

[Redacted text]



**EMPOWERING
ENTERPRISE**

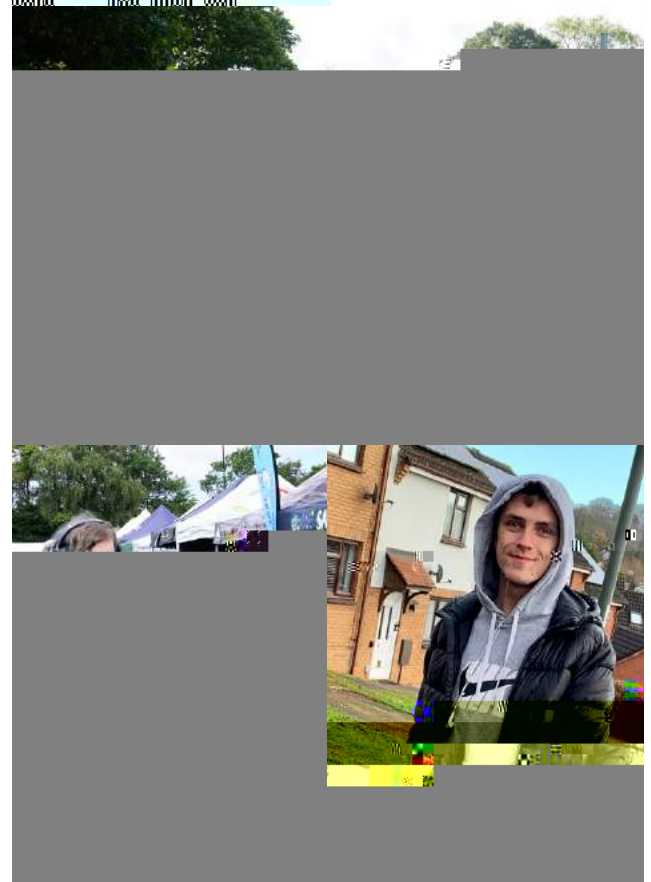
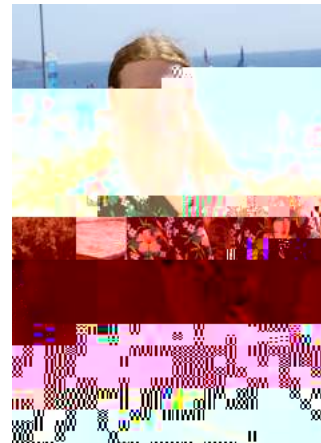


COMMUNITY





BBO	Building Better Opportunities
BAME	Black, Asian and Minority Ethnic
CCT	Cross Cutting Theme
CSCS	Construction Skills Certification Scheme
CSW	Careers South West
DCT	Devon Communities Together
DKHT	Dame Kelly Holmes Trust
DTQ	Distance Travelled Questionnaire
EE	Empowering Enterprise
ESF	European Social Fund
ESOL	English Speakers of Other Languages
GEE0	Gender Equality and Equal Opportunities
GWS	Groundwork South
HotSW	Heart of the South West Local Enterprise Partnership
ICDT!	I Can Do That!
IF	Innovation Funds
JCP	Job Centre Plus
LEP	Local Enterprise Partnership
LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer +
NEET	Not in Education, Employment or Training
ODILS	Open Doors International Language School
PDP	Personal Development Plan
PDRS	Participant Data Reporting System
SD	Sustainable Development
TAB	Talents, Aspirations and Barriers
TNLCF	The National Lottery Community Fund
WKUK	Whiz Kidz UK (Plymouth)





Empowering Enterprise (EE) was a Building Better Opportunities project funded by the European Social Fund and The National Lottery Community Fund. The Building Better Opportunities programme was delivered in 38 Local Enterprise Partnership areas across England to facilitate investment in local projects 'tackling the root causes of poverty, promoting social inclusion and driving local jobs and growth, particularly for the hardest to reach groups'.

Empowering Enterprise was one of three BBO projects in the HotSW LEP area which received £4.4 million of funding over a period of 6 years in order to deliver a unique project for 18- to 24-year-olds. EE was delivered by 13 partners and led and managed by Petroc. Delivery of the project initially commenced in July 2017 and came to an end in July 2020. After receiving further funding the project recommenced in January 2021 and closed in May 2023. This report draws particular attention to the project during this recommencement period, whilst still providing an overview of the project as a whole. Several key themes continued in the recommencement period which are covered in detail in the 2017-2020 Impact Report, available at: <https://www.empoweringenterprise.org.uk>. Other interim reports with detail on specific delivery periods are also available on this website, , videos of participants and mentors can be seen at <https://www.youtube.com/@empoweringenterprise2484>.

Over this time, EE worked with 1072 young people in Devon, all of whom faced the biggest barriers to getting into work, education or training, to equip them with skills for life and work giving them the confidence to find a path to a brighter future.

EE was distinctive in its approach as the support of participants was holistic, 'wrap around' and non-time bound. Through one-to-one mentoring sessions and group work, participants were encouraged to identify and explore their talents, aspirations and barriers, and work towards a personal development plan. The format of support undertaken was tailored to the needs and interests of participants, and worked towards building confidence, tackling barriers, gaining skills, and encouraging pursuit of aspirations. 592 official results were achieved by 530 participants, with regards to moving into job search (177 results, of which 87 were not seeking at the start), education and training (216 results) or employment (including self-employment) (289 results). Beyond these official results the many skills, experiences and attitudes developed by participants have been life changing.

Equally important as the success achieved by the participants was the wider influence of the project. Delivery partners' successes were recorded against wider societal outcomes which developed support services, communities, businesses and partners themselves. Leaving a significant mark on the support services ecosystem of Devon.





- Empowering Enterprise (EE) provided 'wholistic, wrap around' and 'non-time bound' support to 18- to 24-year-olds in Devon, all of whom faced the biggest barriers to getting into work, education or training. Funded by the European Social Fund and The National Lottery Community Fund, the project received £4.4 million funding over a period of 6 years (2017-2023) to provide one-to-one mentoring sessions and group sessions to equip young people with skills for life and work, giving them the confidence to find a path to a brighter future.
- A total 1072 participants went live on the project. 592 results were achieved by 530 participants, meaning 49.5% of participants exited with a formal result. 177 young people moved into job search (of which 87 were not job seeking at the start), 216 moved into education and training, and 289 young people moved into employment (of which 199 were seeking employment at the start, with the rest being economically inactive). Distance Travelled Questionnaire scores, completed by 775 participants, reported an average of 11.4% positive change. These numbers only tell a small part of the life changing impact of the project on individual participants lives.
- The characteristics of the participants were complex and varied, often on a scale unanticipated by delivery partners. For example, 49% self-identified as disabled, 41% were from jobless households, and 30% did not have entry level Maths.
- Over the life of the project, there were a number of unexpected challenges which the partnership had to manage, including the Covid-19 pandemic and subsequent lockdowns, the cost of living crisis, housing crisis, and mental health issues. However, it was people who were impacted by these issues who were the most successful in finding solutions.
- Core to the project's impact was the approach of mentors, who worked flexibly with each participant, fostering trust and understanding their individual needs. However, at times the level and complexity of participant needs was overwhelming for mentors, who needed close and supportive colleagues to manage and find solutions.
- A key factor in the success of the project was the partnership approach which, with diverse and localised partners, provided a mix of local knowledge, specialisms, and geographical coverage whilst working with a joined up approach and sharing best practice and resources.
- Existing support services were made more visible and accessible to young people and their communities, and were made more sustainable through direct involvement on part of the partnership.



It was established very quickly when Rory and Sue met that they would get along. When they first met up they just went for coffees and walks and talked about anything and finding out about each other. Rory said "I just felt we were the perfect match! I wondered whether you had researched me and put us together".

These meetings started to make Rory feel hopeful, and like they were worth something and could go somewhere with their life. Sue and Rory did vision boarding to get creative about their future and not just think about jobs but lifestyle and re

I live with my grandparents at the moment for the last 3 or 4 years. I did my first year of college, and then got to the second year of college and everything sort of fell apart through things that weren't really my fault. They messed up my timetables and I wasn't on the college's system and I didn't know what course I was on, I was following my mate's timetable and I was kicked out of college because I didn't have the work to be able to do. Which was really annoying because I'd been really enjoying the 1st year at the college at Bridgewater, doing music. So then someone mentioned Young Devon, although I've not a clue who recommended it. It might have been one of the youth centres in town, because I'd been asking them for bits and pieces.

I started the independent living skills course for a year which was good because I was meeting people from all over the gaff - Tiverton, Exeter, Plymouth. All with different circumstances and ages (from 16-20 something). That was just before lockdown, we were meeting at the YES center (Exeter) and that was good. We were just trying to work out standard living skills and how to get by with sort of sociability problems.

Once that wrapped up, we did the second part of the course which was work placed learning. But that's when Covid hit so there wasn't much work place learning to be done. So it was with Young Devon on Zoom with Kira and Ana. The work we were doing was good, but I hated the Zoom calls, because some people pause because they





Established in 2011, I Can Do That! is a small team of friendly mentors who support local residents that wish to progress towards work and improve their lives. Based in Torbay, I Can Do That! grew through the project to mentor in Torbay, South Devon, Exeter, and Okehampton.



Young Devon is the largest young people's charity in the South West. Their mission is to make Devon a better place for all young people. Each year Young Devon work with over 2,000 young people, building quality relationships to help them thrive. Their mentors worked all across Devon.



ODILS (Open Doors International Language School) is a charity for refugees, asylum seekers and migrant groups. Located in easy reach from Plymouth city centre, it provides free English language education, skills development, and employment and community integration support. Their mentoring focused on Plymouth.



Groundwork South is part of Groundwork - a federation of charities working nationally to transform lives in the UK's most disadvantaged communities. Groundwork help people gain confidence and skills, get into training and work, protect and improve green spaces and lead more active lives. Their mentors focus on Plymouth.

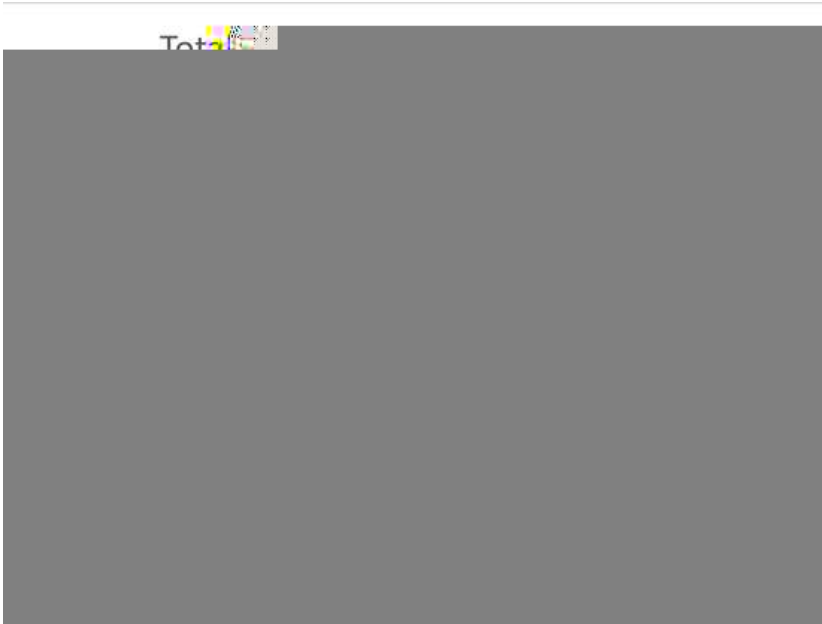


Figure 1: Total Live Participants by Partner

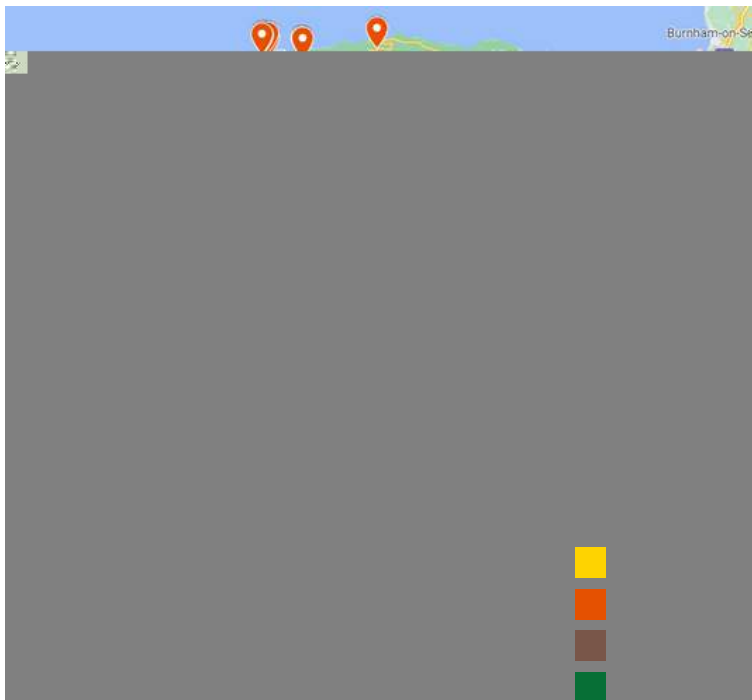


Established 2012, Battling On is a multi-award winning CIC predominantly staffed by ex-forces members. It provides support for veterans and also trains them to become mentors and instructors, to deliver programmes to vulnerable young people. Their mentors focused on Plymouth and West Devon.

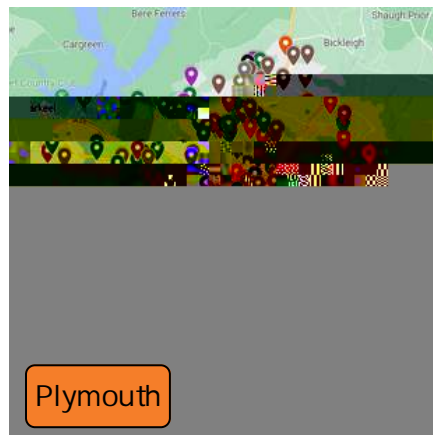
Please note, six additional partners were involved from 2017-20, details of whom are available in the 2017-20 Impact Report.



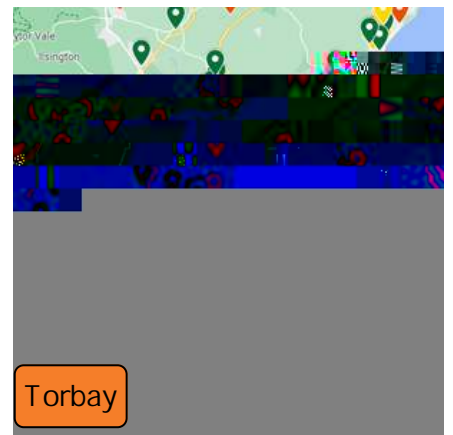
Petrocc



Exeter



Plymouth



Torbay



2015-2017

Design Phase

Stage 1 application was submitted in Q4 2015 followed by extensive co-design with young people and partners and Stage 2 application. Contract awarded in Q1 2017.

2017-2018

Early Delivery

Delivery began in Q2 2017. Initial challenges, including the loss of 3 delivery partners, and a steep learning curve of delivery and paperwork meant I ndgR

26%

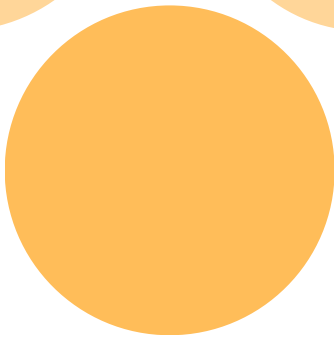
did not have
entry level
English


30%

did not have
entry level
maths

44%

had a work
limiting health
condition





The first Covid-19 lockdown was introduced in March 2020, just four months before project delivery was due to finish. Various restrictions, whether full lockdowns, restrictions on social gatherings or the closure of venues came and went in 2020/21. Legal limits on social contact were removed in July 2021. Subsequent 'Plan B' restrictions were lifted in early 2022, which had included face mask wearing and work from home guidance. Restrictions had severely affected recruitment, delivery, the wider availability of education and employment oppori



Cost of Living Crisis

Since late 2021, the UK has experienced the 'cost of living crisis' - the fall in 'real' disposable incomes. Prices of basic goods have been rapidly increasing, meaning many people have been struggling to meet their basic needs. The cost of food, energy, and housing have been particularly impacted. Although the Government has responded with several packages of support, household incomes are not keeping up with living costs and are not expected to return to 2021 levels in real terms until 2027. On average, poorer households spend more of their income on these essentials, and therefore these households face a higher effective inflation rate because they spend a higher share of their income on energy and food.

Long-term unemployment remains higher than it was before the pandemic for young people aged 18-24, with the cost-of-living crisis further risking locking young people, who are facing the greatest disadvantages in the labour market, out of opportunities to access good work. It means it is even harder than ever for those young people to overcome barriers that they face, and prevents them from getting into, and keeping, good work. The pressures caused by poverty limit young people's ability to access opportunities to learn and train, and ultimately get into good work, and a higher risk of and exposure to unemployment. The crisis risks further locking young people into a cycle of low-quality work and unemployment, as immediate pressures can stop them from taking positive steps towards sustainable future work. In recent Office for National Statistics research, 1/3 of young people aged 16-24 reported that their household would not be able to afford an unexpected expense.

All partners delivered sessions to support their young people to manage in the current economic climate. This was done as a part of 1-2-1 sessions, with discussion around bills, budgeting and meal planning, helping participants claim payments they are entitled to, the location of food banks and referral process. Partners have also addressed the same topics through dedicated group activities.

Threats to young people's ability to meet their basic needs can harm their mental health and leads to a vicious cycle limiting their access to good work. The Youth Futures Foundation reports that "the cost-of-living crisis threatens to make the complex barriers facing young people looking for work.

Housing Crisis

The shortage of affordable and appropriate housing is a major issue across the country and housing issues have been a reoccurring issue on the project. Housing within the private rented sector has become more expensive and social housing is increasingly scarce. Housing issues are worsened by the cost of living crisis. In the reporting period July-Dec 2022, 14% of participants becoming live were homeless, this is double the 7% in the previous period. Over the course of the project 10% of all participants have been homeless upon enrolment. Youth homelessness is a complex issue that can often be a symptom of wider problems in young people's lives, such as the breakdown of family relationships, domestic abuse, substance misuse and mental health problems.

The effect of homelessness not only means the lack of a safe place to sleep, but it also affects young people's educational attainment, their employment prospects, and their mental and physical health, which can leave a

Throughout the project, mentors have reported there was a lack of capacity and lengthy waiting times at external support services, and therefore lack of timely support from outside the partnership, most notably housing providers, mental health support assessments and support for neurodivergence. Mentors have also reported that if you move local authority you can be moved to the bottom of a service's waitlist, causing further delays for those in the most unstable situations.

Mentors reporting the lengthy waiting times did say that the majority of support services staff, once engaged, wanted to support the participants. Although staff in these services were not always suitably informed to work with the EE demographic.

The lengthy wait times can lead to young people feeling intimidated and can cause anxiety to approach the service. The role of mentor subsequently had to walk the line between wrap around support, and determined advocate and mediator to help young people access support services.

Mentors, at times, felt that, Eople

th rd



The four outcomes shown below, measured via a diverse range of quantitative and qualitative outputs, are not contractual targets for partners. However, they have been fundamental for project reporting and evaluation and allow us to develop an understanding of cumulative and system wide change.

- 1 Young people participating in the project have improved their employability, entrepreneurial and life skills
- 2
- 3
- 4

Young people participating in the project have improved their employability, entrepreneurial and life skills.

Whilst celebrating that the project's employment and education exit targets were exceeded (page 10), it must be remembered that, these quantifiable successes are only a fraction of the story. They do not tell of the barriers overcome, skills developed and personal progress made. For participants this project has been life changing.

Core to this impact was the approach of mentors. Mentors worked flexibly with each participant, fostering trust and understanding their individual needs. Participants often had complex challenges, and the bonds formed allowed mentors and young people to tackle issues together, building strengths beyond employability skills.

Group activities complemented the 1-2-1 delivery and, although regular group sessions were initially difficult to set up, they built important social confidence, and exposed young people to employability skills.

>25,000 hours
were spent with participants

Participants spent, on average,
29 hours over 236 days
on the project.

- Care work, bar work, night shifts, shelf-stacking jobs, embroidery, cheese manufacturing, business start-ups, and animal care.
- Base qualifications such as the retaking of GCSEs, or basic level English and Maths courses
- Vocational courses such as CSCS labourer, sports and fit

Empowering Enterprise was established to reach the 'hardest to reach' and consistently demonstrated how its participant centred mentor support 1pr r

Existing support services are more visible and accessible to young people and their communities, and are more sustainable.



Instances of signposting by support type



695
Instances of
signposting

With
311
participants

77.5%
related to
previously
unknown services



A Mentor's Role

Operating in a context where many of the services had a prohibitively large waiting lists and there was instability and changing provision (explored further on page 15), mentors played an essential role in aiding both access to, and capacity of, services.

Aiding access and advocacy

Knowledge of suitable support services and their referral processes is an essential need for mentors (and support service staff). However, navigation of services can feel an overwhelming task to know what help is out there and how to access it. Mentors relied on sharing knowledge within and across partner organisations, personal relationship development with service staff and a determination to search for and access the most suitable solution.

Although mentors were determined to develop individuals' life skills, there are certain tasks which are extra challenging without a determined person at your side. Mentors logged 1,784 advocacy sessions with participants. This included supporting on a variety of things, from resolving Universal Credit or utility bill troubles, to helping complete complex Personal Independence Payment (PIP) applications or ~~yo~~ ~~utd~~

Upoan



Communities and businesses are more
cohesive and resilient.

289 participants entered into employment and numerous work experience placements and taster sessions were also arranged. This exposure to young people in the workplace will have had an intrinsic impact on organisational cultures, especially when mentors had the scope to remain involved and to talk to employers when needed to broker support needs and best practice. Several employers indicated how their involvement with EE staff and participants changed their practices, helping them be better equipped to recruit and support young people.

Inclusive Employment Outreach
Devon Communities Together was the projects
employer engagement and support in the campaign 2018/19
to promote and support the employment of young people

On the other hand, the employment practices, and the
people who are not in the employment market are not





Employability Videos with ODILS

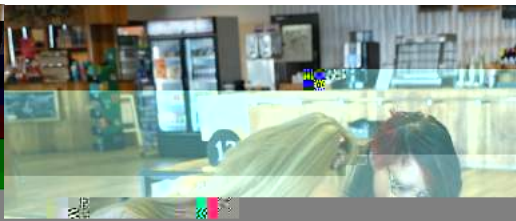
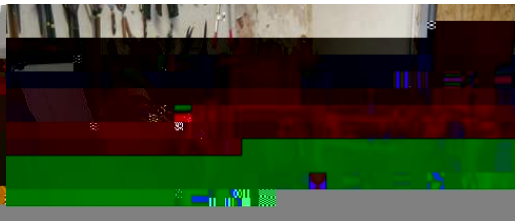
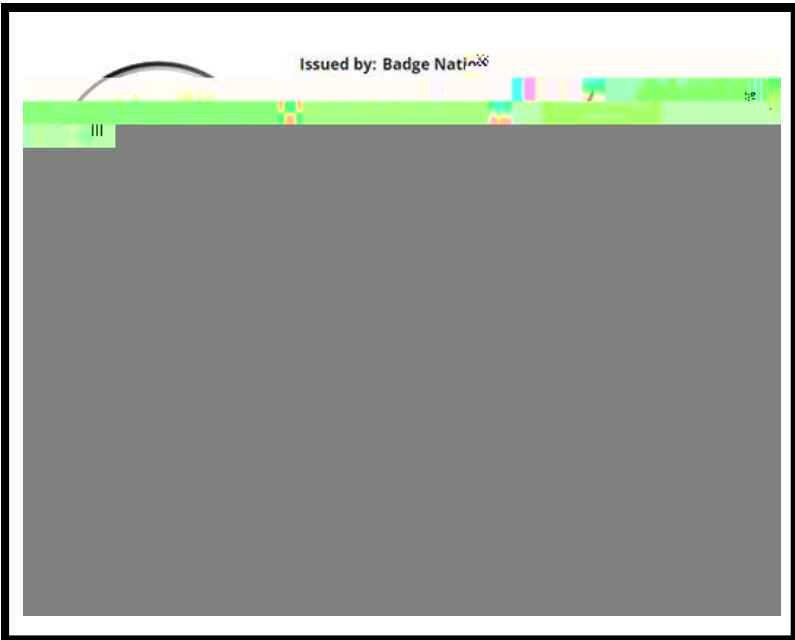
Identified issue: Non-existence of lower level English language resources for developing employability and digital skills. Without these skills introduced early participants remain dependent on mentors/support services.

Proposal ayL





What §





Empowering Enterprise had two cross-cutting themes: 'Sustainable Development' and 'Gender Equality and Equal Opportunities'. Whilst there was some initial learning about to practically to incorporate these goals, they were successfully embedded in all aspects of the project's work, championing best practice and challeng t

Gender Equality and Equal Oppor00



I] h'hZXi' d'c' h' l' g'f' i' Z'c' l' f'] [j ij g'z' e'g'd' Z'Xih' c' b' c' e' Y' V' c' Y' V' e' c' Y' h' l'] Vi'] Vh' W' Z' c' V' h' j' X' X' Z' h' h' V' c' Y' l'] Z' g' z' i'] Z' g' z' V' g' z' V' h' [d' g' b' e' g' k' Z' b' Z' c' i' #

P'g'd' Z'X' i' b' a' c' a' \ Z' b' Z' c' i' h'] d' j' a' r' :

- 7j 'a' r' c' [a' m' W' a' t' n' V' c' Y' V' c' i' X' e' V' i' Z' i'] Vi' e' V' g' c' Z' g' h' l' 'a' V' X' i' k' Z' a' n' l' V' c' i' i'] Z' d' e' e' d' g' j' c' f' n' i' d' b' d' k' Z' i'] c' e' \ h' V' g' d' j' c' Y' V' c' Y' V' h' ' [d' g' Z' m' i' g' V' c' j' b' W' e' g' h' i' d' g' z' h' e' d' c' Y' i' d' \ g' d' l' i'] V' c' Y' X'] V' a' z' c' \ Z' h' #
- = V' k' Z' X' a' d' h' Z' l' d' g' c' e' \ g' z' a' i' d' c' h'] e' h' l' f'] e' V' g' c' Z' g' h' l' c' X' a' j' Y' c' e' \ k' V' c' e' Y' k' Y' j' V' a' e' V' g' c' Z' g' g' z' k' Z' l' h' V' c' Y' Y' h' X' j' h' h' c' e' \ V' X' i' d' c' e' a' d' c' h' l'] X'] V' X' X' d' j' c' i' [d' g' Z' V' X'] d' g' V' c' h' V' i' d' c' h' j' c' f' j' Z' h' i' g' X' i' j' g' z' V' c' Y' V' e' e' g' d' V' X'] # 6 e' V' g' c' Z' g' h'] e' [d' g' b' Z' Y' d' [b' V' c' n' e' V' g' c' Z' g' h' X' V' c' W' Z'] [Z' X' i' k' Z' i' W' j' i' t' h' c' Z' X' Z' h' h' V' g' n' i' d'] V' k' Z' V' X' a' d' h' Z' Z' n' Z' i' d'] d' a' r' f' i' d' \ Z' i'] Z' g' V' c' Y' j' c' Y' Z' g' h' i' V' c' Y' g' z' V' a' h' i' X' i' V' g' z' i' e' g' d' \ g' z' h' h' d' c' #
- : c' h' j' g' z'] \] a' z' k' Z' a' h' d' [i' g' V' c' h' e' V' g' z' c' X' n' V' c' Y' X' d' b' b' j' c' X' V' i' d' c' d' k' Z' g' e' d' i' Z' c' i' V' a' e' V' g' X' e' V' c' i' h' i' d' W' Z' h' i' e' g' z' Y' X' i' g' z' X' j' f' b' Z' c' i' V' \ V' c' h' i' i' V' g' z' i' h' #
- H' n' h' i' Z' b' V' i' X' V' a' n' g' z' X' Z' k' Z' V' a' e'] n' h' X' V' a' X' a' l' b' Z' k' Y' Z' c' X' Z' l' i'] g' d' j' \] d' j' i' i'] Z' e' g' d' Z' X' i' Z' c' h' j' g' c' e' \ i'] Z' X' a' d' h' Z' Y' d' l' c' d' [i'] Z' e' g' d' Z' X' i' h' Z' V' h' a' n' b' V' c' V' \ Z' Y' #
- 7Z' g' z' V' Y' a' n' V' k' V' a' W' e' [d' g' Y' Z' b' d' c' h' i' g' i' c' e' \ e' V' e' Z' g' d' g' g' z' f' j' g' z' b' Z' c' i' h' l' Z' h' e' Z' X' V' a' n' [c' V' c' X' Z' g' z' a' i' Z' Y' # 8 d' c' h' Y' Z' g' [j' g'] Z' g' b' e' a' z' b' Z' c' i' V' i' d' c' d' [b' d' g' z' [d' g' b' V' a' h' i' V' [[d' c' W' d' V' g' y' c' e' \ h' i' g' X' i' j' g' z' h' h' j' X'] V' h' V' X' Z' c' i' g' V' a' h' Z' Y' c' e' Y' j' X' i' d' c' e' g' d' X' Z' h' h' d' g' b' Z' c' i' d' g'] V' c' Y' W' d' h' \$ Z' a' X' d' b' Z' k' Y' Z' d' h' # I] h' l' d' j' a' r' Z' c' h' j' g' z' X' d' c' h' h' i' Z' c' X' n' c' j' c' Y' Z' g' h' i' V' c' Y' c' e' \ g' z' V' g' z' h' h' d' [l'] Z' c' h' i' V' [[d' c' e']] Z' e' g' d' Z' X' i' Z' c' h' j' g' z' i'] Z' j' c' Y' Z' g' h' i' V' c' Y' c' e' \ d' [i'] Z' [j' c' Y' c' e' \ V' c' Y' X' V' h' Z' a' d' V' Y' Y' n' c' V' b' X' h' l' V' c' Y' i'] Z' g' b' e' a' X' V' i' d' c' h' [d' g' X' g' d' h' h' e' V' g' c' Z' g' h'] e' l' d' g' c' e' \ #
- D' g' V' c' h' Z' W' d' i'] e' g' d' Z' X' i' b' V' c' V' \ Z' b' Z' c' i' V' c' Y' a' d' X' V' a' b' Z' c' i' d' g' b' Z' Z' i' c' e' \ h' l'] h' i' W' a' l' c' X' c' e' \ i'] Z' i' b' Z' [d' g' b' Z' Z' i' c' e' \ h' l' f'] i' b' Z' h' e' Z' c' i' d' c' i' g' k' Z' # 8] V' i' X'] V' c' c' Z' a' h' d' g' k' Y' Z' d' b' Z' Z' i' c' e' \ h' X' V' c' V' a' d' l' [d' g' e' V' g' c' Z' g' h'] e' b' Z' Z' i' c' e' \ h' c' e' z' h' h' g' z' h' d' j' g' z' c' i' Z' c' h' k' Z' l' V' n' h' # D' c' : : ! b' Z' c' i' d' g' h' V' c' Y' e' g' d' Z' X' i' b' V' c' V' \ Z' g' h' [d' j' c' Y' b' Z' Z' i' c' e' \ h' k' V' j' V' W' z' W' j' i' X' d' b' b' Z' c' i' Z' Y' d' c'] V' k' c' e' \ c' d' i' b' Z' i' d' [d' a' d' l' j' e' l' V' c' Y' h' d' b' Z' e' V' g' i' b' Z' b' Z' c' i' d' g' h' l' Z' g' z' V' i' V' g' z' d' [b' Z' Z' i' c' e' \ h' b' d' c' d' e' d' a' h' c' e' \ i'] Z' g' l' Z' Z' # E' g' d' Z' X' i' B' V' c' V' \ Z' g' h' c' e' Y' X' V' i' Z' Y' i'] V' i' Z' V' g' z' g' d' c' c' e' i'] Z' e' g' d' Z' X' i' V' c' Y' c' e' e' Z' g' d' Y' h' d' [X'] V' a' z' c' \ Z' i' c' e' e' Z' g' h' d' c' b' Z' Z' i' c' e' \ h' l' Z' g' z' Z' h' e' Z' X' V' a' n'] Z' a' e' l' j' a' # = d' l' Z' k' Z' g' d' c' X' Z' g' z' a' i' d' c' h'] e' h' V' c' Y' Y' Z' a' k' Z' g' n' l' Z' g' z' Z' h' i' V' W' a' h'] Z' Y' l' h' Z' h' h' d' c' h' X' d' j' a' r'] V' k' Z' W' Z' c'] Z' a' d' c' a' c' Z' #

- 8d'c'h'Y'Z'g' Y'Z'a'k'Z'g'n' h'i'V'[[f'h' j' c'Y'Z'g'h'i'V'c'Y'c'e' \ d' [Z'c'ig'n' g'z'f'j' g'z' b' Z'c'ih'! i'] Z' e' d' h' h' W' a' t' n' [d' g' g' z' k' Z' l' c' e' \ c' e' Y' k' Y' j' V' a' h' f' l' Z' c' i' g' n' h' i' V' i' j' h' e' z' a' # V' h' e' V' g' X' e' V' c' i' h' f' l' X' e' X' j' b' h' i' V' c' X' Z' h' V' g' z' W' e' i' Z' g' j' c' Y' Z' g' h' i' d' d' Y' h' ! V' c' Y' Z' n' e' V' c' Y' c' e' \ i'] Z' Z' c' i' g' n' V' c' Y' Z' m' f' X' V' i' Z' \ d' g' Z' h' c' e' d' g' Z' g' i' d' Z' c' h' j' g' z' e' V' g' X' e' V' c' i' h' f' l' e' g' d' \ g' z' h' h' h' V' X' X' j' g' V' i' Z' a' n' g' z' X' d' \ c' h' Z' Y' # 6 8 d' b' e' a' z' i' Z' g' l' f'] d' j' i' G' Z' h' j' a' X' V' i' Z' \ d' g' n' X' V' c' W' e'] Z' a' e' l' j' a' V' \ g' z' V' i' Z' g' d' V' c' \ Z' d' [Z' m' f' X' V' i' Z' \ d' g' Z' h' e' z' a' # c' e' i' d' k' d' j' c' i' Z' Z' g' c' e' \ ! d' g' g' z' X' d' \ c' e' d' c' d' [i'] Z' V' X'] Z' k' Z' b' Z' c' i' d' [b' d' k' c' e' \ [g' d' b' a' d' l' a' z' k' Z' a' Z' Y' j' X' V' i' d' c' X' d' j' g' h' Z' h' i' d'] \] Z' g' a' z' k' Z' a' h' ! ! d' j' a' r' W' e' l' Z' a' X' d' b' Z' #
- = V' k' Z' [j' c' Y' c' e' \ [d' a' d' l' i'] Z' e' V' g' X' e' V' c' i' ! V' h' d' e' e' d' h' Z' Y' i' d' i'] Z' e' V' g' c' Z' g' i' d' b' V' Z' f' j' X'] Z' V' h' Z' g' [d' g' h' i' V' [i' d' l'] d' a' z'] Z' V' g' Z' Y' a' n' [d' X' j' h' d' c' e' Z' g' d' c' d' g' z' c' i' Z' Y' Y' Z' a' k' Z' g' n' #
- G' Z' X' d' \ c' h' Z' i'] V' i' Z' m' f' g' z' h' j' a' h' [g' d' b' Z' X' d' c' d' b' X' V' a' n' c' e' V' X' i' k' Z' i' c' e' i' d' ? d' W' h' Z' V' g' X'] X' d' j' a' r' W' e' l' V' X' d' b' e' a' X' V' i' Z' Y' X' V' i' Z' \ d' g' n' # I] h' h' e' V' g' V' a' n' g' z' a' i' Z' Y' i' d' b' Z' c' i' d' g' h' a' d' \ \ c' e' \ e' V' g' X' e' V' c' i' h' c' e' X' d' g' z' X' i' a' n' V' h' f' l' c' Z' b' e' a' d' n' Z' Y' f' l' g' V' i'] Z' g' i'] V' c' e' z' X' d' c' d' b' X' V' a' n' c' e' V' X' i' k' Z' f' l' V' c' Y' e' V' g' V' a' n' Y' j' Z' i' d' b' Z' c' i' d' g' h' V' c' Y' e' V' g' X' e' V' c' i' h' W' e' c' e' \ b' d' g' z' [d' X' j' h' Z' Y' d' c' V' X'] Z' k' c' e' \ Z' b' e' a' d' n' b' Z' c' i' g' z' h' j' a' h' #
- G' Z' X' d' \ c' h' Z' i'] V' i' X' d' b' e' a' z' i' c' e' \ e' V' g' X' e' V' c' i' e' V' e' Z' g' d' g' X' V' c' i' V' Z' h' \ c' \ X' V' c' i' g' z' h' d' j' g' z' l' g' z' Y' j' X' c' e' \ b' Z' c' i' d' g' X' V' e' V' X' t' n' i' d' h' e' Z' c' Y' i' b' Z' l' f'] n' d' j' c' e' \ e' Z' d' e' a' z' V' c' Y' Y' Z' a' k' Z' g' X'] V' c' \ Z' c' e' a' d' X' V' a' X' d' b' h' i' c' \ Z' h' # E' V' e' Z' g' d' g' X' V' e' Z' h' a' z' V' i' h' k' Z' g' j' Z' a' c' e' \ [d' g' e' V' g' X' e' V' c' i' h' V' c' Y' h' i' [a' g' l' e' e' d' g' c' e' Z' V' g' n' & " & " h' Z' h' h' d' c' h' # 9 \ f' V' a' h' \ c' a' d' h' i' V' a' Z' e' V' W' i' Z' Y' [d' g' 8 d' k' Y' a' d' X' Y' d' l' c' l' h'] d' l' i' d' i'] Z' g' V' e' e' g' d' V' X'] Z' h' [d' g' Z' k' Y' Z' c' X' c' e' \ V' g' z' e' d' h' h' W' e' l' #
- 8V'g'z'j' a' n' X' d' c' h' Y' Z' g' Y' Z' [c' e' \ d' c' h' d' [X' Z' g' V' c' e' Y' g' b' e' V' g' z' e' X' h' V' g' z' V' h' i' d' X' Z' c' X' Z' g' h' i' V' c' Y' e' V' g' X' e' V' c' i' h' f' l' #



- 6c°> °b ZX] Vc°hb °XVc°WZ°V°\gZVi°hj XXZh°Vadl °c\
[dg°egd_ZXi°id°gZhedcY°id°cZZY°VcY°b ZZi°egd_ZXi
dj iXdb Zh#
- =Vk°c°\°V°YZaWZgViZa°h°b eaz°VcY°a\] i°idj X] °[dgp
VcY°b VcV\Zb Zci°egdXZh°Vadl h°[dgac









THIS REPORT WAS PRODUCED BY DEVON COMMUNITIES
TOGETHER, WHO HAVE WORKED THROU1