



# **CLD Standards Council**

## **CLD responses to the pandemic, lockdown and initial re-opening**

A report on the responses received from CLD practitioners to 4 waves of survey conducted between March and July 2020.

### **Contents**

1	Introduction	2
2	Respondents	4
3	Key Areas of CLD Practice and Services	6
4	Issues for CLD Practitioners	11
5	Conclusions: lockdown and beyond	15
6	Recommendations	16
	Annex 1 Examples of CLD responses	17
	Annex 2 Numerical Breakdown of responses	19
	Annex 3 Survey Questionnaire	21

## 1. Introduction

The CLD Standards Council (CLDSC) conducted a survey of the views of CLD practitioners to track the CLD response to the COVID-19 pandemic and its consequences. The survey was aimed in the first instance at members of the CLD Standards Council but was open to other CLD practitioners.

As the first lockdown approached and then was put in place across the UK, the CLDSC reorganised its own operation and began to consider how to support members and enable a voice for the CLD profession in these unprecedented circumstances. After careful consideration, a survey aimed at capturing the responses of CLD practitioners, their experiences and their concerns was launched on 17<sup>th</sup> March, with the intention that further “waves” of the survey would continue to gather information as the situation developed. Survey questionnaire can be found in Annex 3, and a numerical breakdown of responses in Annex 2.

This survey was designed to:

- Provide the CLDSC as a body and its members with an overall picture of how CLD practice has been applied to responding to the pandemic;
- Gain an overview of professional learning challenges and opportunities and the implications for practice placements for CLD students;
- Build on the CLD workforce research that was conducted in partnership with Education Scotland in 2018; and
- Inform Scottish Ministers and partners of the CLD impact and role.

The first wave of the survey, which was open until 19<sup>th</sup> April, revealed a swiftly developing response from CLD practitioners, involving key roles in: supporting, co-ordinating and in some cases directly organising the emergency responses of communities across the country supplying essential food and medical supplies to people in need and isolation; maintaining continuity of learning opportunities for young people and adult learners; increasing the focus on support for the most at-risk; enabling community groups to adapt and organise to address issues emerging from new and challenging circumstances. It also revealed important concerns in relation to safety, well-being and a lack, in some areas, of support and effective utilisation of CLD practitioners and their skills.

Further waves of the survey (20<sup>th</sup> April to 17<sup>th</sup> May and 18<sup>th</sup> May to 19<sup>th</sup> June) filled out this picture further and gave an indication of developing responses. By that point, restrictions were being eased. Some adjustments were made to the survey questions to seek information on peoples’ changing experiences and views on the challenges and opportunities for CLD as restrictions eased; Wave 4 then ran from 1<sup>st</sup> to 31<sup>st</sup> July.

The following report aims to capture the key themes and issues emerging from the analysis of the data from all 4 Waves organised under the headings of:

- Respondents;
- Key Areas of CLD Practice and Services; and
- Issues for CLD Practitioners.

Annex 1 provides some examples of CLD responses to the pandemic and lockdown. Annex 2 provides a summary of data and Annex 3 the survey questionnaire

## 2. Respondents

### Numbers and work setting/sector

There were a total of 479 responses across the 4 waves of the survey.

These came from 346 individual practitioners (people were encouraged to respond to as many waves of the survey as possible)

The distribution between different work settings/sectors was fairly consistent across the 4 waves:

Work setting/employer	Wave 1	Wave 2	Wave 3	Wave 4
Voluntary/3 <sup>rd</sup> sector	18%	18%	13%	20%
Local authority	63%	65%	71%	65%
Other public sector	9%	9%	6%	6%
CLD volunteer	8%	4%	3%	6%

(A small number of respondents in each wave were in the “other” category for this question)

Data from the 2018 workforce research suggests that the predominance of responses from practitioners employed by local authorities reflects not the overall balance of the workforces, but the greater difficulty in reaching CLD practitioners employed in the third sector.

### Main areas of activity

The data shows that CLD practitioners were applying their knowledge, skills and experience across all aspects of CLD i.e. youth work, family, adult and community learning, ESOL and community. A blended approach to service delivery was swiftly developed with a mixture of online / digital programmes and physical responses to community needs. CLD practitioners worked across 7 days per week including evenings. The workforce has been resilient, agile and quick to respond to young people, learners’ and community needs. Practitioners have provided an essential link between people and Council, College, Community and Government, and have been delivering, enabling or co-ordinating services such as digital skills, health advice, utilities access, community resources, welfare / employment rights, governance, befriending, food / medicine distribution, mental health support, community cohesion, education and learning.

Key to these roles has been CLD practitioners’ access and knowledge of local communities and networks. Data showed that services are being directed towards at

risk and / or vulnerable young people, families and community members with examples of people working with addictions, homeless, BAME, refugees / asylum seekers and disabled communities.

A significant minority of responses suggest that some employers lack clarity over the role of their CLD practitioner employees, and crucially its value in the current circumstances, with respondents indicating that they have been, or are concerned that they may be, re-allocated to what appear to be inappropriate roles; or have been given no support or guidance.

### 3. Key Areas of CLD Practice and Services

The data highlighted a wide spread of CLD activity ranging from direct engagement addressing community needs such as food and medical distribution, including organisation and co-ordination of community hubs, supporting communities to organise in response to new needs, working in learning hubs; to digital engagement addressing learning needs and information sharing through a variety of online technology and platforms, which involved practitioners in rapidly developing their own skills and confidence while enabling learners of all ages and community groups to develop theirs.

It is noteworthy that while a need to improve the digital skills of the CLD workforce has been highlighted, for instance in the *Working with Scotland's Communities* report<sup>1</sup>, the data indicated a range of creative and effective practice using a variety of digital technologies, highlighted in a number of areas below.

#### 3a. CLD Strategic Leadership and Co-ordination

Many respondents highlighted their leadership and strategic roles in the co-ordination of partnerships and services including directing resources and volunteers, implementing procedures and evaluations and supporting young people, learners, families and multiple organisations and networks. Examples include:

- online discussion fora and virtual cafes for up to 300 residents across Housing Association Areas.
- information sharing networks at local level
- Individual organisations who support:
  - 115 community based groups and multiple community hubs
  - 427 learner led organisations,
  - 793 provider organisations to deliver adult learning in disadvantaged communities.
  - 220 learner organisations to train the volunteers to support more vulnerable adults who have been advised to stay at home.
  - Co-ordination and implementing local authority food resilience plans
- Surveys, engagement and policy work to support disability groups.
- Establishing and administering small community grants.

#### 3b. CLD Services - Health and Well-being

Many respondents reported being involved with aspects of health and wellbeing services for young people, adult learners and parents. The data shows widespread

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<sup>1</sup> *Working with Scotland's Communities*, CLD Standards Council/Education Scotland, 2018: [Working with Scotland's Communities](#)

forms of support through regular text messages, telephone calls, social media platforms. Some respondents referred to providing counselling and mental health support through listening services, discussion groups and sign-posting to other bespoke organisations.

Mental health was frequently referred to as a major concern, with issues having been exacerbated by the lockdown. One respondent to wave 4 expressed concern over “dealing with the mental health crisis that is developing amongst young people with the added issues of lack of professional resources and long Child and Adolescent Mental Health Services waiting lists”, while also highlighting that the potential mental health crisis “will show the skills and capacity of CLD/Youth work in dealing with such an issue. I think the COVID crisis is also showing the versatility and resourcefulness of youth projects and the excellent support CLD/Youth work provides to young people.”

### 3c. CLD Services - Education & Learning

A large number of respondents were involved in delivering online learning programmes and webinars including: quizzes, challenges, arts and crafts, music, cooking, photography, literacies, ESOL, board and strategy games. The data shows that digital support included ICT tutorials and support for people and parents to get online, access GLOW and other platforms to support family learning and home-schooling. Some respondents were teaching and co-ordinating BA/BA(HONS) programmes for CLD students and the data shows that practitioners are involved in assessment and accreditation advice and support for learners. Digital engagement to support personal development and employability skills for young people and school leavers was also highlighted in the data.

Furthermore, the data shows that Adult Learning Tutors and Youth Workers were engaged in maintaining and offering one-to-one needs assessments and digital support for Dynamic Youth Awards, ESOL, Literacies, Gaelic, REHIS, SQA portfolios and other assessments. The data shows that practitioners were also signposting and supporting learners onto certified vocational courses.

### 3d. CLD Services - Local Authority Learning Hubs

	Wave 1	Wave 2	Wave 3	Wave 4
% of respondents involved/expecting to be involved, in the work of the local authority learning hubs established following the closure of schools	45%	38%	53%	39%

Across all waves, between 39% and 53% of respondents were deployed or expected to be deployed to local authority learning hubs. There was evidence of both Education and CLD colleagues being responsible for co-ordinating programmes and service delivery. The data shows that CLD practitioners of all specialisms are being deployed to the hubs and that practitioners are also supporting young people through the schools online offer in partnership with local, voluntary youth organisations. Alongside this, it is important to note that a key role in organising, co-ordinating and supporting “community hubs” (whether separate from or connected to the learning hubs) was prominent in responses – see 3f below.

The data demonstrates that CLD practitioners were working in the learning hubs over the Easter holidays, and working in the evenings and weekends. Tasks include safeguarding / child-protection, youth work, family learning and the development and implementation of learning activities and on-line learning programmes. Some practitioners were engaged in making and delivering school meals and medical prescriptions to families and the wider community. Wave 4 responses indicated an increased role in organising and leading learning hubs over the school summer holiday period.

The data also shows that some CLD practitioners were waiting to be deployed to the hubs and are unclear what their role is. Some respondents noted that they had completed online training in order to be safely deployed to the hubs nearest their homes and were waiting on confirmation of their posting.

### **3e. Information and Advice for Young People and Communities**

The survey results indicate that CLD practitioners were heavily engaged in providing information and advice for young people, learners, families and communities via social media and regular emails to voluntary organisations and networks. Examples of digital signposting to other places of information included Young Scot, and Youth Space Fife, Scottish Government. Types of information required by people and community groups included employment rights, furlough and redundancy information, signposting to grants, welfare, finance, budgets, utility services and support and advice for groups regarding constitutional and governance matters. Survey respondents were also involved in supporting ESOL learners and tutors to translate COVID-19 information, literacy support for learners on how to stay safe online and information and support for family learning for home schooling.

In addition to a digital response, the data shows that CLD practitioners were also engaged in home and neighbourhood visits to vulnerable families and young people and delivering learning packs and leaflet drops detailing service provision.



### **3f. CLD Services - Community and Community Group Support**

The data demonstrates that CLD practitioners were engaged in responding to community needs arising from the COVID-19 pandemic. The data shows that respondents were offering staff support, advice and guidance to emerging community groups and creating digital spaces for community group leaders to meet virtually once a week to share information, good practice and identify needs and gaps, and linking this local work with strategic decision-making. The data shows that CLD practitioners have been providing organisation support and advice to Community Councils and Centre Management Committees to helping them to support their community of residents.

CLD practitioners have been supporting foodbanks and involved in the co-ordination and distribution donations of food, cleaning and medical supplies. Some respondents were visiting vulnerable families and community members, conducting needs assessments. Some respondents have been deployed to children and young people's residential care homes and residential care homes for older people, which raises questions over how the local authorities concerned were meeting the needs for CLD support indicated by other responses and whether this was an appropriate use of resources and way of meeting needs in residential care settings.

A number of respondents described their role, and the role of teams they led, in organising, co-ordinating and supporting networks of community hubs, through which local authorities worked in partnership with community organisations, and with other statutory and voluntary agencies, to meet the needs of local communities and in particular the most at-risk and isolated through the period of lockdown and restrictions. For example, one respondent described their team's role as running 6 local community hubs, "providing support for food, health, info and guidance", noting that "local community groups/organisations are a key partner in hubs; 2 hubs are being delivered by local community organisations" and the "excellent partnership working in Hubs – Community Development staff, library staff, facilities staff, HSCP, NHS, Community Groups and local volunteers. Everyone going above and beyond."

### **3g. Partnership working**

Respondents highlighted partnership work across all areas of CLD service delivery including community, local and national organisations, including but not limited to:

- Social Care Providers
- Scottish Government
- Young Scot / YouthLink Scotland / Youth Scotland / Volunteer Scotland

- Food-share initiatives / Foodbanks
- Crisis Support Teams
- Welfare Advice and Support
- Third Sector Interface Organisations
- Community Councils
- NHS / NHS Inform
- Social Work
- Housing Associations
- Schools
- Local 3<sup>rd</sup> Sector Voluntary Organisations – youth work, community, adult learning
- Local Authorities
- Colleges

Respondents commented, as in the example quoted above, on the commitment shown by many partners to meeting needs together and on the high quality of the partnership working.

## 4. Issues for CLD Practitioners

### 4a. Health and Well-being: concerns and challenges

Respondents were asked whether they had any concerns about their well-being at work. The responses for each of the waves are shown below.

	Wave 1	Wave 2	Wave 3	Wave 4
Do you have any concerns about your well-being at work in the current situation? (% Yes)	29%	39%	52%	45%

Whilst the majority of respondents overall reported no issues with health and well-being, a number of concerns and challenges emerged from the data analysis; and it is noteworthy that a greater percentage of wave 3 and 4 respondents indicated that they had concerns than in waves 1 and 2. Some respondents reported increased workloads due to the overwhelming demand for CLD services. Concerns were noted about future CLD service reviews, budget allocations, uncertainty of future CLD roles and possible redeployment of CLD practitioners to social care and /or children’s services.

Some respondents raised concerns about their ability to access PPE equipment. Others noted that office buildings and resources being unavailable was problematic and that the lack of proper office furniture and equipment at home was impacting upon their physical wellbeing.

The data highlighted wide-spread challenges faced by practitioners personally, such as dealing with separation anxiety, family mental health issues, home-schooling, child-care, being in shielded categories due to age and / or underlying health conditions. Respondents reported stress and anxiety caused by these issues in addition to concerns for their families, staff teams, colleagues and volunteers.

Some respondents reported that working from home increased their stress and anxiety due to feelings of constantly being “on-call”, loneliness / isolation, too much screen time, technology glitches and the lack of instant, informal discussions and connections with colleagues.

Some respondents reported difficulties in staying motivated, establishing a daily routine and feeling useless. The data also highlighted the pressure associated with being the interface between individuals, local authorities and community groups and practitioners feeling emotional listening to vulnerable young people and adults.

Some responses in wave 4 in particular suggested that the impact of the pandemic may have been cumulative. For example, one respondent commented “the staff are increasing feeling the strain of working from home and in community settings

without a base or access to colleagues”, while another pointed to the implications for volunteers: “volunteers are working very long hours - difficult at times to get time off due to some of the tasks they are undertaking”.

#### 4b. Health and Well-being: support

Analysis of the data presented in Appendix A, highlighted a number of factors that are supporting CLD practice. Most practitioners responded positively to working from home due to flexible working hours and reduced or no daily commute to work. Some respondents reported that they felt supported by management, good risk assessments and access to PPE equipment. Some respondents shared that they would not be able to function without online technology. Practitioners recognised the support afforded by access to digital equipment and platforms that help them to engage and maintain links with colleagues, students, young people, families, learners and community groups. For example:

- Zoom, Microsoft Teams, Facebook, Emails, Instagram, Skype
- Google classrooms
- I-develop
- Smartboards

Respondents noted that daily walks were essential for mental health with some catching up on long-term pieces of work and reports on renewed focus on their own professional learning.

Respondents reported that the CLD sector was flexible, proactive and agile in its quick response to community needs. The data highlighted the pivotal importance of practitioners links to and knowledge of their local community. Emergency funding streams are proving helpful and evidence of cross-sectoral partnership work and communications.

Respondents highlighted the learning hubs as a support mechanism and reported that social distancing was helpful in physical working environments. Some respondents praised dedicated staff and volunteers and noted improved team relations at this time.

#### 4c. Access to Information

	Wave 1	Wave 2	Wave 3	Wave 4
Do you have access to information that you need to enable you to work safely and in ways that meet the needs of communities in the current situation? (% Yes)	91%	92%	83%	94%

A large majority of respondents across all 4 waves answered “yes” to the question “do you have access to the information needed to enable you to work safely and in ways that meet the needs of communities”. The majority of respondents noted that they benefited from regular briefings and updates from employers, digital coffee breaks and good information from national organisations such as YouthLink, Young Scot and the Scottish Government and felt that the pace and rate of communications and information was good. Some practitioners noted the use and application of risk assessments and highlighted good quality information, particularly for the third 3<sup>rd</sup> sector with regards to safeguarding, governance, finance and health and safety. Some practitioners reported that they had benefitted from online training tutorials and webinars.

#### 4d. Technology

	Wave 1	Wave 2	Wave 3	Wave 4
Do you have any issues over access to technology needed to work effectively in current circumstances? (% Yes)	40%	45%	39%	53%

Across the 4 waves, between 47% and 61% of respondents reported no issues with technology. The data demonstrated that lockdown required practitioners to quickly learn and apply new skills and knowledge of various communication platforms with some respondents reporting a lack of confidence in using these resources.

A number of challenges were also evident in the data, as highlighted in these comments (from wave 4 and wave 1 respectively):

“Equity in technology needs to be addressed including access to effective, relevant devices, and fast reliable broadband/WIFI without which people are left behind. Young people can't learn or get access to support, especially those who need it the most, and CLD practitioners can't operate effectively and connect with those vulnerable young people.”

“Whilst Schools have access to the GLOW network and the technology that underpins this, there is nothing for CLD, adult learning or Community Development. Working with young people colleagues are potentially better of as their young people can be accessed through GLOW IF that worker has been given access to GLOW. We have managed to roll out G suite for education to 55 + members of CLD staff but were in the lucky position to have just been given access to this technology prior to the Covid-19 situation. It is unfair that adult learners do not have the same access to virtual learning environments as those in Colleges/ Universities or schools do. We have been lucky that we have been able to replicate something akin to those

environments quickly but this has been with limited support. Learners also having adequate internet or devices to access solutions poses a possible barrier.”

The data also highlights variance in practitioners’ access to technology. Responses suggest that some part time staff do not have access to IT resources, that some equipment is out of date and that the lack of printing facilities is problematic. Some respondents noted that IT equipment had not been provided by their employer and that they were therefore using their personal devices to keep in touch with learners and colleagues.

One respondent highlighted in wave 4 that all school pupils in their local authority area had been issued with i-pads, but CLD practitioners had not been.

The data also highlighted a gap between employees’ and learners’ access to IT and digital equipment. Some respondents reported difficulties in linking and enacting local and national information for volunteers. The data indicates that some practitioners are frustrated due to corporate firewalls that prevent them from accessing online systems and social media commonly used by learners and other partner organisations.

The data suggests that some CLD practitioners are working staggered and/or irregular hours in order to alleviate the pressure on IT systems that are slow. Poor WI-FI connectivity is also problematic in some areas.

## 5. Conclusions: lockdown and beyond

Overall, the survey results highlight that CLD practitioners have been deployed to and utilised their professional, transferable skills and knowledge and that they are best placed to identify, engage and support people, learners and communities who are most in need. The data showed that practitioners and learners are conquering their fears to develop their digital skills and confidence. Some respondents reported feeling better connected with learners, groups, colleagues and the wider public:

“CLD Workers need to be recognised as professionals in their own right and not just staff who can fill in for any old job when there are staff shortages. ... I still don't think we are recognised as professionals.” (Wave 4)

The data suggests that practitioners would benefit from wider recognition of CLD and greater clarity about its role, with some respondents sharing concerns regarding long term funding and anxiety regarding the positioning of CLD. While the flexibility of CLD in responding to the needs of communities is a vital asset that is being amply demonstrated, some responses indicate grounds for concern that some CLD practitioners are being re-deployed in ways that fail to make use of their skills or to use this asset effectively. One respondent shared that paid CLD practitioners had been furloughed and that volunteers are being deployed in an effort to plug the gap. The data also highlighted issues regarding Pupil Equity Funding in respect of CLD staff employment and service priorities for learners and communities.

## 6. Recommendations

Drawing from the data, it would be reasonable to suggest that future CLD services should incorporate a better mix of face to face and digital engagement. Furthermore, respondents recognised the need to incorporate the impact of mental health on practitioners and service users when drafting post COVID-19 services. The following recommendations be considered and implemented by CLD partnerships and strategic fora.

- Valuing and effectively utilising CLD practitioners
- Quality assurance:
  - Ensure that CLD practitioners are utilised in appropriate roles that make use of their skills and their knowledge of communities.
  - Enhance and support CLD professional learning and CLD standards
  - Continue to promote Membership of CLD Standards Council
  - Encourage CLD Standards Mark for CLD professional learning programmes
- Technology:
  - Improve the quality and accessibility of the tech for CLD practitioners and consider developing a new or re-drafting i-develop into a single access IT platform for CLD.
- Communications:
  - Implement a full media and communications strategy to highlight and demonstrate the unique role and impact of CLD services and practitioners
- Evaluation of impact
  - Monitor and review the impact and demand for CLD services throughout this period of time.
- Finance
  - Monitor and review the impact of budgets and grants on CLD services and professional learning.



## Annexe 1

### Examples of CLD Responses

**CLD practitioners in a local authority** have taken on a central role in the area's response to the Covid-19 emergency. They have organised and co-ordinated a network of community hubs that have maintained the essential flow of food, prescriptions, information and guidance to people who have been isolated and in need. This has involved directly running the main hubs, building on partnership with communities, voluntary sector organisations, libraries staff and the Health and Social Care Partnership, and networking with more local community-run hubs. Alongside this, they developed the concept of the "virtual community centre" early in the lockdown and then implemented this, delivering digital youth work, online adult learning and well-being and mental health support.

The staff and board of a long-established community-run **Youth and Community Association**, working in a diverse inner-city area with high levels of poverty, recognised when the pandemic hit that they needed to plan for a complete re-organisation of activities and services. Online youth work and emotional support to young people, and across age groups, was quickly established. They worked through its extensive existing network to provide support with access to food and other essentials, working with people to emphasise human dignity and avoid "compassionate disempowerment". They used a variety of digital platforms that people were most likely to be familiar with to build skills and confidence, for example through developing a women's support group. Recognising digital inequality as an increasingly urgent issue, they are working with others to campaign for free or affordable universal Wi-Fi access.

A local authority **Adult Learning Service** has a strong focus on work with the most vulnerable people, offering ESOL, adult literacies, digital and personal development learning opportunities. In response to the pandemic and lockdown, it has completely transformed its service to meet the needs of existing adult learners, supported by strong relationships with communities, partners (DWP, CAB, colleges, other council services) and national bodies (CLD Managers Scotland, Learning Link Scotland, CLD Standards Council). Their experience is that learning has been a lifeline for adult learners, for example through the sharing of up-to-date information with people who struggle to access it due to literacy and language barriers, and for those who experience other barriers including caring responsibilities and health issues. They have enabled people to continue working towards learning goals, delivered SQA courses in partnership with local colleges, and adapted to digital delivery; this includes using phones, as often this is the only device people have. The service is also undertaking a new project on behalf of the Council providing digital support to shielding residents; they say that "the engagement and communication skills of CLD staff have been as important as the digital skills they possess."

**CLD staff in a local authority** have assisted community organisations to provide essential support to dispersed communities: “seven community support groups have started up [as a result of the Covid crisis] covering anything from a small village with 100 households, to a scattered community, to a town of 5000 households. Each group has developed its own approach to deal with its local situation”. Work has included assisting these groups to find funding (for example to set up a hub where IT equipment will be available for loan) and to ensure they are adequately insured; supporting initiatives instigated by the groups, such as food larders, responding to requests for assistance with shopping, and virtual lunch clubs; training for volunteers; and continuing support for community youth organisations. Some youth workers in these organisations have found the change from working face-to-face very difficult and the CLD practitioners have worked to build their confidence about finding alternative ways to work.

The CLD practitioners have engaged with the various groups to look beyond the immediate situation into the autumn and winter and to predict how to respond and where to apply for funding, for example bringing organisations together from the one neighbourhood and discussing collectively support for the community. They see changes in attitude across the Council, with greater recognition that communities have a lot of the answers to issues – a potential starting point for community, local business and the local authority to work together more effectively and to learn from each other.

A group of 7 **Working with Communities students** at a College used their CLD skills to develop an online Hub to provide a digital safety net for vulnerable residents across the region, providing emergency essentials for those most impacted by having to isolate, and sourcing/fact-checking relevant information. They built capacity through networking and collaboration with communities and the “micro” groups active within them, with Third Sector Interfaces and Development Trusts; connected with local charities and organisations to develop GDPR, safeguarding/safe delivery and PVG Policies; negotiated community locations for dropping off donations from the public for care packages. The Hub offered a sign-posting service, open for requests for educational materials for children, prescriptions, shopping, care packages and information. The student CLD practitioners envisaged a safety net throughout the region providing a link between School Hubs and home learning, based on the high level of digital public engagement that was quickly established. They see the work as showing how community development provides the means to build networks and generate solutions, bringing people and organisations together across boundaries of all sorts:

“Having now put our learning into practice and having the time to further develop and hone our skills, we are confident in our practice though still very aware that we have a lot to learn yet.”

## Annexe 2

### Numerical Breakdown of responses

Question	Wave 1	Wave 2	Wave 3	Wave 4
Number of responses	163	155	112	49
Are you/your team/your organisation involved in support for young people and/or children in response to current issues arising from COVID 19? (% Yes)	73%	68%	79%	67%
Are you/your team/your organisation involved in support for vulnerable adults and older people in response to current issues arising from COVID-19? (% Yes)	80%	82%	48%	82%
Are you/your team/your organisation involved in support to community organisations who are responding to current issues arising from COVID-19? (% Yes)	75%	74%	40%	69%
Are you involved, or do you expect to be involved, in the work of the local authority learning hubs that have been established following the closure of schools? (% Yes)	45%	38%	53%	39%
Do you have access to information that you need to enable you to work safely and in ways that meet the needs of communities in the current situation? (% Yes)	91%	92%	83%	94%
Do you have any issues over access to technology needed to work effectively in current circumstances? (% Yes)	40%	45%	39%	53%
Do you have positive examples of the use of technology to adapt your practice in the current situation? (% Yes)	80%	78%	72%	86%
Do you have any concerns about your well-being at work in the current situation? (% Yes)	29%	39%	52%	45%
How many respondents are employed in the voluntary/3rd sector? (%)	18%	18%	13%	10%
How many respondents are employed in a local authority? (%)	63%	65%	71%	65%
How many respondents are employed in another part of the public sector? (%)	9%	9%	6%	6%
How many respondents are CLD volunteers? (%)	8%	4%	3%	6%
How many respondents are members of the CLD Standards Council? (%)	91%	85%	41%	94%
Number of respondents who had completed the survey in a previous wave		57	38	38

Total responses together with number of respondents in waves 2, 3 and 4 who indicated they had responded to an earlier wave indicates a total of 346 individuals who responded to at least 1 wave of the survey.

## Annex 3

### Survey Questionnaire

**Question 1 was added after wave 1 – highlighted in Yellow**  
**The “(b)” questions were added at wave 4 – highlighted in blue**

#### **1. Have you completed this survey previously? \***

Answer options: YES / NO

**We are trying to build a picture of change over time so it is great to hear from you again on what has changed if you responded previously. Or if you didn't respond previously, please let us know about your experience over the last month.**

#### **2(a) Are you/your team/your organisation involved in support for young people and/or children in response to current issues arising from COVID 19? \***

Answer options: YES / NO

Please add any comments and examples of the CLD role: [Open text reply box]

#### **2(b) Have you/your team/your organisation begun to make plans for how you will continue to support young people and/or children as COVID 19 restrictions begin to be lifted? \***

Answer options: YES / NO

Please add any comments and examples [Open text reply box]

#### **3(a) Are you/your team/your organisation involved in support for vulnerable adults and older people in response to current issues arising from COVID-19? \***

Answer options: YES / NO

Please add any comments and examples of the CLD role: [Open text reply box]

#### **3(b) Have you/your team/your organisation begun to make plans for how you will continue to support vulnerable adults and older people as COVID 19 restrictions begin to be lifted? \***

Answer options: YES / NO

Please add any comments and examples [Open text reply box]

#### **4(a) Are you/your team/your organisation involved in support to community organisations who are responding to current issues arising from COVID-19? \***

Answer options: YES / NO

Please add any comments and examples of the CLD role: [Open text reply box]

**4(b) Have you/your team/your organisation begun to make plans for how you will continue to support community organisation as COVID 19 restrictions begin to be lifted? \***

Answer options: YES / NO

Please add any comments and examples [Open text reply box]

**5(a) Are you involved, or do you expect to be involved, in the work of the local authority learning hubs that have been established following the closure of schools? \***

Answer options: YES / NO

Please add any comments in relation to your role/potential role in the learning hubs [Open text reply box]

**5(b) If you are involved in a local authority learning hub, please let us know if your role has changed or there are plans for it to change as COVID 19 restrictions begin to be lifted. \***

[Open text reply box]

**6(a) Do you have access to information that you need to enable you to work safely and in ways that meet the needs of communities in the current situation? \***

Answer options: YES / NO

Please add any comments: [Open text reply box]

**6(b) Do you feel confident that you will have access to the information that you will need to enable you to work safely and in ways that meet the needs of communities as COVID 19 restrictions begin to be lifted? \***

Answer options: YES / NO

Please add any comments: [Open text reply box]

**7(a) Do you have any issues over access to technology needed to work effectively in current circumstances? \***

Answer options: YES / NO

Please add any comments: [Open text reply box]

**7(b) Do you anticipate any issues over access to technology needed to work effectively as COVID 19 restrictions begin to be lifted? \***

Answer options: YES / NO

Please add any comments: [Open text reply box]

**8(a) Do you have positive examples of the use of technology to adapt your practice in the current situation? \***

Answer options: YES / NO

Please briefly outline examples: [Open text reply box]

**8(b) Do you have examples of the use of technology that you would wish to continue to use as COVID 19 restrictions begin to be lifted? \***

Answer options: YES / NO

Please briefly outline examples: [Open text reply box]

**9(a) Do you have any concerns about your well-being at work in the current situation? \***

Answer options: YES / NO

Please add any comments: [Open text reply box]

**9(b) Do you have any concerns about your well-being at work as COVID 19 restrictions begin to be lifted? \***

[Open text reply box]

**10(a) Do you have examples of what is working well for you in your current work situation? \***

Answer options: YES / NO

Please add any comments: [Open text reply box]

**10(b) Do you have examples of things that have worked well that you would want to retain and develop as COVID 19 restrictions begin to be lifted. \***

[Open text reply box]

**11(a) Do you have any other comments or suggestions about the issues, challenges and opportunities for CLD practitioners in the current situation?**

[Open text reply box]

**11(b) Do you have any other comments or suggestions about issues, challenges and opportunities for CLD practitioners as COVID 19 restrictions begin to be lifted.**

[Open text reply box]

**12. Are you: \***

Employed in the voluntary/3rd sector?  
Employed in a local authority?  
Employed in another part of the public sector?  
A CLD volunteer?  
Other

Please add any comments: [Open text reply box]

**13. Are you a member of the CLD Standards Council? \***

Answer options: YES / NO

Comments: [Open text reply box]