

2023 Evaluation of SSF Cash Back for Communities.

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scottish sports *futures*



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Executive Summary

This report highlights findings from an evaluation carried out by researchers at the University of the West of Scotland during the period 2022/23. The evaluation was carried out on behalf of Scottish Sports Futures (SSF) as a part of their successful Cashback for Communities 2020 – 2023 Phase 5 bid. This report shows the findings from their final year of delivery 2022/2023.

Four programmes were to be evaluated as part of the SSF Cashback bid:

- Shell Twilight, a multi-sport diversionary project,
- SSF Chance:2:Be, a referral based personal development programme,
- Education Through Cashback (ETC), an accredited programme building skills with practitioners and young people in sports and,
- SSF Young leaders, a volunteering programme that helps young people gain accreditations and volunteer in their communities and in sports.

A multi-method, multi-site research design was adopted that included both participants and practitioners. A qualitative approach was applied that included interviews, focus groups, peer-elicitation interviews, mapping focus groups, WhatsApp diaries and the training of 5 peer researchers. In addition, a documentary analysis of 55 SSF Chance:2:Be case studies were carried out using descriptive analysis. In total there were 79 participants in the research, 56 young people aged between 10-18, 13 sports practitioners and 10 SSF practitioners.

All transcriptions were anonymised, and pseudonyms given. Written data was analysed using Braun and Clarks (2008) thematic analysis and Charmaz's (2008) constant comparative method. Visual data was analysed by applying Tsang's (2020) visual critical approach. All data sets were then compared, and themes developed. The report evaluated SSF in relation to six set outcomes:

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour.

Outcome 2: Young people develop their physical and personal skills.

Outcome 3: Young people's health and well-being improves.

Outcome 4: Young people participate in activity which improves their learning, employability, and employment options (positive destinations).

Outcome 5: Young people contribute positively to their communities.

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system.

15 recommendations were suggested across the 4 programmes and 3 main findings emerged across all programmes throughout the evaluation:

- 1. That SSF works with the ideal population for CashBack for Communities.**
- 2. SSF significantly over-achieved in relation to each of the six outcomes it was being evaluated against.**
- 3. SSF provides a universal, trauma informed service to young people across Scotland that helps change their lives for the better.**

Across the board young people and practitioners highlighted how young people's transitions back into society following the Covid-19 pandemic were problematic. That more young people were experiencing higher levels of mental health issues and feelings of isolation. SSF provided a universal

service to young people which allowed trauma informed practice to occur which had the result of de-stigmatising and de-criminalising individuals. Our findings indicated SSF was a powerful impetus for change in young people's lives and acted as a barrier to these feelings. SSF created physically and emotionally safe places for young people to attend and improved trauma-informed practice across Scotland.

Introduction

Scottish Sports Futures (SSF) is a registered charity in Scotland that uses sports as a mechanism to help transform the lives of young people and their families within Scotland. Their vision is “A world where young people have the opportunity to fulfil their potential” (Scottish Sports Futures, 2022). The organisation combines the principles of youth work alongside sporting interventions focusing on three broad areas:

“Developing People”

SSF are committed to developing people and specifically supporting those most at risk and furthest away from positive destinations. We build confidence and resilience, skills and aspirations and through the power of sport we can improve learning and employment potential.

Improving Health & Wellbeing

Sport and physical activity have a significant role to play in supporting positive mental and physical wellbeing. We allow young people to take the lead in tackling issues through our network of programmes and beyond. Our youth work approach means we have been successful at engaging those who need support most.

Strengthening Communities

Partnership working and collaboration allow SSF programmes to successfully connect young people to their local communities and access meaningful volunteer and leadership opportunities. Our programme delivery and accessible training mean young people feel empowered and have the skills to “give back” and become inspiring role models to their peers.” (SSF, 2022)

In January 2020, SSF was successful in receiving Phase 5 funding from Cashback for Communities funding to support four of its programmes. Cashback for Communities is a government funded programme which uses the funds recovered from the proceeds of crime act to fund community initiatives in areas most affected by crime. Phase 5 funding is a three-year funding initiative in which SSF deliver its 4 programmes in the period 1st April 2020 to 31st March 2023. Programmes funded should “provide a range of activities for young people between the ages of 10-24 which:

- Support people, families, and communities most affected by crime.
- Support those most at risk of being involved in antisocial behaviour, offending or reoffending into positive destinations.
- Support young people most at risk of entering the justice system” (Cashback for Communities, 2022).

To evaluate the efficacy of SSF during this funding period, the University of the West Scotland was approached to carry out an evaluation of the SSF Cashback for Communities programmes. This is Year Two of this evaluation, Year One presented a foundational report detailing the methods and research design applied within the evaluation.

During the year, this evaluation was carried out (2022/23), SSF worked with 1675 young people from across 31 local authorities in Scotland with 83% of the young people presenting from 20% of the most deprived communities of Scotland (SSF, 2023b). During this year they delivered 6 sports-based programmes ranging from diversionary and participatory sports, training and accreditation programmes, volunteering, and leadership, two referral-based programmes (mental health intervention and personal development) and a family-based intervention. Cashback for Communities funds four of the SSF programmes and it is these four programmes that UWS will evaluate:

- Shell Twilight

- o A diversionary programme which provides multi-sport engagements in young people’s communities. Young people engage in multi-sports in a safe and fun space within

communities most affected by crime, developing self-confidence and mental health through health and well-being workshops.

- SSF Chance:2:Be
 - o A 16-week, referral-based, intensive personal development programme, for young people at risk of entering the justice system and/or disengaging from education and employment; offering safe environments to explore personal development, set goals, and complete accessible training and accreditation.

- Education Through Cashback
 - o A training & accreditation program focusing on providing and developing skills within both practitioners and young people within the program. ETC takes a person-centred approach to training and looks to provide education outside of the traditional classroom environment.

- SSF Young Leaders Program
 - o A volunteer program which allows young people involved to take on leadership opportunities within SSF. SSF Young Leaders are provided with unique opportunities to learn through sport and develop new skills and gain formal qualifications as they become involved in the running of sessions.

Evaluation Aims and Methods

Evaluation Outcomes

Throughout this longitudinal evaluation, SSF are being evaluated against six main outcomes:

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour.

Outcome 2: Young people develop their physical and personal skills.

Outcome 3: Young people's health and well-being improves.

Outcome 4: Young people participate in activity which improves their learning, employability, and employment options (positive destinations).

Outcome 5: Young people contribute positively to their communities.

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system.

Year 1 consisted of development of a foundational report detailing the justification, methods, research question and aims for each of the programmes alongside the instruments designed for use. A multi-method, multi-site research design was employed to capture the outcomes that SSF aimed to achieve across their four programmes: Shell Twilight; SSF Chance:2:Be; ETC; and SSF Young Leaders.

Year 2 of the evaluation was fully qualitative in approach and evaluated three of the projects against the above outcomes:

- Young Leaders
- Twilight
- SSF Chance:2:Be

Education Through Cashback was to be evaluated in year three as it was one of the most established programmes with previous evaluations supporting its delivery. A qualitative approach was applied that included interviews, focus groups, peer-elicitation interviews, mapping focus groups, WhatsApp diaries and the training of 5 peer researchers to carry out interviews. In addition, a documentary analysis of 48 SSF Chance:2:Be case studies were carried out using descriptive analysis. In total there were 65 participants in the research, 31 young people aged between 10-18 and 34 practitioners.

Year 3 Research Design

This section provides a brief overview of the research design and questions for year 3 of the evaluation, alongside an overview of what research was carried out in each area and programme. Please see Miller (2020) for further information on the methods or to view the instruments applied within each programme.

This evaluation was designed to complement the quantitative data that Scottish Sports Futures gathers and displays within their annual reports. To avoid duplication of data collection this evaluation

will provide the SSF pre-gathered data on the below areas within the appendices (please note this data is taken from the SSF annual report :

- Geographical coverage in each local authority detailing spend and activity numbers (Appendix One),
- A participation profile which includes an Equality Impact Assessment (Appendix Two).

Overall, this research was qualitative in its approach; qualitative research aims to make sense of the personal stories of participants and how they interact together (Thomas, 2003). To further learn the backgrounds and compliment the qualitative data gathered in years 2 and 3 of SSF Chance:2:Be a quantitative approach was to be taken in the form of an amended psycho-social survey (McAra and McVie, 2010). The role of the quantitative data was to observe and measure (Thomas, 2003) any self-observed changes in the individuals attending the programmes to give a more generalised view of change across the programmes.

The following section will detail the research design employed within each of the programmes.

Research Design per Programme

Shell Twilight: Design and Participation

Shell Twilight's main aim is to divert young people from antisocial behaviours (ASB) and to help them develop pro-social skills and support networks. The research focus in this programme was about developing an understanding of the background of the young people and their communities by exploring the spaces and available activities within the areas, all outcomes were to be evaluated in this programme. Therefore, there was one main aim within the UWS evaluation:

1. How and in what ways are the diversionary activities benefiting the young people and their communities?

Shell Twilight was delivered in four areas across Scotland: Stirling, Glasgow, North Ayrshire, and Fife. The methods proposed within this programme focused on young people. Two Methods were employed in this programme.

1. A mapping focus group with young people which explored safe and unsafe spaces in their communities followed by an interview about their communities.
2. Five SSF Young Leaders were trained as peer-researchers who will be able to utilise their skill sets to aide future evaluations in the future.

3 mapping focus groups were carried out in: Fife, North Ayrshire, and Glasgow.

In total, 15 participants took part in the Shell Twilight evaluation: 10 young people between the ages of 12 and 16 were part of focus groups and 5 young people trained as peer researchers.

Originally the peer researchers were going to carry out photo elicitation interviews with other young people in their areas but due to programme delivery times, and ongoing issues in the lives of the peer researchers – this did not occur this year.

SSF Chance:2:Be: Design and Participation

Particular attention was paid to the barriers and catalysts to change that the young people on this programme experienced. UWS sought to gain an understanding of young people's backgrounds, motivations for change and work and leisure opportunities of the young people on this programme. There were two main aims to the evaluation within this programme:

1. Assess the barriers and catalysts to change that young people who attend this programme experience.
2. Analyse this alongside the supports given to young people to highlight what works and identify gaps in provision.

Although SSF Chance:2:Be was carried out in four areas: Stirling, Glasgow, North Ayrshire, and Fife.

To answer the research question three methods were applied within Year Two of this programme:

1. A documentary analysis was employed to explore the processes that workers go through to help young people move forward in their goals and work towards employment. This involved a descriptive analysis (Thomas, 2003) of 55 worker referral forms, observation sheets, personal development plans (PDP) and aftercare sheets (10 from each area: Stirling, North Ayrshire, and Fife and 25 from Glasgow).
2. Three focus groups were carried out with young people attending a SSF Chance:2:Be programme in Glasgow, North Ayrshire and Fife.
3. All participants attending a SSF Chance:2:Be programme were invited to take part in the psycho-social survey.

In total, a documentary analysis of 55 young people's notes were analysed, 9 young people took part in three focus groups and 14 people took part in the survey. Please see the table below for a breakdown of participants in the SSF Chance:2:Be programme.

Psycho-Social Survey

Across 3 of the programmes (Shell Twilight, SSF Chance:2:Be, and SSF Young Leaders) a survey was created to address outcomes 1, 2, 3,4 and, 6. The survey used was an amended version of the Edinburgh Study of Youth Transition and Crime (ESYTC; McAra and McVie, 2010), which is a psycho-social risk tool designed to assess young people's backgrounds and risk factors for areas such as: offending, health, leisure, drug and alcohol use, and community participation. The following sections of the original survey were removed as they were not pertinent to this study: social control, familial relationships and influence, romantic relationships, severity of self-reported offending, and school attendance and exclusion rates.

Due to the amended survey having very low engagement in year two, the survey was concentrated in the SSF Chance:2:Be programme but again it had very low engagement (n14) from young people as practitioners reported it was too lengthy and participants did not complete it. Of the 14 participants, 12 were from the Glasgow locality so to assist analysis and show a complete picture the following survey results only use the Glasgow participants.

Table Two: SSF Chance:2:Be Participant Overview

Area	Documentary Analysis	Focus Group	Survey
Stirling	10	NA	1
Fife	10	1 male, 1 female	1
North Ayrshire	10	5 x 15year old males	0
Glasgow	10	1 male 15 and 1 female 16	12
Total	50	7 males and 2 females	14

SSF Young Leaders: Design and Participation

The UWS evaluation concentrated very specifically on supporting the ongoing attainment that is captured by the SSF internal evaluation which have highlighted that there is a turning point for young people that helps develop them into leaders. This evaluation will attempt to capture these turning moments for young people to enable workers to better prepare themselves and young people for these critical moments. Therefore, the UWS evaluation has two aims within this programme:

1. Explore the different journeys into SSF Young Leaders from each of the programmes (ETC, SSF Chance:2:Be, Shell Twilight, community) capturing the different areas of delivery via WhatsApp diaries.
2. Identify the “critical moments” and the event/behaviour which acted as catalysts for the young person in becoming a young leader.

In addition to this established SSF Young Leaders were trained in research and interviewing techniques.

Peer Training

To help build capacity and develop rich data sets, 5 SSF Young Leaders from each area attended the University of the West of Scotland and took part in a two-day peer researcher training course in 2022. In 2023 this was followed up with an additional day training session. Peer research has many benefits for the researcher and the participants. Having a common language and common experiences can help research participants to say what they really think (Burns and Schubotz, 2009). Burns and Schubotz (2009) state that those who train to be peer researchers also report benefits such as development of new skills, empowerment, and validation.

3 methods were applied within this programme:

1. 1 staff focus group was carried out with six SSF staff members who work with young leaders across each of the areas.
2. 3 longitudinal interviews were carried out in Stirling, Fife, and Glasgow. SSF Young Leaders were interviewed initially and then asked to take part in documenting their journeys via WhatsApp. They documented their journeys with Young Leaders between a three-to-six-month period when a final interview is carried out with them.

- Peer elicitation interviews were carried out using a photo-elicitation method.

Table Three: SSF Young Leader Participant Overview

Area	Longitudinal Interviews	Staff Focus Group
Stirling	1 female fifteen	1
Fife	1 female fifteen	1
North Ayrshire	NA	2
Glasgow	1 Male 15	2
Total	3	6

Education Through Cashback: Design and Participation

Many of the outcomes related to this project are quantitative based on young people reporting an increase in skills, achievements, attainment, and well-being and rely on documentary analysis of qualifications achieved. Therefore, the focus within this project of UWS was to support and supplement the quantitative data gathered by SSF with qualitative data sets on how ETC is being applied across the areas delivered and exploring the ways in which practitioners engage and deliver the project.

There will be two main areas being evaluated within this project:

- How is the learning from delivery of ETC being implemented and used?
- How is ETC developing practitioners in the field?

ETC trains both young people and practitioners across Scotland. This includes young people: progressing to become sports coaches and volunteers, young people who require leadership skills and young people on existing SSF programmes. In terms of practitioners, they train practitioners who are new to the field or new to working with under-represented young people. In regard to practitioners there are two types. Practitioners who deliver the modules to groups of young people in their local authorities and practitioners who attend the modules, for clarity those who deliver the courses will be referred to as tutors, those who receive the modules will be referred to as practitioners.

Our research tried to cover each of these groups and utilised three methods:

- A staff focus group with those tutors who deliver for SSF directly.
- Longitudinal interviews with those who deliver the modules, and
- Focus groups with practitioners and young people who attended the modules as participants.

The below table highlights participation across the groups.

Area	Practitioner Longitudinal Interviews	Young Person Focus Group	Practitioner/Tutor Focus Group	Staff Focus Group
Stirling	Practitioner	1 female, 16 3 male, 16		SSF Tutor FG 3 females, 1 male.
Fife	NA		Practitioner FG 1 female 1 male	
North Ayrshire	Practitioner		Practitioner FG: 2 female 3 males	
North Lanarkshire	NA	3 females, 17,17,16, 2 male 17, 17,		
Glasgow	Practitioner		1 female practitioner 1 male tutor	
Renfrewshire	NA	5 females, 17 1 male 16		
Total	3 practitioners	9 females 6 males	4 female practitioners 5 male practitioners 1 male tutor	

Data analysis across the programmes

Due to the different methods applied in each of the programmes, analysis mostly involved a mix of Braun and Clark's (2008) thematic data analysis, and Charmaz's (2006) constructivist grounded theory analysis. Thematic analysis is a well-established approach to explore beliefs, values, and experiences (Braun and Clarke, 2008; Mason, 2003), and was applied across all written transcripts. This was overlaid with Charmaz's (2008) constant comparative analysis to compare and contrast the findings across the programmes. Overarching themes were developed within each programme and across all programmes overall.

In analysing the visual data, Tsang's (2020) Visual Critical Approach was applied, which involved the researchers analysing the pictures, comparing that analysis with the participants' commentary on the data, developing codes and themes, and, finally, adopting Charmaz's (2006) constant comparative approach to the written data.

All data gathered were transcribed verbatim and anonymised, pseudonyms were applied, and names were given to participants randomly. It was decided to use quotes verbatim, allowing inclusion of local dialect, slang, and the use of swearing. This decision was taken as when transcribing focus groups using verbatim lowers the risk of discrepancies of participants' intended meaning and researchers' interpretations limiting the possibility of the researchers' interpretation affecting the trustworthiness of the findings (Witcher, 2010). In addition, the aim of this research was to give voice to the young people who participated in SSF, and in doing so we committed to using their words wherever possible.

Conclusion

To conclude, this year's evaluation was a mixed methods approach gathering quantitative and qualitative data. Data collection occurred across four programmes and built on understandings

developed from the previous year's evaluation. Survey data was carried out within the SSF Chance:2:Be project.

- 42 young people participated in qualitative interviews and focus groups.
- 14 young people participated in a survey.
- A documentary analysis of 55 case studies was carried out using descriptive analysis.
- 13 sports practitioners engaged in qualitative interviews and focus groups.
- 10 SSF practitioners engaged in focus groups.

For the written data, a mixture of Braun and Clark's (2008) thematic analysis was carried out alongside Charmaz's (2006) constant comparative approach. The visual data was analysed using Tsang's (2020) critical visual approach and then contrasted against the written themes. The next section will present the findings developed on a programme-by-programme basis.

Findings

Overview

SSF works with a significant number of young people across its programme sites. Throughout phase 5 (2020-2023) they interacted with 2859 young people, surpassing their target of 2324, despite the impact of the Covid-19 pandemic on delivery.

This year, 2022/23, SSF worked with 1675 new young people across all four sites, comprising:

- 11 SSF Young Leaders,
- 182 Shell Twilight attendees,
- 191 SSF Chance:2:Be attendees,
- 1291 people completed at least 1 ETC module.

Each of the programmes works towards gaining formal and informal qualifications both within and without SSF. The list of qualifications that young people across programmes work towards include:

- ETC Working with young people in sport
- ETC Goal Setting
- ETC Communication
- ETC Conflict resolution
- ETC Human Connection
- ETC Planning Effective Physical Activity programmes
- Hi 5 awards
- Dynamic youth award
- Community Achievement awards- level 4 and 5
- Child Wellbeing and Protection in Sport (under 16's and over 16's)

As the table below highlights a significant number of young people in the programmes achieve these awards.

Table Four: Qualifications achieved per project.

Programme	Nu of Qualifications Achieved
11 Young Leaders	25
182 Shell Twilight	88
191 Chance2:Be	588
1291 ETC	1446
TOTAL	2147

This evaluation showcases in-depth qualitative data, providing findings which were developed across each of the programmes.

What follows is a discussion of each of the programmes in detail, evaluating to what extent they met the outcomes put forward in the Cashback for Communities bid, an overview of the young people and their communities providing a contextual understanding of the young people that SSF work with across their programmes and an understanding of how young people are progressing within a post-pandemic society.

Programme by Programme Evaluation

SSF stated that it would achieve six outcomes through their four programmes and prior to discussing the outcomes and how each programme contributed to these it must be highlighted that the first finding to emerge in the evaluation was that:

F: SSF significantly over-achieved in relation to each of the six outcomes it is being evaluated against:

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour.

Outcome 2: Young people develop their physical and personal skills.

Outcome 3: Young people's health and well-being improves.

Outcome 4: Young people participate in activity which improves their learning, employability, and employment options (positive destinations).

Outcome 5: Young people contribute positively to their communities.

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system.

Outcome 1	Confidence, networks, risk
Outcome 2	Physical & personal skills
Outcome 3	Health & wellbeing
Outcome 4	Positive destinations
Outcome 5	Contribution to community
Outcome 6	diversion from CJ

All four programmes evaluated significantly contribute to Outcomes 2 and 3, this is due to the nature of their engagement with young people. In each of these programmes sport (O2 & O3) is used as a hook for participation and, once young people are engaged, they then take part in trauma-informed youth work (O1, O2, & O3), where young people engage in health and wellbeing workshops (O1, O2, & O3) working towards improving transitions and building skills to enable them to engage in volunteering, training, employment and education (O4 & O5). This ensures that any young person attending SSF increases their participation in team sports and physical activity whilst engaging in workshops that increase their awareness of physical and mental health and well-being.

It must be highlighted that although SSF over-achieves in meeting all six outcomes, some programmes contribute more to specific outcomes than others. This is due to the unique make-up of participants that each programme seeks to attract. It is important to note that this does not mean the young people in each group are a homogenous group - they are not, and many of the same young people attend more than one programme, one of the main successes of SSF is this mobility between programmes. What follows is a breakdown of each programme in relation to the research questions that were asked within each one and the findings that emerged from the evaluation.

Shell Twilight Evaluation

The Shell Twilight programme contributes to each outcome for the young people in attendance. For young people in Shell Twilight, they explicitly stated how the programme significantly contributes to Outcomes 1, 2, and 3. Young people described how Shell Twilight provided them with a safe place, physically and emotionally, to attend sports-based activities and develop support networks through friends and practitioner support.

Outcome 1	Confidence, networks, risk
Outcome 2	Physical & personal skills
Outcome 3	Health & wellbeing
Outcome 4	Positive destinations
Outcome 5	Contribution to community
Outcome 6	diversion from CJ

Outcome Six, Diversion from the Criminal Justice System, is notoriously difficult to measure when concerning young people. One of the most established facts in criminology is the age-crime curve (Hirschi and Gottfredson, 1983). This statistical theory puts forward that most young people will take part in risk-taking behaviour/crime throughout adolescence and naturally grow out of this in their late teens, early twenties if there is no state interference. The age crime-curve is consistent across time and place (Gottfredson and Hirschi, 1990; Hirschi and Gottfredson, 1983). In Scotland there has recently been a reduction in youth crime of roughly 45% (Lightowler, 2014) which caused Mathews and Minton (2018) to re-evaluate the age-crime curve and they found that it could vary based on gender, crime, and age. This makes it notoriously difficult within criminal justice for any intervention to claim that they have reduced or prevented involvement in ASB or crime to occur, as many young people naturally would have grown out of any involvement.

Cashback for Communities recognise this difficulty and state that young people self-reporting a lack of engagement in anti-social behaviours or low-level offences will count towards measuring this outcome. Considering this, the researchers would argue that Shell Twilight does achieve Outcome 6, but that it is difficult to measure.

The two main findings to emerge from the Twilight data was that:

F: Young people attending SSF Twilight reported that they felt unsafe in many areas of their communities.

F: SSF Twilight create safe physical and emotional spaces for young people in their communities to attend.

Participants in the Twilight data were aged between 10-15 so these findings reflect that the participants in the data set were younger youths and many of their concerns were based around older youths in the area. The most common feedback that was provided about their communities was how they felt unsafe in many of the places that surrounded them. Sadly, in each of the areas the places in which you would expect to see young people playing were the places they deemed the most unsafe particularly green-spaces and parks.

Catriona: A lot of like people that are like out every night like drinking and then like they're smashing glass everywhere and everything. **(Fife FG)**

Archibald: But at the, at the swing park and the castle is... there could be like, you know...

Elaina: That's where everybody goes drinking.

Archibald: Yeah. So it should..

Elaina: So you take your kids up a walk there, you can hear all this ranting and all that about young ones and all that up there drinking.

Archibald: It's sometimes scary cos like, you know, the like junkies and all that.

Nevada: Probably anywhere, anywhere you go should be safe. **(NA FG)**

- Francene:** There's a park that a lot happened in, in the park.
- Gwyneth:** There's really dangerous people. In the parks I've circled there's really dangerous people. And there's not really any sight or seeing...It's just all of bushes... (**Glasgow FG**)

Consider how in Glasgow they have highlighted the unsafe places on their maps as most green spaces, red and orange were used to depict unsafe places.



These quotes highlights issues of safe spaces being available for young people in their communities as the places which are designed for them or which they are encouraged to go are the places that are the most dangerous for them. Unfortunately, these were the same spaces that were circled within Glasgow with last year's group also. Some of the young people in terms of where they felt unsafe wanted to circle whole communities and this occurred with last year's cohorts in North Ayrshire as well.



They discuss how due to the gangs involved in these areas that the place is dangerous because of violence.

- Lenny:** There's just like, Neds there and like there's just a bunch of them. There's just one tree. It gets called the shoe tree. Because like, they steal your shoes. Like, they fill up, they steal your shoes and just chuck them into the tree. There's like, I've seen it once and there's just like hunners of pairs of shoes that are up there, so like, they'd steal your shoes so they'd most likely batter you.
- Elaina:** So nae shoes and a black eye. (NA Focus Group)

The reasons given for these areas being unsafe were centred around the people that occupied them including drug users, older teenagers, gangs and for many of the girls in the study sexual offenders. The young girls particularly in the Glasgow region highlighted they are at risk of sexual exposure as these parks tend to be places in which they view sexual attacks occur making them an unsafe place for the girls to go. Sadly these issues have been occurring in this section of the city in the same place year on year as was highlighted by last year's mapping exercise and again by this year's exercise, the girls discuss how this area has always been the same:

- Blair:** What is it about that bit specifically, that makes it the worst bit?
Gwyneth: It's a circle. And like, you can walk outside of it, or else you can go inside it and there's like bushes in it. And a few months ago, something happened.
Francene: Aye, someone, someone got raped in it.
Blair: Right. Okay.
Palmer: So, it's not a very safe place.
Gwyneth: It happens all the time. **(Glasgow FG)**

The girls in this group reported that the park where these issues occur are the places that they need to cross on a Friday night when leaving Twilight and how this can sometimes cause issues for them. This has resulted in two recommendations:

R: Ensuring that young women and men have safe routes home from Twilight

R: That Twilight staff receive training on how to deal with issues concerning sexual offending, raising concerns, and staying safe, and have conversations with young-people on how to stay safe that does not just transfer the risk to the young-person. This entails conversations with both girls and boys on how to stay safe.

It must be highlighted that due to last years similar issues that SSF have already begun implementing this training with staff, so it is essential that conversations with young women regarding their safety begins to occur. One of the main issues that young people across each of the sites discussed was their fear of older young people and gangs within their areas. It is expected that this may be linked with the age of the young people in attendance at Twilight, but it is also due to fear of physical violence for both girls and boys within these areas.

- Lenny:** I just wouldn't go there. I just wouldn't trust myself to go there because. I think I should feel, I should feel safe like no matter where I go. If I'm in Ardrossan, bottom end of Stevenston, just anywhere, I should be able to feel safe, but it's just... the way things are turning out. You just can't feel safe.
Nevada: But even in a place that you do feel safe, people make it so easy for you to feel unsafe because anyone can say anything, and it just doesn't... nothing gets done. **(NA FG)**
Cailean: At night, you always see aw the teenagers coming out of Kooner's with a bottle of, is it, MDs? **(Fife FG)**

This resulted in the finding that:

F: Younger people fear older groups of young people in their communities and do not want to mix with them.

In addition to this they highlighted how attendance at SSF in which they felt protected resulted in them feeling safer.

Blair: Do you feel safe at Twilight?

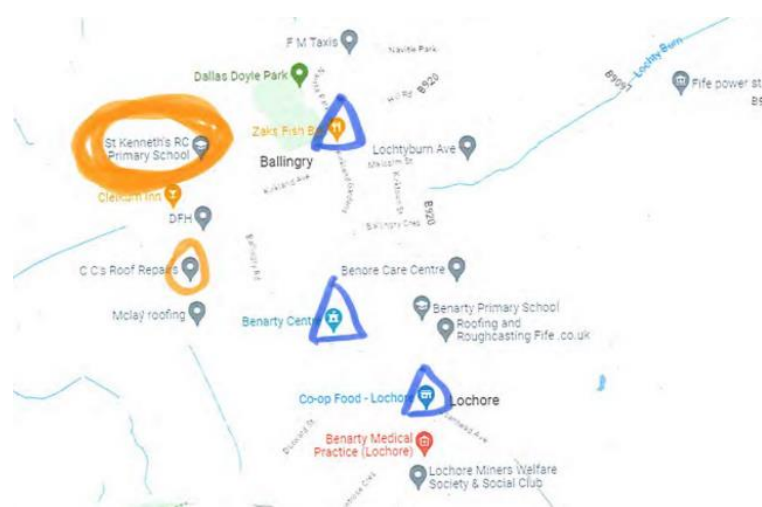
Lenny: Yeah, very safe, I like it so much.

Nevada: Because they can stop people from just walking in the door and like, you kind of know when they're gonna cause trouble. So they just say: "You can't be here, you need to leave." (NA FG)

These findings have resulted in the below recommendation:

R: Continue to offer separate sessions for younger youths in the community whilst targeting older groups who are more likely to be involved in ASB at separate times.

Across the board the areas that participants reported as being safe were youth groups, schools, peers' houses, and the most cited safe space in their areas were shopping centres such as Asda, Lidle, Morrisons and fast-food restaurants. Consider the picture on the right-hand side, of Fife in which the young people were asked to place triangles around where they felt where safe spaces for them.



What they believed they needed to do to stay safe is avoid the place and make sure that they don't hang about with other young people in the area that associate with the young teams. The most important thing they reported in keeping safe is not go to these areas because regardless of the reason they feel that something would be made up to initiate violence.

Another main way that they discussed being safe was ensuring that they were in large groups, this was particularly felt by girls but not so much by boys in the data set and highlights one way of ensuring that girls go and leave from sessions to help ensure their safety. Twilight provided places for the young people to go in which they were respected by staff; their concerns were heard and they got to take part in activities that helped them develop strong bonds with both the staff and other young people in the area. One of the only things requested when asked "what could SSF do better?" was that they provided more away day experiences.

Palmer: At the end of the summer, we always go to Ayr. I'd love to do more trips like that.

Francene: But, I would love SSF to do like, similar, like, not similar, what we do, but like, things like it. Things like we do, yeah.

Blair: So what sort of places would you like them to take you?

Young people across all sites consistently reported feeling safe both emotionally and physically whilst they were at Twilight:

Gwyneth: Yeah, they're really good.

Blair: What makes them good?

Palmer: They just want to help.
Gwyneth: Yeah. They are nice and that as well.
Francene: They are dead understanding. **(Glasgow FG)**

These findings and the stories of young people strengthens the main finding that:

F: SSF are working with the ideal population for CashBack for Communities funding.

SSF are working in the right communities and with the right children. Those who are most affected by ASB and disorder in their communities and those who require safe places and people to work with.

SSF Chance:2:Be

In a similar vein to last year, SSF Chance:2:Be significantly contributes to Outcomes 1, 2, 3, 4 and 6 but less so to outcome five due to the complex nature of the young people on this having traumatic backgrounds and being involved in, or at risk of, involvement in the criminal justice system. Due to this being a relatively new service that works with more complex young people experiencing trauma and involved in the justice system, much of the evaluation was about generating a picture of the young people and understanding the issues they experience. The backgrounds of the young people referred are complex. We will firstly explore their survey data followed by the documentary analysis and then the qualitative data to develop an overall view of the young people attending Chance2:Be and the barriers and catalysts to change that they experience.

Outcome 1	Confidence, networks, risk
Outcome 2	Physical & personal skills
Outcome 3	Health & wellbeing
Outcome 4	Positive destinations
Outcome 5	Contribution to community
Outcome 6	diversion from CJ

Survey Data

The survey data below is broken into four distinct areas: leisure time, health and well-being, community, anti-social and criminal behaviour of individual and peers, health and well-being and education.

12 young people took part in the survey from the Glasgow locality for Chance:2Be participants therefore this data shows a small insight into some of the participants within the SSF Chance:2:Be Glasgow locality and is not generalisable. 12 young people took part, 6 were 15 years old, 5 were 16 years old and 1 was 17 years old. All were Scottish white males.

Leisure Time

The majority of participants leisure time is spent indoors on their own most nights (n5) at least once a week (n6). The majority stated that they would go to friends' houses at least once a week (n7) and 4 participants saying that they would go out with friends most evenings. 5 participants stated that most nights they will go to a sports or youth club, 2 once a week and 5 hardly or ever at all. The majority of their leisure time is spent in their communities on their own, with their friends either in their own neighbourhood or their friends with small numbers of participants attending the city centre or going out of their locality.

	MOST EVENINGS	AT LEAST ONCE A WEEK	LESS THAN ONCE A WEEK	HARDLY EVER OR NEVER	N/A	TOTAL
I hang around the area where I live	18.18% 2	54.55% 6	0.00% 0	27.27% 3	0.00% 0	11
I hang around other areas	0.00% 0	54.55% 6	18.18% 2	18.18% 2	9.09% 1	11
I hang around the city centre	0.00% 0	27.27% 3	27.27% 3	27.27% 3	18.18% 2	11
I hang around outside where I live	27.27% 3	36.36% 4	9.09% 1	27.27% 3	0.00% 0	11

This highlights the levels of isolation that young people are facing within their communities, relying on mostly youth clubs or friends' houses as safe spaces to occupy. The most common paid activity from the choice of cinema, going for something to eat, attending or watching a sports event, music concerts and gigs or voluntary activity, was watching a sports event with 3 participants stating that they would do this once a week and 2 at least once a month. Each of the other activities only had 1 participant attending at least once a month. The 11 stated that they would hardly ever or never go to

pubs, discos, or nightclubs for under 18's or over 18s. Whether this is due to a lack of suitable options, money or via choice is not known.

Health & Well-Being

After completing the section on their leisure time, 1 participant stopped completing the survey so there were 11 respondents in this section. Over the last year 5 respondents stated that their health had been fairly good and 5 stated that their health had been fairly poor.

	YES	NO	TOTAL
After eating, I made myself sick	27.27% 3	72.73% 8	11
I worried that I had lost control over how much I ate	27.27% 3	72.73% 8	11
I lost more than a stone in weight over a short period of time (say about 3 months)	20.00% 2	80.00% 8	10
I felt that I was fat even when other people said I was too thin	18.18% 2	81.82% 9	11
I felt that food dominated my life	9.09% 1	90.91% 10	11
I took supplements, slimming pills or something else(not prescribed by a doctor) to change my body shape	27.27% 3	72.73% 8	11

Regarding eating, weight and body confidence. 5 participants had not tried to diet in the last year whilst 3 had tried 2-3 times, 2 had tried 3 or 4 times and 1 respondent 5 times or more. Eating, and body confidence seemed to be an issue with roughly a third of respondents throwing up after eating, worrying about eating and taking supplements to change their body weight.

Sadly, 4 respondents in the last year have tried to hurt themselves to end their own life. 3 have hurt themselves by cutting or stabbing themselves, burning themselves, or by taking an overdose of tablets.

3 have smoked or tried smoking in the last year. When asked how often they drink 10 respondents answered with the majority drinking once a week (n4) or once a month (n2). For those who did drink alcohol consequences were linked with it such as missing school, getting into trouble and not being able to remember what they did.

	NEVER-	ONCE OR TWICE-	3 OR 4 TIMES-	5 TIMES OR MORE-	TOTAL-
I got into fights or caused trouble	60.00% 6	30.00% 3	0.00% 0	10.00% 1	10
I spent too much money on alcohol	50.00% 5	50.00% 5	0.00% 0	0.00% 0	10
I missed a day (or part of a day) of school	50.00% 5	10.00% 1	20.00% 2	20.00% 2	10
I tried to cut down or stop drinking	40.00% 4	30.00% 3	0.00% 0	30.00% 3	10
I can't remember some of the things I did	40.00% 4	20.00% 2	30.00% 3	10.00% 1	10

	4	2	3	1	10
A friend or family member told me to stop or cut down on my drinking	50.00%	10.00%	30.00%	10.00%	
	5	1	3	1	10
I was so drunk I felt sick or dizzy or fell over	10.00%	50.00%	20.00%	20.00%	
	1	5	2	2	10

2 out of 10 of the respondents appear to have serious mental health issues showing high signs of anxiety, worrying thoughts and find it difficult to look forward to things.

	MOST OF THE TIME	SOMETIMES	NOT VERY OFTEN	NEVER	TOTAL
I feel cheerful	27.27%	45.45%	18.18%	9.09%	
	3	5	2	1	11
I look forward with enjoyment to things	36.36%	36.36%	18.18%	9.09%	
	4	4	2	1	11
I can laugh and see the funny side of things	36.36%	45.45%	9.09%	9.09%	
	4	5	1	1	11
Worrying thoughts go through my mind	18.18%	54.55%	18.18%	9.09%	
	2	6	2	1	11
I get sudden feelings of panic	9.09%	45.45%	27.27%	18.18%	
	1	5	3	2	11
I can sit at ease and feel relaxed	27.27%	54.55%	9.09%	9.09%	
	3	6	1	1	11

Although this sample size is small and only represents 11 participants from the Glasgow region it highlights worrying trends regarding physical and mental well-being with 30-50% experiencing serious mental health issues including self-harm and suicide, anxiety and depressions and body confidence issues.

Friendship Groupings

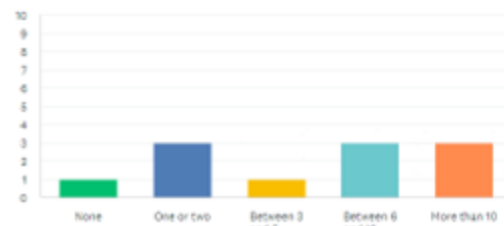
Their friendship groups were relatively small with the majority of participants stating that they had 1 or 2 (n3) friends, between 6 and 10 (n3) friends and 1 participant stating they had none. Their friends are mostly the same age as them with 6 participants stating they have one or some friends who are a

year or two older than them and (n5) one or some being 2 years younger, the majority stated that their friends were the same age as them. Their friends are mostly or all boys (7) with 3 participants stating that half were boys and half were girls.

7 of the 11 taking part stated that they had been involved in a gang. Out of 8 respondents, 5 of their friends had smoked in the last year, some (n3) or most (n3) had drank alcohol in the last year and a mixture of them took illegal drugs.

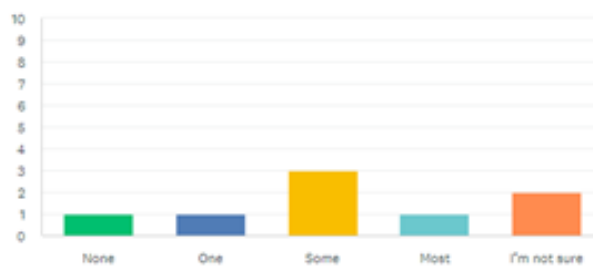
4.1 How many friends do you have altogether (including girlfriends or boyfriends)?

Answered: 11 Skipped: 1



4.13 How many of your friends took illegal drugs during the last year?

Answered: 8 Skipped: 4



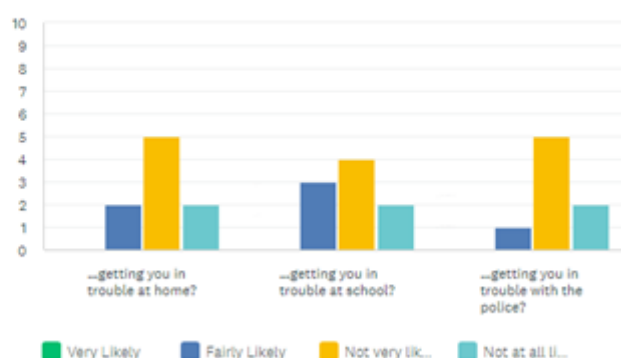
Only 1 or 2 participants stated that their friends would purposefully damage property, (n1), set fires (n2), sold illegal drugs to someone (n1), bought something stolen (n1), or sold something that didn't belong to them and knew was stolen (n1). Of the 8 that took part in this section 3 (37.5%) stated that their friend had carried a knife for protection. They reported that very few of their friends took part in activities that caused alarm or distress to others.

	YES-	NO-	NOT SURE-	TOTAL RESPONDENTS-
A friend was loud, rowdy or unruly in a public place so that people complained or they got into trouble	12.50% 1	37.50% 3	50.00% 4	8
A friend hit, kicked, punched or attacked someone with the intention of really hurting them	25.00% 2	37.50% 3	50.00% 4	8
A friend stole money or property that someone was holding, carrying or wearing at the time	12.50% 1	75.00% 6	12.50% 1	8
A friend hit or picked on someone because of their race or skin colour	0.00% 0	100.00% 8	0.00% 0	8

Respondents stated that it was not very likely (n5) or not likely at all (n3) that they would do what their friends did if they told them to do something they thought was wrong or against the law. The majority stated that it would be fairly unlikely they would stay with their friends if they were getting them into trouble.

4.17 How likely is it that you would still stay with your friends if

Answered: 8 Skipped: 4

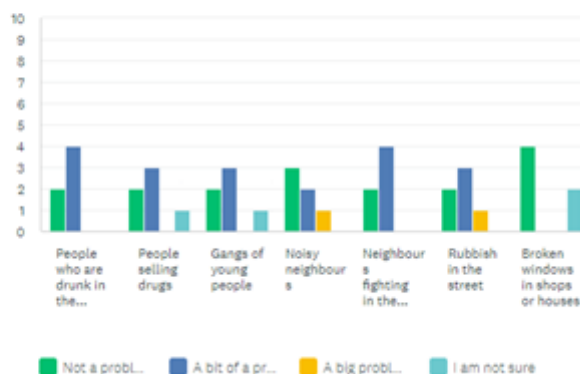


Neighbourhood Context

6 participants continued to this section of the survey. Of the 6, 5 had stayed in the same neighbourhood their whole lives and 1 had moved to the area between 1-3 years ago. 50% (n3) thought that their neighbourhood had more crime than other localities. Half or more than half of these respondents thought that there was a bit of a problem in the neighbourhood with people being drunk, selling drugs, neighbourhoods fighting in the street and that there was broken windows, rubbish and gangs of young people.

5.3 How much of a problem do you think these things are in your neighbourhood? (tick ONE box on EVERY line)

Answered: 6 Skipped: 6



Participants Engagement with Crime and Anti-Social Behaviour

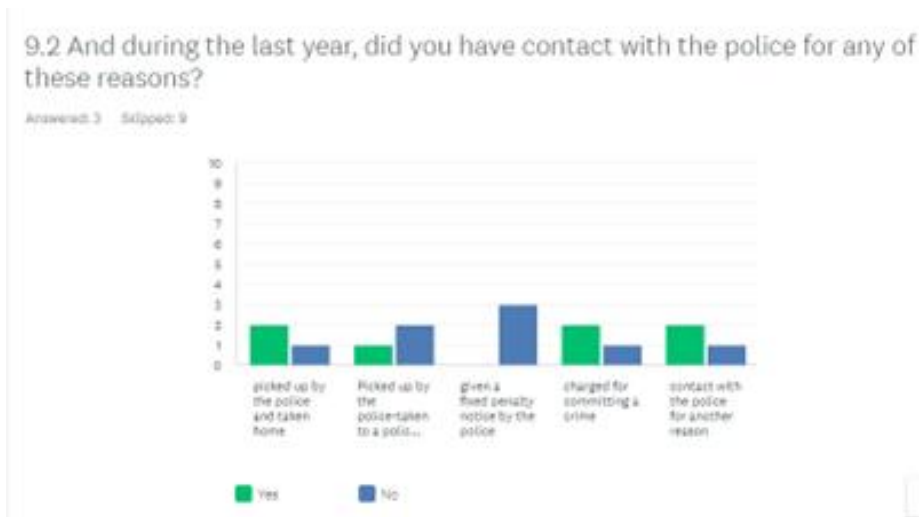
Only 4 of the respondents chose to complete this section, typically this is because they did not want to admit or disclose this type of information, but the reason is not known. Of the 4 respondents only 1 of them stated that they had stolen anything in the last year and that this was from a shop. Regarding destroying property or fire setting, 2 participants engaged in this act, 1 stated they damaged property that did not belong to them and 1 stated that they were loud or unruly in a public place. No respondents picked on anyone due to their ethnicity or skin colour.

Regarding violence, 2 of the 4 respondents stated that in the last year they engaged in physical violence with the intention of really hurting someone and that they had carried a knife twice in the last year. 1 respondent stated that they had sold drugs in the last year and that the drug sold was weed. No respondents stated that they engaged in benefit fraud, vehicle theft, or broke into any buildings.

Contact with Criminal Justice System

Only 3 respondents carried on completing this section of the survey, again it is expected this is due to not wanting to disclose. Of those 3, 2 had taken part in a mediation process, 1 as offender and 1 as a victim. 1 received a warning letter from the procurator fiscal, none of them went to court. All of them reported their getting into trouble with the police last year, 1 once, and 2 participants 3 times with two of them stating that their friends also were given into trouble by the police in the last year.

The following reasons were given for police contact in the last year with an additional comment from a participant stating that they had contact with the police as their dog was stolen.



Young people in SSF Chance:2:Be experience significant health and well-being problems, including: isolation, self-harm, suicide, anxiety, learning difficulties and experience eating and body confidence issues.

These findings and the following findings highlight the complexity of the young people who attend the SSF Chance:2:Be programme. Although the survey data is a small sample, this data is supported via the documentary analysis, qualitative data and the young people's data from year two of evaluation. This data and the following data have resulted in the finding:

F: SSF Chance:2:Be participants are the most complex young people across the 4 programmes, requiring the highest levels of support due to their levels of health and well-being issues.

Documentary Case Study

Of the 55 case studies examined, 7 of the young people presented with learning difficulties including autism, attention deficit disorder, dyslexia, developmental language disorder and literacy and numeracy difficulties. Many of them experienced trauma or difficult backgrounds including convictions (12 known), care involvement (8 known), young carers (n3 known) and bereavement (3 known). And these are only the known conditions presented to teachers who typically are not privy to much of this information. Therefore, it is expected that this is only the tip of the iceberg.

The practitioners on SSF Chance:2:Be are experiencing high numbers of young people with mental health requirements. Of the section on the form that requested mental health background, 25 of those were not completed and out of the remaining 30, 21 presented with mental health issues included severe trauma from bereavements, low mood, depression, and anxiety. That equates to 70%

of the known cohort presenting with mental health issues. The large number of care involved young people (n=8 known) highlights the need for further partnerships between the programme and outside organisations for referrals which was a recommendation for last year that SSF have taken strides to achieve. Since the last report they have also implemented mental health training with the practitioners.

The documentary analysis highlighted that of the 55 cases studies reviewed within SSF Chance:2:Be, 28 were referred due to not engaging either at all or sporadically with education highlighting the increased chance of lower attainment, increased alcohol and drug use and higher levels of offending for the young people who are being referred to SSF Chance:2:Be. Research has shown that continued truancy and expulsion from school is linked to lower attainment, increased alcohol and drug use and higher levels of self-reported offending (McAra, 2004) whilst engagement with the criminal justice system results in worsened outcomes for those who engage (McAra and McVie, 2010). Therefore, SSF Chance:2:Be significantly contributes to Outcomes 1 and 6. Reasons for referral were getting trouble in the community (n10), interest in sports (n10), family issues (n5), struggling academically or socially in school (n3) and bereavement (n3).

Only 2 young people were recorded as working within the whole cohort. All participants took part in gaining formal and informal qualifications, again significantly feeding into Outcomes 1,2 and 4. They mentioned writing CV's, doing coaching qualifications and doing them in ways they found fun via engagement in sports that sparked their interest in learning. It must be highlighted that there is a cautionary tale within the young people achieving these qualifications.

Some of the young people thought that the qualifications that they were achieving were similar to National 4's and as a result they did not need to achieve these qualifications elsewhere. Whilst the qualifications they are gaining in SSF Chance:2:Be are at the level of this qualification within the SCQF framework they do not hold the same number of points to achieve the same standard. So, although achieving these qualifications is a wonderful experience for the young people and for some young people the highest qualification they will receive. We must be cautionary in informing the young people and partners of the levels of qualifications. This has resulted in the recommendation:

R: SSF practitioners, partner organisations and young people in attendance are made aware that the qualifications that they gain are not the equivalent of National 4's. The qualifications although at the same SCQF level as National 4's do not hold the required SCQF 24 credit points to gain the National 4.

When asked what they wanted to achieve from their involvement in SSF Chance:2:Be, young people stated they would like more qualifications (n11), new experiences (n10), would like to gain help with new skills (n4), getting a job (n4), gaining confidence (n4) and help with applying for apprenticeships.

SSF Chance:2:Be significantly achieves its goals in supporting young people with formal qualifications (O1, O2) helping the young person transition towards employment, education or training (O4) but more importantly and valued greatly by the young people in attendance is inclusion (O3).

Focus Groups

Inclusion with SSF Chance:2:Be occurs in many different areas of their lives: school, family, peers, community. The young people in focus groups consistently referred to how they were feeling lost within schools and their communities, discussing how people had almost given up on them and resulting in feelings of not being valued which had negative effects on their mental health and feelings of worthiness. School in particular, was viewed as a source of frustration and of exclusion for the young people.

Bailey: Because of the qualifications and they actually make us feel as if we're achieving something. Unlike school, where we were not at the right pace, or we're slacking a wee bit like...

Bob: One of the reasons where I couldn't go to school anymore is... eh, see, when you're like, sitting doing work and all that, and then, you do something wrong or you don't complete it. The teachers are, they pure like make you feel doon. They'll bring you doon. and they pure look doon on you. Which I don't think is very fair.

Bob's small quote highlights the shame that was brought on by not being able to engage in the formal education system and how he was made feel within that system. Participants discussed ways that formal education was where they were made feel shameful for their participation which caused them to pull away and not wish to be part of a system that excluded them or had negative consequences when they did participate. Bailey on the other hand highlights how SSF Chance:2:Be was inclusive and provided learning that was suited to their needs in which they got tailored support to help them gain qualifications and more importantly for them – where they believed that could achieve and this feeling of achievement gave them hope for the future. SSF Chance:2:Be also provided physical places which allowed young people to feel included within school settings:

Anderson: Or just sit in. Th..There's a room, like a Chance to Be room in the school, so you can just sit in there.

Johanne: Oh that's cool! I've not heard anyone talk about that or say that before.

Donovan: Aye we've got an actual whole room. It's got like an alley and all that on the floor.

Having places in which young people feel comfortable is essential in helping them feel part of the structures they are operating in. Young people often spoke of SSF Chance:2:Be workers as supporting them within these formal environments and acting as bridges between them and the formal establishments they were part of.

The young people in the Chance:2Be group this year spoke more about exclusion, lack of confidence and boredom as being a pervasive factor in their lives which then affected their mental health and well-being. In a similar vein to last year, they discussed how their communities didn't hold any activities for them to do:

Johanne: So, what's it like round about here?

Anderson: It's alright, it's nothing really to dae.

Johanne: Is, I'm like... I'm not from here, so I really don't know what...

Anderson: There's nothing to do at all, absolutely nothing.

Johanne: Like at all?

Respondents: No.

Johanne: Is there no youth groups?

Donovan: No.

Johanne: So just this?

Respondents: Aye.

Johanne: Do they come here at night as well?

Anderson: No, it's just on a Monday, it's 10 o'clock to 3 o'clock and on a Tuesday it's 1 o'clock to 3 o'clock.

Johanne: But nothing, like surely there must be something. Cinema?

Bruno: No, not here.

Anderson: Need money for that don't you?

Johanne: That's nearly as bad as where I am from. Oh my days! No cinema, no youth groups?

Respondents: No.

Johanne: Literally nothing? No.
Bruno: Nup.
Johanne: So, what do you do then?
Anderson: Play pool. There's a pool hall, that's it.
Johanne: Do you need play? Do you need pay to play?
Respondents: Aye.

This quote albeit implicitly also highlights another element of young people's exclusion from society through poverty. The only activities available in their areas require funding in which to achieve it. We know from previous research that this lack of activity and feelings of having nothing to do negatively impacts their mental health and well-being and that lack of experiences of building leisure activities affects young people in later life as their development of these experiences are lacking. Being unable to engage in play or develop experiences in which you can play has the negative impact of not teaching young people how to deal with adversity as they do not have safe spaces in which they can act out failure and achievement without consequences which is an area that play helps with. This data resulted in the finding that:

F: SSF Chance:2:Be limited young people's feeling of exclusion and helped create bridges to help young people feel included within more formal settings and communities.

SSF Chance:2:Be significantly developed the young person in terms of developing experiences. The young people in SSF Chance:2:Be spoke of the highest levels of poverty, exclusion and boredom and how this impacted their mental health and well-being. In the 2021/22 evaluation it was put forward that bringing in more practical skills for young people would be beneficial in providing alternative pathways for young people in attendance rather than focusing purely on formal education or qualifications. This was found again with young people requesting taster sessions or volunteering being provided as part of the programme for the young people:

Johanne: What kind of things, like, what would you like to see? What would be help... more to the point. What would be helpful for you?
Donavan: Well, a, a work experience like to take us to...
Anderson: Take us to an actual site...

This discussion went on to say that volunteering or taster sessions similar to work experience in organisation paired with the formal qualifications and the developing of experiences would help prepare them for the transition to the workplace. This was discussed in last year's evaluation by some groups and by all groups this year. Within the documentary analysis

One of the areas worth considering for the SSF Chance:2:Be programme is formalising the outcome of the programme for young people. SSF Chance:2:Be clearly improves outcomes and help young people transition into education, training and employment but within the next three years could these routes be more formalised for the young people. Specific pathways could be built based on what the young person desired. So, for example they could still have the three main strands of education, training, and employment. But having focused and dedicated weeks in which the young person picked what they wished to do with dedicated areas of focus that SSF Chance:2:Be practitioners have developed.

For example: Strand 1 Education could have two main areas of focus: re-entry to school and applying a college course. Strand two training could focus on having them embedded in a local training course: practical based, youth work volunteering and NC youth work, sports coaching volunteering and level one training course. Strand Three Employment could support with a job application and apprenticeship application. Each of the resources required for this are provided by the local authority in each area or Sports Scotland – organisations that SSF have good networks with, it would be

formalising these pathways and providing training for the SSF Chance:2:Be workers to support in these areas. Young people could pick which strand they wished to address and the final three weeks of their engagement with SSF Chance:2:Be could be focused on supporting the young person towards that strand. It must be highlighted that these areas can only be achieved due to the addition of extra weeks in the SSF Chance:2:Be programme which was a recommendation that was enacted from last years evaluation.

The above requests from the young people attending SSF Chance:2:Be regarding the embedding of more practice-based skills and volunteering has resulted in the following recommendation which could be paired with the above suggestion to help formalise outcomes for young people:

R: SSF Chance:2:Be via networking with other organisations in their communities embed more practical taster sessions or support volunteering with more practical skills to further formalise outcomes for the young people in attendance.

This is a clear positive that can be capitalised on by SSF, and specifically SSF Chance:2:Be. Whilst the young people are experiencing a challenging time in their lives it would be possible for the programme to interject with valuable alternatives to academic success, including practical trades.

The young people in attendance with SSF Chance:2:Be have the most complex backgrounds and require more time and resources than any of the other programmes due to the levels of supports required to be put in place to adequately support young people. One of the recommendations from last year was to increase the time that young people spend on SSF Chance:2:Be as the issues that young people face require substantial time and substantial investment to work with. SSF have recognised this and lengthened the running of the programme so that young people now have 20 weeks within the programme including an aftercare programme, and the staff have received further mental health training to support the young people with their complex issues.

Data collection for this year of the evaluation was carried out in groups to highlight collective problems that the young people in attendance experienced. Last year's data set involved in-depth, longitudinal individual interviews to highlight the individual barriers and catalysts for change which participants on the programme experienced. When brought together they build a holistic picture of the barriers and catalysts for change that young people on the programme experience.

The barriers to change that were discussed last year were: involvement with the Police, alcohol, and drug misuse, overcoming trauma and mental health issues, and issues within the home, which can often be unique to the individual. Barriers discussed this year were the impact of boredom in their communities, lack of meaningful experiences, and exclusion from formal education resulting in a lack of spaces for young people. These are shared practices that the young people are collectively experiencing in their communities.

These experiences withdraw meaning from the young people's lives and make them feel worthless which results in them wanting to remove themselves from these traumatic situations and not be part of somewhere that doesn't want them. SSF acts as a bridge between formal education helping the young person heal the hurts that they experienced to the point that they believe that if they had the supports that SSF provided earlier on within the formal education then they may not have had to withdraw in the first place. In addition, they develop life experiences and allow young people safe places where they can be vulnerable, develop and play which is an important element of overcoming adversity.

This resulted in the young people putting forward a recommendation:

R: SSF consider the possibility of introducing self-referral onto programme and that, if possible, there should be an earlier SSF Chance:2:Be programme for young people before they are being excluded by the formal system.

It must be highlighted the research team are aware that there are significant costing and training resources required within this recommendation which is why it is put forward as a possibility. If great transformation change is to occur, then this requires transformational resourcing and funding.

In addition to this the researchers believe that the young people would benefit greatly from further inputs that would help them become aware of mental health and how to develop resilience regarding it. Young people did not explicitly ask for this but based on the findings that young people are not being given spaces in which they can develop resilience to adversity the researchers are putting forward the recommendation that:

R: Young people have access to the mental health and human connection with ACE's module.

It is believed by the researchers that by having access to this module the young people's awareness of mental health will raise and that they will be able to develop further coping skills to help them deal with the adversities that they experience in life.

SSF Education Through Cashback

ETC comprises of six modules that are delivered to either practitioners working with young people in sports or with young people. There are six modules that are available to both young people and practitioners.

- Working with Young People in Sport
- Human Connection
- Planning Effective Physical Activity Programmes
- Communication
- Goal Setting
- Conflict Resolution

In addition to these modules, two additional modules were developed to help those who work with young people in sports in Scotland work in trauma-informed ways and these were recommended to only be delivered to people above the age of 16.

- ETC Mental Health and Wellbeing in Sport and Physical Activity
- Human Connection and Adverse Childhood Experiences in Sport

It was found that ETC significantly feeds into outcomes 1-5 but due to the nature of delivery it is harder to capture outcome 6 within this programme. Assessing whether through the development of skills such as conflict management, goal setting, improving communication and understanding behaviours provides skill sets that result in young people being diverted from the justice system is very difficult to assess. It would therefore be recommended that this outcome not be evaluated again in the future.

Outcome 1	Confidence, networks, risk
Outcome 2	Physical & personal skills
Outcome 3	Health & wellbeing
Outcome 4	Positive destinations
Outcome 5	Contribution to community
Outcome 6	diversion from CJ

R: Remove Outcome 6 in relation to evaluating Education Through Cashback in future bids.

The learning, delivery, and implementation of ETC across Scotland has massive reach in terms of providing qualifications to young people (O2 & O4) and practitioners across Scotland. It ensures that those who take part in its learning (O3) develop the knowledge and skills to ensure that their practice is trauma informed and children and young people are prioritised in sports delivery (O5). This results in trauma-informed sports delivery to young people across Scotland. It is a great example across Scotland of how a trauma-informed organisation can improve young people's lives and raise the confidence levels of those who attend the modules to enable them to have healthy and safe conversations with young people (O1).

The main finding to have emerged from this programme is that:

F: ETC helps develop trauma-informed practitioners and practice across Scotland.

This finding emerged from the conversations that were had with tutors, practitioners and young people. Each group reported increases in understanding the issues that young people in communities face and how they developed skills to help them attend to these young people's needs by taking part in the modules. To emphasise the point, ETC modules increase practitioners understanding, volunteers understanding and directly change their practice with young people to ensure that the young people attending their sessions are doing so in safe environments in which they trust the workers, practitioners are encouraged to give young people choices to set their own goals, and the practitioners are empowered to work with young people to allow them the power to

move past their starting points and begin developing in safe environments. Consider this discussion with Hank who recognises that young people during pandemic recovery are experiencing more trauma than ever before and how sports practitioners are now having to deal with issues that they never would have had to deal with on levels as such as they are right now:

Hank: I think. I think it was actually during Covid, I think, because we're all still at home doing it online. But I think from, from our team, what we're trying to do is probably try to embed like em like a trauma-informed kind of team into like into our action plan and stuff like that, I think now. So, so that we're all aware of it. And I think eh the more comfortable that we are dealing with this, with the amount of young people we're working with, in terms of em the people who are facing like real trauma now, with the inclusion rates that are going up and things, em that I thought was beneficial to me (ETC module).

I think it's been beneficial to us as, probably, a team as well. Em, I think when we done that course, there was loads of...there was...people took different things from it as well. So people were really keen. I think it was like the window of tolerance section. I think a lot of people were really keen in some specific sections that came out of it. I was very interested in that as well with the type of work that I'm doing. Em, I think what we've probably done from there, probably in terms of an active schools' team is we're probably trying to influence other partners from what we've learned with the trauma stuff. So, we're currently working with likes of the education psychologist team in North Anywhere and what we're doing is we're running like sessions for internal and external partners within North Anywhere now that we're actually working with, to make sure that some of their staff teams are, are informed of some of the trauma-informed stuff that we've probably learned.

The training that is being delivered via ACES and the other mental health modules are allowing other practitioners to understand the backgrounds, the correct terminology to use, of the young people they are working with the theoretical backgrounds of aces and trauma and enabling them to be able to work with young people more. In addition to this they are working in collaboration with others to embed trauma-informed practice into their organisations, joining up support across the sector they work in. This is an example of how the modules work indirectly to embed trauma-informed practice across the sporting sector. They also have a direct implication on improving trauma-informed practice across the sector. Stephanie is a tutor that works within schools, and she highlights how many sporting coaches and those who work with young people have not got lived experience but many of them work in the sector and require that insight to enable them to understand the complex backgrounds of the young people they are working with and how to engage with them.

Stephanie: Em, I don't mind saying this, I lived a very sheltered life growing up, so it's opened my eyes to a lot of things and made me feel more comfortable being able to kind of start these conversations with our pupils within our schools as well.

Jan summarises nicely how ETC modules have a direct impact on the delivery of practitioners:

Jan: It's just knowing how to understand other people. Like I know that sounds really silly, but how to understand humans, what their feelings are, why people would be scared and just like that basic of, you know, every human's different. You know, you might be quite confident and, you know, that young person isn't and it's about understanding that everybody's different, how to manage that behaviour. So once

you've understood that person, how is it that you manage that to make sure that that young person is getting the best out of it? And then also probably your ACEs training is where it comes in to then show, right, you know there's an issue there, you know that there's a background that you need to be able to support, what is it that you need to do that? So for me, those are the three things, when I'm trying to deliver, is what I'm trying to get across. Like, you know, I can teach-

Again, practitioners across the board are discussing how since the pandemic mental health has worsened since young people are trying to adjust back to living. This is something that practitioners are having to struggle with and the ETC courses are helping practitioners feel more confident having mental health conversation with young people. Ismael a practitioner in a different locality also sums up how it helps develop his skill based in dealing with disclosures when and if they arise:

Ismael: Sometimes I'm with a young person who is particularly struggling at that time and you could be getting a disclosure that em you're not quite ready for. So it's just sometimes that can be a wee bit nerve-wracking for me, that you're not sure. Particularly recently, we've had a, in GYIP, em we've had a few, quite a few young people em experiencing poor mental health and em often self-harming. So it's kind of, it's kind of armoured me better, but it's also like if you're going on talking about mental health, are you going to get a disclosure that's going to kind of have to be taken seriously and how, how do you deal with that? That's always sort of in the back of my mind. But I'm still kind of confident enough to go and deliver it, but just always in the always in the back of my mind thinking - is this going to, is something going to come back?

Although these practitioners are describing the modules that deal specifically with mental health, trauma and ACEs these ETC modules are not the only ones that develop trauma informed practice (TIP). Typically, young people, or people under 16 do not get access to these modules but are still dealing with the same issues and young people at their sessions. The modules that do not just concentrate on mental health, ACEs or trauma also help inform TIP.

Miley: Because you look at it in more of a way from their eyes, because before if...maybe you were just seeing them misbehaving, you don't actually know why they're misbehaving.

Margaret: Yeah, we went through a lot of what they'd done, like what was going on inside their heads and what was happening in their lives, instead of just being like, oh they're not doing a sport, 'oh you need to do it, that's why you're here'. But if there's other things going on, we done a lot of that.

Johanne: Had you not thought of that previously before, Margaret, is that...?

Margaret: Not, not much. If, if like a kid just keep doing the same thing, it gets annoying, so then you're like, right, well you can just sit out. When if they sit out, they're not really getting involved. And it might not just be because they want to carry on, it might just be for like attention, because they're not getting that at home.

Again, it was building the young person's autonomy and allowing them choice, it was about giving power back to the young person and letting them deal with it in ways that were acceptable to them.

Miley: I would more ask them, like, what do you want to do instead? Why are you behaving like this? Instead of just being like, right, you're misbehaving, so you can sit out.

These findings again strengthen the recommendation that young people who are working with other young people and those under 16 should have access to the ACEs, and trauma modules that are occurring. In addition to the learning of TIP of those who attend the modules, it was found that ETC also acted as a multiplier in terms of passing on TIP across sporting practice. ETC modules and their learning did not just affect those who directly took part in the modules it affected many others across the sector resulting in the finding:

F: ETC has a ripple or multiplier effect in terms of passing on trauma-informed practice.

By having tutors in local authorities trained to deliver ETC modules, they deliver them to young people who volunteer in the community resulting in a multiplier effect. For example, in one local authority, a tutor was trained to deliver ETC modules and accessed them for the young people attending one of the sports leadership courses. The running of these modules did not just provide the 16 young people on the course TIP and understanding but resulted in hundreds of young people in that local authority accessing trauma-informed activities and none of this is counted or recorded by SSF as it is done so indirectly - they have a ripple effect in communities:

- Lorn:** In me and Margaret's club there's like 30 come every week so like... And then at breakfast clubs there's like, what, 15 to like 30 can come. So, 45 between the two of yous.
- Miley:** I do four different clubs. So I do two in, two in St Margaret's, which are after school clubs. And it's both the clubs..like it's kind of the same people that come after, so it's obviously like, they need that after school club. Then I do a gymnastics...
- Johanne:** So how many roughly, do you think, in that?
- Miley:** I'd say about 20 in each. And then I do two after school gymnastics clubs, which is a community club, which is a full primary school like P1 to P7, at different times obviously. And there's about, I'd say about 30 in each of them as well. So that's about 80 kids in just the clubs that I've been going to.
- Saint:** Well there's a gymnastics club that I help at, eh but that, they just started, they put the age up a bit more. Em, so I think it's like 15 that was there last night. And at the handball club, there's not that many of them, there's about 8 maybe, maybe 10.
- Emre:** I do the gymnastics with Miley, so how many do you think? I do gymnastics with Miley, so how many do you think?
- Miley:** I'd say all together from both of the gymnastics clubs, about 60 kids.
- Emre:** 60? And then I do em, ballgames with St Anthony's, so that's like 20.

In total, there were 6 young people in this discussion, so what was recorded for ETC was 6 young people gaining qualifications in ETC modules but in practice roughly 200 children and young people within this local authority have experienced TIP because of these young people attending the modules. In addition, these young people have used this training to improve their lives in terms of their relationships, their access to volunteering, understanding of coaching and young people, to gain access to university. The young people believe that if they weren't taking part in these courses then they would not be as good at being coaches themselves, that they would be unable to engage with children and young people in the same trauma informed way.

- Johanne:** See if em, yous didn't have access to these courses, what effect would it have on you?
- Miley:** We would not be very good coaches.
- Saint:** We wouldn't know what to do in any situation.
- Emre:** It's looking after yourself, as well as looking after the children, so you don't put yourself in positions where you have to deal with...

Margaret: It gives them a negative experience as well.

For these young people who have received the ETC qualifications their approach has become trauma-informed improving the opportunities and quality of life that other young people receive. Emre's quote below highlights how this training even affects individuals outside of sporting highlighting the importance of young people getting access to these modules. Her discussion highlights how safe places are constructed, developing trustworthiness and how by having understanding young people can be dealt with in trauma-informed ways.

Emre: I volunteer at the Young Carers Centre and like sometimes like when they're at the clubs like, obviously they've got stuff going on at home and when they're with people that they're comfortable with, it's almost like how they would behave in school. Like, they behave at like the night time clubs, so sometimes like we have to tell them like to be quiet or like stop getting distracted. And they can like really turn angry and they can like start crying and stuff. So it's like how to deal with that because they're obviously just emotional by it but, like you have to deal with it, you can't just say like you're allowed to get angry and that's it, or you're allowed to cry and then that's it. Like, so I think just like sticking to your word as well, like you need to deal with it, you can't just ignore it and hope that they stop. Or like the...Like sometimes that does work, but sometimes you actually do need to say like something needs to change.

It also must be highlighted that the course that these young people attended was a course funded by SSF as was many of those participants we interviewed, so if these courses were left unfunded then this ripple of TIP across sporting would not have occurred. The impact of receiving funding for those in the lowest 20% SMID areas is an example of excellent practice and as the above example highlights has far reaching consequences for children and young people across Scotland. Ensuring that there was funding to access these courses was a concern shared by many of the practitioners as many highlighted how they could not have either delivered or attended these courses without it.

Luiz: I think just doing, doing what they've done. I mean, A, I think because it was subsidised and it was, it was fully funded, I think that was, that was great. That...For our organization, we just snapped it up because we're a very small organisation, sometimes you're paying, you know, £200-300 per individual and sometimes that's just beyond us. (Practitioner – longitudinal interview)

Ariana: From a young person point of view, I think it's hugely detrimental. I think if we were able to offer young people that are...You know, whatever's going on in their life, if they've got multiple ACES, whatever it is, and we've not got the funding to provide them that for free or fully funded or however we want to term it, then that's one less qualification for that young person. So, I think for the people that we're delivering to, that's a massive loss em, if we're not able to, to hit the numbers that we were hitting over the past kinda three years, which is a massive shame. Eh, and I think the whole nature of ETC in general, the whole reason why it's a thing, is because there are young people that don't work, you know, in a traditional school education environment. And that's the whole point to ETC is that they're still able to get these qualifications out with that. So, I think, yeah, us not being able to maybe fund them or having to, kind of, source funding from other areas, that's going to be a challenge for sure.

Scott: But just for me, would be, would be from a quantitative basis. The attainment gap is widening in Scotland and if closing the attainment gap is a real goal of Scottish education, which it absolutely is, so we're told, funding should increase, if anything, for projects like this. Where we're given those who are less fortunate or for whatever reason disadvantaged, eh, we're giving them opportunities. But even from a qualitative basis, em, seeing... seeing that little bit of change in a young person when they gain a little bit of confidence, em, make a change again, this is a project that again gives them that opportunity. (Ariana and Scott were both in a tutor focus group)

If this funding were withdrawn there will be wide consequences for sports across Scotland. There will be less delivery of modules, lower numbers of young people and practitioners accessing the modules, particularly those within lower income areas or less well-funded sports. It was reported that some organisations operating in low-income areas would fund one module and request funding for another increasing the qualifications available to their young people so this means that there will be less qualifications available to young people. In terms of the impact that this will have on skillsets of those working with children and young people the effect is much wider. Participants thought that this will result in less TIP across sports in Scotland as many of the training courses they do are about understanding individuals, dealing with conflict, and understanding trauma. If funding is withdrawn for these activities, then this will affect 31 authorities in Scotland via reduction of trauma informed approaches to working with young people. In addition, for some young people gaining these qualifications, these may be the only qualifications that they get due to being disengaged from formal education and training courses and many of them use these as confidence builders to then engage in formal education.

The researchers are aware of the complex and often difficult area regarding funding and resources with voluntary organisations within Scotland but findings such as these regarding this type of education and practice are difficult to find – it is reminiscent of the No Knives Better Lives practitioner training. The ideal scenario for this programme would be that it was funded nationally to provide these courses free and continue to develop tutors who can also deliver within their local communities, but we are aware of the implications of funding and resources regarding this therefore the recommendation put forward is the worst-case scenario in terms of funding these programmes.

R: Funding for those young people and practitioners who work within the lowest 20% SMID areas should continue to be funded.

Practitioners attending these courses also highlight how through attendance their networks build and they work together to create more opportunities for young people and children to experience sports. The quote below by Oliver discusses how SSF helped him embed archery courses by pairing them with Twilight sessions building engagement and networks with practitioners across Scotland and encouraging young people to take part in sports they wouldn't normally have.

Oliver: It's...They're gonna...Through that, through that course, you got so much opportunity to network with other organisations, also network with ourself as well. We've actually got stronger connections through SSF to do more stuff in North Ayrshire through that. To obviously increase Archery participation as well, within these youth groups as well. They run a Twilight eh, programme within it as well. So, we're going to manage to deliver off the back of that. That as well. So, the course was definitely beneficial to our organisations and ourselves.

This finding was replicated across the board and only strengthens the need for these modules to be available for access across Scotland. Practitioners reported how one of the best things that they get from SSF is their support system.

Ismael: That's, that's one of the best things I've found about partnering with SSF is that their support system for, for things is, is very good. They have confidence in you but also they're there if, if you need a wee bit of a eh kind of support or a, or a crutch to help you when delivering a session.

The mentoring and networking of other practitioners across Scotland is to be commended and resulted in this finding:

F: SSF helps develop networks and creates joined up activities across practitioners and organisations in Scotland.

Tutors and practitioners although stating how supported in module delivery, network delivery and module learning but they did indicate a need across the board for a space to be developed in which they could interact with other ETC tutors across Scotland and could engage with them about learning different skills for working with other groups. Having an online space for practitioners and young people who attend the online courses to meet and have networking is something that participants really want to have across the board. Oliver highlighted how having a networking event at their conference that would allow people to meet and do something alongside an online presence would support this area:

Oliver: Probably trying to get it out there as much as possible so I'm like trying to get as many, more courses on through our sport and various different sports within the local area. The conference itself was, was brilliant eh and managed to meet a lot of people, good networking opportunities as well. So just probably having more of it as well and trying to get it within-within these local communities within Scotland and where I'm working as well.

This sentiment was felt across the board in terms of tutors and practitioners but not young people and resulted in the recommendation:

R: More networking opportunities and spaces be created for those who attend modules and those who are tutors.

Interestingly the sample of people who were learners on the ETC modules ranged from young people excluded from school with little to no qualifications, young people still in formal education and applying for university, young people volunteering in sports coaching, new and experienced practitioners and practitioners educated to graduate level within sports coaching. All practitioners spoke positively of the modules that they had attended stating that they learned new knowledge and understanding of working with young people regardless of their wide range of educational ability. This is a testament to how they are designed with a good mixture of theory, play, visual and verbal learning. Oliver who is quoted below is an experienced practitioner who has a sports coaching degree:

Blair: Em, how would you then describe Education Through Cashback as having helped develop your own leadership skills?

Oliver: Well it's, probably it's increased my confidence, it's increased my skill as well, it's actually... I've managed to get various different networking opportunities within doing that course as well. I've like, eh...Worked with other government bodies, other local charities as well which has helped my networking within my role. We've actually eh, set up a kind of eh within this area, we've actually set up like a funding bid through it. So since meeting them on the course we've actually a good work partnership and we're actually bringing the sport of archery to this local community eh within Anotherplace. So that's really, really helped me and progressed me as well. It's also helped my organisation kind of get more people involved within their sport itself.

Oliver talks about how engagement on the module increased his skills, confidence, improved his networking and increased delivery for young people in Scotland. Compare this to Darleen who volunteers in her community who highlights how engaging in the modules provides her with qualifications and skill sets that she uses to help her apply for university and work.

Darleen: Even just getting the qualifications. Like it's given us experiences that we can now put on our CVs and our personal statements. Like, even though we're not getting paid to do our dance coaching, we can still put it on our CV, because it's still work experience. And we wouldn't be able to do that before if we didn't have like our Working with Young People qualification. If we didn't have our Communication qualifications, we wouldn't be able to put these on our CV.

And even just when we're applying for jobs, when they're looking at that and they're seeing, "oh, they've got a Conflict Resolution qualification"; or "they've got CPR". Like, that's something that you wouldn't go out and get yourself like.

The method of delivery at working with all different levels is excellent practice. Luiz, a tutor discusses how there were people in his module who had dyslexia and mental health problems and how they could still engage with the module as the facilitator supported the person with the reading and writing parts to ensure that they passed.

Luiz: Em, I think maybe just with the, with the guys that em struggled a wee bit with their health and em dyslexia, a lot of it was focusing on writing, you know, and em putting pen to paper. Em, if there was some form of em audio, em because the-the—their writing, for a couple of them, didn't reflect their knowledge, you know, so if there was videos or if there was audio. Em, I mean every question was answered well and we discussed that with the trainer as well and he was completely on our side where we were at, as well. You know, I think that was something that he was going to feedback. If there was some way of em, you know, especially it would be, it would be eh difficult for us if somebody, if one of our group has failed because em they didn't quite get enough on paper, em but I'm sure the trainer was going to be em coming back to us as well, you know, he seemed very supportive.

These quotes highlight how the interplay of theory, skills and play are set at a level that regardless of educational background or learning ability participants can still engage in the modules and develop additional skills at it. Which resulted in the finding:

F: The mixture of theory, skills, and play within ETC works well allowing a wide range of educational and learning ability.

It was discussed by tutors, practitioners, and young people that some of the assessments for the qualifications be changed so that they were more practice based and could include case studies, role play, coaching sessions, and presentations so that the writing element could be reduced for young people with literacy difficulties. This presents difficulties for SSF as the modules are accredited through Glasgow Kelvin College and any changes must be approved with them. Yet, there is an array of non-written assessment activities that could be explored with the college resulting in the recommendation:

R: ETC tutors explore with the college different forms of assessment within the ETC modules.

ETC acts as a multiplier ensuring that TIP is carried out with young people and practitioners across Scotland. The modules themselves were set up and designed using the Scottish Government Trauma Informed tool kit and those who attend the modules are provided a great deal of support including mentoring and networking. To further embed this practice within SSF it is recommended that:

R: SSF complete the Scottish Government Trauma Informed Tool-Kit to enable them to evidence the work they are doing with young people and embed more trauma-informed practice with SSF staff.

SSF Young Leaders

The SSF Young Leaders programme meets all six outcomes. It contributes significantly to outcomes 1 to 5 but less so to outcome 6. This is because SSF Young Leaders is the culmination of SSF for young people, it is the programme that allows young people to give back to the communities that they are situated within and develop their own life and employability transitions. Most of the young people on it have progressed from other programmes within SSF but can also come from other referral routes such as other clubs and sports or youth groups in their areas.

SSF Young Leaders contribute significantly to their communities (O5), they typically have less complex and chaotic lives as those, for example, on the SSF Chance:2:Be or Shell Twilight Programme. Some of the young leader's had very complex and chaotic lives, but this was not the norm across the board. It must be highlighted the majority of SSF Young Leaders are young people who have progressed from these programmes and lifestyles; their development into these roles progressing over a period of time. For the majority, their recent, relatively calm, lifestyles allow them the opportunity to volunteer and attend, which those with more chaotic backgrounds find difficult to do. This highlights how progression through the SSF programmes has the potential to change young people's lives.

More young people on the programme this year presented with additional difficulties in their lives, it is believed that this is linked with the referral of young leaders from the SSF Chance:2:Be programme and the introduction of younger participants in some areas. Young people from the Chance:2:Be referral route have more complex backgrounds and ongoing issues that require more attention and time dedicated to them. The three young people that took part in the longitudinal WhatsApp study came from different referral routes.

Francis came from the Active Schools route, her life was relatively stable, she was engaging in Young Leaders and Active Schools at the same time to help her develop training and volunteering skills to work towards her goal of attending university to be a teacher. Francis had some mild learning difficulties and experienced social anxiety. Delilah was referred from the Twilight programme, Delilah presented with more serious social issues concerning care and protection issues, social anxiety and mental health issues. She was engaging in the programme to learn new social skills, develop her confidence and engage in training. Philip was referred from the SSF Chance:2:Be programme. Philip has a very chaotic background with complex care issues within it, describing how he and his siblings have been and were continuing to be in and out of care prior to and including his engagement within the programme. He describes himself as a very social young person who likes to communicate with new people. He is engaging with the project to increase his social skills and confidence and engage in training so that he may help others like themselves.

Young Leaders as a programme provided staged opportunities which helped young people try out new experiences and grew their confidence, developing their self-belief to do things they would not have previously considered. The giving of these opportunities was also coupled with providing spaces where the young people felt valued, their aspirations listened too, and their ideas were given a space where they could grow. This resulted in the finding:

F: Young people develop their confidence, social skills, employability transitions and support networks from engagement on Young Leaders.

Consider the participants responses to what has changed since their involvement in Young Leaders:

Johanne: Em, so have you noticed a difference in yourself since doing the Young Leaders?

Francis: Confidence, definitely confidence.

Johanne: Really? Yeah. In what ways?
Francis: I don't know, like I present myself better, like I don't know, I'm good at talking to people now. Like I would be really scared to talk to you right now, but it's actually not that bad. Yeah, like, I used to be scared to get on a bus and be like, can I go to this place? But now I'm just like, Otherplace here I come!

During her second interview Delilah is visibly more open and comfortable talking, highlighting her development after being involved in Young Leaders:

Blair: So, what sort of things had changed the last time we spoke?
Delilah: Like me, like my confidence and that. Like my confidence has risen, like so much.
Blair: Yeah, has there been any situations where you've noticed that happening, your confidence being higher?
Delilah: Yeah, because I used to like. no.. I used to be feart to dae uke, the activities, but now I can just do it, and not care what anyone thinks.

All the participants at the beginning of their interviews discussed how confidence, social skills, and anxiety were the main barriers for them not just in terms of taking part in the programme but in their life as well. For Francis developing social skills and developing her confidence allowed her the courage to overcome adversity in her life via bullies:

Francis: Eh, just everyone. Like, they don't...People don't really bully me anymore. I used to get bullied a lot, but like they just don't care anymore so...yeah.
Johanne: What do you think's brought that change about? It's quite a big change.
Francis: I didn't used to stand up for myself because of my confidence but now I'm just like go away from me. What's the need?

Philip who came from the SSF Chance:2:Be programme had many difficulties and adverse childhood experiences in his life also spoke about how through his development he developed resilience, confidence and social skills to help him deal with his ongoing adverse experiences.

Philip: Eh, I'd still be unconfident, but I don't know, it's quite tricky one to me I'd say, I'd feel more, I feel quite sad, I feel less useful. I feel desperate as well.
Blair: Desperate? How do you mean desperate?
Philip: Like I always want to achieve what I want to do and even if it's a tiny thing, I like to do it. Even if it's something that's boring, not fun.
Blair: And is that something that you feel being involved in Young Leaders has helped you.
Philip: Yeah, I feel more involved, that's it. (Young Leader)

Philips quote highlights an important point regarding places where young people are valued, and their lives have meaning. Each of the young leaders discussed how their engagement and involvement has helped changed their lives for the better.

Delilah: Just like. Like, before I joined Young Leaders, I was like shy and like, I wouldnae say nothing. But like, now like, my opinions, I just like, speak up for my opinions. Like if we're doing something, I'll add, I'll... At the start of Young Leaders, I would just sit and say: "No I dinnae wan...I don't mind, what we do". But now, I speak up to like, what I want to do, and like, the opinions and that. Because they've helped me through a lot. (Young Leader)

They develop the young people's confidence and social skills so that they feel they are valued members of a community in which their opinions count. Through the use of the WhatsApp diaries and

longitudinal interviews we managed to capture how this was done via staged approach. The young leader in their WhatsApp diaries sent across pictures which showed their development via engaging in experiences and then spoke about how the awards night helped bring all their learning and focus together in which young people were celebrated for their achievements. This building of experiences and knowledge changed Francis from a young person who was afraid of communicating with others to a young person who feels as if they can do anything.



Participants spoke about how the experiences they engaged in helped them develop which culminated in the SSF national event where young people were celebrated for their involvement in SSF:

- Blair:** What was the SSF national event?
- Delilah:** Like, it's a big event, where there's like 12 different activities: Six indoor, six outdoor. It's just like, you can take part in whatever ones you want. So, there was like, football, darts, there's basketball, football, can't mind what else, it says. But it's just like a big event day, where you can go round different activities that you maybe no got, maybe no been able to dae.

These national events and residentials were discussed by young leaders and practitioners as being a place in which the young person helped develop into a leader. For many of the practitioners getting a young person to attend a residential was viewed as a success story. This is due to the many potential barriers that a young person needs to overcome just to attend. The impact of anxiety within young people lives following the pandemic cannot be ignored. Consider Hazel's discussion of one of their young people attending:

- Hazel:** Just being like away from home, never like stayed in a room theirselves, like they have never stayed in a room by theirselves, like they share at home. Em, so that was just a big thing for them, even just like staying overnight in a place that they've never been to before, in a room by theirselves is huge. Like...And just like being away from home, like they've probably never been outside like of Glasgow and then taking them down to Largs. Like...And even just going to Largs, like we took them down and got an ice cream and like just stuff like that was just like, that is something that these young people have never like done. Like we're like do you want something to eat? So we took them down for a chippy, got them like an ice cream on the way back home. Like they've never done that before and they just...you could just tell in their faces that they, especially the one young person, that they were absolutely loving it. And that is obviously just extra stuff that we do for them. But that's something that these young people have never had, like just being away and getting like these wee extra wee things on top of the training and all the extra other things that they're getting when they're there. But yeah, that was just one thing for me, like kind of

stuck in my head that this young person has never been away and stays in a room, like obviously with brothers and sisters, things like that. And just...they're like that, 'what do you mean I get to stay in a room by myself?' Like, just like wee things that, yeah, I don't know, I just feel like that's one thing for me that's just like kind of stood out since doing the Young Leaders Programme and especially taking them away for the weekend.

One of the areas that helped all participants develop into Leaders was the staged nature of the programme where they could come attend activities, develop understanding of being a young leader through the activities and training and then begin to shadow and talk to others and develop their own games. They would then attend the events, such as the residential, the national event, and continue to develop new skills via activities and this would build their confidence and develop their belief in themselves via play. Then they felt as if they had developed the confidence to lead themselves. This resulted in the following finding:

F: A staged approach involving attendance at programmes, training, shadowing, attending activities, national events, and residential whilst operating in a safe and supported environment is the process which helped the young people develop as young leaders.

This staged approach helped them develop their knowledge and understanding and confidence of others.

Delilah: Like, just... Just like doing like, workshops at Twilight and that, and just being able to like, dae the stuff that you never, that I never used to be able to dae. Yeah, just like, so on our first Young Leaders they spoke about what's a Young Leader, what's it take to become a Young Leader and just like questions like that.

Blair: And do you think, how do you think that helped you?

Delilah: Just to like know what a Young Leader is and how to become a Young Leader. Because back then, I didn't even know.

One of the things that was really important for Phillip and the other young people which helped them to grow was being given the opportunity to help others, this was a big part of the development process for them. Due to the social structures surrounding children and young people this ability to have responsibility and be able to help others is something that is lacking in their lives, and it seems to affect their development whereas Young Leaders gives them these experiences:

Philip: I think I'd have to, basically just be more social and meet people, but people that are just, more sad and like, people that can't... people like me when I was younger. They're like really low down and I want to bring them up. Show that I can be there for them. Help them about and...I'll be there for them as well: Like Chance to Be, did with me.

They believe that a young leader is someone that can help others overcome adversity and help them to accomplish:

Blair: What does being a young leader involve?

Philip: Just basically socialised and helping each other and trying to get them what they want and what they want to try and do. Accomplish new things.

Blair: So, what sort of new things do you feel like you help people accomplish?

Philip: Eh, let's see, trying new things, asking out for help and if anything happens to them I'd love to be there for them. And I want to try and get them up to like, where they'd

want to be. Try, I want them to get a life. Like I want them to try and do what they want to do. Not something I don't want to do.

Again, this type of approach exemplifies how SSF engage in TIP as they create safe spaces for people in which they provide agency and autonomy and develop knowledge and understanding for young people which then acts as a multiplier and with the example of Philip, this is a young person who has experienced trauma themselves. In being exposed to this environment this young leader wants to help others achieve the same experiences that he feels lucky to have achieved:

Philip: Eh, someone that would be there for you either way. Not in the programme or out of the programme. I'd say so. Just honestly, it would be helpful to be there for you though. Being someone, knowing that you've met someone for a while then you don't see them again, but they'd still be there for you even if you're not in the programme or not. That could help them a lot.

They speak of how through the building of experiences, the staged developing of responsibility this is what has made them feel like they have become a Young Leader. The building of experiences and the widening of their leisure activities seems to be essential within this development for them:

Philip: Well, I like to do basketball. I've done, I've tried a lot of things as well. I've done tubing; I've done kayaking; I've done football; a lot of sports... Rounders. Basically anything, everything basically, I can't name one.

The building of experiences by them going through it themselves with their involvement, then role playing and training and then trying it out on their own is how Philip talks about it developing. All young leaders report these life affirming changes, Francis feels as if her life has changed for the better since her involvement with Young Leaders:

Blair: So, what ways has your life changed in the last year that you've been involved?

Francis: Well, my life... Before, I started SSF, like, it was just a nightmare. I was going out, like, no listening to anyone and just going out and causing a riot. But now that I've started SSF, it's brought me like, all the way back down and just helped me.

Blair: Yeah, and what do you think of that change?

Francis: I think it's quite... I think it's good that I got involved with SSF because... Because it's really changed me. Like, for the better.

As a result of their involvement with SSF Young Leaders they have then become engaged in other projects and connected to their wider community. Whilst in their first interview the young person stated they didn't have many friends and weren't engaged in other activities except their games of rugby.

Francis: I go to Twilight Basketball, that's based within the youth team and SSF, I come to the Twilight and I'm going to Active:2:Grow, like when I starts, and that's...you do like all different sports and activities.

This resulted in the finding that:

F: Young Leaders helps young people develop formal and informal networks and become more connected to their communities.

The opportunities provided helped young people try out new experiences and grew their confidence which helped their self-belief to grow to do things they would not previously have considered. The giving of these opportunities was also coupled with providing spaces where the young people felt

valued, their aspirations listened too, and their ideas were given a space where they could grow. This developing of life experiences and widening of social mobility builds autonomy within the young person in levels typically not seen in other youth organisations.

One of the questions that we have asked is whether there has been in anything that has hindered their journey as a young leader and Philip and Delilah are the first in the two years to say that elements in their lives have hindered their journey and that was linked to their chaotic family background and issues of care. Being involved in Young Leaders helped these young people through a traumatic time in their life and provided safe places for them to exist.

Blair: Did you feel as if you were supported during that?

Philip: Not at the start because I just kept it all inside of me. I didn't go out for help but a couple of days after, before the club ended I was at, eh, I spoke to SSF worker and he was really supportive about it and just telling me to go for help, get help and try and do what you can and it did, I got counselling and I feel quite good but I'm not back to how I used to was. I still want to be helpful, I want to be nice but it's quite hard still.

The opportunities available for this young person in other areas of their life is lacking in terms of other spaces. Many of the young leaders we encountered through our journey with SSF were engaged with many other organisations, teachers invested in them and so did other organisations. Young people who are not on similar trajectories, such as those who refer from SSF Chance:2:Be or even Twilight do not get the same investment within society. This belief was supported by the Young Leader practitioners who also thought that one of the main challenges young people on their programmes were presented with was due to them being disengaged from more formal and informal structures:

Carol: I can kick off. I think some of the challenges are that they're pretty disengaged elsewhere and by disengaged not like, oh they don't get to do anything, but they're not like the best behaved young people in school. They don't get the most opportunities, they don't give the biggest, they don't give it their all in other areas of life and they don't get given their all, I think is a good way to put it. Em, so they're not typical young leaders in school, they're more like... take part in PE, if and when, and do face some kind of barriers. Em yeah, most of them having challenges outside of life. That being like family circumstances, a lot of mental health even, and em poverty.

Young Leaders was the only place within society that they reported as investing in them and having belief in their potential. One of the main things they valued as they did not get this elsewhere was the investment of training that was given to them, and this was the one thing that they asked for to improve in terms of being a Young Leader.

Philip: Honestly, I just want training, it would just make me more helpful to others, make them more supportive.

This level of investment has probably changed the trajectory of this young boy's life, he mentioned how when he was going through his troubling experience that he no longer wanted to be here and when asked the question in his second interview what the most rewarding thing was he replied:

Philip: Just being here. Just knowing that I'm with SSF just makes me the happiest boy alive.

Philip wasn't the only young leader to discuss difficulties and how Young Leaders helped overcome them. Delilah also discusses how she struggles in school and how attendance at this results in her

achieving qualifications which helps build their confidence in learning and engaging in education, again strengthening the finding that Young Leaders helps develop networks for young people.

Delilah: Eh, like to get more qualifications, cos like, I struggle in school. Like, but I think most folk do, cos I'm just out of my exams and all that, and if I don't pass on my subjects, I'll still get a qualification for that, and it's good to put on my CV for jobs and that.

The development of value and growth in self-belief is linked with the investment of training and qualifications given to the young people. Philip and Delilah highlight how this has changed their lives alongside Francis's discussion of how the investment in training and qualifications has helped her achieve her goal of attending university. The one thing they all stated they would benefit from more was this further investment in qualifications and training.

Q: Class, glad you've now got that support 😊 what else could have been done to improve things for you?

A: no not really things are going well being a young leader the Now I think there should be more opportunities to go places and learn new things

Q: What sort of opportunities?

A: More opportunities like the peer researching thing we did back in June

R: Young Leaders would benefit from more training and qualifications within the programme.

This recommendation was supported by the Young Leaders practitioners, in particular for the younger cohorts.

Hazel: I think in Glasgow, em, ours are a wee bit older, but I think like the ones that are like 12, 13 are just interested in the training side of things. They don't really know what they want to do, like they're just interested in getting maybe a wee bit more experience, a wee bit more training and maybe help them with some ideas of maybe what they want to do, like, or what they're interested in. They might love sports, so they're thinking, 'oh, what could I maybe do after that' kind of thing?

Em, so we've had like a few like training days and things like that. Em, I think it's when it comes to like the opportunities of like maybe what they want...whether they want to volunteer. It's maybe not all about like, where they want to go, like if they actually want to go to a club and volunteer, like or do that once a week, like whatever, like they might have other things on. It's maybe just like going along to one of our sessions and volunteering, em, to just kind of build them up that way rather than like going straight out to something else that they're not really sure of.

Hazel's quote encapsulates some of the issues the practitioners felt they were experiencing in some of the localities when recruitment meant that they had increased numbers of young people aged 12-15 in their Young Leaders programmes. This resulted in some struggles with the young people requiring further supports prior to them being able to be Young Leaders who could go and volunteer in their communities. Some of the practitioners felt that this resulted in less maturity levels, less engagement, particularly at larger events and young people not mixing as well with other age groups at larger national events such as the residential.

Carron: So for us, we have like two different young leaders. We have our champions and we have our ambassadors, which is maybe a bit different from the other areas, but we struggle to mix them together. So when we're putting like a training course on, we

normally have to do separate ones just because of the age differences. Em like, our older ones are like 16 to 25 and the younger ones are like 14 and like you can just... from walking in the room you can just see different immaturity levels and it is a, it is a challenge because the older ones don't want to go, they're like oh I'm not going to the training if they're coming because they just kick about, like they're not there for the real reasons. Which I do understand that they're there to get the most out of it, they ask loads of questions, em, whereas the young ones just seem like they are there for Tuesday Club as such, like they just...it's a safe place for them to come to, they see it as they get a qualification but they're there just to have fun, they... I don't think they're really there to be that role model and to volunteer, they're there to have fun with their friends. So it's, yeah, for us that's...

Johanne: So for you it's a, it's a barrier for the ambassadors?

Carron: Yeah, it takes, it takes the time away from like, for the ambassadors... So if there's like a coach delivering...we done like handball or whatever, like that session went great because it was just all the older ones, but when we'd mix them, it takes like the coaches away from the actual session to then deal with their behaviour or like to try and get them engaged in it. Em, yeah, they struggle to engage for the full training time so it then takes that away for the other ones getting the full amount out of it.

Some of the practitioners felt that levels of maturity were down across the board even for those who were in the older age group, which could be argued is a result of the Covid-19 pandemic.

Carol: Em, yeah, and I think the challenges for the young people...I don't know if, but my young people as well, I don't know what this even means, but they're quite immature, like they're not at their ageing stage, so we're just trying to like bring them up a wee bit. I know a lot of the young people, especially young leaders, like I think sometimes we have high expectations of them and we think like, oh they're 15 or they're almost 16 or they're 16, but actually they're no...like they're not at that stage of a typical 16 year old em, at school. So yeah, I would say that's some of the challenges they face. I don't know if that answers your question.

Some of the localities had dealt with the younger cohorts and differing levels of maturity by having different levels of Young Leaders, such as the ambassadors (over 16) and champions (under 15) that Carron discussed. Some of the practitioners stated that they didn't think that working with these young people was as beneficial, but it can be argued that although extra supports were required to be put in place and although they weren't quite ready for volunteering - the young people benefitted greatly from this and a possible solution could be having the different levels of Young Leader rather than just one yearly programme, so that they could move through the programmes.

Mo: I guess, yeah, uh, similar for me, I guess in my locality. Yeah, the ones who are a bit younger are really keen on kind of getting involved in like group training and actually learning things, rather than, uh, volunteering. Em, the ones who are a bit older, uh, they are keen on volunteering either in the local community or at-at different clubs as well. So I guess, in terms of maturity, uh I think if we're going to go down the path of kind of like getting them into a volunteering placement, at the end of the programme or during the programme, then you have to kind of look at the kind of 14, 15 plus ages. In terms of like being mature and actually getting involved in those kind of things. But if it is about the kind of, the kind of development and the

training, then I think 13, it's fine to actually get involved in that journey after you start then.

Having them as separate groups dilutes many of the challenges faced by the practitioners and if the programmes were designed to follow the staged approach highlighted above of engagement, training, shadowing, developing experiences and then volunteering then this would greatly help the young person. In addition to have a 'pre' programme for those younger cohorts it was also felt that those older young people who had completed the Young Leaders programme could benefit in an after-programme events of training and support that could be ran nationally. All practitioners agreed with this level of support which could be designed. Julie's quote encapsulates what was discussed in terms of supports put in place for them:

Julie: I think it's more of like a...we're like a, kind of a support network for them em, and just, I think they need to just find out what-what they want to do, like before we-we plan anything. Em, there's no point in having things in, booked in and stuff and they're not like interested in it, as Carron said, like put on a football course but hardly anybody's going to take it up. Em, so yeah, I think I do agree with Carron when she says that...have it maybe be a national thing. So everybody that's gone through the one-year programme and are still interested in staying on as a young leader or as a volunteer, we have them as a group that do meet nationally and like all together. Em, it doesn't even need to be every month like maybe even once a quarter em, and then we still support them with volunteering.

These discussions from practitioners regarding the earlier and then later Young Leaders requiring supports has resulted in the recommendation of:

R: That a pre and post Young Leaders programme be designed that can be delivered in each locality dependent on numbers and ages of participants. The pre-programme could involve mostly training and shadowing whilst the main programme continues to deliver as it does, the post programme would be a national programme of training and support sessions.

Another area that some of the practitioners felt was a barrier to engagement for the young people was the name of the programme being called Young Leaders.

Carron: I can go if you like. I think a kind of barrier overall was maybe, like, the name of the Young Leaders Programme. So for us, we engage with, like, we want chance to be young people to go on it. But as soon as we say, oh, it's a Young Leaders Programme, they relate it to like active schools, quite a lot of our kids. And they're like, oh, I'm not a young leader. I'm not doing that. But you can explain it to more like, oh, it's a training programme, like it's volunteering. And you try tweak the words and all that, and that's how we kind of get them on it. But there is a few like chance to be young people we tried to get on it and they just relate it to active schools or other kind of young leader programs and school aspects and just think 'I'm not doing that'. So I think that is a barrier for us to get the young people on it.

This discussion resulted in the recommendation:

R: Consideration given to changing the name of Young Leaders to limit cross over- and misunderstandings with Active Schools programmes.

A local based issue regarding residential was highlighted due to the use of residential being situated within an area that the young people have already attended.

Carron: So our young people, they go there go there for school. So like that's what they do as their primary 7 like trip. So they're very comfortable with the venue, they've been there before, they feel like they kind of rule the roost, they know it. Em, and for us, a lot... there were so many issues that weekend em, the staff barely got any sleep. So I think for us, we personally could change that venue to somewhere else that they've not been before and then it'd be a new experience for them.

This has resulted in the recommendation:

R: Residential when possible, should take place in areas out with the young person's locality to allow for the development of experience.

Part of the benefit of Young Leaders and how it helps transform young people is how it takes the young people out their comfort zones and expands their world and opportunities. When the residential is based within a locality that they regularly attend this inhibits this widening of experience and stretching of comfort zone.

Overall, the main finding that has arisen from the Young Leaders programme is the transformational change that occurs with young people, regardless of their background, trajectory, available opportunities, or involvement with the justice system. Philip, Delilah, and Francis had very different backgrounds, yet all shared the same outcomes of improved trajectories, increased well-being and confidence within a supported and safe place. This has resulted in the overall finding:

F: Young Leaders provides transformation change in young people's lives.

Young Leaders is an excellent example of how a universal service can provide TIP to young people from all backgrounds and help young people change their lives for the better. It opens up opportunities for young people, develops their confidence, resilience levels, social skills and employability transitions whilst helping build formal and informal networks within communities.

Providing this via a universal service is how we limit the criminalisation and stigmatisation of young people within their communities as although young people are receiving the focused supports that they require, they are doing so in a service which is open and available to all young people.

Conclusion of the 4 Programmes.

Overall, each of the SSF programmes meet all six outcomes with some significantly contributing to more outcomes than other due to the nature of the programmes being delivered. The below table highlights whether each programme significantly, consistently, or minimally meets the six outcomes.

Table Four: Programme Outcomes

Outcome	Shell Twilight	SSF Chance2:Be	Education Through CashBack	SSF Young Leaders
O1: Confidence, networks, risk	Significant Contribution	Significant Contribution	Significant Contribution	Significant Contribution
O2: Physical & personal skills	Significant Contribution	Significant Contribution	Significant Contribution	Significant Contribution
O3: Health & wellbeing	Significant Contribution	Significant Contribution	Significant Contribution	Significant Contribution
O4: Positive Destinations	Consistent Contribution	Significant Contribution	Significant Contribution	Significant Contribution
O5: Contribution to community	Consistent Contribution	Minimum Contribution	Significant Contribution	Significant Contribution
O6: Diversion from CJ	Consistent Contribution	Significant Contribution	Minimum Contribution	Minimum Contribution

As can be seen from the above table, Shell Twilight significantly achieves in relation to outcomes 1 to 3 and has a consistent contribution within outcomes 4 to 6. Shell Twilight tends to act as a primer for young people to engage in both formal and informal services, but this is difficult to measure due to the informal drop in nature of the programme.

Chance2:Be is listed as having a minimum contribution to community but significantly contributes to the other 5 outcomes. Outcome 5 is difficult to measure in Chance2BE as it works directly with the individual in closed settings due to the nature of the work being carried out. It would be safe to argue that in significantly contributing to outcome 6 Chance2Be is helping making communities safer as it is helping reduce the levels of crime and ASB within areas and is helping young people divert from being involved in these activities. Therefore, it does feed into this outcome but not directly.

ETC significantly feeds into outcomes 1-5 but due to the nature of delivery it is harder to capture outcome 6 within this programme. We can reason that with providing young people skills that help them deal with conflict and engage in situations that they otherwise wouldn't that this may have an impact on outcome 6 but this is very difficult to measure, and it would be recommended that this programme not be measured against this outcome.

In a similar vein SSF Young Leaders significantly feeds into outcomes one to five but minimally to outcome six. As stated above this is due to the advanced nature of young people attending SSF Young Leaders, it is the pinnacle of the programme and does act indirectly to this outcome by providing protective factors against involvement in these activities for young people.

Discussion and Conclusion

This section will detail the findings for each of the programmes individually before going on to provide an overall discussion of the contribution that SSF makes in the lives of young people in Scotland.

The Twilight programme highlighted how young people didn't always feel safe within their communities and that much of that violence is gendered. With young men reporting that there is physical and territorial violence and young women reporting there is sexual violence within their communities. Three main findings emerged from this year's evaluation in regard to the Twilight programme:

F: Young people attending SSF Twilight reported that they felt unsafe in many areas of their communities.

F: Younger people fear older groups of young people in their communities and do not want to mix with them.

F: SSF Twilight create safe physical and emotional spaces for young people in their communities to attend.

More concentration was placed within building a picture of those that attend the Chance:2Be programme to understand the issues that participants face. It was found that young people's leisure time and access to opportunities are very limited. Whether this is due to the pandemic or high levels of deprivation is not known. What is known is that this is the most complex grouping of young people to be working with. Young people in attendance highlighted how there was limited opportunities and spaces within their communities for them to participate within. They highlighted how they actively felt that they were excluded within school settings. Across the board there was a feeling that young people lack spaces in which they can develop resilience or be included and Chance:2Be filled that role. There were 2 findings within this programme:

F: SSF Chance:2Be participants are the most complex young people across the 4 programmes, requiring the highest levels of support due to their levels of health and well-being issues.

F: SSF Chance:2Be limited young people's feeling of exclusion and helped create bridges to help young people feel included within more formal settings and communities.

The delivery of ETC acts as a multiplier in terms of delivering TIP across sports in Scotland. The delivery of the modules, the networking opportunities provided, and the supports put in place meant that young people and practitioners developed their confidence levels, increased communication and social skills and for young people increased their levels of qualifications and transitions. Consider the example put forward of the 6 young people in the focus group who had received training in ETC which helped their practice be trauma informed, SSF only records 6 new young people receiving a qualification when in reality over 200 young people became the recipients of improved practice. 4 findings were developed within this programme:

F: ETC helps develop trauma-informed practitioners and practice across Scotland.

F: ETC has a ripple or multiplier effect in terms of passing on trauma-informed practice.

F: SSF helps develop networks and creates joined up activities across practitioners and organisations in Scotland.

F: The mixture of theory, skills, and play within ETC works well allowing a wide range of educational and learning ability.

Young Leaders is the pinnacle of SSF, it is a truly transformational programme. The spaces for young people to have autonomy and develop responsibility in which they can give back to society are lacking. Young people require this for their development and for feelings of inclusivity and connection to society. Through a staged approach Young Leaders confidence, autonomy and social skills are developed so that they feel as if they are valued members of a community in which their opinions count. Through a staged process young people's lives and how they view themselves change so that they feel that they are capable, resilient young people who can engage with the world. Each of the young leaders' stories illustrates how successful the programme can be with very different young people. There were 3 findings within the Young Leaders programme:

F: Young people develop their confidence, social skills, employability transitions and support networks from engagement on Young Leaders.

F: Young Leaders helps young people develop formal and informal networks and become more connected to their communities.

F: Young Leaders provides transformation change in young people's lives.

SSF resoundingly met each of the six outcomes it aimed to achieve across its range of programmes. More of these types of universal services are required in a post-pandemic society to ensure that young people have successful transitions into employment and education, and that their human rights are being met within Scotland. 3 main findings were developed across the evaluation:

F: SSF significantly over-achieved in relation to each of the six outcomes it is being evaluated against:

F: That SSF works with the ideal population for Cashback for Communities.

F: SSF provides a universal trauma informed service to young people across Scotland that helps change their lives for the better.

In all the programmes both practitioners and young people have brought to the fore how issues of physical and mental health, are exacerbated. Young people in each of the programmes discussed how they are isolated and how they can feel unsafe within their communities. The programme SSF Chance:2:Be in particular deals with high numbers of young people with traumatic experiences, high levels of need and chaotic lifestyles. SSF practitioners are actively trying to deal with these issues and support young people into positive transitions whilst dealing with difficult circumstances which highlight the need for increased SSF interaction with these young people.

Mental health is a human right for young people and fewer young people in Scotland are being seen by mental health professionals meaning that other organisations are dealing with these issues (Children and Young Peoples Commissioner Scotland, 2022). We know "39% of 11–24-year-olds have reported concerns about their mental well-being, and 32% of UK 16–24-year-olds report feeling overwhelmed by panic and anxiety every day." (Children and Young Peoples Commissioner Scotland,

2022). The issues young people are facing now are more problematic than what they have ever been before. Across each of the 4 programmes young people discussed how confidence, social skills, and communication skills are barriers to them engaging within society.

Organisations working with post-pandemic young people will need to heavily invest in young people to support them through these transitions and transformational practice requires transformational funding. The importance of these services being universal cannot be stressed enough as universal services ensure that young people are not criminalised or stigmatised by their involvement.

SSF are in a unique position within their delivery that they can offer young people universal services but do so using TIP. By applying youth work principles via sports delivery, they can work with large amounts of young people from all backgrounds across Scotland. Across each of the programmes young people discuss how they engage in new experiences and how their comfort zones are stretched. This is done through a complex interplay of developing safe places, with safe people and trusting relationships – all practice is trauma informed.

Sports is an excellent form of play and engaging in these types of activities allow young people and children who have experienced trauma enhance their ability to engage in pleasure and limit feelings of depression and anxiety (Colliard, 2005). Resilience with young people is developed through playing. Play can help develop feelings of competency, improve executive functioning, and help a young person develop a positive sense of self (Bergholz, 2016; Ardivison, 2011). These are essential in the process of recovery from trauma. This is why the interplay of sports and youth work principles works so well with the young people who attend SSF.

SSF as an organisation provide young people in 31 local authorities access to these programmes which improves the lives of those who work with the service. The following section will provide the recommendations developed throughout the evaluation on a programme-by-programme basis.

Recommendations

Twilight

1. Ensuring that young women and men have safe routes home from Twilight.
2. That Twilight staff receive training on how to deal with issues concerning sexual offending, raising concerns, and staying safe, and have conversations with young-people on how to stay safe that does not just transfer the risk to the young-person. This entails conversations with both girls and boys on how to stay safe.
3. Continue to offer separate sessions for younger youths in the community whilst targeting older groups who are more likely to be involved in ASB at separate times.

SSF Chance:2:Be

1. SSF practitioners, partner organisations and young people in attendance are made aware that the qualifications that they gain are not the equivalent of National 4's. The qualifications although at the same SCQF level as National 4's do not hold the required SCQF 24 credit points to gain the National 4.
2. SSF Chance:2:Be via networking with other organisations in their communities embed more practical taster sessions or support volunteering with more practical skills to further formalise outcomes for the young people in attendance.
3. SSF consider the possibility of introducing self-referral onto programme and that, if possible, there should be an earlier SSF Chance:2:Be programme for young people before they are being excluded by the formal system.
4. Young people on the SSF Chance:2:Be programme have access to the mental health module.

Education Through Cashback

1. Remove Outcome 6 in relation to evaluating Education Through Cashback in future bids.
2. Funding for those young people and practitioners who work within the lowest 20% SMID areas should continue to be funded.
3. More networking opportunities and spaces be created for those who attend modules and those who are tutors.
4. ETC tutors explore with the college different forms of assessment within the ETC modules.

Young Leaders

1. Young Leaders would benefit from more training and qualifications within the programme.
2. That a pre and post Young Leaders programme be designed that can be delivered in each locality dependent on numbers and ages of participants. The pre-programme could involve mostly training and shadowing whilst the main programme continues to deliver as it does, the post programme would be a national programme of training and support sessions.
3. Consideration given to changing the name of Young Leaders to limit cross over- and misunderstandings with Active Schools programmes.

4. Residential when possible, should take place in areas out with the young person's locality to allow for the development of experience.

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Appendices

Appendix One: Geographical coverage per LA detailing spend and activity numbers

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Our Local Authorities

Local Authority	Investment (£)	New Participants	Local Authority	Investment (£)	New Participants
Aberdeen	1187	10	Highland	1426	12
Aberdeenshire	1426	12	Inverclyde	595	5
Angus	3090	26	Midlothian	1189	10
Argyll and Bute	713	6	Moray	357	3
Clackmannanshire	14,026	118	North Ayrshire	92,747	249
Dumfries & Galloway	119	1	North Lanarkshire	25,205	204
Dundee	5824	49	Orkney	0	0
East Ayrshire	5824	49	Perth & Kinross	9866	83
East Dunbartonshire	2972	25	Renfrewshire	11,423	80
East Lothian	595	5	Scottish Borders	238	2
East Renfrewshire	1908	8	Shetland	832	7
Edinburgh	7369	62	South Ayrshire	1664	14
Eilean Siar	357	3	South Lanarkshire	2496	21
Falkirk	28,066	51	Stirling	125,569	153
Fife	122,976	108	West Dunbartonshire	238	2
Glasgow	133,206	225	West Lothian	8559	72



Our Equalities Data

Being inclusive is one of SSF's core values. We gather equalities data, alongside direct consultation, to allow us to better understand the communities we work in, and ensure our services are open, safe, and inclusive for all.

AGE PROFILE		DISABILITY/ IMPAIRMENT/ MENTAL HEALTH CONDITION *		ETHNICITY	
Under 10	-	Vision	1%	Total young people from a minority ethnic group (including white minority ethnic groups)**	10%
10 - 15 years	49%	Hearing	+1%	White - Scottish	79%
16 - 18 years	43%	Mobility	1%	White - Other British	2%
19 - 24 years	7%	Dexterity	-	White - Irish	+1%
		Learning, understanding or concentrating	7%	White - Traveller	+1%
		Memory	+1%	White - Polish	1%
		Stamina, breathing or fatigue	2%	White - Other	1%
		Social or communication	2%	Mixed or multiple ethnicity	1%
		Behavioural	1%	Asian, Asian Scottish, or Asian	1%
		Mental Health	3%	British - Pakistani	-
		None of the above	44%	Asian, Asian Scottish, or Asian	+1%
		Other	3%	British - Indian	-
		Prefer not to say	11%	Asian, Asian Scottish, or Asian	+1%
		Don't know	11%	British - Bangladeshi	-
		Did not consent	19%	Asian, Asian Scottish, or Asian	+1%
				British - Chinese	-
				Asian, Asian Scottish, or Asian	+1%
				British - Other	-
				African - African, African Scottish, or African British	1%
				African - Other African	1%
				ethnicity	-
				Black, Black Scottish or Black British - Caribbean	+1%
				Black - Black, Black Scottish or Black British	+1%
				Black - Other Black ethnicity	+1%
				Arab, Arab Scottish, or Arab	-
				British	+1%
				Other ethnic group	+1%
				Prefer not to say	2%
				Don't know	1%
				Did not consent	9%
SIMD PROFILE		RELIGIOUS BELIEFS			
0-5% (Most deprived)	21%	None	56%		
0-10%	54%	Church of Scotland	5%		
0-20%	86%	Roman Catholic	7%		
0-30%	93%	Other Christian	3%		
0-40%	99%	Muslim	1%		
0-50%	100%	Buddhist	+1%		
50-100% (Least deprived)	0%	Sikh	+1%		
		Jewish	+1%		
		Hindu	+1%		
		Pagan	+1%		
		Other religion	+1%		
		Prefer not to say	5%		
		Don't know	4%		
		Did not consent	10%		
GENDER REASSIGNMENT		MARITAL & CIVIL PARTNERSHIP STATUS			
Does gender differ from that assigned at birth?		Single	56%		
Yes	6%	Married	2%		
No	69%	In a civil partnership	2%		
Prefer not to say	4%	Divorced	+1%		
Don't know	2%	Separated	+1%		
Did not consent	20%	Widow	-		
		Other	9%		
		Prefer not to say	6%		
		Don't know	3%		
		Did not consent	20%		
SEX IDENTITY					
Male	50%				
Female	41%				
Non-binary	+1%				
Prefer not to say	2%				
Don't know	1%				
Did not consent	6%				
SEXUAL ORIENTATION					
Heterosexual / Straight	69%				
Gay / Lesbian	1%				
Bisexual	3%				
Other	+1%				
Prefer not to say	6%				
Don't know	2%				
Did not consent	20%				
PREGNANCY & MATERNITY STATUS					
Not pregnant	69%				
Pregnant	2%				
Has been pregnant within last 12 months	+1%				
Prefer not to say	4%				
Don't know	2%				
Did not consent	23%				

*Note that young people may report more than one condition listed and so percentages against each disability will not combine to give the overall total. This figure is the total young people reporting any one or more disability, impairment, and/or mental health condition overall. This statistic excludes 'prefer not to say' and 'don't know' responses, and those who did not consent to their data being gathered for this purpose.

**For analysis purposes, we have grouped all categories other than 'White (Scottish)' and 'White (Other British)' as ethnic minority. This statistic excludes 'prefer not to say' and 'don't know' responses, and those who did not consent to their data being gathered for this purpose.

Appendix Three: Example of Shell Twilight Mapping

Govan Twilight Maps

“Gwyneth” Map 1



Gwyneth only used the first page of her maps.

“Francene” Map 2



Francene also only used the first page of her maps.

Appendix Four: Page One of Young Leader WhatsApp Diary

Q: Hey how are you? This is Blair I spoke to you a few weeks ago from UWS about you being a young leader! How are things? Have you taken part in any events or helped anyone as a leader?

A: Hey, yes I'm fine and yeah I have not recently but yeah We took part in mini golf in the town in Stirling And the peer researching thing ~~as well~~

Q: Has there been any moments where you've thought 'I've got this'?

A: Yeah the peer researcher And when we went to the netball meeting new people I was nervous at first but then spoke to them

Q: How did you feel after you'd spoken to them?

A: Relieved and happy that I got to meet new people

Q: Good 😊 have you learned anything new about yourself or others on the course that has helped you?

A: I've learned that I'm myself and no one can change that and I've learned to speak out about my mental health and stuff that's going on in my life because before I started SSF I used to hold all my thoughts and feelings in and on all of the trips and stuff and sessions now if I'm struggling I speak to Nicola and chanelle they've helped me become who I am today I've learned that no one can change who you are ~~as well~~

Q: Class, glad you've now got that support 😊 what else could have been done to improve things for you?

A: no not really things are going well being a young leader the Now I think there should be more opportunities to go places and learn new things

Q: What sort of opportunities?

A: More opportunities like the peer researching thing we did back in June

Q: No worries at all 😊 have you managed to capture any good pictures of good moments of being a young leader?

A: Yeah will I send you them



A: Sorry there so late was at a basketball club