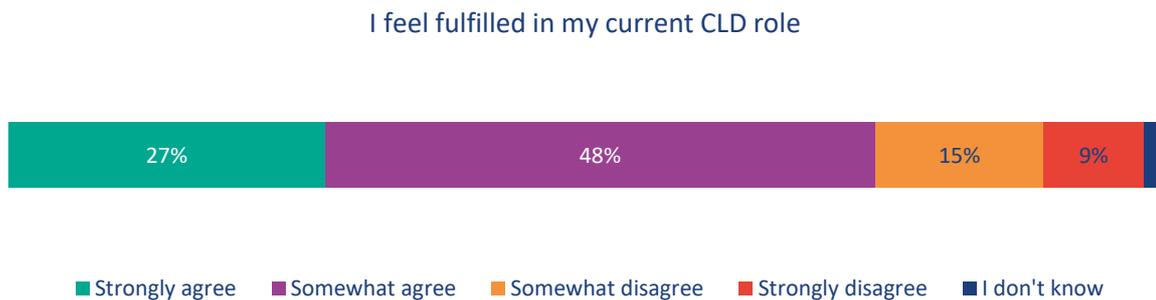


Figure 11: views of practitioners on whether they feel fulfilled in their current role

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 and there were seen to be fewer opportunities to volunteer, work and progress. Job security was lower, and posts were less likely to be seen as useful for work experience and skills.

5.3 Most CLD practitioners feel that staff aren't paid reasonably for the work they do

Around 60% of paid staff working in CLD somewhat or strongly disagree that they are paid reasonably for the work they do. Around half of employers feel that CLD practitioners are paid reasonably for the work they do.

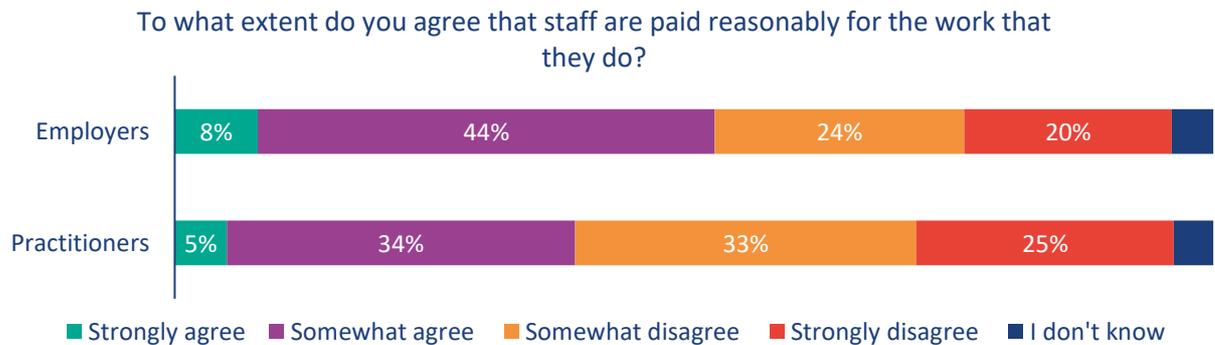


Figure 12 views of practitioners and employers on reasonable pay in the sector

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.

5.4 Around half of practitioners and employers feel that stress levels are unreasonable for the CLD workforce.

Around half of employers and practitioners stated 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 growing need amongst communities.

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

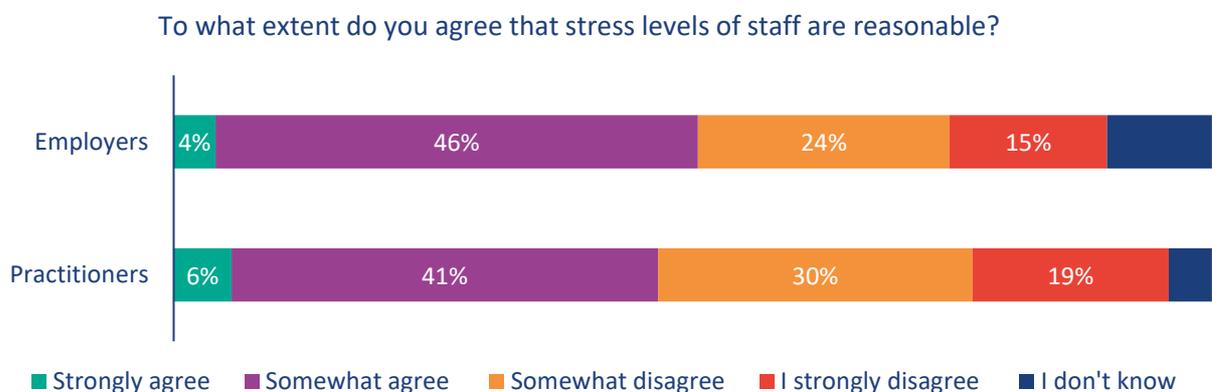


Figure 13 views from practitioners and employers on the stress levels in the sector

6 Qualification, skills and development needs in the CLD workforce

This chapter outlines the qualification and skill level of the current workforce as well as identifying the development needs faced by practitioners and employers.

6.1 The CLD workforce is highly qualified.

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.

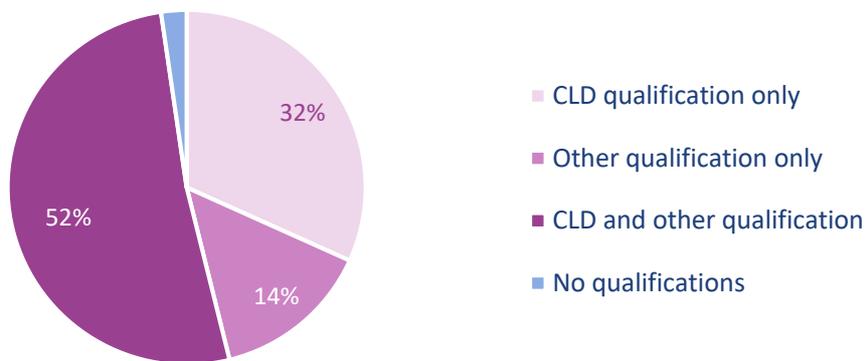


Figure 14 qualifications held by CLD staff from practitioner survey

The most common CLD related qualification was an ordinary degree, followed by a post-graduate degree. Non-CLD-specific qualifications showed a huge variation. Most were strongly related to the CLD field, for example Teaching and Education and Early Years/Childhood Studies.

Non CLD specific qualifications held by practitioners

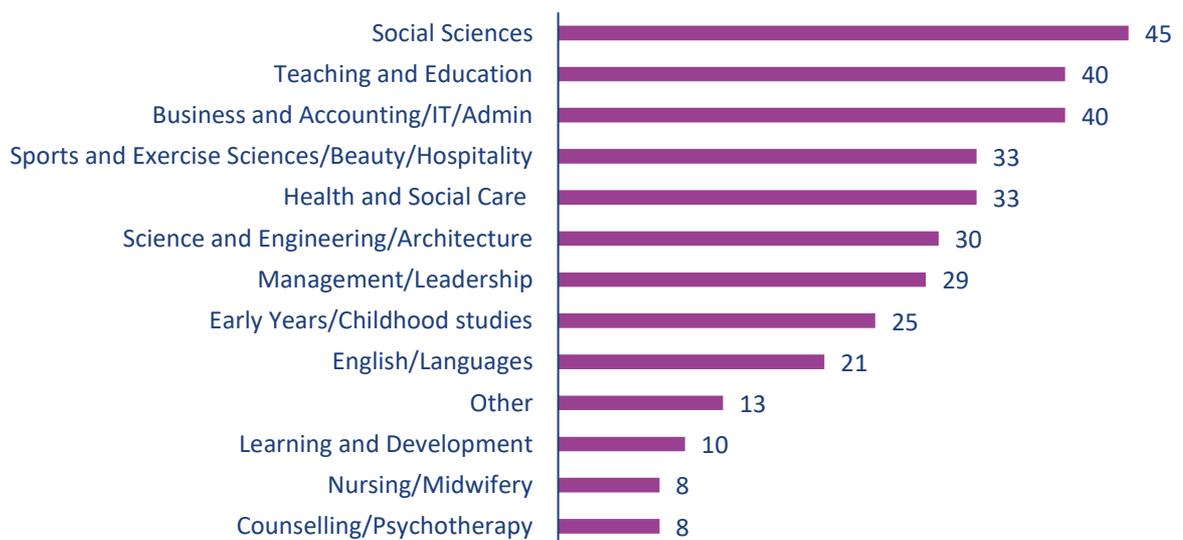


Figure 15 qualifications held by CLD practitioners other than CLD specific qualifications from practitioner survey

6.2 Public sector employers generally require CLD specific qualifications for staff while 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. Only a quarter require CLD qualifications with a further quarter sometimes requiring CLD qualifications. Around half of employers we interviewed noted that there is less of a requirement for CLD specific qualifications than there had been in the past.



Figure 16 requirement for CLD specific qualifications for staff from employer survey

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 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

6.3 Employers are concerned that they may not be able to address some staff development needs through training and recruitment

Practitioners and employers both identified that leadership and management skills and digital skills are the most common development needs of the CLD workforce and the skills that employers most often struggle to find when recruiting staff.

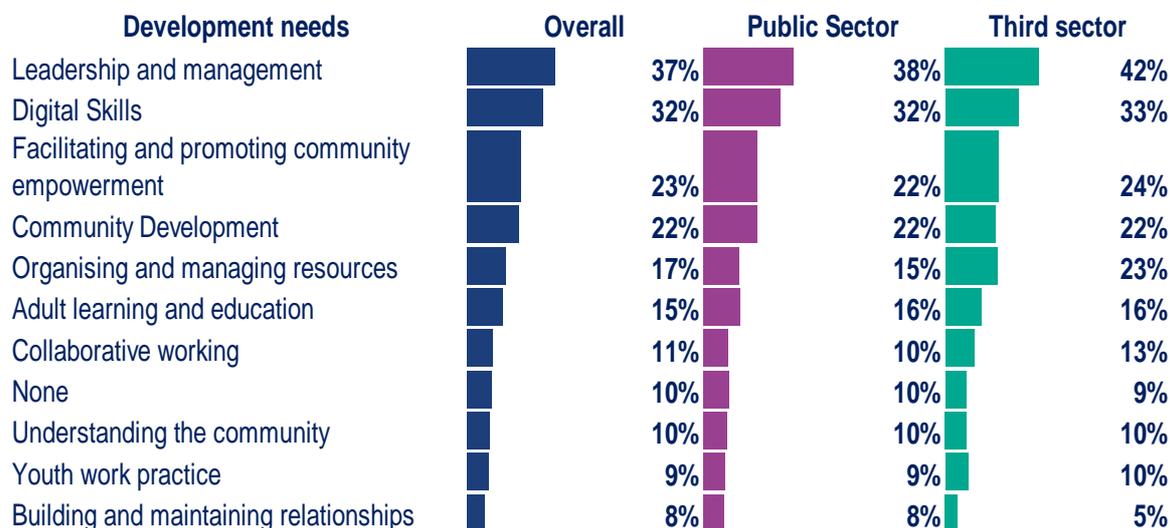


Figure 17: development areas for staff by sector identified in the practitioner survey

The most common drivers of skill shortages were reported to be:

- A lack of resource or funding available for staff development and training
- Lack of staff time to attend professional learning programmes or take up development opportunities
- Lack of available professional learning programmes and opportunities with training available lagging behind the emerging need. This includes limited availability of suitable training opportunities even when identified and prioritised by employers.

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 22). This fits with the development needs reported by the current CLD workforce.

Skills and expertise that employers struggle to find during recruiting



Figure 18: skills employers report struggling to find in applicants for CLD roles

Most practitioners were at least somewhat confident that their employer would be able to adequately help them with their development needs.

Practitioners' level of confidence in their organisation helping them with their development needs



Figure 19: confidence level reported by CLD practitioners that their organisation will help with their development needs

However, 65% of employers identified at least one development area that their staff had that they were not confident they could meet.

Development areas employers are concerned that they cannot address



Figure 20 confidence of employers to address staff development needs

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 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 staff training and development needs than those in Community Development or Youth Work

Digital skills were also reported by employers as a skill gap for volunteers.

Employers reported a variety of volunteer development needs



Figure 21: employer views on volunteer development needs

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)