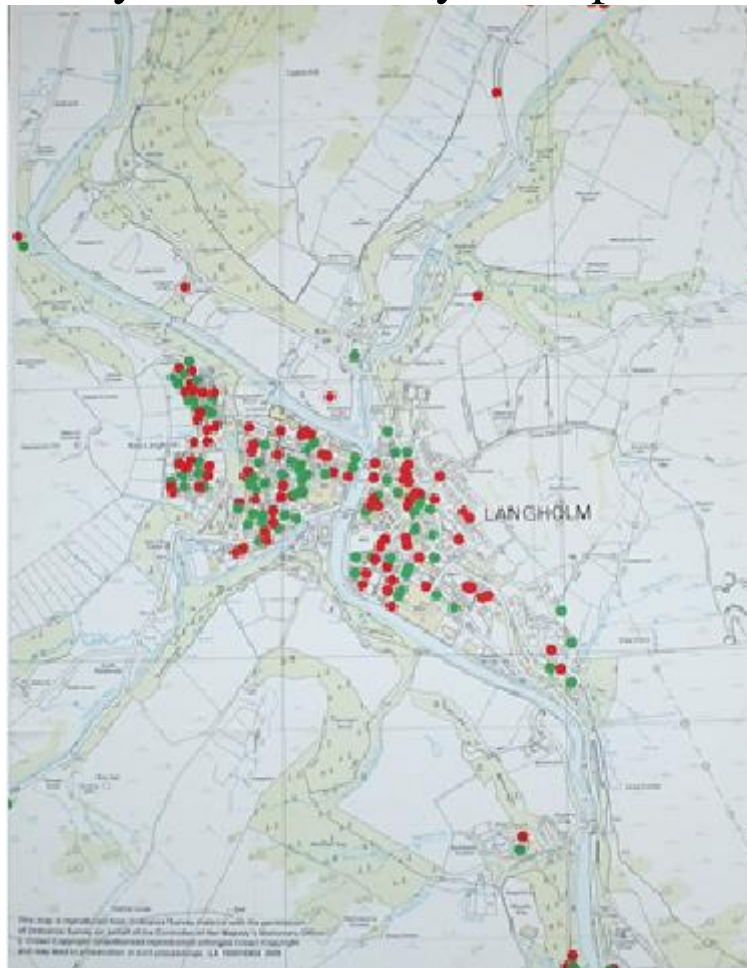




# LANGHOLM STAYIN' ALIVE

## A Journey to Community Entrepreneurship



*The Langholm Initiative*  
Scottish Charity Number SC197326



The Holywood Trust



## Stayin' Alive Project, Langholm

Langholm in Dumfries and Galloway and Glendale in North Northumberland are peripheral rural regions of the UK which set up community development initiatives in the 1990s. Both communities have experienced the out-migration of young people in recent years.

The two communities, with assistance from Scotland's Rural College, (SRUC), agreed to work collaboratively to carry out "action research" to establish the reasons why young families and young adults are leaving the area, to understand the impacts of this out-migration and to identify and develop interventions in response to this challenge.

In early 2013, building upon the research, findings and recommendations of the recently published CADISPA\* Community Planning Appraisal, the Stayin' Alive Project in Langholm carried out a significant consultation with young people from Eskdale in Dumfries and Galloway. Collating and analysing this data led to the development of a truly transformational project. The **Langholm Enterprise Academy Partnership (LEAP)** was established.

\*(Conservation and Development in Sparsely Populated areas)

### **ACKNOWLEDGEMENT**

I would like to thank the staff and students of Langholm and Canonbie Primary Schools and of Langholm Academy who participated in the consultation workshops in support of this report. Also to the many employers and organisations who have supported the development and delivery of the Langholm Enterprise Academy Partnership (LEAP).

*The Project was funded by Dumfries and Galloway LEADER, the Holywood Trust and the Magnox Socio-Economic scheme.*

**Author: Tom Millar**

December 2013

Such wind as scatters young men through the world  
To seek their fortunes farther than at home,  
Where small experience grows

**William Shakespeare.**  
**The Taming of the Shrew.**  
**1592**

Young unemployed people should be ready to move  
for work.

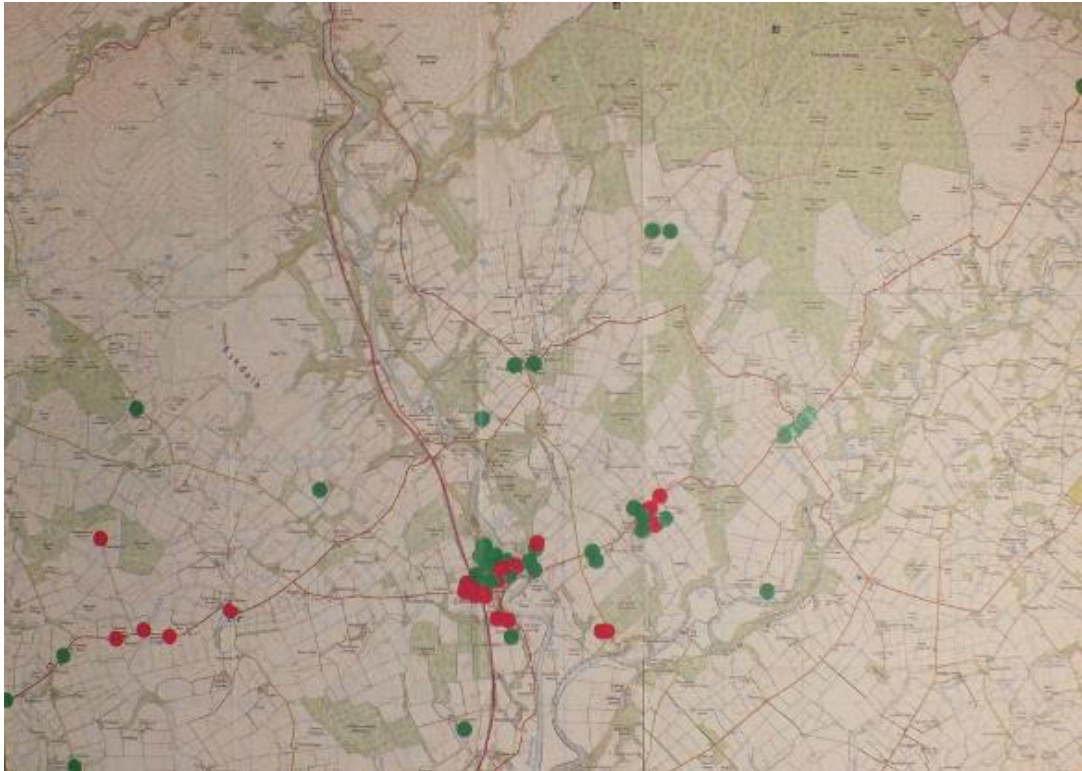
**Angela Dorothea Merkel,**  
**Chancellor of Germany.**  
**2013**

There's no place like home.

**Dorothy.**  
**The Wizard of Oz.**  
**1939**

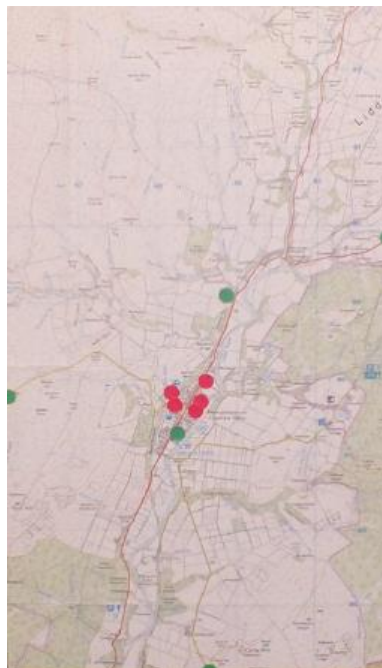
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**Consultation Mapping** – Each dot represents a participant, Red = Female, Green = Male.

**Above: Canonbie. Below L: Eskdalemuir. Below R: Newcastleton. Front Cover: Langholm.**



## EXECUTIVE SUMMARY

This study was carried out by Tom Millar for Langholm Initiative during 2013.

The aim of this project was to examine the factors driving outward migration by young people and families from rural communities like Langholm and to recommend clear, feasible responses.

The rationale for the project was not simply to collect and record the data collected in extensive consultation and workshops but to support young people in Eskdale to communicate their views on a range of issues.

The project also engaged with a range of organisations including local government, learning providers, enterprise and employment support, housing associations and employers.

The consultation did include a survey of 19 local employers and 34 local employees who provided valuable information on employment issues.

The workshop, presentation and questionnaire were the principal methods of harnessing information. 288 young people participated in the consultation process.

The principal issues facing the community:

- Eskdale is a cluster of communities suffering substantial economic decline.
- These communities are suffering from the effects of a 'Remote Rural' location.
- Young people are leaving their communities to access education and employment.
- There is a growing social imbalance with an emerging top-heavy demographic.

The principal issues for young people specifically:

- Employment is a top concern with young people across the age range.
- 78% of young people at secondary school in Langholm felt that there were not enough activities for them locally.
- Transport was also a key issue with young people and impacting on many areas of their lives. Public transport was an issue for those living in outlying areas. Cost is also an issue.
- 84% of those surveyed by Dumfries & Galloway Small Communities Housing Trust (DGSCHT) expressed a desire to have a home of their own.
- A concern was also expressed about 'Langholm having no future'.

Employers reported that, while 26% found staff recruitment easy, 42% experienced some difficulty with 16% experiencing much difficulty.

In Langholm 26% of employers recorded a skills shortage and a training need while 63% recorded that they were running a staff training programme.

Of those expressing a training need (42%), 32% identified Basic Skills as a requirement.

The most common reported barrier to employment was a lack of interest in a particular sector (32%) with poor transport and high wage expectation, (26%). Low skills accounted for 21% with a lack of affordable housing at 5%.

## MOVING FORWARD

In August 2013 the Langholm Enterprise Academy Partnership was established to deliver a programme of Community Entrepreneurship. This organisation will form the core of the whole-community response to issues raised by the Stayin' Alive Project in Langholm. This significant first step will provide a base station for organisations, other interested parties and sub-projects to coalesce around. It will ensure a coordinated approach to the issues identified by the communities of Eskdale and underpin the governance and delivery of interventions.

An Employers Forum was established on 3<sup>rd</sup> September 2013 (currently with a membership 30 employers and support organisations). This group will form part of the governance structure for the Langholm Enterprise Academy Partnership, as an alliance between Employers, the Academy and the Community. Establishing this triangle as a governance structure for the Langholm Enterprise Academy Partnership (LEAP) brings the whole community together, on the basis of equity and inclusion, to tackle common issues. Enterprise and employability, although vital, is merely one of those issues.

This group is supported by a number of associate member organisations with an interest in the aims and objectives of the Forum. A list appears in the appendices of this document.

A Management Group will be drawn from the Employers Forum, to act as host and coordinator to support the development and delivery of the ambitions and objectives of LEAP. Members will include representatives from the Langholm Learning Cluster (Primary and Secondary), Employers and community representatives.

It is the intention of this group to form as a Scottish Charitable Incorporated Organisation (SCIO), in order to formalise the governance of LEAP and enable applications for funding as an organisation in its own right. The first stage of the process should take 3 months to complete.

## BACKGROUND

1.1 Langholm has, recently, been identified by the media as a location in a 'perfect storm' suffering 83 job losses, (Eskdale & Liddesdale Advertiser, Thursday May 30th, 2013) undermining community confidence. David Mundell MP, is quoted as saying that 'his personal priority is jobs because it was key to achieving a sustainable community'. He added, 'My view is that Langholm needs to be given more priority because we've had a level of job losses which, in proportion to an urban area, would equate to hundreds of jobs'. The potential impact on young people and the subsequent effects upon the sustainability of a diverse, vibrant and successful community is a major concern.

1.2 Fergus Ewing, MSP, Minister for Energy, Enterprise and Tourism, making a keynote speech at the Scottish Rural Enterprise Conference at the Crichton Campus, Dumfries in June 2013, stated, that 'as a Government we have yet to crack the model for interface between school, employers and community in Scotland', but that it was a priority for him.

1.3 Within an emerging scenario of 'managed decline' it is vital that early, proactive and preventative action be taken.

1.4 Communities classified as "remote rural" are those with a population of less than 3,000 and at least 30 minutes driving time from a settlement of 10,000 people or more. Langholm falls into this category. Local authorities with the largest "very remote rural" areas includes Dumfries & Galloway.

As more young people move away to study, find work and an affordable place to live, the economic sustainability of local assets (e.g. village halls, shops, pubs, garages, post offices) and services (e.g. social care and young people's services) increasingly comes under threat.

The Scottish Government in its recent response to the "Speak Up for Rural Scotland" consultation, identifies a range of priorities for infrastructure, land use, community participation, community enterprise, business and skills.

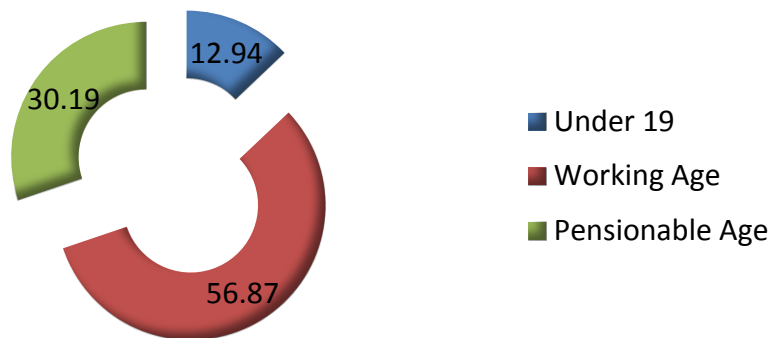
In Scotland, the proportion of the population living in rural areas is around 19% (just under a million people). The local authorities with the largest "very remote rural" areas are the Highlands & Islands, Argyll & Bute, Aberdeenshire and parts of Perth & Kinross, Dumfries & Galloway, South Ayrshire and the Borders. Rural Scotland accounts for 95% of the land area.

As with economic disadvantage, a positive overall picture of greater community engagement and cohesion in rural areas when compared to urban areas masks the very real problems of social isolation for individuals and particular population groups. Isolation for people in these groups may be completely unrelated to economic disadvantage; affluent people can be socially isolated too. However, where social and economic disadvantage combine, the cumulative effect causes particularly acute isolation.

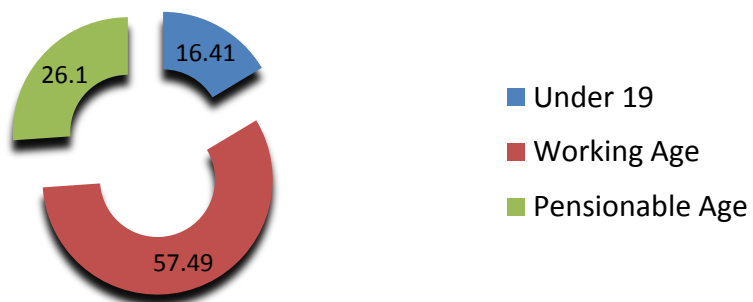


## POPULATION PROFILES

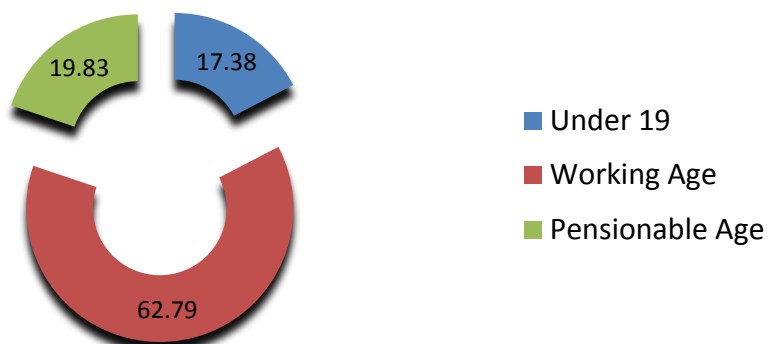
### Langholm and Canonbie



### Dumfries and Galloway



### Scotland



# Langholm and Eskdale – The Project Area

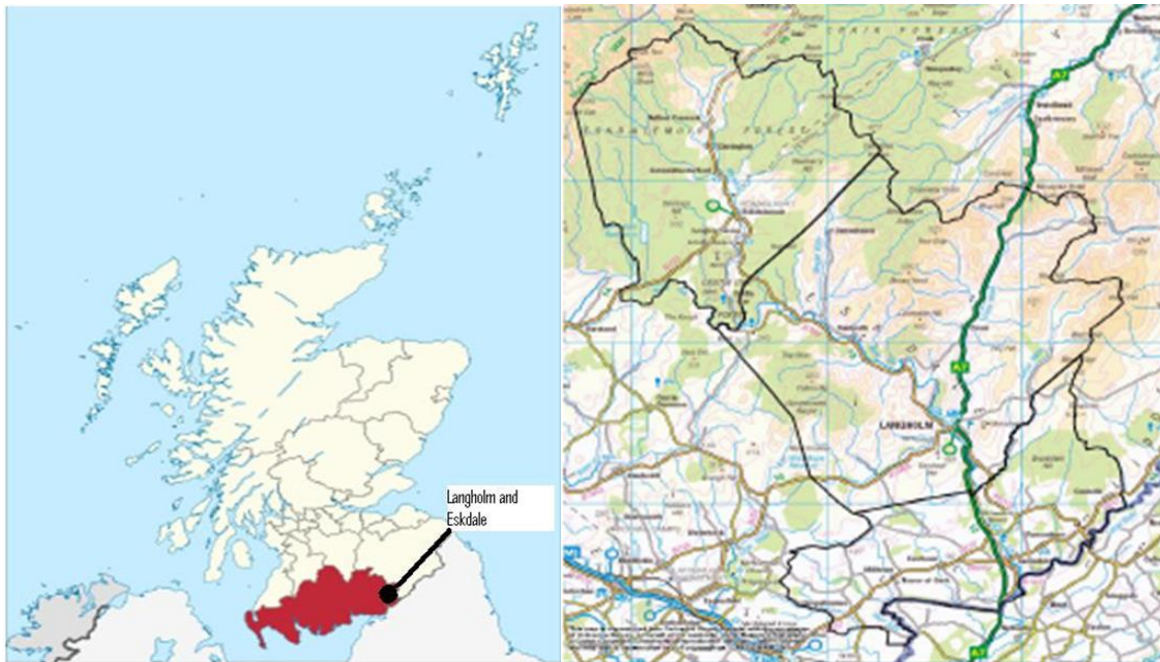


**Langholm**



**Rivers Ewes and Esk meet at Langholm**

The project area covers the communities of Langholm, Canonbie and Eskdalemuir. Langholm is located in the south-east of Dumfries and Galloway Region, approximately twelve miles north of the border with England.



The town of Langholm sits in the Esk Valley at the junction of three rivers (The Esk, Wauchopewater and Eweswater). The population is at a current level of around 2,500.



**Langholm**

Canonbie is a settlement of around 500 people situated five miles to the south-east of Langholm. The area has a long history as an agricultural community but grew into the

settlement of today primarily around the mining of coal and iron ore which first started around 1620 and continued intermittently until 1922.



**Canonbie.**

Eskdalemuir, a dispersed community to the north-west of Langholm, is well known because of the Buddhist monastery, Samye Ling (Europe's first and largest Tibetan Monastery), and its weather station. In particular, it is known for its record for the highest rainfall in a thirty minute period, 80mm or 3.14 inches, measured in 1952. Samye Ling attracts an estimated 25,000 to 30,000 visitors each year.

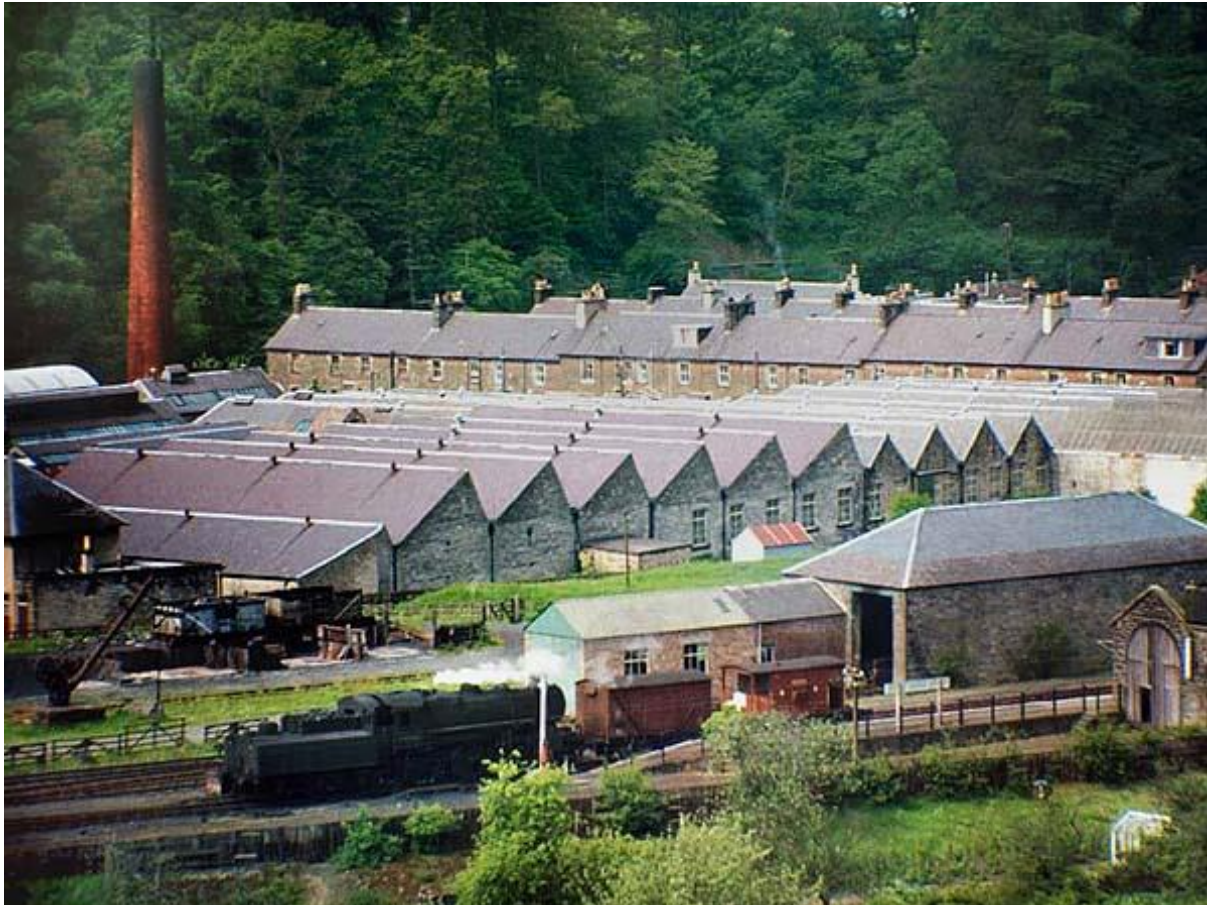


**Eskdalemuir (left) and Samye Ling (right).**

The A7 trunk route between Carlisle and Edinburgh runs directly through Langholm. Once the main route of transit between these cities the importance of the road has diminished since the establishment of the M74 motorway and connecting routes further north to Edinburgh in 1979. At present the road serves as a route for everyday commuting, tourism

and also acts as the main transit route for heavy goods vehicles carrying traffic from the forestry industry.

The modern economy of the area was developed around both agriculture and the subsequent production of textiles - spinning, weaving, knitting and dyeing. These were the major providers of jobs within the area throughout the 19th and 20th centuries. However, with the decline in the profitability of wool production after the First World War (and subsequently throughout the 20th Century) and the increase in outsourced international manufacturing, these industries have declined dramatically.

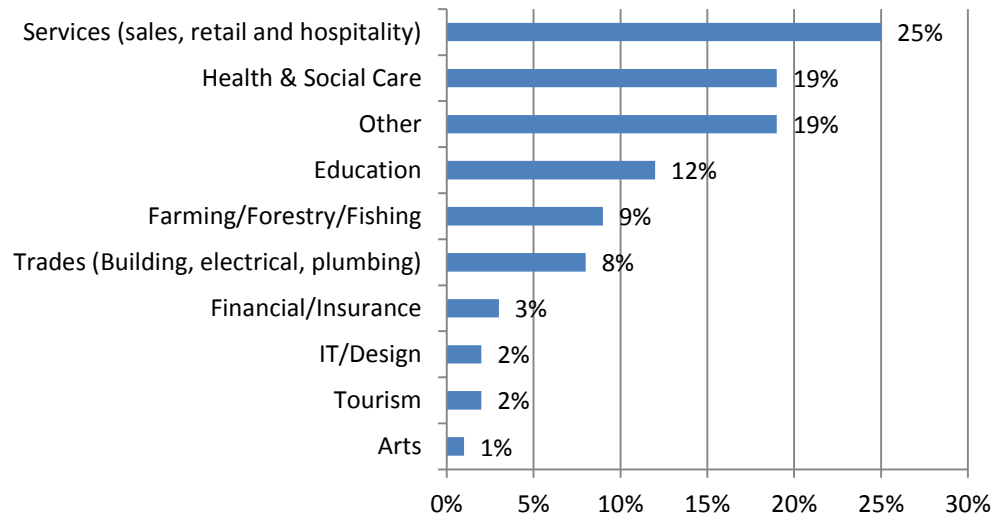


**Langholm in the 1960's.**

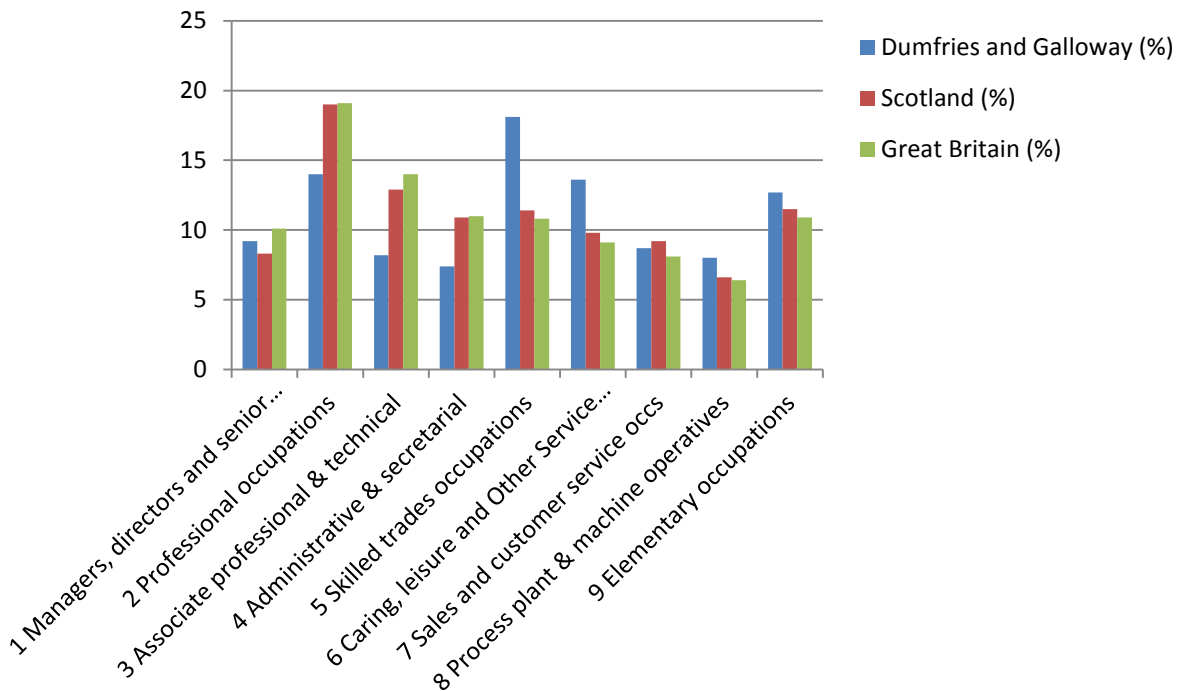
Today, the economy of the area is much more diverse and important industries include:-

- Agriculture (including beef, dairy, sheep and a limited amount of arable farming), forestry, and upland management/gamekeeping.
- Service industries, including health and social care, education, transport and retail.
- Tourism, entertainment and accommodation

## Employment by Sector -Langholm



## Employment by Sector



Data shown for Employment by Sector for Langholm and for the wider view, Dumfries & Galloway, Scotland and for Great Britain, is drawn from different sources. This is due to, at the time of writing, the lack of data at Langholm level. For the broader view government figures are available, while the Langholm figures are from the Cadispa Report and are the

product of that consultation. The table below gives further detail in the form of percentages for Dumfries & Galloway, Scotland and Great Britain.

<b>Employment by Sector</b>	<b>Dumfries and Galloway</b>	<b>Scotland</b>	<b>Great Britain</b>
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>
1 Managers, directors and senior officials	9.2	8.3	10.1
2 Professional occupations	14	19	19.1
3 Associate professional & technical	8.2	12.9	14
4 Administrative & secretarial	7.4	10.9	11
5 Skilled trades occupations	18.1	11.4	10.8
6 Caring, leisure and Other Service occupations	13.6	9.8	9.1
7 Sales and customer service occupations	8.7	9.2	8.1
8 Process plant & machine operatives	8	6.6	6.4
9 Elementary occupations	12.7	11.5	10.9

## AIMS AND OBJECTIVES

The Aims and Objectives set out in the Stayin' Alive Project Brief are as follows:

### Project Aims

1. To explore the reasons why young families and young adults leave the Glendale (Wooler) and Langholm areas and the impacts of this youth out-migration and
2. To recommend clear, feasible responses to tackling the out-migration of young people from the two communities.

### Project Objectives

- To review existing data on migration from/to the two communities
- To explore the reasons why young people are leaving and the impacts of this out-migration
- To work with representatives of both communities to gather information on existing and potential 'good practice' responses to this challenge from both communities
- To work with representatives of both communities to suggest and action clear goals and strategies to reduce the negative impacts of youth out-migration.

### Project Activities

- desk-based analysis of existing data and research about youth out-migration from Glendale (Wooler) and Langholm; (SRUC)
- interviews and focus groups with a variety of individuals and organisations in both communities (including young people, teachers, youth workers, local authority representatives and employers) to establish why young people/young families leave and the impacts of this out-migration (SRUC and project officers building on the current CADISPA community appraisal)
- workshops and 'action-oriented research' with local public, private and voluntary sector stakeholders in each community (including representatives of Glendale (Wooler) in the Langholm workshop and vice versa) to identify existing and potential responses to youth out-migration (SRUC and project officers)
- exchange visits between the communities involving young people, youth workers and other local service providers/practitioners.



While these aims and objectives clearly applied to the projects in Langholm and Glendale (Wooler) they were undeniably 'broad brush' and open to interpretation by the project management teams in both locations. This openness to interpretation was an essential strength of the project as a whole. The communities of Langholm and Wooler are similar but not a perfect match. Scrutiny very quickly throws up issues which are considered significant in one community while in the other, if existing at all, seem to be marginal at best. Given the differences between the two communities and localities, the projects were bound to develop in parallel rather than in partnership.

The two communities (Langholm and Glendale) are similar in size, population, social configuration/demographic and, while on opposite sides of the Scottish/English Border, in close geographic proximity.

There are of course some significant differences, for example, in that Langholm has a secondary school, serving Eskdale, with students up to 18 years old. Glendale has provision for education to middle school level only, secondary students travel 17 miles to school.

At the time of the inception of this project an important report was published. A study carried out by The CADISPA Trust (Conservation and Development in Sparsely Populated Areas) during the summer/autumn of 2012 was completed and circulated.

This weighty tome, 183 pages, is an in-depth study of the issues, concerns and aspirations of the people of Eskdale. It is the product of significant, detailed and lengthy consultation across the community and contains appropriately comprehensive data on those issues, concerns and aspirations. The report also contains 46 recommendations for action to address them. Extracts from the CADISPA Report appear later in this document.

In response to this situation it was decided that to immediately embark upon another round of consultation with a community 'fatigued', confused and perhaps more than a little bemused by the consultation leading to the CADISPA Report, would be a mistake.

As an immediate response, a smaller, more concise draft of aims and objectives was formed:

### **Project Aims**

1. To explore the reasons why young families and young adults leave the Glendale and Langholm areas and the impacts of this youth out-migration
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## **METHODOLOGY**

In Langholm (Eskdale), we were in the very positive position of being in receipt of the then recently published CADISPA Report which had delivered significant amounts of high-quality data. It was obvious, as previously stated, that this was a path well-travelled and one that did not require our project to go down once more. It was felt, however, that in the first instance it would be productive, in order to regain some balance and symmetry, that the CADISPA questionnaire should be used by the Glendale project team. This would allow both sides of this parallel project to start and go forward with comparable data.

In Langholm, already armed with the CADISPA data, a round of in-depth interviews or recorded conversations was conducted with individuals who had either left Langholm for reasons of further and/or higher education, career development, or had children who had left Langholm for those reasons.

The conclusions drawn from these interviews and supported by the CADISPA data were, to put it bluntly, that ultimately 'it's about the economy stupid!'

Langholm as a location has many positive attributes, environmental, social, and cultural but unfortunately in terms of the economy or opportunities for employment the situation is much less encouraging. Langholm is also characterised as 'remote rural' and also suffers from the disadvantage that status brings.

Having identified where the problem lies, it was important to take an objective look at Langholm as a settlement, a community and to consider its potential to thrive economically. It was noted that the CADISPA Report focussed on adult residents and while Langholm has a support organisation for young people, it had been more than 7 years since any serious consultation work had been carried out with this sector of the community.

Given that the principal question was on the future for the communities of Langholm and Eskdale, including Canonbie and Eskdalemuir, the decision was made to start with a data gathering exercise focussed on young people. The consultation would gather data to highlight a range of issues around liveability and inform the development of interventions to provide solutions for this community.

The consultation would include gathering data on what young people currently do in their spare time, the concerns they have, activities and resources they would like to see locally and any plans for the future. This information would be gathered by updating and re-doing the youth survey of 2006 and a new participatory appraisal activity called Life Train. This participatory appraisal activity is particularly important in that the data is generated entirely by the participants. The information provided is not in response to questions or any other potentially 'leading' input which is why this method is good with younger participants and is particularly valuable.

The consultation includes students from P4 to P7 and from S1 to S6. For secondary students a Skills Audit was also carried out. Consultation was also planned to include the 18-25 age group.

A Project Steering Group was formed to include The Langholm Initiative, Langholm Academy and the Xcel Project, as it was at the time. One individual from each organization was recruited to form a focused and relevant group. The theory was that Langholm Initiative had strong links with Langholm Primary School, the Academy would provide access to young people up to the age of 18 and the Xcel Project would engage with young people from 18-25. Unfortunately engaging the 18-25s was not possible but The Dumfries & Galloway Small Communities Housing Trust consulted 15-25s in Langholm (see Appendices). The consultation did include a survey of 19 local employers and 34 local employees who provided valuable information on employment issues.

The workshop, presentation and questionnaire were the principal methods of harnessing information. 288 young people participated in the consultation process.

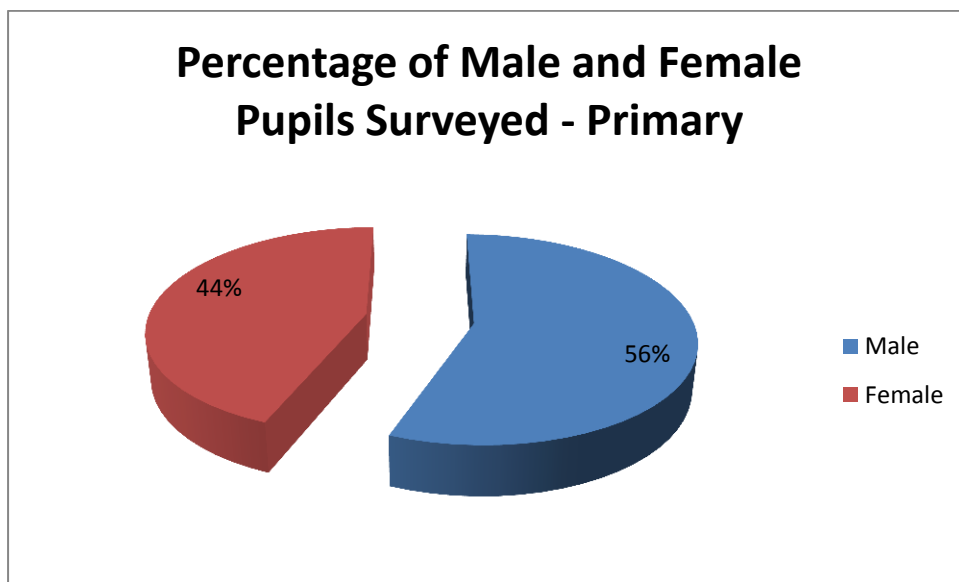
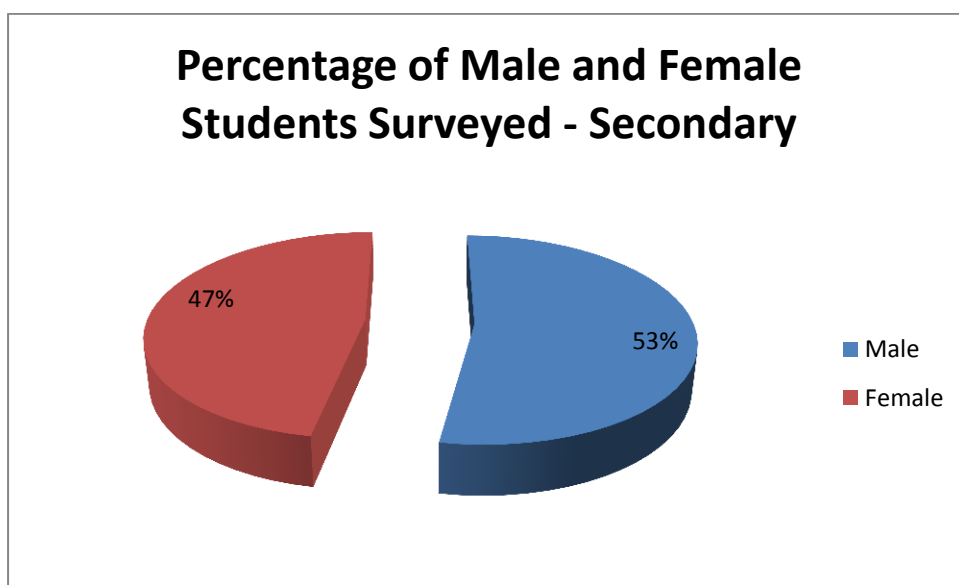


## DATA ANALYSIS

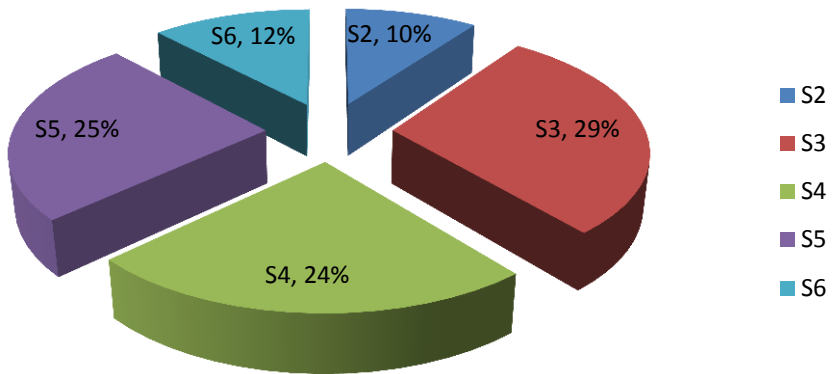
Youth Survey – 2013

### **Section 1.**

This section of the survey establishes the total number of male and female pupils, their age and year group.

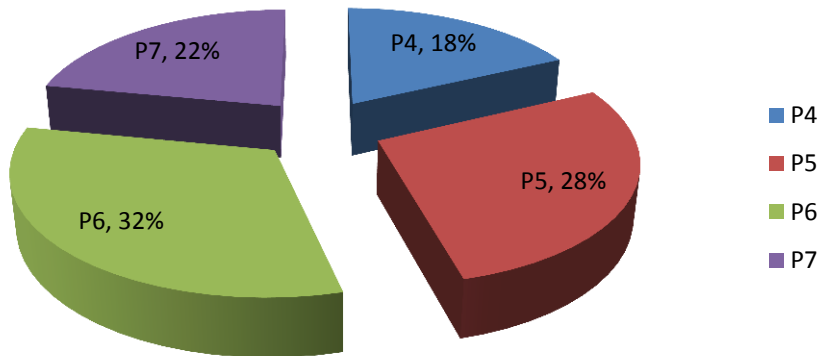


### Year Groups - Secondary



178 students

### Year Groups - Primary

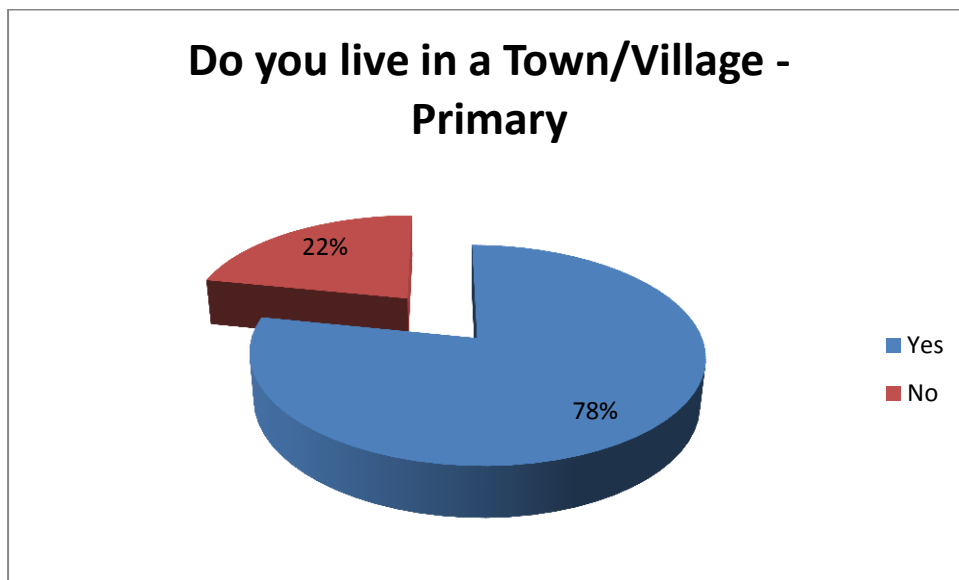
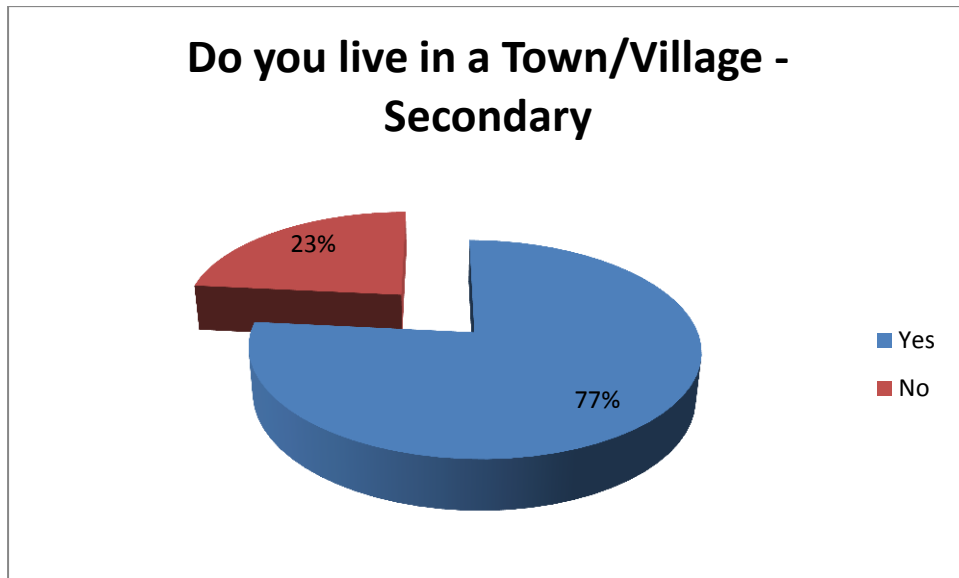


110 pupils

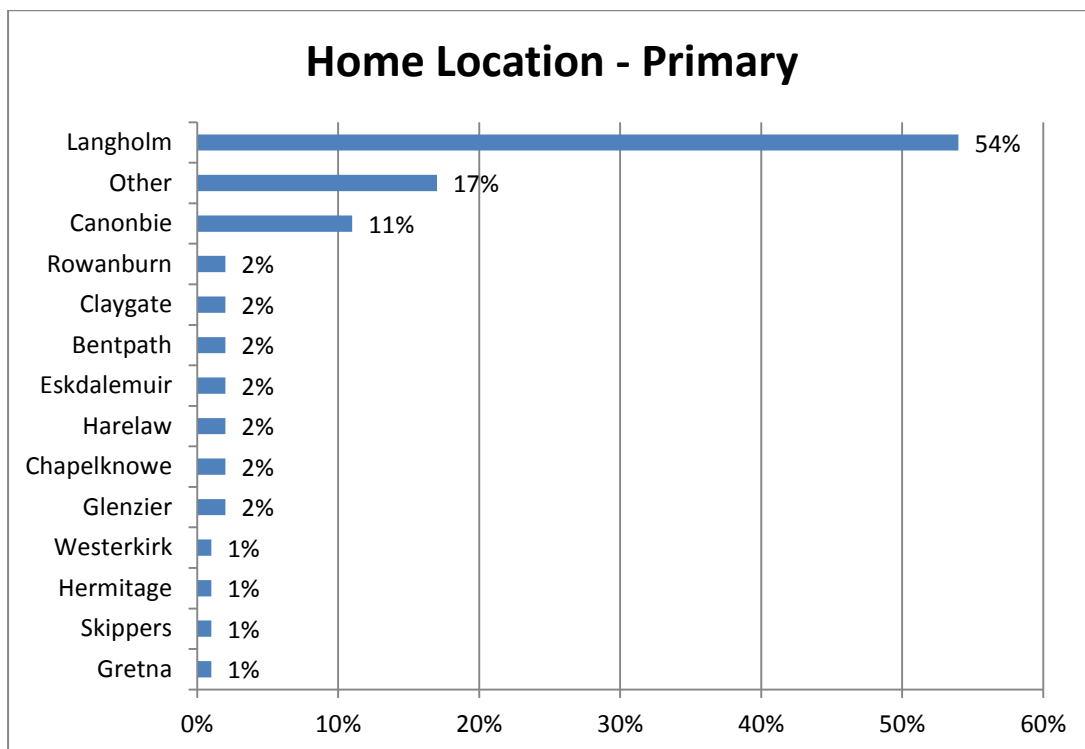
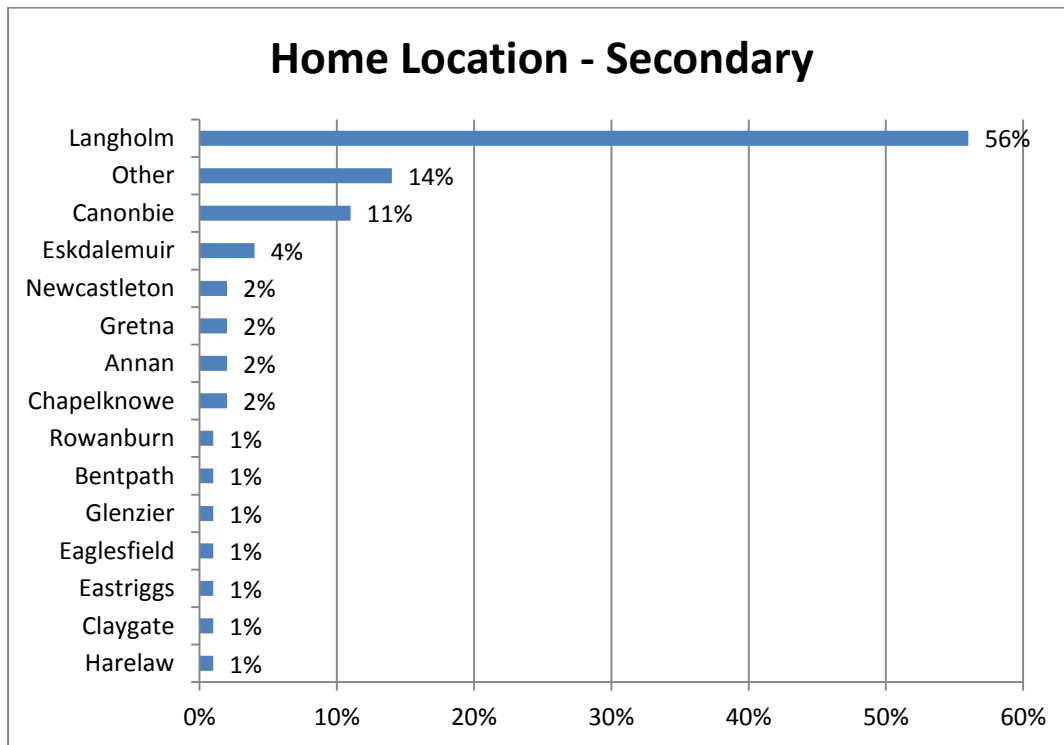
**Section 2.**

To establish where the young people lived and to get an idea of how many were rurally isolated the survey asked:

Do you live in a town or village?

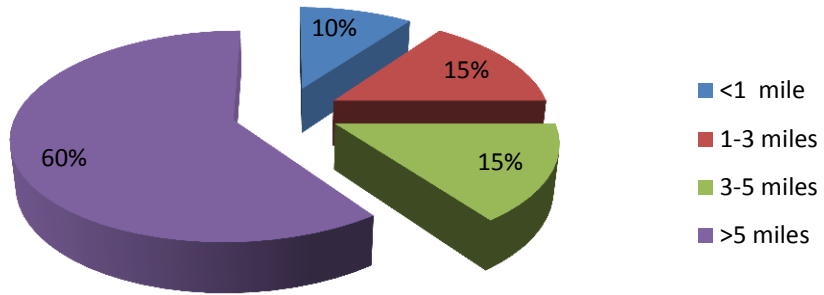


If Yes, which town or village?

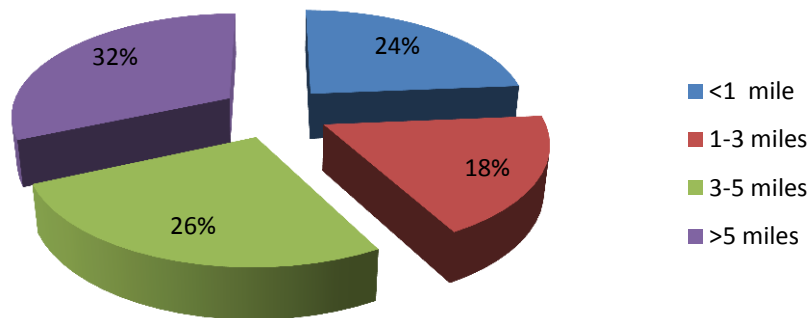


If No, how far from town do you live?

### Distance from Town or Village - Secondary



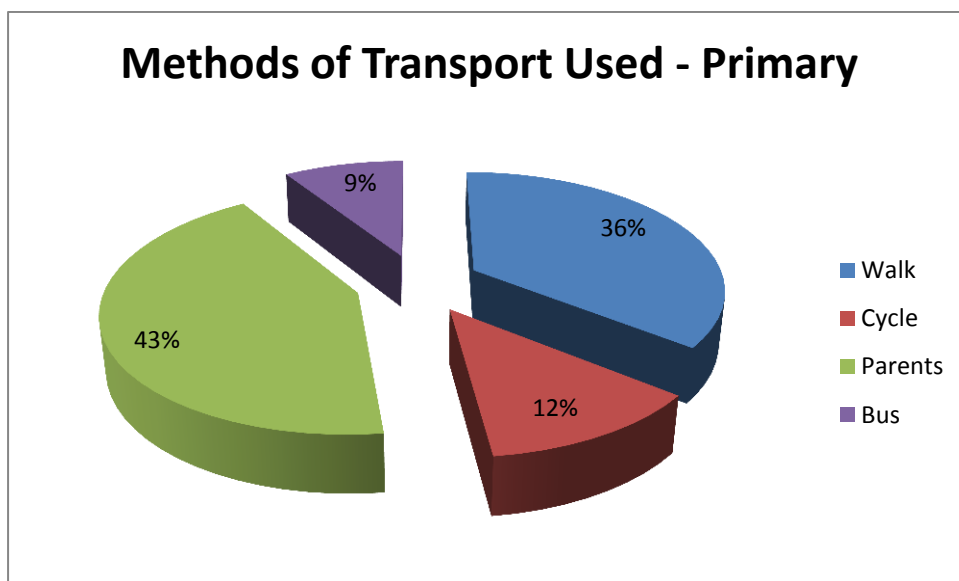
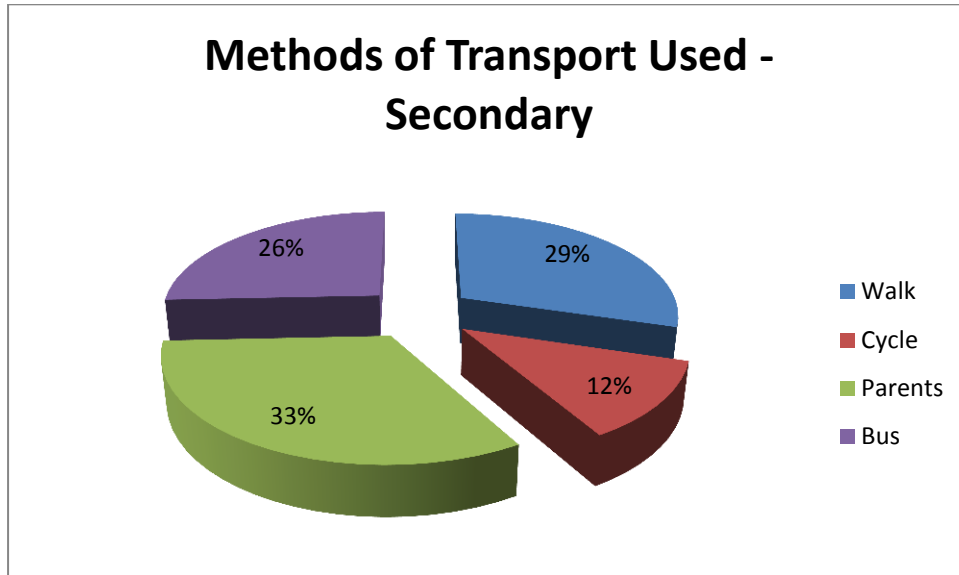
### Distance from Town or Village - Primary





Eskdale is a rural community and therefore to gauge what forms of transport the young people rely on the survey asked:

How do you get to places?

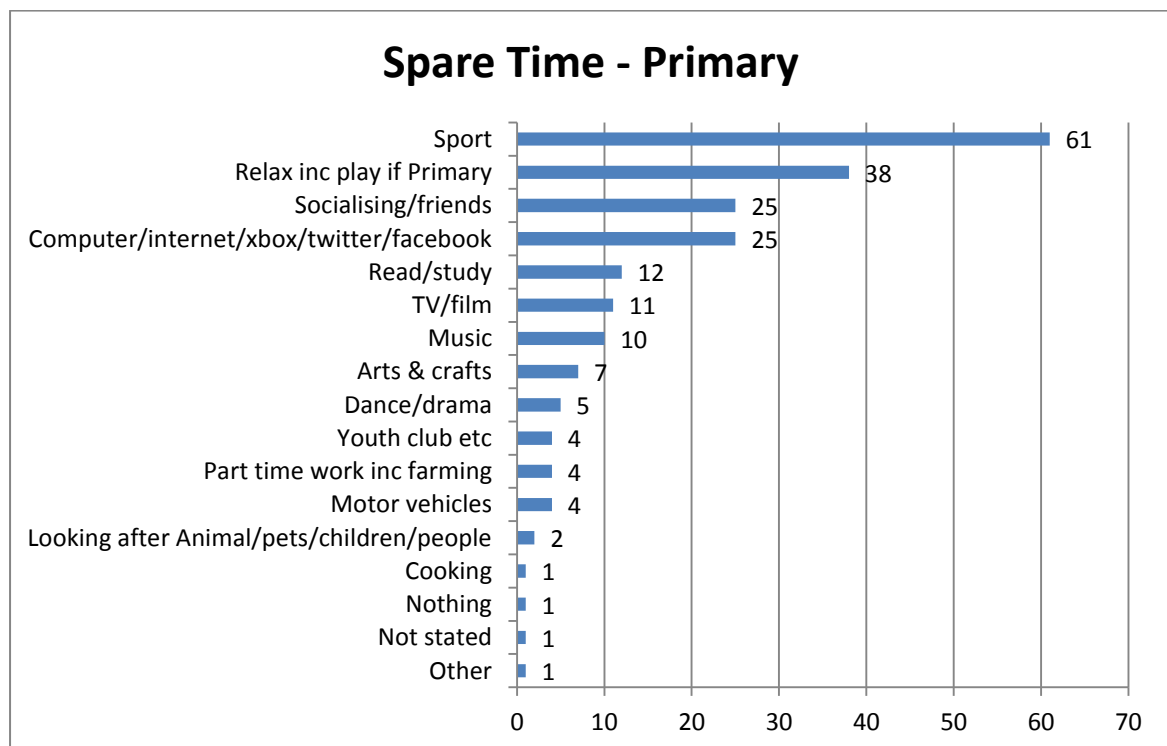
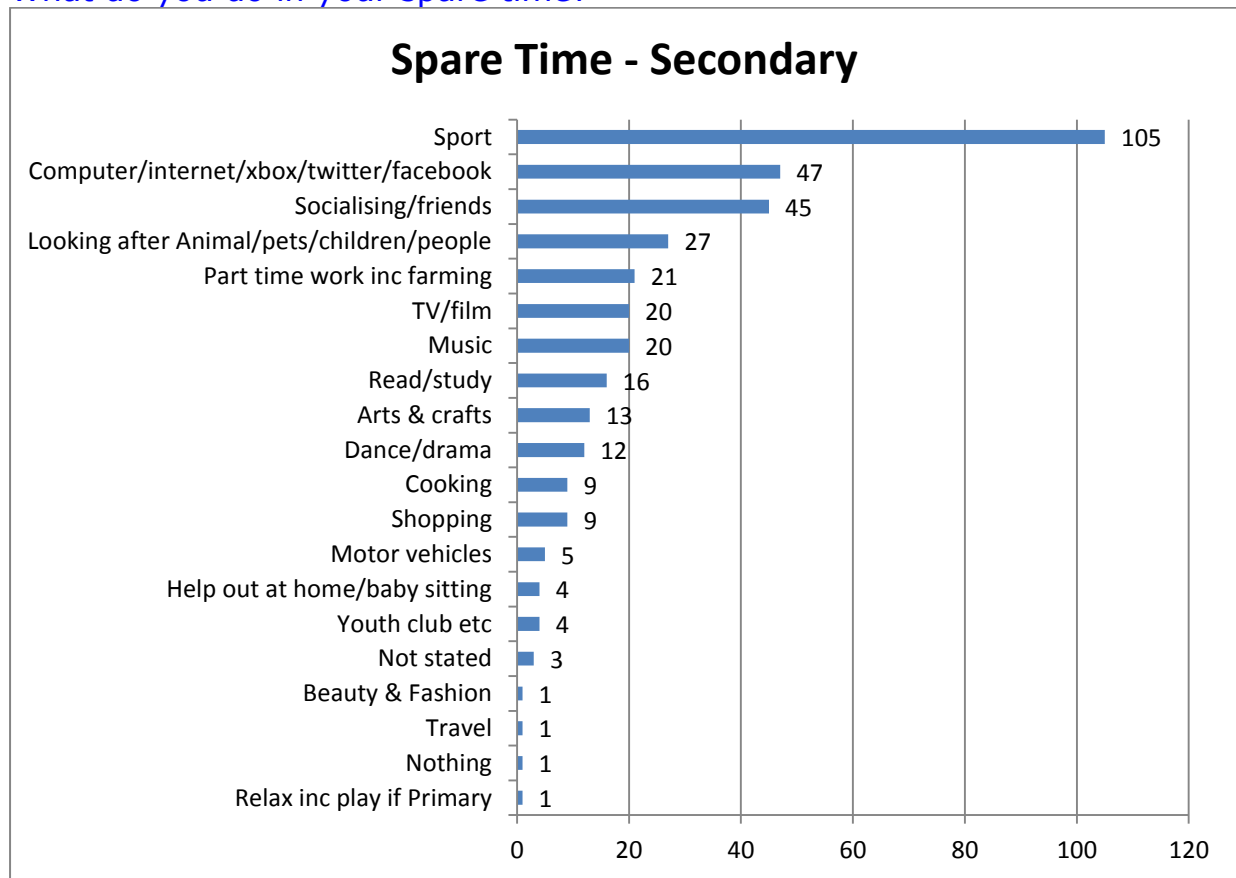


Of the young people surveyed more than 50% live in Langholm, where many facilities are situated, i.e. Sports Centre and Community Centre, therefore it is surprising that 'Parents' is the most popular answer to this question.

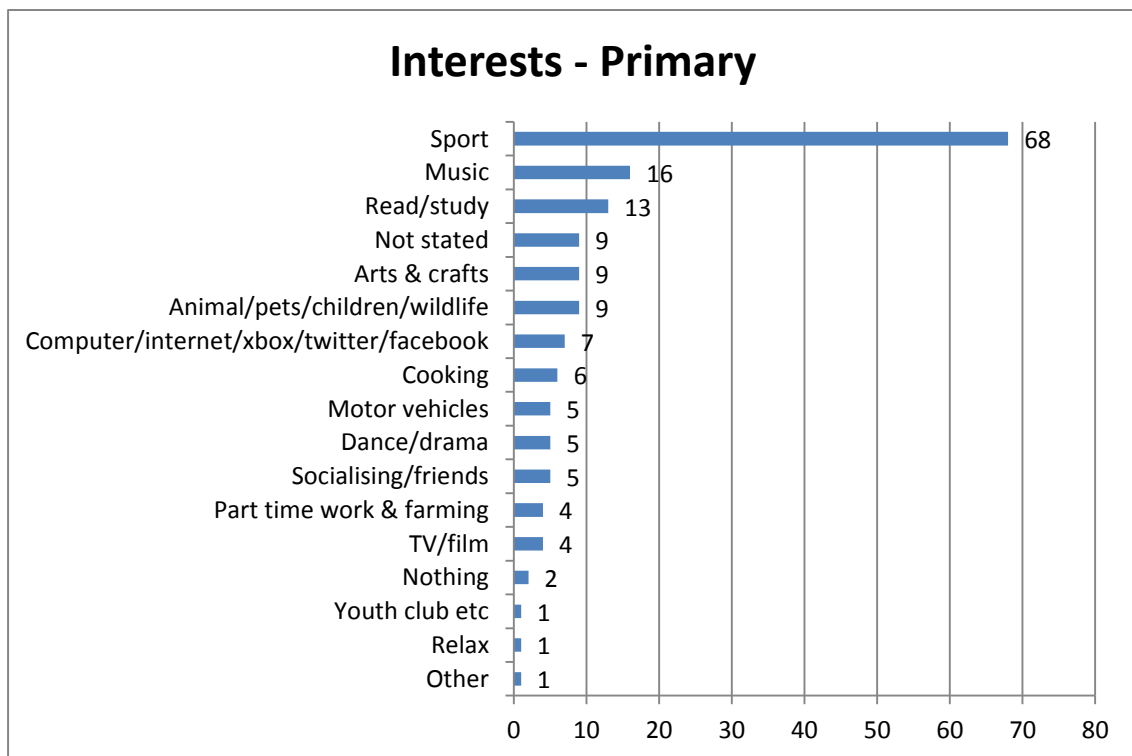
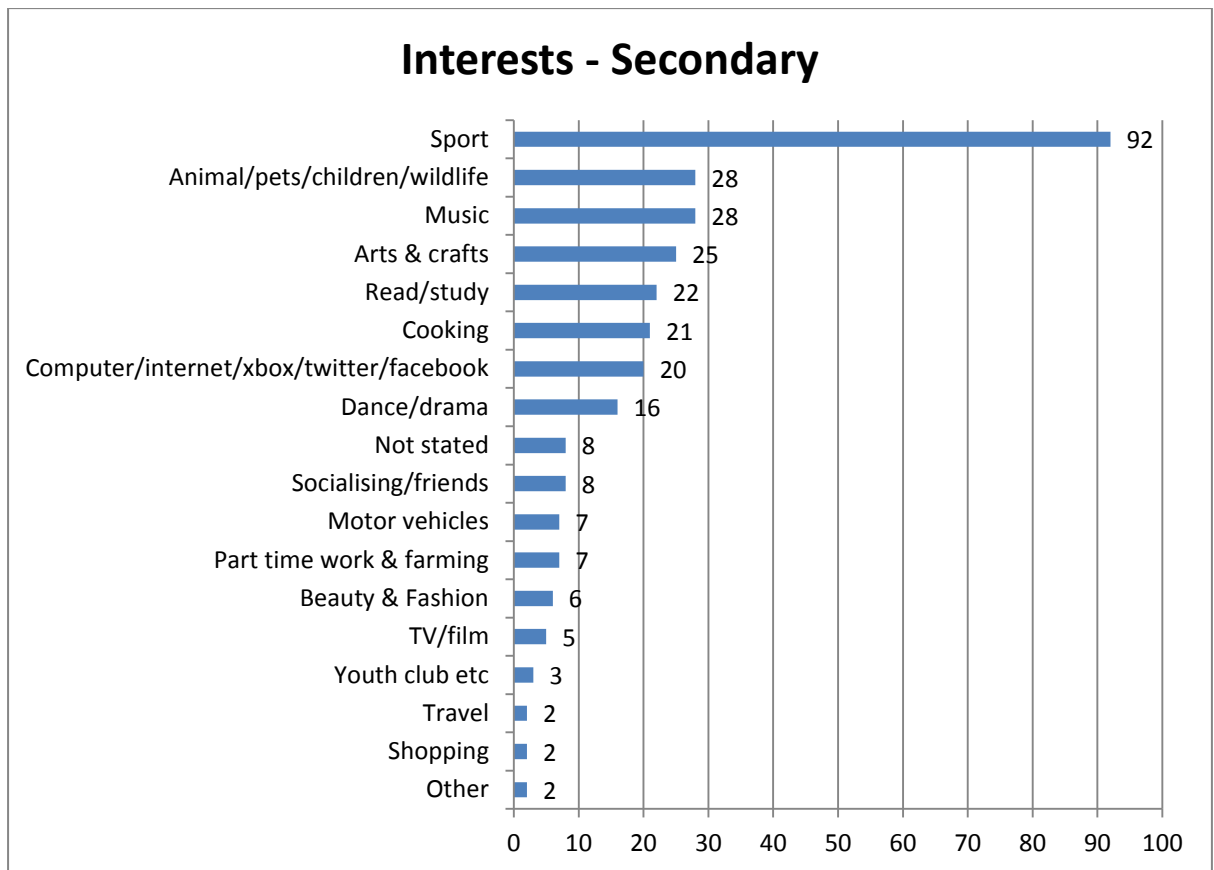
### Section 3.

This section of the survey asks what activities the young people currently enjoy and what they would like to see available in the future.

[What do you do in your spare time?](#)

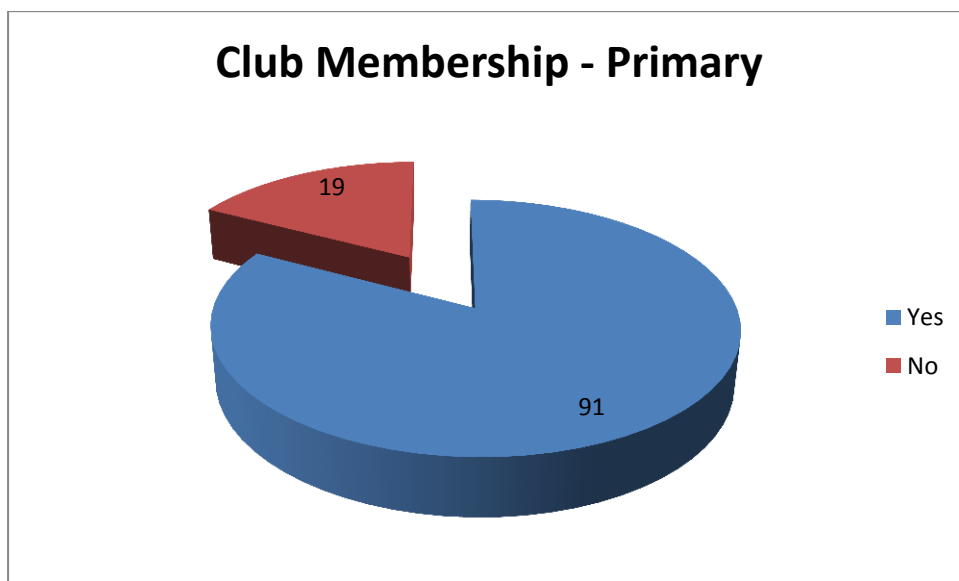
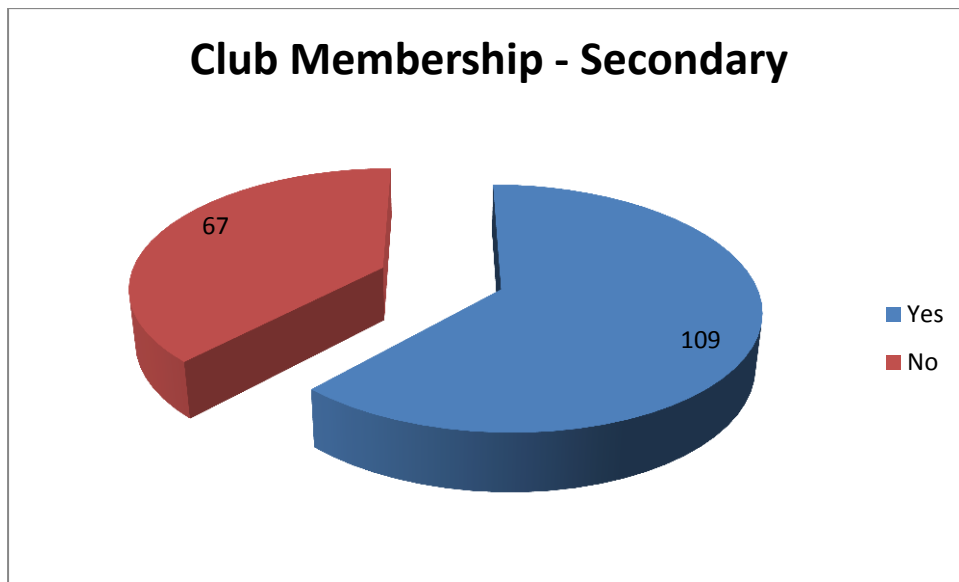


## What are your interests?



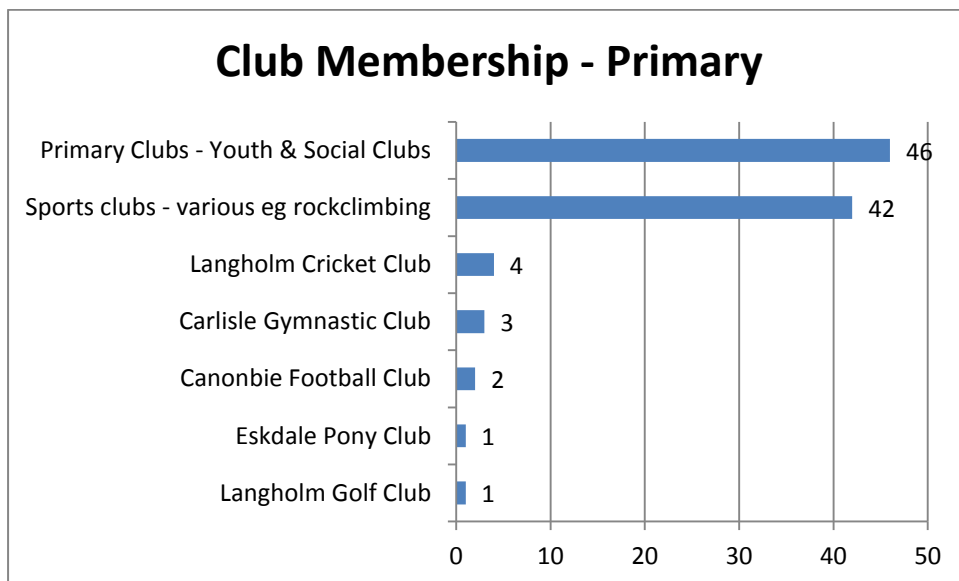
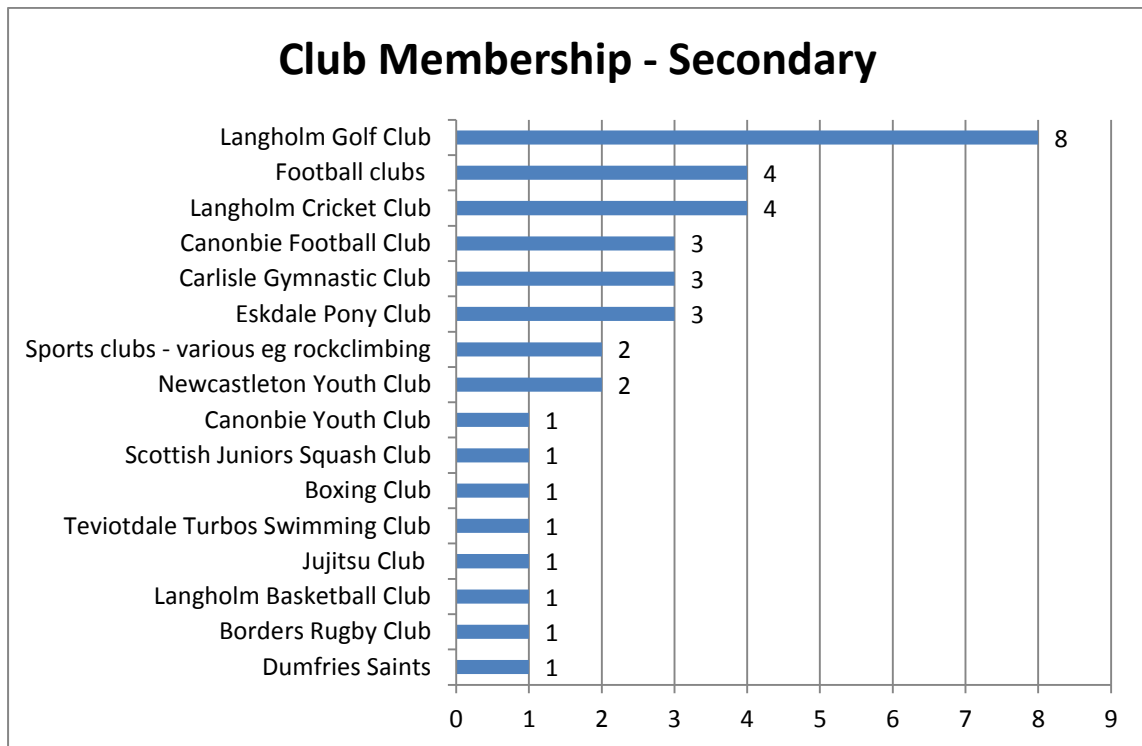
Sport is an overwhelmingly popular interest and spare time activity in Eskdale. Most young people surveyed stated two or more sports related interests and spare time activities.

Are you a member of any clubs?



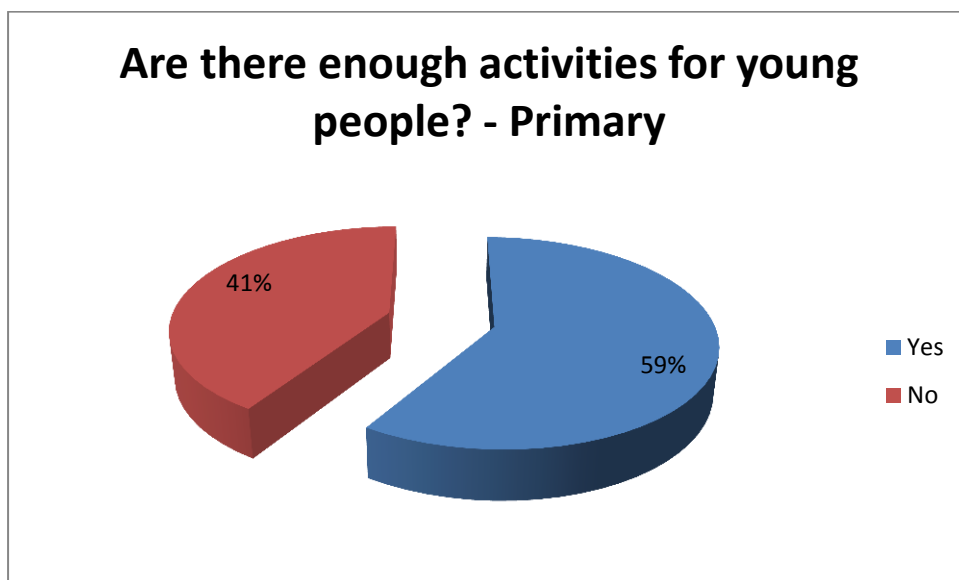
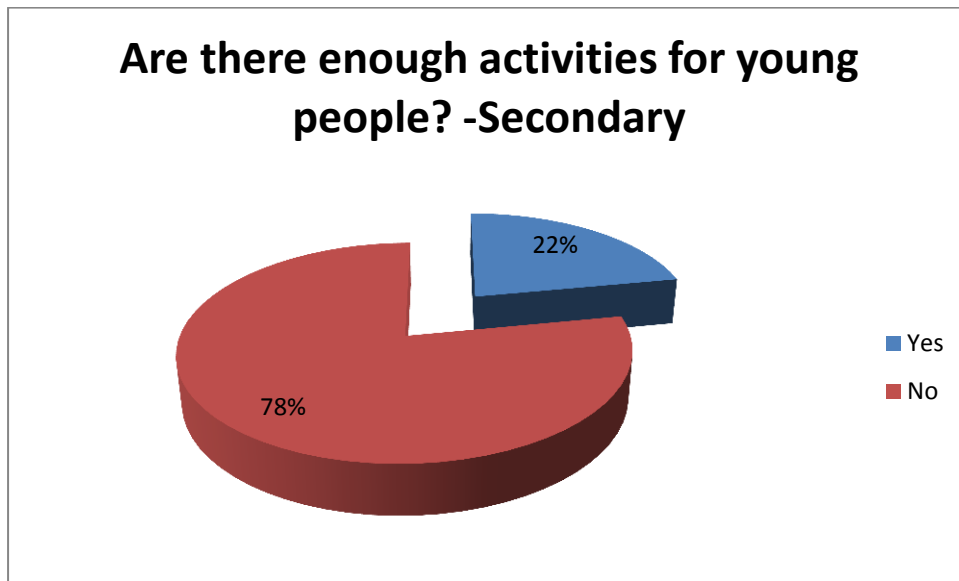
The proportion of young people that belong to clubs decreases, as they get older, 83% among Primary School pupils compared with 62% of Secondary students.

If yes, which ones?



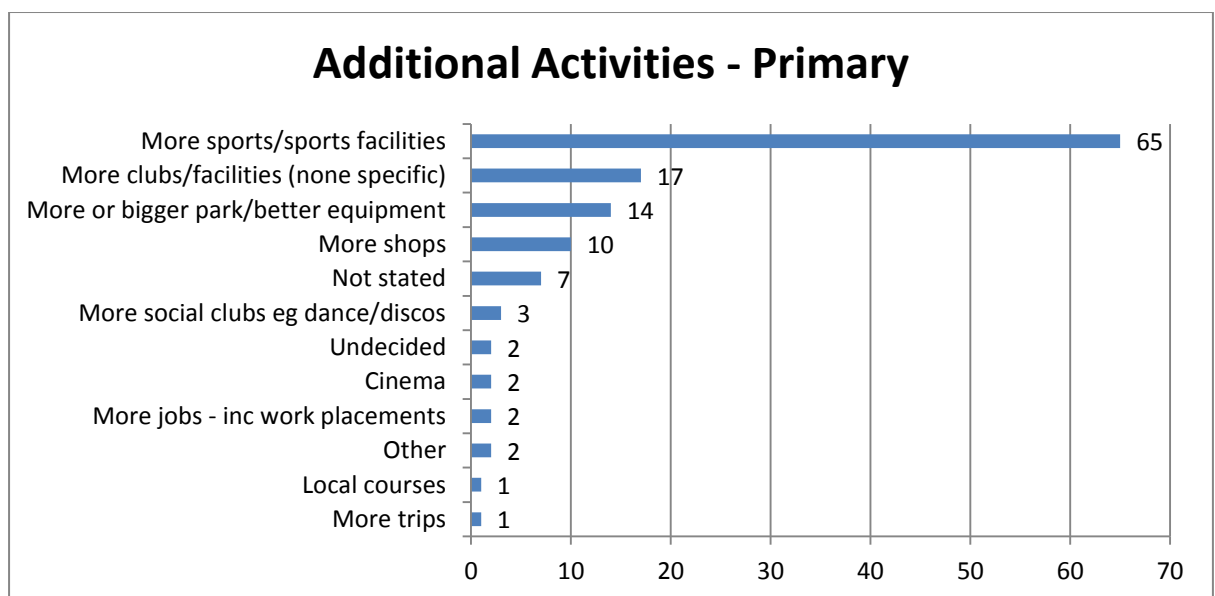
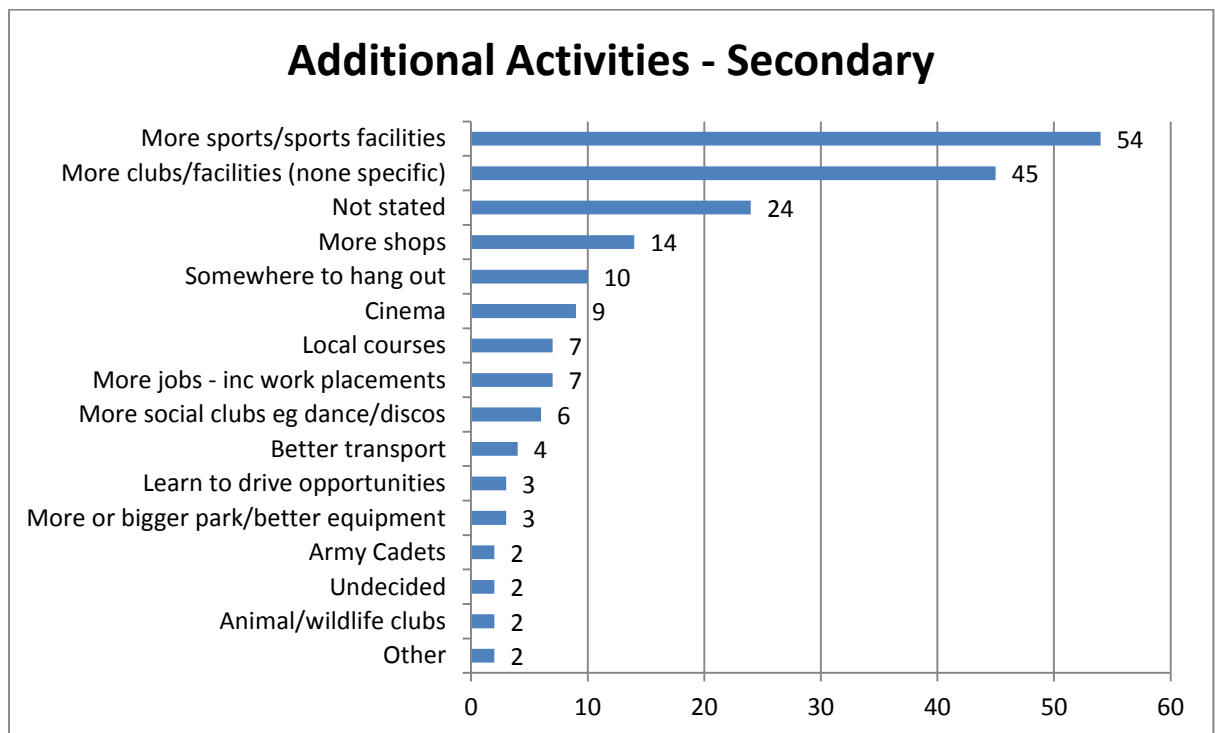
The figure for sports related clubs is high because most young people stated they belonged to more than one type of sport related club.

Do you think there is enough going on for young people in your area?



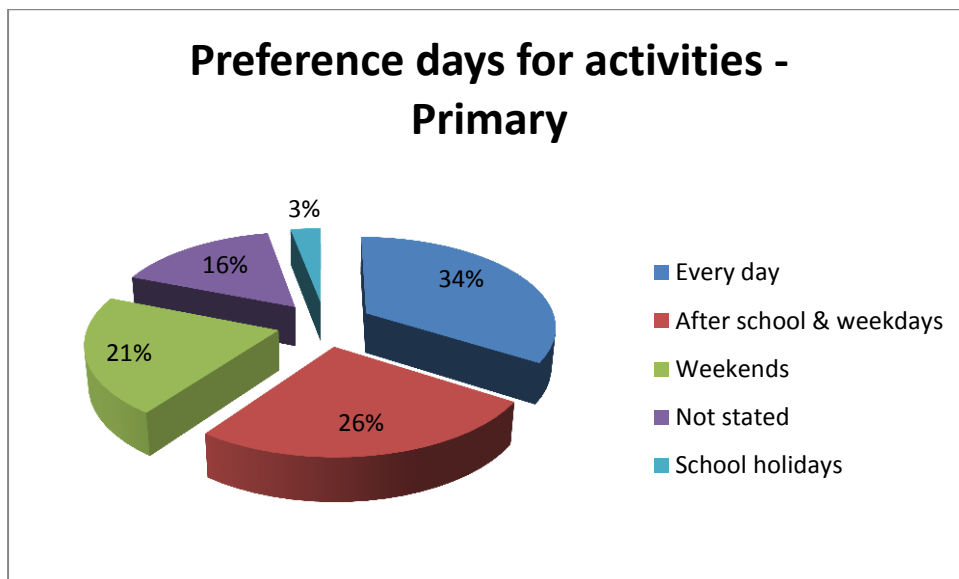
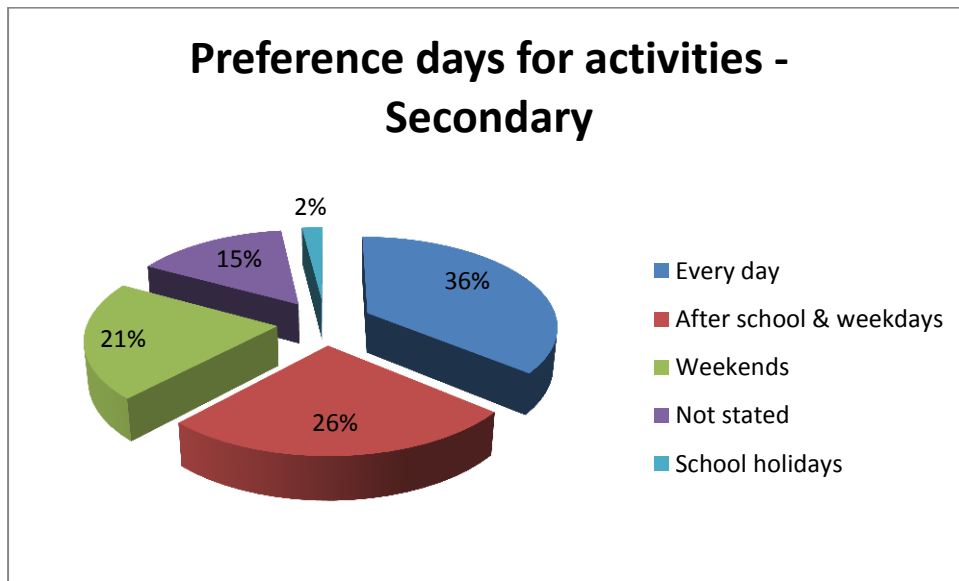
The results show a marked contrast between Primary and Secondary students with 78% of older students recording that there was not enough activity, while only 41% of primary pupils agreed with them.

## What would you like to see available for young people?



The demand for more sports and sports facilities was a clear leader followed by clubs of a non-specified nature, (youth club), by all ages surveyed. This is supported by 'Somewhere to hang out' and 'Cinema' in Secondary.

On what days would you prefer activities?



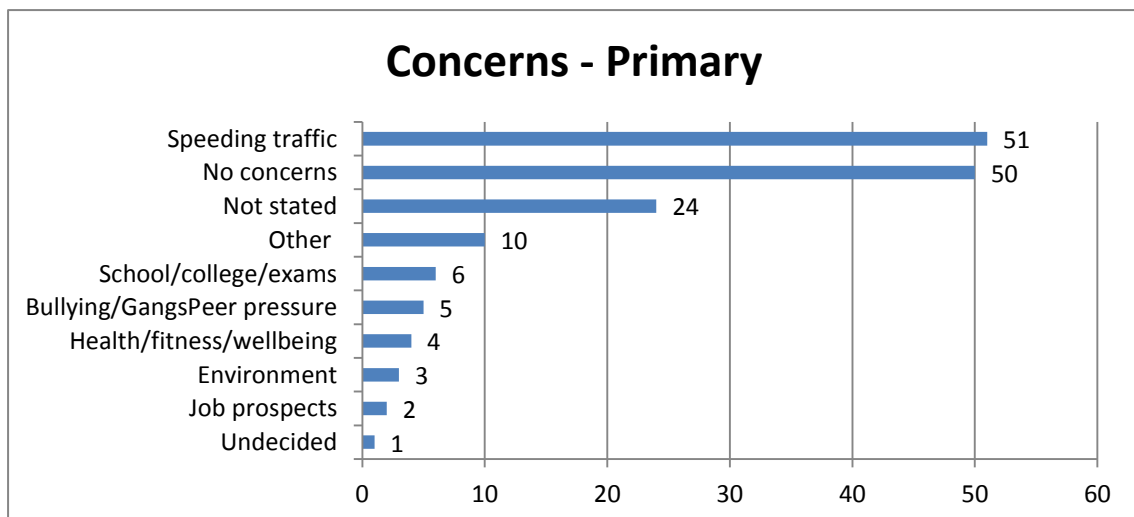
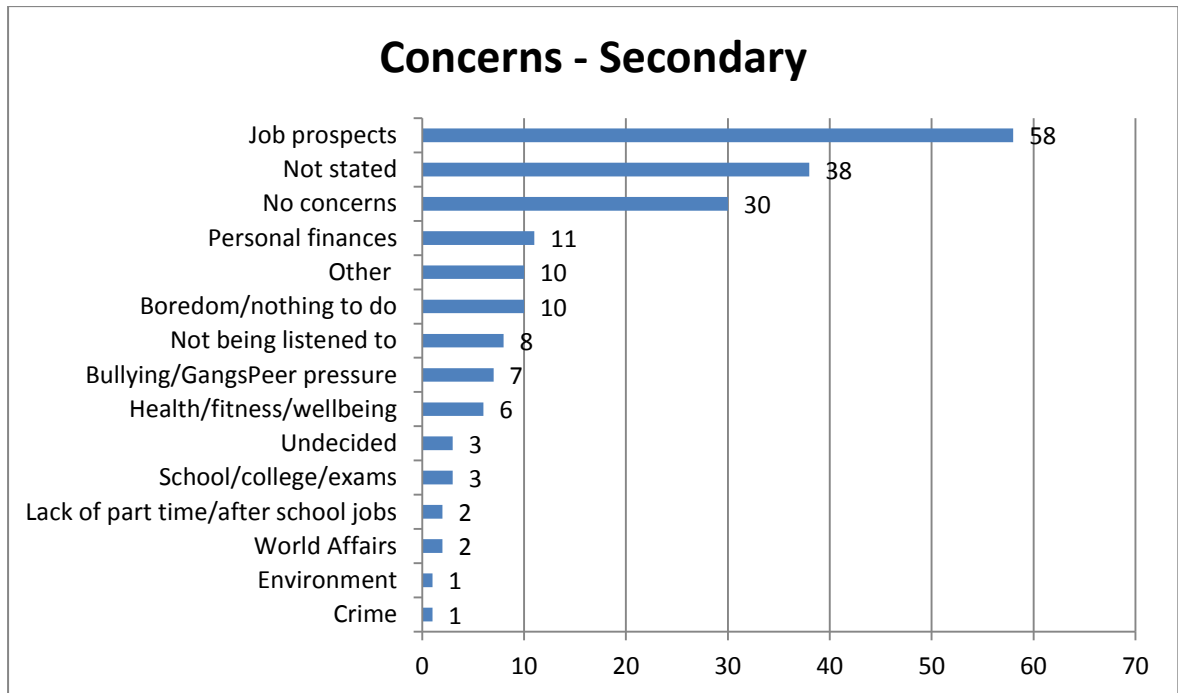
Every day, followed by after school and weekdays was the most popular answer by both Secondary and Primary pupils surveyed.



## **Section 4.**

The questions in this section are designed to give an insight into the views and opinions of the young people.

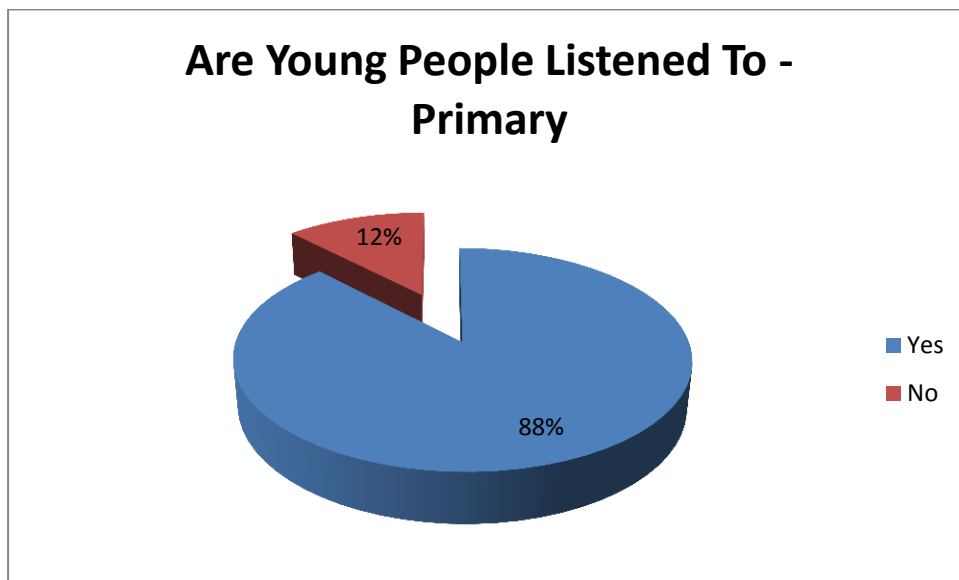
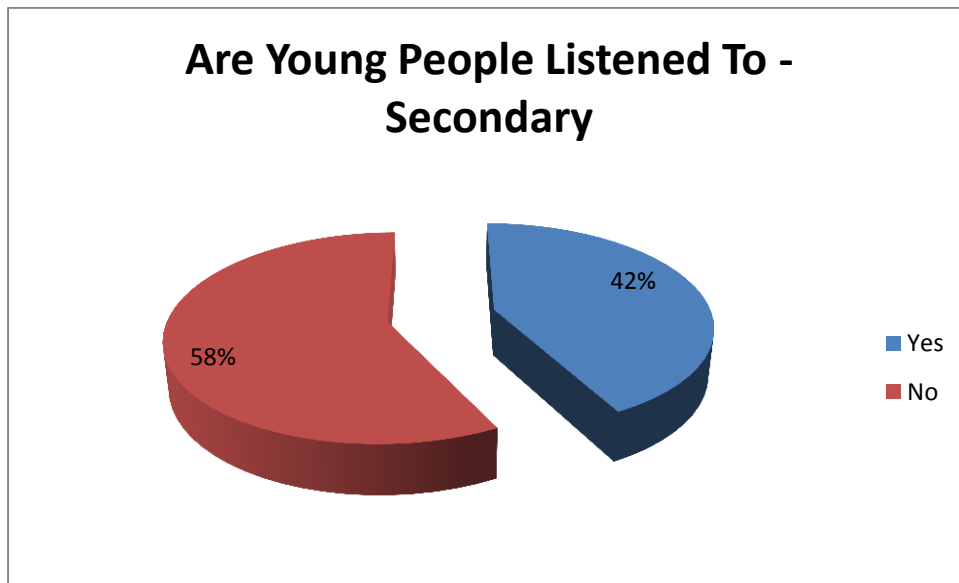
What concerns do you have as a young person?



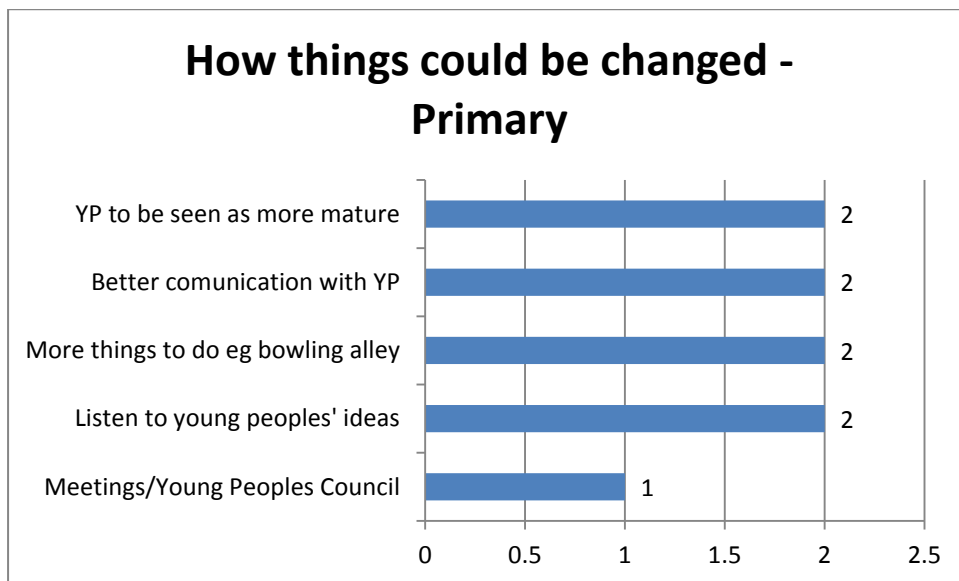
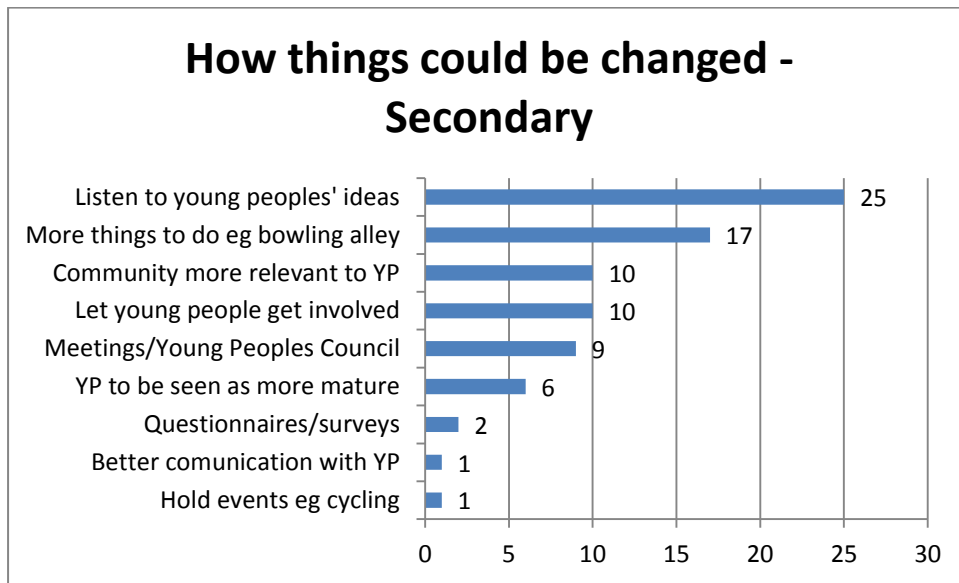
30 of the 178 at secondary school and 50 of the 109 at primary recorded having no concerns. However, Job Prospects, with a score of 58, was top concern with secondary students, while Speeding Traffic was identified by 51 primary pupils as their top concern.

Concerns over Bullying/Gangs/Peer Pressure were recorded by both cohorts with 7 in secondary and 5 in primary. This equates to 4% in secondary and 5% in primary.

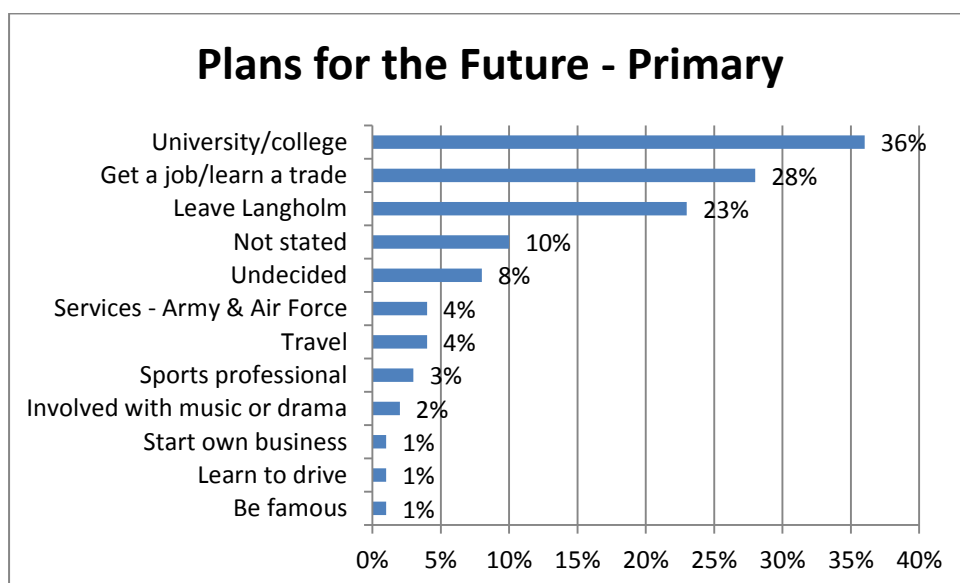
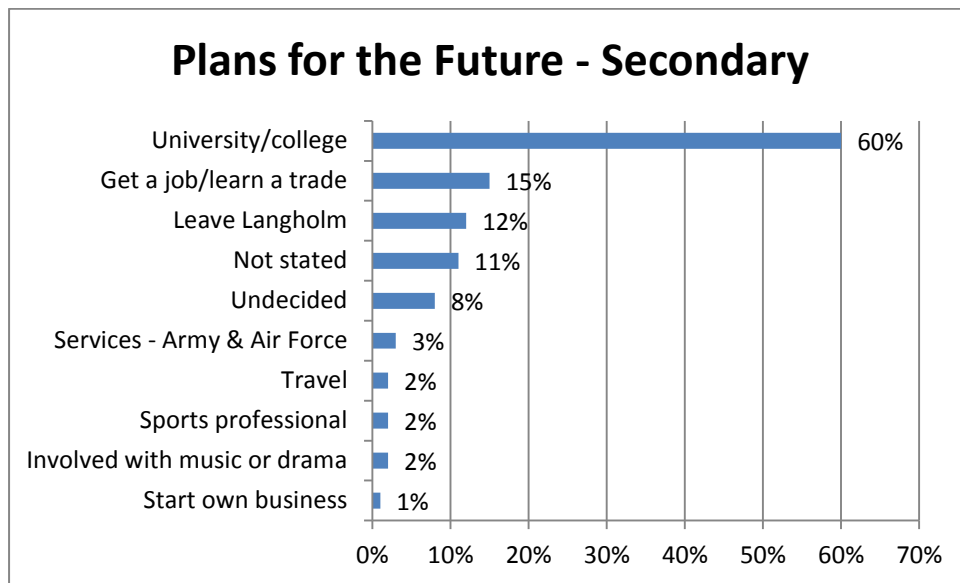
Do you think young people are listened to and involved in community activity?



If NO, how could that be changed?



## What plans do you have for when you leave school?



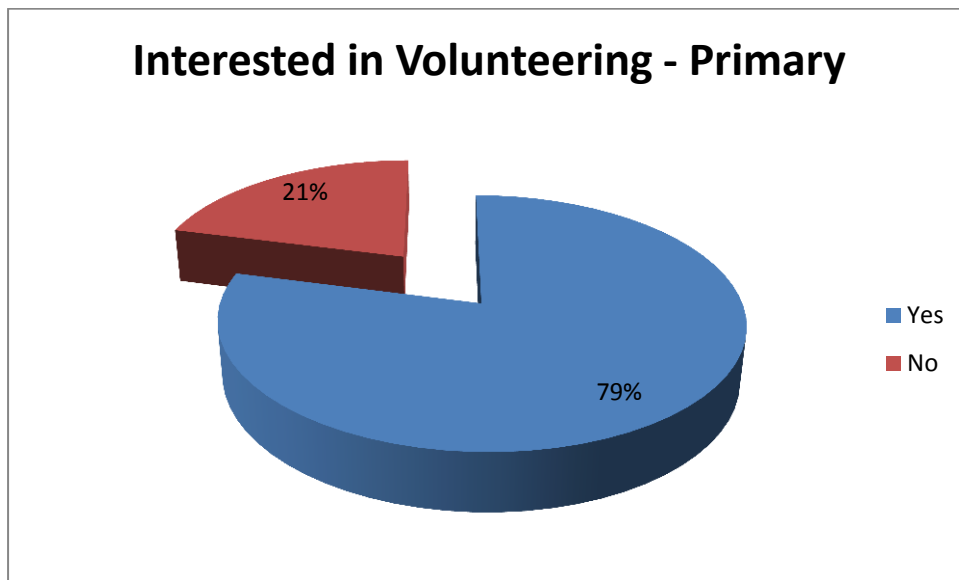
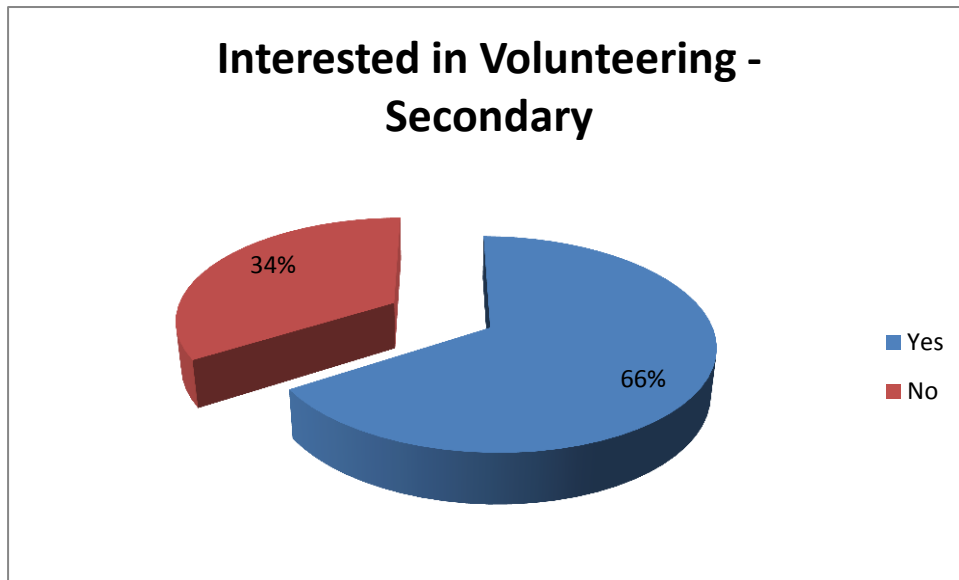
University/college is a very clear winner with 60% of Secondary and 36% of Primary pupils.

28% of Primary contrast with only 15% of Secondary students recording 'Get a job/Learn a trade'. However, many of the jobs specified in the 'Get a job/Learn a trade' category actually require university or college qualifications e.g. teacher and vet. There is a surprisingly high score for 'Leave Langholm' with 23% in Primary and 12% in Secondary. 'Undecided' scores 8%, 'Start own business' only 1% in both groups.

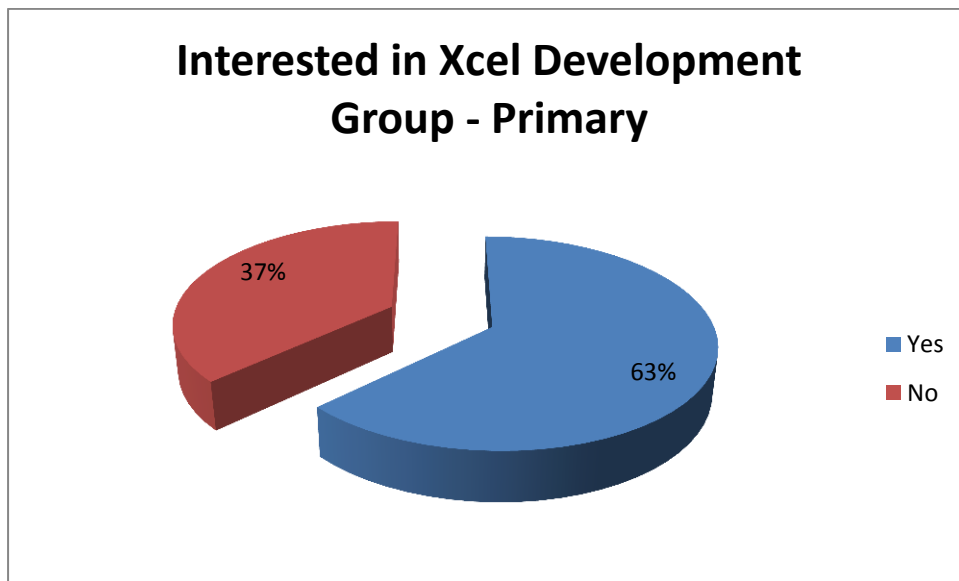
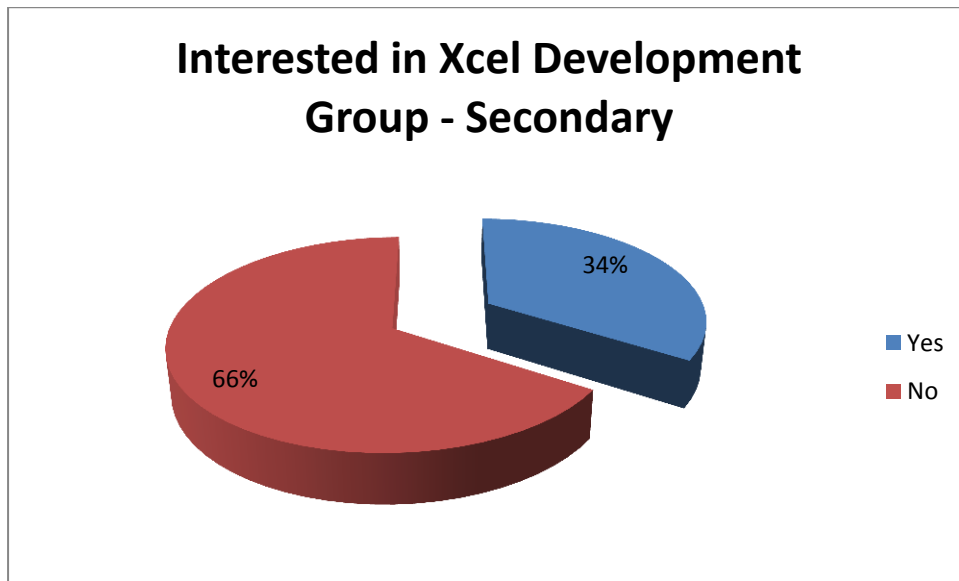
**Section 5.**

The final section of the survey establishes how many young people are prepared to become volunteers.

Would you be interested in helping/volunteering with various clubs and activities?



Would you be interested in being part of the Xcel Development Group?



66% of Secondary students stated that they would be interested in volunteering with Primary pupils at 79%. When asked about formalizing their involvement the figures recording YES falls to 34% in Secondary with Primary at 63%.

## Stayin' Alive Project - Langholm

### Life Train Results – Langholm and Canonbie Primary Schools

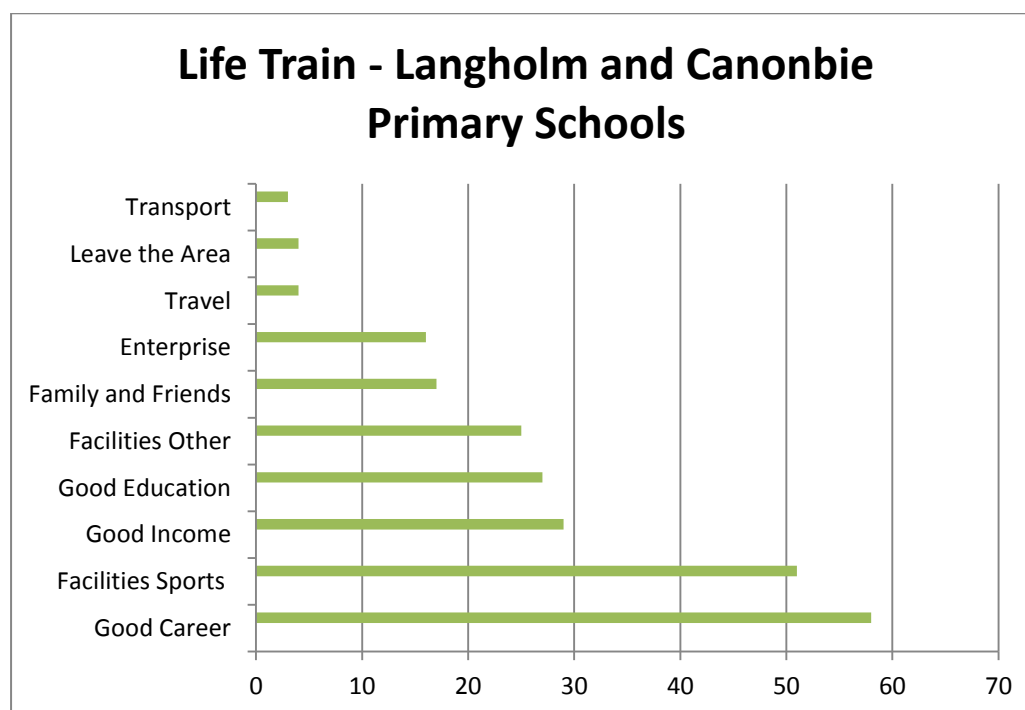
Between 12<sup>th</sup> and 26<sup>th</sup> of June 2013 a consultation exercise, using 'Life Train' a participatory appraisal tool, was carried out with pupils of Langholm and Canonbie Primary Schools.

A total of 110 pupils from Primary 4, 5, 6 and 7 took part.

The significance of 'Life Train' results is that the results are generated by the participants themselves without prompting, rather than as responses to questions as with the more usual consultation questionnaire.

The pupils were asked to consider aspirations that they held, either for their lives currently or in the future. These could be with regard to any aspect of their lives, recreation, school, what they wanted to do when they left school etc. The results were then considered in the context of where they live and a variety of locations were recorded. Langholm and Canonbie Schools are located in rural communities and serve a number of smaller and/or dispersed communities.

The responses are recorded, as follows:



The high scorers, allowing for a keen interest in sport placing Sports Facilities at number 2, are devoted to Education and Career.

The desire for a 'good career' was recorded by 58% of those consulted, a 'good income' by only half as many at 29%.

Types of career identified by participants covered a broad spectrum, including:

Actor, archaeologist, armed forces, artist, auctioneer, author, baker, banker, chef, designer, engineer, farming, game dealer, joiner, nurse, photographer, police, shop keeper, singer, tailor, teacher, and veterinary surgeon.

A 'good education', scored 27%, included vocational training, as well as the progression to further and higher education. Recognition of the importance of doing well at school was also evident, as was that school was an enjoyable experience.

'Facilities Other' scoring 25% included youth clubs, shops, other recreational facilities and housing.

Family and friends scored 17%, reflecting the supportive nature of these communities.

Enterprise or business start-up recorded a score of 16%.

Travel, as a life enhancing activity was recorded by 4% of participants, as was a desire to leave the area.

Transport was recorded by 3% and reflects the issues of isolation experienced by participants who live at some distance from towns and are, as a consequence, excluded from activities, events and from socialising outside of school hours.

The title of the exercise 'Life Train' describes the train-like format, with the 'engine' at the front being where you live e.g. Langholm. The carriages are the aspirations held by each participant with the last carriage or 'guard's van', allowing for comments.

These included, not only references as to whether or not it would be possible to realise the aspirations identified. How many were currently achievable and 'other' comments.

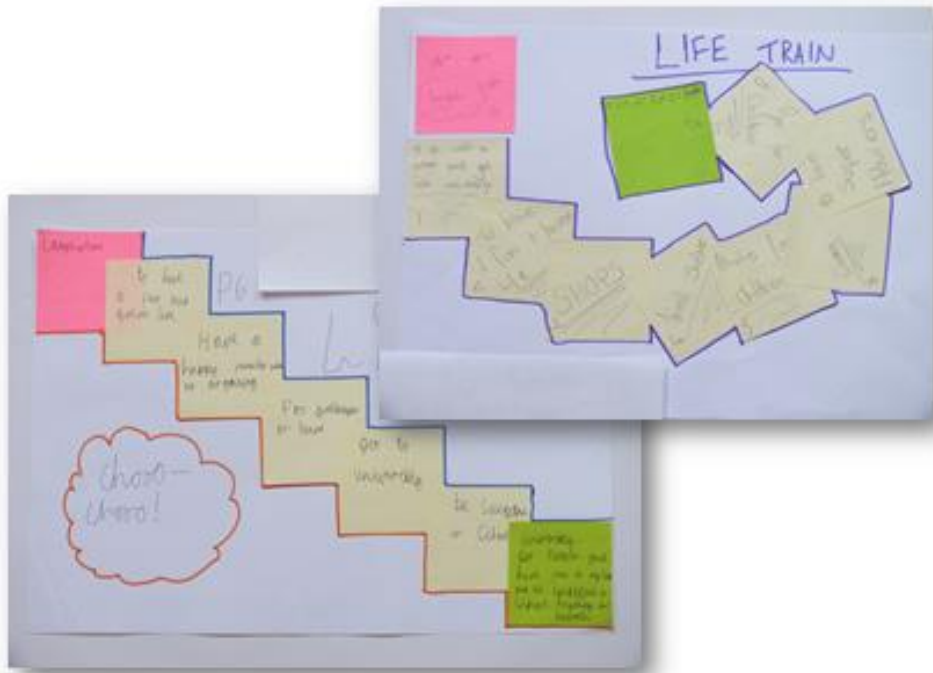
These comments covered a variety of topics including life and death, marriage, children and concerns for the future including expressions of a desire to grow up (get older) matched by those not wanting to grow up (not get any older).

In carrying out this consultation, we were struck by the earnest and honest manner of the young people who participated and the serious consideration given to the information provided by them.

It seemed to us that this, very fundamental face-to-face and participatory approach, while being self-evidently more labour intensive and time consuming, delivered high



quality data for the project and a valuable awareness raising experience for the young people who participated. Our assumption on the additional benefit to the young people who worked with us is supported by comments from teachers at both schools who assisted us by carrying out a mapping exercise with participants.



# Stayin' Alive Skills Audit Report

## June 2013

In June 2013, as part of the data gathering process for the Stayin' Alive Project in Langholm, 186 students at Langholm Academy were consulted about skills. The resulting data provided the project with a comprehensive and accurate audit of the variety and incidence of skills in students attending the Academy.

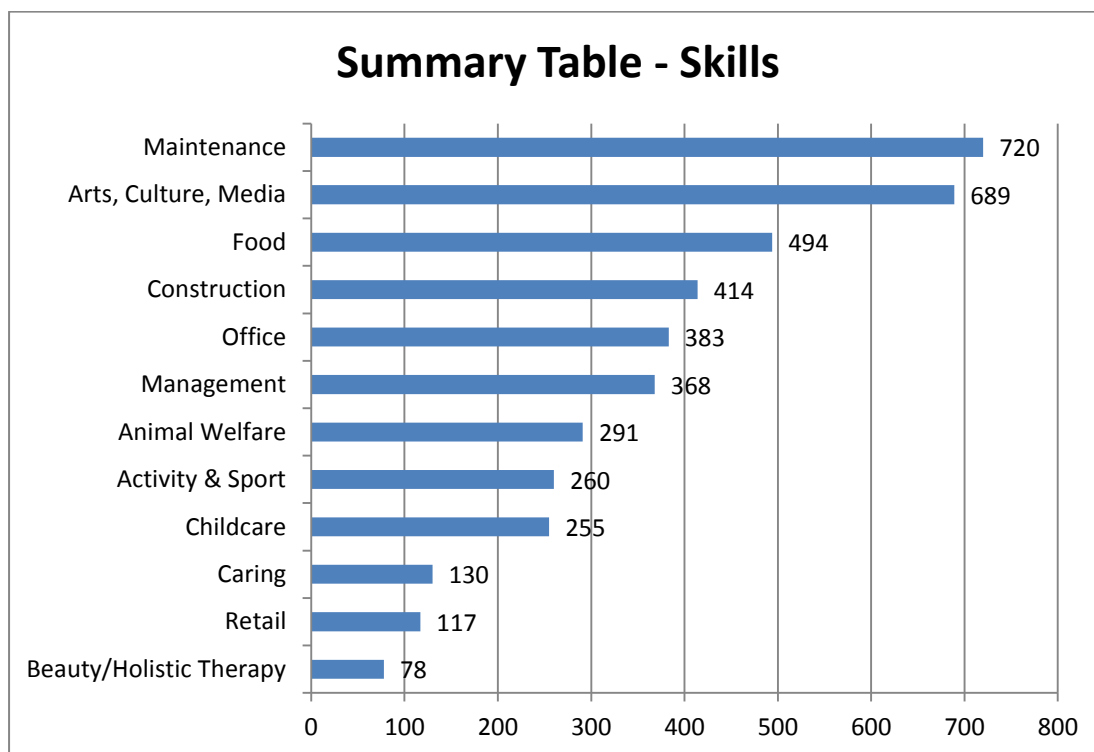
This information will support and validate decisions made by the Stayin' Alive Steering Group in developing a legacy project for Langholm.

The Steering Group would like to express thanks and gratitude to Staff and Students at Langholm Academy. Without their interest, support and generosity of time, the production of this report would not have been possible.

***“If local people are serious about making the area somewhere young people and families will want to stay then there is a need to find ways to provide easier (and possibly more flexible) access to university, college and vocational learning”.*** – Langholm and Eskdale Community Planning Appraisal, CADISPA, 2013.

The table below shows a summary of the recorded responses by all participants.

It should be noted that within each heading are a range of specific skills. Breakdowns per heading appear throughout the report, following the format of the consultation.



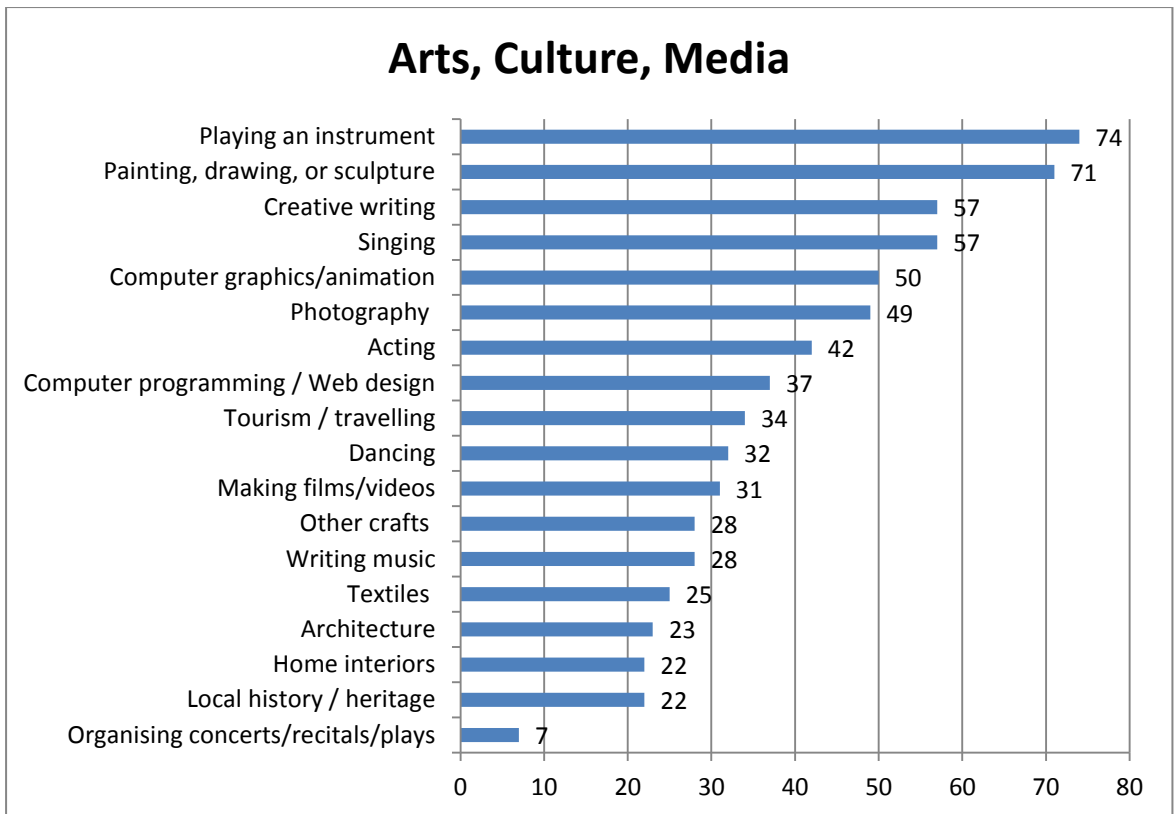
### 1. Do you have skills for any sports or activities?

This section establishes the scope and scale of participation by young people in Sports Activities. These are as follows:

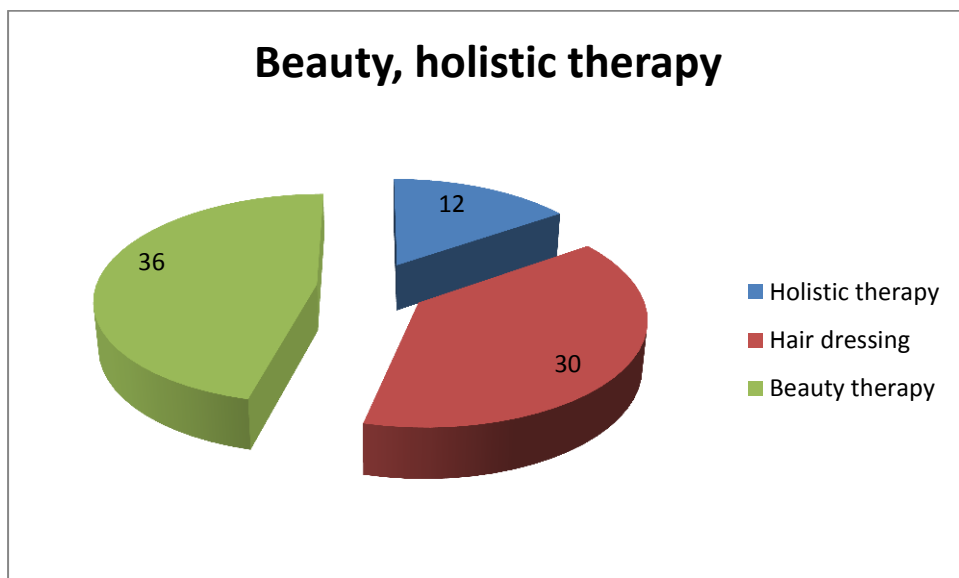
<b>Athletics</b>	<b>Gymnastics</b>	<b>Running</b>
<b>Badminton</b>	<b>Hockey</b>	<b>Shinty</b>
<b>Cricket</b>	<b>Horse Riding</b>	<b>Shooting</b>
<b>Cycling</b>	<b>Jujitsu &amp; karate</b>	<b>Squash</b>
<b>Dodgeball</b>	<b>Logistics</b>	<b>Swimming</b>
<b>Fencing</b>	<b>Mountain biking</b>	<b>Table tennis</b>
<b>Football</b>	<b>Netball/basketball</b>	<b>Tennis</b>
<b>General outdoor Activities</b>	<b>Rounders</b>	<b>Trucking</b>
<b>Golf</b>	<b>Rugby</b>	<b>Walking</b>

Participation in Football was a clear winner with 43, followed by Rugby with 36 taking part. Cycling recorded 26 and Horse Riding with 18 participants.

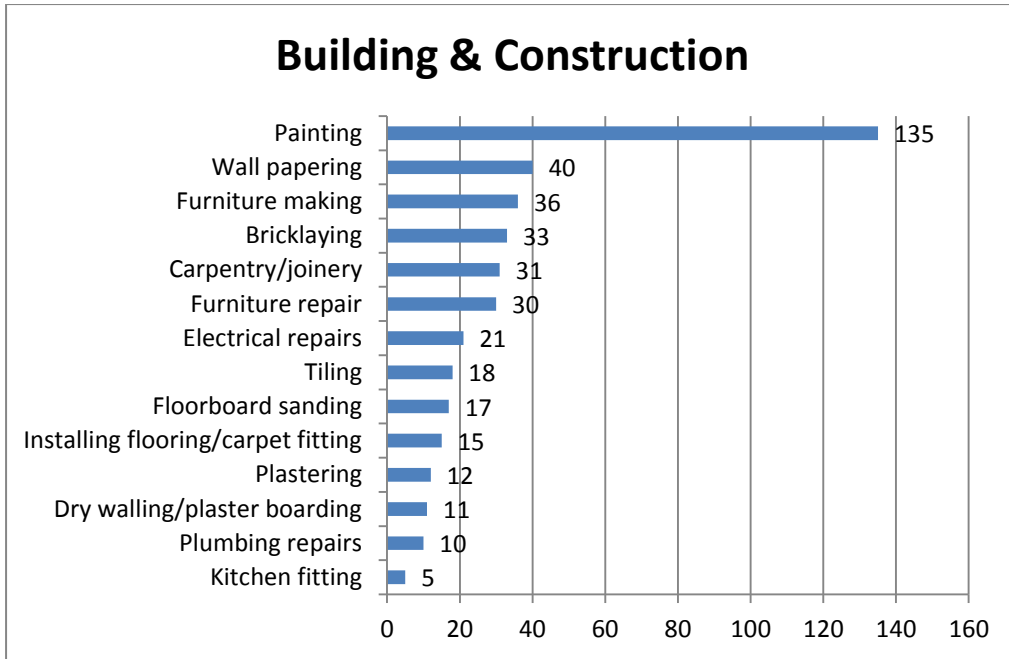
### 2. Do you have any skills or knowledge in arts, culture and media activities?



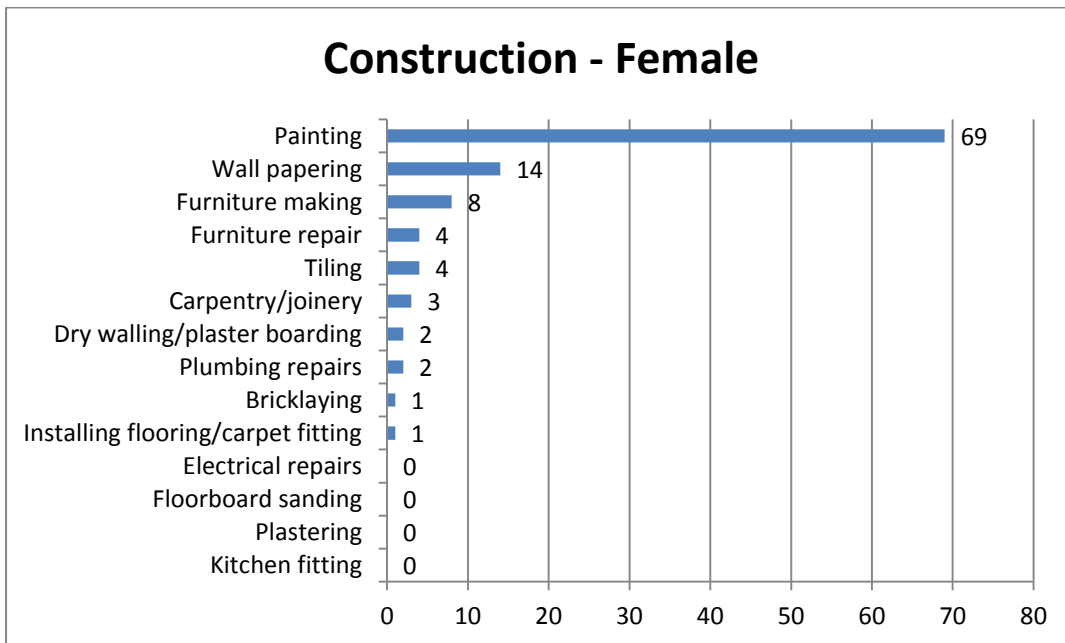
### 3. Beauty and Holistic Therapies



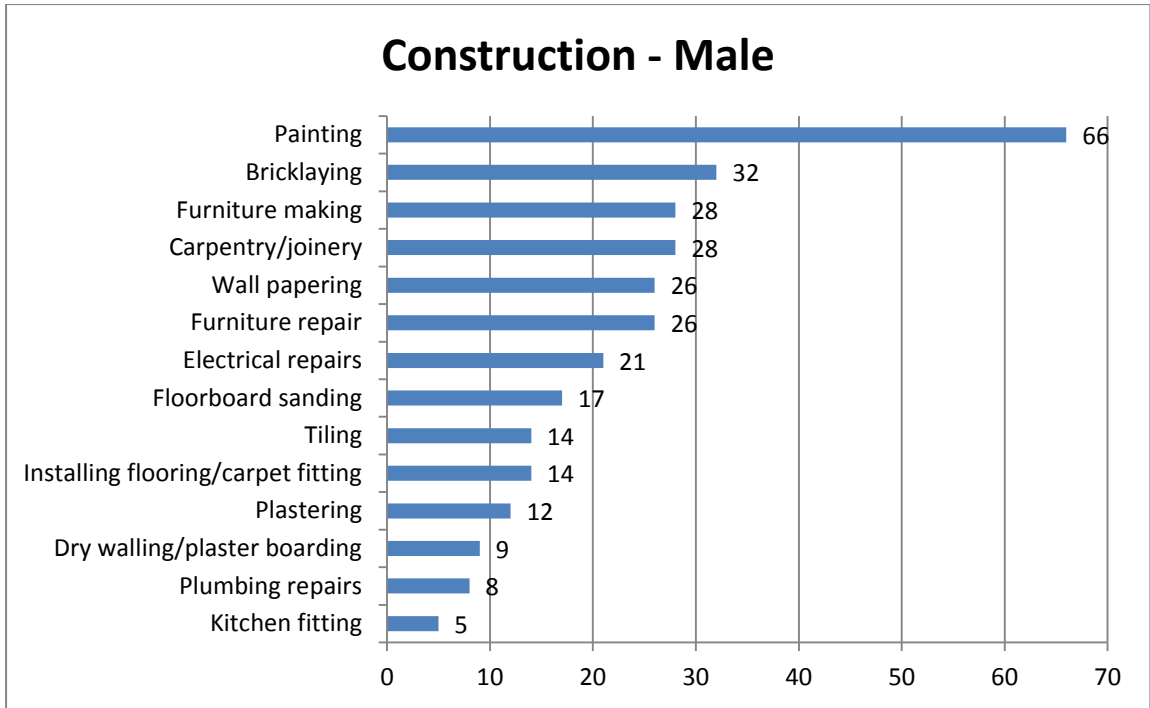
### 4. Building and construction



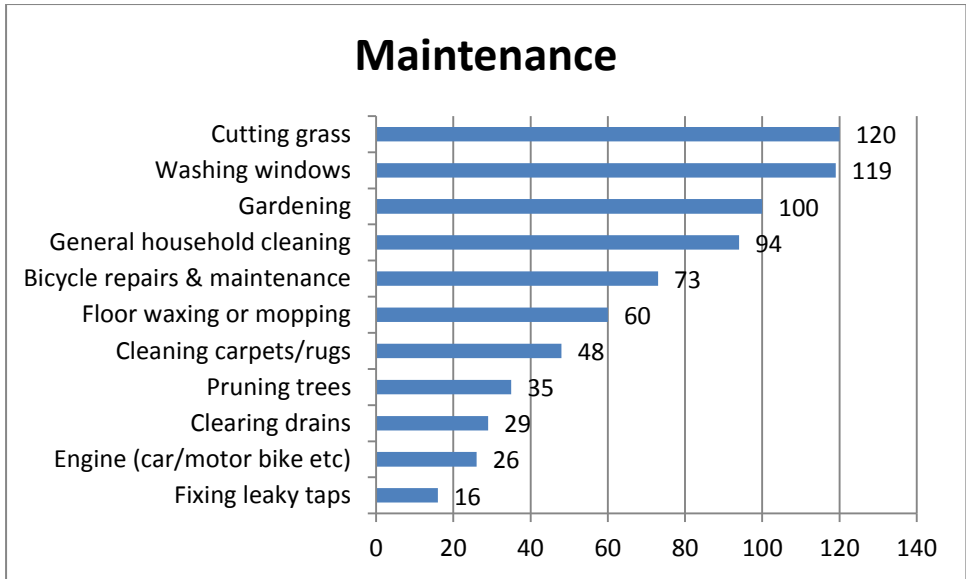
4(a).



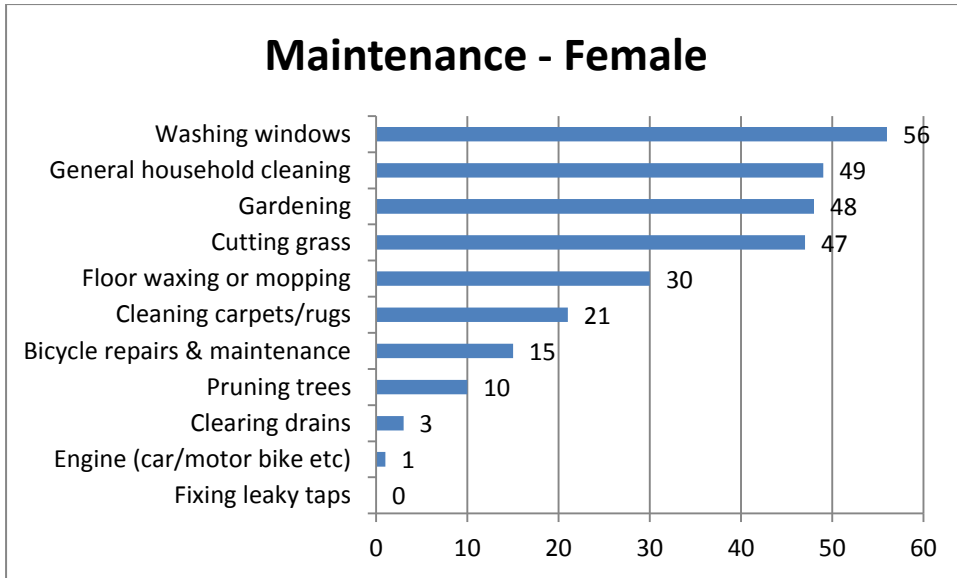
4(b)



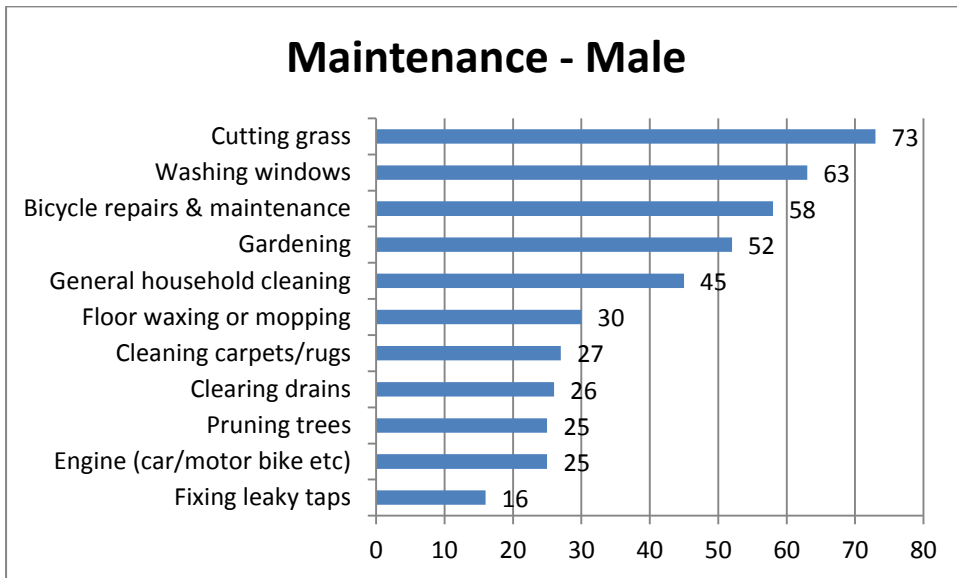
**5. Maintenance**



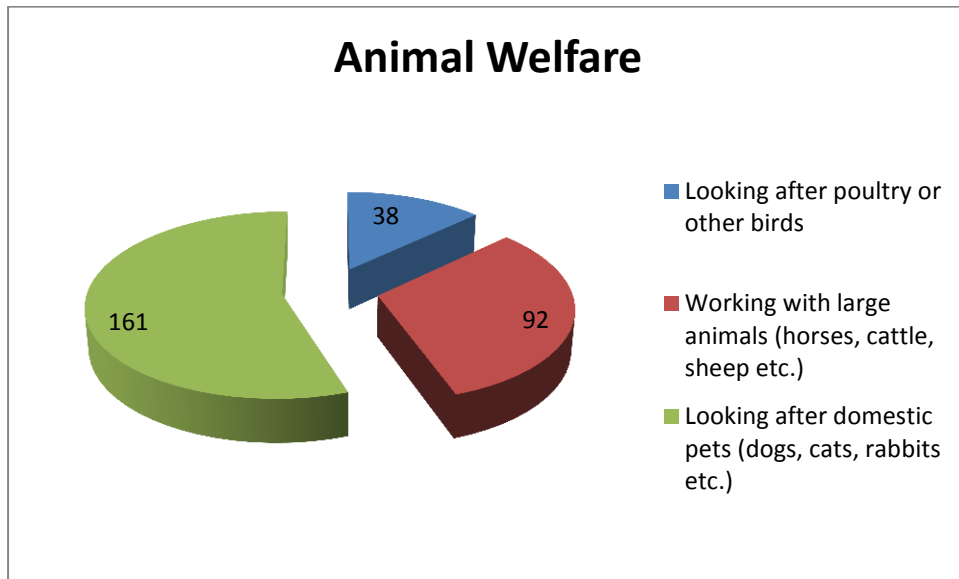
5(a)



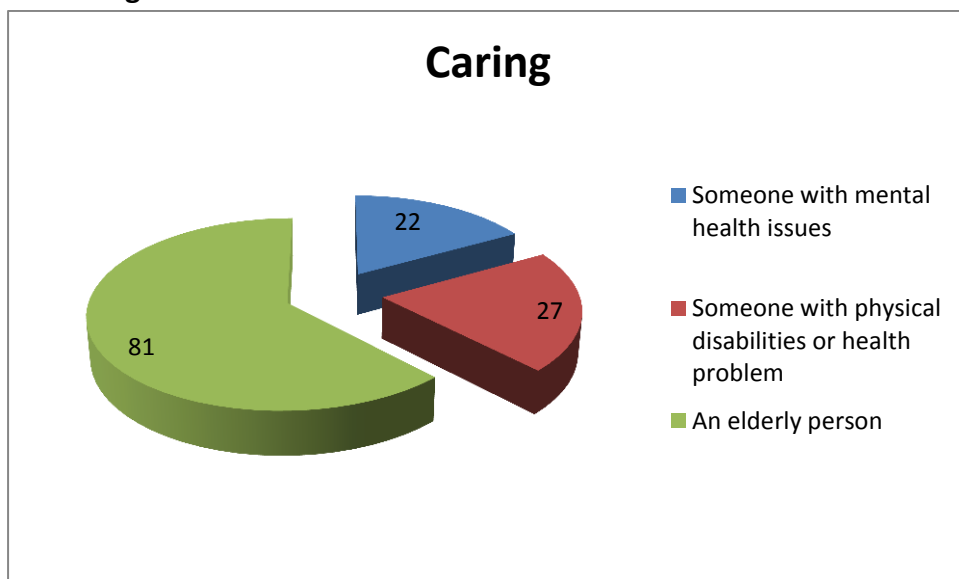
5(b)



## 6. Animal Welfare

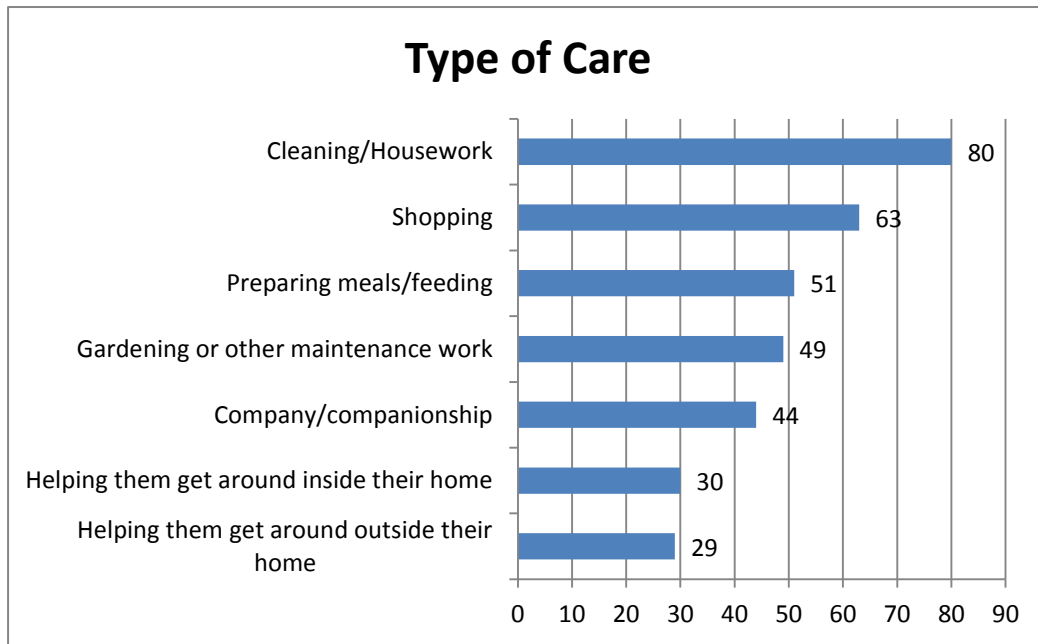


## 7. Caring

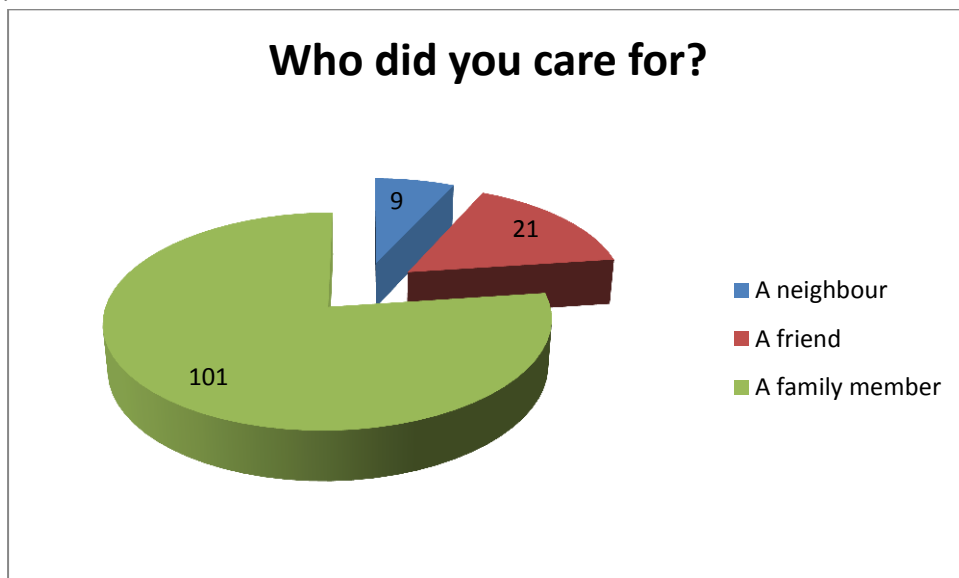




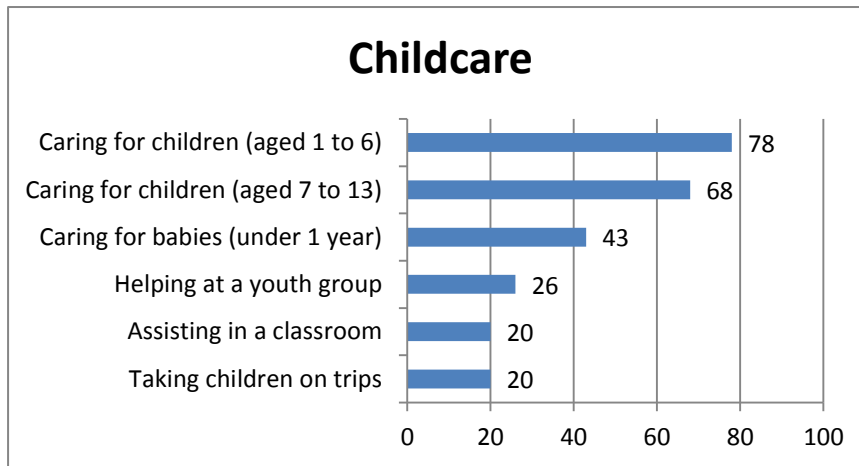
7(a)



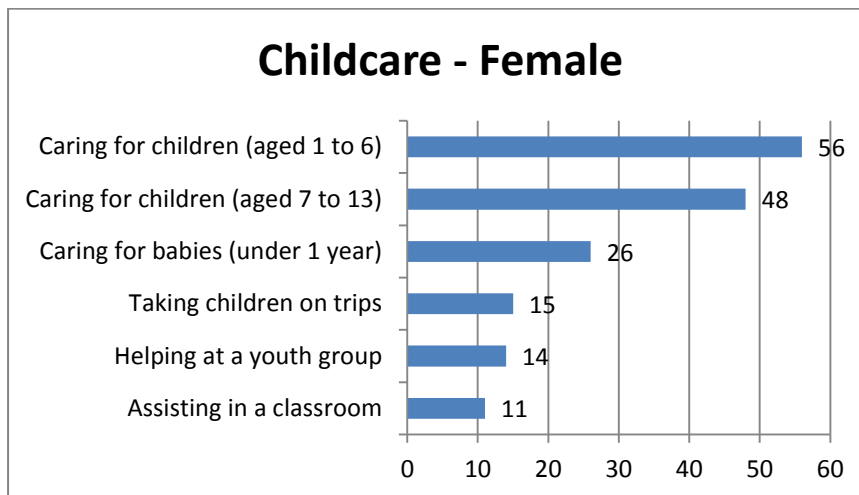
7(b)



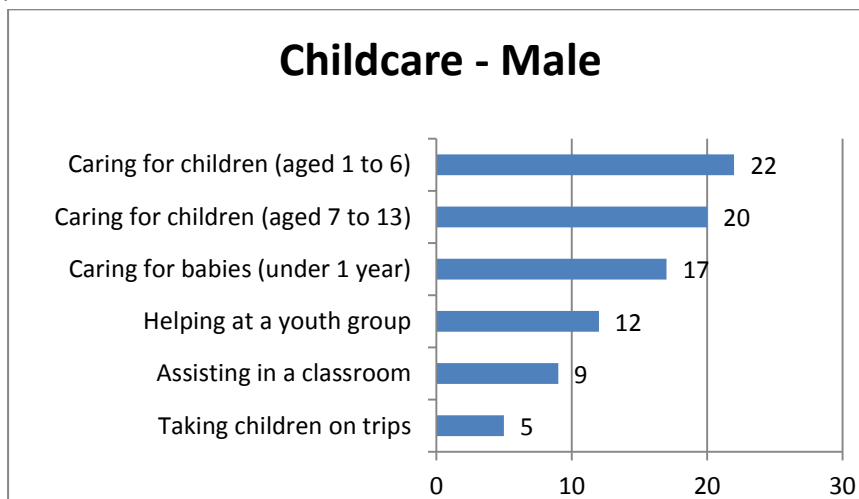
## 8. Childcare



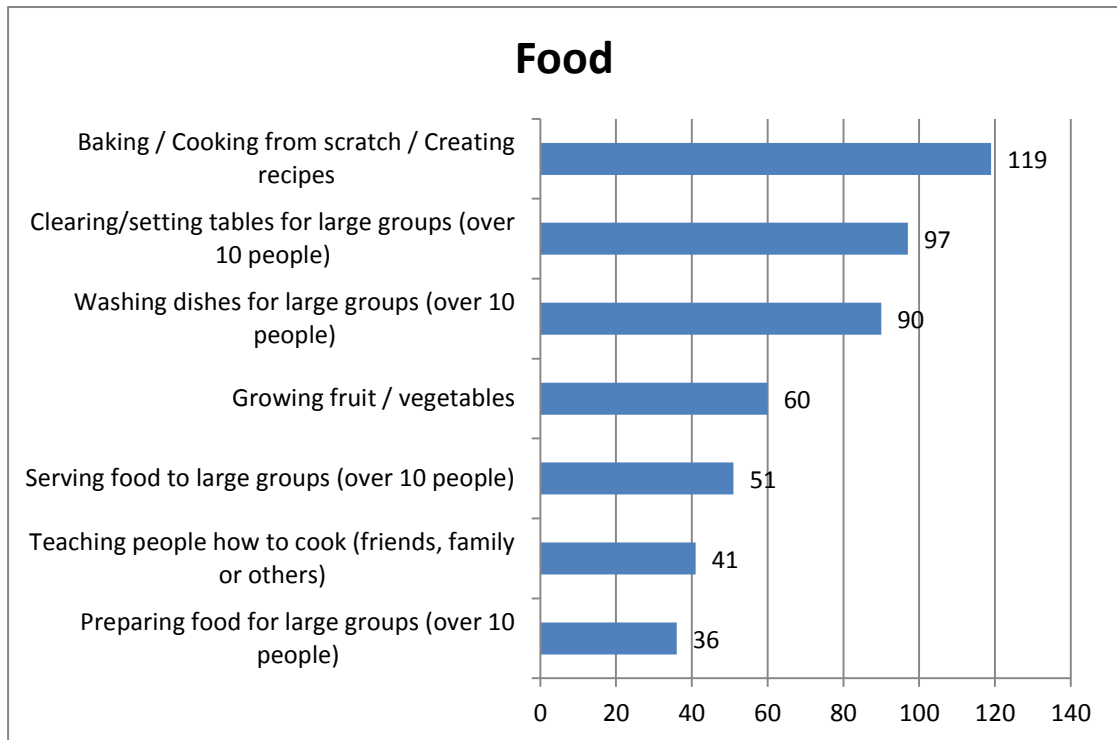
8(a)



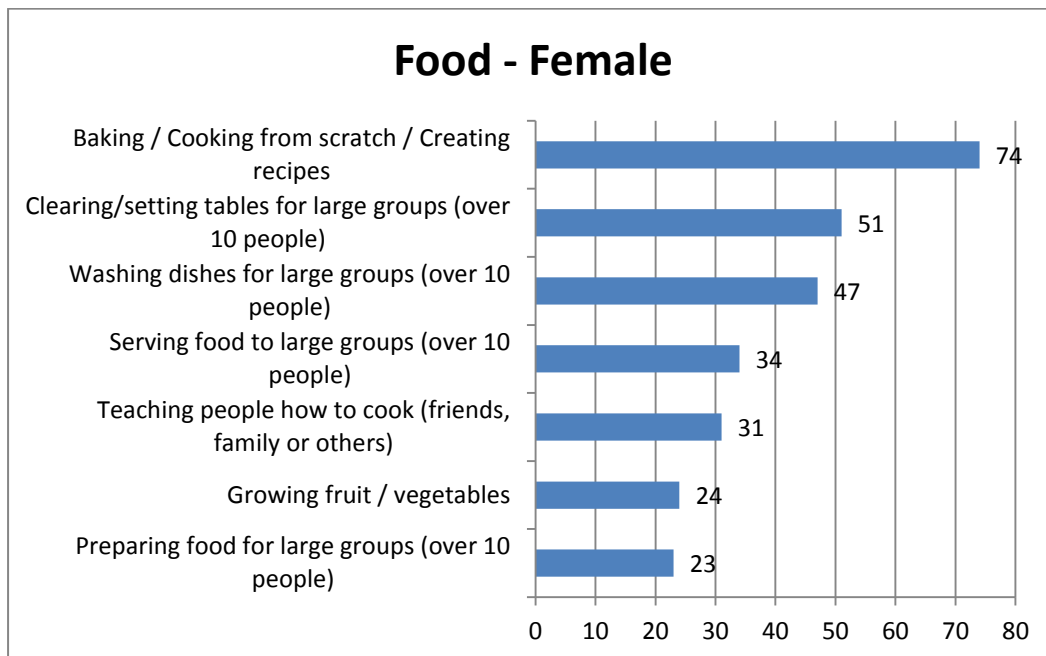
8(b)



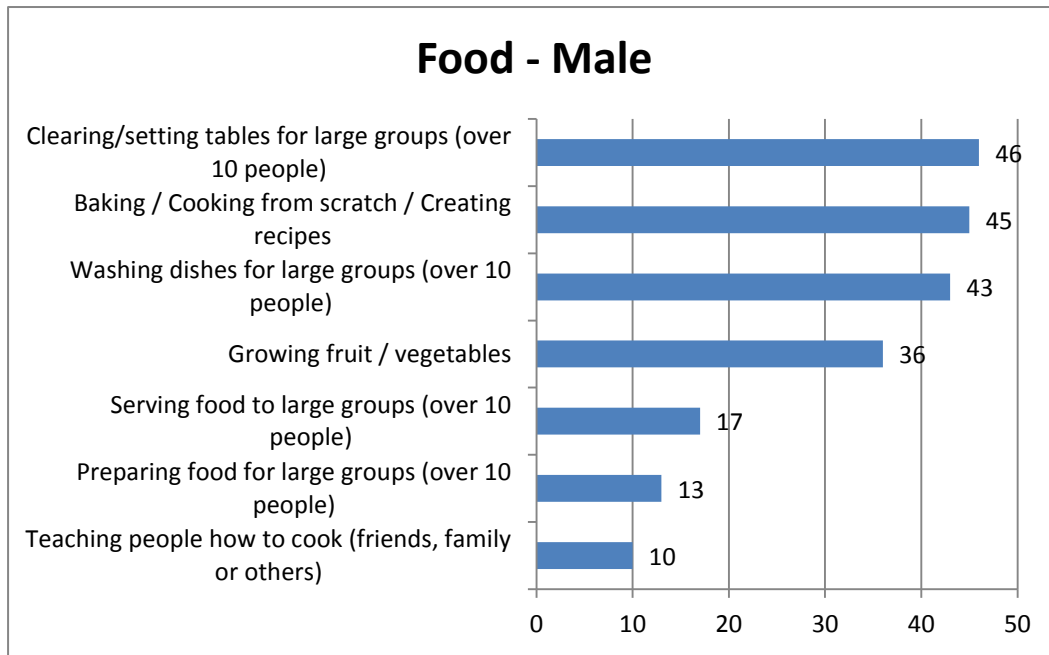
## 9. Food/Catering



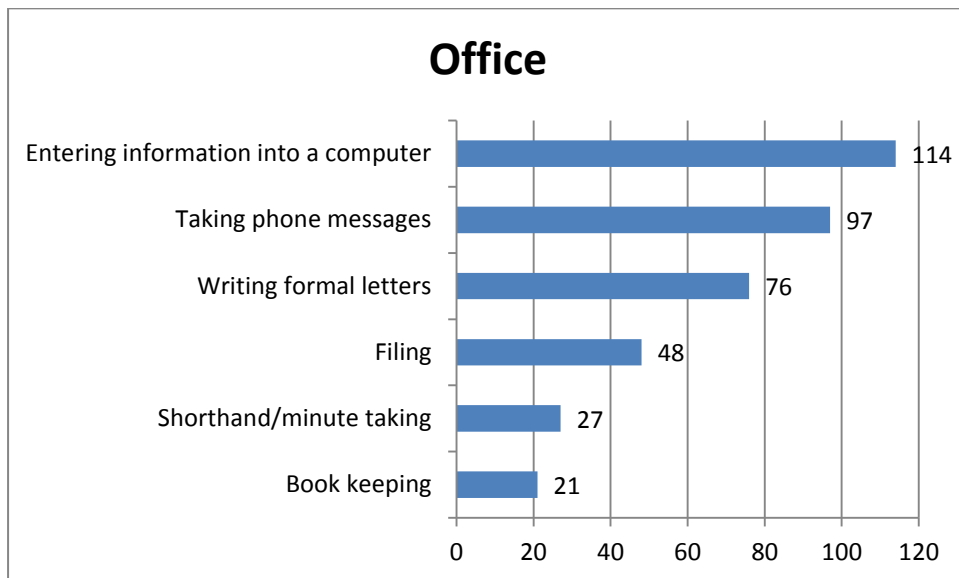
9(a)



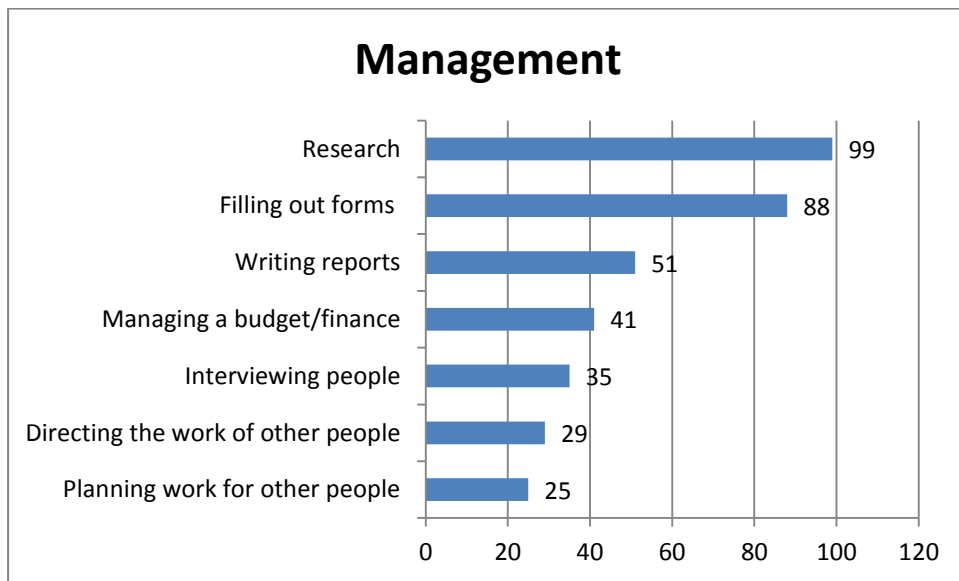
9(b)



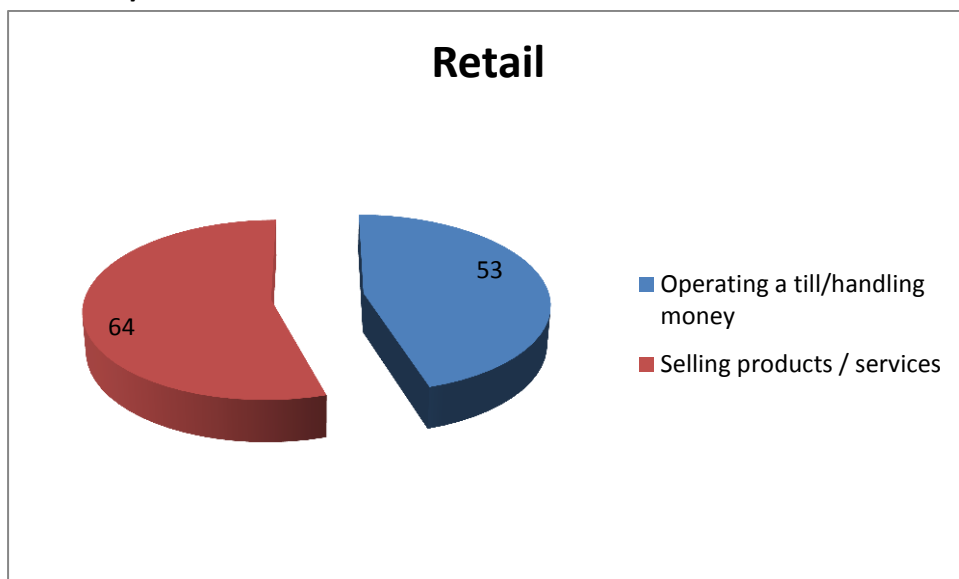
## 10. Office



## 11. Planning / Management Skills



## 12. Sales / Retail

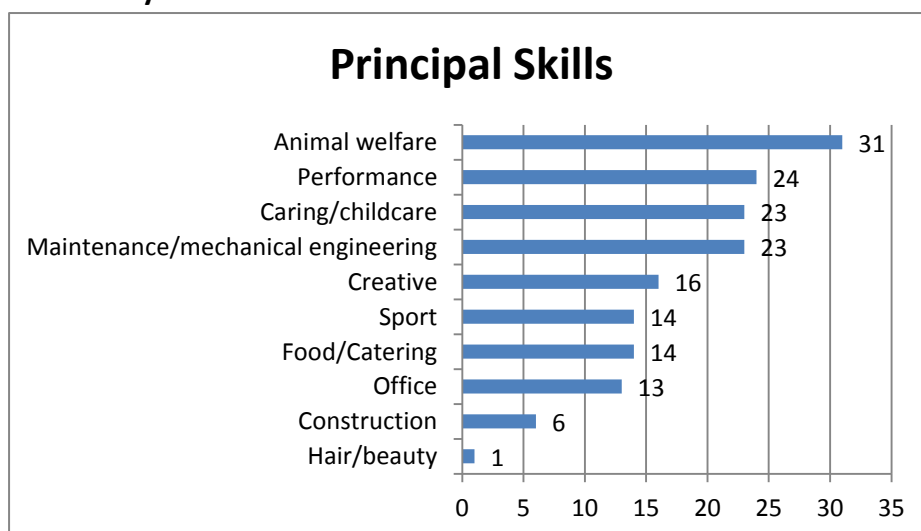


Participants were invited to record 'other' skills which did not appear within the questionnaire. These are listed below.

### 13. Other skills:

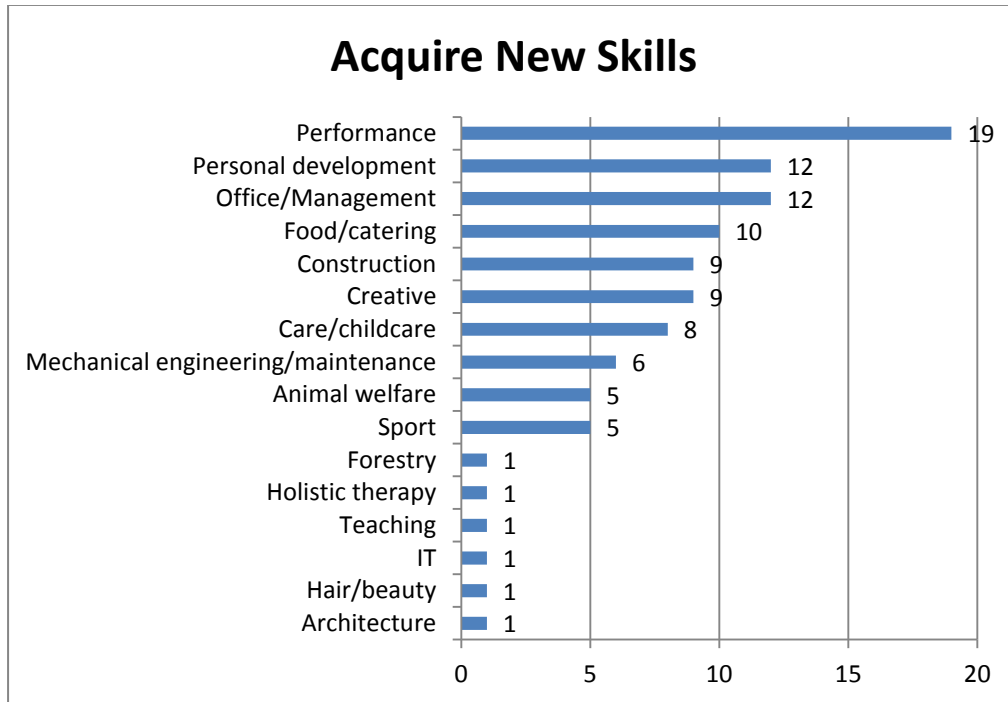
- Shooting & skinning animals
- Logging
- Driving a tractor
- "I can make fun things to entertain small children"
- Motor cross
- "I'm good at dry stone dyking"
- Military related skills from cadets
- Map & compass
- Firearm safety and handling
- Formal drill (marching)
- Field-craft
- Working in a team
- "I can juggle with 3 balls"
- Fencing
- General bush-craft
- Dog training
- Welding

### 14. Priority skills



Participants were invited to nominate which, in their opinion, was their best skill. Animal Welfare was predominantly concerned with working with large animals. Performance included singing, acting and playing an instrument.

## 15. Developing new skills/interests



Performance, a clear leader in this table, includes singing, playing a musical instrument and juggling. Personal development, in second place, included learning to drive, learning a language and confidence building.

### Demographics from the Survey

47% of respondents were female, 53% male.



# Stayin' Alive Employers Survey

## August 2013

In July 2013, as part of the data gathering process for the Stayin' Alive Project in Langholm, employers in Langholm were consulted about skills, recruitment and training. The resulting data provided the project with a comprehensive and accurate audit of the diversity, scale and profile of employment in Eskdale.

This information will support and validate decisions made by the Stayin' Alive Steering Group in developing a legacy project for Eskdale.

**'There is widespread recognition across Scotland of the need to respond more effectively to the recruitment and skill needs of employers, both in order to promote recovery from the economic recession but also build the long term competitiveness of the Scottish business base'. - Skills Pulse Survey, University of Glasgow, 2013.**

### 1. Purpose of the Survey

The Employers Survey formed part of the research and investigation work undertaken by the Stayin' Alive Project, centred in Langholm but taking in the communities of Canonbie and Eskdalemuir, that is, Eskdale. Employers were asked about number of employees, issues around recruitment, skills requirements and training. The results have provided valuable information to support the development of a follow-on, or legacy project, by contributing to the 'hard' information and data available to the Project Steering Group; Langholm Academy, the Xcel project and Langholm Initiative.

Employers were also asked if they would be interested in participating in an Employers Forum to provide advice and guidance to the Steering Group and contributing to the governance of a new initiative at Langholm Academy providing Enterprise and Vocational Training. This initiative would form a new element within the curriculum at the Academy.

While the consultation process was taking place in Eskdale, a report was being circulated on a similar, but significantly larger consultation conducted across the whole of Scotland by the University of Glasgow on behalf of Scottish Chambers of Commerce. The consultation, known as the Skills Pulse Survey (SPS), took place in January 2013. The close proximity of the two reports allows for comparisons to be made at a local and national level.

The Skills Pulse Survey consulted with 361 employers across Scotland. The Stayin' Alive Employers Survey, while significantly smaller in scale provided very useful local data.



In Langholm, the employer profile showed that 38% were micro-businesses, that is with less than 10 employees. Private sector employers accounted for 87% with 13% from the public sector.

This compared with the SPS figures where 40% were micro-businesses and with 84% of employers from the private sector, 6% from the public sector and 9% from the Third sector.

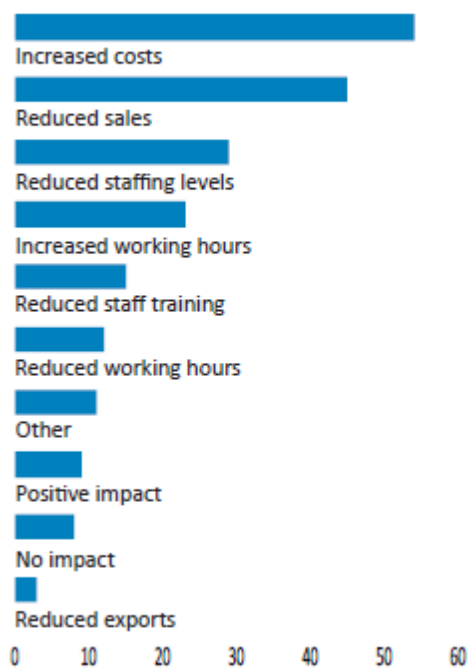
In the Skills Pulse Survey employers were asked to describe the impact of the current economic climate on their organisations. This was considered to be comparable locally.

## Skills Pulse Survey

The most common reported impact (54%) was increased costs, and this applied to both the private and Third sectors. This ties in with inflation since 2008 staying well above the 2% target set for the Bank of England to achieve

- Reduced sales were seen as a significant impact by 45% of the organisations, although clearly a more significant impact for private sector employers
- Reduced staffing levels were reported by 29%, although this rose to 75% for public sector employers
- An interesting finding is that 23% reported increased working hours against 12% citing reduced working hours as an impact. Reduced staff training was mentioned by 15% of organisations responding to the survey

**Figure 1 Impact of Current Economic Climate (%)**



Base: All respondents ( 315)

## **Challenges**

Employers were asked about the biggest challenges currently facing their organisations. The top 3 challenges fell into the **competition and costs** category.

Attracting and retaining new customers (59%)

Increased costs of doing business (47%)

Increased competition more generally (34%).

**Skills issues** also featured in the challenges.

The 4th most significant challenge was attracting appropriately skilled staff, mentioned by 25% of the businesses and for 10% of businesses it was registered as their biggest challenge

18% felt challenged in relation to developing and training existing staff, and a further 14% mentioned serious issues around planning for future skills and training needs.

At this point, the report focuses on employer skills issues in more detail to help develop a better understanding of what is going on.

### ***Recruiting People with the Required Skills***

#### *Hard to Fill Vacancies*

Of the 71% of employers trying to fill vacancies in the previous 12 months,

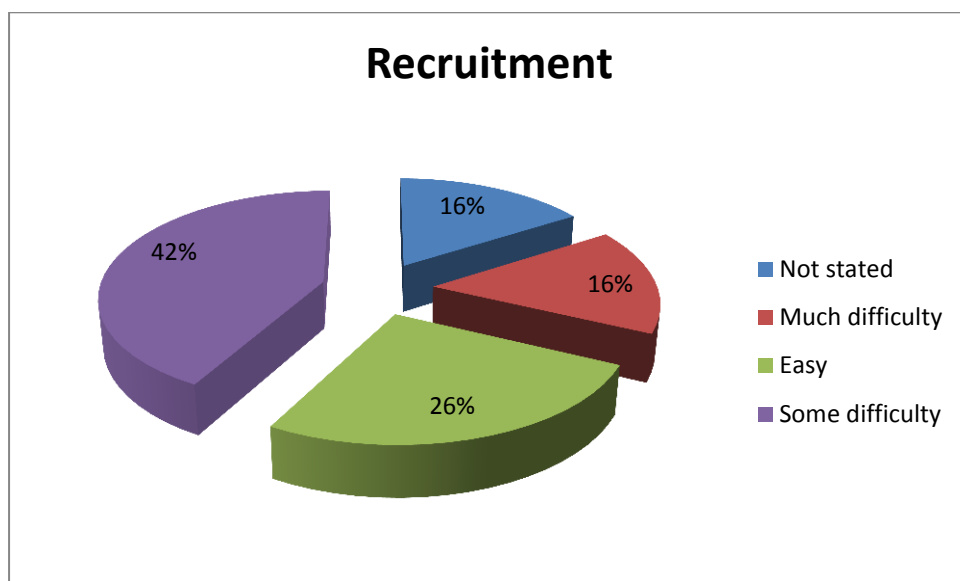
47% found some vacancies hard to fill.

42% reported problems with the quality of applicants and 8% with insufficient number of applicants

50% reported a combination of these two problems.

## Stayin' Alive Survey

In Langholm issues on recruitment were as follows:



Employers reported that, while 26% found staff recruitment easy, 42% experienced some difficulty with 16% experiencing much difficulty.

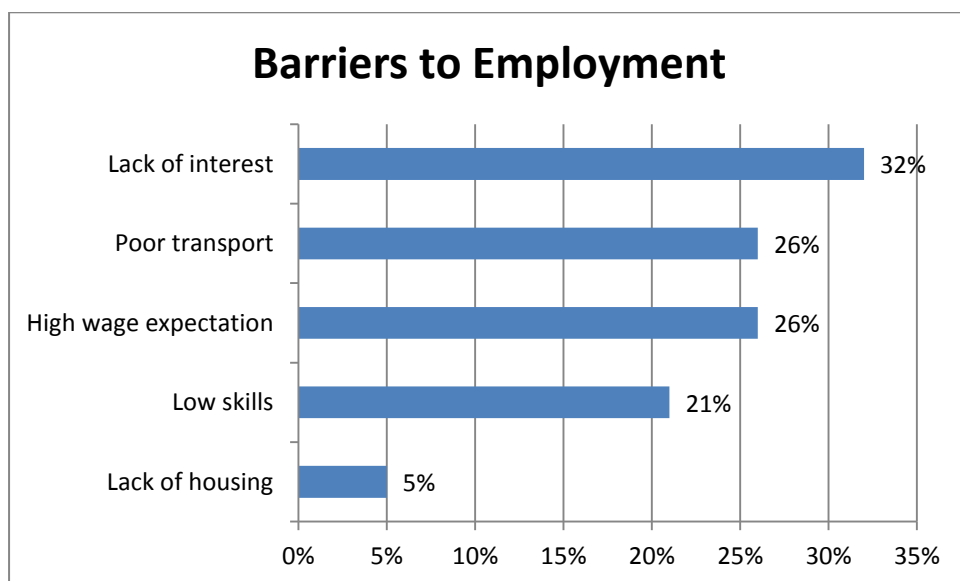
In terms of methods of recruitment, 53% placed advertisements in the local press, 16% used the Jobcentre and 44% used 'Other' methods, which included advertising within the NHS system but with 26% using 'word of mouth'.

**SPS** - Although employability skills were frequently mentioned in terms of low levels of proficiency they are much less frequently reported in terms of skills that need to be improved among staff. However, basic skills where employers do report a need for skills enhancement are communication skills – both oral (22%) and written (27%) – and more generic core skills such as team-working (24%), and problem solving (27%).

In Langholm 26% of employers recorded a skills shortage and a training need while 63% recorded that they were running a staff training programme. Of those expressing a training need (42%), 32% identified Basic Skills as a requirement.

## Barriers to Employment

In Langholm, employers were asked about barriers to employment.



The most common reported barrier to employment was a lack of interest in a particular sector (32%) with poor transport and high wage expectation, (26%). Low skills accounted for 21% with a lack of affordable housing at 5%.

## Employers Forum

79% of returns from employers in Langholm registered an interest in participating in the Employers Forum to act as part of the governance structure for enterprise and vocational training.

## Skills Pulse Survey

### Suggestions for Improving Scotland's Education and Training System

#### **% Agreeing or Strongly Agreeing with Statements**

81% - Employability, literacy and numeracy skills need to be improved among young people

63% - More work experience opportunities are needed to develop skills and help grow our industry

51% - My business would benefit from better engagement with skills agencies

48% - Modern Apprenticeships are good for my industry

32% - Training courses are available to meet business requirements

## Employers in their own words

The employers were also given an opportunity to respond in their own words with suggestions for how to improve Scotland's education and training system to better meet their needs. The most frequent responses included the following:

- "Deliver more work-focussed learning and provide more work experience/exposure to the world of work."
- "Develop more effective employability, literacy and numeracy skills."
- "Provide more funding and resources for skills."
- "Plan for Scotland's future skill needs."
- "Engage with and match needs of employers."
- "Facilitate greater employer engagement with colleges."
- "Help employers to navigate the cluttered skills landscape."

## DISCUSSION

The Stayin' Alive Project was funded by Dumfries and Galloway LEADER, the Holywood Trust and the Magnox Socio-Economic scheme. The timeline for the project was from January 23<sup>rd</sup> 2013, when a Project Officer was appointed, until December 31<sup>st</sup> 2013.

The remit for the project was clear but deliberately open-ended. The references in the Project Profile "to suggest and action clear goals and strategies" signalled an aspiration which would go beyond desktop study and consultation. As already covered in this report, it was apparent that the communities of Eskdale were suffering from consultation fatigue before the Stayin' Alive Project commenced. This had not gone unnoticed or unreported. This quotation is from the Eskdale & Liddesdale Advertiser, Thursday, June 6<sup>th</sup> 2013, "Langholm has been surveyed to death. We have all the information; we just need to agree which of it is going to be acted upon and get on with it", **David Mundell, Dumfriesshire MP.**

While there may be some debate around the assertion that “we have all the information”, in fact we continued to gather data in a formal way until the end of November; the sentiment is sound and very welcome.

Communities like those which were the subject of the Stayin’ Alive Project, principally Langholm, Canonbie and Eskdalemuir, can suffer disproportionately from the ‘deprivation’ delivered by a remote location often have great difficulty in formulating cohesive responses to the negative impact of difficult economic times. The combination of economic downturn and remote rural location can often present seemingly insurmountable odds to what is an otherwise strong community with a can-do attitude. As with economic disadvantage, a positive overall picture of greater community engagement and cohesion in rural areas when compared to urban areas also masks the very real problems of social isolation for individuals and particular population groups. Isolation for people in these groups may be completely unrelated to economic disadvantage; affluent people can be socially isolated too. However, where social and economic disadvantage combine, the cumulative effect causes particularly acute isolation.

**The population groups most at risk of experiencing rural social isolation include:**

- *People living in very remote locations* - For example on farms or in isolated homes several miles from a nearest neighbour.
- *Young families new to rural areas* - particularly mothers at home alone during the day with young children and without access to a car or friends and family in the area.
- *Children and young people* - Young people without transport and with low disposable income can also become socially isolated in the more remote areas, particularly those areas without a school or recreational amenities within walking or cycling distance from where they live.

Sustaining local assets becomes more difficult in the face of current rural socio-economic trends. As more young people move away to study, find work and an affordable place to live, the economic sustainability of local assets (e.g. village halls, shops, pubs, garages, post offices) and services (e.g. social care and young people’s services) increasingly comes under threat.

Put simply, rural areas are substantially more deprived based on the location of deprived people than based on the location of deprived areas. Source: OCSI Evidencing Rural Need (2010).

<b>Indicator</b>	<b>Household Income &amp; Employment</b>
	Relative to the rest of Scotland, there is a higher percentage of households in rural areas with a net annual household income of over £20,000 especially in accessible rural areas.
	However, median hourly pay rates are lowest in the remote rural areas at £10.31.
	The percentage of the total population that is 'income deprived' is lower in rural areas than the rest of Scotland, and is lowest overall in accessible rural areas.
	The percentage of the working age population that are 'employment deprived' is also lower in rural areas than in the rest of Scotland.
Unemployment rates are slightly lower in rural Scotland than in the rest of Scotland. More people in rural areas in Scotland only work part time.	
<b>Housing</b>	
Housing in rural Scotland is generally much less energy efficient than those in the rest of Scotland. In remote rural areas, 13% of households were classified as having a good energy efficiency rating compared to 31% in accessible rural areas and 55% in the rest of Scotland.	
Houses in remote rural areas are more likely to have poor energy efficiency with 18% of households being classed as having poor energy efficiency in remote rural areas compared to 9% in accessible rural areas and 2% of households in the rest of Scotland.	
50% of households in remote rural areas are classed as being „fuel poor“ (i.e. spend 10%+ of total income on household fuel) or „extreme fuel poor“ (20% of income) compared to 31% in accessible rural areas and 24% in the rest of Scotland.	
<b>Transport</b>	
89% of the population of the rest of Scotland live within 6 minutes of the nearest bus stop, compared to 68% and 57% of the population in accessible rural and remote rural areas. In addition, 11% of the remote rural and 4% of the accessible rural population do not have access to a bus service at all.	
More than half of residents in rural Scotland spend over £100 per month on fuel. This is a higher proportion than in the rest of Scotland.	
<b>Access to Services</b>	
People in remote rural areas are less likely to live within 15 minute drive to key services, than those in accessible rural areas and the rest of Scotland. For example 93% of people in remote rural areas live within a 15 minutes driving time to a GP compared to 100% of the population of accessible rural areas and of the rest of Scotland. The greatest difference observed is the drive to the nearest retail centre. 69% of people in remote rural areas live within 15 minutes driving time of a retail centre, compared to 100% of people in accessible rural areas and the rest of Scotland.	
In remote rural areas only 27% live within 15 minutes of a GP by public transport and 15% within a 15 minute drive time by public transport of shopping facilities.	
67% of households in remote rural areas and 72% in accessible rural areas are connected to the internet. Approximately 6% in remote areas were using dial-up in 2009 compared to 3% in urban areas.	

## **Institutions of education**

The role of institutions of education in rural development is of crucial importance. They help to create a capable labour force and to maintain a skilled work force in the community. In rural areas they can act as agents of change, such as:

- redesigning curricula to teach students high level skills and those skills that would help to up-grade businesses;
- developing technical training programmes to provide people with basic skills for jobs required by local businesses;
- developing and implementing programmes to improve the competitiveness of local firms and their ability to expand into new markets; and
- developing links with other higher educational institutions, especially with universities outside the rural region in order to bring into the region technical expertise available outside the region and which could be beneficial to the existing businesses in the region, to new community enterprises, or to stimulate new entrepreneurship in the community.

Many examples of successful rural entrepreneurship can already be found. Diversification into non-agricultural uses of available resources such as catering for tourists, blacksmithing, carpentry, spinning, etc. as well as diversification into activities other than those solely related to agricultural usage, for example, the use of resources other than land such as water, woodlands, buildings, available skills and local features, all fit into rural entrepreneurship. The entrepreneurial combinations of these resources are, for example: tourism, sport and recreation facilities, professional and technical training, retailing and wholesaling, industrial applications (engineering, crafts), servicing (consultancy), value added (products from meat, milk, wood, etc.) and the possibility of off-farm work.

The key element here is the alliance between school and community. Over decades the relationship between school and community has been diluted and has become a total separation in many localities. What should be almost a marriage 'made in heaven' has been replaced, over time, often by mutual distrust and suspicion.

Both parties have a responsibility for the wellbeing and education of young people and that of preparing them to go out into the world hopefully to 'succeed'. When this does not go entirely to plan each partner blames the other.

In a small, rural, possibly even isolated community an opportunity is presented that may not be available to other communities however well connected or affluent. It is the opportunity of a 'whole community solution'.



## THE WHOLE COMMUNITY SOLUTION

As previously recorded in this report, the study area of the Stayin' Alive Project, that is essentially Eskdale, has suffered from job losses in significant numbers. David Mundell MP, is quoted as saying that "his personal priority is jobs because it was key to achieving a sustainable community". He added, "My view is that Langholm needs to be given more priority because we've had a level of job losses which, in proportion to an urban area, would equate to hundreds of jobs. The potential impact on young people and the subsequent effects upon the sustainability of a diverse, vibrant and successful community is a major concern".

One opinion, or more correctly, aspiration strongly voiced from the community was that "The Government needs to provide a significant sum in terms of investment for this community. It's the only thing that will work."

The most optimistic would find difficulty in predicting a wave of new employment opportunities arriving in the near future to replace the hundred or so jobs lost in the last 12 months. So, what to do?

Looking objectively and studying the data collected from workshops with students from Langholm and Canonbie Primary Schools and from Langholm Academy along with data from the Employer's Survey directed the project to establish interventions which were embedded within the community and of the self-help variety. Information collected from the consultation workshops with young people had already confirmed that the principal concern was Job Prospects with a significant number planning to leave the area to undertake further or higher education. A significant number had articulated the intention simply "to get out of Langholm". With the status of the local economy being described in terms varying from 'managed decline' to 'stagnation' it was obvious that any meaningful intervention would be required to focus upon and address the issues emerging from this identified economic regression.

In looking for solutions the project returned to, where the majority of work had already been done and from where the bulk of data had been collected, with young people in the community.

A search for appropriately configured examples of intervention across Europe was carried out online. One rich seam of information was uncovered in Seville, Andalucia, in Southern Spain. Ana Belen Garcia, (Technical Projects, Entrepreneurial Development, Andalusian Public Foundation), responded with enthusiasm, encouragement and supplied a library of documents describing the development and delivery of a series of entrepreneurial projects designed to support young people in Southern Spain. [www.andaluciaemprende.es](http://www.andaluciaemprende.es)

The project also looked much closer to home with Wallacehall Academy's Queensberry Initiative in Thornhill. The Queensberry Initiative was established in 2008 to address

concerns about getting children and young people out of the classroom to build their connection to their community and to economic life in Dumfries and Galloway, while improving their health and well-being.

Vocational Courses are a key part of the Queensberry Initiative offering qualifications and opportunities within the traditional curriculum for an enhanced education experience using Queensberry Estate and other community facilities. Rural Skills Intermediate 1 and 2 have been offered for a few years now. The pupils have 3 periods in the classroom looking at agricultural theory and employability skills while the other 2 periods are spent getting out and often muddy on local farms, carrying out all farm tasks from dosing to weighing, to scanning to fencing. [www.queensberryinitiative.co.uk/](http://www.queensberryinitiative.co.uk/)

While these are well established examples of successful intervention, they are undeniably school-focussed and not the Whole Community model that the Project in Langholm was hoping to develop. However, the model from Southern Spain was satisfyingly grounded in real entrepreneurship rather than simply delivering vocational training.

We also found some difficult assumptions within other projects, that, for example, ‘the brightest or best students feel the need to move to the cities’ (presumably to university) while the remainder, implying the not-so-good, stay in the locality. This encourages us to fall into the trap of labelling those students who are academically inclined as superior to those whose talents lie elsewhere. If we are considering the young entrepreneur, and we are, then we need to recognise that many successful entrepreneurs have excelled in creative subjects, in art, vocational courses, music, or computer programming where they can apply their creative skills more directly.

In developing a project to promote social and economic regeneration in economically fragile communities a wholly more inclusive model was required, one which was entirely owned by those communities.

The first stage was to draft a sketch of what such a project might look like with the whole community involved. We already had the Community Audit. We had heard the comments, concerns and aspirations of those communities and we had worked very closely with practically all young people, who were engaged in education, within those communities. The sketch was very simple. It was agreed that a school could not and should not exist in isolation within the community that it served. The school should be at the heart of and part of the community, developing and delivering learning and skills to that whole community. The infrastructure and configuration of mainstream education in Langholm was also in a state of transformation with the construction of a new Primary School and the development of the Langholm Learning Cluster with one site for students from P1 to S6 and the incorporation of Canonbie Primary School into the management structure. The emerging and changing structure for delivery of education was a timely one and one which lent itself to suggestions for new ways of doing things. At this time there was also to be the

appointment of a new Head Teacher to take this new Learning Cluster forward.

## ENTREPRENEURIAL COMMUNITIES

Entrepreneurial communities are local communities that foster skills, entrepreneurship and job creation. They are forward-thinking partnerships of businesses, schools, local authorities or administrations and other organisations and groups. They can be led by anyone. Building on community-level partnerships, entrepreneurial communities stimulate talent and entrepreneurship in an innovative way. They work together to develop their human capital and use their strengths to create more and better jobs and ultimately drive local economic growth and development. By thinking creatively, entrepreneurial communities can help to unlock entrepreneurial potential and stimulate community-level learning and job creation.

A decision was made to test the preparedness of the community to embrace the proposition of School as a Community Resource. This would also test the preparedness of the school.

Peter Drucker, Management Consultant and Educator once said that ***"People who do not take risks generally make about two big mistakes a year. People who do take risks generally make about two big mistakes a year"***.

As part of the Stayin' Alive Employer's Survey, employers were each asked if they would be prepared to sign-up to and become an active member of an Employers Forum to contribute to the development and management of a new initiative. Based within Langholm Academy, employers were told, this initiative will focus on skills, learning needs and development for businesses and employers and support student employability. In the first instance, and certainly due in no small part to the fact that employers completed the survey in a one-to-one meeting, 19 employers signed-up to the proposal.

It was agreed, that to encourage genuine entrepreneurial activity at community level it must be developed through a process which involved a group of individuals developing and implementing a strategic plan for the economic regeneration of their own community. The establishment of the Employers Forum was the first stage in this process. It is also accepted that this process is not a short-term strategy and will mature over some time.

It is vital that the ideas for economic regeneration come from the group itself. It must be remembered that developing community entrepreneurship requires a supportive infrastructure and a long term commitment of people and resources to facilitate the process of releasing the entrepreneurial spirit of that community.

The Cadispa Report made a number of recommendations, principally that a 'new' organisation be established to develop and deliver the interventions necessary to energise the economy and support the community.

One issue in Langholm (see CADISPA Report) revolves around tensions between organisations that have in the past worked independently to deliver community-focussed projects with varying degrees of success. Arguably one consequence of this is an issue of capacity within the community and the need for support and capacity-building which must be addressed.

**Many participants felt that the lack of an over-arching organisation in Langholm hindered the development of local groups and made them more vulnerable. This also meant it was difficult to allocate and co-ordinate resources -“We have got resources for anything in Langholm but don’t have the ability to co-ordinate them – that’s our problem” Cadispa Report, 2013.**

Langholm Initiative is currently (December 2013) working to evolve and establish a new organisation in the form of a Community Development Trust. It is early days and still too early to predict how the resulting organisation will be configured or what its remit will be.

## EMPLOYERS FORUM

With the establishment of the Employers Forum meetings of this group have taken place at approximately monthly intervals.

At these meetings the proposed governance structure for the Project, as an interface between Employers, the Academy and the Community has been discussed. Members were urged to grasp the opportunity to participate in managing and driving the Project forward. This would bring responsibilities as well as benefits, but that without the participation of Employers as a formalised group (the Employers Forum) and a small number of that Group amalgamating with the Academy, supporting organisations ( e.g. Young Entrepreneur, Employability Partnership, etc.) and Community Members to form a Project Management Group (PMG), successful delivery of the Project would not be possible. The PMG will make a significant contribution to governance, providing advice and guidance on course content and provide quality control.

A detailed Project Proposal was drafted to set out the aspirations, objectives and remit of the project and to inform members of the Employers Forum, the wider community and for organisations, funders and others who may want to engage with and support the project. As follows:

### **Proposed goal, objectives, target population and implementation plan**

1.1 The establishment of a facility to provide high quality entrepreneurship training across the community:

- for young people who are unemployed,
- unemployed people,

- people who require support in re-skilling,
- people who require support in up-skilling,
- employers who have identified specific skill requirements,
- students in mainstream education,

1.2 The facility would be sited within the Langholm Learning Cluster (combined Primary and Secondary Schools).

1.3 The communities of Eskdale; Langholm, Canonbie, Eskdalemuir, (and Newcastleton) will be supported by this project.

1.4 The project will be managed and delivered, in the style of the 'blueprint for success,' described by Fergus Ewing, MSP; by a partnership defined by the interface between school, employers and community. The facility would be sited within the new combined Primary and Secondary Schools, providing the opportunity for creative and diverse ways of delivering entrepreneurship training across communities.

### **Proposed Entrepreneurship Programs – Langholm Academy 2013**

These educational programs seek to enhance the personal and professional skills of young people in Langholm and Eskdale through training in an endeavor to develop their entrepreneurial skills by creating real cooperative enterprises (structure, development of statutes, division of responsibilities, resource management, design and development of products and/or services, marketing and sales).

Secondary objectives are for students to acquire and develop behaviours related to work-oriented social relations, standards of group behaviour, to develop entrepreneurial awareness and acquire knowledge of marketing and accounting.

**Enterprise in my School** is an educational program aimed at promoting entrepreneurial culture in students in Primary Education (P6 and P7) and Secondary Education (S1) aged between 9 and 13 years.

**'Creating a Company'** is designed for students in Secondary Education (S2 and S3), aged between 12 and 15 years. It aims to create a space that will stimulate and support students and to enable them to generate ideas that respond to social problems.

It promotes entrepreneurship and a link for students in the transition between school and the world of work through Enterprise Training. Throughout the course participating students

learn to create and manage a company in order to develop, in almost, a real life situation, all operations performed in any company or organization (design a logo, drafting a constitution, manufacturing, marketing, administration etc.). The students acquire skills and attitudes appropriate for the entrepreneurial environment, including observation, planning, team work, creativity, self-esteem, communication skills, taking responsibility and independence.

**Young Entrepreneur** targets students in the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year of secondary school (from 14 to 18 years). It continues the program "Entrepreneurship in My School". Students who have previously participated in EIMS will refine their skills now focussing upon the creative and cultural industries, mainly to the visual sector, performing arts, publishing, archeology & heritage, design & communication, and image. The programme at this level will also consider addressing social issues or needs within the community, and identifying gaps in current service provision in terms of entrepreneurial responses.

Students learn in practical terms how to create and manage their businesses, marketing, negotiation, sales, export/import etc.

For young people in mainstream education and those who have not been employed a range of courses will provide a number of benefits:

- Awareness-raising across a number of employment sectors
- Improved and informed decision making on study options and career development
- Practical experience within a chosen field of work
- Support in developing business planning skills

### **Practical Courses**

A number of practical courses were proposed and were used in a feedback consultation exercise with students at Langholm Academy to refine existing data and to firm up curriculum planning.

Proposed courses include:

Construction Skills

Creative Digital Media

Creative Industries

Early Education and Childcare

Energy

Engineering Skills  
Financial Services  
Hair & Beauty  
Hospitality  
Health & Social Care  
Motor Vehicle Maintenance  
Rural Skills  
Retailing  
Sport and Recreation

Successful business start-up is very often a combination of experience and imagination. The combination of practical skills and business theory offered here will enable those participating in the project to prepare, in a real-life/work environment, for the world of commerce while improving the potential for success.

### **Work Placements**

With partner employers involved in the management, delivery and content of the facility, providing work placements for 1 week trial periods will be key in awareness-raising for students and in enabling informed choices to be made concerning subject choices and career path decisions.

### **Community Access**

This facility will support unemployed and young unemployed people, people who want to learn new skills and those looking to up-skill. The facility will also support employers who want to acquire or improve specific skills for members of their workforce.

Support for personal development will also be provided with CV preparation, writing job applications and interview skills.

### **Project Actions**

- **Tackling skills and unemployment:**
  - Partnering established local learning providers e.g. Dumfries College, this project will provide motivational and vocational training, work placements and employment. A package of targeted economic measures seeking to improve pathways to existing employment and to support and assist local communities to take advantage of new employment opportunities.

- ❑ The project will provide comprehensive bespoke capacity building (Motivation to Work) and training programmes along with a brokerage service to progress beneficiaries into employment.

#### *Into Work Support*

- ❑ Working specifically with 'hard to reach' groups, this project is built around employment support, sector specific training, partnering employers and intermediate labour market initiatives.
  - **Providing complementary business support:**
- ❑ This project will work in partnership to provide a range of support and development activities to new and existing businesses in order to generate new GVA in the area by developing an enterprise culture and building capacity to:
  1. Increase the rate and quality of new business formation
  2. Encourage the economically inactive into enterprise
  3. Help existing businesses operate effectively and grow

#### **Project objectives include:**

- ❑ Pre-start up activity to raise the profile of enterprise including encouragement to the economically inactive targeting women, the unemployed, those facing redundancy and disadvantaged communities
- ❑ Development of local start up incubation networking groups to deliver support leading to integration with mainstream sector group support
- ❑ Maximising survivability and growth potential by integration of start up support with other business support provision and in parallel with provision of support for a number of existing businesses in improving skills – marketing, raising finance and use of ICT
- ❑ Outreach provision for target clients
- ❑ Links between education and business

***Tourism Business Support*** – The project seeks to exploit the tourism potential of the area by providing direct support to tourism operators. The project will deliver business advice on IT, web design and on line trading linking to programmes and initiatives in the area.



## Project Actions

1. Deliver enterprise and vocational training for students.	A range of bespoke courses targeted at students at Langholm Academy, Langholm and Canonbie Primary Schools for P6, P7 and S1, S2 and 3, and S4, 5 and 6.
2. Deliver the basic skills required by employers for those individuals without qualifications.	The project will deliver a range of basic, motivational, capacity building and sector specific vocational skills.
3. Deliver the skills required to maximise the economic impact of key growth opportunities.	Training opportunities delivered in retail and customer service, tourism and construction skills will be key areas, for this project.
4. Develop job brokerage to link employers with vacancies and workless individuals.	Working closely with training providers, referral agencies (eg. Dumfries College, Jobcentre Plus) and employers, the programme will combine work placements with vocational and other training opportunities.
5. Develop innovative approaches, including intermediate labour market activities, to engage and motivate people in work/training.	The programme will combine work-based training with real jobs in a variety of sectors. The focus will be on a number of hard to engage groups including those in receipt of Incapacity Benefits.
6. Support business development for tourism businesses.	Support in business start-up and development will be provided within tourism and associated sectors.

## REFINING DATA

At the time of consulting with young people in the first round of workshops the Project made an undertaking to provide feedback to those who had participated. The feedback session is an important part of the process that can be overlooked when gathering data by consultation. As part of the collaborative approach promoted by the Project and as part of a larger capacity-building exercise feedback sessions were scheduled in October and November 2013.

This new round of workshops also provided an opportunity to refine the data collected in June and provide Langholm Academy with robust information to enable curriculum planning. This new evidence which identifies and measures the interest of students by sector is a very positive opportunity for participation in curriculum development by learners as well as providers. When linked to the information collected by the Skills Audit, the combined data hands a road-map to the Head Teacher and staff tasked with constructing a learning framework for entrepreneurial and vocational skills training. The additional data for Concerns and Change for the Better will contribute to broader school and community issues.

# Stayin' Alive

## Practical Courses at Langholm Academy

### Feedback Report

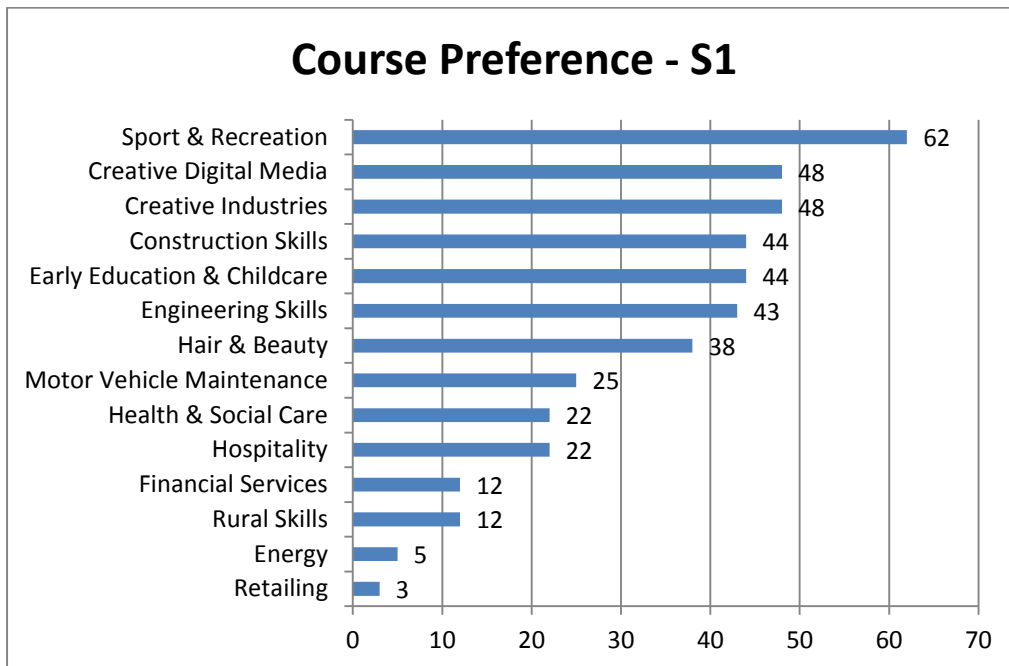
December 2013

In November 2013, the Langholm Stayin' Alive Project completed Consultation Feedback workshops with students from Langholm Academy. These workshops were designed to refine data already gathered in previous consultation with students and to inform Curriculum Planning within Langholm Academy.

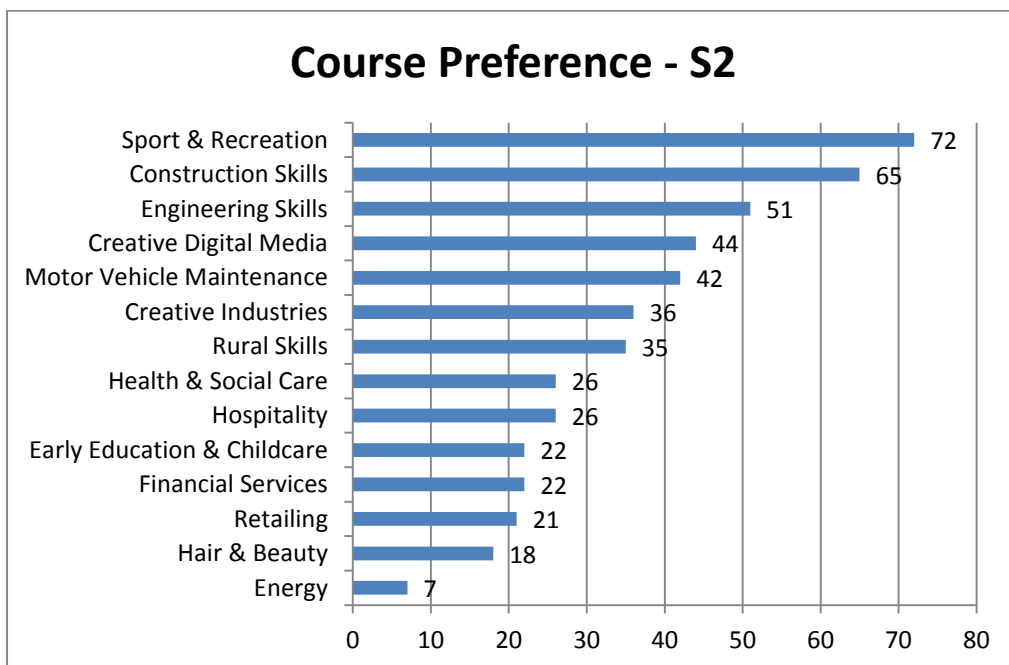
*The Project is funded by Dumfries and Galloway LEADER, the Holywood Trust and the Magnox Socio-Economic scheme.*



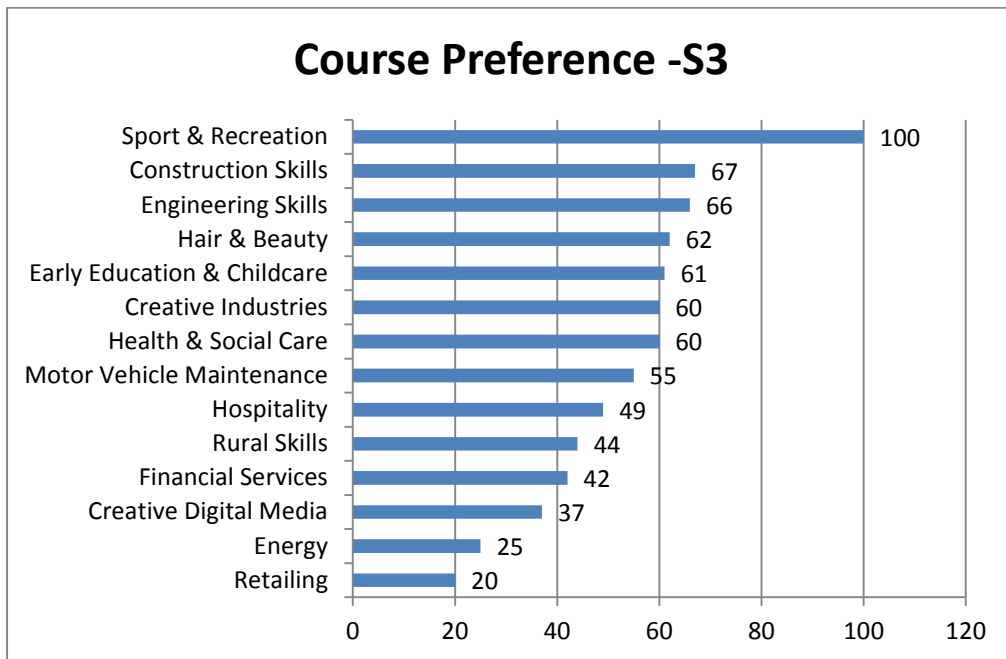
## Course Preferences – S1



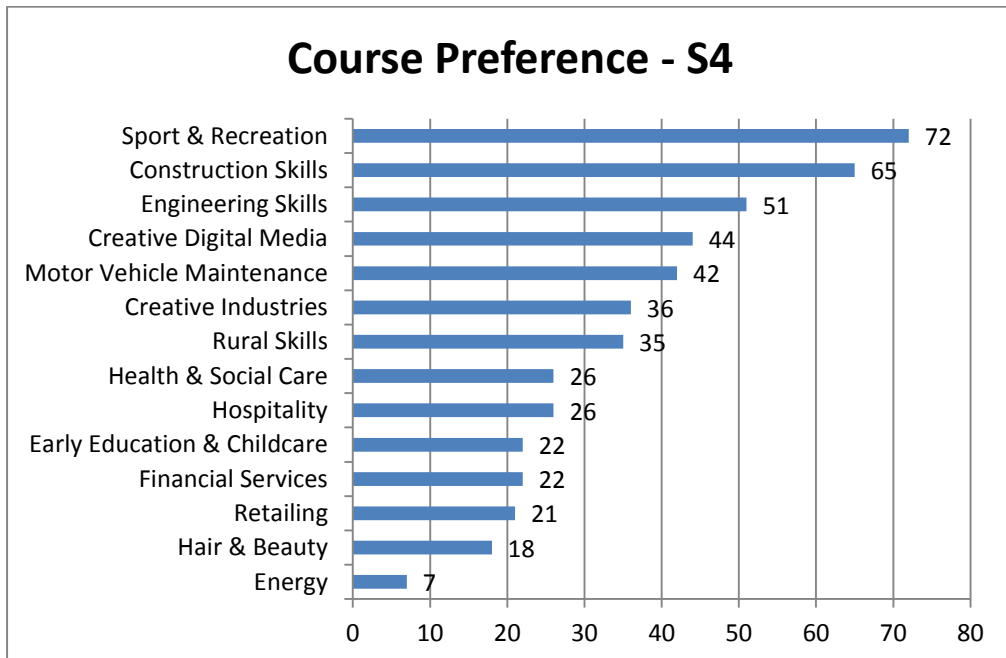
## Course Preferences – S2



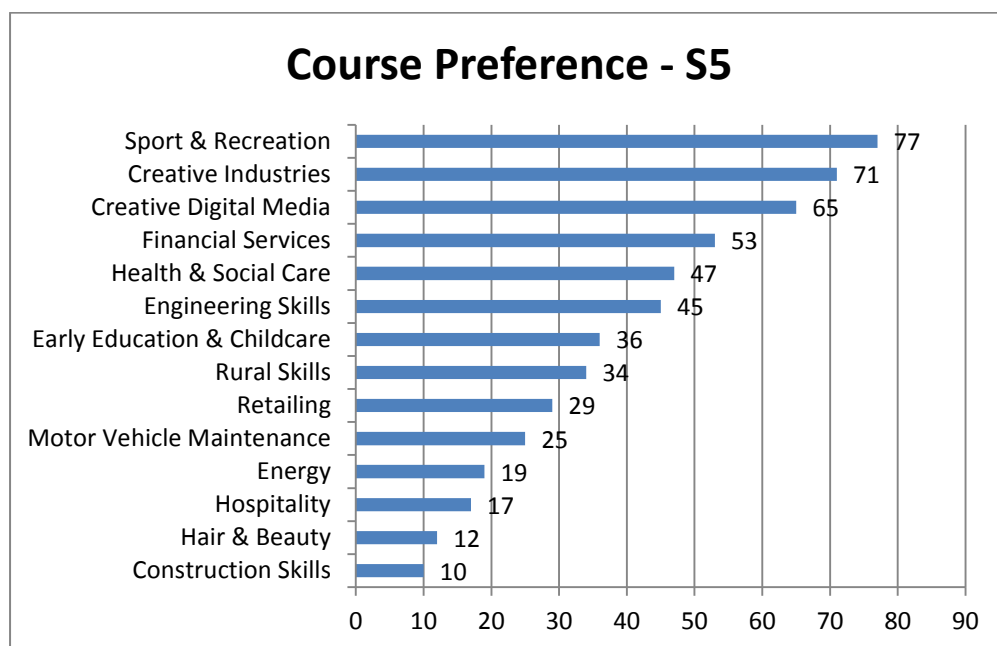
## Course Preferences – S3



## Course Preferences – S4

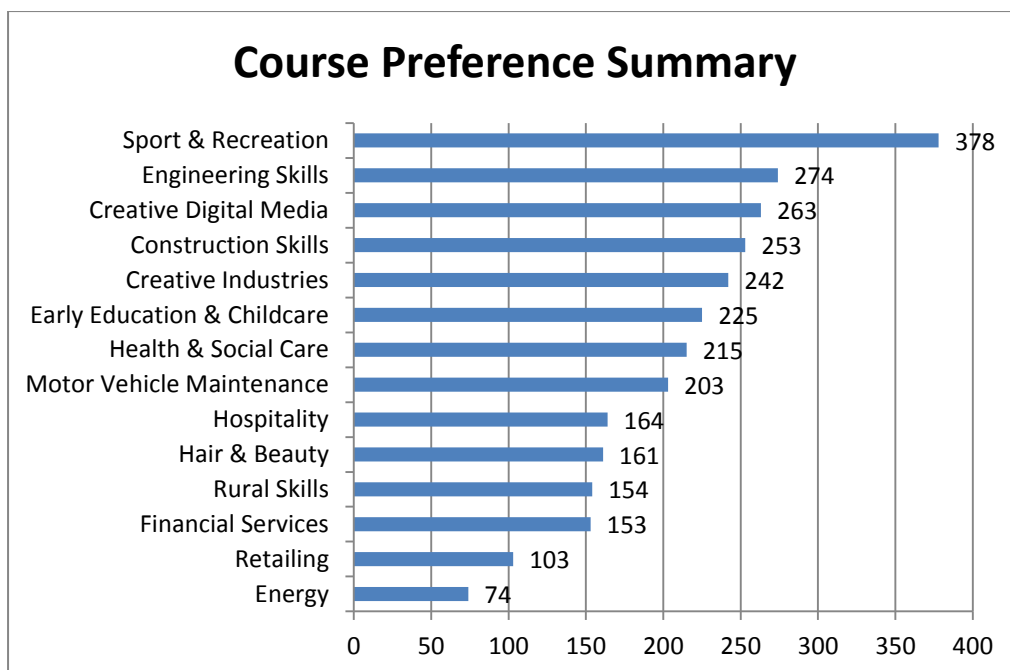


## Course Preferences – S5



## Summary Table

	S1 Returns	S2 Returns	S3 Returns	S4 Returns	S5 Returns	Total
Male	14	25	23	22	17	101
Female	15	9	27	7	18	76
<b>Construction Skills</b>	44	65	67	67	10	<b>253</b>
<b>Creative Digital Media</b>	48	44	37	69	65	<b>263</b>
<b>Creative Industries</b>	48	36	60	27	71	<b>242</b>
<b>Early Education &amp; Childcare</b>	44	22	61	62	36	<b>225</b>
<b>Energy</b>	5	7	25	18	19	<b>74</b>
<b>Engineering Skills</b>	43	51	66	69	45	<b>274</b>
<b>Financial Services</b>	12	22	42	24	53	<b>153</b>
<b>Hair &amp; Beauty</b>	38	18	62	31	12	<b>161</b>
<b>Hospitality</b>	22	26	49	50	17	<b>164</b>
<b>Health &amp; Social Care</b>	22	26	60	60	47	<b>215</b>
<b>Motor Vehicle Maintenance</b>	25	42	55	56	25	<b>203</b>
<b>Rural Skills</b>	12	35	44	29	34	<b>154</b>
<b>Retailing</b>	3	21	20	30	29	<b>103</b>
<b>Sport &amp; Recreation</b>	62	72	100	67	77	<b>378</b>



During October and November 2013, workshops were held with students at Langholm Academy, S1 to S5 to refine data previously collected in June. These workshops included a re-run of the PowerPoint presentation from the original workshops to refresh and focus the responses.

Students were asked to consider the 14 course options on the questionnaire with the instruction:

**Select 5 courses that interest you most, then give each one a score.**

**The most interesting course gets 5 points, then 4 points, 3 points, 2 points, down to 1 point for the least interesting of your selection.**

Sport and Recreation was the clear winner, 378, scoring from the low 60s to the high 70s with S3 returning 100, the highest score for any option in the consultation.

Engineering Skills with a score of 274 was most popular with S3 and S4 who returned scores of 66 and 69 respectively.

Creative Digital Media, 263, scored highest with S4 and S5.

Construction Skills, with 253, scored strongly across the years but scored a meagre 10 with S5.

Early Education & Childcare, 225, closely matched Health & Social Care, 215, both appealing to S3 and S4.

For the lower scores, below 200, Hospitality, Hair & Beauty, Rural Skills, Financial Services, Retailing and Energy there may well be an awareness issue among students. These courses generated most questions during the consultation workshops. Most questions were directed toward Energy, subsequently the lowest score with 74.

### Refined Concerns – S1 to S6 Langholm Academy.

	S1 Returns	S2 Returns	S3 Returns	S4 Returns	S5 Returns	Totals
Male	14	25	23	22	17	<b>101</b>
Female	15	9	27	7	18	<b>76</b>
Job Prospects	46	34	63	71	77	<b>291</b>
Personal Finances	20	11	9	6	26	<b>72</b>
Langholm has no future	25	24	25	33	15	<b>122</b>
Boredom/Nothing to do	25	17	48	41	26	<b>157</b>
Not being Listened to	12	16	25	12	6	<b>71</b>
Bullying/Gangs & Peer Pressure	5	3	21	5	1	<b>35</b>
Health/Fitness & Wellbeing	3	8	3	9	3	<b>26</b>
Undecided	5	9	12	10	1	<b>37</b>
School/College & Exams	22	38	49	29	35	<b>173</b>
Lack of part time & after school jobs	4	16	28	26	22	<b>96</b>
World Affairs	0	2	5	6	4	<b>17</b>
Environment	4	12	6	9	0	<b>31</b>
Crime	3	9	4	6	0	<b>22</b>

The refined results for Concerns show that the principal concerns are:

Job Prospects **291**

School/College Exams **173**

Boredom/Nothing to do **157**

Langholm has no future **122**

Lack of part-time & after-school jobs **96**

Results from the original workshops agree with the refined data on Job Prospects as highest score but then diverge on the following, in order: Not Stated, No concerns, Personal finance

with Boredom/Nothing to do, showing up again at number 5 rather than 3 in the refined figures.

The additional benefits of the refined data include the ability to draw down additional information to support the broader objectives of the Academy. For example, within the data gathered for **Bullying/Gangs/Peer pressure**, while scoring a very lowly 35, there is a conspicuous peak of 21 in S3. This is a disproportionately high score and one worthy of further investigation, as are indeed all incidences of bullying. The stored data allows for drilling down to gender and individual level.

## CONCLUSIONS

The remit for the Stayin' Alive Project was clear and the Aims and Objectives designed to initiate an informed discussion. This conversation has taken place in Langholm. With the consultation which resulted in the publishing of the Cadispa Report we heard from the communities of Eskdale. The Stayin' Alive Project in Langholm built upon this conversation by engaging with young people and allowing their voices and opinions to be heard. The project ensured that this further conversation was genuinely a two way exercise and that the data collected would form part of any future planning. This undertaking by the Stayin' Alive Project initially manifested in a series of Feedback Workshops to further engage with young people locally, but ultimately by informing the development of a radical and truly transformational project to reconfigure mainstream educational and in establishing the provision of entrepreneur and employability skills training for the whole of the community in Eskdale.

The Cadispa Report highlighted a number of issues and concerns surrounding the elements of Liveability in Eskdale. These issues and concerns were articulated clearly by the community. There is little to be gained by rehearsing the whole of the document but the following section contains a selection of comments which have an impact on the retention of young people and families.

### **Employment Opportunities**

Creating employment was regarded as the most important issue facing Langholm and Eskdale in the future with 47% of the 172 responses referring to this. The creation of jobs for young people was a key part of this concern.

### **Education**

Respondents were divided with their opinions on current educational provision. While 38% agreed that provision was adequate, 30% disagreed and 33% felt they were not informed



enough to make a response. Other suggestions included more engagement with the community, allowing the community more use of school facilities.

### **Accommodation**

The lack of housing was another major concern with 16% of responses referring to housing as an issue that had to be tackled. This included sheltered and affordable housing and homes for young people to rent.

### **Health Services**

85% of respondents felt that they had access to good health care in the area. Only 11% disagreed with the statement. 49% of respondents felt that more health care services delivered locally would make life much simpler for them.

### **Transport**

Because of the high level of car ownership across the area public transport had limited impact on peoples' day to day lives. However, for those without access to a car the limitations were very significant.

Respondents felt that the current level of public transport greatly impacted on them accessing nearby towns (22%); accessing services such as health care (21%) needs of young people (21%) socially (20%); accessing shops (16%); needs of children (14%) and work (13%).

### **Leisure and Lifestyle**

42% of respondents felt that the facilities and support services for young people in their area were not adequate although 31% felt there were sufficient facilities. 26% were unsure what was available.

### **CADISPA REPORT, 2013.**

Corresponding data on these issues from consultation with young people:

- Employment is a top concern with young people across the age range.
- 78% of young people at secondary school in Langholm felt that there were not enough activities for them locally.
- Transport is also a key issue with young people and impacting on many areas of their lives. Public transport is an issue for those living in outlying areas. Cost also is an issue.
- Health and Accommodation did not feature strongly in our consultation with young people.

Taking all of the collated information into account the project focussed on the requirement to develop practical recommendations and responses **‘to reduce the negative impacts of youth out-migration’**.

The principal issues facing the community are clear:

- Eskdale is a cluster of communities suffering substantial economic decline.
- These communities are suffering from the effects of being situated in a ‘Remote Rural’ location.
- Young people are leaving their communities to access education and employment.
- There is a growing social imbalance with an emerging top-heavy demographic.

With very little possibility for employment arriving from external sources in the near future, options for response seemed fairly limited. But by looking at current resources within the community the development of a self-help strategy was the obvious way forward. Someone once said that the best ideas always appear to be obvious and so it was with the development of the Langholm Enterprise Academy Partnership.

This self-help route will never be a quick fix, nor could it be, but it does focus the attention. The project could have worked up a number of practical recommendations, individual projects to combat the issues enshrined in the list above. They would surely have been no less worthy, but, by going for the Whole Community approach the project signalled that change was needed. The problem with change is that it is often associated with a ‘breaking with tradition’ which has given the area its ‘special’ quality.

The proposed change here is significant. What was ‘Langholm Academy’, purveyor of secondary education to the young people of Eskdale between the ages of 12 and 18, would become Community Enterprise Hub. The 12 – 18 student body would remain and with the co-location with the new primary school bring together a younger group of students, particularly from P6 and 7 (age 9/10 and 11/12), participating in enterprise study. The communities of Eskdale would provide a third cohort, able to participate in a wide range of skills development, not least, entrepreneurship skills as previously described in the Project Overview. Significant within this group will be local employers who will have access to the learning resources for their existing employees.

This means the traditional ‘9 to 4’ routine for the Academy no longer applies. The Community Enterprise Hub must provide access in the evenings, weekends and during those months when previously, the school would have been closed.

The Employers Forum is a key component of this proposal. As a group they will provide advice and guidance to Langholm Academy on course content, and bringing their knowledge and experience provide quality control as part of the Project Management Group. Their

close involvement also brings an opportunity for the Academy to be seen, formally and publicly, to be embracing the 'real world'. This could be viewed as a difficult and possibly dangerous concept for many education establishments and for that Langholm Academy is to be highly commended.

The latest count of the Employers Forum reveals that 30 employers and supporting organisations are currently members. This includes organisations like Dumfries & Galloway Council with a number of departments and sub-organisations attending under that one umbrella. Dumfries & Galloway College and other learning providers are members of the Forum. These organisations will form the core of an outreach provision for skills and training never before available in Langholm.

One further function of the Employers Forum is that the supporting organisations, for example the Dumfries & Galloway Small Communities Housing Trust (DGSCHT), employers in their own right, will bring expertise to bear on Housing and Accommodation issues. This multi-functioning group is a bi-product of the whole-solution projects, in this case the Whole Community Solution.

It so happens that the DGSCHT is developing a self-build/self-refurbishment project along with a construction and maintenance training initiative which will combine with LEAP. In this way the Langholm Enterprise Academy Partnership (LEAP) as the foundation for this whole-solution project will move forward and evolve, pulling on the skills and expertise of its members. In doing so it will identify and address, in turn, those 'ancillary' issues described earlier in this chapter.

Within this group are members of the retail, hospitality, tourism and cultural sectors. With the Local Authority, its subsidiary organisations and National Health Service also attending, the elements affecting Liveability issues for the community are all represented.

The establishment of the Employers Forum while fulfilling the function described in the title, is a stage in the development of a whole system approach and a whole community solution.

## APPENDICES

## THE BENEFITS OF THE WHOLE SYSTEM APPROACH

### Social capital

**The term ‘social capital’ has been developed to describe what it is in a community (including its organisations) that give it the capacity to ‘get things done’ for mutual benefit. One way of defining it is as a measure of the quantity and quality of the relationships and connections between people and between organisations. Growing social capital is a process of growing this network of exchange of support and assistance.**

Throughout this document there are a number of references to the Whole Community Solution. This is simply a method of understanding and responding to the issues that are affecting a community. In this case the community, or more correctly communities of Eskdale, principally Langholm, Canonbie and Eskdalemuir. These issues have been described elsewhere in this report but it would not be overstating the problem to describe it as being centered upon the resilience and future of the communities listed above. Not least the re-establishment of a viable and vibrant local economy.

By identifying the Whole System as the best way to tackle and resolve these issues, it is important to describe something of the theory and practice of this approach.

Whole System Thinking is a method combining analysis, understanding and decision-making to examine the interrelationships of the constituent parts of a system rather than narrowly focusing on individual parts in isolation. By incorporating a range of perspectives, conditions, connections and capabilities into a dynamic analysis it is usual to reach dramatically different conclusions than those constructed from within a limited range of focus.

Whole System Thinking is important because most of the problems we face as a society represent a set of interrelated components in broad and complex scenarios. These problems cannot be solved in isolation and the attempt to craft isolated solutions routinely leads to greater problems elsewhere. Whole System Thinking mimics the behavior of natural systems, which adapt to changing conditions in a flow based on outcomes that benefit the whole. It is important to stress that whole-systems-thinking is a methodology, not an ideology. It is process-based rather than prescriptive.

### The Limitations of Ad-hoc Partnering

The delivery of initiatives to deliver social or economic benefits to communities can be seen as having gone through several phases:

- In **Separatism**, where each agency and organisation plans and delivers its own contribution in isolation from the contribution of others;

- In **Competition**, where agencies, organisations and providers are placed in a competitive relationship to one another;
- In **Partnership**, where agencies and professionals participate in specific and ad hoc collaborative relationships.

Elements of these three phases co-exist in a complicated fashion, and can result in only partial and disjointed understandings of, and responses to identified social problems.

Whole System Working is a radical way of enabling change in complex situations; it helps people to make organisational connections that enable them to find sustainable local solutions to local concerns. These connections are made with both people and ideas.

At its simplest level, whole system working is a way of developing ways for people to come together to express their different experiences, to identify possibilities for action and to commit to change.

Complex social issues such as urban regeneration, homelessness, underachievement in schools or long-term unemployment are influenced by the actions of many individuals, groups and organisations. They are beyond the ability of any one agency, organisation or individual to 'fix'.

**Example:**

A heap consisting of the parts of a bicycle does not have vehicular potential, but if the parts are linked together to make the bicycle as a whole then it has the potential to get someone from A to B – this is the 'emergent property' of the bicycle. This simplistic model appears to be self-evident but in fact, there is a big difference between being in some way 'joined up' and 'engaging with' a whole system. The bicycle, although assembled then only achieves vehicular actuality when a person with the ability 'to ride a bike' mounts the thing and pedals off!

Similarly, in assembling the constituent parts of your whole system organisation (bicycle), there is still some work to do before it begins to function.

Two significant issues need to be dealt with:

- **Resistance to change**
- **Valid different perspectives**

In the case of **resistance to change** - from a whole systems perspective, leadership is about creating situations where participants start to form new meanings and understandings as a consequence of their participation, rather than in receiving top-down pronouncements and restructurings.

Dealing with **valid different perspectives** - it is necessary to accept that completely different evaluations of proposals, their purposes and performance will inevitably exist, but the only way we can get near to a view of the whole system is to look at it from as many perspectives as possible. From this viewpoint shared goals may be identified.

It must be stressed, however, that a Whole System Approach is not about reaching a broad consensus on what action to take. A process which relies upon everyone having to agree on what to do is a process devoid of energy or excitement. It will often require a long timescale, perhaps infinitely long! It's not about looking for the right answer or about ironing out differences. It's more about bringing into the open lots of different perspectives from which possibilities may emerge, can be encouraged and discussed. It's about being clear about purpose and meaning. Sometimes it's enough to simply bring these to the surface. When people find there is more shared understanding than they realised, then that too leads to unexpected actions and outcomes.

### **New Ways of Working**

In pursuing the Whole System approach, in this case the Whole Community Solution, it is necessary to bring together all of the resources in the community, consolidate them and create a framework to make them accessible and able to contribute to the solution.

The first tranche of consolidation brought together employers and supporting organisations from the local community. The Employers Forum was established. This gathering brought together a range of experience covering enterprise in commercial, manufacturing and retail sectors, care for the very young and older members of the community, tourism and culture.

As the Forum progressed other organisations gravitated towards it from slightly further afield. Included are regional, Dumfries & Galloway Council and its subsidiary organisations, Dumfries & Galloway College, Dumfries & Galloway Small Communities Housing Trust; and national, the National Health Service and the Royal Highland Education Trust are examples.

With a growing bank of expertise and increasing opportunities for connectivity and networking between members, there is a very real potential for the work started with this group to evolve into a whole system approach.

The Whole System, as the title suggests, accommodates the whole community and that means that there is a place also for individuals who may participate as volunteers or in other capacities. As stated previously, this Whole System approach is collaborative and cooperative, not prescriptive or top-down.

Having a lead agency is usually a means of holding one agency accountable, and that is not appropriate here. The whole system approach is good at developing a sense of joint responsibility. This is one characteristic of a system 'being aware of itself ' so it is not

appropriate to create another hierarchy. What will be required is an organisation to act as 'host' mainly for administrative purposes, but that is not the same as accountability.

In addition to the responsibility of 'host organisation' is that of managing and marshalling the resources drawn from social capital. This is no small task, in fact the term 'managing' in this situation may well be a misnomer, 'brokering' is more accurate and is essential if this approach is to succeed. More importantly, this equitable process must be developed with the approval and agreement of beneficiaries, in this case the community.

The organisation to take on this responsibility, at the time of writing, is not in place. Establishing this 'new' organisation is another task requiring careful consideration.

**Key recommendations of the CADISPA study:-**

- **That each community (or group of communities) develop, or continues to develop, an appropriately constituted organisation such as a community development trust which can take the issues identified in this report forward.**
- **That representatives from the communities of Langholm and Eskdale come together to discuss the possibility of establishing an organisation or network which will address issues identified in this report, respond to changes in local and national government policy and support local communities, groups and organisations to become more self-sustaining.**

This new body must be able to manage a range of diverse issues from a position of strength, or put simply, it needs to be able to command expertise in a number of key areas and instil confidence within the community. In order to achieve this it will be necessary for the proposed organisation to coordinate the valuable social capital which has coalesced around the Employers Forum. The Employers Forum is one expression of that social capital which should be viewed as a loosely aligned or 'fluid' consortium. The expertise, or social capital, which has been brought together to address one element of the solution can be reconfigured to address the disparate nature of those other issues which have been identified as having negative impacts upon this community. The intended outcome is that viable targeted projects will emerge from this process and be delivered.

Success is dependent upon the process of uncovering, rather than importing or inventing solutions. It is the inclusivity inherent in Whole System Solutions that generates the possibility of change which is not only locally appropriate but sustainable.



## SUPPORTING ORGANISATIONS - EMPLOYERS FORUM 2013

Abbotts Chocolates  
Blue Moon  
Border House  
Buccleuch Estates  
Business Gateway  
D&G Chamber of Commerce  
Co-op  
Crown Hotel  
CTC Caretrain  
Cut the Mustard  
D&G College  
D&G Small Communities Housing Trust  
Drove Weaving  
Douglas Hotel  
Dumfries & Galloway Council  
Edinburgh Woolen Mill  
Eskdale Hotel  
Eskdale Solutions  
Forestry Commission Scotland  
FTS Dyers  
Kevan Hotson (Builder)  
La Belle  
Langholm Initiative  
Langholm Playcare Ltd  
Langholm Skinyards  
National Farmers Union Scotland  
National Health Service  
Royal Highland Education Trust  
Springboard

# Cadispa Report Data Extract

## **Sufficient job opportunities to use your work skills?**

85% of respondents disagreed or strongly disagreed that there were sufficient job opportunities in their area.

57% of respondents disagreed or disagreed strongly that there were sufficient opportunities in the area in which to use their work skills and 14% did not comment.

Less respondents (46%) disagreed with this statement in Eskdalemuir, however one third of respondents (33%) felt unable to respond.

## **How far do you travel to work?**

35% of respondents regularly travelled to work and journeys ranged from 0 to 40 miles. The majority of these respondents travelled between 0 and 10 miles each day and 9% worked from home. However many of those who worked from home also travelled to their place of work on a regular basis. This question was not applicable to 59% of respondents as they were presumably retired, full time parents, unemployed etc.

An overwhelming majority of 92% agreed that the local economy could be strengthened by widening the skills and businesses in the area.

Only 27% of respondents considered that there was a strong local business community in the area with 51% disagreeing with the statement and significantly 21% of respondents felt unable to comment.

In Eskdalemuir, 35% of respondents disagreed that there was a strong business local business community and 35% did not know.

The statistics from the other areas were broadly similar to that of the wider survey.

## **Educational opportunities**

Around 13% of respondents were currently enrolled in some form of education with the majority taking part in non-formal evening classes. However, there was an extremely low number of respondents engaged with local colleges (less than 1%). This probably reflects the older demographic of the area in general and age of those who responded to the study.

Respondents were divided with their opinions on current educational provision. While 38% agreed that provision was adequate, 30% disagreed and 33% felt they were not informed enough to make a response.

### **What prevents you from accessing education?**

Within the 83 responses to this question a lack of classes (43%) was the most commonly identified barrier to accessing education across the area. Many respondents also felt that they were too old for education (18%) or just not interested (6%). The distance people needed to travel to access classes was also an issue (17%) with the lack of public transport contributing to this (3%). Other barriers included a lack of information about available courses (6%) and finding the time to take part (9%).

The pattern was very similar in Langholm and Canonbie. However interestingly, in Eskdalemuir age was not mentioned as an issue preventing respondents accessing education.

### **I am interested in the following educational opportunities**

The majority of 134 respondents to this question were interested in non-formal education (89%) such as evening classes but there was also significant interest in vocational training (21%) and further (14%) and higher education (8%). One respondent suggested vocational training centred in Langholm e.g. fencing, dyking, shepherding, electrical, plumbing, building, stockmanship, cattle handling, ATV skills certified, chainsaw certificates for young and old.

### **Please list below any course/s not currently available in your area that would be of interest to you in the future.**

Respondents were again interested in a wide range and level of education and learning. Amongst the 58 responses to this question crafts (31%) and languages (29%) featured most often. Other popular subject areas included computing/IT classes (17%), arts classes (13%), music (8%), sport (8%) and gardening (8%).

Evening/leisure courses were most popular but a number of respondents were interested in vocational courses such as car mechanic courses and childcare/nursery nurse qualifications (6%) as well as higher level qualifications (3%).

### **What is your opinion about the quality of schools in your area?**

Respondents were overwhelmingly supportive of the current school provision with only 2% of respondents rating it as poor.

### **Schools could be improved by.....**

Key ways in which respondents felt that the local school could be made better -

- Improvement to the infrastructure of buildings and facilities
- Maintaining and increasing subject choice

- Increasing the opportunity to take part in sport both at school and competing externally
- Creating greater stability amongst senior staff
- Increasing the number of children on the school role

Other suggestions included more engagement with the community, allowing the community more use of school facilities, improving support for children with additional needs and providing a breakfast and an after school club.

## **Young People**

### **There are adequate facilities and support services for young people in your area.**

42% of respondents felt that the facilities and support services for young people in their area were not adequate although 31% felt there were sufficient facilities. 26% were unsure what was available.

There were clear differences in provision across the area. Only 10% of respondents from Eskdalemuir felt that provision for young people in their area was adequate compared to 26% in Canonbie and 35% in Langholm.

### **There are sufficient job and training opportunities for young people in Langholm and Eskdale.**

73% of respondents felt that training and job opportunities for young people were not adequate. Only 5% of respondents felt that current opportunities were satisfactory.

### **A need has been identified to keep young people in the area. In your opinion what would need to change to attract them to stay.**

Amongst the 143 responses, the creation of jobs (82%) was regarded as key to attracting young people to stay with many highlighting that these must be well paid or good quality jobs (10%). The provision of affordable housing (15%) and housing for young people in general (7%) also emerged of importance. Improving the opportunities available for young people in terms of social opportunities in the area was also a key concern (9%) as well as the provision of training/apprenticeships and improved transport links (6%).

Other suggestions included support for local businesses, attracting new industries to the town and the improvement of leisure facilities.

## **Housing**

While the response rate to this question was significantly lower than others in the questionnaire, the need for housing for local people emerged as a clear priority followed by housing for the elderly/those needing sheltered housing and young families. Those with the most urgent housing were given the next priority while young single people and those

wishing to move to the area were considered the least priority group for housing in the area.

Responses in Canonbie and Langholm were very similar to those of the overall area. However in Eskdalemuir, the elderly/those in need of sheltered housing and those with the most urgent housing needs emerged as the top priority followed closely by the housing needs of local people.

Being able to rent or purchase property was important for respondents with 77% of people indicating that their preference would be to rent from the local council. However renting from a community enterprise was more popular in Eskdalemuir 86% and less popular in Canonbie 38%.

Across the area the local authority emerged as the preferred leader for any new housing development with housing associations and community enterprise (both 40%) the next preference. Opinions once again varied from community to community with those in Canonbie and Langholm having a clear preference for the local authority (60% and 67%) whilst in Eskdalemuir respondents preferred community enterprise and housing associations (both 57%).

Of the 7% of comments in 'other' section, most indicated that they preferred a private developer leading any new scheme. Others suggested alternative models and ideas such as a *"group purchase housing co-operative for eco-build projects"* and *"there is a role for all of the above to attain affordable housing"*. One respondent commented that *"old and empty properties must be used"* in any housing development.

Some raised concerns about the demand for, and distribution of housing, suggesting that demand has fallen *"we rent out houses and we've had stable supply/demand for past few years but demand is down from 3 years ago"*. Another respondent was concerned about the type of tenants being allocated local homes *"housing – not for drug addicts or single families from all over the country"*.

### **Transport and Infrastructure**

The vast majority of local people have access to a car although this varied slightly across the area with 87% of respondents having access in Langholm, 95% in Eskdalemuir and 100% in Canonbie.

Patterns of car ownership were very similar in Langholm and Eskdalemuir with 59% and 61% of respondents owning one car and 27% two. Respondents from Canonbie however had a much higher level of car ownership with 65% owning two or more cars.

Respondents from Langholm used public transport the most with 19% using it regularly and 55% occasionally. Canonbie and Eskdalemuir respondents used public transport much less with only 10% and 12% using it on a regular basis and around 40% occasional use.

### **Does the current provision of public transport limit any aspect of your life?**

Because of the high level of car ownership across the area public transport had limited impact on peoples' day to day lives. However, for those without access to a car the limitations were very significant.

Respondents felt that the current level of public transport greatly impacted on them accessing nearby towns (22%); accessing services such as health care (21%) needs of young people (21%) socially (20%); accessing shops (16%); needs of children (14%) and work (13%).

There were a large number of non-applicable responses in three of the categories – 'the needs of young people' (64%), 'the needs of children' (72%) which could be explained by those responding having no children or young people and therefore unable to comment. The work category (73%) could be explained in a number of ways, either most respondents live locally and don't depend on public transport for work or they have access to a car for work or are retired/unemployed. The statistics for these three categories are likely to be skewed as a result.

A number of respondents suggested that without a car their lives would be severely restricted *"It would limit most aspects of the above if we didn't have a car"*. *"Need car for work, social, accessing shops, towns etc, can't access with public transport"*. Others described the lack of services *"No bus route to Gretna, Annan, Lockerbie"*, while some described problems with the timing of services *"Service bus to Carlisle needs to be earlier to for provision for shift workers e.g. 0600 hours"*.

### **Which aspect of public transport, if any, do you find restrictive?**

The frequency of service and lack of available routes were the main aspects of public transport which respondents found most restrictive. Available routes were the biggest difficulty for respondents from Langholm (77%) with the frequency of services less restrictive (43%). In both Canonbie and Eskdalemuir however, frequency of service emerged as the most restrictive aspect (67% and 78%) with inconvenient timetables also being a major restriction in Eskdalemuir (67%).

Other aspects which limited respondents were mobility and the lack of timetables at bus stops. One respondent suggested that reinstating the railway line may help to resolve some of the transport issues.

### **Would you use a community transport service if one was available?**

The majority of respondents stated that they would use a community transport service if one were available, although 64% of respondents in Eskdalemuir did not feel they would make use of this service.

## The Future

### What do you feel are the most important issues for the future of your area?

Creating employment was regarded as the most important issue facing Langholm and Eskdale in the future with 47% of the 172 responses referring to this. The creation of jobs for young people was a key part of this concern.

The lack of housing was another major concern with 16% of responses referring to housing as an issue that had to be tackled. This included sheltered and affordable housing and homes for young people to rent.

Other issues included keeping/attracting young people/families (13%); elderly care (12%); tourism (11%); economic development (10%); support for and regeneration of local shops (9%); support for business (8%); Langholm High Street (6%) and education, training and learning (6%).

Responses broadly matched the area wide picture in Langholm. However, the concerns expressed by each community varied significantly. Employment (32%) remained the most major concern in Canonbie but the future of the pub/hotel (13%) and support for and regeneration of local shops (13%) emerged as key issues in Canonbie. While respondents from Eskdalemuir regarded housing rather than employment as their key concern (37%) employment (25%) and attracting young people and families to the area were also seen as important.

A selection of respondents comments covering key issues that were raised:

- *“The realisation that beautiful countryside isn't enough. People want to see and buy things and eat well”*
- *“Providing well paid job opportunities for local people to allow them to afford to buy their own property”*
- *“Job creation especially for youth. Resolving dilemmas re making town accessible to tourists - but not to lorries. Creating town that people want to visit”*
- *“Re-development of shops. Better housing. Caravan hook up points. Allotments.*
- *“Better transport links. Better building for Langholm Playcare”*
- *“Must bring new employment to area. Young people go to university and don't come back”*
- *“To promote Langholm for families as an ideal place to live and grow”*
- *“Canonbie needs a pub! One that is open regularly and serves food! Canonbie needs a post office - the one we have is excellent but we are worried it will close”*
- *“Langholm is sliding off the map. More effort needed to up the High St and to provide more interest for tourists. Provision of sheltered housing for elderly. Youth clubs for young generation”*

- *“Development of the Thomas Hope hospital. Major improvement in care services. Small care home provision. Development of appropriate tourism attractions”*
- *“Better provisions for health care and care for elderly. More job opportunities and training for young people. Improvement of road surfaces and pavements with better gritting/salting in winter months”*

*“To provide day sources for the elderly. To provide childcare services/groups (support) for one parent families. Benefits advice/support to attend sessions”*

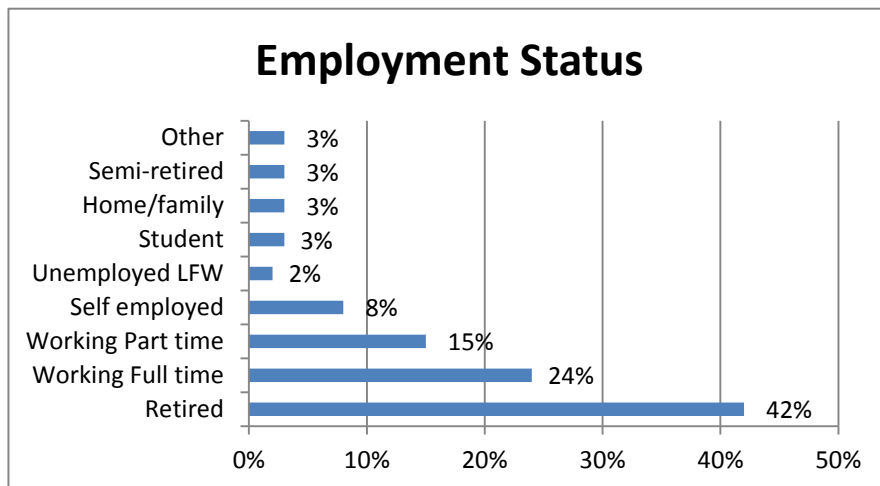
- *“Jobs and housing with more diversified shops plus a well-run, non-private nursing home. To see the Thomas Hope hospital used for the purpose it was built”*
- *“Setting up of new businesses. Improved childcare including after school to enable mums to work full time or at least full days”*
- *“Sustainable employment”*

*“Encouraging local business, affordable housing to buy, employment and activities for young people, community information, better distribution of events and services”*

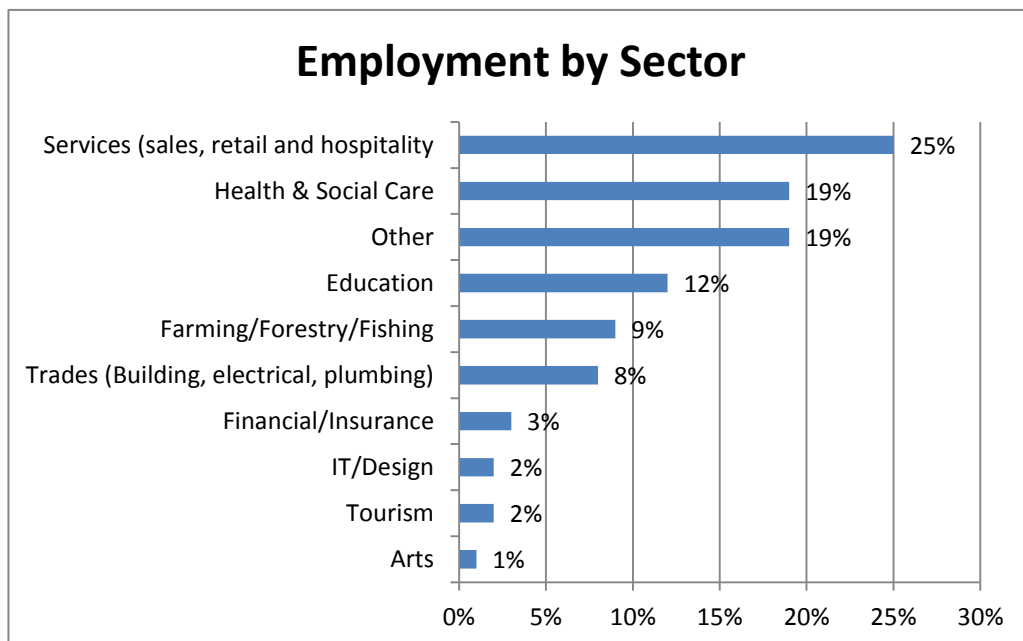
- *“Affordable housing to buy/rent, jobs*
- *“Roads to be kept in good repair and widened where necessary. More social housing to encourage people to Eskdalemuir”*
- *“Keeping young people here and having communities accept and welcome newcomers. More opportunities for everyone - I feel living here is a disadvantage at times”*
- *“Sports facilities”*
- *“Development of sports facilities, sports classes, squash / tennis leagues. Circuit training classes. Promotion of surrounding area to encourage investors / economic growth”*
- *“Not to get covered in soft woods - we struggle to get trained staff (shepherd) so need to improve training locally for practical work. It happens in Cumbria with walling etc. So countryside, keeping it feeling untouched, keep the olde worlde of langholm, develop hub but do it on a budget to gain support”*



## Employment Status



42% of respondents were retired, 24% working full time with a further 15% working part-time and 8% self-employed. There were low numbers of respondents that were at home looking after a family (3%); unemployed (2%) or students (3%).



This pattern was broadly repeated in Langholm. However in Canonbie, there were significantly more respondents who worked full-time (31%) and/or were self-employed (13%). Only 27% of respondents were retired and none of the respondents from Canonbie were unemployed or students.

In Eskdalemuir the majority of respondents were retired, 25% worked part-time and 12% in full-time employment.

25% of respondents were employed in the service sector (sales, retails, hospitality etc); 19% in the health and social care sector or 'other' areas. 12% worked in education; 9%

farming/forestry/fishing; 8% in trades such as plumbing etc.

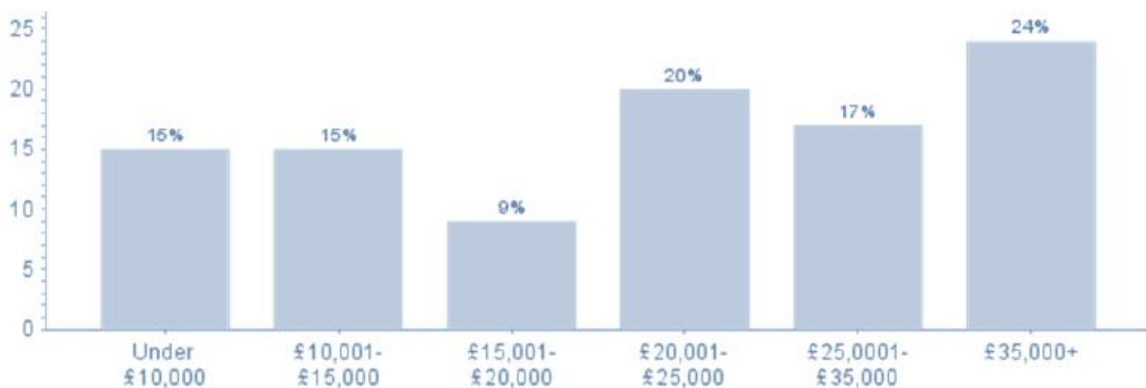
The statistics varied slightly across the communities with substantially more respondents from Canonbie working in farming/forestry and fishing (20%) and more than half of respondents from Eskdalemuir working in health and social care (57%).

### Income per Annum

24% of respondents earned more than £35K per annum while the majority earned over £20K per year. However 30% of respondents earn less than £15K per year.

Earnings were significantly higher amongst respondents from Canonbie where 32% of respondents earned above £35K and 78% earned above £20K per annum.

The opposite was true in Eskdalemuir where over a third of respondents earned less than £10K per annum.



In Langholm, the levels of income closely corresponded to those set out in the graph of the wider area above.

### Demographics from the Survey

Of the 271 returns received by the Trust:

- 56% were female and 44% male
- A greater number of older aged respondents contributed to the survey than the age profile for the area.
- There were an equal numbers of respondents in work either full/part-time or self-employed as those that were retired/semi-retired or at home looking after a family.
- The majority of respondents had lived in the area for more than 21 years

## **Employment**

There have been significant changes in patterns of employment in Langholm in recent years. The majority of the textile industry has now closed and there are limited opportunities particularly for young people. Some of those who had previously relied on the kind of unskilled labour that the textile mills offered, often could not find new employment. One participant had been unemployed for ten years having previously been employed in a variety of labouring and unskilled positions - "I used to work in mainly textiles when I lived in Langholm but there is none of that left now..... it really dried up in the late 90's"

Due to limited work in the area often people were forced to take what jobs they could find rather than pursuing a career - "people are trapped within reasonable travelling distances and they take what they can get really". One participant's partner had been doing a number of different jobs since moving to the area with their young family. -"at the minute he's off but usually he's self employed and does anything he's gets offered basically, he does about five jobs at once". Another's partner had found it difficult to make the same amount of money he had while in the army. -"my husband's in the army, it's quite good he's based about 40 miles away. He came out and did a bit of labouring but he couldn't find anything that suited him in the area...so he went back in"; "my partner works doing shifts, so we don't have much quality family time...he doesn't mind it and he can't find anything close enough to home which he could do"

Wages tended to be lower than the national average and mothers who wish to return to work found it difficult to make it worthwhile. "I'm hoping to work but I have childcare, it wouldn't be worth my while travelling to Carlisle if I had to pay someone to look after my kids". Those pursuing careers or establishing themselves as professionals faced similar challenges. Many were likely to have to move away to advance further in their chosen field. -"At the minute I'm a medium sized fish in a small pond in terms of work but if I want to progress I will have to move away". Many felt that there was a need to develop new forms of employment if the area was to retain young people and remain sustainable. There was a feeling that there was a need to develop industries such as tourism to help create employment opportunities for local people. "we need business development in the area, the community is stuck in a time warp"; "they have done a lot for Langholm (they mills), but they need to bring something else in, new industry".

## **Housing**

Many felt that housing should be a main priority for the community. It was generally felt that there was a lack of affordable housing particularly for young people, families and the elderly. It was thought that if more sheltered housing was available for the elderly to re-locate into, then this could free up potential homes for couples and single people. Existing sheltered housing in Langholm is being used by families who need housing and by others.

This may be due to the overall shortage of housing. There is a clear lack of housing for both the elderly and the disabled. One mother with a severely disabled child has waited ten years for a suitable home and was now awaiting a new home to be built that will accommodate her needs. Another family who lived in a second floor flat with their disabled son were in a similar position despite having maximum points on the housing list. Young families also have difficulty finding appropriate properties. “there is a real lack of family housing, we could not tick all the boxes we were looking for...we’ve ended up at the top of the stairs with no garden’

‘it took ages for us to even find somewhere appropriate for us to rent never mind buy”

### **Education**

The schools in Langholm were well thought of “we have good primary and secondary schools”; “the school is especially good at engaging with outside factors and local courses”.

There was confusion about what provision there currently was for evening classes etc. Many were aware that classes had previously been offered in Langholm Academy but were unsure if these were still available.

A need was expressed for more work experience opportunities for young people, particularly those choosing not to go onto university or college, more adult educational opportunities, evening classes and new affordable courses run locally.

The provision of education in Langholm was considered good from pre-school facilities “Langholm Playcare is a huge local asset, run as a charity so is affordable for local families; up to primary and secondary education, “Good local schools, both primary and secondary”; “School especially good at engaging with outside factors and local courses”.

### **Transport**

People in general, but particularly those that were dependent on local public transport, had great concerns about the current provision of services e.g. inadequate links to other nearby towns, lack of joined up journeys, infrequent service and high costs.

The lack of regular, affordable public transport limited aspects of peoples’ lives, and it was felt that without a car job opportunities were extremely limited as it was so complicated and time consuming to travel by the existing public transport system. In particular, the lack of a regular, affordable public transport system impacted greatly on the employment and educational opportunities of local people, “The timetable makes shift work outside of Langholm impossible without your own transport and makes access to nearby universities or colleges difficult for local students”; “Existing schedules inconvenient”; “People in Langholm are having to cross the border to come back again to have a job interview...[or ] an appointment with the hospital”; “Timetable makes reaching a job that starts before 9am

in Carlisle impossible without having own transport”; “Bus service to Carlisle is not flexible enough for workers – first bus doesn’t arrive until after 8.30am making jobs starting before this impossible without own transport”; Lack of express services at peak times”; “There could be more differentiation between the ‘practical’ bus services and the ‘recreational’ services because the two conflict quite substantially”.

## **Conclusions**

Creating jobs and training opportunities is another huge issue in the area with 85% of questionnaire respondents feeling there were not currently enough available locally. Transport is key to enabling people to access courses in the wider area but there is also a very real need for more courses to be provided locally. This needs to be combined with better communication about what is available as many of those we spoke to were unsure what was available and where. The greatest demand is for informal learning and evening classes, something which reflects the make-up of the population. If local people are serious about making the area somewhere young people and families will want to stay then there is a need to find ways to provide easier (and possibly more flexible) access to university, college and vocational learning.

Retaining young people and attracting families to the area were another key priority for those who took part in the study. The creation of learning opportunities and jobs was seen as one of the key potential drivers for this, but the provision of a diverse range of ‘cultural opportunity’ for these age groups was also highlighted as vital. There is a clear understanding in all three communities that young people are not adequately provided for and that things need to change. This is true also for the 18-35 age groups some of whom feel that there is little local cultural provision aimed at them.

**Education and Training:** A range of community education classes and training in conjunction with industry and the Council. Stand-alone training, leadership and skills training – either coordinated by the new organisation or working in partnership with private organisations.

## Dumfries & Galloway Small Communities Housing Trust

# Building Young People Project

Excerpts from Final Report

### Executive Summary

The study was undertaken in order to research the housing needs of young people aged between 15 and 25 in the towns of Langholm and Moffat, Dumfries and Galloway, South-West, Scotland and to develop options for potential housing solutions that address the study results.

The Trust has conducted over 20 housing surveys across the region and Dumfries and Galloway Council also undertook a Housing Needs and Demand Assessment during 2009, with approximately 2300 households responding to this, in all this research it was apparent that young people, in rural communities under the age of 25 were not responding. It could be concluded from this that:

- There wasn't a need for housing for this age group *or*
- The survey methods were not engaging with young people

Anecdotal evidence suggested the latter; so the Trust responded by trying to address this; but realized that a more concerted effort had to be made to develop an effective survey methodology to engage with this age group. Langholm and Moffat communities came forward to be involved.

The research was requested by DGSCHT and the project commenced in February 2013. Field research was conducted between May and October 2013. A short survey (paper based & digital) was the main research tool used to capture the results and opinions of young people. One focus group was conducted to gather qualitative data. The survey was developed with and piloted by young people. 212 survey responses were received: 89 from Langholm and 123 from Moffat.

### The key findings were:

- There are a significant number of young people in need of housing now and in the very near future.
- In both towns, approximately half of the young people said they would stay in the area if they had suitable housing.
- The majority of the respondents were of school age; it proved difficult to reach those aged 18 and upwards. Therefore, the results reflect this demographic, indicating the bulk of the housing need occurring in 3 to 5 years' time.
- Moffat – 65% of those surveyed would like a home of their own.

- Moffat - 26 respondents said they would be interested to hear from the Building Young People Project's Training Programme
- Langholm – nearly 84% of those surveyed would like a home of their own.
- Langholm - 20 respondents said they would be interested to hear from the Building Young People Project's Training Programme

**The key recommendations are:**

- DGSCHT establish links with partner agencies and organizations to facilitate the delivery of appropriate housing solutions that work within the individual community.
- Links may include working with Dumfries and Galloway College and local Housing Associations on a training and build project, where young people build a house that they can rent at a reduced rate for a fair tenure, or working with local private landlords on a similar project involving refurbishing empty property.
- The **\*Homeshare** option may also provide a possible solution,
- Negotiation of a change in allocations policy with a local Rural Social Landlord (RSL), relative to a specific property.

We would also endorse a recommendation from the **\*\*Cadispa** report in respect of addressing housing needs in Langholm, *but with the specific addition of developing housing for young people:*

Their recommendation being:

“That the communities continue to develop close links with the Buccleuch Estate in an effort to foster a progressive, equal and mutually beneficial relationship which allows them to work together in the re-development of the area.

That organisations make the provision of sheltered, affordable and family housing a priority.”

Cadispa Report 2013

**\*Homeshare** - is a worldwide organisation, it pairs up elderly people, who have spare rooms in their own homes, with young lodgers; the young person benefits from a reduced rent in return for doing some chores for the elderly person. This is mutually beneficial as it provides companionship.

**\*\*Source:** Cadispa Report 2012

## **Moving Forward**

To establish the foundations for the Training and Building Programme the Trust has been in discussions with various key partner agencies including: Dumfries and Galloway Council (including their Empty Homes Officer), Dumfries and Galloway College, Skills Development Scotland, both the local housing associations; Dumfries and Galloway Housing Partnership (DGHP) and Loreburn Housing and a local private landlord; Buccleuch Estates.

We hope to work closely with the Langholm Enterprise Academy Partnership (LEAP) group that has evolved from the Stayin' Alive Project in Langholm. The LEAP group plan to base a Community Career Hub to facilitate career advice, skills development and entrepreneurial training at Langholm Academy.

We have also met with the Scottish Futures Trust's local co-coordinator: The Scottish Futures Trust is working at helping communities move forward together strategically but at a local level.

There has been an extremely positive response from all organizations that have been approached so far.

A visit was made to London to meet with the CEO of the Community Self-Build Agency (CSBA) who is also the Chairperson for Youthbuild, UK. The CSBA have run 60 -70 projects that have involved young people training in construction skills & building their own accommodation. The CSBA are keen to help share best practice and help initiate similar projects in other parts of the UK.

This meeting proved invaluable and has helped the Trust to formulate an outline programme based on a model that has been tried and tested. Understandably there will be a certain flexibility built in, to allow for its application in a small, rural community.



# Youth Survey 2013

## Section 1.

Name \_\_\_\_\_ Age \_\_\_\_\_

Male [ ] Female [ ] Year Group \_\_\_\_\_

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## Section 2.

Do you live in a town? Yes [ ] No [ ]

If YES, which one? Langholm [ ]  
Canonbie [ ]  
Glenzier [ ]  
Eskdalemuir [ ]  
Other \_\_\_\_\_

If NO, how far from town do you live? Less than a mile [ ]  
1 - 3 miles [ ]  
3 - 5 miles [ ]  
More than 5 miles [ ]

How do you get to places? Walk [ ]  
Cycle [ ]  
Parents [ ]  
Bus [ ]

--- -- -- -- -- -- -- -- -- -- --

## Section 3.

What do you do in your spare time?  
\_\_\_\_\_

What are your interests?  
\_\_\_\_\_

Are you a member of any clubs? Yes [ ] No [ ]

If YES, which ones?  
\_\_\_\_\_

Do you think there is enough going on for young people in your area?  
Yes [ ] No [ ]

What would you like to see available for young people?

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—

What days would you like to see stuff available?

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—

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Section 4.

What concerns do you have as a young person?

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—

Do you think young people are listened to and involved in community activity?

Yes [ ] No [ ]

If NO, how could that be changed?

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—

What plans do you have for when you leave school?

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—

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Section 5.

Would you be interested in helping/volunteering with various clubs and activities?

Yes [ ] No [ ]

# Stayin' Alive Community Skills Mapping

## What are we trying to do?

**We want to find out about the skills and knowledge within your town.**

This includes all of the good things that are present in the community such as interests, skills, talents and knowledge.

Everyone in the neighbourhood has something to contribute. This might be things you've learned through experience at home, with family or friends, at work or in a community group.

Wherever possible please give us a little bit of detail about each skill and whether it was paid work, volunteering or personal interest.

## Activity and Sport

- 1. Do you have skills for any sports or activities? This could include anything from cycling to football or rounders. Please tell us about this, including whether this is a skill you currently use or that you have used in the past.**

## Arts, Culture, Media

- 2. Do you have any skills or knowledge in the following arts, culture and media activities?**

Singing	
Writing music	
Creative writing (e.g. poems, stories, history)	
Organising concerts/recitals/plays	
Acting	
Playing an instrument (please state)	
Architecture	
Dancing	
Local history / heritage	
Tourism / travelling	
Creating artworks/animation on a computer	
Computer programming / Web design	
Home interiors	
Painting, drawing, or sculpture	
Photography as an artistic activity	
Making films/videos as an artistic activity	
Textiles (e.g. sewing/dressmaking/embroidery/knitting)	
Other crafts - calligraphy, pottery or jewellery for yourself	

## Beauty and Holistic Therapies

### 3. Do you have any skills or knowledge in...?

Hair dressing	
Beauty therapy (e.g. manicure)	
Holistic therapy (e.g. massage)	

## Building and construction

### 4. Do you have any of the following building or construction skills?

Painting	
Wall papering	
Furniture repair	
Furniture making	
Tiling	
Dry walling/plaster boarding	
Plastering	
Plumbing repairs	
Electrical repairs	
Bricklaying	
Kitchen fitting	
Floorboard sanding	
Installing flooring/carpet fitting	
Carpentry/joinery	

## Maintenance

### 5. Do you have any of the following maintenance skills?

Bicycle repair and maintenance	
Engine (car, motorcycle, tractor etc.)	
Washing windows	
Floor waxing or mopping	
Washing and cleaning carpets/rugs	
Furniture Upholstery	
Clearing drains	
General household cleaning	
Fixing leaky taps	
Cutting grass	
Gardening	
Pruning trees	

## Animal Welfare

### 6. Do you have any skills/experience in ...?

Working with large animals (horses, cattle, sheep etc.)	
Looking after poultry or other birds	
Looking after domestic pets (dogs, cats, rabbits etc.)	

## Caring

### 7. Do you help/care or have you helped/cared for any of the following people? (note: childcare covered in question 10).

An elderly person	
Someone with mental health issues	
Someone with physical disabilities or health problem	

### 8. What kind of help/care do you or did you provide?

Shopping	
Preparing meals/feeding	
Cleaning/Housework	
Helping them get around inside their home	
Helping them get around outside their home	
Company/companionship	
Gardening or other maintenance work	
Other (please state).....	

### 9. Is this person...?

A friend	
A family member	
A neighbour	
Other (please state).....	

## Childcare

### 10. Do you care or have you cared for any of the following people?

Caring for babies (under 1 year)	
Caring for children (aged 1 to 6)	
Caring for children (aged 7 to 13)	
Taking children on trips	
Helping at a youth group	
Assisting in a classroom	
Other (please state).....	

## Food

### 11. Do you have any of the following skills?

Serving food to large groups (over 10 people)	
Preparing food for large groups (over 10 people)	
Clearing/setting tables for large groups (over 10 people)	
Washing dishes for large groups (over 10 people)	
Growing fruit / vegetables	
Baking / Cooking from scratch / Creating recipes	
Teaching people how to cook (friends, family or others)	

## Office

### 12. Do you have any of the following office skills?

Entering information into a computer	
Filing	
Taking phone messages	
Writing formal letters	
Shorthand/minute taking	
Book keeping	

## Planning / Management Skills

### 13. Do you have any of the following skills?

Writing reports	
Filling out forms	
Planning work for other people	
Directing the work of other people	
Managing a budget/finance	
Interviewing people	
Research	

## Sales / Retail

### 14. Do you have any of the following skills?

Operating a till/handling money	
Selling products / services	

## Other skills

### 15. If you have other skills not listed above, please tell us about them.

## **Priority skills**

**16. When you think about the skills you have ticked, which three do you think you do best?**

- 1.**
- 2.**
- 3.**

## **Developing new skills/interests**

**17. Are there any skills/interests you would like to learn? List them here. Maybe use the lists in this questionnaire for ideas.**

## **About you...**

**18. Name:**

**19. School Year:**

**Thank you, for your time and for your valuable contribution.**

**The Langholm Initiative.**

## Stayin' Alive Employer Skills Survey

With assistance from Scotland's Rural College (SRUC), Langholm Initiative have agreed to work collaboratively to carry out "action research" to establish the reasons why young families and young adults are leaving the area and, most importantly, to identify and develop interventions in response to this challenge.

We need to consult with employers in the area to explore ways of improving the skills and awareness of young people and to support their successful participation in the local economy. To support this work we would like you to complete this survey.

### Employer Details

1. Name : \_\_\_\_\_
2. Job Title : \_\_\_\_\_
3. How many employees are with your company? \_\_\_\_\_

### Recruitment

How easy or difficult do you find recruiting new staff?

<b>Easy</b>	[ ]
<b>Some difficulty</b>	[ ]
<b>Much difficulty</b>	[ ]

How do you recruit new staff?

<b>Advertise in local press</b>	[ ]
<b>Advertise at Job centre</b>	[ ]
<b>Employ a local recruitment agency</b>	[ ]
<b>Use temping agency staff</b>	[ ]
<b>Other</b>	[ ]

If 'Other' please specify : \_\_\_\_\_

### Staff Skills

What types of skills does your staff team need?

<b>Basic skills</b>	[ ]
<b>IT skills</b>	[ ]
<b>Technical skills</b>	[ ]
<b>Other</b>	[ ]

If 'Other' please specify :

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Are you affected by skills shortages?                      **Yes** [ ]                      **No** [ ]



### Training Support

Do you currently have a staff training programme?      Yes [ ]      No [ ]

Are there any types of training support you think your staff could benefit from?

Basic skills training      [ ]

SNVQ qualifications      [ ]

Other work specific training [ ]

If 'Other' please specify :

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Barriers to employment in your sector.

Low skills      [ ]

Poor transport links      [ ]

Lack of available housing      [ ]

High wage expectations      [ ]

Lack of interest      [ ]

### Skills for Work.

As part of the Stayin' Alive project we are developing an Employer Engagement Programme in collaboration with Langholm Academy. Based within the Academy, this initiative will focus on skills, learning needs and development for businesses and employers and support student employability.

Would you be interested in participating in an Employers Forum?      Yes [ ]      No [ ]

Contact details:

Name: \_\_\_\_\_

Tel: \_\_\_\_\_

Email: \_\_\_\_\_

If you would like any further information on the Stayin' Alive Project, or on any other matter, please contact **Tom Millar** at Langholm Initiative, on **013873 80914**, or Mobile: **07795 488250**  
Email: **tom@langholminitiative.co.uk**

# Stayin' Alive Project

## Langholm Academy Student Feedback

Select 5 courses that you are most interested in, then give each one a score.

The most interesting course gets 5 points, then 4 points, 3 points, 2 points, down to 1 point for the least interesting of your selection.

	<b>Course Title</b>	<b>Select 5</b>	<b>Priority Score</b>
1	Construction Skills		
2	Creative Digital Media		
3	Creative Industries		
4	Early Education and Childcare		
5	Energy		
6	Engineering Skills		
7	Financial Services		
8	Hair & Beauty		
9	Hospitality		
10	Health & Social Care		
11	Motor Vehicle Maintenance		
12	Rural Skills		
13	Retailing		
14	Sport and Recreation		

Select 3 from the following and score 3 points for the most important, then 2 and 1

<b>Change for the Better</b>	<b>Select 3</b>	<b>Priority Score</b>
Listen to young peoples' ideas		
Meetings/Young Peoples Council		
More things to do eg Youth Cafe		
Let young people get involved		
Hold events eg Music Nights		
Better communication with YP		
YP to be seen as more mature		
Community more relevant to YP		

Again, select 3 from the following and score as before.

<b>Concerns</b>	<b>Select 3</b>	<b>Priority Score</b>
Job prospects		
Personal finances		
Langholm has no future		
Boredom/nothing to do		
Not being listened to		
Bullying/Gangs/Peer pressure		
Health/fitness/wellbeing		
Undecided		
School/college/exams		
Lack of part-time/after school jobs		
World Affairs		
Environment		
Crime		

\*68 people recorded 'No concerns/Not stated