



A Snapshot of Community Capacity Building in Scotland

Report of a survey
conducted from
December 2010 to
January 2011

Communities Team, Learning
and Teaching Scotland

Background

About this report

This report contains the results of a survey on community capacity building undertaken by the Communities Team at Learning and Teaching Scotland (LTS) in December 2010 and January 2011.

The purpose of the survey was to gather up to date information on activity taking place under the banner of community capacity building, and get feedback on current issues from the CLD field. The survey findings will be used by the Communities Team to help shape policy implementation and support practice.

[Pages 4-18](#) of this report summarise the survey findings. [Pages 19-21](#) contain the conclusions from the survey and outline the Communities Team's next steps to engage with and support the CLD field on community capacity building.

The LTS Communities Team

The Communities Team is responsible for leading implementation of Scottish Government policy and practice development on the three national priorities for Community Learning and Development (CLD). The team therefore has a clear role to provide a focus in policy implementation and practice development on community capacity building (CCB). This survey formed part of the Team's approach to engage with providers of CCB support to:

1. Ensure that LTS priorities for policy implementation and practice development address the needs of providers of CCB support and assist them to contribute effectively to national and local outcomes.
2. Help build a shared understanding among national and local partners of respective roles and activities in developing and delivering CCB and the potential for links between them.
3. Support the development of more coherent and joined-up approaches to CCB.
4. Raise the profile of CCB at a national level and highlight its contribution to national and local outcomes.

Community capacity building in Scottish policy

Community capacity underpins the success of many of the outcomes in Scotland's national policy framework. In particular national outcome 11 seeks to achieve 'strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.' With the current focus on reshaping public services to meet the needs of communities in the context of budget constraints, increasing attention is being given to the importance of building the capacity of communities as essential active partners and leaders.

"Achievement through building community capacity" is one of the three national priorities for Community Learning and Development in Scotland, as re-affirmed by the Scottish Government and CoSLA in their [joint statement on CLD](#) in 2008.

The [Scottish Community Empowerment Action Plan](#) (2009) emphasises the central role that community capacity building plays in empowering communities. The Scottish Government and COSLA’s three linked social policy frameworks: [Equally Well](#), the [Early Years Framework](#), and [Achieving Our Potential](#) address the underlying causes of Scotland’s health and other inequalities. Each of these policies places strong emphasis on supporting the capacity of children, families and communities to secure positive outcomes for themselves. The Scottish Government’s recently published [Building a Sustainable Future: Regeneration Discussion Paper](#) highlights the role of community-led regeneration and asks what more can be done to support and build capacity in community organisations.

Understanding community capacity building

A previous national review of community capacity building found that the term was subject to a wide range of interpretations but was best understood as ‘a process of intervention to achieve specific outcomes.’¹

Community capacity building in CLD focuses on achieving the following outcomes:

- Confident, skilled and active community members
- Active and influential communities
- Effective and inclusive community organisations
- Productive networks and relationships between community organisations and other organisations and services. (From [Delivering Change](#), 2007)

Let’s Prove It, developed by CLD Managers Scotland working with partners, provides a framework for identifying and demonstrating the impact that community capacity building, together with other aspects of CLD, makes on key national and local outcomes.

The Scottish Government’s national guidance on community capacity building describes it as:

‘A way of working with people to develop their ability to jointly influence what happens in their community. This can involve developing confidence, skills, structures and knowledge, to increase the opportunities communities have to make a real difference to the services, activities and changes that take place in their area.’ ([Capacity for Change](#), 2009)

The Community Empowerment Action Plan shows the contribution that community capacity building makes to empowering communities:

“Many of our communities, particularly those facing high levels of disadvantage in both urban and rural areas, will need support to help them build the skills, confidence, networks and resources they require on the journey towards becoming more empowered. We call that range of support community capacity building and it can be a critical step in laying the foundations for community empowerment. Partners need to invest time, money and skills into work that supports community capacity building, if they are serious about community empowerment.”

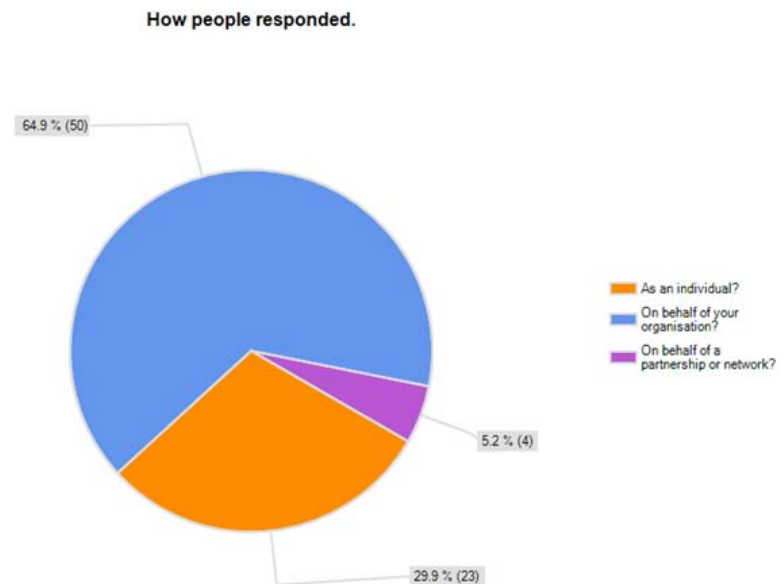
¹ Building Community Capacity Through Community Learning and Development (Learning Connections, 2006) http://www.communitydevelopmentalliancescotland.org/documents/inPractice/lccs_015425.pdf

An overview of survey responses

An online survey was conducted from December 2011 to the end of January 2011. The survey was advertised via the Communities Team eUpdate and by direct invitation to specific targeted groups in Scotland: CLD managers; CLD lead officers; voluntary organisations; adult literacies key contacts; named CCB contacts within local authority areas. [See survey questions \(appendix 1\)](#).

In total, 80 people accessed the survey, with 57 completing the form and the remainder partially completing the form. This resulted in responses from 67% of the local authority areas and responses from 16 national organisations.

The vast majority of responses were given on behalf of an organisation / partnership though almost a third of responses were given as an individual (as indicated in the pie chart).



How to describe work with communities

People were asked to describe their work with communities using the terms “community capacity building”, “community engagement” and “other activity (eg community development)”. This revealed that some respondents use different terms to describe similar things while others make a much clearer distinction about what they are doing.

Some feel that there was a need for further national clarification and understanding in respect of these terms while others were not overly concerned with definitions.

Some respondents used the terms "community development" and “community capacity building” interchangeably. Others said that community development is more overarching, including elements of "engagement" and "capacity building," and tending to be more orientated to social and political action.

Some quotes describing work with communities are provided on the next page. *By including these quotes, the report writers are neither agreeing nor disagreeing with the content of the statements.*

Quotes describing work with communities

"We feel that there needs to be national clarification and understanding in respect of the terms and language used."

"We would use the term 'community development' as a synonym for CCB; i.e. we would see CCB work as encompassing both organisational effectiveness and the quality of interpersonal relations within a community. We also use the term "community appraisal" to refer to work to gather and represent information back to a community, as an exercise to prompt debate and action."

"In order to deliver CCB activity we believe the fundamental requirements are:

- Clear understanding of the benefits and positive outcomes resulting from targeted CCB support to communities experiencing disadvantage, benefits realised by communities themselves and society as a whole.
- Clear understanding in policy and practice terms of the role of CCB in unlocking social capital to enable effective and meaningful engagement leading to the development of sustainable solutions to community needs and issues.
- Strategic commitment at both national and local level to investing in strong resilient communities and resourcing the CCB interventions required.
- Coherent national strategy for community development Increased investment in skills and competence building across a range of sectors."

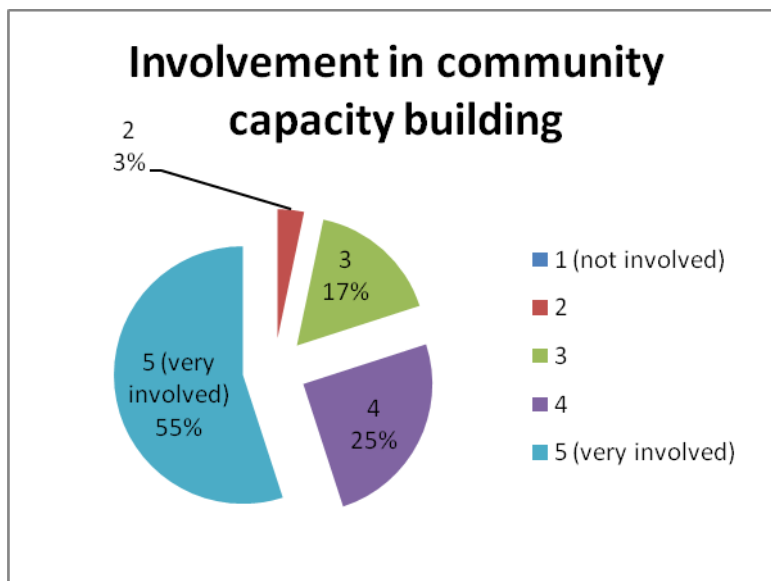
"I think it is important that we do not get too concerned with definitions."

"Community development refers to what we do (the tools), community engagement refers to how we do it (methods) and community capacity building as the why we do it (the outcomes sought)"

"Community development is more overarching than either 'engagement' or 'capacity building' and it tends to be more orientated to social and political action."

"We have never been hung up about terminology - some people are more comfortable using the term community development and we will use which ever term is most readily understood."

Extent of respondents' involvement in community capacity building



On a scale of 1 (not involved) to 5 (very involved), respondents were asked about the extent of their involvement in community capacity building. The following answers were given.

There was opportunity to make comments about their community capacity building involvement. These comments indicated that, while some respondents see CCB as the key focus of their activities, others see it as a secondary role (only 40% of full time staff spent 31

or more hours on CCB activity). Still others referred to a strategic commitment to CCB. One respondent said their CCB team had been removed in recent years.

Approaches to community capacity building

Comments were made about the types of approaches taken in CCB activity:

- Training of volunteers, including training and coaching in volunteer management skills
- Encouraging volunteering
- Support to committees
- Support for local community groups
- Learning programmes for community planning processes
- Tutor training
- Building confidence and skills through volunteering
- IT tutoring
- Adult literacies support
- Building the confidence and skills of local people in relation to acting on health issues that affect them as individuals and also the wider community.
- Building capacity with strategic decision makers and practitioners on undertaking community development approaches to health improvement.
- Support volunteers, organisations and individuals to become involved in their communities
- Give advice on equality capacity building

- Support community organisations to develop intergenerational activity
- Providing legal guidance
- Help with applications, pre-application material and post application claims
- Providing a national information line
- Group formation and development relating to group functions / roles and responsibilities of others (including elected members officers) / development of codes of conduct/group behaviours/ support to groups seeking and managing resources / training in recruitment and selection training in grant and project assessment and prioritisation/ project management/ addressing conflict/ democratic renewal/ transition
- Development of understanding relating to equalities and values
- Development of plans and strategies
- Awareness raising and training relating to monitoring and evaluation

This was expanded further in response to a question about the kinds of activities respondents engaged in as part of their capacity building work (see [appendix 2](#)).

Some quotes from respondents about their community capacity building involvement are provided on the next page. *By including these quotes, the report writers are neither agreeing nor disagreeing with the content of the statements.*

Quotes describing community capacity building involvement

“We support volunteers, organisations and individuals to become involved in their communities by starting up new organisations or groups or by becoming a volunteer. We then help them to develop by providing training, and legal guidance.”

“Building the capacity of communities is developed on different levels - from a small local neighbourhood community group to involving local people in a large community regeneration initiative.”

“Our services are focused on developing community capacity through our support to voluntary and community organisations, individual volunteers and through our partnership working representing the voluntary sector and supporting voluntary sector representation.”

“A learning programme has been developed for community residents based on the results of a training needs analysis. The programme provides support which can increase the skills, knowledge and capacity of residents involved in community planning processes.”

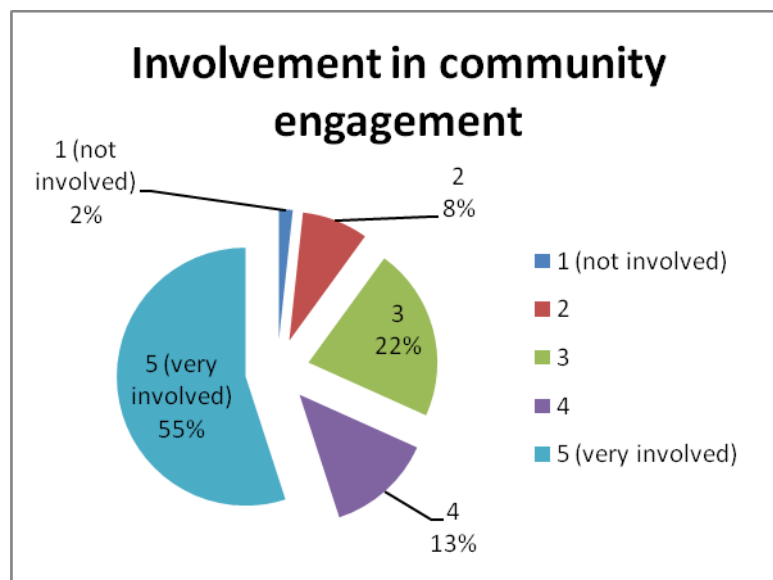
“We have 5 full time community workers whose core business is capacity building. Capacity building also is a key area for youth work and adult learning.”

“Our capacity building is two-fold: to build the confidence and skills of local people in relation to acting on health issues that affect them as individuals and also the wider community; to build capacity with strategic decision makers and practitioners on undertaking community development approaches to health improvement.

Extent of respondents' involvement in community engagement

Respondents seemed slightly less involved in community engagement than capacity building.

On the next page is a summary of comments on the kind of work regarded as community engagement by some respondents.



Summary of examples given of community engagement approaches:

- Museums Learning Services working with communities to develop programmes within Museums
- Area services road show presentations at community festivals and events
- Developing a city-wide strategic mechanism for community engagement
- Training staff in community engagement
- Developing a dedicated support structures for engagement with community planning processes
- Representing the interests of volunteering in the Community Planning structure
- Setting up a community engagement team
- Building relationships with parents, carers and organisations to develop children's social skill, physical and mental development through play in safe caring stimulating environments
- Promoting and support models of good practice in community engagement
- Supporting the Voluntary Sector Community Planning Network and other voluntary sector networks
- Awareness-raising

Other work with communities

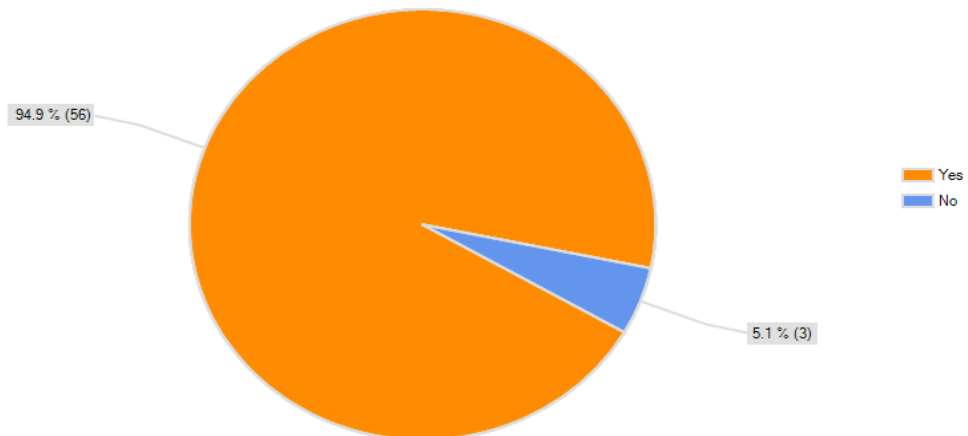
Given the option of describing other community activity as something other than CCB or community engagement e.g. community development, respondents gave a wide range of responses:

Community colleges	Youth work	Community arts
Support to CLD workforce employer forum	Play development	Youth participation
Adult learning sports and physical activity development	Work with local social enterprises	Support to community councils
Community led consultation and research	Access programmes to museums, libraries, sport facilities	Third sector interface duties
Provision of mobile childcare services	Support to community halls	Specialist professional advice e.g. funding or legal advice
community appraisal (work to gather/represent information back to a community to prompt debate and action)	Building the capacity of voluntary boards and committees	Developing volunteering opportunities
Newsletter/website to exchange good practice	Help to partners (e.g. Police, NHS) to engage with communities and each other	Developing community input into community campuses
Developing local/strategic networks	Participatory appraisal	Asset transfers
Volunteering events around a specific issues	Develop local charitable enterprises engaged in training or delivering service	Developing area plans with communities
Developing volunteer based organisations to help homeless people	Capital projects to develop community assets	Development and application of a robust practice theory for community development.

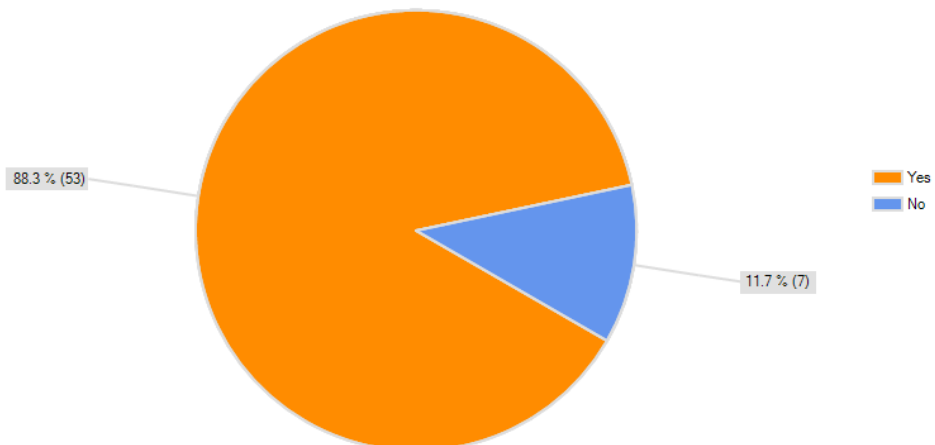
Who do respondents work with?

Respondents were asked to indicate who they work with to support community capacity building, both in terms of geographic communities and also communities of interest.

Does your organisation work with communities of interest (ie groups that share a common identity, experience or issue)?



Does your organisation work with geographic communities (i.e. groups that share a common locality)?



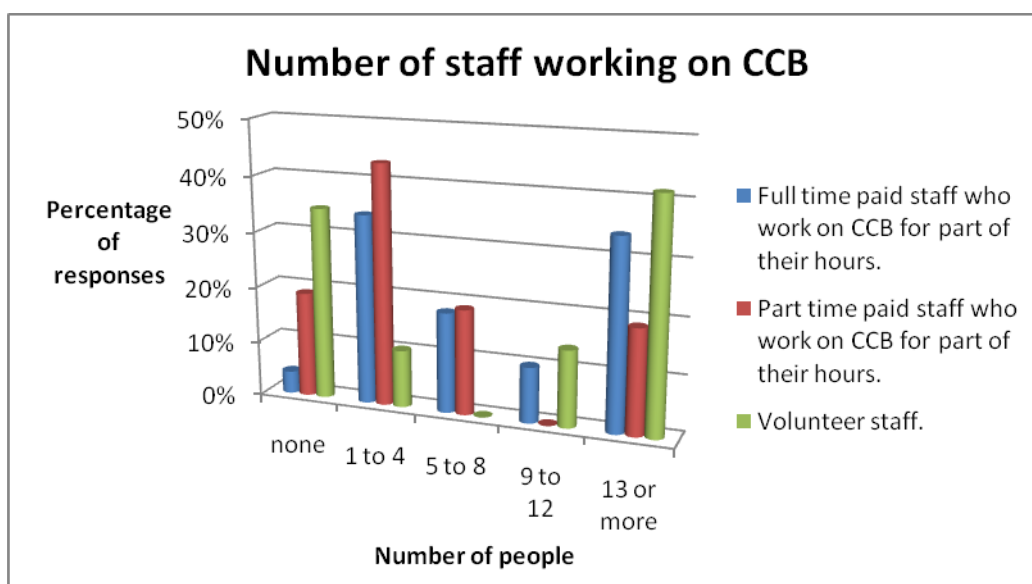
Most respondents did not provide an 'either-or' answer to this. The vast majority (88.3%) work in geographic areas (the exceptions were mainly related to national organisations) and an even larger response (94.9%) was given for those who work with communities of interest.

The following table indicates the range of communities of interest people identified as engaging with for community capacity building.

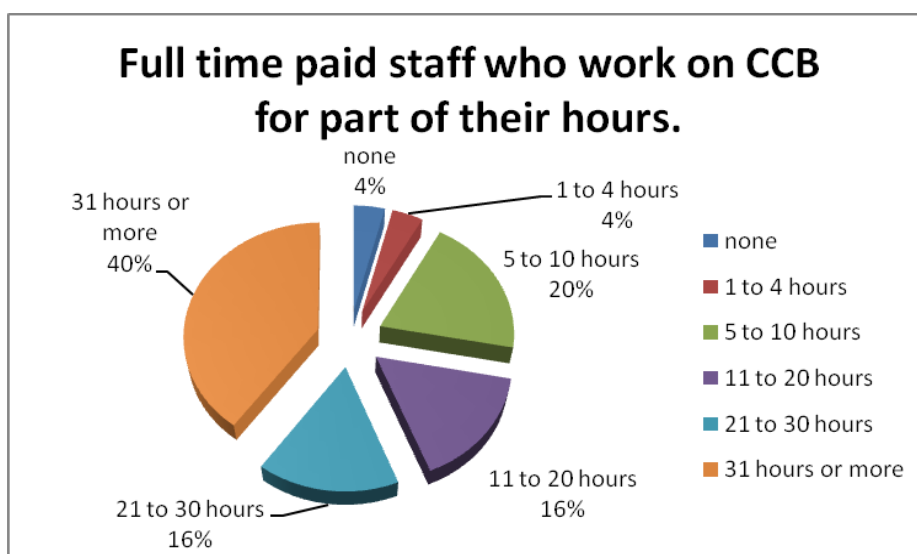
Tenants and Residents Associations	Older people / pensioner groups
Parents / families	Young people / Youth Groups
Women / Women's groups	People with Autism Spectrum Disorder
Community events organisations	Inter-cultural groups in the arts
Sports interest groups / sports clubs	Children
Librarians	Homeless people
Equality related groups	Migrants / asylum seekers
People with disabilities	LGBT groups
Faith groups	Social enterprises
Housing associations	Local Regeneration Agencies
Community Planning Partnerships	Prince's Trust Richmond Fellowship
Care Groups	Out of School Groups
Learning Communities	ESOL groups
Wheeled sports enthusiasts	Dad's groups
Unemployed or low income groups	Voluntary sector groups / volunteer groups
Young Carers	Families affected by substance misuse
Disaffected learners in transition	Deaf and hard of hearing adults
People recovering from addiction	Ethnic minorities
People with mental health issues	Broadband provider cooperative
Young adults with learning disabilities	Mountain bikers
Out of school care providers	Unemployed people
Adult literacies learners	Gypsy travellers
Arts & Heritage groups	Advocacy & Advice groups
Environmental groups	Fishing clubs
Multicultural Groups	Health/ healthy living groups
Hobby group	Human rights groups
Safety issues groups	Substance abusers
Students	Offenders / ex-offenders
People with learning difficulties	Social Enterprises

Numbers of staff involved in community capacity building and extent of involvement

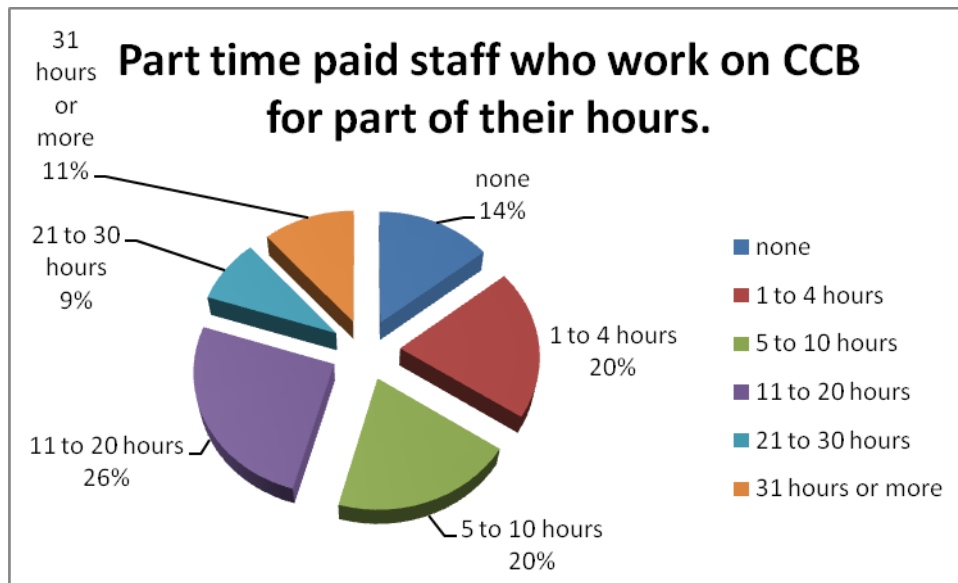
This question was intended to gain a general sense of the numbers of staff involved in CCB activity across Scotland. More detailed information about this is available from the LLUK CLD workforce survey. The survey did not set out to provide a precise number of CCB workers but the responses indicate that CCB is more likely to be seen as part of what people do than be seen as all of what they do. For example, responses indicated that only 40% of full time staff spent 31 hours or more on CCB activity. Given the different organisations that responded, this may indicate that a wider range of organisations now see community capacity building as part of their role.



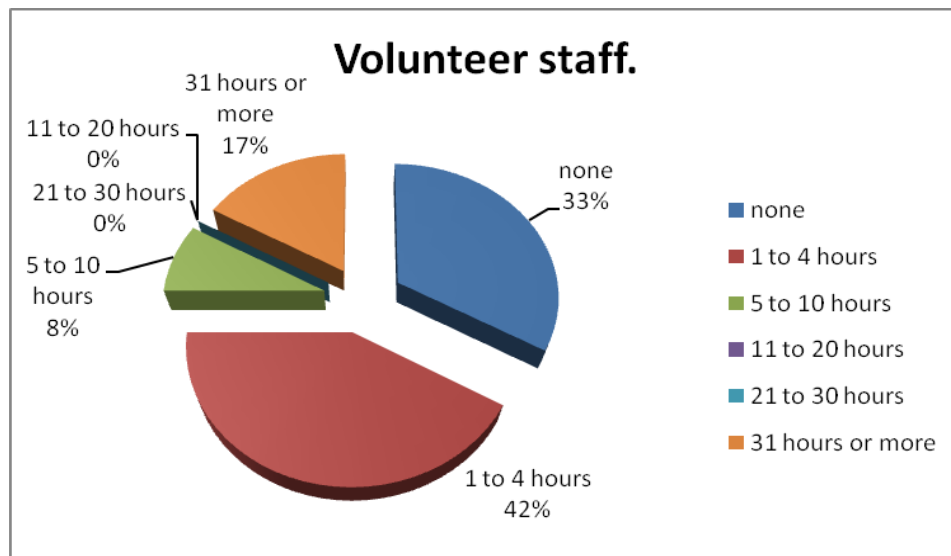
The above diagram indicates the breakdown of numbers of staff in terms of part time, full time and volunteers who work on CCB activity. This is further broken down into the number of hours each category of staff spends on CCB activity.



The indications are that 56% of full time staff in the organisations involved spend most of their time on CCB work.



The data indicated that 11% of “part time” staff were involved in CCB work for 31 hours or more, which seems almost full time hours. There was insufficient data available to explain this anomaly.



There was insufficient evidence to indicate what percentage these hours represent in relation to the total hours for each volunteer or part time worker.

There is an anomaly in the responses to this question. A percentage of the full-time staff (4%), part-time staff (14%), and volunteers (33%) reported were described as having no involvement in CCB. Respondents may have been reporting staff involved in other community activity.

Outcomes for community capacity building

Respondents were asked to describe what community capacity building outcomes they were seeking to achieve. This led to a range of examples where CCB work is being formally recognised as relating to key local and national objectives.

Nineteen respondents indicated that their CCB work contributed directly to the community plan in the local Single Outcome Agreement.

The following **Scottish Government National priorities** were named most often as appropriate outcomes for their CCB activity:

- National Outcome 11: Communities are strong, resilient and supportive and people take responsibility for their own actions and how they affect others.
- National priority 15: Public services are high quality, continually improving efficient and responsive to local people's needs.
- National Outcome 2: People realise their full economic potential with more and better employment opportunities for all.
- National Outcome 7: The significant inequalities in Scottish society are tackled.

A good number of **local outcomes** were mentioned that relate to CCB activity (see [appendix 3](#)). Many responses referred to their wider CLD plan that directly relate to CCB activity. Only three respondents mentioned a specific local CCB plan.

Two respondents indicated that outcomes are determined locally by each community as the practitioners work with the group rather than practitioners working towards pre-determined outcomes, though recognising the links to single outcome / local targets or outcomes. Similarly, one respondent said that they help organisations set and measure their own outcomes and also help them link their outcomes to SOAs, CLD plans etc. One respondent admitted that their focus on outcomes was not as strong as it could be, with the emphasis on quantitative rather than qualitative outcomes. A couple of respondents indicated that they were not sure what this question was asking for.

The most important issues affecting the effectively deliver of community capacity building activity.

Respondents' comments could be grouped under the following headings (see full list in [appendix 4](#)):

1. **Resources/funding**
2. **Commitment to community capacity building**
3. **Staff development and training**
4. **CCB policy/practice development**
5. **Issues for community groups**
6. **Accountability**

A majority of the responses (27 out of 50) focused on a lack of resources to support community capacity building activity. Issues included a lack of staff or staff with suitable skills, an absence of dedicated funding, and in several cases a lack of suitable community accommodation. The lack of resources seemed to be getting particularly acute at a time when demand for capacity building was growing. Eight respondents reported that their resources to support community capacity building were being reduced through the current round of public sector cuts. However one respondent reported that investment levels in CLD had been maintained because the local authority saw the work of CLD staff as 'mission critical' to achieving its outcomes.

Seven respondents highlighted the importance of having a clear commitment from local elected members and community planning partners to community capacity building.

Nine respondents highlighted the importance of staff development for CCB/CLD workers, with several people highlighting the importance of training in how organisations develop and engage in the planning process. There was one plea for more structured national CPD.

Five respondents commented that community capacity building policy or guidance should be clear and well-coordinated. Some said that terminology needed to be clarified while others suggested that being over-concerned with terminology hindered their work with certain groups. Some highlighted the need for CCB to be recognised as a set of tasks that support communities. One person highlighted the links to sustainable development education. One response highlighted the need to identify the community capacity building dimensions of new policies. Five respondents highlighted issues around developing the knowledge, skills, confidence and willingness of people to get involved in their local community.

Four respondents focused on issues for community groups, including: sustaining groups and involving new people; how to influence local decision making; targeting CCB support; progression routes for people who are active within their own communities; and understanding the planning system.

One response highlighted the importance of community capacity building workers being accountable to the communities that they work with.

Quotes about the important issues affecting effective community capacity building delivery

“A strategic commitment at both national and local level to investing in strong resilient communities and resourcing the community capacity building is required.”

“As capacity building gains a higher profile we need to ensure that resources are in place to offer the support we advertise.”

“The lack of Community Education Workers to support community capacity building activities.”

“One issue is the number of hours in the day and the amount of work we need to cover.”

“Communities lack skills, knowledge and confidence to really involve them in decision making processes.”

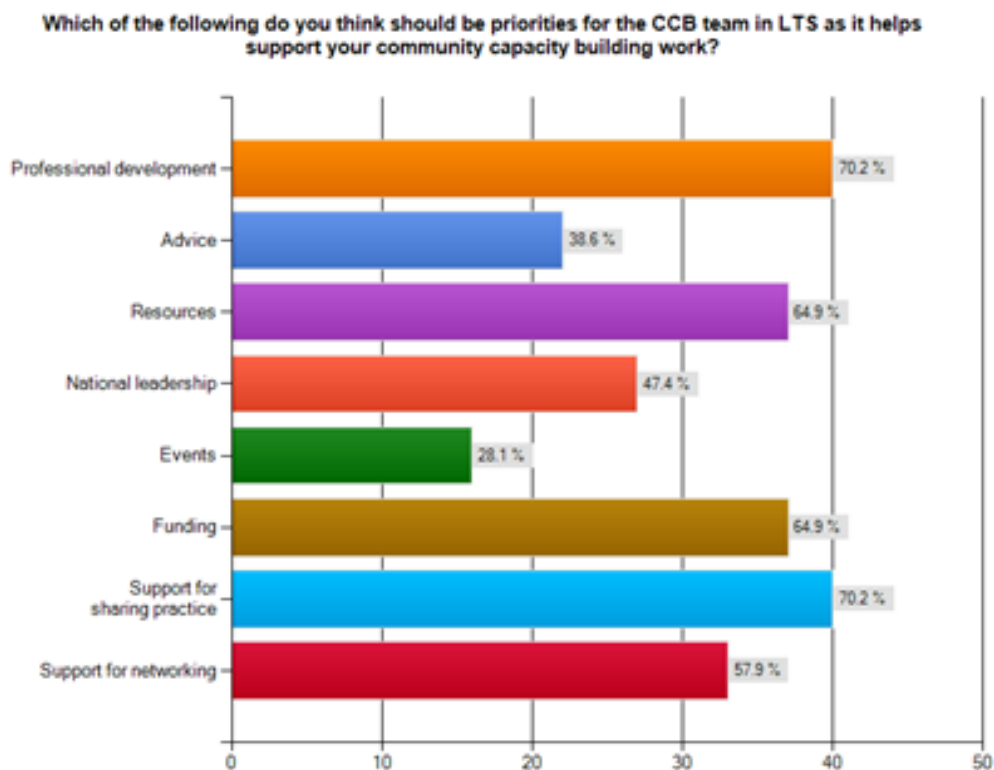
“One key challenge is that the wider public in general do not know about the planning system or its importance in the design and development of their communities, and are not aware of the importance of engaging at the appropriate time or how to do so.”

“It is important that those involved in CCB really understand how organisations develop from before they begin right through to the most advanced evolutionary forms.”

“One issue is about ensuring that there is a progression route for the active, confident members to extend beyond the supportive network of the forum so that they are fully involved with the wider community.”

Priorities for LTS Communities Team to support community capacity building

The following table indicates the support priorities identified by respondents from a list of options.



Additional comments:

Three respondents emphasised leadership as their key priority (identified in 47% of replies). One looked for effective leadership models. Two commented on national leadership: one encouraging national leaders to identify and delineate a CCB dimension in new policies; the other raising concerns that governments “drive and manipulate organisations towards certain structures as part of a political agenda - simply because the government provide part of the funding.” This, it was felt, went against the community capacity building approach.

One respondent suggested that any support provided would need to be regularly evaluated to ensure effectiveness.

See the full list of support needs in [Appendix 5](#).

Conclusions

- The responses received indicate a strong and growing demand for community capacity building support. Responses also demonstrate the range and breadth of community capacity building activity being carried across the country. This is further emphasised by the number and range of national and local outcomes that this activity is seen to contribute to.
- That said there are clearly great challenges for respondents to meet the demand for community capacity building work in the current context of reducing public spending. Lack of resources to support community capacity building, or a reduction in resources as a result of current pressures on budgets, were the most frequently reported issues.
- There was a great deal in common in what respondents described as community capacity building but there were also some differences. Some providers do not use the term community capacity building to describe what they do. There were mixed views about whether attempts to further clarify the terminology used to describe this work would help or hinder work with communities. There is already national guidance on community capacity building² so the focus at a national level should perhaps be on evidencing community capacity building outcomes and clearly articulating the key tasks involved in effective community capacity building.
- Responses show that community capacity building activity is making significant contributions to a broad range of both national and local outcomes, including those relating to health and well-being, economic development, addressing inequalities, and involving communities in the planning and delivery of public services. This emphasises the need for national policy and practice development to recognise, draw on and support the contribution that community capacity building makes to achieving wider policy outcomes.
- Given the option of describing other community activities under the headings of ‘community engagement’ or ‘other community activity (eg community development)’ respondents gave many examples of work that can contribute significantly to building stronger communities. There is a need for a broad, shared understanding of the contributions that different community activities make to building community capacity, the range of different pathways that people take into community involvement and the connections needed between different types of support for communities.
- There is a key role for Learning and Teaching Scotland, in partnership with other national support organisations, to support community capacity building activity in Scotland. Respondents highlighted support for professional development, sharing of practice, funding, networking support and providing resources as the top five priorities. Additional comments also identified national leadership as an issue. There is follow-up work to be done, both with those who responded to the survey and with those who did not, to identify the details of what kind of CPD or resources, for example, people would welcome.

² Capacity for Change (Scottish Government, 2009)

- Responses came mostly from local authority CLD services, 3rd sector interface organisations and national bodies. There are a range of other current or potential contributors such as local voluntary and community organisations, social housing providers, health boards, and regeneration bodies. The development of effective support for community capacity building needs to involve them.

Next Steps

The Communities Team in Learning and Teaching Scotland will:

- Circulate the survey report to respondents, CLDPs, The Scottish Government and key national bodies
- Follow up this circulation with further opportunities for discussion with CCB providers on the issues raised by the survey. Potential follow up questions for discussion are included on the next page.
- Use the resulting intelligence to
 - Discuss national priorities for CCB policy and practice development with the Scottish Government.
 - Inform the Scottish Education Quality and Improvement Agency priorities on CCB from July 2011.
 - Develop appropriate LTS support to CCB practitioners and those managing CCB activity, working closely with partners.

Potential follow-up questions for further discussion

1. Who are the community capacity builders in your area /organisation?
 - Survey responses suggested that just over half (56%) of full time staff spent 30 hours or more per week on work that supports CCB
 - Survey responses came mostly from Local Authority CLD services, CVSs and national support bodies. How should we capture other potential contributions such as local voluntary and community organisations, health service or social housing providers, regeneration bodies etc?
 - The 2010 LLUK Workforce survey suggests an increase in staff reporting as CCB workers but from a very low base figure. (2008- 3% 2010 - 7%)
2. How is CCB support resourced in your area or organisation?
 - In the survey, a lack of resources (e.g. staff, funding, and community facilities) and/or reducing resources as a result of budget cuts were the most frequently mentioned issues.
 - Previous studies suggest that it is more difficult to predict the resource levels needed for CCB than youth work or adult learning.
3. How do the activities described by respondents compare with your understanding of community capacity building?
 - Previous research has suggested that community capacity building has often been poorly defined or understood. Some respondents make a similar point while others say we should not get too hung up on definitions.
 - National guidance on community capacity building, 'Capacity for Change' was produced in 2008. How useful do partners find this?
 - Do you use the term community capacity building to describe what you do?
 - What further support could LTS and/or other national bodies usefully provide to promote understanding of CCB?
4. How do you gather evidence of the impact of community capacity building in your area / organisation?
 - The survey shows that CCB contributes to a wide range of outcomes. Most responses gave evidence of contributing to broader outcomes (SOAs, CLD plans etc). How do we evidence the impact of CCB on these outcomes?
 - What support could LTS and/or other national bodies usefully provide?
5. What more could national and local government do to support and build capacity in community organisations?
6. What is the role of CCB in relation to lifelong learning and Curriculum for Excellence?
7. What should the priorities be for LTS/SEQIA to support community capacity building?
 - The following priorities for support were seen as important by at least 60% of respondents: Professional development; Resources; Funding; and Support for sharing practice, all.
 - What are the best ways to deliver that support?
 - What are the best ways for national bodies to engage with CCB/CLD providers?
 - How should our priorities dovetail with other national partners? E.g. HMIE, CLDMs etc.
8. Are there other issues that not included in the survey report that you think we should be aware of?

Appendices

Appendix 1: Copy of survey questionnaire

The purpose of this survey is to gather information on the kinds of activity currently taking place in Scotland under the banner of Community Capacity Building, and to ask what the important current issues are for organisations that provide community capacity building support. Responses to this survey will help to inform Learning and Teaching Scotland’s priorities for policy implementation and practice development.

The national guidance on community capacity building, [Capacity for Change](#) describes it as, ‘a way of working with people to develop their ability to jointly influence what happens in their community. This can involve developing confidence, skills, structures and knowledge, to increase the opportunities communities have to make a real difference to the services, activities and changes that take place in their area.’ Capacity for Change also points out that you don’t have to have community capacity building or community learning and development in your job title to be doing community capacity building work.

"Achievement through building community capacity" is one of the three national priorities for [Community Learning and Development in Scotland](#) and the [Scottish Community Empowerment Action Plan](#) emphasises the central role that community capacity building plays in empowering communities.

If community capacity building is part of what you or your organisation does, then we would like to hear from you.

Section 1: Please tell us about yourself.

Name	Organisation
Job role	Email

5. Are you responding:

- As an individual?
- On behalf of your organisation?
- On behalf of a partnership or network?

If for a partnership or network, please specify.

Section2: About your work in community capacity building

1. How would you describe the extent of your organisation's involvement in community capacity building? Note: Scale is 1 (not involved) to 5 (very involved).

You may add a comment if you would like to give more details.

2. How would you describe the extent of your organisation's involvement in community engagement?

Note: Scale is 1 (not involved) to 5 (very involved).

You may add a comment if you would like to give more details.

3. Please tell us of any other work you do with communities that you would describe differently from either of the above terms - for example as community development.

4. Does your organisation work with geographic communities (i.e. groups that share a common locality)?

Yes. No.

Which geographical areas?

6. How would you describe the community capacity building outcomes that you or your organisation is working to achieve? (E.g. This might be informed by the groups that you work with, the outcomes in individual work plans, organisational plans, CLD plans, Community Plans, Single Outcome Agreement etc.)

7. Please describe the kinds of community capacity activities your organisation is engaged in.

Section 3: About the staff in your organisation

1. Please estimate how many staff in your organisation have community capacity building as part of their job role.

	Number of staff	Number of hours per week spent on community capacity building
Full time paid staff who work on CCB for part of their hours.	<input type="text"/>	<input type="text"/>
Part time paid staff who work on CCB for part of their hours.	<input type="text"/>	<input type="text"/>
Volunteer staff.	<input type="text"/>	<input type="text"/>

Other work patterns (please specify).

2. Please tell us what you feel are the most important issues that affect your organisation's ability to effectively deliver its community capacity building activity.

Section 4: About the support the communities team could offer

The community capacity building team within Learning and Teaching Scotland have a remit to support

your community capacity building activity. Answer the following questions to tell us where you think we can help.

1. Which of the following do you think should be priorities for the CCB team in LTS as it helps support your community capacity building work? (Please choose as many options as you wish.)

- | | |
|---|---|
| <input type="checkbox"/> Professional development | <input type="checkbox"/> Events |
| <input type="checkbox"/> Advice | <input type="checkbox"/> Funding |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Support for sharing practice |

2. Please let us know if you are happy to be contacted at some point in the future to gather examples of practice we can share nationally or to discuss further how the Communities Team can support your work.

I am happy for you to contact me.

Please do not contact me.

Comments

National leadership

Support for networking

Other forms of support (please specify)

Appendix 2: Detailed responses on approaches to community capacity building

Supporting large projects such as All weather parks and new build projects.	Developing resources – including web resources such as an equalities toolkit
Quality award	One to one help
Provide information and advice on funding opportunities. Support organisations to access and manage funding.	Supporting community organisations to achieve skills, confidence, to undertake and engage in consultation.
Support to put in place policies and procedures	Training in business planning and creating social enterprises
Support for adult with learning disabilities to have their say about issues affecting their supported tenancies.	Capacity Building support for specific groups e.g. Young People, Adults and Older People.
Support to sporting and cultural community clubs and organisations	Supporting community engagement in community planning partnerships
Bringing together local people from different geographic communities to be part of local networks and structures. Developing and supporting networks.	A Pathways to Wellbeing programme which encourages greater use of community sports, libraries, arts, museums and music facilities through welcome visits
Social enterprise training and networks	Grant funding groups to travel and to train
Addressing barriers for equalities groups accessing our facilities.	Play scheme training programmes.
Adult Literacies training and support for a range of agencies and individuals.	Respond to training needs as identified by CC members
Welcome Point for migrants who speak English as an additional language to develop social networks and integrate into the community.	Supporting and attending Community Councils / Area Forums/ Village Hall Committees
Facilitate a Needs Assessment exercise with local Community Based Groups and Organisations if required.	Community based adult learning opportunities for individuals and community groups
1 to 1 support, mentoring and coaching support, training, group support, active citizenship training skills courses, representation support, funding and governance support, secretariat services.	Support Local Community Planning through the identification and delivery of relevant training/ networking opportunities to enhance knowledge and skills within local communities.
Supporting and encouraging organisations to find their voice / influence decision making through various channels and bodies. Identifying learning needs and addressing those accordingly.	Where appropriate staff negotiate and produce a Community Support Agreement outlining level of support and staff time the local CC can expect.

Support for a diverse range of Community Groups and decision-making representative structures.	Where we can't deliver direct we signpost to organisations that can.
Engage an increased number of young people in a dialogue to inform community planning	Support local community members in the management of community centres.
Support local action groups / working parties as required / requested. Support includes distribution of minutes, advice on changes to legislation, processing elections, support in setting up inaugural meetings, publication and updating of the Community Council Handbook.	Work with dedicated community engagement structures within community planning e.g. community reference groups; and structures which complement these e.g. community councils, public partnership forums, tenants and residents, equalities.
Local economic development, housing, transport, energy, land management, allotments, food production, financial services and the environment.	Development of initiatives helping communities of interest come together and create solutions to challenges they face.
Training and accreditation for individuals involved in developing their communities.	Research projects in partnership with local communities.
Volunteer tutor training is developing capacity in communities across the city to deliver learning programmes and support to meet community needs.	Support development of a more structured approach to link community influence to community planning decision making.
Support Management Committees and User Groups of Halls and Centres.	Promote and manage the Community Grants Scheme and Hall Revenue Grants and Credit Unions.
Identify and disseminate examples of best practice.	Community appraisals
Support the development of a more structured approach to the development and review of the area community planning process.	Support the development and review of local community plans within an agreed framework
Support community influence, decision making and joint working in regeneration or developments in their community.	Encourage more effective use of the Standards for Community Engagement in partner and community activity.
Support relevant community organisations to act as effective representative bodies and engage in consultation exercises.	Support the development of local umbrella organisations to achieve their objectives.
Provide information and advice to community organisations in the development of their activities.	Provide support to communities to contribute to and manage the development of new community facilities and projects.
Supporting first stage separation from parents <ul style="list-style-type: none"> Developing self reliance and independence Developing social skills with peers and interaction with adults outwith family loop. 	Short training courses in ICT, Funding, governance, finance, book keeping, employers responsibilities, running effective meetings, Food Hygiene, Midas, PVG awareness, Emergency First Aid. Accredited training in Sporting Chance, ILM for managers

<ul style="list-style-type: none"> • Developing, promoting and encouraging social, physical, mental and creative activity. • Nurturing and protecting • Informing / informal guidance for parents 	in the voluntary sector.
Setting up a learners' forum to inform and influence policy and practice on adult literacies learning and to provide support for learners, by learners. Members acquire new skills and confidence.	Transfer of physical assets from Council to local people.
Supporting celebratory / networking events.	Supporting visits to good practice.
Literacies projects. Literacies awareness raising. Plain English training. Volunteer Tutor Training.	Promote geographical community forums
Supporting a Gypsy Travellers Action Group	Supported Befriending Project for Young People
Support for the establishment of community groups to organise, plan and achieve their goals.	Support volunteering for young people and for people with mental health issues to improve their confidence / employability.
Membership of the panel assessing Fairer Scotland funding applications	Sidekicks Project - working with mainly elderly people to improve their IT skills
Support and facilitation of sessions to review objectives of established groups.	Working with a wide range of partners to implement the CCB plan.
Development of Learning Partnerships (and community representatives' roles.)	Young people are encourage to become involved in Community Councils.
Developing more effective inter departmental, multi agency and Voluntary and Community organisations within the Community Planning Structure.	Being a Link Officer to community orgs receiving substantial funding from the Council.
Undertake bespoke events for community-led health networks on specific topics such as community development approaches to topic based health improvement such as physical activity, tobacco etc.	Co-ordinate and support an infrastructure of providers and tutors to deliver Health Issues in the Community: a training and capacity building initiative.
Improving communities' capacity to address issues which improve community health and wellbeing and community safety .	Expand the use of action research as a capacity building tool.
Reviewing existing services and identify needs and gaps in service. Produce community profiles and undertake needs assessments in conjunction with local people with a view to tailoring provision to meet needs.	Support Community Development Groups to engage and empower local people to tackle issues and initiate improvements in their communities.

Support voluntary organisations and community activities by developing programmes to support and develop their work and to assist those who run them	Develop social enterprises that address local needs, particularly in our regeneration areas.
Training for the public builds a greater capacity of people who understand what and how the planning system works and enables them to understand when the most effective participation in planning will be.	Develop volunteering opportunities for young people and adults, and investigate ways of accrediting these experiences.
Direct support through Development Officers, employer engagement and consultation.	Building the capacity of public agencies to build community capacity.
Transferring skills to communities and individuals thus building the capacity of Community Forums .	

Appendix 3: List of local outcomes identified by respondents as relating to community capacity building

1. Improve residents' aspirations, confidence, decision-making capacity and involvement in community life. The indicators for this outcome are:
 - Increase in proportion of residents who believe they can influence decisions that affect their local neighbourhood.
 - Increase in range and extent of Community Capacity Building support provided by public services.
2. Communities are strengthened, more resilient and cohesive; able to take responsibility for their own actions and tackle inequalities.
3. Community and voluntary sector organisations are informed about changes that affect their communities make are able to an effective contribution to decision making bodies like community planning.
4. Community and voluntary sector organisations are effectively managed, demonstrating competence in planning, managing and evaluating their organisations.
5. Social enterprises deliver high quality services that respond to priority needs in their community.
6. Community organisations will have a fuller understanding and analysis of the causes and effects of the issues that concern them.
7. Community organisations will have a clear vision of the changes they need to work towards, and a plan of how to proceed;
8. Organisations will have developed the insight, skills and confidence to carry out their plans.
9. Organisations will have demonstrated a positive impact on the issues that concern them.
10. Organisations will have captured the learning from their actions and shared this with others.
11. Be nationally recognised for the self-sufficient and inclusive communities in the area.
12. People with appropriate skills to meet the future needs of the economy (relates to Fairer Scotland Fund work)
13. Strengthen the local economy and local communities through contributions of volunteers.
14. Improved quality of life in the most deprived communities.
15. Improved access to services and community facilities for all.
16. An improved approach to engagement and consultation with actively involved residents and communities.

17. Successful, achieving communities with the confidence and capability to tackle the things that matter to them, in particular strong, resilient communities in regeneration areas.
18. The successful integration of migrant workers and other minority groups into local communities.
19. Effective, well-developed partnerships – community planning, community councils, shared services, joined-up delivery"
20. Creating a community where people are better skilled, trained and ready for learning and employment and where people live in more cohesive and inclusive communities.
21. Increasing economic activity and employability
22. Improving and recognising soft skills
23. Recognition and accreditation for volunteering
24. Contributing to inclusiveness.
25. Reducing stigma for disabled people and those experiencing mental health issues through supported volunteering
26. Developing the value of volunteering
27. Dismantling barriers to volunteering opportunities
28. Raising organisational standards for volunteer engagement/involvement
29. Measuring the impact of volunteering on individuals, organisations and communities
Increasing social capital and social connectedness
30. Developing co-productive approaches to volunteering service provision
31. Achieving community reciprocity through volunteering programmes such as Time bank
32. Effective involvement of local community and partnership groups in decision making will be increased.
33. Children, families and older people have strong supportive friendships and community networks to draw upon.
34. Citizens are increasingly more active in their communities regardless of age, gender, sexual orientation, ethnic origin, where they live, disability or faith/religion/belief and contribute to "active citizenship."
35. Neighbourhood Planning delivers quality of life improvements at a local level particularly in our most disadvantaged communities.

36. Improve participation in community planning and local democracy, improved capacity to access resources, to address community wellbeing and safety.
37. The outcomes can be described by the four capacities of the Curriculum for Excellence - confident individuals, successful learners, effective contributors and responsible citizens, with a specific emphasis on the latter two.
38. People have decided that they will do something
39. Groups are better at planning and evaluating
40. Groups are more skilled and confident
41. Groups are now more inclusive
42. Groups run successful projects and services
43. Groups secure and manage funding
44. Groups have made important contacts and formed networks
45. Groups have influenced decision-making which affects their community
46. Improved communication to express views and opinions; to share experiences and raise issues and to access information

Appendix 4: Examples of the important issues identified by respondents

1. Examples of comments on resources/funding	
“Continuing interest in and demand for CCB from communities, agencies and service providers, particularly in terms of community engagement, puts a great pressure on resourcing.”	“Expectation verses resources. As capacity building gains a higher profile we need to ensure that resources are in place to offer the support we advertise.”
“There are no normative or comparative standards for how much CCB support the area needs or should have.”	“We have experienced a significant reduction in resources for staffing at the same time as an increase in demand.”
“Important issues are resources, particularly funding, staff and premises”	“Number of staff - given the 3,000 square miles we need to cover there are not enough of us.”
<p>“My team would say the issue is the number of hours in the day and the amount of work we need to cover. We are a small team in demand by the community as well as other council departments. The demands on groups increase as the number of volunteers often decreases.</p> <p>Lack of funding, increased bureaucracy and H&S are often quoted by groups as being the main barriers to delivering services. As funding gets less and bureaucracy increases and more and more is being asked of the community, the biggest issue is the capacity to deliver, even within a small community and with dedicated staff. Now with talk of the big society and needing to engage even further on cuts to services, or how best to deliver services, we are being stretched.”</p>	
“Currently insufficient dedicated CCB staff.”	“Deletion of Regeneration staff posts as part of savings exercise.”
“A severe lack of resources and finance hinders delivery. CCB is the Cinderella service within a Cinderella service!”	“We have been relatively fortunate not to have been heavily hit in the recent budget round - partly because the work CLD staff do has been described as 'mission critical' by the council.”
2. Examples of comments on commitment to community capacity building	
“The main issues are political support, knowledge and commitment.”	“Budgetary constraints and buy in / commitment by elected members.”
“Recognition of the value of Community Learning and Development from the decision makers within the local authority.”	“Responsiveness of partnerships that have many pressures on their time and budgets.”
<ul style="list-style-type: none"> • Agreement from funders that this is a priority and should be prominent within the Business Plan. • Strategic co-ordination and resourcing of community capacity building activity at a local level. 	

<ul style="list-style-type: none"> • Willingness of and commitment from local providers to 'buy into' the delivery of 'Health Issues in the Community.' • Levels of understanding of the benefits from community capacity building across different sectors. 	
<p>“Support to CCB requires detailed discussion and consideration amongst community planning partners to ensure that any commitment of resources delivers high impact and best value.”</p>	<p>“CCB has come under the learning theme for community planning purposes, but also crosses a number of partnership themes and processes. Community planning structures are changing in the area and it is not clear yet what this means for CCB.”</p>
<p>3. Examples of comments on staff development and training</p>	
<p>“Our ability to train and develop staff to deliver relevant activities - to keep up to date on developments and national strategies. Being able to deliver activities at a suitable time and location to allow participation.”</p>	<p>“Having an effective strategy with appropriate engagement and buy in from partners backed up by trained and motivated staff working towards clear outcomes informed by the SOA agreement and appropriate and concise intelligence.”</p>
<p>“People do not know they need training in planning as part of community capacity building activities or ultimately how training will benefit their community and so this affects our ability to source funding to deliver activities as often funding bodies are not aware of the importance of public engagement in planning or what it means to the capacity of communities.”</p>	<p>“CCB work has tended to require working with organisations, so it is important that those involved in CCB really understand how organisations develop from before they begin right through to the most advanced evolutionary forms. This has to include all aspects of organisational management including finance, research, planning, evaluation and quality management to name a few.”</p>
<p>“Need for more structured CPD nationally.”</p>	
<p>4. Comments on CCB policy/practice development</p>	
<p>“Having a clarity of vision on what we are trying to achieve and using agreed language and terminology (i.e. Capacity Building Community Engagement/Community Development)”</p>	
<p>“Change and uncertainty and the politics of community capacity building: lots of time needs spent ensuring we understand policy, are taking part in local partnerships and ensuring we are involved in leading in volunteer development which takes time away from working in communities. Third Sector organisations do not see themselves as community capacity builders or relate their work to the CLD banner. It is difficult to get them to engage under this banner as they focus on their respective aims and services.”</p>	
<p>“Westminster government change agenda - affecting quangos independence and budgets.”</p>	<p>“The lack of a cohesive and creative approach to what this (CCB) means in community learning and its sister practice across the other sectors.”</p>

“In order to deliver CCB activity we believe the fundamental requirements are:

- A clear understanding of the benefits and positive outcomes resulting from targeted CCB support to communities experiencing disadvantage, benefits realised by communities themselves and society as a whole.
- A clear understanding in policy and practice terms of the role of CCB in unlocking social capital to enable effective and meaningful engagement leading to the development of sustainable solutions to community needs and issues.
- A strategic commitment at both national and local level to investing in strong resilient communities and resourcing the CCB interventions required.
- A coherent national strategy for community development Increased investment in skills and competence building across a range of sectors.”

“Lack of understanding on the part of other organisations that we want to establish new initiatives, but not to run them in the long term.”

“Engaging with the community of interest is easier than engaging with the geographic community of learners as the area is widespread and partly rural.”

5. Comments on communities

“Sustaining the community groups - fewer people appear willing to get involved in their local communities in recent years, particularly young people.”

“Communities lack skills, knowledge and confidence to really involve them in decision making processes.”

“Some people require more support than others and part of our community capacity building is about creating opportunities for people to support each other. A further issue is about ensuring that there is a progression route for the active, confident members to extend beyond the supportive network of the forum so that they are fully involved with the wider community.”

“One key challenge is that the wider public in general do not know about the planning system or its importance in the design and development of their communities, and are not aware of the importance of engaging at the appropriate time or how to do so. They don’t know they need training in planning as part of community capacity building activities or ultimately how training will benefit their community. This affects our ability to source funding to deliver activities: often funding bodies are not aware of the importance of public engagement in planning or what it means to the capacity of communities.”

6. Comment on accountability

“The key issue in terms of a CCB worker's ability to be effective in building capacity is 'accountability'. In other words for whom do they work and where does their accountability lie. This is not a popular view within CLD but if a community perceive a worker to be working to a 'different tune', the worker's effectiveness in building productive relationships with local groups and their ability to make a lasting contribution is significantly limited.”

Appendix 5: Comments on key support needs for community capacity building

“The WALT programme has been a good model of additional funding - it was awarded for a 3 year period so it has allowed for work to grow and develop. Other national funding streams that are only allocated year by year and often then not agreed until late into the financial year do not help build sustainable work on the ground.”

“Leadership means being able to support the sector to speak out and form robust alternatives to political plans that do not follow good CCB practice. I can think of a number of initiatives where civil servants are able to drive and manipulate organisations towards certain structures as part of a political agenda - simply because the Government provide part of the funding. As a result we have recently witnessed first-hand organisations that are vital to their communities being taken apart and left with nowhere to go. This goes against the grain of good CCB practice. Sadly we have also seen those adopting much less favourable practice being rewarded. The challenge is being able to provide support that always sticks by the good practice principles without inadvertently caving in to Government agendas and therefore promoting bad CCB practice.”

“There remains an ongoing requirement to ensure that the value and benefit of CCB is universally recognised and acknowledged as a set of tasks which can support sustainable decisions and solutions; which in turn can address issues of concern within communities.”

“National leadership which identifies and delineates a CCB dimension of new policies is helpful, as is ensuring a conceptual clarity about CCB in relation to a range of associated developments.”

“Information what it means for individuals and families, rights, ability to make changes develop new ideas. National media promotion to get up, get active and get involved. Highlight the links in developing healthy bodies and minds promoting healthy active lifestyles.”

“Skills for capacity building in specific areas such as social enterprise development.”

“An up to date policy review so that the Third Sector can quickly get an understanding of CLD and Community Capacity Building policy and the framework they are working in and relate their work to it.”

“These require to be effective. LTS has to ensure they regularly evaluate the above services. LTS also need to be mindful of the budgetary constraints that practitioners are facing and need to react timeously.”

“Building an evidence base that demonstrates the benefits of community capacity building in regeneration, health, education etc. and using the evidence effectively with decision makers at national and local levels.”

“Bring together Local Authority CLDP Capacity Building staff and Third Sector Interface staff whose roles are similar and highlight how important it is to work together.”

“Many of these categories are not mutually exclusive, if this is being used to prioritise that could create confusion. You might have been better asking respondents to rank 1 – 8.”

“Remote support is no good we need people who can effectively work with the partnership and make a contribution, we don't encourage non delivering partners around the table.”

“Access to resources is important - but there does need to be better co-ordination nationally, particularly in relation to web resources and materials. Funding is important - things like the WALT Challenge Fund actually allow things to develop on the ground and actually make people feel that there is something happening nationally to support locally identified needs and projects. The challenge for CCB is to look at who the LTS constituency is. It is impossible to look at the breadth of CCB work and only include local authority partners. A major turning point for the North Alliance has been the active and equal involvement of third sector partners.”

“Raising awareness of community capacity building training courses/programmes available and actively promoting why communities should participate in that training.”

“If there are to be any leadership models, and they are effective, the other aspects will follow.”

Appendix 6: About those who completed the survey

Most of the respondents completed the survey on behalf of their organisation: these are listed below. Where people completed the survey as an individual response, the organisations they work for have not been identified.

National organisations where responses were given on behalf of the organisation:

1. Voluntary Action Scotland (VAS)
2. Community Health Exchange (CHEX)
3. Catch the Light
4. Comas
5. Equality Human Rights Commission
6. Evaluation Support Scotland
7. ODS Consulting
8. Lifelong Learning UK
9. Planning Aid for Scotland
10. Scottish Centre for Intergenerational Practice
11. Scottish Churches Housing Action
12. Scottish Community Development Centre
13. Scottish Council of Voluntary Organisations (SCVO)
14. Scottish Community Sector Alliance

Organisations based in local geographic areas where a respondent completed the survey on behalf of their organisations.

1. Aberdeen City Council
2. Aberdeen City: Leaping Leopards Citywide Creche Services
3. Aberdeenshire Council
4. Angus Council
5. City of Edinburgh Council
6. Clackmannanshire Council
7. Dundee City Council

8. East Ayrshire Council
9. East Dunbartonshire Council
10. East Lothian Council
11. Fife Council
12. Glasgow Life
13. Glasgow City Council - Democratic Services
14. Highland Council
15. Langside College
16. Moray Adult Literacies Partnership
17. Moray Council
18. Perth and Kinross Council
19. Shetland Islands Council
20. Stirling Council
21. South Ayrshire Council
22. Volunteer Centre Midlothian
23. Voluntary Action North Lanarkshire
24. Volunteer Centre Stirling
25. Voluntary Action Perthshire (PKAVS)
26. Volunteer centre Inverclyde
27. West Dunbartonshire Council
28. West Dunbartonshire CVS