Profile of the community learning and development workforce in Scotland, 2008

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Contents

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1. Executive Summary

The community learning and development (CLD) workforce is one of the constituencies of the lifelong learning sector covered by the Sector Skills Council (SSC), Lifelong Learning UK (LLUK). CLD represents mainly non formal and informal learning delivered in community based settings as well as dedicated community development activity and youth work[1]. In Scotland, CLD as a constituency of the lifelong learning sector, is coherent and defined by a number of policy documents that have been published over the last decade. In 2004, the Scottish Executive produced guidance for Community Planning Partnerships in *"Working and learning together to build stronger communities"* (Scottish Executive, 2004), which identified three national priorities for CLD in Scotland:

- Achievement through learning for adults
- Achievement through learning for young people
- Achievement through building community capacity

These priorities are often achieved through partnership working between public sector organisations such as local authorities and their partners within community planning partnerships such as further education colleges, and CLD provision from third sector organisations. The CLD workforce is recognised as a key player in achieving the objectives of the *Skills for Scotland: A lifelong skills strategy* (Scottish Government, 2007). It is also vital in achieving the social inclusion agenda in Scotland.

In order to investigate the profile of the CLD workforce in public sector and third sector organisations in Scotland, LLUK was funded by Learning Connections to undertake a survey of the CLD workforce in 2007. This built on initial survey work conducted in 2006 and published in 2007 by Communities Scotland as the *Community Learning and Development Workforce Survey (CLDWS)*. The main findings of the LLUK Scottish CLD workforce profiling survey are given below:

1.1.1 Survey response:

- Responses were received from 26 of the 32 local authorities (two of the local authorities returned two responses from individual departments each). 65 third sector organisations responded. One response was received from a further education college.
- Information was gathered on 16,556 individuals who are involved in CLD in Scotland. 5,778 are paid staff and 10,778 are volunteers.
- Responses were received from at least one third sector organisation in every local authority area in Scotland and also included nine national organisations.

1.1.2 Employment:

- 25% of the public sector workforce is full time (63% works on a sessional basis, with 65% of those sessional staff engaged in youth work).
- 90% of the total third sector workforce is composed of volunteers (97% in organisations who have youth work as their primary focus).
- 41% of the paid third sector workforce is full time.

1.1.3 Gender, age and ethnicity:

- Females comprise 63% of the public sector workforce, but only 46% of the third sector workforce. 76% of those involved in provision of community based adult learning in the third sector are female.
- The age profile of the CLD workforce is older than the Scottish working population, with nearly half (48%) of the total workforce aged 45 or over.
- Visible minority ethnics comprised a higher proportion in the Scottish CLD workforce than observed in the most recent census (2001).

1.1.4 Qualifications:

- More than half of staff that work 10 hours or more per week in the public sector are qualified to ordinary degree level (SCQF Level 9) and above, endorsed by Community Education Validation and Endorsement (CeVe). A further 21% possess qualifications that are endorsed by CeVe that are below ordinary degree level (SCQF Level 8 and below).
- 40% of part time staff in the public sector do not possess any CeVe endorsed qualifications.
- More than half of the third sector organisations with paid staff employ individuals that possess qualifications to ordinary degree (SCQF Level 9) or above, endorsed by CeVe. 11% of paid staff possess these qualifications. Organisations whose primary role is in youth work have the highest level of qualification (19%).

[1] SSA Stage 1: Skills Needs Assessment, LLUK 2006

1.1.5 Recruitment issues:

- The rate of vacancy in the public sector workforce was found to be similar to that of the rest of the lifelong learning workforce.

- More than half of public sector respondents indicated that recruitment was not a problem, although a significant number of those that indicated recruitment was an issue were from rural areas.

This research suggests that it is possible to gather information on the CLD workforce as a coherent whole in Scotland. It is likely that further research is required to provide a comprehensive profile of the whole workforce; some areas of the CLD workforce, such as those based in Scotland's colleges, require further investigation.

Whilst the workforce is in general older than the working population, this is consistent with trends across the lifelong learning workforce as a whole. The workforce is ethnically very diverse, though remains dominated by female staff in the public sector and to a lesser degree by male staff and volunteers in the third sector. Based on the survey returns, rates of pay are found to be generally higher in the third sector than in the public sector.

An area noted for development is that of providing staff with CeVe endorsed qualifications to local authorities in rural areas. Respondents to the public sector survey indicated that capacity building and community development aspects of CLD qualifications could also be improved. One way that this may be achieved is increasing funding for distance learning and increasing the number of capacity building placements available to students enrolled on CeVe endorsed programmes.

The following table gives a summary of the findings of this survey:

Category	% of total recorded individuals	% of staff in each category that are part time (excluding volunteers and sessional)	% of staff in each category that are sessional (public sector only)	% of total staff in each category that are volunteers	% of staff (public sector only) in each category with pay £25,000+	% of staff (public sector only) in each category with CeVe endorsed degree or above
Community based adult learning	12	57	25	41	37	21
Youth work	78	42	35	75	15	10
Community capacity building	3	18	4	46	65	58
Generic and Other	7	13	47	53	76	75

The category "Generic and Other" includes "Generic CLD staff" and "Staff whose role is open to interpretation" in the public sector and "Other" in the third sector.

2. Geàrr-chunntas Gnìomha

Tha luchd-obrach ionnsachaidh agus leasachaidh coimhearsnachd (ILC-*CLD Community Learning and Development*) mar aon de roinnean-taghaidh na roinne ionnsachaidh fad-bheatha a tha air a' Chomhairle Sgilean Roinneil (CSR- *SSC Sector Skills Council*), Ionnsachadh Fad-bheatha na RA (IFRA – LLUK *Lifelong Learning UK*). Sa mhòr-chuid tha ILC a' riochdachadh ionnsachadh no-fhoirmeil agus foirmeil air a lìbhrigeadh ann an suidheachaidhean coimhearsnachd a bharrachd air gnìomhachd leasachaidh coimhearsnachd sònraichte agus obair òigridh[2]. Ann an Alba, tha ILC mar roinn-taghaidh den roinn ionnsachaidh fadbheatha, ciallach and air a mhìneachadh ann an grunn phàipearan poileasaidh a chaidh am foillseachadh thairis air na deich bliadhna a dh'fhalbh. Ann an 2004, chur Riaghaltas na h-Alba stiùireadh a-mach airson Com-pàirteachasan Dealbhaidh Coimhearsnachd ann an *"Obrachadh agus Ionnsachadh còmhla gus coimhearsnachdan nas làidire a thogail"* (Riaghaltas na h-Alba, 2004), a chomharraich trì prìomhachasan nàiseanta airson ILC ann an Alba:

*   Buileachadh tro ionnsachadh inbhich

*   Buileachadh tro ionnsachadh òigridh

*   Buileachadh tro bhith a' togail comas coimhearsnachd

Thèid na prìomhachasan sin gu math tric a bhuileachadh tro obair chom-pàirteachais eadar bhuidhnean san roinn phoblach leithid ùghdarrasan ionadail agus na compàirtichean aca taobh a-staigh chom-pàirtichean dealbhaidh coimhearsnachd leithid cholaisdean foghlaim adhartach, agus solarachadh ILC bho bhuidhnean na roinne treas ìre. Thathas ag aithneachadh luchd-obrach ILC mar phrìomh phàirt de bhith a' buileachadh amasan Sgilean airson Alba: Ro-innleachd sgilean fad-bheatha (Riaghaltas na h-Alba, 2007). Tha e cuideachd deatamach gus clàr-gnothach inghabhail shòisealta na h-Alba a bhuileachadh.

Gus a bhith a' sgrùdadh cunntas luchd-obrach ILC ann am buidhnean na roinne phoblaich agus na roinne treas ìre an Alba, chaidh IFRA a mhaoineachadh le Ceanglan Ionnsachaidh gus sgrùdadh mu luchd-obrach ILC ann an 2007 a chur air chois. Bha seo stèidhichte air obair sgrùdaidh a thòisich ann an 2006 agus a chaidh fhoillseachadh ann an 2007 le Coimhearsnachdan na h-Alba mar Sgrùdadh Luchdobrach Ionnsachaidh agus Leasachaidh Coimhearsnachd (SLILC).

Gheibhear na prìomh cho-dhùnaidhean de sgrùdaidh cunntas luchd-obrach IFRA ILC na h-Alba gu h-ìseal:

2.1.1 Freagairt sgrùdaidh:

*   Fhuarar freagairtean bho 26 de na 32 ùghdarrasan ionadail (chur dà ùghdarras ionadail air ais gach cuid dà fhreagairt bho roinnean fa-leth). Fhreagair 65 buidheann bhon treas roinne. Fhuarar aon fhreagairt bho cholaisde foghlaim adhartach.

*   Chaidh fiosrachadh a thional a thaobh 16,556 neach a tha an sàs ann an ILC an Alba. Tha 5,778 nan luchd-obrach pàighte agus tha 10,778 dhiubh ag obair gu saor-thoileach.

*   Fhuarar freagairtean bho co-dhiù 1 bhuidheann treas roinne anns gach ùghdarras ionadail an Alba agus thug seo a-steach 9 buidhnean nàiseanta.

2.1.2 Obair:

*   Tha 25% de luchd-obrach na roinne phoblaich làn-ùine (tha 63% ag obair aig ìre seiseanail, le 65% dhiubh an sàs ann an obair òigridh).

*   Tha 90% den làn luchd-obrach na treas roinne ag obair gu saor-thoileach (tha 97% dhiubh ann am buidhnean aig a bheil obair òigridh mar phrìomh fhòcas).

*   Tha 41% den luchd-obrach treas roinne pàighte ag obair làn-ùine.

2.1.3 Gnè, aois agus cinnidheachd:

*   Tha 63% den luchd-obrach sa roinn phoblach boireann, ach chan eil ach 46% dhiubh san treas roinne. Tha 76% den fheadhainn a tha an sàs ann an ionnsachadh inbheach sa choimhearsnachd san treas roinne boireann.

*   Tha cunntas aois luchd-obrach ILC nas sine na sluagh-obrach na h-Alba, le faisg air leth (48%) den luchd-obrach iomlan aois 45 no nas sine.

*   Bha mion-choimhearsnachdan cinnidh aithnichte nam pàirt nas motha de luchdobrach ILC na h-Alba na bha a' nochdadh sa chunntas-sluaigh as ùire (2001).

²Ìre 1 SSA: Measadh Feumalachdan Sgilean, IFRA 2006

2.1.4 Teisteanasan:

- Tha barrachd air leth de luchd-obrach a tha ag obair còrr air 10 uairean san tseachdain anns an roinn phoblach le teisteanas aig ìre ceum coitcheann (Ìre 9 SCQF) agus nas àirde, air a dhearbhadh le Teisteanas agus Dearbhadh Foghlaim Coimhearsnachd (TDFC – *CeVe Community Education Validation and Endorsement*). Tha teisteanasan aig 21% eile air an dearbhadh le TDFC a tha nas ìsle na ìre ceum coitcheann (Ìre 8 SCQF agus nas ìsle).

- Chan eil teisteanas dearbhte TDFC sam bith aig 40% de luchd-obrach pàirt-ùine a tha sa roinn phoblach.

- Tha còrr is leth de bhuidhnean treas roinne le luchd-obrach pàighte a' fasdadh luchd-obrach aig a bheil teisteanasan aig ìre ceum coitcheann (Ìre 9 SCQF) no nas àirde, dearbhte le TDFC. Tha na teisteanasan sin aig 11% de luchd-obrach pàighte. Is ann am measg bhuidhnean le prìomh uallach ann an obair òigridh a tha an ìre as àirde de theisteanasan (19%).

2.1.5 Gnothaichean fastaidh:

- Fhuaras an ìre de dh'fhalmhachd am measg luchd-obrach na roinne phoblaich co-ionnan ris a' chòrr den luchd-obrach ionnsachaidh fad-bheatha.

- Nochd còrr air leth de luchd-freagairt na roinne phoblaich nach robh fastadh na dhuilgheadas, ged a nochd grunn math den fheadhainn a thuirt gu robh fastadh na dhuilgheadas à sgìrean dùthchail.

Tha an sgrùdadh seo a' togail a' bheachd gu bheil e comasach fiosrachadh a thaobh luchd-obrach ILC a thional gu cunbhalach air feadh na h-Alba. Tha e coltach gum bi tuilleadh sgrùdaidh ri dhèanamh gus cunntas cunbhalach fhaighinn air an làn luchdobrach; tha feum air tuilleadh sgrùdaidh am measg cuid de raointean luchd-obrach ILC, leithid an fheadhainn a tha stèidhichte ann an colaisdean na h-Alba.

Ged a tha an luchd-obrach gu coitcheann nas sine nan sluagh-obrach, tha seo coionnan ri gluasadan thar luchd-obrach ionnsachaidh fad-bheatha san fharsaingeachd. Gu cinnidheach, tha an luchd-obrach gu math farsaing, ged a tha a' mhòr-chuid den luchd-obrach san roinn phoblaich boireann agus gu ìre nas lugha is ann fireann a tha luchd-obrach pàighte agus saor-thoileach san treas roinne. A-rèir freagairtean an sgrùdaidh, tha ìrean pàighidh gu coitcheann nas àirde san treas roinne agus san roinn phoblaich tha sin na dhuilgheadas dha mòran de dh'ùghdarrasan ionadail.

Thathas air aithneachadh gu bheil feum air leasachadh ann an teisteanasan dearbhte TDFC do luchd-obrach ann an sgìrean dùthchail nan ùghdarrasan ionadail. Thuirt luchd-freagairt don sgrùdaidh roinn phoblaich gum faodar adhartas a thoirt air cuspairean togail chomais agus leasachaidh coimhearsnachd ann an teisteanasan ILC. Aon dòigh anns am b'urrainnear seo a choileanadh sann le bhith ag àrdachadh maoin airson ionnsachadh aig astar agus ag àrdachadh chothroman togail comais dha oileanaich a tha an sàs ann am prògraman dearbhte TDFC.

Gheibhear geàrr-chunntas co-dhùnaidhean an sgrùdaidh seo sa chlàr gu h-ìseal:

Roinn	% de dhaoine clàraichte iomlan	% de luchdobrach anns gach raon a tha pàirt-ùine (a bharrachd air luchdobrach saorthoileach agus seiseanail)	% de luchdobrach anns gach raon a tha seiseanail (raonphoblaich amhàin)	% de luchdobrach iomlan anns gach raon a tha saorthoileach	% de luchdobrach (raonphoblaich amhàin) anns gach raon le tuarastal £25,000+	% de luchdobrach (raonphoblaich amhàin) anns gach raon le ceum dearbhte TDFC no nas àirde
Ionnsachadh inbheach coimhearsna chd	12	57	25	41	37	21
Obair òigridh	78	42	35	75	15	10
Togail comas coimhearsna chd	3	18	4	46	65	58
Gnèitheach is Eile	7	13	47	53	76	75

Tha an raon "Gnèitheach is Eile" a' toirt a-steach "Luchd-obrach Gnèitheach ILC" agus "Luchd-obrach le uallach a tha fosgailte airson mìneachadh" anns an roinn phoblaich agus "Eile" anns an treas roinne.

3. Background

Lifelong Learning UK (LLUK) is the Sector Skills Council (SSC) responsible for representing the professional development needs of all those working in the lifelong learning sector, which includes community learning and development (CLD). LLUK is a UK wide organisation, committed to providing authoritative labour market information (LMI) for the whole of the lifelong learning sector in line with the Scottish Government's *Skills for Scotland: A lifelong skills strategy* (2007).

This is a report of a study undertaken by LLUK to obtain profiling data of the CLD sector in Scotland. Funded by Learning Connections, this study refreshes a previously conducted profiling survey with the purpose of revising the dataset for the public sector and gaining greater coverage of the third sector.

4. Introduction

Community learning and development (CLD) is an important part of the lifelong learning sector and a significant element of the Scottish educational system. The roots of CLD are in community education, community work, youth work, adult education, adult literacy, informal further education, community learning and community development[3]. In Scotland, CLD as a constituency of the lifelong learning sector, is coherent and defined by a number of policy documents that have been published over the last decade. The *Communities: Change through Learning* (Scottish Executive, 1998) report from the Scottish Office Community Education Working Group was set up "To consider a national strategy for community based adult education, youth work and educational support for community development in the light of Government priorities in relation to social exclusion and lifelong learning". In 2004, the Scottish Executive produced guidance for Community Planning Partnerships in *Working and learning together to build stronger communities* (WALT) (Scottish Executive, 2004). This document identified three national priorities for community learning and development in Scotland:

• Achievement through learning for adults

• Achievement through learning for young people

• Achievement through building community capacity

These priorities are often achieved through partnership working between public sector organisations such as local authorities and their partners within community planning partnerships such as further education colleges and third sector organisations. The CLD workforce is now recognised as a key player in achieving the objectives of *Skills for Scotland: A lifelong skills strategy* (Scottish Government, 2007).

In 2006, research was undertaken to understand the workforce profile of the CLD sector. This survey was commissioned by Learning Connections and conducted by Avanté Consulting. The report, published in 2007 as the *Community Learning and Development Workforce Survey (CLDWS)* (2007), was based on 79 responses to an electronic survey and 30 telephone interviews that were carried out with key members of the CLD community in Scotland. Whilst this survey collected robust data regarding the significant proportion of the CLD workforce that is in the local authorities, and a great deal of qualitative data on recruitment and retention, it was less successful in collecting data from the third sector. To update the information held on the CLD workforce profile our intention was to re-survey the public sector, acquiring a greater level of detail about the qualifications in the sector and generate quantitative data about recruitment and retention of staff and to provide greater coverage of CLD in the third sector.

Against this backdrop, in early 2008, LLUK undertook a CLD Workforce Survey in Scotland, with the intention of refreshing and enhancing the CLD workforce data collected in 2006. This report is a documentation of the key findings from the CLD Workforce Survey and includes information on:

• Numbers of paid and voluntary staff

• Age profiles

• Gender

• Ethnicity

• Disability

• Qualifications

• Recruitment and retention of staff in the public sector.

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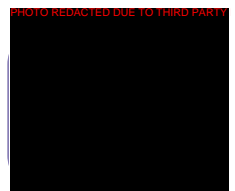
[3]Making a difference in communities: A five year review of community learning and development in Scotland. HMIe, 2007

5. Methodology

The following is a brief outline of the methodology adopted for the LLUK CLD workforce survey.

5.1 Data collection

Workforce profiling data of staff working in the CLD constituency in Scotland was collected using questionnaires in January and February 2008. After initial consultations with representatives of the CLD third sector and based upon the recommendations of the *CLDWS* (2007), it was decided to use a separate and shorter survey to increase the response rates from the third sector. This survey tool addressed most of the issues covered by the public sector survey.

Two online questionnaires were developed by LLUK and tested with representatives of the public sector, third sector and other partnership organisations. A paper based version of the third sector survey was also sent out through one partner organisation to attempt to increase responses from organisations involved in youth work in the third sector.

The aim of these surveys was to collect data at an organisational level. To this end each responding organisation was encouraged to nominate one individual, either the head of the organisation/department or human resources (where appropriate) to provide information on all staff.

5.2 Identifying CLD workers and classifying by national priorities

Respondents were asked to provide information only on staff that are involved in CLD provision or those who support CLD provision. Guidance for who is a CLD worker was provided in the form of the definitions used in the Learning Connections national CLD activity survey.[4] For a list of definitions see Appendix 4. In the public sector, particularly local authorities, this often meant collecting responses across several departments.

Third sector organisations were given the following advice "If the aims and role of your organisation or group aligns with one of the national priorities explained above, then please include all your staff (paid and voluntary) when answering the following questions or if in your organisation there are only certain individuals whose primary role is in provision of these national priorities please only include these staff and those that support them directly in their work."

5.2.1 Classifying public sector workers

Information on the CLD workforce was broken down by the relationship of an individual's primary role to the national priorities for CLD. Public sector organisations were assumed to employ individuals engaged in CLD provision in line with one or several of the national priorities for CLD outlined in *WALT* (2004). Therefore this survey asked respondents to breakdown the workforce according to the following categories:

Individuals whose primary role is in the provision of

- Community based adult learning
- Youth work
- Community capacity building

Two further categories were also used to capture information on those individuals whose primary role in relation to CLD was not easy to determine. These were:

- Generic CLD workers
- Individuals whose role in CLD provision is open to interpretation

5.2.2 Classifying third sector workers

In the shorter third sector survey, it was assumed that the main focus of CLD provision by each third sector organisation would align closely with one of the national priorities. This assumption is based upon the observation that whilst local authorities must deal with many issues that affect communities in their area, third sector organisations are often initially developed to address particular issues that affect communities. Therefore all staff could be categorised as:

- Community based adult learning
- Youth work
- Community capacity building

In recognition of the complex nature of CLD work, the category "Other CLD work" was included as well for organisations that felt that they are involved in CLD provision, but whose role is not easily categorised in relation to the national priorities.

This was necessary to encourage a greater response from the third sector than was collected in the *CLDWS* (2007). However it should be noted that this approach may oversimplify the work that is being conducted by the third sector.

[4]http://www.scotland.gov.uk/Resource/Doc/1046/0057265.pdf Accessed on 22/06/08

5.3 Contacting organisations with a CLD workforce

Respondents to the survey in 2006 were contacted to confirm if they would be prepared to take part in this survey. 30 of the original 79 respondents agreed to take part in the survey again. These included 20 respondents from local authorities and 10 from voluntary organisations and further education colleges. General promotion of the surveys was undertaken by placing articles on websites and in ebulletins that are sent out by partner organisations such as Learning Connections, Scottish Council for Voluntary Organisations (SVCO), and Highlands and Islands Community Capacity Partnership (HICaPP).

5.3.1 Contacting public sector organisations

It was considered that the most efficient way of contacting the public sector was through local authority contacts, including previous respondents to the survey and the CLD Managers group membership (accessed from the Communities Scotland website[5]). These contacts were informed of the survey a month in advance of the online survey being available and also encouraged to pass the survey to partners in the Community Planning Partnerships. The period for returns was extended twice from four weeks to seven weeks to allow local authorities to make a return, although not all relevant departments in all local authorities were able to make a return even with this extension.

5.3.2 Contacting third sector organisations

Third sector organisations with a CLD workforce were contacted using partner organisations that sent out the link to the online survey. These partner organisations were YouthLink Scotland, Learning Link Scotland, the Highlands and Islands Community Capacity Partnership (HICaPP), the Community Health Exchange (CHEX), Scottish Community Development Centre (SCDC), Scotland's Learning Partnership, learndirect Scotland's branded Learning Centres and the Voluntary Organisations Chief Officers Group (VOCOG). Direct contact was also made with the Councils for Voluntary Service (CVS) network using the contacts list on the Communities Scotland website and previous respondents to the *CLDWS* (2007).

In addition to this a paper version of the third sector survey was produced and distributed via Youth Scotland to increase the number of responses from organisations in the third sector whose primary CLD provision aligns with the national priority on youth work, which was felt to be under represented in the *CLDWS* (2007).

6. Survey Response

Overall there were 94 responses from the CLD sector in Scotland; 29 to the public sector survey and 65 to the third sector survey.

6.1 Public sector response

Responses to the public sector survey represent 26 local authorities (there were double responses from two local authorities) and one further education college. This compares to 49 responses from 28 local authorities, one partnership organisation and three further education colleges during the 2006 survey. The difference in terms of the total number of responses from local authorities was due partly to a lower overall response rate, but also greater success in getting centralised responses from local authorities. See Appendix 1 for a more detailed breakdown of the public sector responses.

> Responses were received from 26 of the 32 local authorities to the public sector survey

6.2 Third sector response

There were 65 responses to the third sector survey. 57 of these were responses to the online survey, and eight to the paper version of the survey. This compares with 30 responses for the third sector during the 2006 survey. Responses were received from a third sector organisation in every local authority area in Scotland and nine were national organisations. See Appendix 2 for a more detailed geographical breakdown of third sector respondents.

> 65 responses were received to the third sector survey

Responses from the third sector included six Councils for Voluntary Service and three Volunteer Centres. Responses were also received from groups within a further education college and a higher education institution. Whilst it may have been more appropriate for this data to be included in the public sector findings their responses have been retained in third sector data because of the way the data is structured and because this was the questionnaire that the respondents chose to complete. One response from a small project within a local authority was also received; however this was removed to prevent double counting.

> At least one response to the third sector survey was received from each local authority area

Responses from third sector organisations can be reported by the main focus of their work in light of the national priorities for CLD. Responses were received from 15 organisations whose main focus was community based adult learning, 29 whose main focus was in youth work, 15 whose main focus was in community capacity building and six who reported the main focus of their work as "other".

7. Workforce Profile

7.1 Notes on the workforce profiling data

This section of the report will detail the findings of analysis of the workforce profiling data collected from both surveys of the CLD workforce in Scotland. Before presenting the key findings, some notes about the data are outlined below:

a) Data for the public sector is divided where appropriate into 5 categories:

   i) Community based adult learning

   ii) Youth work

   iii) Community capacity building

   iv) Generic CLD workers

   v) Individuals whose contribution to CLD is open to interpretation

b) Data for the third sector is divided where appropriate into 4 categories:

   i) Community based adult learning

   ii) Youth work

   iii) Community capacity building

   iv) Other CLD work

c) Not every organisation was able to provide information for every question asked. To reflect this, the number of organisations contributing data to each analysis **(N)** and the number of individuals on which a response was based **(n)** are shown where appropriate.

d) The possibility of double-counting cannot be entirely dismissed because paid and in particular voluntary staff could have been working for more than one of the organisations that responded to the workforce surveys. Several instances of double counting of paid staff were identified in the data and removed. These were mostly related to information provided by several departments in local authorities.

e) The term "entire workforce" includes all volunteers and paid staff in both the public and third sectors.

7.2 Paid and Voluntary Staff

The total number of staff recorded in this survey is calculated by adding all reported full time, part time, sessional and voluntary staff from each survey (for definitions see Appendix 4), which results in a total of 16,556 staff (see Table 7-1).

Table 7-1 Number of paid and voluntary staff reported to be involved in CLD in Scotland

	Public sector	Third sector
Number of paid staff	4,968	810
	N = 29	N = 59
Number of voluntary staff	3,199	7,579
	N = 29	N = 47
Total workforce	8,167	8,389

Figure 7-1 shows the relative proportions of the individuals recorded in this survey in relation to national priority. This includes sessional workers from the public sector only. The greatest proportion of individuals had youth work as their primary focus or work in organisations whose primary role aligns most closely with the national priority for youth work. These individuals accounted for more than three quarters of the staff reported (78%). This is primarily because of the large numbers of third and public sector volunteers and sessional workers in local authorities who work in this area of national priority. The next largest category was community based adult learning (12%), then "Other" (7%) and finally the smallest was those individuals who have community capacity building as their primary focus (3%). This may not be an entirely accurate reflection of the amount of community capacity building that occurs since many other workers may also be engaged in capacity building as part of their work but this was not identified as their primary role. It is important to realise that this indicates only the relative responses to this survey and does not indicate the relative numbers of staff in the whole CLD sector.

Respondents reported on 16,556 paid or voluntary staff in the CLD workforce in Scotland

Table 7-2 Breakdown of staff in the Scottish CLD sector by alignment with national priority

	Full time	Part time	Sessional (public sector only)	Volunteers	Total
Community based adult learning	465	607	825	1,344	3,241
Youth work	421	305	2,055	8,356	11,137
Community capacity building	263	58	14	290	625
Other	383	57	256	788	1,484
Total	1,532	1,027	3,150	10,778	16,487

"Other" is the combined totals of the categories "Generic CLD workers", "Individuals whose involvement in CLD is open to interpretation" in the public sector survey and "Other" in the third sector survey. This categorisation can be used as a guide, but should be treated with caution as it does not account for the multiple roles played by some workers in the public sector and the diverse nature of the work undertaken by some third sector organisations. Volunteers includes all third sector and public sector volunteers.

Figure 7-1 Relative proportions of individuals recorded in these surveys by alignment with Scottish national priorities for CLD

- Community based adult learning
- Community capacity building
- Youth work
- Other
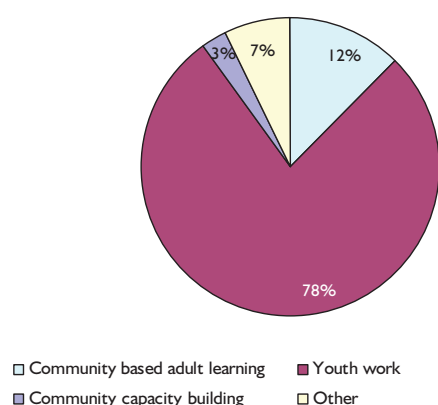
As mentioned in the methodology section, classification of third sector organisations by national priority may mask some of the complexity of the work that is carried out. This is reflected in response to a question asking respondents to indicate which of the national priorities for CLD are addressed by each organisation. 43% indicated that their organisation's role relates to a single priority, whereas nearly one quarter (23%) indicated that the work in which they are involved relates to all three national priorities.

7.2.1 Paid staff in the public sector

Of the 4,968 paid staff recorded in the public sector survey, 4,938 work in the 26 local authorities that made a submission. Of these paid staff 25% (1,237) are employed full time, 12% (581) are employed part time (268 full time equivalents, or 6% of the total workforce) and 63% are employed on a sessional basis.

> ## 25% of the public sector CLD workforce works full time

In order to provide an estimate of total CLD workforce numbers in the public sector, data obtained from this survey has been scaled up to the total number of local authorities in Scotland. The data collected in this survey indicates approximately 2200 individuals engaged in CLD provision working more than 10 hours per week in Scottish local authorities (or 1900 full time equivalents [FTE, see Appendix 4]). Using the same approach a figure of approximately 2,500 to 3,000 staff was estimated using data collected for the *CLDWS* (2007) (or approximately 2,350 FTE's). The difference between these two estimates is probably because data collected during the previous survey captured information from local authority areas with larger populations who were unable to make a return to this survey in the time allowed, whereas this survey contained contributions from local authorities which serve smaller populations. Therefore we conclude that the size of the CLD workforce based in local authorities is somewhere in between these two estimates. We suggest an estimate of approximately 2,500 staff working more than 10 hours per week in Scottish local authorities.

There was a significant difference between the primary role of an individual in the public sector and their likely mode of employment. Community capacity builders and those involved in generic CLD were much more likely to be employed on a full time basis. A high proportion of youth workers were employed as sessional staff.

Figure 7-2 Staffing by mode of employment in the public sector
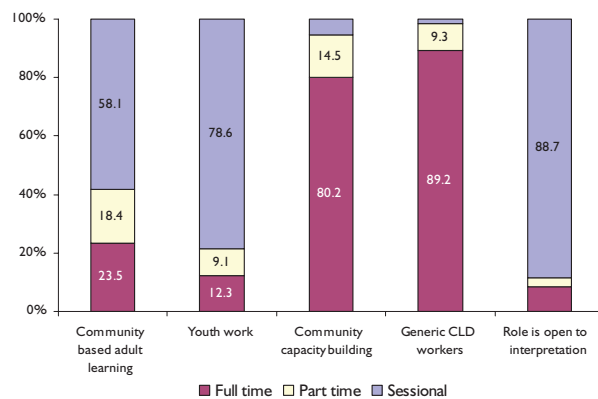
N=29 n=4968. For clarity percentages lower than 5% are not labelled

Public sector respondents were asked to break down the numbers of those involved in community based adult learning (CBAL) into individuals that are primarily engaged in work related to adult literacy and numeracy (ALN) and those involved in the provision of English for speakers of other languages (ESOL). 215 staff were recorded as having ALN provision as their primary focus whilst 64 were reported as having ESOL as their primary focus. Public sector respondents that were able to provide this data reported a total of 1,038 CBAL staff. This shows that at least 21% of community based adult learning staff are engaged in ALN, whereas 6% of CBAL staff have ESOL as their primary focus. It is difficult to estimate whether these numbers of staff whose primary focus is ESOL provision is representative of the CLD workforce in Scotland as probably the majority of the ESOL provision occurs in further education (FE) colleges (*Adult ESOL Strategy for Scotland*, Scottish Executive 2007) and only very limited data was captured from FE colleges. It should also be noted that not every respondent was able to provide this information.

7.2.2 Voluntary staff in the public sector

Significant numbers of voluntary staff were recorded from the public sector respondents (3,199). Feedback from local authority respondents indicates that the volunteers recorded in their responses work directly with local authorities, not other third sector organisations and therefore may be added to the total workforce captured in this research. There was a wide variety in the numbers of volunteers recorded by each local authority. This may be because different local authorities used different numbers of volunteers, or it may be that some local authorities were not able to provide this data. 53% of the volunteers recorded in the public sector were youth workers and 31% helped to provide community based adult learning. The number of volunteers is thought to vary markedly over the year, especially since youth work volunteers work with children during school holidays. Though information was collected on the number of volunteers in the public sector no detailed profiling information was collected beyond this, therefore these volunteers will not be included in subsequent proportions or percentages on the detailed profile of the workforce.

3,199 volunteers were identified in the public sector

7.2.3 Paid and voluntary staff in the third sector

Respondents to the third sector survey were asked to state how many paid and voluntary staff work in each organisation. Figure 7-3 shows the relative percentage of paid and voluntary staff in Scottish third sector organisations that are involved in CLD provision across the whole sector and broken down by alignment of those organisations to national priority. Across the whole sector, 90% of all staff are voluntary. The proportion is highest in youth work where they make up 97% of the staff (though 95% of youth work volunteers were based in one organisation, excluding this organisation reduces the proportion of volunteers to 75% of the total workforce in third sector organisations that are involved in youth work).

90% of the CLD workforce in the third sector in Scotland is voluntary

Figure 7-3 Proportion of paid and voluntary staff in the third sector
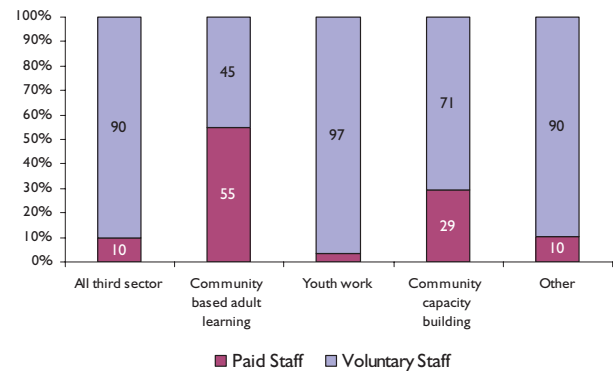
N=65, n=8731. For clarity percentages lower than 5% are not labelled

Respondents were also asked to provide numbers of paid full time and part time staff (they were not asked to break part time staff down further into sessional staff). Figure 7-4 shows the relative proportion of part time to full time staff in the third sector and broken down by relationship to national priority. Full time staff makes up 41% of the paid workforce in the third sector. The proportion of full time paid staff is highest in organisations whose primary role aligns with youth work (60%) and community capacity building (73%).

41% of paid third sector staff are employed full time

Figure 7-4 Proportion of full time and part time paid staff in the third sector
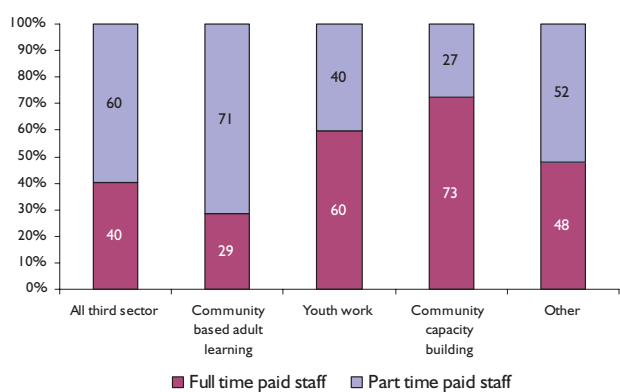
N=57, n=749

7.3 Gender Profile

This section discusses the gender profile of the CLD workforce in Scotland. 18 out of 29 public sector organisations and 61 out of 66 third sector organisations provided data on gender. Overall 48% of the workforce is female (see Table 7-3), which compares to 57% female for the overall LLUK workforce profile in Scotland (Futureskills Scotland, 2007). The *CLDWS* (2007) survey reporting largely on the public sector reported 66% female, which is close to the figure that was obtained for the public sector in the LLUK survey (see Table 7-3).

Table 7-3 Relative proportions of male and female staff

	% Female	% Male
All organisations	48	52
Public Sector only	63	46
Third Sector only	37	54

In the third sector this information could be compared to the main activity carried out by the organisation. A detailed breakdown of the third sector gender balance is shown in Figure 7-5. This shows that apart from youth workers, all other areas in the third sector have more than 50% female staff. Individuals involved in the third sector provision of community based adult learning are significantly more likely to be female (76% female from 16 organisations, n=826). As noted above, youth work accounts for a large proportion of the third sector and one organisation provided information on 95% of the volunteer youth workers, which has strongly influenced the results. Removing this organisation the gender balance for the whole third sector is 60% female.

Figure 7-5 Relative proportions of females and males in the Scottish CLD third sector by organisations main focus
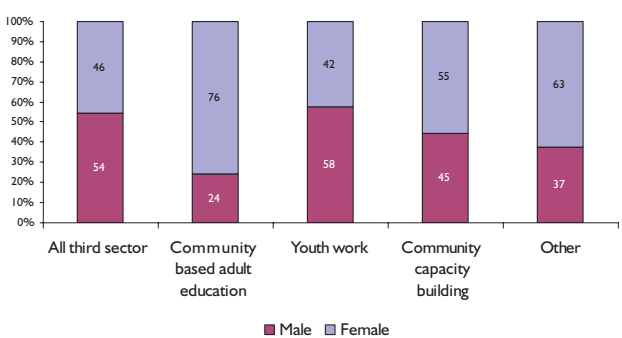
N=61 n=8,079

7.4 Age profile

Respondents were asked to provide information on the age profile of their staff in both surveys. This data was compared to the age profile of the Scottish working population data[6] and is shown in Figure 7-6. 48% of staff recorded were older than 45 (as opposed to 36% in the whole Scottish working population). The CLD workforce tends to be older than the Scottish working population, however it is similar to the age profile of the rest of the lifelong learning sector (Futureskills Scotland, 2007).

> ## 48% of the Scottish CLD workforce is over the age of 45

The age profiles of the public sector and third sector workforces were very similar, though the third sector was more evenly dispersed, with a slightly greater proportion of under 24's and over 55's. Within the third sector individuals engaged in community based adult learning were most likely to be older with 58% aged 45 and above. In general, information on age was only provided for third sector paid staff, with a total of 1,644 individuals reported on for this question, so the age profile of voluntary staff is less clear.

Figure 7-6 Age profile for the Scottish CLD workforce and Scottish working population

Legend: Scottish working population, CLD workforce

Age group	Scottish working population	CLD workforce
Under 24	16	13
25 to 34	21	17
35 to 44	27	22
45 to 54	24	28
55 and over	12	20
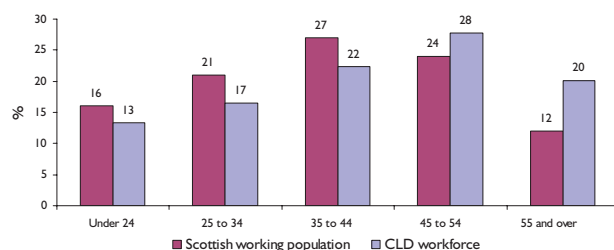
N=78, n=2320

[6]Annual Population Survey 2005, Office for National Statistics

7.5 Ethnicity

Respondents to both the third and public sector surveys were asked to provide information on the ethnicity of their staff. Response to this question was higher in the third sector than in the public sector. 60 of the 65 third sector organisations provided this information on 1,433 of their staff, with 17 out of 29 public sector respondents reporting on the ethnic origin of 709 individuals. This data was compared to the Scottish ethnicity profile detailed in the 2001 Scotland Census[7] (see Table 7-4).

Table 7-4 Ethnicity of the population and staff in the Scottish CLD sector

	2001 Census	Whole CLD Workforce	Public sector	Third sector
Any mixed ethnic background	0.3%	0.8%	1.1%	0.7%
Black Scottish, Black African, Black other or other Black background	0.2%	0.7%	0.1%	0.9%
Chinese or South Asian	0.4%	0.4%	0.4%	0.4%
Indian, Pakistani or Bangladeshi	1.0%	2.8%	1.0%	3.5%
White Irish and White other	2.5%	2.7%	1.7%	3.1%
White Scottish, other White British	95.5%	80.8%	89.4%	77.1%
Other ethnic group	0.2%	1.1%	1.0%	1.1%
Unknown ethnicity	-	10.8%	5.2%	13.3%
		N = 77	N = 17	N = 60
		n = 2142	n =	709 n = 1433

Returns for the "Ethnicity unknown" category were relatively much higher than the total for all of the other ethnic groups except the category "White Scottish or other White British" (5.2% in the public sector and 13.3% in the third sector). Census 2001 data has no "Ethnicity unknown" category, therefore for the purposes of comparison the relative proportions are recalculated excluding reported unknowns, with the caveat that the distribution of these unknowns may not be equally spread across all ethnicity categories. This is presented in Figure 7-7. For clarity the ethnic group "White Scottish or other White British" is not shown.

[7]Data taken from 2001 population census: www.ons.gov.uk

Figure 7-7 Ethnicity (excluding White Scottish and other White British) in the CLD workforce in Scotland
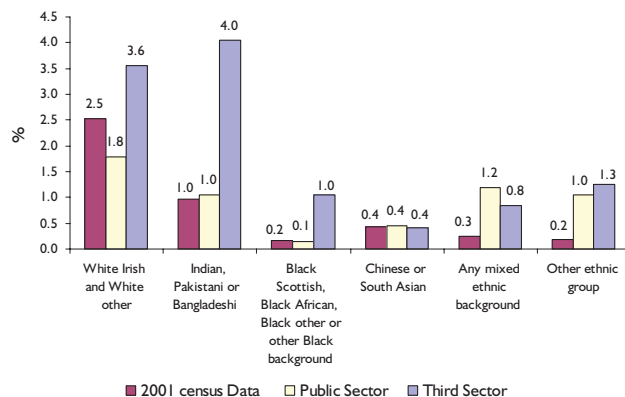
For clarity the category "White Scottish and other White British" is not shown. For N and n see Table 7-4.

Taken at face value the results indicate that visible ethnic minority populations compose a higher proportion of the CLD workforce in Scotland compared to the 2001 Census data. This is especially the case in the third sector. One explanation for this is a possible increase in migration to Scotland since the last census seven years ago, changing the proportions of visible ethnic minorities in the Scottish workforce as a whole. Although recently immigration from the mostly White European A8 countries has been significant, prior to 2004 it is possible that immigration of visible ethnic minorities may have been sufficient to change the ethic profile of the Scottish workforce. It is also possible that there has been increased success in attracting applications from visible ethnic minorities. The proportion of visible ethnic minorities recorded in the public sector is higher than that recorded in *CLDWS* (2007) (7.3% as opposed to 4.6%). It is possible that reporting on ethnicity has become more accurate in the last two years. This is supported by the data shown in Appendix 3. Whilst only 15% of respondents said that they recorded ethnicity information on the CLD workforce specifically (as opposed to 12.7% two years ago), the remaining 85% said that they do monitor ethnicity in the workforce as a whole (as opposed to 57% two years ago). No respondents said that they did not monitor ethnicity, whereas 30.4% claimed that this was the case two years ago.

Visible ethnic minorities are a significant feature of the Scottish CLD workforce

7.6 Disability and learning difficulty

In both surveys respondents were asked to provide information on the total numbers of staff that classify themselves as having a disability or learning difficulty and the total number of staff that classify themselves as not having a disability or learning difficulty. Response to this question was much lower than other equalities questions with only 9 of the 29 public sector respondents (31%) and 51 of the 66 third sector respondents (78%) providing information. Very few respondents provided information about the number of staff that do not classify themselves as having a learning difficulty or disability. The percentage of individuals in the CLD workforce that classify themselves as possessing a learning difficulty or disability was calculated using the total staff from each returning organisation. Overall 3.1% of staff were identified as having a learning difficulty or disability (public sector 1.4%, third sector 4%).

According to a report for the Scottish Executive (*Disability and Employment in Scotland: A Review of the Evidence Base*, 2005) using data from the 2001 Census, 15.5% working age adults in Scotland answered yes to the question *"Do you have a long term illness, health problem or disability which limits your daily activities or the work you can do?"* Using data from the *Labour Force Survey* (2005) a figure of 20% is obtained for working age adults in Scotland with a disability or learning difficulty. Clearly there is a disparity between these figures and those obtained for the CLD workforce. There are several possible explanations for this:

- The number of individuals with learning difficulties or disabilities working in CLD in Scotland is unusually low

- Reporting of learning difficulties or disabilities in the Scottish CLD workforce is low because human resources do not collect this information or this information is not easily available to those providing data

- Many people who would answer yes to the question above would not class themselves as having a learning difficulty or disability

- Third sector organisations may not hold this information on their voluntary staff

- It was suggested in the *CLDWS* (2007) that public sector respondents may have estimated some of the numbers for equalities questions, but were unable to estimate the number of staff with learning difficulties

A recent report into disclosure of disabilities and learning difficulties in other parts of the lifelong learning workforce (*Exploring disability disclosure amongst college and university staff in Scotland*, Equality Forward Scotland, 2008) suggests that low rates of disclosure may be the key contributing factor to the low levels of disability reported here.

7.7 Qualifications

Both surveys contained questions relating to qualifications possessed by the CLD workforce that are relevant to provision of CLD in Scotland. These were classified on several levels:

- Staff with CeVe endorsed qualifications at ordinary degree or above (at SCQF Level 9 or above)
- Staff with CeVe endorsed qualifications below ordinary degree level (SCQF Level 8 and below)
- Staff without these qualifications
- Staff whose qualifications are unknown

There are other examples of CeVe endorsed qualifications, such as training courses for part time or voluntary workers, but for the purposes of this survey the diversity of qualifications available was classified as above to ensure manageability of the questionnaires.

Contact with representatives from the third sector initially suggested that detailed information on levels of qualification for individuals in the third sector might not be easily obtainable. Many organisations do not have HR departments or may be unable to provide this data so the third sector survey only collected quantitative data on CeVe endorsed qualifications at SCQF Level 9 or above. In reporting on this profiling issue the public sector and third sector will therefore be examined separately. Qualitative data were collected in relation to other relevant qualifications in the third sector.

7.7.1 Public sector qualifications

Respondents to the public sector survey were asked to provide details of qualifications broken down by staff primary role and mode of employment. Detailed responses were recorded for this question. Table 7-5 shows the level of qualification for all staff in the public sector CLD workforce in Scotland. The public sector CLD workforce is highly qualified with more than half of staff that work more than 10 hours per week (53.1% excluding sessional staff) possessing a CeVe endorsed qualification at ordinary degree level (SCQF Level 9) or above. This is almost identical to the findings of *CLDWS* (2007). A further 21% possessed CeVe endorsed qualifications that are below the level of ordinary degree (SCQF Level 8). Only a quarter of staff did not possess any CeVe endorsed qualification.

More than 70% of the public sector CLD workforce possesses a CeVe endorsed qualification

Table 7-5 Level of qualification of all staff in the public sector CLD workforce in Scotland (not including sessional staff)

Staff possessing CeVe endorsed degree level or above	Staff possessing CeVe endorsed qualification below degree level	Staff without CeVe endorsed qualifications	Staff whose level of qualification is unknown
53.1%	21.0%	24.4%	4.5%

N=29, n=1761

7.7.1.1 Public Sector qualification by mode of employment

Figure 7-8 shows the level of qualification of public sector CLD staff by their mode of employment. Two thirds of the public sector staff that are employed on a full time basis were reported as possessing a CeVe endorsed qualification at ordinary degree level (SCQF 9) or above, whereas 40% of part time staff do not possess any CeVe endorsed qualifications. The qualifications of nearly half of sessional staff were unknown, though 9% were reported to possess a CeVe endorsed qualification.

40% of part time staff in the public sector do not possess any CeVe endorsed qualifications

Figure 7-8 Level of qualification in the public sector CLD workforce in Scotland
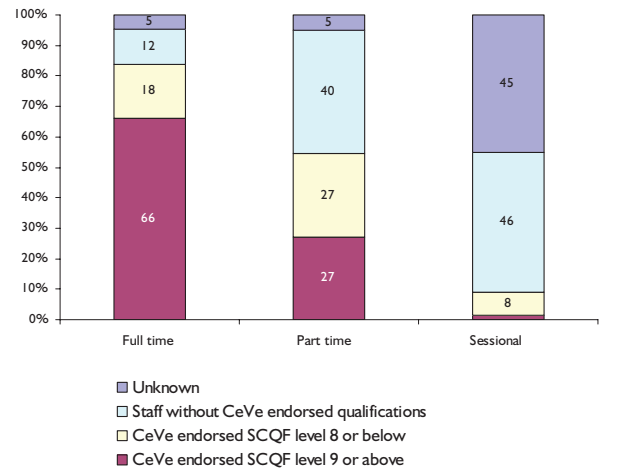
N=29, n=4968. For clarity percentages below 5% are not labelled

7.7.1.2 Public Sector qualifications by alignment with national priority

Figure 7-9 shows the level of qualification of staff involved in CLD provision in the Scottish public sector by primary role. These data are reported excluding sessional staff since nearly half of those reported on (45%) were recorded as having unknown qualifications. Those whose role was classified as "open to interpretation" are also excluded since more than 90% were reported as "unknown level of qualification".

"Generic CLD" workers tended to be the most highly qualified, with more than three quarters (76%) of these individuals possessing a CeVe endorsed qualification at ordinary degree level (SCQF 9) or above. Feedback from some respondents to this survey suggests that senior CLD managers were more likely to be included in this category, which may account for the level of qualification seen here. The next most highly qualified individuals worked primarily in community capacity building (62%). Staff involved in community based adult learning and youth work had the lowest level of qualification, though nearly 44% of both of these groups possessed CeVe endorsed qualifications to ordinary degree level (SCQF Level 9) or above.

> "Generic CLD workers" are the most highly qualified part of the CLD workforce

The *CLDWS* 2007 noted that 90% of part time youth workers did not possess CeVe qualifications to degree level (SCQF Level 9) or above. Data collected in this survey showed a slightly higher proportion of these qualifications (15%), but also notes that 27% of part time youth workers possess CeVe endorsed qualifications below ordinary degree level (SCQF Level 8 or below).

Figure 7-9 Level of qualification in the public sector CLD workforce in Scotland by primary role
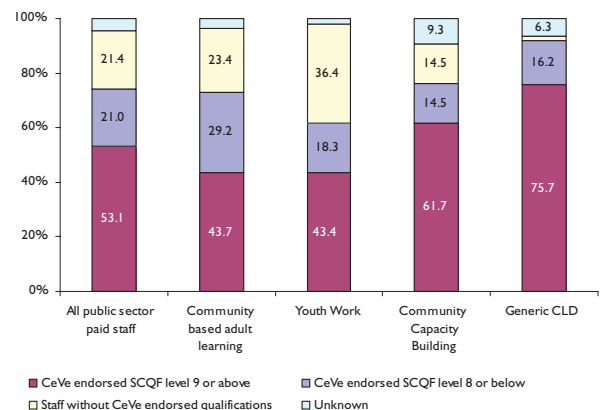
N= 29, n=2,743. The category "Individuals whose involvement in CLD is open to interpretation" is excluded since 91% of staff identified here were of unknown qualification. Sessional staff were also excluded since 45% were recorded as having unknown qualifications.

7.7.2 Third Sector qualifications

30 of the 58 (51%) organisations with paid staff that responded to the third sector survey had paid staff qualified to CeVe endorsed ordinary degree level (SCQF Level 9) or above. The proportion of staff with this level of qualification was calculated using the total number of paid staff in the organisations that responded to this question and is shown in Figure 7-10. Across the whole of the third sector 11% of the paid staff were reported as possessing CeVe endorsed qualifications at degree level (SCQF 9) or above (N=58 n=816). Organisations whose main role aligns with the national priority for youth work were reported to have the highest proportion of paid staff with CeVe endorsed qualifications at ordinary degree level (SCQF 9) or above.

> 11% of third sector paid staff possess CeVe endorsed qualifications to ordinary degree level (SCQF Level 9) or above

Figure 7-10 Relative proportion of paid staff with CeVe endorsed qualifications at or above ordinary degree (SCQF Level 9) in the Scottish CLD third sector
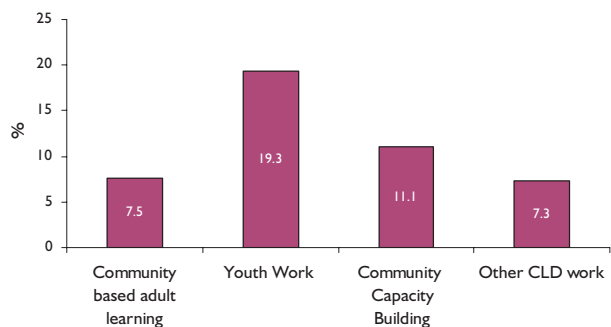
N=31, n=816

11 out of the 35 (31%) third sector organisations that responded to the survey and have voluntary staff said that some of their volunteers possessed CeVe endorsed qualifications to degree level (SCQF 9) or above, though only 2.4% of volunteer staff possessed CeVe endorsed qualifications to degree level (SCQF 9) or above (N=35, n=1,209). It is perhaps surprising that so many third sector organisations have voluntary staff that possess this level of qualification as it might be assumed that possessing this level of qualification would lead an individual to being employed within the CLD constituency, rather than volunteering. It may be that these members of staff also work elsewhere in the sector or are now retired from careers in CLD.

Although approximately half of all third sector respondents answered this question, the total number of voluntary staff in the organisations that responded represents only 16% of the total voluntary workforce. This implies that only the third sector organisations with a small number of volunteers responded.

Qualitative data was collected on other qualifications that are possessed by staff in the third sector. A wide variety of qualifications was reported upon including postgraduate courses in teaching, CeVe endorsed qualifications such as HNC Working with Communities and various teaching qualifications. Most respondents who provided information indicated that at least some of their paid staff possessed degree level qualifications. A significant number reported degrees in sociology and business qualifications as being relevant to the work that they do.

Further levels of CeVe endorsement exist such as endorsement of training courses for part time and voluntary workers, however questions were not asked regarding these levels of training. There is great potential for future work to map the complex diversity of qualifications available to the CLD sector in Scotland, both CeVe endorsed and otherwise. LLUK is already involved in preliminary mapping work.
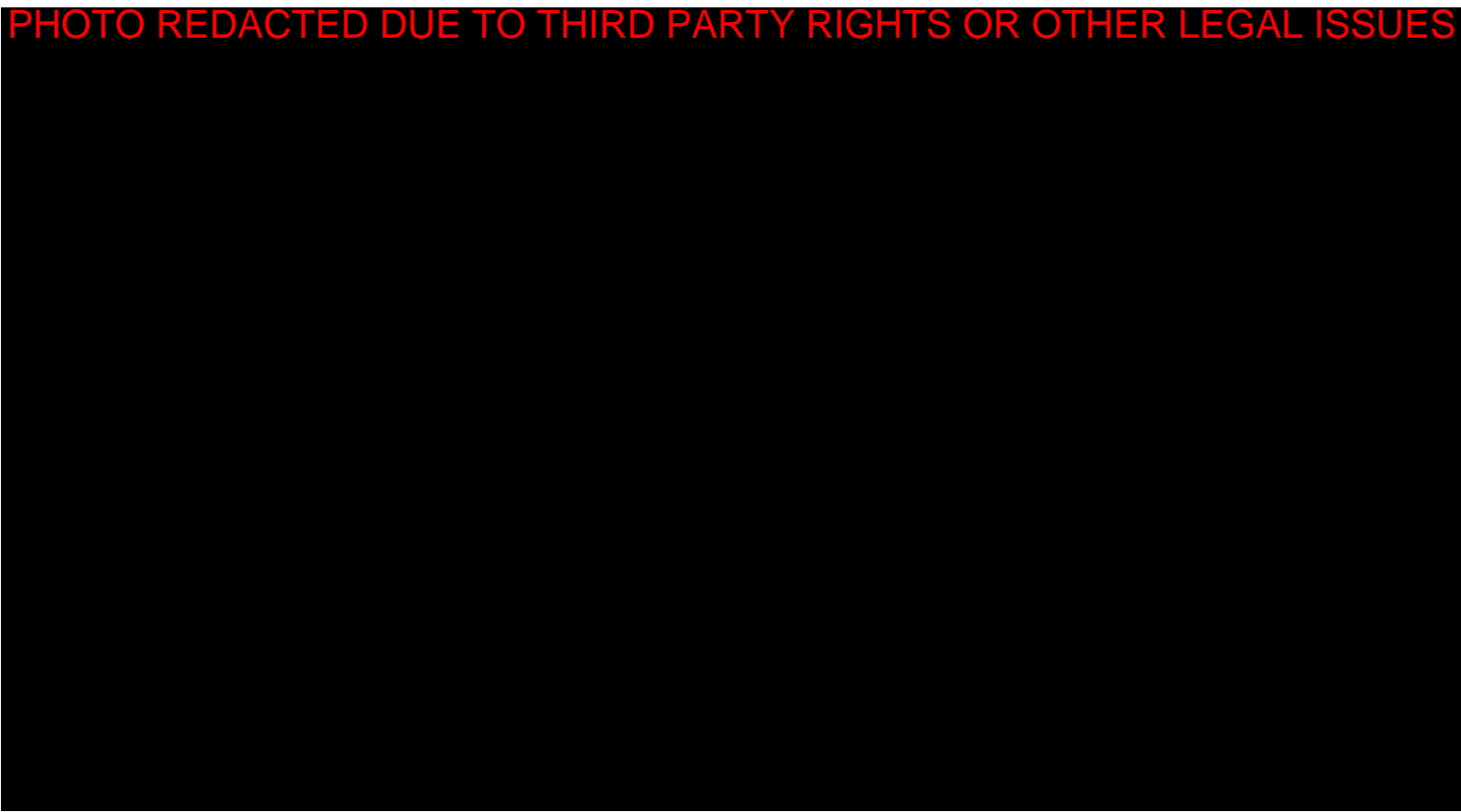
8. Recruitment and Retention

Quantitative information on recruitment and retention was collected in this survey. This was to complement the qualitative information that the *CLDWS* collected during interviews of key individuals in the CLD community in 2007. Quantitative information was collected by the addition of questions to the public sector survey. However, to prevent the third sector questionnaire from becoming too long, these questions were not included and therefore, apart from information on rates of pay, the data presented here relate only to the public sector.

8.1 Staff vacancies and staff retention

161 vacancies were recorded in the public sector survey, with the majority of those being sessional workers (65% overall). These were concentrated in the areas of community capacity building and youth work (see Figure 8-1).

> Rate of vacancy in the CLD workforce was the same as the rest of the lifelong learning sector

Respondents were asked to list vacancies in terms of full time, part time (more than 10 hours per week) and sessional staff. Only 57 vacancies for full time and part time staff were identified, which is a vacancy rate of approximately 3% by comparison to total full time equivalents (FTEs). 104 vacancies for sessional workers were reported, (vacancy rate of 3.3 %, although this figure disguises the high percentage of vacancies in sessional youth workers). This rate of vacancy is similar to the rate of vacancy in the overall sector of 2% (Futureskills Scotland, 2007) however the rate of response to this question was very low, with only 17 out of 29 respondents providing data to all vacancies questions. Interestingly this is at odds with results collected in the *CLDWS* 2007 which uncovered a high rate of vacancies (around 10% in terms of FTE), though interviews with members of the CLD workforce indicated that they found the rate of vacancies in their organisations acceptable. There was no indication of problems with staff retention.

Figure 8-1 Vacancies in the public sector CLD workforce in Scotland
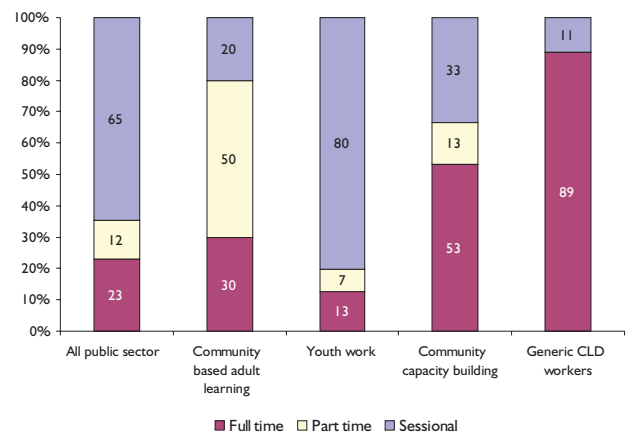
N=23, n= 254

Respondents to this survey were asked whether they had difficulties in retaining staff. 25 out of 28 (90%) indicated that they did not feel that this was a problem. This confirmed general statements collected during the *CLDWS* (2007).

> 90% of respondents to the public sector survey indicated that there was no problem with staff retention

Respondents to the public sector survey were asked whether there was a variation in staffing levels over the year. 13 out of 27 respondents (48%) indicated that they required fewer staff during the summer holidays, whereas two said that they require more and 12 said that there was no difference in staffing levels. 9 out of 26 (35%) respondents indicated that they require fewer staff during other school holidays, only one said that more were required and 16 (62%) said that there was no difference.

8.2 Recruitment

Out of 27 respondents, 13 (48%) indicated that they have difficulties in attracting new staff. These 13 respondents were asked whether rates of pay, numbers of full time posts or perception of CLD work was likely to be a cause of difficulty in recruiting new staff as these were areas identified to cause recruitment issues in the *CLDWS* (2007). Five respondents indicated that rates of pay were a problem, especially in relation to other local authorities, which was also noted from respondents' interviews reported in the *CLDWS* 2007. Two indicated that there were too few full time posts and two indicated that perception of CLD work was the main cause. Extra information provided by five respondents indicated that geographical location was an issue, especially in attracting staff to work in rural areas or island communities. Most of the respondents that reported difficulties in recruitment of new staff in this survey (9 out of 13) were from local authorities based in rural areas.

> Many local authorities stated that geographical location was a key difficulty in attracting new CLD staff

11 out of 28 respondents (38%) indicated that they did not feel that new recruits were well qualified or suitable for CLD work. When asked to list the reasons why staff were not well qualified five respondents indicated a lack of CeVe endorsed qualifications, one indicated a lack of other qualifications and six pointed to lack of CLD experience. In further information provided by respondents several indicated that new recruits lack abilities relating to community planning and community capacity building, for example:

- "Not enough concentration on capacity building skills in college courses"

- "They may be competent in other aspects of CLD but not necessarily in community capacity building (CCB). It seems that courses do not necessarily have a discrete CCB module, and/or are not able to offer placements."

Respondents were asked to list which national priority workers were hardest to recruit for. 11 out of 26 indicated that no one strand was more difficult to recruit for than the others. Of the remaining 14 respondents three said that community based adult learning staff were the most difficult to recruit. Four said youth workers, three said community capacity builders and four said generic CLD staff.

> Several respondents indicated that new recruits lack abilities in capacity building

8.3 Levels of pay

Respondents to both the public sector survey and the third sector were asked to provide simple information on annual pay scales (pro rata) for their staff. In the public sector this was broken down by the individual's primary role. In the third sector this data was shown as a function of the organisation's primary role in relation to the national priorities for CLD.

Figure 8-2 Annual pay scales (pro rata) for individuals in the public sector
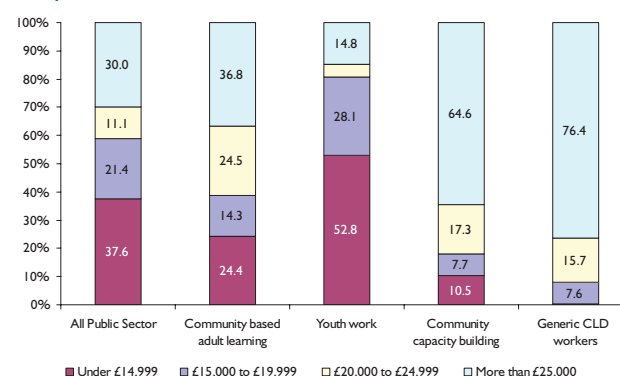
N=27, n=3,527. For clarity the category of workers whose role in CLD was "open to interpretation" is not shown as information was only provided on 32 individuals.

The breakdown of annual pay scales by primary role in the public sector is shown in Figure 8-2. Three quarters of individuals who were classified as generic CLD workers were paid £25,000 or more per annum. Nearly 65% of individuals whose primary role was in community capacity building were paid £25,000 or more. More than half of staff engaged in youth work were in the lowest pay banding (less than £14,999 per annum). This is probably because of the large number of sessional workers in youth work, although salary information was only provided on 3,527 of 4,968 public sector workers in total and a large number of this missing data could relate to sessional staff in other categories.

In the third sector those working in organisations whose primary role is youth work were also those with the greatest proportion of workers in the lowest pay scale (nearly 40% were paid below £14,999 per annum, see Figure 8-3). It would seem from this data that the lowest paid individuals are involved in youth work in both the public and third sectors. It is interesting to note that in the third sector those individuals involved in youth work were found to have the highest proportion qualified with CeVe endorsed qualifications at ordinary degree level or above.

> The lowest paid individuals are involved in youth work in both the public and third sectors

Figure 8-3 Annual pay scales (pro rata) for individuals in the third sector

Legend: Up to £14,999 ■ £15,000 to £19,999 ■ £20,000 to £24,999 □ £25,000 or above □
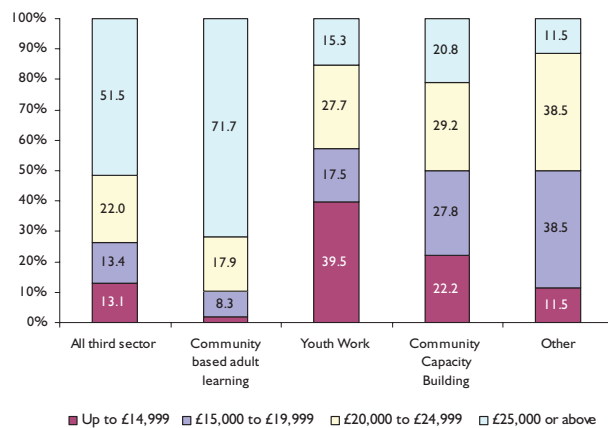
N=60, n=755

Those who worked in organisations that are primarily involved in community based adult learning had the greatest proportion of individuals in the highest pay scale (nearly 72% of individuals above £25,000). This may be linked to the need for workers with particular qualifications or labour demand. Further investigation would be required to explain this. In general the third sector seemed to have a greater proportion of workers at a higher pay scale (51.5% at £25,000 or more) than the public sector (30% at £25,000 or more).

9. Key Findings and Conclusions

9.1 Key Findings

9.1.1 Survey response:

• Responses were received from 26 of the 32 local authorities (two of the local authorities returned two responses from individual departments each) 65 third sector organisations responded. One response was received from a further education college.

• Information was gathered on 16,556 individuals who are involved in CLD in Scotland. 5,778 are paid staff and 10,778 are volunteers.

• Responses were received from at least one third sector organisation in every local authority area in Scotland and also included nine national organisations.

9.1.2 Employment:

• 25% of the public sector workforce is full time (63% works on a sessional basis, with 65% of those sessional staff engaged in youth work).

• 90% of the total third sector workforce is composed of volunteers (97% in organisations who have youth work as their primary focus).

• 41% of the paid third sector workforce is full time.

9.1.3 Gender, age and ethnicity:

• Females comprise 63% of the public sector workforce, but only 46% of the third sector workforce. 76% of those involved in provision of community based adult learning in the third sector are female.

• The age profile of the CLD workforce is older than the Scottish working population, with nearly half (48%) of the total workforce aged 45 or over.

• Visible minority ethnics comprised a higher proportion in the Scottish CLD workforce than observed in the most recent census (2001).

9.1.4 Qualifications:

• More than half of staff that work more than 10 hours per week in the public sector are qualified to ordinary degree level (SCQF Level 9) and above, endorsed by Community Education Validation and Endorsement (CeVe). A further 21% possess qualifications that are endorsed by CeVe that are below ordinary degree level (SCQF Level 8 and below).

• 40% of part time staff in the public sector do not possess any CeVe endorsed qualifications.

• More than half of the third sector organisations with paid staff employ individuals that possess qualifications to ordinary degree (SCQF Level 9) or above, endorsed by CeVe. 11% of paid staff possess these qualifications. Organisations whose primary role is in youth work have the highest level of qualification (19%).

9.1.5 Recruitment issues:

• The rate of vacancy in the public sector workforce was found to be similar to that of the rest of the lifelong learning workforce.

• More than half of public sector respondents indicated that recruitment was not a problem, although a significant number of those that indicated recruitment was an issue were from rural areas.

9.2 Conclusions

This research suggests that it is possible to gather information on the CLD workforce as a coherent whole in Scotland. It is likely that further research is required to provide a comprehensive profile of the whole workforce; some areas of the CLD workforce, such as that which is based in Scotland's colleges, require further investigation.

Whilst the workforce is in general older than the working population, this is consistent with trends across the lifelong learning workforce as a whole. The workforce is ethnically very diverse, though remains dominated by female staff in the public sector and to a lesser degree by male staff and volunteers in the third sector. Rates of pay are found to be generally higher in the third sector than in the public sector.

An area for development noted here is that of providing staff with Community Education Validation and Endorsement (CeVe) endorsed qualifications to local authorities in rural areas. Respondents to the public sector survey indicated that capacity building and community development aspects of CLD qualifications could also be improved. One way that this may be achieved is increasing funding for distance learning and increasing the number of capacity building placements available to students enrolled on CeVe endorsed qualifications.

9.3 Recommendations for future action

LLUK intends to resurvey the CLD workforce in Scotland every two years to continually increase coverage of the sector and to detect changes in its profile that have implications for the future development of the workforce.

Although the response rate from the public sector was very high in term of local authorities (26 out of 32) several local authorities and local authority departments were unable to make a return and there was only one response from a further education college. Feedback from the public sector indicates that generally there was an awareness of this work in local authorities and a desire to provide the information, though the complexity of the survey is now reaching the limit of what is reasonable to complete. Significantly longer periods of data collection will help to allow for the fact that different local authorities are able to devote different amounts of time to collecting a providing data, especially in larger local authorities.

The coverage of the workforce involved in CLD provision in Scotland in the third sector is much improved, though probably still low in comparison with the total number of organisations that are involved in CLD provision. It is recommended that a similar approach is used again with a **more sustained information campaign** prior to the fieldwork period and perhaps more closely integrated with a shorter public sector survey focused on current strategically significant issues.

Issues surrounding recruitment and retention of staff were explored in the public sector but not the third sector as it was felt that a shorter questionnaire would ensure a higher response rate from the third sector. Much of the data on recruitment and retention issues that were collected in this study agree with the findings of the previous study; that recruitment is not an issue of concern in general. However nine out of 13 of the public sector respondents who did specify that recruitment is a problem were from rural areas. A targeted **study of recruitment and retention** specifically in rural areas, where this issue has been highlighted as a problem, would be of value.

This study concentrated on two easily identifiable levels of qualifications that are particularly relevant to CLD, however there is a great diversity of qualifications, especially in the third sector, that is not adequately captured by this survey. Further work should be under taken to explore this and map the qualifications. This would be of particular value to the new CLD Standards Council in Scotland.

Acknowledgements

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Appendices
Appendix 1: Responses to the public sector survey

Table 10-1 shows the responses received to the public sector survey

Table 10-1 Response to the public sector survey

Local Authority area	Department making primary return	Type of organisation
Aberdeenshire	Aberdeenshire Council Education, Learning and Leisure	Local authority
Aberdeen City Council	No response during data collection period	Local authority
Angus	Community Learning and Development Service, Education	Local authority
Argyll and Bute	Community Services	Local authority
City of Edinburgh	Jewel & Esk College, Communities Section	Further Education College
City of Edinburgh	Community Learning & Development Children & Families	Local authority
Clackmannanshire	Clackmannanshire Council Cultural and Community Services	Local authority
Comhairle nan Eilean Siar	Community Education, Sustainable Communities	Local authority
Dumfries and Galloway	No response during data collection period	Local authority
Dundee City	Leisure and Communities Department	Local authority
East Ayrshire	Community Learning and Development	Local authority
East Dunbartonshire	East Dunbartonshire Council (Community Learning & Development)	Local authority
East Lothian	Community Learning and Development	Local authority
East Renfrewshire	Education and Community Services Department	Local authority
Falkirk	Community Services, Community Education	Local authority
Fife	Fife Council Community Services (CLD Section)	Local authority
Glasgow City	Glasgow City Council Social Work	Local authority
Highland	No response during data collection period	Local authority
Inverclyde	Inverclyde Council - Education & Social Care Directorate, Regner	Local authority
Midlothian	Midlothian Council, education and Communities	Local authority
Moray	No response during data collection period	Local authority
North Ayrshire	Community Learning and Development	Local authority
North Lanarkshire	North Lanarkshire Council - Learning and Leisure	Local authority
Orkney Islands	Orkney Islands Council, Dept of Education & Recreation Services	Local authority
Perth and Kinross	Adult Literacy Team, Cultural & Community Services, Education	Local authority
Perth and Kinross	Education & Children's Services - Cultural & Community Services	Local authority
Renfrewshire	No response during data collection period	Local authority
Scottish Borders	CLD Service, Scottish Borders Council	Local authority
Shetland Islands	(No department name given)	Local authority
South Ayrshire	CLD - Education Culture and Life	Local authority
South Lanarkshire	South Lanarkshire Council - Educations Resources - Inclusion Se	Local authority
Stirling	Stirling Council Adult Learning Team and Strategic Support	Local authority
Stirling	Stirling Council, Community Services	Local authority
West Dunbartonshire	No response during data collection period	Local authority
West Lothian	Community Learning and Development Service	Local authority

Appendix 2: Geographical response to the third sector survey

Figure 10-1 shows the geographical response to the third sector survey by local authority area

Figure 10-1 Geographical response from third sector
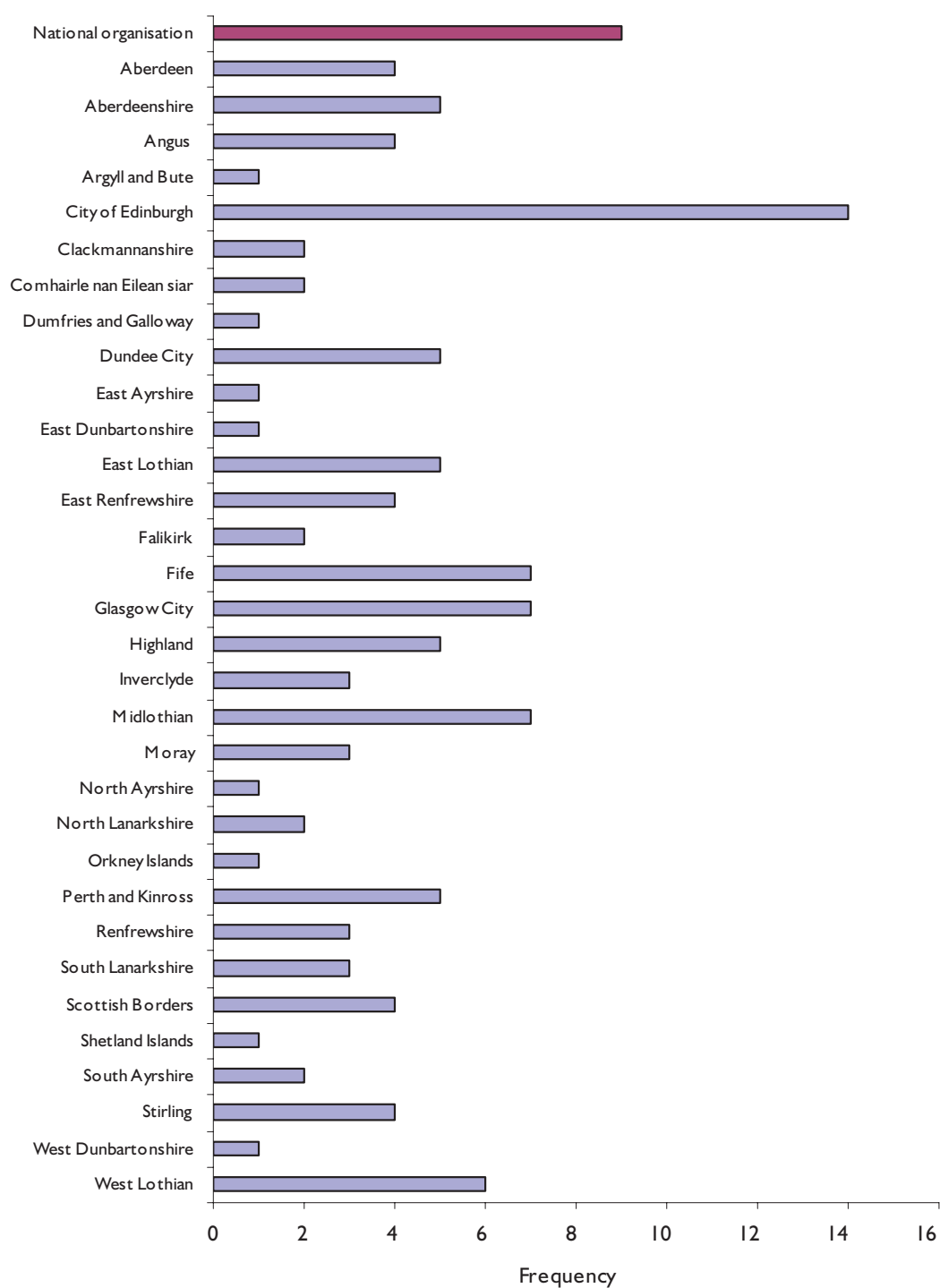
Appendix 3: Diversity monitoring in the public sector

As individuals in the public sector may be spread throughout various departments, respondents were asked to indicate whether records were kept on gender, age, ethnicity and disability. As previously noted in the *CLDWS* (2007), the majority of public sector respondents indicated that they did not monitor the CLD workforce specifically, although in all cases the percentage of respondents in public sector was higher than in the *CLDWS* (2007) (see Figure 11-1).

Figure 11-1 Diversity monitoring in public sector respondents

□ No monitoring
■ Yes, but not on CLD workforce
■ Yes, specific information on CLD workforce
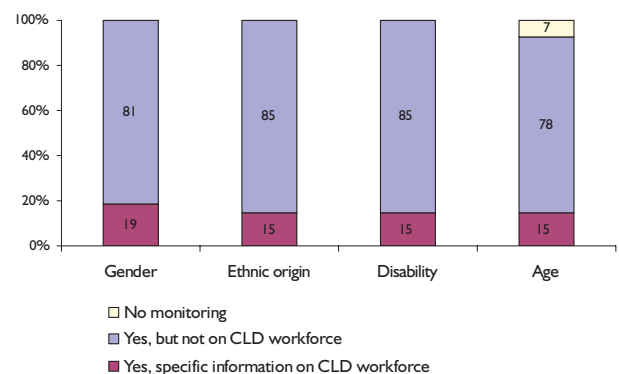
Appendix 4: Glossary of terms

- **Community Learning and Development** - Learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants. CLD's main aim is to help individuals and communities tackle real issues in their lives through community action and community-based learning. CLD includes three national priorities in Scotland:

  Achievement through learning for adults - Courses, programmes or other learning opportunities, which are generated in the community in consultation with local people, and which address issues of importance to improving the life chances of learners and their community.

  Achievement through learning for young people - Educational work with young people (not as part of formal educational provision) that facilitates their personal, social and educational development and enables them to gain a voice, influence and place in society in a period of their transition from dependence to independence.

  Achievement through building community capacity - The purpose of this activity is to improve the quality of community life and contribute to social justice by: identifying their needs, opportunities, rights and responsibilities; planning, organising and taking action; and evaluating the effectiveness and impact of the action.

- **Full time equivalents** - A measure of staffing levels which converts the total number of hours worked by all staff (including part time and sessional staff) to an equivalent number of full time staff.

- **Sessional staff** - Workers are those used on an 'as and when required' basis, for instance during busy periods.

- **Third sector** - Organisations that are not fully in the private or public sector, for example voluntary organisations and community groups.

- **Voluntary staff** - Workers who do not receive a wage for their services.

Appendix 5: Survey tools

Skills for Learning Professionals

Community Learning and Development Workforce Survey, 2008

This survey is intended to be completed by organisational managers of CLD in the Scottish public sector

Thank you for taking the time to take part in this survey. We strongly advise you to download the offline version of this survey which can be obtained on the survey homepage before you begin to answer the following questions. Detailed instructions are also available from the survey homepage.

Important instructions
You can save your responses and alter them at any time, but you must enable cookies on your browser and use the same computer when returning to the survey.

Your information will NOT be collected unless you reach the end of the survey and press "submit"

Q1 Which of the following best describes your organisation?

- ☐ Local authority
- ☐ Other public sector organisation
- ☐ *Go to instruction 1 (Below)* Community-led organisation, voluntary organisation or social enterprise
- ☐ Private organisation
- ☐ Further Education College
- ☐ Other

Please specify ....

This survey has been designed to be filled in by local authorities and other public sector organisations that are involved in CLD. If you are involved in a community-led organisation, voluntary organisation or social enterprise please fill in Third Sector CLD Workforce Survey which is available on the survey homepage

Q2 ☐ Nationally? *or*

In which local authority area(s) does your organisation work (tick all that apply)?

Aberdeen City	☐	East Lothian	☐	Orkney Islands	☐
Aberdeenshire	☐	East Renfrewshire	☐	Perth and Kinross	☐
Angus	☐	Falkirk	☐	Renfrewshire	☐
Argyll and Bute	☐	Fife	☐	South Lanarkshire	☐
City of Edinburgh	☐	Glasgow City	☐	Scottish Borders	☐
Clackmannanshire	☐	Highland	☐	Shetland Island	☐
Comhairle nan Eilean Siar	☐	Inverclyde	☐	South Ayrshire	☐
Dumfries and Galloway	☐	Midlothian	☐	Stirling	☐
Dundee City	☐	Moray	☐	West Dunbartonshire	☐
East Ayrshire	☐	North Ayrshire	☐	West Lothian	☐
East Dunbartonshire	☐	North Lanarkshire	☐		

Q3 Please tell us the name of your department/ organisation

....

This section will deal with the total number of staff you identify as being involved in
community based adult learning
(for definitions of national priorities see survey home page)

Q4 How many of your staff are primarily involved in community based adult learning?

....

Q5 Please tell us the number of staff you have involved who are primarily involved in community based adult learning in the following categories

	Practitioner with CeVe approved degree*	Practitioner with other degree or CeVe approved qualification below degree level	Staff without these qualifications	Unknown
Full time staff	....	....	....	....
Part time (number of staff working **more than 10** hours per week)	....	....	....	....
Part time staff in terms of Full Time Equivalents	....	....	....	....
Sessional staff **(less than 10 hours per week)**	....	....	....	....

*For guidelines on CeVe approved degrees see:
http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/StandardsCouncil/cevehe

or

**or other CeVe approved qualifications see:
http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/StandardsCouncil/cevehnc#top

Q6 How many of these staff have adult literacy and numeracy as their main focus of delivery (expressed as number of full time equivalents)?

....

Q7 How many of these staff have English for speakers of other languages (ESOL) as their main focus of delivery (expressed as number of full time equivalents)?

....

Q8 Please tell us the number of staff you have that are primarily involved in community based adult learning at each of the following annual salary scales (note that this is the total number of staff, not FTE and should include pay for working unsociable hours. For those part time, salary should be on a pro rata basis)

	Permanent or open ended	For the duration of specific funding	Other temporary
Up to £14,999	....	....	....
£15,000-£19,999	....	....	....
£20,000-£24,999	....	....	....
£25,000 or above	....	....	....

Q9 How many unfilled vacancies in community based adult learning do you have in the following positions?

Full time staff ....

Part time (number of staff working more than 10 hours per week) ....

Part time staff in terms of Full Time Equivalents ....

Sessional staff (less than 10 hours per week) ....

Q10 How volunteers do you have (if any) that are primarily involved in community based adult learning?

....

This section will deal with the total number of staff you identify as being involved in youth work

Q11 How many of your staff are primarily involved in youth work?

....

Q12 Please tell us the number of staff you have who are primarily involved in youth work in the following categories

	Practitioner with CeVe approved degree*	Practitioner with other degree or CeVe approved qualification below degree level	Staff without these qualifications	Unknown
Full time staff	....	....	....	....
Part time (number of staff working **more than 10** hours per week)	....	....	....	....
Part time staff in terms of Full Time Equivalents	....	....	....	....
Sessional staff **(less than 10 hours per week)**	....	....	....	....

Q13 Please tell us the number of staff you have that are primarily involved in youth work at each of the following annual salary scales (note that this is the total number of staff, not FTE and should include pay for working unsociable hours. For those staff not working full time, salary should be on a pro rata basis)

	Permanent or open ended	For the duration of specific funding	Other temporary
Up to £14,999	....	....	....
£15,000-£19,999	....	....	....
£20,000-£24,999	....	....	....
£25,000 or above	....	....	....

Q14 How many unfilled vacancies in youth work do you have in the following positions?

Full time staff ....

Part time (number of staff working more than 10 hours per week) ....

Part time staff in terms of Full Time Equivalents ....

Sessional staff (less than 10 hours per week) ....

Q15 How volunteers do you have (if any) that are primarily involved in youth work?

....

This section will deal with the total number of staff you identify who's role is primarily involved in community capacity building

Q16 How many of your staff are primarily involved in community capacity building?

....

Q17 Please tell us the number of staff you have involved in community capacity building in the following categories

	Practitioner with CeVe endorsed degree*	Practitioner with other degree or CeVe endorsed qualification below degree level	Staff without these qualifications	Unknown
Full time staff	....	....	....	....
Part time (number of staff working **more than 10** hours per week)	....	....	....	....
Part time staff in terms of Full Time Equivalents	....	....	....	....
Sessional staff **(less than 10 hours per week)**	....			

Q18 Please tell us the number of staff you have that are primarily involved in community capacity building at each of the following annual salary scales (note that this is the total number of staff, not FTE and should include pay for working unsociable hours. For those staff not working full time, salary should be on a pro rata basis)

	Permanent or open ended	For the duration of specific funding	Other temporary
Up to £14,999	....	....	....
£15,000-£19,999	....	....	....
£20,000-£24,999	....	....	....
£25,000 or above	....		

Q19 How many unfilled vacancies for individuals who are involved with community capacity building that you have in the following positions?

Full time staff	....
Part time (number of staff working more than 10 hours per week)	....
Part time staff in terms of Full Time Equivalents	....
Sessional staff (less than 10 hours per week)	....

Q20 How volunteers do you have (if any) that are primarily involved in community capacity building?

....

This section will deal with the total number of staff you identify as being involved in generic community learning and development

Q21 How many of your staff are primarily involved in generic community learning and development?

....

Q22 Please tell us the number of staff you have involved in generic community learning and development in the following categories

	Practitioner with CeVe endorsed degree*	Practitioner with other degree or CeVe endorsed qualification below degree level	Staff without these qualifications	Unknown
Full time staff	....	....	....	....
Part time (number of staff working **more than 10** hours per week)	....	....	....	....
Part time staff in terms of Full Time Equivalents	....	....	....	....
Sessional staff **(less than 10 hours per week)**	....

Q23 Please tell us the number of staff you have that are generic CLD workers at each of the following annual salary scales (note that this is the total number of staff, not FTE and should include pay for working unsociable hours. For those staff not working full time, salary should be on pro rata basis)

	Permanent or open ended	For the duration of specific funding	Other temporary
Up to £14,999	....	....	....
£15,000-£19,999	....	....	....
£20,000-£24,999	....	....	....
£25,000 or above	....

Q24 How many unfilled vacancies for individuals who are generic CLD workers that you have in the following positions?

Full time staff	....
Part time (number of staff working more than 10 hours per week)	....
Part time staff in terms of Full Time Equivalents	....
Sessional staff (less than 10 hours per week)	....

Q25 How many volunteers do you have (if any) that are generic CLD workers?

....

Q26 How many of your staff whose involvement in CLD is open to interpretation?

....

Q27 Please tell us the number of staff whose involvement in CLD as a principle responsibility is open to interpretation in the following categories

	Practitioner with CeVe approved degree*	Practitioner with other degree or CeVe approved qualification below degree level	Staff without these qualifications	Unknown
Full time staff	....	....	....	....
Part time (number of staff working **more than 10** hours per week)	....	....	....	....
Part time staff in terms of Full Time Equivalents	....	....	....	....
Sessional staff **(less than 10 hours per week)**	....	....	....	....

Q28 Please tell us the number of staff whose involvement in CLD as a principle responsibility is open to interpretation at each of the following annual salary scales (note that this is the total number of staff, not FTE and including pay for working unsociable hours. For those staff not working full time, salary should be on a pro rata basis)

	Permanent or open ended	For the duration of specific funding	Other temporary
Up to £14,999	....	....	....
£15,000-£19,999	....	....	....
£20,000-£24,999	....	....	....
£25,000 or above	....	....	....

Q29 How many unfilled vacancies for individuals CLD workers who's role is open to interpretation you have in the following positions?

Full time staff ....

Part time (number of staff working more than 10 hours per week) ....

Part time staff in terms of Full Time Equivalents ....

Sessional staff (less than 10 hours per week) ....

Q30 How volunteers do you have (if any) who's role in CLD is open to interpretation?

....

This section will ask questions about the working conditions and diversity of your paid CLD workforce (we appreciate that it is not always possible to release this data)

Q31 Please tell us about annual variation in staffing levels (including sessional staff)

	More staff	Less staff	No difference
Summer holidays	☐	☐	☐
School Holidays	☐	☐	☐
Other times	☐	☐	☐

If other, please specify: ....

Q32 Does your organisation monitor the composition of the workforce you have described in this survey, in terms of the following:

	Yes, we have specific information about the CLD workforce	*Yes,* but this is about the whole workforce in the organisation – we don't have specific information about the CLD workforce	*No*
Gender	☐	☐	☐
Ethnic origin	☐	☐	☐
Disability	☐	☐	☐
Age	☐	☐	☐

Q33 Please tell us about the numbers of males and females in your CLD workforce (excluding sessional staff/ part time staff under 10 hours):

Male ....

Female ....

Q34 Please tell us how many of your staff workforce are from the ethnic backgrounds shown below (excluding sessional/ part time staff under 10 hours):

a. White Scottish, other White British ....

b. White other (including White Irish) ....

c. Indian, Pakistani or Bangladeshi ....

d. Black Scottish, Black African, Black Caribbean or other Black background ....

e. Chinese or South Asian ....

f. Any Mixed ethnic background ....

g. Other ethnic group ....

h. Don't know ....

Q35 Could you please tell us the numbers of staff in your CLD workforce who have (excluding sessional staff/ part time staff under 10 hours per work):

Declared themselves to have a disability or learning difficulty ....

Not declared themselves to have a disability or learning difficulty ....

Q36 Please tell us about the numbers of staff who are aged (excluding sessional/ part time staff under 10 hours):

18 or under ....

19 to 24 ....

25 to 34 ....

35 to 44 ....

45 to 54 ....

55 to 64 ....

65 and over ....

We would now like to ask some questions about recruitment and retention

Q37 Do you experience difficulties attracting new CLD staff?

Yes ☐ *Go to Q39*

No ☐ *Go to Q38*

Q38 Which of the following would you say causes the greatest difficulty in recruitment of new staff?

Too few full time posts ☐

Rates of pay ☐

Perception of CLD work in comparison to other sectors ☐

Other reason (Please Specify)...

Q39 Do you find that new recruits are well qualified/ suitable for posts?

Yes ☐ *Go to Q31*

No ☐ *Go to Q32*

Q40 In what way are new recruits not always qualified/ suitable?

Lack of CeVe approved or equivalent qualifications ☐

Lack of other qualifications ☐

Lack of CLD experience ☐

Other reason (Please Specify)...

Q41 Which strand would you say is the hardest to recruit for?

Community based adult learning ☐

Youth work ☐

Community development, community work or community capacity building support ☐

Generic CLD workers ☐

None ☐

Q42 Do you have a problem with retention of staff?

Yes ☐ *Go to Q34*

No ☐ *Go to Q35*

Q43 Which staff are most difficult to retain?

Community based adult learning ☐

Youth work ☐

Community development, community work or community capacity building support ☐

Generic CLD workers ☐

None ☐

We would now like to ask some questions about your recognition of the CLD workforce in your organisation in the last two years

Q44 Did you or your organisation complete the Learning Connections CLD Workforce Survey in 2006?

Yes ☐

No ☐

Q45 Is it easier to identify CLD workers in your organisation now than it was two years ago?

Easier to identify ☐ *Go to Q46*

Harder to identify ☐ *Go to Q47*

No difference ☐ *Go to Q48*

Q46 Can you tell us why this it is now easier to identify CLD workers?

....

....

....

....

Q47 Can you tell us why this it is now harder to identify CLD workers?

....

....

....

....

Q48 Do you find it straight forward to group staff by their primary role in relation to the national priorities in the questions above?

Yes ☐ *Go to Q49*

No ☐ *Go to Q50*

Q49 Can you tell us why it was difficult to categorise staff by their primary role?

....

....

....

....

Q50 Please tell us which department(s) of your organisation the individuals you have included in this research are based

....

....

....

....

Q51 Please provide any additional information that you feel we should know

....

....

....

....

....

....

....

....

Skills for Learning Professionals

Scottish Third sector Community Learning and Development (CLD) Workforce Survey

What is CLD?

The main aim of CLD is to help individuals and groups in communities tackle real issues in their lives through community action and community based learning. CLD is of considerable importance to the Scottish Skills Strategy and **three national priorities** of CLD work are identified as national priorities in Scotland:

1.   Community based adult learning (including literacy and numeracy provision, English for speakers of other languages)

2.   Youth work (informal learning and development work with young people)

3.   Community development, community work and supporting community capacity building

Please see the homepage of this survey for further information:
http://www.lluksurveys.org.uk/voluntary_sector_cld/

The purpose of this survey

This research is seeking to understand the numbers of individuals who work (paid or unpaid) in the Third sector (voluntary organisations or social enterprises) who are contributing to this important area of lifelong learning. It also seeks to understand some of the characteristics of that diverse workforce.

How to fill in this survey

We advise you to download the offline version of this survey which can be obtained on the survey homepage before you begin to answer the following questions. The survey can be accessed at any time from our website, and you can go backwards or forwards within the survey, however please only fill in the survey once.

Please answer as many questions as you can.

You can save your responses to this survey at any time if you have cookies enabled on your computer.
Your responses will not be recorded unless you press the **SUBMIT** button at the end of the survey

We would like to begin by asking some questions about your organisation.

Q1 Please could you identify the areas of CLD in which your organisation works (tick all that apply):

Community based adult learning ☐

Working with young people ☐

Community capacity building ☐

Other community learning and development related work ☐

Please Specify...

Q2 Out of these three national priorities, which area would you say is the **main** focus of your CLD work?

Community based adult learning ☐

Working with young people ☐

Community capacity building ☐

Other community learning and development related work ☐

Q3 Does your organisation work:

☐ Nationally? *or*

In which local authority area(s) does your organisation work (tick all that apply)?

Aberdeen City	☐	East Lothian	☐	Orkney Islands	☐
Aberdeenshire	☐	East Renfrewshire	☐	Perth and Kinross	☐
Angus	☐	Falkirk	☐	Renfrewshire	☐
Argyll and Bute	☐	Fife	☐	South Lanarkshire	☐
City of Edinburgh	☐	Glasgow City	☐	Scottish Borders	☐
Clackmannanshire	☐	Highland	☐	Shetland Island	☐
Comhairle nan Eilean Siar	☐	Inverclyde	☐	South Ayrshire	☐
Dumfries and Galloway	☐	Midlothian	☐	Stirling	☐
Dundee City	☐	Moray	☐	West Dunbartonshire	☐
East Ayrshire	☐	North Ayrshire	☐	West Lothian	☐
East Dunbartonshire	☐	North Lanarkshire	☐		

Q4 Please tell us your main source(s) of funding (tick all that apply)

Scottish Government	☐
UK Government	☐
Local Authority	☐
Charitable Trusts	☐
Public Donations	☐
Corporate Social Responsibility funds	☐
Lottery funding	☐
Equal Rights Commission, CRE and Racial Equality Council	☐
Scottish Enterprise or Highlands and Islands Enterprise	☐
European Union	☐
Health Boards/ Community Health Partnerships	☐
sportscotland	☐
Scottish Arts Council	☐

Other (Please specify) ....

....

....

We would now like to ask some questions about your staff.

Who should be included in this survey?

1. If the aims and role of your organisation or group aligns with one of the national priorities explained above, then please include all your staff (paid and voluntary) when answering the following questions

or

2. If in your organisation there are only certain individuals whose primary role is in provision of these national priorities, please only include these staff and those that support them directly in their work

Q5 How many people work for your organisation in total? (including all paid and unpaid staff/ volunteers)

....

Q6 Please tell us how many of your staff (including management committees etc.) are:

Paid?   ....

Unpaid/ volunteers?   ....

Q7 Of your PAID staff, who work primarily in CLD, how many work:

Full time   ....

Part time (less than 16 hours per week)   ....

Q8 Do members of your PAID staff who work primarily in CLD hold a qualifications at Ordinary Degree (SCQF Level 9) or above that is approved by Community Education Validation and Endorsement (CeVe)*?

Yes ☐   No ☐

*Details of these qualifications can be found at http://www.scotland.gov.uk/topics/education/life-longlearning/ learningconnections/standardscouncil/cevehe and are listed on the survey homepage

Q9 Please tell us how many of your PAID staff hold these qualifications

....

Q10 Do members of your VOLUNTEERS who work primarily in CLD hold a qualification at Ordinary Degree (SCQF Level 9) or above that is approved by Community Education Validation and Endorsement (CeVe)*?

Yes ☐   No ☐

*Details of these qualifications can be found at http://www.scotland.gov.uk/topics/education/life-longlearning/ learningconnections/standardscouncil/cevehe and are listed on the survey homepage

Q11 Please tell us how many of your VOLUNTEERS staff hold these qualifications

....

Q12 Please tell us about other qualifications that individuals in your organisation hold that are related to CLD provision such as HND Working with Communities, any other community education qualifications.

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Q13 Please tell us the number of **PAID** staff you have at each of the following annual salary scales for those involved in community learning and development (note that this is the total number of staff, not FTE)

Up to £14,999	....
£15,000-£19,999	....
£20,000-£24,999	....
£25,000 or above	....
No paid staff	....

We would like to ask some questions about the diversity of your workforce. This information is being collected to understand who makes up the CLD workforce. Please include **both paid staff and volunteers.** We appreciate that this information may be difficult to collect or release so please answer only to the best of your ability.

Q14a How many of your whole workforce (paid and voluntary) are:

Male	....
Female	....

Q15 Please tell us how many of your staff (paid and voluntary) workforce are from the ethnic backgrounds shown below:

a. White Scottish, other White British	....
b. White other (including White Irish)	....
c. Indian, Pakistani or Bangladeshi	....
d. Black Scottish, Black African, Black Caribbean or other Black background	....
e. Chinese or South Asian	....
f. Any Mixed ethnic background	....
g. Other ethnic group	....
h. Don't know	....

Q16 Could you please tell us the numbers of staff in your CLD workforce who have:

Declared themselves to have a disability or learning difficulty ....

Not declared themselves to have a disability or learning difficulty ....

Q17 What is the age profile of your whole workforce (paid and voluntary)? Please write in the numbers of staff in each category below.

Younger than 18 ....

18 to 24 ....

25 to 34 ....

35 to 44 ....

45 to 54 ....

55 or older ....

Q18 Were you previously aware of the term "CLD"?

Yes ☐   No ☐

Q19 Do you feel that CLD as described in this research accurately reflects what your organisation does?

Yes ☐   No ☐

The results of this survey will be used to form a report that will be published later in 2008. This report will give a much greater insight into scale and nature of the Third Sector workforce that is carrying out this work of national importance in the area of lifelong learning.

Q20 Would you be prepared to take part in further research in the future?

Yes ☐   No ☐

Q21 Please enter your contact details and email address (these will be held in the strictest of confidence and not passed on to third parties nor appear in the final report):

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Q22 Please give the name of your organisation/ group within your organisation that you represent

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Q23 Is there any additional information that you feel we should know?

....

....

....

....

....

....

LIFELONG
LEARNING
UK

Skills for Learning Professionals

Lifelong Learning UK

EDINBURGH
Capital Business Centre, CBC House
24 Canning Street, Edinburgh EH3 8EG
Tel: 0870 756 4970

LONDON
5th Floor, St Andrew's House,
18-20 St Andrew Street, London EC4A 3AY

Tel: 0870 757 7890
Email: enquiries@lluk.org
Information and Advice Service: 020 7936 5798
www.lluk.org

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