

Work/Life

Exploring equality and inclusivity around
how people work and live in Moray



Project Report

INNOVATION
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Highlands and Islands Enterprise
Iomairt na Gàidhealtachd 's nan Eilean

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Executive Summary

Work/Life is a research project conducted by the Innovation School at the Glasgow School of Art (GSA) in collaboration with Highlands and Islands Enterprise (HIE). This six-month project explored equality and inclusivity around how people work and live in Moray. The project was commissioned in response to HIE's previous research around occupational segregation and inclusive growth. HIE's previous research, as outlined in the 2017 report 'Occupational Segregation in the Highlands and Islands', provided quantitative data on patterns of segregation across the HIE area. GSA worked with HIE to pull out key statistics from the report, which formed the brief for this piece of research.

The Innovation School at GSA was asked to design and conduct a piece of research that would interrogate previous data at a deeper, local level, and uncover the lived experiences behind the big data; effectively, the 'stories behind the stats'. Using innovation research methods, our aim was to better understand and represent underlying causal phenomena, and to more meaningfully depict the experience of citizens of Moray. Rather than doing research on people, the research was done with people, using design-led approaches and methods that are appropriate, non-invasive, creative, and novel. By working with communities and people in this way, the research insights generated were experiential in nature, rich, and provided innovative and inclusive ways of opening up discussion and participation. In addition, we used ethnographic photography to capture stories, relationships and places encountered during the research. Together, these approaches provide a powerful way of representing local lived experiences.

This report will outline the Work/Life project background, research approach, key research outcomes and insights, and opportunities for future action in terms of how it connects to other activity in the region. During the project, the research team engaged with over 300 people of all ages in the local community through workshops, pop-up events, interviews, site visits and ethnographic photography. A public exhibition of photography from the research was held at The Tolbooth in Forres, from 14th–17th September 2018, where over 200 locals came to view the work and talk about the research.

The research has generated six key insights:

1. There is a strong presence of resilient, entrepreneurial, micro-business activity among women in Moray that is thriving, but could be better nurtured and supported;
2. There is a need for local childcare provision to be more flexible;
3. Working families would benefit if there was a way of incentivising businesses to be more family-friendly;
4. When considering their future careers and opportunities for development, young people want to feel a greater sense of ownership, e.g. spaces, means and access to social and cultural capital;
5. Young people in Moray want to feel more empowered about their future;
6. It is a challenge to better engage the third age (e.g. people aged 55+ who have retired or are considering retirement and who possess skills and experience that could still prove valuable in the workplace or in the third sector) in these conversations.

These insights were framed as questions to prompt further discussion and exploration at a Stakeholder Workshop, led by GSA and HIE at the Tolbooth in Forres on 17th September, 2018. A range of support organisations in the region attended this. During the workshop, stakeholders identified existing initiatives that connect to this research, and put forward opportunities for future action. These included:

- Developing a collective understanding of the future workforce demographic in the Moray region;
- Planning for integration of technology in the future and the implications for the workforce;
- Exploring new and agile ways of working and Moray careers of the not-too-distant future;
- Exploring career models and partnerships across generations and skill sets;
- Supporting and nurturing micro-businesses – and not just those who want to grow (the research identified a strong presence of those run by women);
- Making micro-business support more visible and tangible;
- Better engagement with transient populations e.g. RAF and MOD;
- More opportunities for women at work to address gender inequality – whether that be for mothers through flexible childcare or providing more opportunities for MOD/RAF women to utilise their skill sets;
- Better prepare the younger population for work through innovation of the curriculum and working models – as well as teaching resilience.

While this research has provided rich insights on working life in Moray, it is HIE's ambition to be able to apply a similar methodology to other areas across the region, in order to identify opportunities and actions to address occupational segregation.

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Orientation: Project Overview and Defining the Brief with HIE

This research project explores occupational segregation of the working age population in Moray. In particular, it mines the data commissioned, produced or possessed by Highlands and Islands Enterprise (HIE) relating to this geographic location. This data has identified various demographic groupings or population segments and their productive activity – either in paid employment or in other value-generating activities.

The ambition of the project was to identify key statistical populations and explore the factors that prevent equal participation in the workforce (defined as productive labour, either paid or contributing to social/community enterprise or care). Harnessing the quantitative data already collected by HIE, we defined three demographic groups to research in this qualitative, design-led investigation:

Group 1: 15–24 year olds, a group where young women achieve more highly than young men but enter into employment in lower valued sectors;

Group 2: Population groups for whom competing demands upon their time and attention would be eased by flexible working approaches, and opportunities for advancement increased;

Group 3: ‘The Third Age’, people aged 55+ who have retired or are considering retirement and who possess skills and experience that could still prove valuable in the workplace or in the third sector.

By developing a research approach that promotes a richer understanding of lived experience around occupational segregation

at a local level, the overarching aim of the project was to better understand the challenges, barriers and logjams that are indicated by the statistical data, so to gain more authentic and experience-based insights that will allow HIE to review the efficacy and applicability of their existing portfolio of products in this area. This includes the possibility of exploring preconceived ideas, engrained behaviours, unidentified opportunities, and unsupported activities. Our objectives were to develop and synthesise our research observations into insights and to discuss these with key stakeholders at a Stakeholder Workshop. This report concludes with a summary of observations on the insights highlighted and future opportunities that were considered during the stakeholder discussions.

By defining and understanding the lived experience of occupational segregation through direct engagement with those experiencing it, it is possible to identify nuances and insights that may reveal opportunities for innovative design interventions on behalf of both workforce and employers. Identifying ‘workplace/workforce innovation’ opportunities that allow greater participation by these groups will potentially lead to more equal participation (by demographic grouping), contribute to an alleviation of the skills gap, and stimulate social and economic activity across Moray and the wider Highlands and Islands over time. The approaches used, and the communication of the results of this research, will offer HIE and other support organisations an opportunity for identifying targeted interventions at either the pragmatic (product) or policy level. By addressing workforce innovation, we are

transcending innovation of the workplace – e.g. contextualising the locations and activities of work within the life of the populace – and are therefore able to identify barriers to participation that analysis of the workplace might not reveal, and how these interact with the provision of social and infrastructural resource; key factors of enablement.

Deliverables

Through this design-led research inquiry, we sought to uncover and make visual the deeper experiential issues behind the data in order to identify innovation opportunities capable of being pursued by HIE in accordance with its stated ambitions around improving workforce participation underpinning ‘inclusive growth’. By extrapolating key questions from the quantitative data as prompts, and designing community engagement interventions, workshops, and other research activities, the insights presented in this report seek to prompt a deeper understanding and develop opportunities for action.

Alongside this project report, we have also translated outcomes from the research into ethnographic photography. A collection of these photographs was featured at a public exhibition and captured in an accompanying photographic book. These visual outputs effectively communicated this research to a wider public audience.

The HIE Data and Population Groups in this Research

As part of the initial brief for this research project, we were given access to HIE’s statistical data regarding occupational segregation in Moray (2017; 2018). This report provides a regional overview for Moray and compares this with other regions in the Highlands and Islands and with the whole of Scotland nationally. For the purposes of the project, we extracted key statistics that informed the selection of the population groups to engage with in the project. As will be described below, there are correlations and symmetries among statistics in Moray and statistics in Shetland, compared with the rest of Scotland, where it is suggested that ‘[a]long with Shetland, Moray is affected by greater levels of segregation than is experienced nationally’ (HIE 2018: 7). As evidenced from HIE’s data, it is argued that in Moray:

‘... men are more likely than women to work in the most senior positions. Men are more likely to work full-time and in industry sectors such as construction, manufacturing and transport. Women are more likely to work part-time and to work in education, health, retail, and sectors associated with tourism, such as accommodation and food.’ (HIE 2018: 4)

‘Men are more likely than women to be self-employed, although there is a lower rate of male self-employment than regionally, resulting in a smaller difference between male and female rates of self-employment.’ (HIE 2018: 4)

‘Moray, with Shetland, shows more significant gender segregation than other areas in some aspects of employment. This is reflected in a disparity between average male and female earnings (gender pay gap). Moray has the highest gender difference in average earnings within the region. Low levels of pay amongst women are influenced by the types of jobs women do, part-time working, and working in industry sectors which are typically lower paid. Given that women in Moray tend to be more highly qualified than men this represents a significant source of under-employment, both in hours worked and in skills utilised. Women, therefore, do not deliver their maximum contribution to growing the local economy.’ (HIE 2018: 4)

HIE’s report breaks down macro-level data into discrete population groups stratified by different factors – in some cases by age, in other cases by circumstances such as educational and employment status. Across all the groups, moments of transition and decision-making appear to be a commonality underpinning HIE’s statistics. These two themes have become key in designing this research project.

Young People

The first group selected from HIE’s report was young people aged 15–24; a group which straddles secondary, higher and further education, apprenticeships and employment. As it was suggested by HIE, young women in Moray on average have higher attainment than their male counterparts in secondary and higher education, and achieve higher qualifications (2018: 5). However, while ‘women have higher levels of school attainment they are more likely to move into

lower value sectors’ (HIE 2018: 2). Another area the report outlines is the gendered nature of subjects young people choose to study. It has found that:

‘Higher education subjects primarily studied by: men include engineering (92%), computer science (75%), architecture, building and planning (80%) and technologies (91%); women include those allied to medicine (93%), social studies (88%) and education (76%) [...] Take up of further education provision varies significantly by gender (from regional data): men account for 94% of engineering and 93% of construction and nautical studies students; women represent 98% of hairdressing, beauty and complementary therapies, 66% of languages and 62% of care students.’ (HIE 2018: 5-6)

This notion of gendered subjects informed the moments of transition and decision-making that have been explored in this project, where we asked what is informing gendered subject choices? The first critical moment of this kind of decision-making young people face is in secondary education where they undertake the process of subject column choices. This happens at four key stages: between 2nd and 3rd year, between 3rd and 4th year, between 4th and 5th year, and between 5th and 6th year. Beyond secondary education, such decision-making continues into further and higher educational settings. As such, for this project we have split this demographic into two sub-groups: those in compulsory education who are about to, or have recently, completed their subject column choices (14–17 year olds); and those who have transitioned into a further or higher educational institution and are deciding their education-to-work pathway (16–24 year olds).

For the first sub-group, we designed research approaches that would unpack the process and impact of subject column choices, to explore what role such choices play in young people's educational trajectory, and whether or not gender was a mediating factor. The column choice sheet itself personifies ideas around transition, and, as such, became instrumental when designing the fieldwork for this group. Whilst designed to offer (apparent) choices, the subject columns are, in fact, highly structured and pre-determined. Consequences of this were also explored in the fieldwork – particularly around the idea of having to make compromises.

For the second sub-group, the research focused on key moments of decision-making and transition – for example, with career trajectories upon leaving further or higher educational institutions. 16–24 year olds are a declining population group in the region, and retaining young people to the area is a challenge with many migrating away to larger cities upon leaving education (Kleinert et al. 2018; Education Scotland 2015; HIE 2018, 2015; Moray Council 2016). For this group, we were particularly interested in understanding what informs their sense of aspiration; where, geographically, they envisioned their future trajectories would take them; and to probe whether or not gender played a role within all of this.

New Parents

The second group selected was based on HIE's statistical data around population groups who deal with competing demands upon time. Evidence from the report indicates a stark contrast, local to the Moray region, around gendered time-based work: 'The proportion of men working full-time (91%) is above the regional and national average and compares to 50% of women working full-time. 50% of women work part-time, only 9% of men work part-time.' (HIE 2018: 7)

Furthermore, the report suggests that 'the persistence of traditional values reinforce gender stereotypes, including inequality of caring responsibilities within households, which rest predominantly with women' (HIE 2018: 1). In light of this, we focused on adults transitioning into parenthood, and were particularly interested to explore transitions into and out of maternity leave for mothers. Here we sought to gather insights around the occupational aspirations of women in the area, what employment opportunities are available and accessible to them, and the barriers they face in securing these. Within this, and so to develop a better understanding of the factors precipitating female under-employment in the area, exploring time-based working structures (such as full-time, part-time, flexi-time, zero hours contracts and job shares), as well as types of provision available, became central themes in designing the research approaches to suit this group.

The Third Age

The third group selected for the project were people about to, or who have recently, transitioned into retirement and are not within the workforce (but are part of the working age population). The population profile in Moray reports a high proportion of older people aged 65+ (approximately 20% of the regional population), resulting in geographical concentrations of retirees (Moray Council 2016), contributing to economic inactivity in the area. With an increasingly ageing population, and with this population group set to grow, we were interested in unpacking the concept of working-age further; to better understand the experiential and emotional transition from work to retirement; and explore how older people in the area are utilising their skills, education and expertise in retirement. Within this, are there differences experienced between men and women? How could this hidden alternative workforce be foregrounded and harnessed by communities in the area? As this report will later outline, this group was the most challenging to reach and engage with, despite a range of different attempts made by the research team. We were able to engage with this group at a broader level through pop-ups and the public exhibition, but less so at more focused activities such as workshops.

Research Process

Research Process and Methods

A more in-depth account of our research design, including how we define Design Innovation at GSA and how this informed our research aims, objectives and research questions for the project, can be found in Appendix A. Below is a summary of our research process and methods (please also refer to Figure 1).

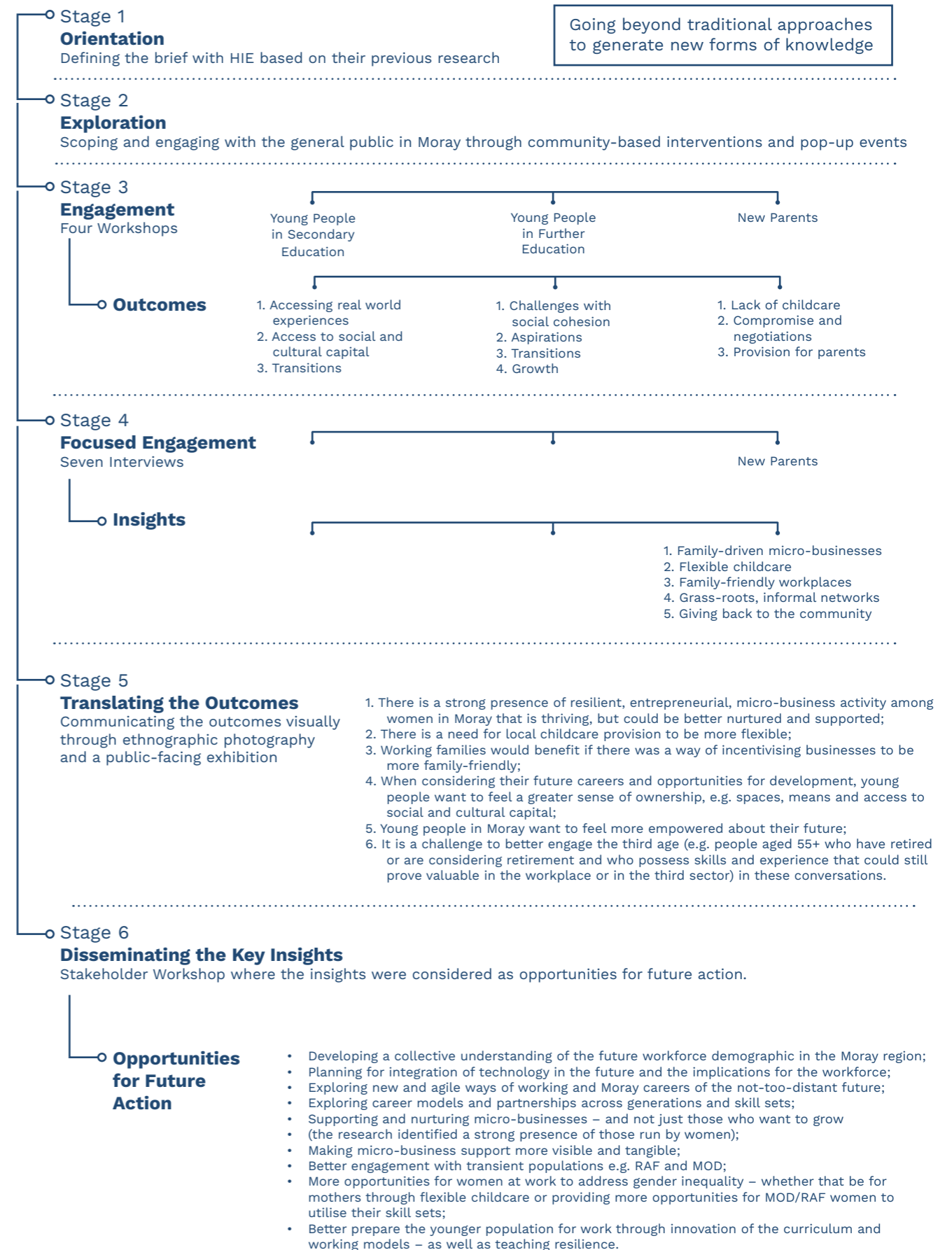
The research took place over six stages between March–September 2018:

- 1. Orientation:** defining the brief with HIE based on their previous research;
- 2. Exploration:** scoping and engaging with the general public in Moray through community-based interventions and pop-up events;
- 3. Engagement:** specific engagement with identified population groups through design-led workshops;
- 4. Focused Engagement:** sense-checking outcomes from the workshops through one-to-one interviews;
- 5. Translating the Outcomes:** communicating the outcomes visually through ethnographic photography and a public-facing exhibition.
- 6. Disseminating the Key Insights:** hosting a Stakeholder Workshop where the insights were considered as opportunities for future action.

Throughout our research, we engaged with a wide range of organisations such as Forres Heritage Trust, FACT, Moray College, Forres House Community Centre and Library, Waste Busters, Tesco, Forres Area Credit Union, Findhorn Bay Arts and Moray Council. Engaging with these organisations opened up further dialogue and an increased appetite for participation or referrals to contact further potential participants. There was more interest than we could engage with in the time available but we would hope to engage with these potential participants in the future.

Project Process Diagram

Figure 1



Exploration: Scoping and Engaging with the General Public in Moray

The project began with a scoping phase where we positioned project-branded post boxes (see Figure 2) in strategic places across Forres – in the Community Centre, the Library, the Credit Union, and in Tesco. Stacks of postcards accompanied the boxes asking community members to write or draw their hidden skills or talents. Following this, and so to directly engage with the community about the project, we prepared illustrated maps of Forres and Aberlour and held five pop-up events at the post box locations (see Figure 3). Participants were asked to locate where their hidden talents or skills take place on the maps; areas that presented challenges or opportunities; and anywhere or anything that they believe are an asset to the community and to themselves.

During the pop-up events, we engaged with over 240 people, with the majority of contributions from senior citizens. Here participants mapped out a diverse range of skills and passions, including talents in arts and craft, sports, food and drink, and expertise in a broad range of subjects – such as astrology and whisky tasting, furniture up-cycling and mindfulness (see Figure 3). Pulling these insights together into one large map, we were able to gauge the sheer extent of hidden skills and talents in the area and explored the potential of constructing an alternative Forres CV. This can be found in Appendix C.



Figure 2. (2018) Post box public engagement tool; used to engage with the local Moray community. Photograph. Source: Authors.



Figure 3. (2018) Mapping community assets, detail. Photograph. Source: Authors.

Engagement: Specific Engagement through Design-led Workshops

Young People in Secondary Education

The first and second workshops brought together two groups of young people aged 14–15 years old; hosted at two schools in Moray. These young people were about to transition from 3rd year into 4th year and had recently completed their subject column choices. Our research was designed to unpack the process and impact of column choices, to explore what role such choices play in young people's educational trajectory, and whether or not gender was a mediating factor. For these workshops, the column choice sheet was used as an artefact that personified transition and informed the five workshop activities:

1. An ice-breaker activity where the participants were asked to introduce themselves to the group and describe a hidden talent or skill they have, and write or draw these on a postcard;

2. A warm-up activity where the participants were given celebrity personas and asked to complete a blank column choice form with subjects they imagine their chosen celebrity would have studied at school. Going around the group, the participants presented their celebrity column choice form back to the group;

3. The participants completed a blank column choice form with the subjects they had recently chosen, annotating their choices with emoji stickers to describe how they felt about each subject. These were presented back to the group;

4. Using large maps of the local area, the participants mapped out their hidden skills and talents before discussing the local resources, services and venues they use in the area. This led to a group discussion around what they felt was missing in the area, and the barriers they faced in terms of their future ambitions;

5. Both workshops concluded with a small speculative design challenge, where the participants were asked to re-design the column choice form for the future, which led to discussions around what subjects they would be keen to keep and what subjects they wished they had access to at school.

Following the workshop, the audio transcript and visuals were thematically analysed, which produced several key outcomes.

Outcome 1: Accessing Real World Experiences

A theme prevalent across both workshops was a desire to access real world and authentic experiences. In both cases, during the speculative design task, the participants said that they would like to learn more practical skills that would better equip them for the future upon leaving school. This included learning about: how to get a mortgage, the tax system, how to vote, how to change a car wheel, internet safety, and how to get a loan:

'... Life Management Skills, you get a shot of all the trades so you know how to look after your house when you're older. You have to do cooking, washing clothes, how to change a car wheel, how to paint your house because it's as easy as just painting

it, money management, how to use a computer, what is illegal and what is legal. Also, Vehicle Handling... this is in your choices, so you can do your theory when you're 14 and your practice when you're 17.'

'... We also wanted life skills, learn about tax, loans, how to get a house, what happens to pay the bills.'

'Teaching us about politics and stuff like that so when we get older 'cause like in a year or two we'll all be able to vote and when it comes to it we might not know what to do so we can get taught about it before it happens.'

'... we thought you could have a mandatory life skills class, which teaches you things people need in life – managing money, taxes, how to get a loan, how to get a mortgage, how to get a job, how to get a car... how to get insurance, how to deal with difficult people.'

When thinking about their future careers, the participants wanted more opportunities to hear from people from a wider range of jobs, as well as have opportunities to experience learning in different contexts (which related to a more general sense that there is a lack of educational opportunities in their area):

'Also for something to relate to getting a job, we also wanted to speak to someone who has the job, about that job. We were also thinking when you have the new column choice sheet, you have all of the subjects so you don't have to look for them and it's not confusing. And you don't have to compromise with each subject 'cause that's a problem sometimes. And then at

the back you would have all the numbers and contacts for people and organisations that would explain you some of the jobs in real life and you can meet them and talk to them. Real people that could explain it to you.'

'Then learning in different cities or schools, so we were thinking well this is a small town and we would like see how people in Aberdeen are doing, in Glasgow... maybe have some sort of Summer School or three weeks a term where you can do exchange with a different high school to see what's it like there and they can see what it's like here and exchange skills.'

Reflecting on the young people's speculative designs for subject column choices of the future, it was evident that there was an appetite for skills that would support them transitioning into adulthood and independent living after leaving school.

Outcome 2: Access to Social and Cultural Capital

This theme was common to both workshops. Issues that came to the fore in both locations were a lack of social and cultural provision and resources for young people in the area, which would often lead to anti-social and the threat of risky behaviour (including experimenting with alcohol and drugs). Within this, the young people described feeling excluded from the community, a lack of ownership over spaces, and type-cast as trouble-makers:

'Everyone is always complaining that there's teenagers causing trouble but if there was actually somewhere to go

‘... if there was actually somewhere to go instead of just walking about the streets all the time then we probably wouldn’t do that.’

instead of just walking about the streets all the time then we probably wouldn’t do that.’

There was a sense of being disenfranchised whilst living in these areas compared to their counterparts living in bigger towns. Here the participants described how a lack of travel infrastructure prevented them from accessing services, and they were sceptical about the council’s concern for them:

‘They’ve said they’re going to get skate parks and football pitches but they haven’t done a thing.’

‘Yeah they’ve been saying that for ages.’

‘Yeah [...] there’s not a single football goal with a net that’s public.’

‘We need stuff like Elgin has... somewhere to go and do stuff.’

‘They’ve got astroturf... a brand new £15,000 pitch with like hockey, football...’

‘They’ve got a new school as well... and they tried to put a new roof on our school and it just fell apart.’

A particularly insightful example where a lack of access to cultural experiences was raised during one of the school workshops when their class teacher asked them to recall the last time they went to the cinema:

[Teacher] ‘Do any of you go to the cinema?’

‘No.’

‘Haven’t been in like five or six years.’
[Teacher] ‘Who has been to the cinema in the last 12 months?’
[No response from the participants]

‘I couldn’t tell you.’

It was during these conversations around access and ownership over spaces and services where it became clear that these young people felt at a disadvantage to other young people living in bigger towns and cities.

Outcome 3: Transitions

This theme underpinned several different insights. One frequently described desire was to migrate away from the area to fulfil their aspirations after school – either abroad or to other parts of the UK. It appeared that for the participants their choices and opportunities are constrained where they live and that they are determined to leave – in some cases following the footsteps of their siblings:

‘Leave.’

‘I’m getting out of here as soon as I can. I’m going down to like Glasgow or Edinburgh for uni...’

‘My sister went to Glasgow like straight away. Inverness is like okay but Elgin there’s like bare minimum...’

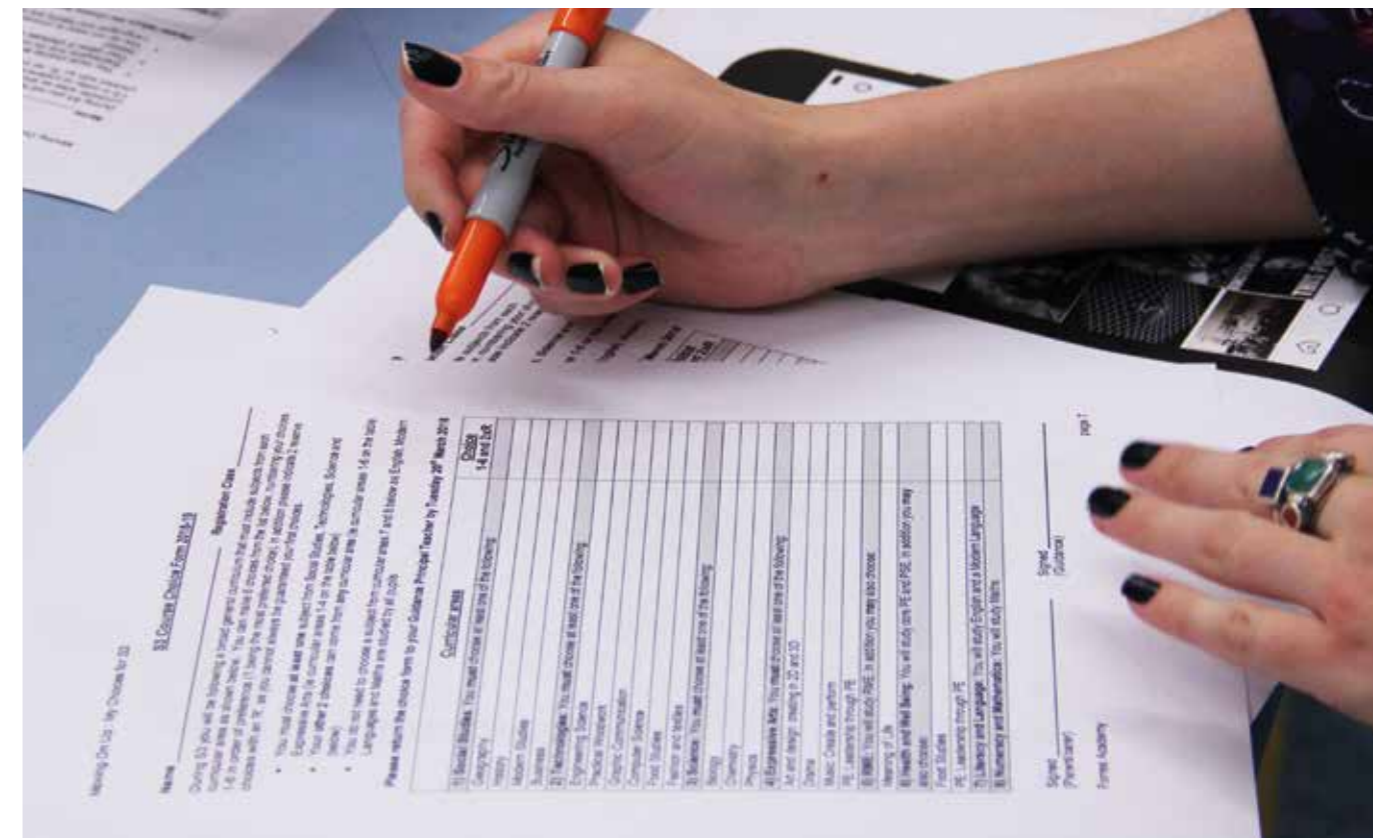


Figure 4. (2018) The young people’s subject column choice sheet used as a workshop tool. Photograph. Source: Authors.

Across both workshops, while there was a degree of apathy towards the areas and a sensitivity surrounding their (apparent) limitations, there was also a sense of aspiration when thinking about the future and their trajectories upon leaving school, with many of the participants having a career pathway in their sights:

‘Well I was wanting to become a doctor or something because I wanted to take all the sciences...’

‘Personal training.’

‘I want to be a forensic scientist... in Edinburgh.’

‘I want to work as an air pilot.’

It was evident that the young people have a perception that they may struggle to achieve their ambitions for the future if they stay in Moray.

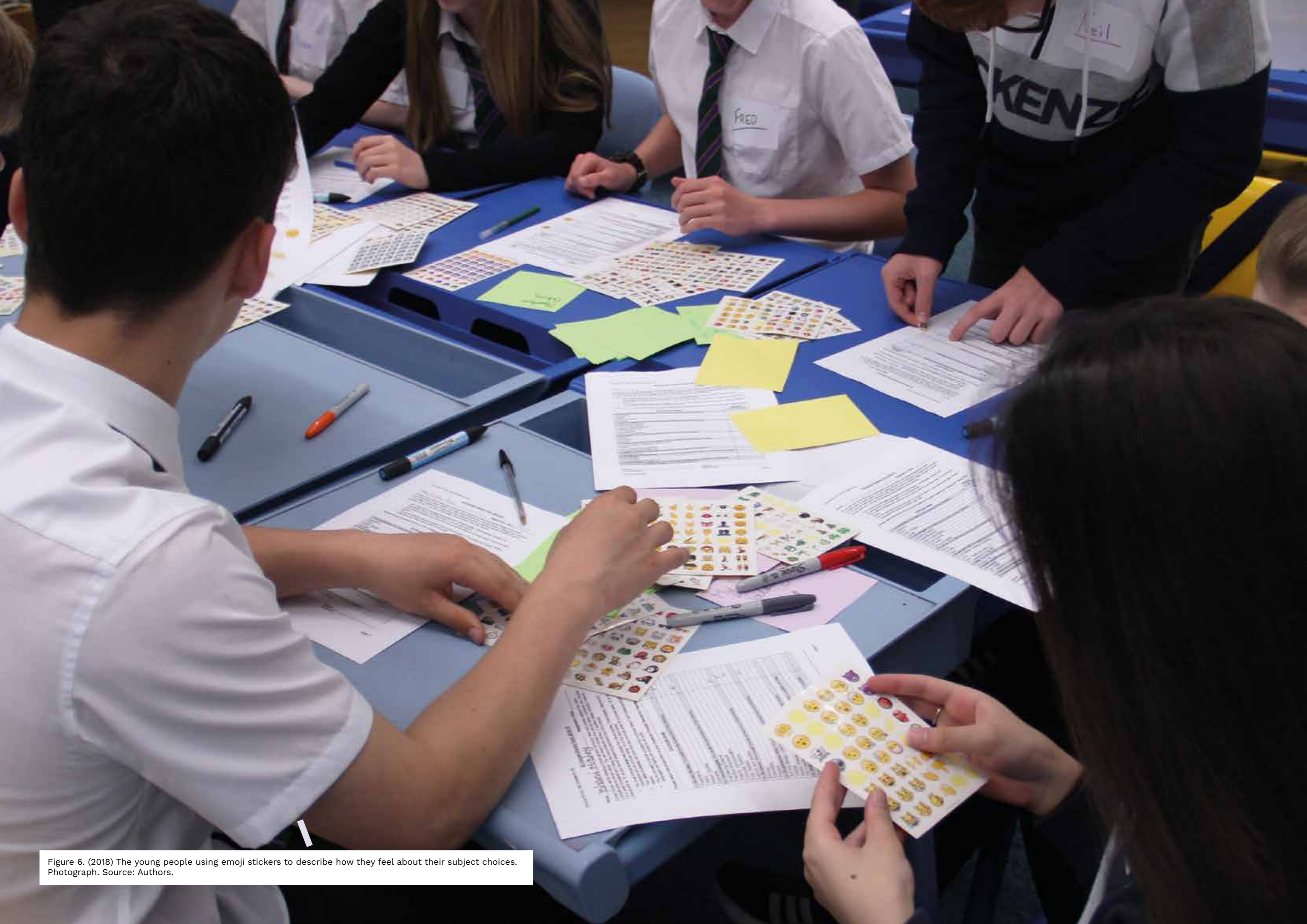


Figure 6. (2018) The young people using emoji stickers to describe how they feel about their subject choices. Photograph. Source: Authors.

Young People at a Further Education Institute

The third workshop brought together a group of young people, aged 16–19. This group was part of a bigger cohort of young people on a year-long programme that offers young people the opportunity to experience a range of different subjects (such as social sciences, horticulture, beauty and hospitality) while gaining an educational qualification. This course is provided for young people who may have left school at a younger age and are not sure what they would like to study, or what career pathway to follow. Our research was designed to explore their future aspirations and prompt any issues related to gender.

The workshop consisted of two activities:

1. An ice-breaker activity, where the participants were asked to introduce themselves to the group, where they are from, and what they are currently studying. These were recorded onto small house-shaped flags;
2. These flags were used to begin a group conversation around a large map of the UK. Using additional flags, the aim was to map out: the key resources, services, organisations and people that they rely on in the area; finding out about their ambitions for the future upon completing the course, which included what they would like to do as well as geographically where they would like to go; any potential barriers they might face; and to think about how they might overcome these. The topic of gender was introduced at various points as a prompt. Following the workshop, the audio transcript and visuals were analysed, which produced several key

outcomes around future participation in the workforce and wider issues of career choice and engagement:

Outcome 1: Challenges with Social Cohesion in Peer Groups

This was one of the most prevalent themes amongst the participants, where challenges with social cohesion in their cohort were affecting their engagement and participation with learning on the course:

‘I wasn’t initially going to come back but then I thought this [the college course] might actually help me to get the qualification I want for the schools I want to get into.’

The majority of participants acknowledged how the course has prepared them to engage with planning their future trajectories:

‘... I think this course is mainly for people who don’t know where they want to go in the future. Because before I came to this course I wanted to be a zoo keeper... then I realised that I love doing my hair and I realised that wanted to be a hairdresser... basically all my sister’s friends are hairdressers and this course has just helped me to see what I could do...’

Whilst negotiating challenging social relationships within their cohort, which reportedly influenced their engagement with the course, it was evident that the young people valued and appreciated the support and opportunities offered to them and that these have played a crucial role in deciding their future career pathways.

‘... I think this course is mainly for people who don’t know where they want to go in the future.’

Outcome 2: Aspirations

The majority of the participants were able to describe their ambitions for the future and seemed future-focused and motivated, with an overall sense of aspiration. Within this, however, there were aspirations to migrate from the area – for some this would be abroad and for others to a bigger but still local city or down to the central belt:

‘If I pass that... then I’ll be going to Aberdeen because my dad basically works in Aberdeen five days a week so I could go and then come back for two days a week... the only barrier would be if it’s all like singing theatre but I wanna do that. I think it’s like Inverness or Glasgow that does all that kind of stuff... maybe London but that’s like the big one.’

‘Yeah so move to Aberdeenshire.’

‘When I’m older, I planning on moving down to Edinburgh... I don’t like being in small places. I like being in a massive city. I like to be somewhere like that.’

‘It’s busy... there’s much more to do. There’s more jobs in what I want to do. When I get a job, I can move to Aberdeen... go to Aberdeen college for photography.’

In some cases, there appeared to be an element of following in the footsteps of siblings. For this group, whilst being aspirational in their ambitions for the future and seeing earning their own money as their responsibility, there was a degree of apathy in their expectations. Participants frequently made reference to the lack of infrastructure in the area, which prevented them from

accessing social and cultural opportunities, which were reported as mostly located in Elgin and, coming from the surrounding areas such as Buckie, Aberlour and Forres, required many of the participants to travel:

‘I go to Elgin... there’s legit nothing in Buckie... It takes about 40 minutes to get there.’

‘The bus station is really bad...’

‘My mum or dad takes me down from Buckie and it can take around half an hour or a little longer depending on the traffic... but there’s nothing to do in Buckie...’

‘No... the Council have just done nothing for like Forres... there’s just nothing to do. And then they wonder why there are people going around smashing cars...’

‘That’s why I don’t live in Forres. That’s why I don’t want to live in Forres.’

This outcome highlights the need to find ways of retaining young people in Moray by providing more opportunities and resources that will support them to realise and fulfil their career aspirations closer to home.

Outcome 3: Transitions

Crucial points of transition during and after education were significant when exploring equal participation in the workforce. For some of the participants, they recalled feeling a sense of being pushed into transitioning from school to college and that they were not ready to do so. Experiencing a range of challenges when engaging with learning, some participants described feeling

‘... I thought this might actually help me to get the qualification I want for the schools I want to get into.’

like a lost cause or that their previous schools were not invested in them and wanted them to leave:

‘I left in 4th year but I did want to stay but the teacher said it would be a bit difficult for me so they just put me in this course... they thought it would be easier for me.’

‘The high school was useless... people with different difficulties or whatever, if you were to say that you don’t understand, instead of helping you they would either do it for you or send you out the class... they wouldn’t actually help you.’

‘I don’t have any difficulties... I’m slow at learning... I can’t read that well but I don’t need special needs but they got me special needs. I wasn’t happy about it, they didn’t ask my mum and dad about it, if I had any needs or anything... it was just like they had given up. But what I had heard was that they were planning on me putting me in with the course which is like for people with special needs...’

Describing their previous transitions, it was evident that the young people wanted a more individualised and personal approach in the planning of their educational pathways, and that their previous experiences of this has potentially led to feelings of disenchantment.

Outcome 4: Growth

Growth underpinned many of the participants’ reflections on their own sense of self-development, where stories of overcoming personal struggles and barriers were told, which related to their perception of self and potential participation in the workforce. For some, there was a great deal of uncertainty and a lack of confidence, particularly when having to negotiate and build new social relationships on this course:

‘Intimidating.’

‘At the very start I was quite nervous. I didn’t know who was going to be in the class, were there going to be 20 year olds or 30 year olds but when we went in to the class and it was just our age, it wasn’t so bad.’

‘Yeah because I’ve found myself more... kind of learning how to react to certain people and reacting to my own problems... and figuring out what you want to do... if you don’t have the qualification, it gives you a bit more help...and that this qualification [College Certificate] will help me get a job.’

Reflecting on these conversations, it was evident that the young people’s participation in this course has enabled them to develop their confidence and decision-making capacity, leading to a greater sense of empowerment about their future educational and career trajectories.



Figure 7. The young people mapping out their geographical aspirations. Photograph. Source: Authors.



Figure 8. The young people mapping their geographical aspirations, detail. Photograph. Source: Authors.

New Parents Workshop

The fourth workshop brought together a group of mothers, some of whom had become parents for the first time, some of whom were parents for a second or third time. Several of the participants, who had left the area at a young age, had returned to Moray to start a family; some of the participants were born in Moray and have never left the area; and others were not from the area but had settled in Moray for their partner's employment. The workshop was specifically designed to accommodate the attendance of the participants' children.

The workshop consisted of three activities:

1. An ice-breaker activity where the participants were asked to introduce themselves to the group and describe a hidden talent or skill they have, and write or draw these on a postcard.
2. These postcards were used to begin a group conversation around a large map of the participants' local area, with the aim of mapping out: the key resources, services, organisations and people that they rely on in the area; finding out the logjams and barriers in the area preventing the participants from accessing opportunities to formal and informal work; finding out the social and economic challenges they face; as well as their stories and experiences transitioning into parenthood, transitioning into and perhaps back out of maternity leave, and their aspirations for the future.
3. From this mapping activity, the participants were split into two design teams to ideate and prototype a resource

for parents who are new to the area, which would contain their insights, experiences and top-tips. Following the workshop, the audio transcript and visuals were analysed, which produced several key outcomes:

Outcome 1: Lack of Childcare

Access to childcare facilities in the area was a major issue discussed by all the participants, particularly as one of the critical barriers for them in returning to work. Within this, issues and experiences surrounding cost were discussed, as well as the highly competitive nature of securing a place for their child with either a child-minder or at a local nursery:

'Get your child down for nursery ASAP because there are big waiting lists. Literally the moment they're born if you can.'

'If you need to, get a place booked in. If you wanted to go back to work after six months, you would have to book before you even went on maternity leave.'

The participants described how this lack of provision and the financial implications restricted their choices of when to return to work, for how many days a week, and the quality of work (having to enter into low paid part-time work for example). In some cases, the high cost of childcare meant that returning to work was simply not a financially sustainable option for them, forcing them into taking an extended break away from their careers:

'I was lucky enough that one of my friends did it for me for a year but then she got a real job and then I had to give up my job in

'Get your child down for nursery ASAP because there are big waiting lists. Literally the moment they're born if you can.'

the end because I just couldn't find child care.'

'And even like having two children now, as a teacher, it's not even worth it for me to do because of putting the children into childcare, you end taking home £10 a day.'

'Well for me, part-time [employment] doesn't work because I just work to pay for the child care.'

As the access to quality employment opportunities in the area appears limited, the participants suggested the need for resources that could better support them back into work. An idea suggested would be a means for employers to better share and advertise employment opportunities – particularly when opportunities to job-share are available:

'You know when you were asking about part-time work – I know you can go on job websites and trawl around but it would be great if there was some kind of easy way of finding professional part-time jobs that are available. That is really what is going to work more practically.'

'... employment information about local businesses? Something like that... so actually if you were looking for maternity work... your employers as well... if they've got hours... or even part-time working or job shares...'

'Job forum... yeah it would be great if you could find someone else that had similar skills that you could job-share with.'

From these conversations surrounding the challenges of childcare, the participants identified several opportunities that could potentially support mothers back into work, which were centred around the need for more effective ways of sharing local employment opportunities and context-specific knowledge.

Outcome 2: Compromise and Negotiations

Following discussions surrounding the barriers to work, the theme of compromise and negotiations became prevalent. There appeared to be a deeply pragmatic attitude amongst the participants, particularly regarding to the need for constant forward planning. Links were made here to the constrained infrastructure in the area (such as transport) and the need for more inclusive, child-friendly spaces. Acts of negotiation and having to be highly adaptable seemed to underpin many of the stories shared by the participants, particularly in relation to childcare and having to make financial compromises by putting their careers on hold, and social compromises based on their location and access to services.

However, their circumstances have resulted in an entrepreneurial economy, where examples of grass-roots services and informal provision are being supplied by parents, for parents.

‘Well for me, part-time doesn’t work because I just work to pay for the child care.’

Outcome 3: Provision for Parents

The need for social and professional provision for parents in the area was also raised as a concern. Here the participants discussed a lack of places they could go to feel formal and professional, which resulted in having to rely on cafés for work-related activities:

‘I’d also say Costa Coffee is quite important [in Tesco]... I do a lot of business meetings in there..’

Within this theme, the participants also described a lack of social provision for parents in the area. The school playground has become an important site for maintaining their informal networks, sharing information with other parents, and for staying in the loop and connected. However, one participant talked about missing out on this crucial network as her children are now at the high school:

‘I kind of think that if you don’t have little kids, it’s even worse trying to find out information because I feel like when you’ve got wee ones, you all get together and the mums all chat..’

‘Well when I didn’t have her and my big ones went to high school, I was like oh right... I don’t really know anything. Everyone’s gone back to work..’

‘The playground is really important for that because I don’t do the school run anymore and I am completely out the loop with everything that’s happening at school.’

From this, it was suggested that there is a need for better access to local, up-to-date information through other channels beyond the school playground. Other key sites discussed to access local knowledge included FaceBook and clubs provided by the community centre.



Figure 10. (2018) New parents workshop design activity. Photograph. Source: Authors.

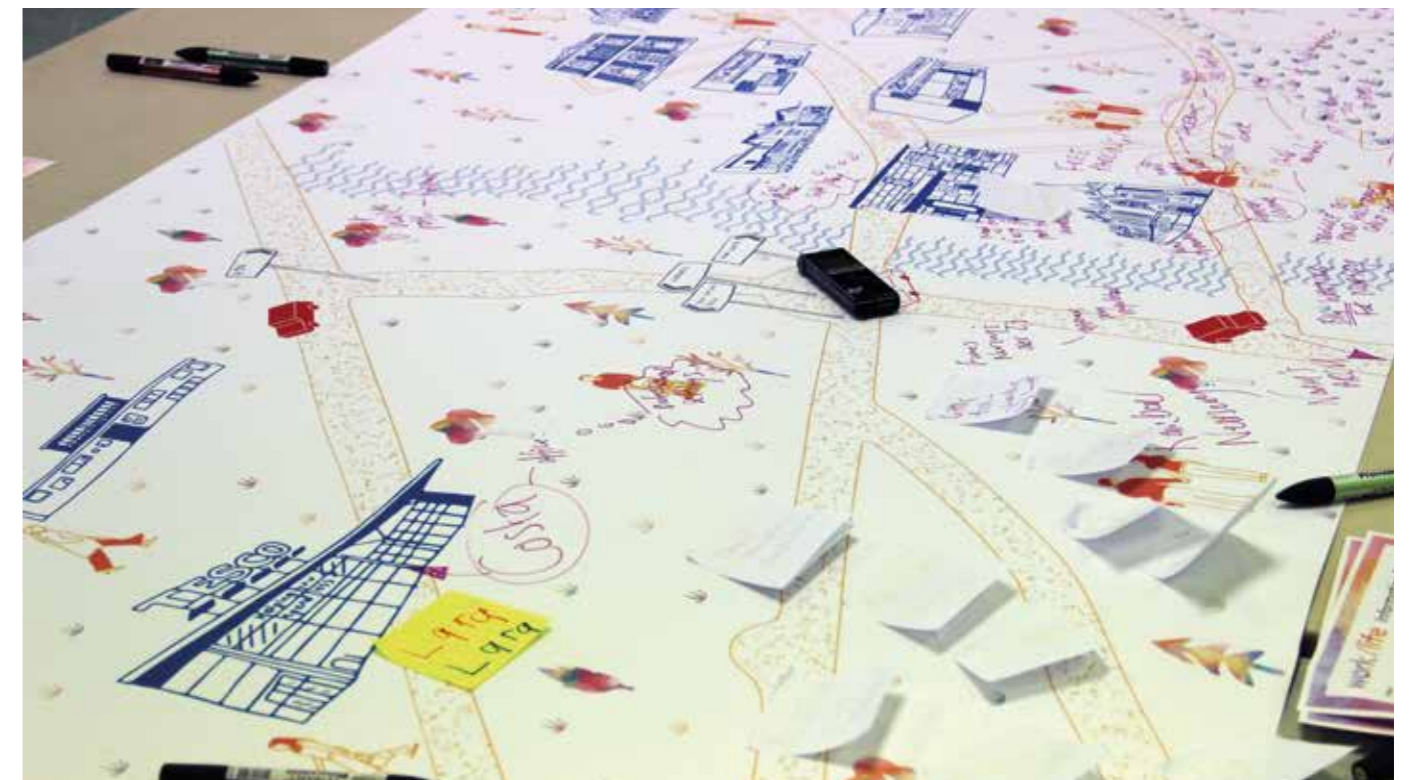


Figure 11. (2018) The new parents community asset map, detail. Photograph. Source: Authors.



Figure 12. (2018) A group discussion and mapping with new parents. Photograph. Source: Authors.

Focused Engagement: Sense-checking Outcomes through One-to-one Interviews

The aim of the fourth stage of the project was to sense-check the themes that were developed from the workshop activity with new parents. From this particular group, a strong theme emerged around women-led micro-businesses. This demographic group was particularly responsive to our calls for participation and so at this point in the project, there was an opportunity to focus the research on the experiences of female micro-business owners.

Due to the time-scale of the project, it was outwith our scope to carry out one-to-one interviews with the other participant groups (these are areas for further research if this project is to be iterated in the future). During this stage, we interviewed seven working mothers. From each interview, the audio transcript and visuals were analysed, which produced several key themes.

Evident across all the interviews were stories centred on strengthened self-efficacy and enterprise. For several of the participants, while their children are young, do not want to work full-time and instead wish to dedicate themselves to being mothers. In a pragmatic response to their circumstances, they have created opportunities for themselves and their family to make work work for them. The majority of these women have launched their own micro, family-focused businesses:

‘[...] when I went back to work, that’s when I really felt like I’d lost my third arm really from having that whole year with her, to not seeing her and trying to, like a crazy mum, trying to always pick her up, being late to nursery... dropping her off at childcare and things. It was just really manic. I just thought there’s got to be

another way. My focus in life changed from like a career to being a mum but I still wanted to be able to have both as well but I knew the job I was doing wasn’t going to allow me to do that.’

‘I looked at it and thought if there’s anything I can do to spend more time at home with my baby, then I’ll try it so that’s how I kind of got in to it. And then I just built it up on the side... it was a side business. Whilst I was still working full-time, I managed to still start my own business. And then it just grew and grew. And then I fell pregnant with my second and I thought well I’m going to set a goal that I don’t want to actually go back to work again and do all this again after having a second child and that was sort of the goal I set for myself in that maternity year, to build it up enough that it would replace an income from my work so I wouldn’t need to worry about going back to work. So that is what I did [...] now I do this full-time.’

‘So my kids are both at school now, which tied in really well so I could have more time to do this during the day [...] Do the school run and then I’m busy from like 9am until 12pm most days and then I have time to go do the school run or whatever and then activities after school... and then about 4.30pm onwards and then I’ll work through until about 9pm. It’s good because the kids are at an age where they can be inside and just come out and my clients are aware I’m working from home and if the kids need something, they’ll just nip out... it’s finding that balance of ‘kids leave mum while she’s working’ [...] People have brought their kids along too. So, in the Summer it was great because they were

‘My focus in life changed from like a career to being a mum but I still wanted to be able to have both as well but I knew the job I was doing wasn’t going to allow me to do that.’

all out in the garden... or other mums drop their kids at the park and then come up.’

Working for themselves has given the participants the autonomy and agency to choose when and how they work. In several examples, these businesses are driven by their passion rather than by seeking profit, where the focus is on sustaining the business rather than expanding it. Whilst many of the participants sought guidance and advice from Business Gateway, they also acknowledge the informal support in their local community. As well as this, they draw on a rich knowledge base from others in the area who have also started their own businesses, promoting a culture of mentorship and camaraderie. Furthermore, these women are their own brand and use social media as a tool for promoting themselves and their family-driven business:

‘We’re always really supportive of each other... each other’s social media [...] So it’s nice to have other friends in our own group that are doing their own businesses as well, which is brilliant.’

‘I always go back to thinking that I’ve been quite lucky being here, I don’t know why... I think the whole town just seems to support people that are stepping out on their own, the community is very good like that. And I think people just jump on and just want to help and support... it’s just inspiring and it’s inspiring others to do the same and it’s watching your friends to do it as well... and that inspires you. So I think that’s what has helped a lot as well.’

‘We’re just kind of getting on with it. It’s just the path we have chosen.’

Family is at the centre of the participants’ choices. Whilst juggling, in several cases, multiple roles, it became clear that a lack of flexible childcare and routine was one of the main catalysts for these women to create alternative modes and means of work. Furthermore, the participants described how previous employers did not always provide family-friendly working cultures:

‘It was the private sector you were expected to work way above and beyond the hours you were getting paid [...] There was no flexibility whatsoever with a work-life balance with children.’

‘So where we are, the problem is there’s no nursery until they are two and so in a lot of bigger cities, they can go in from any age, from like six months. But (here) they don’t take children on until they’re two. So, you’re stuck with what you’re going to do. Like obviously you pay for nursery anyway, but there’s not a nursery like in the cities and funding starts at three. So it has to be a child-minder that you use or there’s further afield nurseries [...] I think the difficulty would be [...] like when you have more than one. It’s just a bit more crazy with childcare. With two of them, because it’s at all different times as well.’

Self-care was another common theme across the interviews, where participants described the transition in their careers was also for their own self-development and independence:

‘I’ll do it because it fits around me, and I am quite proud because of what I’ve achieved.’

Translating Outcomes: Communicating the Outcomes Visually

‘...it always seems to be the mum that has to give up or sacrifice the career..’

‘I just feel like I’ve grown so much in the last couple of years, and lot of it is to do with my business [...] A lot of it is working on your own, and a drive and a passion. And going back to what your ‘why’ is, why you do what you do. Well my ‘why’ is all based around family and children [...] having your own business does empower you and makes you feel stronger and that you can actually do what you set your mind to [...]’

‘[...] I do feel like you have to mould yourself to the needs of what’s available locally as opposed to potentially what skills you have. What you’ve had in the past, you’ve now got to change [...] You’ve got to adapt to your environment and opportunities [...] The guys [men] still have their careers and continue onwards and upwards whilst we sacrifice them [...] kids are the biggest change to your career and rightly so... I just think aspirations around this area are very low... locally low.’

‘I would say as well as being a mum, it always seems to be the mum that has to give up or sacrifice the career – not only that, later on in life, we’ll be the ones that are sacrificing our pensions. Because the mother never went into it at the beginning, but the husband or partners, he continually pays into this pension so when we all retire, when we are 65 or 70, our pensions will be nowhere near as good as the man’s.’

The stories shared by the participants during the interviews were interwoven by their career pathways and their journeys into parenthood and were punctuated by change, adaptation and resilience. These women have taken their wellbeing into their own hands by being determined to still bring in an income but not at the cost of missing out on time with their children. Key across all the interviews was pragmatism in securing their own autonomy and having the agency to sustain their own independent businesses. Harnessing their ambitions, self-belief and drive, these mothers are inspiring examples of self-made entrepreneurs who are also the quiet change-makers of their community.

In the early stages of launching their business, several of the participants described experiencing a leap of faith moment, and a crisis in confidence and apprehension to become a competitor in the area for business. For these women, stepping out on their own as business owners took courage:

‘It was like just bite the bullet [...] I don’t want to compete with people! [...] because I would have quite happily just said you know what I’ll knock it on the head, if there’s other people going to be doing it, I don’t want to compete... I was nervous because it was all new [...] It was touch and go, I’m not gonna lie. I did think let’s just knock this on the head now. I don’t want to be competition.’

Based on their experiences, there was also a concern for other women being cognisant and equipped to prepare for their future when having to make sacrifices with their careers. In wanting to remain in the area, participants remarked on having to often make financial compromises when looking for other local employment opportunities and, in doing so, having to take a pay cut and demotion:

Up to this point in the research, the findings have been formed on the basis of interviews, observation, conversations, workshops, and pop-ups. In summary, this includes:

- Opportunities for young people to access social and cultural capital;
- Supporting young people to achieve their future aspirations (and to encourage more young people to remain in the area);
- Supporting micro family-driven businesses (prevalent among women and mothers);
- The need for flexible childcare;
- The need for family-friendly cultures at work;
- Encouraging a mindset of resilience and working lives/ careers that are balanced.

In order to bring form to and visualise the complex issues that have emerged thus far in the research, we collaborated with photographer Daniele Sambo to develop a brief to translate these insights into photographs. We term this approach ‘Ethnographic Photography’ (a richer explanation of this approach can be found in Appendix B). During the project, these photographs were displayed at a public-facing exhibition. Trying to find a suitable venue for the exhibition was challenging – mainly due to the limited number of neutral places for exhibition activity. We chose the Tolbooth in Forres as an exhibition venue, not only because of its place at the heart of this community, but also because it is newly available for hire. The Forres Heritage Trust, the caretakers of the building, are actively

seeking opportunities to promote the space as a venue for events – and to encourage the local community to engage with the building, and to promote the work of the Trust. As the Trust is largely run by retired volunteers, it provided further opportunity for in-depth conversation about the project with the ‘third age’ demographic. From these interactions, it became clear that the contribution made to the community by local retirees is substantial. For example, the Heritage Trust itself is made up of retired volunteers. We found instances of family members taking over family businesses when the older generation retires, but not having the same appetite to take over any additional community roles, such as being part of voluntary organisations. Therefore, there is a danger of the voluntary workforce being significantly reduced in the area in the future, and so engaging the younger generation now is key.

During our engagement with the Trust, we had access to their extensive photo archive, which inspired conversations around working life in Moray in previous decades. By incorporating images from their collection into the exhibition, our aim was to also contribute to connecting the venue with new audiences. As well as being displayed at the public-facing exhibition, we compiled the ethnographic photographs into a photographic book, which was given out to visitors as a memento.

The photographs from the project have been gifted to the Trust for their archive. We hope that in years to come, the local community will look back at these images and reflect upon how working life has evolved in Moray.



Figure 13. (2018) Meeting the Forres Heritage Trust and exploring their photographic archive. Photograph. Source Authors.

The Youth of Forres



Figure 14. (2018) Forres Heritage Trust Photographic Archive 1. Photograph. Source: Authors.



Figure 15. (2018) Forres Heritage Trust Photographic Archive 2. Photograph. Source: Authors.



Figure 16. (2018) Forres Heritage Trust Photographic Archive 3. Photograph. Source: Authors.

Disseminating the Key Insights

The final stage of the project was dissemination. Having generated six key insights (set out below), a Stakeholder Workshop was organised so to present and discuss these with experts already working in this area, with the aim of generating opportunities for future action. The workshop took place within the photographic exhibition space, which enabled the research team to present these insights by making reference to the stories and experiences captured in the photographs.

Insight 1: There is a strong presence of resilient, entrepreneurial, micro-business activity among women in Moray that is thriving, but could be better nurtured and supported.

There are inspiring examples of innovative entrepreneurship and micro-businesses among women (and in particular, mothers) in Moray. These have been developed largely in response to challenges in finding appropriate childcare to suit personal situations (See Insight 2 around childcare later in this section).

Through engaging directly with a number of these family-driven micro-businesses and female entrepreneurs during our fieldwork, we have developed a richer understanding of the lived experiences at a local level. This includes the motivation behind the start-ups, the challenges and support involved in getting these up and running, the environmental factors that are crucial to their success, and opportunities to develop these further. Our participants stressed the importance of informal support networks, whether that be other micro-businesses that can advise based on their experiences,

or family members who support mothers/partners to get the training necessary to start one's own business, or to take the leap of faith to put their ambitions into action. Our participants also reported that the local Small Business Gateway support in Moray is excellent – whether that is practical, hands-on advice on costing and pricing, or about perks such as reductions on home broadband, for example, if running a business from home. There could be an opportunity to revisit the provision of spaces for business, as some participants reported a lack of professional spaces for meetings – most use Costa Coffee in Tesco in Forres, for example – but have highlighted that these could be better. Furthermore, there is also perhaps an opportunity to enhance the provision of local business networking organisations. Some have mentioned that these are excellent for those who are starting out and need contacts, and to network, but those who are already established businesses can find themselves giving a lot of time but get a limited benefit in return. There is an opportunity here to perhaps revisit the model of these kinds of organisations, and how to ensure mutual benefit for established businesses, as well as start-ups, perhaps a more tailored offer for women who are parents.

Furthermore, our analysis revealed an insight into the need for women who start up their own businesses to ensure a duty of care to themselves. For example, if you work for an employer, it is their responsibility to provide benefits such as holidays and maternity packages. There have been examples however, where the women we engaged with were so motivated to work that they could do with being reminded to take better care



Figure 17. (2018) A personal trainer's gym studio in a converted garage. Photograph. Source: Daniele Sambo.



Figure 18. (2018) A beautician's salon in a converted bedroom. Photograph. Source: Daniele Sambo.



Figure 19. (2018) A florist's workshop in a converted garden shed. Photograph. Source: Daniele Sambo.

of themselves. For example, taking holidays and maternity leave, as well as making sense of pension contributions. There is perhaps the opportunity to provide women with a self-care package, containing the necessary information about taking holidays and making pension contributions for example. This raises a question around how to ensure that the benefits of running their own businesses extend beyond working hours and location that suits family life, but making sure they are taking care of themselves as well as their family. An example of this was a first-time mother, in the early stages of starting up, went back to work when their baby was 11 weeks old as there was pressure not to let competitors encroach upon her market. There were also positive stories around becoming pregnant and knowing that returning to work was not going to be stressful, as they worked for themselves.

Insight 2: There is a need for local childcare provision to be more flexible.

Considering the Scottish Government's (2018) recent plans to double free childcare (see tinyurl.com/yc96dqwl), it is worth considering whether mass blueprints perhaps need further tailoring for local regions with specific needs. For example, in Moray, our analysis has indicated that legislating for more childcare would perhaps only alleviate part of the problem in Moray. The demographic in Moray is complex, and contains a large population of families who have one or more family members working offshore. From the families we engaged with, this can result in difficulties when securing childcare. For example, if an offshore worker works in a rotation of three weeks on, three weeks off, it can be a challenge to find childcare that's flexible enough to allow for

when that parent returns home, and wants to look after their child. Could there be an opportunity to look at sharing places? Furthermore, there are offshore workers who reported not having a regular rotation or shift pattern. Could childcare provision be more flexible to allow for this? In addition, there is a large proportion of families from MOD or RAF backgrounds. This can mean that they perhaps don't have family around them to assist with childcare. This research has observed grassroots organisations who have connected families with babysitters and childminders; is there an opportunity to scale this out?

Insight 3: Working families would benefit if there was a way of incentivising businesses to be more family-friendly.

While engaging with women about their experiences of returning to work, we came across an example of a female-owned micro-business, started because they felt their previous job wasn't family-friendly. This example goes beyond starting up a business to allow them to work more family-friendly hours; this micro-business founder has created a workplace for other parents to do the same. This local Moray businesswoman enables her staff to self-organise their rotas around the school run. Shifts are flexible to give parents time to pick up and collect their children, and work hours that suit them. They also have more time off during school summer holidays and Saturdays, with their shifts covered by, for example, young people who are summer workers/Saturday workers/those who don't have children and perhaps don't require the same flexibility. While this works for a small micro-business with six employees, could others learn from their principles?



Figure 20. (2018) A trampoline in a micro-business owner's back garden. Photograph. Source: Daniele Sambo.

Insight 4: When considering their future careers and opportunities for development, young people want to feel a greater sense of ownership (e.g. spaces, means and access to social and cultural capital).

Our analysis revealed a tendency among the young people we engaged with to feel a sense of belonging within their communities outwith school and college. They highlighted a desire for ownership and autonomy over spaces and more access to social and cultural capital. Many could not remember the last time they had gone to the cinema. Due to the challenges surrounding travel infrastructure in Moray, the participants described having to travel long distances to neighbouring towns, or rely on their parents to drive them. It was reported that a lack of provision for young people in area often leads to anti-social and, the threat of, risky behaviour (including experimenting with alcohol and drugs). The young people we engaged with felt that, as a result, they were often type-cast as trouble-makers.

Insight 5: Young people in Moray want to feel more empowered about their future.

During our time spent with young people in workshops and pop-ups, we uncovered a feeling of uncertainty about the future. This manifested in a desire to learn more about practical life skills, from changing a car tyre, to how to get a loan, learning about the tax system, and politics. In an age where young people learn about life fast, perhaps there needs to be provision to support that learning? This was discussed at length at the Stakeholder Workshop, and resulting opportunities for future action.



Figure 21. (2018) A recreational park in Forres. Photograph. Source: Authors.



Figure 22. (2018) A court where young people gather in Aberlour. Photograph. Source: Authors.



Figure 23. (2018) The Linn Falls in Aberlour where young people gather. Photograph. Source: Daniele Sambo.

Insight 6: It is a challenge to better engage the third age (e.g. people aged 55+ who have retired or are considering retirement and who possess skills and experience that could still prove valuable in the workplace or in the third sector) in these conversations.

During the course of this research, there has been difficulty in engaging with over 55s, many of whom are volunteers around local service provision, who were originally a target demographic for this research. We attempted to recruit through Forres House Community Centre, as well as through various pop-ups at Tesco, the Library, Forres House Community Centre, and the Forres Area Credit Union. Although we did engage with some people within this demographic, through pop-ups and public engagement at the exhibition, getting them to commit the time for a workshop was challenging. HIE have considered this an interesting challenge in itself, which was discussed further at the Stakeholder Workshop.

These insights were used to structure the discussion at the Stakeholder Workshop. Here, the participants shared their experiences of working around the area of occupational segregation and inclusive growth in relation to these insights and we were able to signpost existing initiatives, and identify opportunities for future action.

Figure 24. (2018) Photograph 1 from the Forres Heritage Trust Archive; Forres Gala Week in 1957. Photograph. Source: Daniele Sambo.

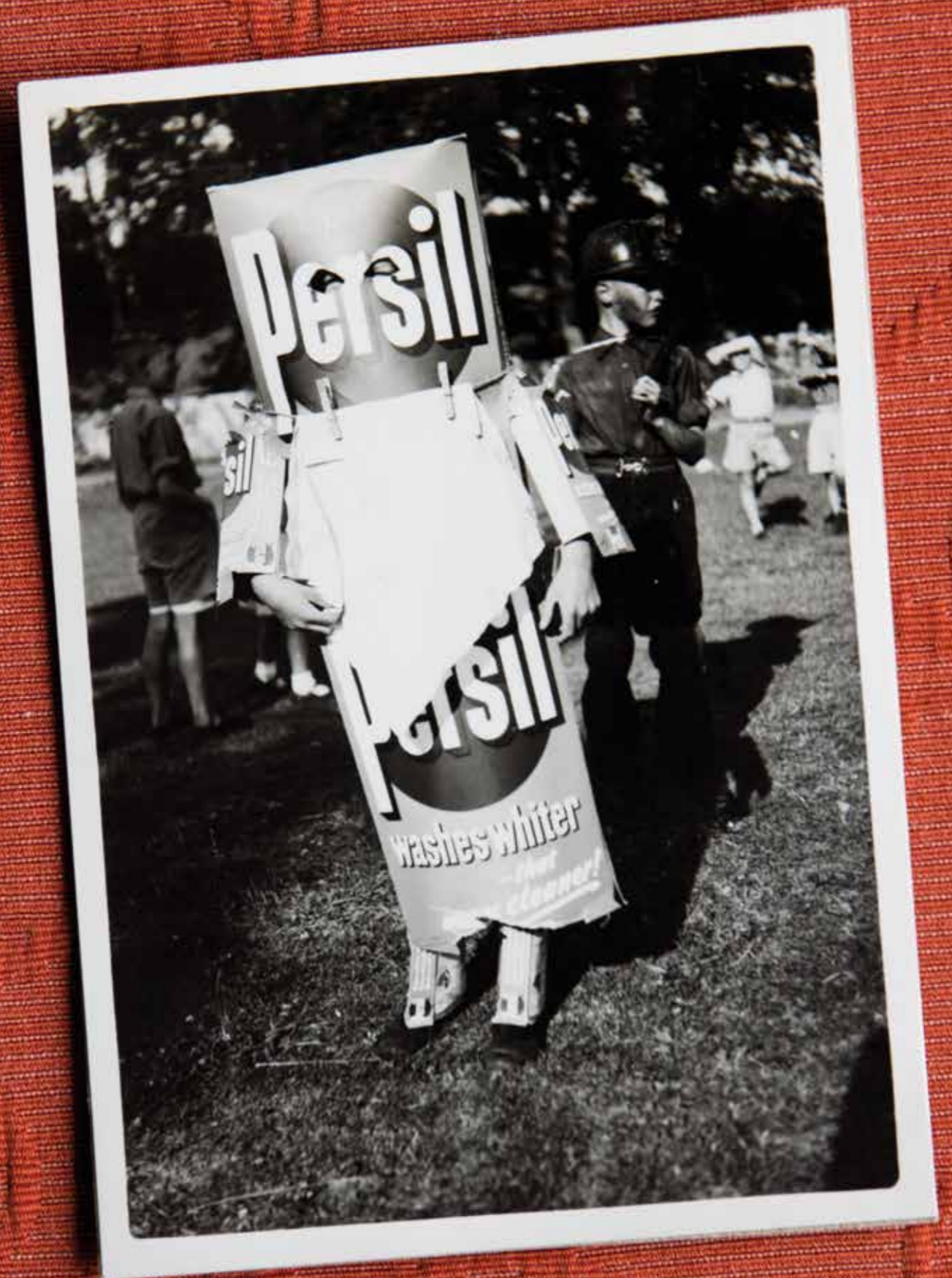




Figure 25. (2018) Photograph 2 from the Forres Heritage Trust Archive; Forres Gala Week in 1951. Photograph. Source: Daniele Sambo.

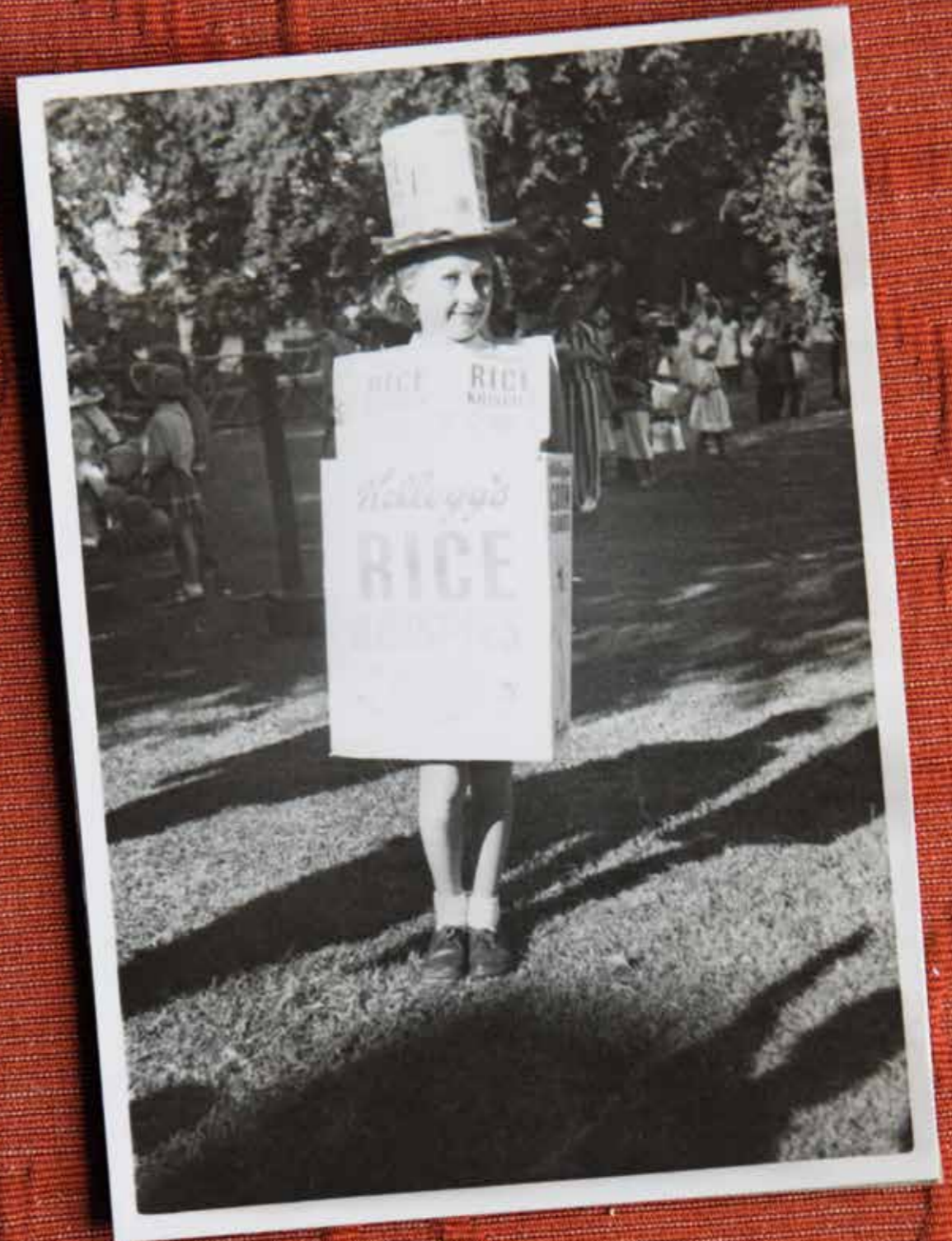


Figure 26. (2018) Photograph 3 from the Forres Heritage Trust Archive; Forres Gala Week in 1952. Photograph. Source: Daniele Sambo.

Opportunities for Future Action

Present at the Stakeholder Workshop were a range of organisations, including: GSA, HIE, University of Highlands and Islands (UHI), Moray Council, Moray College, Forres Area Community Trust (FACT - including representation from the Older Person's Project), Developing the Young Workforce (DYW), and Moray Chamber of Commerce. The workshop began with an overview of the project and the insights before moving into a group discussion where the participants shared their expertise and experiences in relation to the insights, which was followed by a discussion focused around identifying opportunities for action and potential projects for the future. Reflecting on this rich discussion, key aims and interest areas were developed in relation to the specific population groups explored in the project, and for the region more generally. This was focused around mothers, young people, the third age, and transient groups that move around and work on rotation (such as RAF and MOD families). These opportunities for action can be summarised as follows:

- Developing a collective understanding of the future workforce demographic in the Moray region;
- Planning for integration of technology in the future and the implications for the workforce;
- Exploring new and agile ways of working and Moray careers of the not-too-distant future;
- Exploring career models and partnerships across generations and skill sets;
- Supporting and nurturing micro-businesses – and not just those who want to grow (the research identified a strong presence of those run by women);
- Making micro-business support more visible and tangible;

- Better engagement with transient populations e.g. RAF and MOD;
- More opportunities for women at work to address gender inequality – whether that be for mothers through flexible childcare or providing more opportunities for MOD/RAF women to utilise their skill sets;
- Better prepare the younger population for work through innovation of the curriculum and working models – as well as teaching resilience.

These opportunities for action are described in further detail below:

The Future Workforce Demographic in the Moray region

There is already a large body of work being done in the region around understanding economic and business activity. Much of this was signposted at the Stakeholder Workshop. There is potential to build upon this work. For example, at the Stakeholder Workshop, the participants discussed the need to understand the future workforce demographic as it is complex and somewhat unknown.

Furthermore, the participants discussed the need to map out the region of Moray in terms of this complex future workforce demographic. Currently, it has a concentration of business types that appear to be discrete to this rural context – such as generational family-run businesses and having a high volume of third sector, volunteer-run organisations. A key challenge identified was planning for the increasing integration of technology in the future. Here the participants discussed the implications this could have for these diverse

workforces, which will have to adapt in order to sustain employment and economic activity. As technology is at the epicentre of a continually-evolving context, how can Moray educate in an agile way that responds to this and design new ways of working for a not-so-distant future? One idea was to look at how to more effectively pair up future employers with the potential employees in terms of future career models.

Opportunities to support and nurture micro-businesses in the region run by women were discussed by the participants in terms of scaling up ambition. Central to this was exploring ways of making these informal networks, already in place, more formalised and visible by linking the businesses together to form regional clusters. As well as making these micro-businesses more visible, the business support organisations also need to be more visible and readily available. It was suggested here that while there is valued provision provided by Business Gateway and the Chamber of Commerce, there is the opportunity to re-imagine current employment hubs and careers advice services in terms of providing a one-stop shop. This could potentially link in with Moray College, where they could provide 'lunch time training' as well as provide professional spaces for micro-business owners to host meetings.

While the majority of the micro-business owners we engaged with in this project described how they prioritised sustaining their business as opposed to making profit, opportunities to widen the scope of these businesses were discussed with regards to how these businesses could eventually create new jobs for the area (with

the potential to provide apprenticeships for young people). This chimes with the reciprocal nature of these business in terms of providing support to other women and the community.

What also makes the Moray region distinctive is the RAF and MOD bases where there is a high concentration of families whose lives can be transient in nature in terms of location (often having to move around the country on rotation) and spousal employment (typically the wives of men who are in the RAF or MOD). Furthermore, common in the region is offshore employment and sporadic work in industries such as oil, forestry and manufacturing.

Transient Groups

Common to both the RAF and MOD are families moving to the Moray bases with traditional roles often carried out – for example, working fathers and mothers undertaking childcare responsibilities. While these mothers are highly skilled and professionally trained, they can experience challenges in entering the job market or face barriers in terms of transferring their expertise to the context (for example, internationally qualified teachers applying their practice to the Scottish education curriculum). It was suggested by the participants that this is a largely untapped economic resource, with a need for more efficient ways of being able to support spouses to convert their skills so they can access work. As one participant described, these women do not want to be viewed as dependent on their partners who have been posted to the area. An opportunity was identified to set up a skills hub in

the bases to help women engage with the local job market and to identify those who can be, and would want to be, up-skilled. Furthermore, the need to explore in more detail the experiences of RAF and MOD fathers was also raised by the participants. In particular, the social and economic pressures faced, and their paternal wellbeing in terms of feeling dislocated upon returning to their families from leave and the need to be re-acclimatised. This also relates to fathers who work offshore and in other industries that frequently take them away from their families.

Mothers in Moray

In exploring how childcare provision can be made more flexible, the participants discussed the various challenges women can face in their transition to work following a period of leave (in many cases, time away from work is for caring responsibilities as well as for maternity leave). Participants identified the need to provide resources that would help build confidence and enable women to be effectively brought back into employment. Better access to volunteer opportunities was suggested as a way to ease this transition, which can also provide a means of up-skilling. With regards to childcare, the participants explored a range of ideas centred upon employers giving women more autonomy in how and when they choose to work (building on the example of an Elgin deli). Ways to encourage a self-organised workforce were discussed, as well as how the social enterprise model could be adapted to offer more flexibility for employees. However, issues surrounding equality were raised in terms of offering flexible work structures, such as compressed

hours and job-shares, to all workers and not just mothers. Challenges for employers were also discussed in relation to planning and paying for maternity leave for employees (a particular concern for smaller businesses), where there is a need for greater support and incentives; so to support these businesses to thrive while enabling them to provide family-friendly employment. An opportunity identified here was to explore further shared parental leave initiatives.

Young People

Following discussions around the future of the regional economy, the participants explored how to better prepare the younger population in terms of offering skills that equip them for work, with the aim of retaining them in the area. Opportunities were identified around applying the current apprenticeship structure (including foundation apprenticeships) so that it engages with local businesses and higher and further education institutions. Innovating how apprenticeship curricula are delivered could provide a means for young people to earn a living to maintain their independence, while still engaging with education. This could be done by exploring how employers could share apprentices, as well as re-imagining the role 'big' businesses (such as Baxters, the local distilleries, Walkers, and Johnsons) and the retired community could play in up-skilling young people. One suggestion was to encourage intergenerational integration by pairing up young people with retirees through a form of mentoring. This could not only provide young people with access to positive role models but also provide the older generation with an empowering way to share their expertise.

Another critical aspect discussed was how to teach resilience. With regards to the need for young people to feel empowered about their futures, challenges were raised in how to teach skills such as team work, leadership and collaboration, with a need to re-imagine how young people are taught and assessed in these skills in school. An idea suggested here was to partner up with local credit unions so to teach young people money management skills. While in Forres this is currently taking place in the primary schools, there is an opportunity to do this with the older young people population group who about to enter further or higher education and/or the workplace.

The Third Age

The voluntary sector plays a large role in contributing to the social, cultural and economic activity in Moray, and is largely made up of retirees. The participants discussed opportunities to harness this invisible work-force, drawing on the apprenticeship model by partnering up talents, passions and expertise with young people. Such a partnership and mentoring network has the potential to negate social isolation, which is prevalent in the region for older people, as well as foster intergenerational cohesion. While in the early stages of this project, skills and talents in the local area were collected in the creation of an alternative 'Forres CV' (see Appendix C), it could be beneficial to further research and map these out to gauge feasibility and appetite for such a proposal.

Concluding Statement

Through the implementation of design-led approaches, the Work/Life project has provided HIE with qualitative evidence that enriches their existing macro-quantitative data by providing deep, person-centred and experiential insights from the coalface; findings which can inform future strategic activity around occupational segregation in Moray.

We would like to thank all the participants who took part in this research. The project team has been inspired by the stories and experiences that people have chosen to share with us. We would also like to thank those who contributed to a rich discussion at the Stakeholder Workshop, and the Forres Heritage Trust for their collaboration.

This project is dedicated to our project participants, who are quietly inspiring current and future generations with their resilience, passion, determination and entrepreneurial spirit.

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Appendix A: The Research Process in More Detail

Research Design

Although we explained a summary of our research approach and process in the report, we thought it would be useful to include a more in-depth account of our research methodology. This section will explain how we characterise Design Innovation Research at GSA, and how this has shaped the project research questions and approach.

Design Innovation at GSA

The Innovation School at GSA has leading-edge research expertise in the field of Design Innovation, which addresses complex challenges through new design practices and bespoke community engagement. Through our research, we seek to create and design preferable ways of living: futures that will lead to collective wellbeing and sustainable growth for Scotland. The development and expression of collaborative creativity is our core research domain and expertise. Because the challenges we address are complex, it is our fundamental belief that we need to engage with a broad community of people to find the innovative solutions that will allow them to flourish. We form creative collectives of people from a diverse knowledge base: experts and businesses as well as members of the public. Only by bringing these different groups together can we start to create scenarios of how the future might look.

And while Design Innovation means innovation through design, it also means innovation of design. The discipline is evolving; we constantly reinvent our methods through our research, ensuring that our work remains relevant and appropriate. This

approach is particularly suited to working with communities around sensitive issues, as part of our process is crafting appropriate research methods that are person-centred.

Research Aims and Objectives

Before outlining our research approach, this section will clarify the research aim and research questions around which our approach was designed. This helps to bring a context as to why these methods were chosen and tailored.

This research project seeks to develop a series of insights and ethnographic photography, which embody the lived experience and contextual issues surrounding equal participation in the workforce in Moray.

It has not been our intention to develop products for HIE but to i) summarise the insights which come from analysis of the research and ii) to design a public-facing photographic exhibition and book which celebrates the positive aspects of working life in Moray.

These insights were shared and discussed at a stakeholder workshop with HIE and other support organisations. Here, the idea was to establish how HIE and other support organisations could identify opportunities for action, in response to these insights. It was our aim that stakeholders better understand the challenges, barriers and logjams that are indicated by the statistical data, so to gain more authentic and experience-based insights that will allow HIE to review the efficacy and applicability of their existing portfolio of products in this area.

The research objectives (e.g. how we achieve this aim) are:

1. To implement and document a series of design-led interventions exploring occupational segregation with three different population groups in Moray;
2. To give form to the collected experiential insights through ethnographic photography;
3. To summarise and discuss these Insights at a stakeholder workshop with HIE and other support organisations;
4. To identify opportunities for action at the stakeholder workshop;
5. To scope opportunities for local support organisations and community stakeholders to identify with the issues raised in this research, with the potential to shape and continue future activity around Occupational Segregation and Inclusive Growth.

Research Questions

In response to the project brief set by HIE, the over-arching research asks: how can design research provide a rich and local understanding of lived experience, and identify opportunities for action around occupational segregation and inclusive growth?

From this, three sub questions were formed:

1. How can design research (particularly design-led interventions and ethnographic photography) promote a deeper understanding of big data to inform decision-making and promote action among policy makers?
2. How does design (particularly design-led interventions and ethnographic photography) facilitate discourse around sensitive topics?
3. How can creative engagement inspire, shape and make visible future collaborations and relationships within the community?

Research Methodology

Following the clarification of the research aims and research questions, we use the term research methodology to communicate the overarching approach and principles around which our specific research methods are chosen and developed, in response to our questions. Working in an inductive and person-centred way, if the research questions change, so do the methods employed, as different methods are appropriate to different contexts and purposes. As previously outlined, GSA were asked to conduct a piece of research that would interrogate some of HIE's previous research findings at a deeper, local level, to try and uncover the lived experiences behind the big data; the stories behind the stats.

We would like to share our approach not only because it brings integrity and confidence to the data and research insights, but also to assist HIE in their ambition to apply similar approaches to other areas across the region, helping themselves and partners to identify actions to address occupational segregation. In order to engage with communities and participants, we designed a programme of qualitative, ethnographic design-led research, which puts people and communities at the heart of the research activity. Rather than doing research on people, the research is done with people, using approaches and methods that are appropriate, non-invasive, creative, and novel. By working with communities and people in this way, the research insights generated are richer, and provide innovative ways of recruiting more people in the research activity.

We characterise our research approach as:

- **Qualitative:** e.g. dealing with the why rather than the what. Qualitative research comprises 'a set of interpretive, material practices that make the world visible [...] They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings [...] At this level, qualitative research involves an interpretive, naturalistic approach to the world[...] researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.' (Denzin and Lincoln 2005: 3, cited in Creswell 2007: 36).
- **Ethnographic:** At this basic level, this means research that looks at how groups of people work and live, but more specifically in this research, it can be considered 'critical ethnography' (see for example Carspecken and Apple 1992), in the sense that the research seeks to identify instances of inequality (ibid).
- **Design-led:** Our approach uses designerly methods such as speculative design challenges, design-led interventions such as making and mapping, and ethnographic photography. In addition, these approaches are design-led in the sense that their design is appropriate for the context and participants (see Dixon and Murphy 2017). In addition, they are visual and tactile and are capable of making complex information more meaningfully understood (Michlewski 2015).
- **Using appropriate research methods:** Throughout this research, we have tailored our methods to fit with the research aims, objectives and research questions, but also to suit the project participants. For example, with the school workshops, we developed a speculative design activity around their subject column choices, and with the new parents workshop, we developed activities that would keep their children who attended amused as well. While keeping the research schedule focused, we also allowed time to capitalise on opportunities for engagement that presented themselves during the course of the research activity. Quite often in small communities, participants refer you to others – which could be seen as a kind of snowball sampling, where researchers identify respondents who are then used to refer researchers on to other respondents (Atkinson and Flint 2003: 275).
- **Creative and novel:** Given that we wanted to engage with people at a deeper level to share insights and lived experiences around sensitive issues, we developed research methods that would engage and recruit people in more creative and novel ways than other research methods (e.g. street surveys or focus groups). Our methods have been designed to inspire creativity and give participants a mutually-beneficial and engaging experience so that they feel like they have participated in the research rather than being researched on.

Appendix B: Ethnographic Photography

Ethnographic Photography

Based on the pop-up scoping interventions, workshops, and interviews, we adopted a Snowball Sampling approach (Atkinson and Flint 2001) to identify a range of participants, places and relationships that our research had highlighted so far. Daniele's photographs were taken to illustrate these insights at a more powerful visual level. Rather than publish these insights to the general public through a report, we felt a photographic exhibition and accompanying book was a more inclusive approach to provide an opportunity for a wider audience to engage with the project. Ethnographic photography is defined here as a visual practice, where photography and site visits combine to not only communicate the existing research findings, but also to also uncover new and deeper insights into the ways in which we work and live, thus presenting the opportunity of 'an increased understanding of the context of the research itself...' (Niskaç 2011: 133). In addition, we present this approach as providing a richer research experience that provides a deeper understanding of the context for the researchers, participants, and those who view the exhibition and photographic book:

'Photography, which can be understood as ethnographic [...] in various contexts - may help us towards a better understanding of the contexts of ethnographic embodied experience...' (ibid).

Pink (2005: 19) makes the point that 'anything may be redefined differently in different contexts and situations, by different individuals and in terms of different discourses' – meaning that featuring photography in this way could open up further opportunities to make meaning from our insights – providing public and other stakeholders opportunities to shape the future agenda. Something can be said for the style of photography – e.g. that it is not portrait photography of participants, but more photography which uncovers hidden stories, relationships and interactions between people and place. Indeed, members of the public may see areas of their community in a different light. Photography can also provide a much richer representation of data (Flewitt 2006), as well as an opportunity to quickly and meaningfully engage with research.



Figure 27. (2018) Daniele Sambo exploring the photographic archive with the Forres Heritage Trust. Photograph Source: Authors.



Figure 28. (2018) Daniele Sambo taking ethnographic photography 1. Photograph. Source: Authors.



Figure 29. (2018) Daniele Sambo taking ethnographic photography 2. Photograph. Source: Authors.

Appendix C: Forres CV

Forres CV: The Invisible Workforce

SPORTS & OUTDOORS

Running
Ball games
Swimming
Gardening
Fishing
Basket ball
Boxing
Flips and tricks
Snowboarding
Dog training
Skateboarding
Pilates
Dog walking
Skiing
Hiking
Football
Hill walking
Mountain biking
Juggling
Cycling
Golfing
Cricket
Surfing
Spinning
Fitness
Tree surgeon
Climbing
Badminton
Outdoor trips to wilderness
Yoga
Sailing
Walking long distance
Cheerleading
Gymnastics
Balancing
Dancing
Scottish country dancing
Black belt in Judo

CREATIVITY

Juggling
Quilting
Making jewellery
Sewing
Upholstery
Knitting
Cross stitching
Crafts
Doll making
Candle making
Loom bands bracelets
Interior design
Creative Writing
Art
Photography
Crochet
Card making
Clothing design
Paper crafts
Mixed media crafts
Blackwork stitching
Costume making
Graphic design
Felt making
Bookbinding
Bookmaking
Painting
Wood turning
Freehand painting
French polishing
Typography
Poetry writing
Drawing
Linocut Printmaking
Photoshop
Textile art
Art history
Flower arrangements
Web design
Making lampshades

SPECIALIST SKILLS

Carpentry
Cleaning
Astrology
Mycology
Driving
Coding
Chores
Art dealer
Makeup artist
Woodworking
Fixing vintage cars
Up-cycling
Massage therapist
Furniture repair
Handyman
Engineering
Building fences
Electric works
Radiology
Beauty Therapist
Lash artist

MUSIC

Violin
Harp
Drumming
Electric guitar
Clarinet
Piano
Trumpet
Choir singing
Piping
Bass guitar

TEACHING & GUIDANCE

Museum collection curation
Writing a blog
Health and safety worker
Political activist
Research and training for charities
Maths
Dance teacher
Outdoor learning
Map reading
Mechanics
Orienteering coach
Math tutoring
Teaching children gardening
Physics tutoring
Walking leader
Vocal coach
Teaching English
Natural history
Vintage Cars
Veteran royal navy
Philosophy
English literature
Antiques expert
Bible expert

LIFE SKILLS

Being a great granddad
Good listener
Storytelling
Sustainability
Friendliness
French language
Resourcefulness
Thinking outside the box
Running a family
Mindfulness
Speaking Albanian
Juggling everything in life
Balancing family and work
Talking
Being a full time mum
Full time father
Running own business and household
Finding solutions
Improvements
List-maker
Recycling
Library skills
Healing
Taking care of ourselves
Spiritualism
Meditation
Business owner
Legal secretary
Weight training
School sports champion
Knowledge of buses

COMMUNITY CONTRIBUTION

Scout leader
Volunteering
Setting up a charity
Meals on wheels
Dog fostering
Brodie Castle guide trainer
Youth support centre
Helping at the Rays Opportunities
Working with vulnerable children
Youth worker
Helping the monks in the abbey
Looking after elderly
Men sheds
Friends of Falconer Museum
Historical society member
Babysitting

