

---

## **Evaluation of CashBack Funded Programmes**

### **Scottish Sports Futures**

### **Final Update Evaluation Report**

**October 2014**

---

## Contents

Executive Summary .....	i
1. Introduction .....	1
2. Context and Overview of the SSF Programmes.....	4
3. Evaluating Programme Delivery .....	11
4. Participation and Reach.....	28
5. The Impact of the Programmes.....	37
6. Conclusions and Recommendations.....	60

Appendix 1: Detailed Methodology

## Executive Summary

---

### About this research

Scottish Sports Futures (SSF) was awarded £1.95 million from CashBack for Communities, over three years. This funding has allowed SSF to enhance two existing programmes (Twilight Basketball and Jump2it) and deliver a new Education Through CashBack (ETC) programme.

In the summer of 2013, we (ODS Consulting) were appointed to evaluate the CashBack supported programmes delivered during 2011-2012 and 2012-2013. In the summer of 2014, we were commissioned to carry out additional fieldwork, and update the 2013 report to reflect this and additional monitoring and evaluation data for 2013-14.

Our research was mainly based on data gathered during the main evaluation of CashBack Funded programmes. This report provides an evaluation of CashBack funded programmes from 2011-12, 2012-13 and 2013-14. It also includes some information about the Active East programme, which has been evaluated separately.

### Research aims

1.5 This research explored the:

- **Delivery** of CashBack funded SSF programmes – to understand what works well about delivery, and what could be improved or strengthened; and
- **Impact** (or outcomes) of CashBack funded SSF programmes – to understand the difference made; and
- Existing evidence about the impact of Active East (funded from non-CashBack sources and separately evaluated).

### What we did

1.6 This research was mostly qualitative and involved several phases of fieldwork. Fieldwork was mainly carried out between August and September 2013 with some additional field work in August 2014.

1.7 The original evaluation study involved:

- an inception meeting with the staff from SSF;
- analysis of monitoring and evaluation data relating to programmes;
- interviews with programme staff and a Board member;

- four telephone interviews with external partner organisations;
- consultation with 59 young people taking part in two sessions of Twilight Basketball;
- consultation with sixteen pupils at two primary schools who had attended a Jump2it roadshow;
- attendance at a Jump2it roadshow; and
- analysis and reporting.

1.8 Our update involved:

- reviewing and analysing existing monitoring information 2013-14;
- reviewing progress reports and an independent evaluation report of the Active East programme;
- analysis of feedback surveys from Education Through CashBack participants;
- interviews with Education Through CashBack project staff and five participants;
- a focus group with five girls from the Dream Project (a basketball project for girls only);
- designing and analysing a survey with 204 Twilight participants at a national tournament in August 2014;
- designing and analysing a survey with seven teachers in July 2014; and
- further discussions with SSF staff.

## What we found

### ***Participation and reach***

- Twilight Basketball engaged with over 1,000 young people across Scotland through its intensive programme each year of the evaluation period.
- Twilight has been particularly successful in engaging young people from minority ethnic backgrounds, but continues to find it difficult to attract high numbers of young women.
- Jump2it has engaged between 7,559 and 11,195 participants in its roadshows each year during the evaluation period, with about half of these becoming involved in further coaching sessions. 445 young people participated in Jump2it's junior clubs during 2013-14.
- Education Through CashBack has delivered 47 courses to 950 participants over the evaluation period. Four out of ten of its courses have been delivered in Glasgow. It has also delivered a two-day training event to 120 people.

- The independent evaluation of Active East shows that 424 young people took part in activities on offer. Almost half attended more than three quarters of sessions offered to them.

### ***Programme delivery***

Researchers spoke with participants and other stakeholders about what worked well with the CashBack funded programmes, and what could be improved. We found that:

- The feedback from young people and other stakeholders regarding Twilight Basketball and Jump2it was extremely positive. The young participants we spoke with clearly loved the programmes and other stakeholders were enthusiastic about the way they had been run. The fun, supportive and safe environment provided by SSF activities was a key success factor. There were very few suggestions for improvements.
- The roles of coaches and Rocks players were viewed as critical to the success of both the Twilight Basketball and Jump2it programmes. It seemed young people were much more likely to listen to a message delivered by a Rocks player or a good coach than from others.
- SSF has taken a very targeted approach to developing its activities for young people, focusing on areas of significant disadvantage. It has worked to identify areas and local partners so that activities might be sustained in the longer term.
- Ongoing challenges with delivery relate to future funding, accessing suitable and affordable venues, and increasing participation of young women. SSF is actively working to develop new approaches which effectively engage with young women – and has successfully increased the proportion of young women participating in its junior clubs.
- We found that SSF has established a good reputation and links with partners we spoke with. SSF was able to provide examples of partnership at both a local level and national level.

### ***Impact of CashBack funded activity***

Our evaluation found that SSF's CashBack funded programmes are successfully delivering positive outcomes for young people, as intended.

- There is good evidence that young people who participated in **Twilight Basketball** engaged in more positive activities during the period they were involved in the programme; built positive relationships and peer networks; and improved their fitness, skills and confidence.

***What young people said about the Impact of Twilight***

- 65% of 204 participants surveyed at the national tournament in August 2014 said that Twilight Basketball keeps them from doing 'less healthy things' on the nights they attend.
- 87% of those surveyed said that Twilight basketball had encouraged them to get involved in other sport and healthy activities.
- 96% felt that it had improved their health and 88% said that Twilight had helped improve how they felt about themselves.
- 98% said that Twilight had helped them to meet new people and 99% said that they had made new friends.
- 69% of participants surveyed said that Twilight Basketball keeps them from getting into trouble on the nights they attend.
- 90% of participants surveyed said that Twilight Basketball has helped them better understand people from other places, backgrounds and cultures.
- 98% of those surveyed said that they had learned new things from being involved in Twilight basketball.

- There is strong evidence that **Jump2it** improved the knowledge, interest and health related behaviours of the young people it engaged with. Young people who participated in the programme had clearly been inspired by it, and planned to do things differently as a result.

***What young people said about the Impact of Jump2it***

- The SSF pupil surveys completed after the roadshow asked pupils 'do you think exercise is good for you?' Almost all young people (97%) said they believed it was.
- In 2013-14, 40% of young people who participated in a roadshow said they had made a big change since the Rock's visit, and 44% said they had made a small change.
- Nine out of ten young people who participated in roadshows said they were more aware of the dangers of alcohol and smoking.
- An SSF survey of teachers recently revealed more than seven out ten felt that pupils had increased their knowledge as a result of the

programme.

- In the same survey more than nine out ten said the programme supported them deliver Curriculum for Excellence outcomes.
  - All seven teachers engaged in a detailed survey at the 2014 Champion of Champions event said the Jump2it programme had increased the confidence of participants. They also noted positive changes in behaviours.
  - A recent survey of junior club participants showed that almost nine out of ten children involved in these local clubs had increased their physical activity levels.
- Feedback from **Education Through CashBack** participants suggests the programme is delivering positive changes in the knowledge, confidence and skills of coaches.

***What participants have said about ETC***

- SSF feedback gathered towards the end of 2013-14 shows 96% of respondents agreed or strongly agreed the training had offered them additional opportunities to develop new skills and interest.
  - Over a quarter of participants felt they had improved skills in three or more specific areas.
  - Two thirds of responding participants said they had applied the new skills they had learned, or said their approach to working with young people has changed as a result of the training.
  - The same survey showed that 87% agreed or strongly agreed that they were more confident in their role as a result of ETC training.
  - 92% said they had established positive peer networks through the training.
- The ongoing independent evaluation of **Active East** will gather information on the impact of that programme. However, interim reporting suggests the programme is leading to increased accreditation for young people, and increased levels of activity.

***Emerging impacts of Active East***

- 69% of participants in Active East activities reported they were more active than they had been previously.
- 53 Active Champions are working toward formal accreditation.

**Our recommendations**

In our 2013 evaluation report we made a number of recommendations for the development of SSF's CashBack funded programmes. SSF has demonstrated it is working towards these. In particular, SSF is:

- regularly analysing the profile of young people attending sessions and developing progression pathways for individuals and clubs;
- developing tailored programmes, working with equalities organisations, actively targeting less engaged equalities groups, and strengthening its strategic approach to equality;
- rolling out a new inputting system for monitoring data, and working with staff and partners to improve data collection and qualitative self evaluation materials; and
- working to identity new opportunities for Jump2it to be adapted and sustainably funded.



# 1. Introduction

---

## About this report

- 1.1 Scottish Sports Futures (SSF) commissioned us, ODS Consulting, to evaluate the activities and impact of its main programmes. Fieldwork was carried out initially in August 2013 and we were commissioned again in 2014 to update the findings to include new data and additional field work.
- 1.2 This report sets out findings from the evaluation. It is mainly qualitative in nature, exploring the views of young people and other stakeholders in relation to the two main SSF programmes funded by CashBack –Twilight Basketball and Jump2it. It also covers Education Through CashBack (ETC), which began in August 2013. It includes a review of monitoring and evaluation material gathered by SSF during the evaluation period.
- 1.3 This report focuses on the three years SSF received Phase 2 CashBack funding: from July 2011 to June 2014. At an early stage, it was agreed that the evaluation should review the programmes in their entirety (rather than attempting to isolate and focus on each of the CashBack funded elements separately). This is in keeping with the approach to monitoring and reporting SSF have agreed with the Scottish Government for its CashBack funding.
- 1.4 During the update of the evaluation report, we were asked to include information from the independent evaluation of Active East. Although this programme was funded by the Robertson Trust during the period of this evaluation it will be supported by Phase 3 CashBack funding from July 2014 for three years.
- 1.5 The research findings are intended to inform the future development of the three CashBack funded programmes SSF delivered during this period, and report on key findings from the independent evaluation of Active East.

## Research aims

- 1.6 This research explores the:
  - **Delivery** of CashBack funded SSF programmes – to understand what works well about delivery, and what could be improved or strengthened; and
  - **Impact** (or outcomes) of CashBack funded SSF programmes – to understand the difference made; and

- Existing evidence about the impact of Active East (funded from non-CashBack sources)

## **Summary methodology**

1.7 This research was mostly qualitative and involved several phases of fieldwork. Fieldwork was mainly carried out between August and September 2013 with additional fieldwork in August 2014.

1.8 The original evaluation study involved:

- an inception meeting with the staff from SSF;
- analysis of monitoring and evaluation data relating to programmes;
- two telephone interviews with Twilight Basketball club coaches;
- three telephone interviews with Programme Managers of each programme;
- a telephone interview with the Chairman of SSF;
- a telephone interview with the Development Manager;
- four telephone interviews with external partners;
- consultation with 59 young people taking part in two sessions of Twilight Basketball;
- consultation with sixteen pupils at two primary schools who had attended a Jump2it roadshow;
- attendance at a Jump2it roadshow; and
- analysis and reporting.

1.9 Our update involved:

- reviewing and analysing existing information held on the three CashBack funded programmes (registration and monitoring data; weekly and quarterly session reports; and existing evaluation materials);
- reviewing progress reports and an independent evaluation report of the Active East programme;
- interviews with Education Through CashBack project staff and five participants;
- a focus group with five girls from the Dream Project (a basketball project for girls only);
- designing and analysing a survey with 204 Twilight participants at a national tournament in August 2014; and
- designing and analysing a survey with seven teachers in July 2014.

1.10 A detailed methodology is included as Appendix one.

## **Report structure**

1.11 This report sets out the findings from the research:

- Section Two outlines the context to the research and describes the programmes;
- Section Three evaluates the way in which the programmes are delivered;
- Section Four explores the reach and participation profiles for the programmes;
- Section Five reviews the evidence relating to the outcomes and impact of the programmes; and
- Section Six provides conclusions and makes recommendations for the future.

1.12 As part of the evaluation update we have added new material throughout this report. Section Six and the Executive Summary have been rewritten to reflect changes in the programmes and new evaluation findings relating to the CashBack funded programmes.

## 2. Context and Overview of SSF Programmes

---

### Introduction

2.1 This section provides background to the evaluation and describes the way SSF delivers its programmes.

### Scottish Sports Futures

2.2 Established in 2000, SSF built on community work carried out by professional basketball players in Edinburgh. A Glasgow based charity, it delivers 'education through sport' to disadvantaged young people across Scotland. It works with young people who are most at risk, targeting its work in areas of social deprivation and anti-social behaviour.

2.3 SSF delivers programmes, in close partnership with the Glasgow Rocks professional basketball team, which are designed to encourage:

- integration;
- self-efficacy;
- healthy lifestyles; and
- good citizenship.

2.4 SSF uses basketball (and increasingly other sport) as a way of engaging with young people. It builds on the 'cool' image and inclusive appeal of the sport to explore important issues and develop young people.

2.5 SSF delivers four main programmes:

- **Twilight Basketball** – 'an active alternative to the streets' for young people aged 10 – 21 in deprived communities. Sessions involve basketball coaching, personal development and educational inputs.
- **Jump2it** – professional athletes deliver positive health messages and coaching to primary school children across Scotland. This is complemented by the development of junior clubs in local areas.
- **Education Through CashBack** – training to support coaches in a range of sports settings to develop skills in order to educate and develop young people in the widest sense, through sport.
- **Active East** – this partnership programme is coordinated and managed by SSF. It aims to assist young people gaining transferable, life skills and therefore increasing their likelihood of achieving positive outcomes.

- 2.6 Through these programmes, SSF strives to:
- encourage routes to education, volunteering and employment;
  - explore health and wellbeing issues - such as addictions, diet and activity levels; and
  - overcome barriers associated with inequality, including sectarianism and territorialism.

## CashBack for Communities

- 2.7 CashBack for Communities is a Scottish Government programme which takes funds recovered from the proceeds of crime and invests them into free activities and programmes for young people across Scotland. CashBack has expanded beyond sporting and recreational activities to include sport, culture, early years, mentoring, as well as community projects and activities for young people aged 10-25.
- 2.8 SSF received £1.95 million from Phase two of the CashBack for Communities programme, over three years. This funding was to further enhance two of its programmes – Twilight Basketball and Jump2it. In addition, it agreed to develop the 'Education through CashBack' programme (ETC) which aims to support other CashBack funded programmes to improve their approach to working with young people.
- 2.9 In addition, SSF supports Twilight Basketball and Jump2it through a mixture of private sponsorship, charitable and local public sector funding. During the period covered by this evaluation (July 2011 to June 2014) Active East received funding from a range of sources, but not CashBack.

## Policy links

- 2.10 The programmes fit with a number of national priorities, as described below.

Overview of policy links	
Scottish Government strategic outcome	What SSF programmes offer young people
We have tackled the significant inequalities in society	<ul style="list-style-type: none"> <li>• In areas of deprivation, diverting young people from potentially negative activities</li> <li>• In areas of deprivation, opportunities to have a positive impact on their wider communities</li> </ul>
We live our lives free from crime, disorder and danger	
Our young people are successful learners, confident	<ul style="list-style-type: none"> <li>• Activities designed to deliver specific Curriculum for Excellence outcomes</li> </ul>

individuals, effective contributors and responsible citizens	relating to: <ul style="list-style-type: none"> <li>o social and physical wellbeing;</li> <li>o movement skills, competencies and concepts;</li> <li>o cooperation and competition;</li> <li>o evaluating and appreciating;</li> <li>o physical activity, sport, health and nutrition; and</li> <li>o substance misuse.</li> </ul>
We live longer and healthier lives	

## Overview of the programmes

### ***Twilight Basketball***

2.11 Twilight Basketball offers free evening basketball coaching to young people (aged 10 to 21) for two to three hours per week, usually on a Friday evening. The sessions take place in local venues, predominantly in areas of deprivation.

#### **Twilight Outcomes**

The Twilight Basketball programme aims to bring about:

- increased participation in positive activity;
- increased participation by difficult to engage and equalities groups;
- participants developing positive peer networks and relationships;
- increased supportive social networks and feelings of belonging;
- reduced levels of crime and anti-social behaviour; and
- better community integration and cohesion.

2.12 The sessions use basketball as an engagement tool to deliver important messages; support young people to work together; and develop individual confidence and skills. The table below summarises the main elements of the programme.

Overview of Twilight Delivery	
Element	What is involved
Educational timeouts	<ul style="list-style-type: none"> <li>• Designed with local experts and partner agencies</li> <li>• Using sports as the basis for talks, workshops and discussions on a range of topics - such as health, career, community safety</li> </ul>
Conflict resolution	<ul style="list-style-type: none"> <li>• Modules are delivered throughout the programme which focus on anger management and reducing issues such as territorialism</li> </ul>

Tournaments	<ul style="list-style-type: none"> <li>• Competition involving Twilight teams across Scotland</li> <li>• Opportunity to meet other young people</li> </ul>
Progression support	<ul style="list-style-type: none"> <li>• In partnership with Standard Life, SSF has adapted a CV writing course to be delivered within the sports settings which develops young peoples' skills and confidence, and supports them progress to training and employment</li> <li>• Opportunities to become peer mentors and coaches</li> </ul>
Youth panels	<ul style="list-style-type: none"> <li>• Consultative sessions with 6-10 young people (usually elected) to identify local priorities for education, and gather feedback on delivery</li> </ul>
Basketball skills	<ul style="list-style-type: none"> <li>• Basketball coaching (delivered by community coaches and Glasgow Rocks Players)</li> <li>• Development of team working skills</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>• Glasgow Rocks players visit to discuss educational messages, and provide coaching</li> </ul>

### ***Jump2it***

2.13 The Jump2it programme is a basketball based primary school programme which engages professional athletes to deliver positive interactive messages on healthy living, fitness, healthy eating, and the dangers of smoking and alcohol. Importantly, SSF staff work with local sports clubs, community health programmes and Active Schools networks to promote these wider opportunities during the programme.

#### **Jump2it Outcomes**

The Jump2it programme aims to bring about:

- increased participation in positive activity;
- increased opportunities for continued participation by linking up and signposting to other provision;
- participants demonstrating new skills and positive changes in behaviours;
- sustained participation in positive activities; and
- sustained improvements in awareness of the benefits of play, (interactive, physical and social activities).

2.14 The programme uses sport as a way of introducing specific health messages, and of encouraging more active lifestyles. Usually young people are introduced to the programme during a roadshow, with follow-up activity including the opportunity to participate in their own local junior club. The table below summarises the main elements of the programme. Traditionally, Glasgow

Rocks players have worked alongside coaches to deliver the programme, but increasingly SSF is working to engage other professional athletes in delivery.

Overview of Jump2it	
Element	What is involved
Roadshows	<ul style="list-style-type: none"> <li>• Primaries 5, 6 and 7</li> <li>• Each lasts an afternoon</li> <li>• Four 'stations' focusing particular themes – such as health eating, not smoking, not drinking alcohol and basketball</li> </ul>
Coaching in school	<ul style="list-style-type: none"> <li>• Six weeks coaching supported by Glasgow Rocks players</li> </ul>
Junior participation clubs	<ul style="list-style-type: none"> <li>• Junior basketball clubs established in areas where roadshows have taken place</li> <li>• Young people design the logos, agree the name and develop the identity of their club</li> <li>• Support to local affiliated basketball clubs to develop their under 12 structures</li> <li>• Volunteer support delivery</li> </ul>
Tournaments	<ul style="list-style-type: none"> <li>• Competitions involving schools from across Scotland</li> </ul>
Finals weekend	<ul style="list-style-type: none"> <li>• Final competition</li> <li>• Prize awards</li> </ul>

### ***Education Through CashBack (ETC)***

2.15 ETC is an SSF programme developed and delivered in partnership with Youth Scotland and other CashBack partners. It aims to work with coaches in other CashBack funded organisations (and beyond) to improve how they engage with and develop young people. The programme builds on and shares SSF's extensive experience of using sport for development.

#### **Education Through Cashback Outcomes**

ETC aims to deliver:

- increased opportunities to develop interests and skills;
- participants demonstrating new skills and positive changes in behaviours;
- participants developing confidence in their skills and develop aspirations for further learning and development;
- participants developing positive peer networks and relationships;
- sustained improvements in awareness of the benefits of play, interactive, physical and social activities; and
- increased horizons and improved outlook among participants.



2.16 Following a programme of consultation, eight training modules have been developed.

2.17 SSF has initially worked with Basketball Scotland, Boxing Scotland, the Scottish Football Association, Scottish Rugby Union and Youth Scotland to deliver the sessions. It has had particularly strong links with Youth Scotland. A network of ETC tutors has now been appointed to deliver training across Scotland. The table below summarises the ETC modules, and what is involved in each.

Overview of ETC	
Module	What is involved
Working with young people in sport	<ul style="list-style-type: none"> <li>• Introduction to understanding young people and the role of the coach</li> </ul>
The human connection	<ul style="list-style-type: none"> <li>• Developing awareness of building relationships and the 'human connection' as part of effective coaching</li> </ul>
Benefits of sport and physical activity	<ul style="list-style-type: none"> <li>• Exploring the wider potential benefits through sport and physical activity</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Understanding the use of communication in sport and its wider application</li> </ul>
Decision making	<ul style="list-style-type: none"> <li>• Understanding decision making in sport and its application as a life skill</li> </ul>
Goal setting	<ul style="list-style-type: none"> <li>• Understanding the process of setting goals in sports and how these skills can be transferred into everyday life</li> </ul>
Conflict resolution	<ul style="list-style-type: none"> <li>• Providing practical tools for dealing with conflict, aggression and challenging behaviour in a sports setting</li> </ul>
Standard Life – Step up in life	<ul style="list-style-type: none"> <li>• Employability focused module</li> </ul>

### **Active East**

2.18 Active East is funded by the Robertson Trust, Comic Relief and the Big Lottery., (and not by CashBack). The aim of the programme is to assist young people gaining transferable life skills and therefore increasing their likelihood of achieving positive outcomes. Active East recruit Active Champions, who are young volunteers, aged between 14 and 25. As of June 2014, there were 53 Active Champions volunteering with the 33 local partner youth and sport organisations, which form Active East.

### **Active East outcomes**

Active East aims to deliver:

- increased numbers of young people accessing and maintaining accredited training and development opportunities;
- increased and improved partnership working among local community organisations; and
- young people increase their levels of physical activity and associated wellbeing.

### **Governance, staffing and management**

2.19 SSF programmes are overseen by the SSF Board of Directors. During the period covered by this evaluation there were a number of new appointments to the Board in order to build capacity - particularly in relation to finance and governance. Day-to-day, the programmes are managed by the SSF management team.

2.20 There is one Programme Manager for each of the programmes (Twilight, Jump2it, ETC and Active East), whose role is to promote their programme, manage the budget and oversee day-to-day delivery.

2.21 Other staff include:

- three Regional Coordinators for Twilight Basketball;
- three Jump2it staff who manage the various elements of the programme;
- a network of coaches who deliver Twilight Basketball sessions, Jump2it roadshows and junior participation clubs;
- a network of tutors and part time staff members to coordinate programme activities; and
- a programme administrator and youth worker who support the Active East programme.

### 3. Evaluating Programme Delivery

---

#### Introduction

- 3.1 This section of the report explores the management and delivery of the programmes. It analyses our interviews with staff, coaches and wider stakeholders, as well as our discussions with young people, in relation to Twilight Basketball, Jump2it and ETC. Here we highlight the main strengths in relation to programme delivery, and the identified areas for improvement.

#### Views on programme delivery

##### *A positive response to basketball*

- 3.2 During our consultations with the staff, clubs and partners, we asked what their first impressions were of the idea of using basketball as an engagement tool with the target age groups. Overall the impressions were very positive, with the majority of stakeholders enthused by the idea of encouraging young people in this way.

“Twilight Basketball is exactly the kind of inclusive, community-based opportunity that I think we need more of, to help normalise team participation and all the social and emotional development aspects of physical activity.”

External partner

- 3.3 We also discussed initial reactions with young people. Participants had sometimes seen basketball on the television, or had a friend or family member who had played. Generally, they were interested in trying it out, and developing their skills.

“I just liked the idea of it.”

Twilight participant

- 3.4 Stakeholders who have since become involved in the programmes reported that seeing the basketball ‘in action’ for the first time, and the reaction of the young people was “very impressive”.

“I was invited to a tournament in the Kelvinhall, which was really engaging. It was a great atmosphere and it got my immediate buy-in.”

External partner

***A fun and accessible format – while creating opportunities for learning***

3.5 Many of the young people, staff and external stakeholders we spoke with felt that both Twilight Basketball and Jump2it successfully used basketball to “educate” young people in the widest sense.

“It is not just about basketball. It is about the development of other skills.”

External stakeholder

“[It delivers] wider learning – not just a new sport.”

External stakeholder

3.6 The fun, supportive environment created by SSF was seen as being very important. The feedback from young people involved in **Twilight Basketball** was extremely positive in relation to the way the programme was delivered. They told us they enjoyed playing basketball and the competitive nature of the sessions.

“I like everything about it.”

Twilight participant

3.7 Twilight participants felt the sessions were:

- fun;
- had a good atmosphere;
- offered the chance to improve their fitness and compete with others; and
- created opportunities to socialise; work with others and learn new things.

“It’s really fun. It’s better than hanging about and causing chaos.”

“They get us used to playing together a lot.”

“It gets really competitive. It’s serious, but it’s also fun.”

Twilight participants

3.8 Those we spoke to who had been involved in the educational timeout sessions had a good recollection of the messages in these sessions and felt that they were a good ‘refresher’ for information they had heard before, elsewhere. Although most did not feel the messages were new to them, they liked the way staff delivered them.

- 3.9 The feedback from the young people we spoke with about the way the **Jump2it programme** was delivered was also extremely positive. They liked the activities, and found the process enjoyable. When asked what they liked best, young people highlighted a range of different stations, saying this was because of the different new things they had learned.

“Basketball because we all competed and it was about teamwork.”

“Healthy eating because it was really helpful.”

“Alcohol because it warned you not to drink when you are older.”

Jump2it participants

- 3.10 SSF gathers feedback from teachers on the format of the Jump2it roadshows through a questionnaire completed after each event. Generally, teachers felt the format of the roadshows worked very well. In particular, they thought the ‘short bursts’ and the novelty of moving between stations worked well.

“Short bursts of information kept the children’s attention.”

“Rotating round several workshops was successful in keeping the interest of children as well as fast paced delivery of information and activities.”

Teacher feedback

### Survey of teachers

Seven teachers completed a survey at the ‘Champion of Champions’ event in summer 2014 to give feedback on their experience of the programme.

All of the teachers stated that using role models to deliver aspects of the programme was both motivating and inspiring for the pupils. They also recorded a clear and helpful link between the programme and the Curriculum for Excellence.

Teachers’ indicated very little difference in perceived impact between the roadshows and the coaching sessions – they felt both had an impact on pupils.

Teachers believed the most effective part of Jump2it was the opportunity to develop skills in a fun and enthusiastic way.

Teachers believed that the role models from Jump2it were a great motivation for children and it was good for “kids to see someone who is practicing what they preach.”

### ***The importance of venues***

- 3.11 SSF staff felt that it has been very important to ensure the venues used for Twilight Basketball were of good quality. They said this made the young people feel valued and engage more effectively with the programme. The two venues visited as part of this evaluation were large, purpose-built sports centres where the young people had use of a large basketball court.
- 3.12 Bellahouston Leisure Centre is the venue for one of the Twilight sessions we visited. This is one of the most popular venues, attracting young people from all over Glasgow. However, issues with the venue have reinforced the importance of appropriate facilities. A reduction in the space available and the popularity of the sessions has led to overcrowding. Some of the young people we spoke with were frustrated by this, as they had to wait to participate in drills and other exercises rather than play on court. In one case, a small group of participants admitted that they no longer told their friends about Twilight Basketball sessions in an attempt to limit the number of players.
- 3.13 Sessions have been staggered by age group to allow as many young people as possible to have dedicated court time. This approach allows the younger players to have time at the beginning of the session to undertake drills and games before older players arrive for their session later in the evening. By splitting the sessions by age, young people can play basketball with their peers in terms of ability and experience.
- 3.14 Staff reported that of all the Twilight sessions, venues in Glasgow were the most difficult to source cost-effectively.
- 3.15 Progress in relation to venues is discussed in Section 6 of this report.

### ***The valuable contribution of the Rocks as role models***

- 3.16 Glasgow Rocks' players deliver direct support and coaching to young people during the main two programmes. In particular, they play a large part in the Jump2it programme.
- 3.17 Young people were extremely positive about the involvement of the players. The Rocks gave the programmes a higher profile than they might have otherwise had among participants. The involvement of the players clearly provided an exciting focus. Participants were very impressed by the Players, and what they had achieved.

"Overall, I just love them."

Jump2it participant

3.18 Staff and partners reported that a great deal of the success of the programmes could be attributed to the Glasgow Rocks players and their impact as role models.

“I saw the impact first-hand of involving Glasgow Rocks basketball players in the programme to work with young people. They are the key to making the programme work.”

External partner

3.19 It was suggested that because many of the players had come from deprived backgrounds, the young people were able to relate to them.

“The Glasgow Rocks players have been through the US college system; they are articulate and also largely from deprived backgrounds and so can identify with the young people.”

SSF staff member

3.20 Primary school children involved in the Jump2It programme were clear they listened to what the players told them, and aspired to follow their example.

“They have better experience, and know what they are talking about.”

Jump2it participant

3.21 However, there remains a challenge in terms of the limited capacity of the Glasgow Rocks to meet the expanding needs of both programmes. This has led to SSF developing relationships with other professional athletes to support the delivery of the programmes.

### ***Suggested improvements to delivery***

3.22 On the whole, there were very few areas in which young people wanted to see the delivery of **Twilight Basketball** changed. The main suggestions for improvement were:

- **More tournaments** - they would like to see more tournaments and opportunities to test their skills against others.
- **More Twilight sessions** - they would like more opportunities to play on other evenings.
- **More court time** - due to the popularity of one session, some young people felt they didn't get enough court time and were frustrated about waiting.

3.23 Section 6 of this report considers the progress made by SSF in relation to these areas since our initial evaluation report was prepared.

3.24 There were no real suggestions from participants about how the format of **Jump2it** could be improved.

### **Partnership working in delivery**

3.25 There is strong evidence that SSF has successfully developed and made use of partnerships at a local and national level. Indeed, those closest to the delivery of the programmes felt that partnership working at a local level had been critical to the success of both Twilight Basketball and Jump2it. Here we explore the approach to partnership working within the programmes we evaluated.

#### ***Local partnerships***

3.26 At a local level, there is evidence of SSF working with public agencies and voluntary sector partners to establish sessions in new areas. In relation to Twilight Basketball, the team has worked with local partners to successfully secure match funding.

“We recognised the need to share learning early and the need to get local investment in what we do.”

SSF staff member

3.27 Those involved felt that sharing learning and getting communities to ‘buy-into’ the programmes had allowed better targeting, better engagement and brought in extra resources for the programmes.

“We realised we needed to engage locally. Partnership working is crucial. We are not experts in every community.”

SSF staff member

3.28 SSF staff reported that a key challenge in delivery had been working to demonstrate that the programmes were not a ‘threat’ to existing services.

“There is lots of territorialism in the third sector. It has been important to work with community based organisations to overcome this. SSF is seen as being a benefit rather than a threat because of the way it is developed locally.

SSF staff member

3.29 In the case of Jump2it, the programme manager has worked in partnership with the Active Schools Coordinators to establish strong relationships with schools, and support wider work.



### **Example - Getting Jump2it into North Ayrshire**

The Active Schools Coordinator in North Ayrshire took a group of young people to a Jump2it event two years ago and “immediately wanted to find out more”.

Jump2it has been running in North Ayrshire schools in the 2012 – 2013 academic year, and SSF has helped them roll the programme out to other schools.

SSF helped the Active Schools Coordinator to apply for Alcohol and Drug Partnership funding from Ayrshire and Arran NHS. This funding bid was successful, and the Active Schools Coordinator intends to apply for the same funding stream for the new academic year. The programme is now being organised by the Active Schools Manager.

### ***Developing community ownership***

3.30 SSF has actively worked to develop strong links with local organisations and people, so that activities can be sustained or embedded. For example:

- As part of the Jump2it programme, junior clubs (for under 12s) are set up in local areas to allow young people to play basketball. These sessions are facilitated by local people, sourced and supported by SSF.
- Both Jump2it and Twilight Basketball have had some success in “handing over” sessions at a local level. For example, Twilight staff worked with local partners in Springburn to establish a new basketball club, with support from basketballscotland.
- Links with the Active Schools programme has led to similar successes for Jump2it. For example, during 2012-13, SSF worked with Active Schools Edinburgh to transfer a junior club to established basketball club.
- Tournaments are held between local clubs, which encourages wider community involvement. At the time of our original review, there was a league for both under 14s and under 16s, and plans to establish a league for the under 12s. Parents and local people have regularly become involved in these tournaments on a volunteer basis.
- In addition, SSF reports that Jump2it has worked to forge links with existing local clubs to create progression routes for those over 12 years who wish to continue with basketball, and for those under 12 who might become involved in existing local provision. During 2013-14, SSF worked with nine clubs to signpost young people to their programmes. Successes in relation to sustained participation are discussed in Section 5 of this report.

### ***Working with partners at a national level***

3.31 ETC carried out a period of consultation and engagement with governing bodies before developing the programme. Developing skills around youth

engagement and managing behaviour were identified as priority themes through this work. SSF reports there was recognition that these skills were of particular importance when working with particular communities, and young people who may be considered more difficult to reach. Given the potential for coaches to act as role models, other key themes focused on personal development topics. SSF reports that a number of content development sessions were facilitated which brought together subject experts from sport and youth sectors.

3.32 Initially ETC focused on building relationships with a small number of CashBack funded programmes, in particular:

- The Scottish Rugby Union;
- the Scottish Football Association;
- Amateur Boxing Scotland;
- Basketball Scotland; and
- Youth Scotland.

3.33 Those involved in ETC report it has had an important role in bringing together the sport and youth sectors, through its work with Youth Scotland. The tutors trained to deliver ETC training have experience which spans both sectors. By co-delivering training there are opportunities to learn from and develop each other.

3.34 SSF has identified a number of other examples of joint working by ETC during this evaluation period:

- In March 2014 ETC brought together forty coaches from across CashBack funded sports to the national 'Practical Problems, Sensible Solutions' training, hosted by Youth Scotland.
- SSF has worked jointly with Youth Scotland (in response to demand from partners) to include a module on accreditation within the ETC programme. A sport specific version of the Dynamic Youth Awards (which are nationally recognised and sit on the Scottish Credit and Qualifications Framework) has been developed and tutors are trained to deliver and support coaches to facilitate and deliver the awards to young people.
- ETC worked with Swimming Scotland and Youth Scotland to develop a residential programme for swimming youth leaders.

### Case study - ETC supporting Scottish Swimming

In order to address retention issues in Scottish swimming, ETC was involved in working with young squad leaders through a training course looking at ways of developing and engaging with young swimmers.

Thirty-two young swimmers from the west of Scotland were selected to take part in this first ever partnership between Scottish Swimming, Youth Scotland, West District Swimming and Scottish Sports Futures. The training took place at a residential event with the aim of up-skilling young squad leaders so they can take ideas on development back to their own swimming clubs so as to better engage with young swimmers to keep them involved in the sport.

*“The programme is about empowering young individuals to take ownership of their clubs and encourage their fellow club mates to stay in the programme.”*  
Regional Development Manager, Scottish Swimming

According to SSF, the feedback from the young people taking part in the training was positive and Youth Scotland and Scottish Sports Futures aim to share this approach of utilising ETC modules with other Scottish governing bodies of sport.

3.35 SSF reports that **Twilight Basketball** has also strengthened partnerships at a national level during the evaluation period. For example, during 2012-13 staff participated in the delivery of training at the Police College. In addition, in March 2013 the team worked with external partners to organise and deliver a major anti-sectarianism event.

3.36 SSF reports that **Jump2it** has actively worked with basketballscotland to make links between its activities and existing clubs.

### ***Funding relationships***

3.37 SSF reports it has developed strong relationships with a wide range of funding partners with similar priorities. This is viewed as having been instrumental in allowing the programmes to expand and improve.

*“[developing strong relationships]...give projects more reach and longevity.”*  
SSF staff member

3.38 In addition to securing public funding, SSF has successfully worked with a number of commercial organisations to secure funding for some programmes.

### **Partnership working with Funders**

The Standard Life Sustainability team manage funding donations to communities. SSF received a donation to their Jump2it programme. It was felt that the priorities of SSF fit with those of Standard Life, who had also sponsored Team GB's basketball team in the London Olympics.

The funding was specifically to bring the programme back into Edinburgh schools where it had worked previously, but stopped due to a lack of funding. The funding was for three years to target ten schools in Edinburgh, with a tournament every year.

In addition to the funding, Standard Life provided other in-kind support – such as supporting the design and printing of new posters.

### ***Drawing on wider expertise***

3.39 SSF worked with a number of partner organisations to develop the content of its programmes and deliver sessions over the three year period being evaluated. For example, a range of organisations delivered the educational time-outs at Twilight Basketball and supported the development of the stands at Jump2it roadshows during 2011-12, 2012-13 and 2013-14. These third party education partners provided a range of specialist advice and support on topics such as alcohol, drugs, sex education and knife crime during the first two years of Phase 2 CashBack funding. During 2013-14, SSF has worked to develop “educational timeouts” with partner organisations, which SSF staff can deliver directly.

3.40 In developing the content of the educational timeouts, SSF reports that Twilight staff focused on local priorities. For example, the biggest health and wellbeing issue in Fife when the programme was established there was teenage pregnancy. So, the programme manager worked with local organisations to make the educational timeout sessions relevant and topical.

3.41 SSF reports that ETC is actively working with other CashBack funded organisations to develop and deliver its training sessions, making use of their contacts and expertise.

### **Income and expenditure**

3.42 Twilight Basketball and Jump2it were both funded from a range of sources between July 2011 and June 2014, although the main source of income for both programmes was CashBack.

3.43 During the period being evaluated, the main funding sources for Twilight Basketball were:

- CashBack for Communities
- Shell
- BBC Children in Need.

3.44 The table below provides an overview of funding and in-kind support which the Twilight Basketball programme accessed during 2011-12, 2012-13 and 2013-14.

Table 3.1: Overview of Twilight incomes and inputs for 2011-12, 2012-13 and 2013-14			
Income source	Amount		
	2011-12	2012-13	2013-14
CashBack	£189,000	£233,358	210,722
Local investment / leveraged funds	£22,000	£24,000	£32,529
Commercial support	£30,000	£46,000	£30,000
In-kind support	(not recorded)	£18,600	£26,565
<b>Total</b>	<b>£241,000</b>	<b>£321,958</b>	<b>£299,816</b>

Source: Data provided by SSF for this report (based on actual funding received)

3.45 During the three year evaluation period Twilight Basketball received £633,080 of CashBack funding. This represented three quarters (77%) of the total £817,609 of funding<sup>1</sup> contributed to the programme.

3.46 Over the evaluation period, the main funding sources for Jump2it were:

- CashBack for Communities
- **sportscotland**
- North Ayrshire Council
- Clyde Gateway
- St Andrew's First Aid
- South Ayrshire Council
- Glasgow City Council
- Hovis
- Glasgow Life
- Standard Life.

---

<sup>1</sup> This figure excludes in-kind support.

**Table 3.2: Overview of Jump2it incomes and inputs for 2011-12, 2012-13 and 2013-14**

Income source	2011-12	2012-13	2013-14
CashBack	£164,250	£180,708	£109,976
Local investment/leveraged funds	£76,000	£69,960	£109,154
Commercial support	£9,000	£18,000	£16,000
In-kind support	(not recorded)	£34,240	£32,778
<b>Total</b>	<b>£249,250</b>	<b>£302,908</b>	<b>£267,908</b>

Source: Data provided by SSF for this report (based on actual funding received)

3.47 Jump2it received a total of £454,934 during the three year evaluation period. This represented under two-thirds (60%) of the total £753,048 of funding<sup>2</sup> contributed to the programme.

3.48 ETC was solely funded by CashBack funding during the evaluation period, when it received a £48,645. SSF reports that Active East received approximately £150,000 per year during the same period. This includes approximately £100,000 each year from the Robertson Trust (to meet the costs of one staff member and deliver the small grants scheme) and £25,000 per year from Sport Relief and the Big Lottery (for further staff costs).

3.49 Importantly, those involved in Twilight Basketball and Jump2it felt that CashBack funding enabled them to negotiate and 'lever' funding from a range of sources at a local and national level.

3.50 SSF advised that over the past two years about two-thirds of expenditure has been directed towards project costs – which included project specific staff. About a quarter of the overall costs could be considered management costs – which included core salaries and overheads. About a tenth of the overall expenditure related to marketing and promotion. For example, in 2012-13:

- 63% of expenditure related to project costs;
- 26% related to management costs; and
- 11% related to marketing and evaluation.

3.51 Despite its success with securing funding from a wide range of sources, SSF staff said during interviews, that sustainable funding for the programmes remains a challenge. It was felt that the recent economic climate made it even more difficult to secure funding. However, some also felt this had led to the programmes being delivered in 'smarter' ways, reducing expenditure where possible.

---

<sup>2</sup> This figure excludes in kind-support.

“When the recession hit, a lot of funding and resources dried up. Local authorities cut back and Active-Schools budgets were cut. We had to rethink what we do and think smarter but this made us more adaptable and flexible in the longer run.”

SSF staff member

## Targeting and promoting the programmes

### *Targeting communities experiencing deprivation and inequality*

3.52 Both Jump2it and Twilight Basketball have expanded their geographic coverage over time. This section of the report discusses the approach taken to identifying the communities in which the programmes operate.

3.53 In relation to **Twilight Basketball**, SSF reports that the Programme Manager has worked with local Community Planning Partnerships, Community Safety Partnerships, and the Police to identify communities which could potentially benefit most from the programme. The Scottish Index of Multiple Deprivation data (SIMD) was used to understand the priorities in relation to deprivation. By working with local partners, the Programme Manager has been able to ‘tap into’ local knowledge about ‘hot-spots’ for anti-social behaviour among young people.

3.54 In addition, the Twilight Programme Manager has worked with youth services within the public and voluntary sectors to establish new sessions. And this has allowed local youth programmes to signpost young people to the sessions.

“The biggest thing I have learned is partnerships.”

SSF staff member

3.55 In order to determine the areas in which **Jump2it** was provided, the staff at SSF worked closely with Active Schools Coordinators to identify the schools and areas which could benefit most from the programme. Priority was given to schools and communities in the most deprived areas.

3.56 In choosing areas to target, the long term sustainability of the programme was considered. For example, SSF reported it was more likely to deliver the programme in areas where there were established local networks with an interest in sustaining the approach or where additional funding could be secured from public, community or commercial partners.

3.57 Finally, those involved highlighted that it has been important for Jump2it to complement any existing interventions. The staff team worked to ensure they knew what other interventions the schools were receiving so as not to overload them.



“Targeting very much depends on the location and area.”

SSF staff member

### ***Promoting the programmes***

3.58 To get **Twilight Basketball** off the ground, SSF staff initially worked with local partners to publicise sessions, by issuing flyers and posters.

3.59 SSF has also had success in using ‘business cards’ to promote the programme. They contain all the relevant information about the session and SSF staff found that these resonated with the young people more than flyers.

3.60 The Twilight Basketball programme has been very successful in engaging people from different ethnic minority groups (this is discussed in later sections). This has mainly been achieved by promoting the programmes through local partners – and by using different languages on posters and flyers to promote the sessions.

3.61 Other promotion of Twilight took place in schools and youth clubs where ‘taster’ sessions were organised. These sessions often included some of the Glasgow Rocks players, who generated real interest in the sessions.

3.62 Since 2012, SSF has seen an increase in the number of requests for Twilight sessions from Police and local authorities who believe young people in their areas could benefit from the Twilight Basketball programme.

3.63 The young people we spoke with during our two visits to the Twilight sessions had found out about the programme in different ways. Most had friends who were already attending sessions, while others had seen Twilight advertised on posters or through similar promotion at Glasgow Rocks basketball games.

### **How did you first find out about Twilight Basketball?**

“Friends, who were already coming to Twilight.”

“I saw some people playing basketball and I just came in and asked.”

“I saw it advertised on a poster.”

Twilight participants

3.64 As with Twilight Basketball, **Jump2it** is now well known. The Programme Manager at the time of our main evaluation reported that he received monthly requests from schools or local authorities who have heard about the Jump2it programme and want to bring it to their school or area. It was felt that it has



become a programme that “doesn’t particularly need to be promoted”. The strong relationships which have been established with Active Schools Coordinators are seen as being particularly important in promoting the programme.

- 3.65 As a new programme, **ETC** spent much of its first year developing its courses and consulting on learning needs. Initially, it targeted CashBack partners involved in sport, but has now gone beyond this to engage with youth work and other types of organisations. SSF reports there have also been interest from others – including those working in local authorities. It has worked to identify opportunities to enhance its impact – by working to build modules in to existing training and development activities, for example. It now has a strategic marketing plan in place, which will support future marketing and promotion during 2014-15 and beyond.

### Monitoring and Evaluation

- 3.66 The approach to monitoring and evaluation varies across the programmes. Programme coordinators are responsible for managing data collection and reporting on this. Individual coaches speak with the young people to gather information from them. A regular outcome focused reporting framework has been agreed and implemented with Inspiring Scotland, the Scottish Government’s CashBack delivery partner.
- 3.67 Between 2011-12 and 2013-14 monitoring and evaluation of Twilight Basketball has included:
- **Registration data** – When young people first attend a Twilight session, the coaches record specific participant information, such as date of birth, age, gender, ethnicity, and information about any disability they may have. In some instances, coaches also record whether the young person has any allergies or behavioural issues that they should know about.
  - **Weekly reports** – Each week coaches record the number and gender of young people in attendance using a reporting template. On a weekly basis, any incidents (good or bad) are recorded and coaches collate feedback and comment on the general mood of the young people. The weekly reports provide the coaches with the chance to raise any issues with SSF.
  - **A survey of Twilight participants** – In March 2012, Twilight staff undertook a short survey of Twilight participants, which explored their motivations, and experiences of the programme. This has helped shape the way the programme is delivered.

- **A survey of participants at the National Basketball tournament** – In August 2014 over 200 young people took part in a survey during the tournament at the Emirates arena. The survey was designed by ODS and delivered by SSF staff.
- **Short surveys or discussions via social media** – These are delivered as required, to gather views and learning on specific topics.

3.68 Monitoring and evaluation of **Jump2it** between 2011-12 and 2013-14 has included:

- **School information forms** - Teachers are asked to complete a 'school information form' after taking part in a roadshow event. This form gathers information about the pupils taking part. For example, it asks teachers to note the total number of pupils, their age and gender. It also asks for information on the pupils' ethnic background, postcode and whether they are disabled.
- **Teacher feedback** - Class teachers are asked to complete a paper survey which gathers their views on the roadshow. This survey gathers views on the input from the Glasgow Rock's basketball players, and on how well the pupils were engaged with the event. Views on the content and format are also collected through a series of open questions. This feedback has helped shape the delivery of the programme.
- **Pupil feedback** - Pupils are asked to complete a short questionnaire following their participation in roadshows. This includes questions with a four-point 'smiley-face' scale to indicate their level of enjoyment or interest in different aspects of the roadshow. Pupils are asked whether they have learned anything relating to the different 'stations', and whether they have done anything differently since the roadshow in terms of changing their eating habits, or taking more exercise.
- **Teacher survey at the Champion of Champions Event** – In 2014 SSF staff carried out a detailed survey with seven teachers to gather their views and experiences about the impact of the programme on their pupils.

3.69 As part of the **ETC** programme, training participants have been asked to complete a short questionnaire after each training session and then again six and twelve months after their initial training. This questionnaire gathers information on the outcomes of the training in relation to skills and interest, confidence and expectations.

3.70 In addition to the surveys SSF have used to gather feedback from participants, it has begun gathering feedback from local partners about the impact the Twilight programme has had on their local areas.

3.71 There have been challenges in gathering registration and weekly reports in a consistent way for Twilight Basketball and Jump2it. Jump2it staff have worked hard to encourage teachers to gather and provide accurate information, but there are still concerns about the level and quality of information returned. In analysing the registration data, we found inconsistencies in the way in which some information was recorded. In addition, the quality and level of detail of the weekly Twilight reports varied between coaches and clubs.

3.72 SSF has been undertaking internal training sessions for its coaches, in order to emphasise the importance of gathering and reporting data from each session. To make it easier for coaches to record this monitoring information SSF has recently adopted an online reporting system called Upshot. This system allows coaches to log on from a PC or Smartphone to register users and to produce reports.

## 4. Participation and Reach

---

### Introduction

- 4.1 This section of the report explores the reach, levels of participation and the participant profile for the two CashBack funded programmes which directly engage young people – Twilight Basketball and Jump2it. Here we review data available on participation and the demographic profile of registered participants during 2011-12 and 2013-14. It also includes basic information about participation in ETC and Active East.

### Profile of participation - Twilight Basketball

#### *Geographic reach*

- 4.2 Twilight Basketball started in 2002. Before CashBack funding was secured Twilight Basketball was delivered in five cities: Aberdeen, Dundee, Edinburgh, Inverness, and Glasgow.
- 4.3 CashBack funding has enabled SSF to expand the programme, with Twilight sessions taking place in venues all over Scotland.
- 4.4 At the time of our initial evaluation in late 2013, six local authorities (Argyll and Bute; Dumfries and Galloway; Shetland; Perth and Kinross; Midlothian and Scottish Borders) were involved in discussions about establishing Twilight Basketball in their areas. By the summer of 2014, SSF had established a new Twilight programme in Stranraer.

#### *Levels of participation*

- 4.5 Table 4.1 shows the total number of participants registered for Twilight Basketball sessions during the evaluation period. In total, 1,130 young people registered and participated in Twilight sessions during 2011-12, 913 during 2012-13 and 1,318 during 2013-14. In some areas, the programme engaged very large numbers of young people. For example, in Bellahouston, Levenmouth, Dunfermline and Stirling at least 100 young people participated in each during 2013-14.

Table 4.1: Twilight Participants registered							
Year		2011-12		2012-13		2013-14	
Local Authority area	Twilight session	No.	%	No.	%	No.	%
Aberdeen	Torry	17	2%	40	4%	46	3%
Aberdeenshire	Peterhead	70	6%	69	8%	-	-
Dum & Galloway	Stranraer	-	-	-	-	18	1%
Fife	Dunfermline	-	-	85	9%	129	10%
	Levenmouth	80	7%	140	15%	175	13%
	Lochgelly	-	-	85	9%	60	5%
Glasgow	Bellahouston	243	22%	142	16%	245	19%
	Drumchapel	96	8%	-	-	-	-
	Easterhouse	253	22%	46	5%	97	7%
	Govanhill	-	-	31	3%	-	-
	Haghill	60	5%	64	7%	-	-
	Holyrood	208	18%	27	3%	37	3%
	Knightswood	-	-	-	-	67	5%
	Springburn	25	2%	-	-	-	-
	Whitehill	-	-	-	-	122	9%
Highland	Aviemore	-	-	-	-	40	3%
	Dingwall	-	-	35	4%	102	8%
	Nairn	-	-	-	-	63	5%
Stirling	Raploch	78	7%	149	16%	117	9%
<b>Total</b>		<b>1,130</b>	<b>100%</b>	<b>913</b>	<b>100%</b>	<b>1,318</b>	<b>100%</b>

Source: Twilight registration data

## Age

4.6 The Twilight programme is intended for those aged between 10 and 21 years old – although some individual clubs have found interest from participants both older and younger. Wherever possible, SSF reports it responded to local needs and adapted the target age group.

4.7 The table below shows the age profile of Twilight Basketball participants registered during 2011-12, 2012-13, and 2013-14. It shows that most Twilight participants were aged 16 or under. A large proportion (78%) of participants were aged 16 or under in 2011-12. Of those who disclosed their age, 68% in 2012-13 and 70% in 2013-14 said they were 16 or under.

**Table 4.2: Age of Registered Participants**

Year	2011-12		2012-13		2013-14	
Age Band	No.	%	No.	%	No	%
<10	71	6%	46	5%	25	2%
10-13	442	39%	332	36%	263	20%
14-16	376	33%	240	26%	301	23%
17-19	193	17%	122	13%	173	13%
20+	48	4%	25	3%	68	5%
Undisclosed*	-	-	148	16%	486	37%
<b>Total</b>	<b>1,130</b>	<b>100%**</b>	<b>913</b>	<b>100%**</b>	<b>1,318</b>	<b>100%</b>

Source: Twilight registration data

\*Undisclosed refers to cases where data was incomplete or unconfirmed

\*\* Percentages have been rounded and therefore do not add up to 100

### **Gender**

4.8 SSF has identified particular challenges in engaging with young women. The levels of female registrations for Twilight Basketball have fallen over the three-year period we evaluated, from 2011-12, when just over a quarter of new registrations were from young women, to 19% in 2013-14.

**Table 4.3: Gender of Registered Participants**

Year	2011-12		2012-13		2013-14	
Gender	No.	%	No.	%	No	%
Male	833	74%	612	67%	1,073	81%
Female	297	26%	153	17%	245	19%
Undisclosed*	-	-	148	16%	-	-
<b>Total</b>	<b>1,130</b>	<b>100%</b>	<b>913</b>	<b>100%</b>	<b>1,318</b>	<b>100%</b>

Source: Twilight registration data

\*Undisclosed refers to where data was incomplete or unconfirmed

4.9 SSF has recognised this gender imbalance and this was identified as a priority area for development by the SSF Board. SSF has worked to research, develop and evaluate tailored activities for young women – including the Dream Project (a “girls only” programme) and Girl’s Only Judo.

### **Ethnicity**

4.10 The ethnicity of Twilight basketball participants is also recorded. Due to differences in the way that ethnicity has been recorded at different sessions, it is difficult to summarise or compare the ethnic profile of participants between years and sessions. However, the data clearly demonstrates very high levels of participation of people from ethnic minority backgrounds in some communities during the evaluation period.

4.11 During 2012-13 we observed the following high minority ethnic profiles in Twilight sessions:

- Haghill - 38% of participants were non-white. Young people identified as being African; Polish; Chinese; Afghani; Filipino; and Iranian.
- Govanhill – 45% identified as being Roma or Gypsy and 40% said they were Pakistani. Only six per cent of participants were White Scottish.
- Bellahouston – about two thirds of participants were not white. When asked about their ethnicity, 25% said they were African, Caribbean or Black; 13% identified as Arab and nine per cent identified as Pakistani.

4.12 In most other sessions the majority of participants who identified their ethnicity described themselves as white.

4.13 In 2013-14:

- Data was available for 66% of participants. Just over half (51%) of participants identified as white – the largest group being Other White British with 39%. (According to figures provided, none of the participants in any session have identified as White Scottish).
- The largest ethnic groups were Black African (5%) and Pakistani (2%).
- In Bellahouston, almost half (45%) of participants were not white. Participants included Black African (18%), Other Asian (11%), and Pakistani (8%) young people.

### ***Disability***

4.14 Twilight Basketball collects information on disability. Of the 82% of participants, where this information has been captured in 2012-13, 6% had a disability. In 2013-2014, data was only available for 25% of participants. Of these, 12% had a disability. However, the large number of undisclosed records means these figures cannot be reliably compared.

### **Profile of participation - Jump2it**

#### ***Geographic reach***

4.15 Jump2it began as a small scale project, working with a total of ten schools in the Govan area of Glasgow. It has now grown to cover over 150 schools all over Scotland.

4.16 As Table 4.4 shows Jump2it operated in ten different local authorities during the evaluation period. In all three years, most roadshow participants came from Glasgow (55% in 2011-12, 53% in 2012-13 and 58% in 2013-14).

**Table 4.4: Geography and Participation Levels for Jump2it**

Year	2011-12		2012-13		2013-14		Totals	
Local Authority	No. of Road-show Participants	No. of Coaching Participants	No. of Road-show Participants	No. of Coaching Participants	No. of Road-show Participants	No. of Coaching Participants	No. of Road-show Participants	No. of Coaching Participants
Aberdeen City	608	403	*	*	*	*	608	403
East Ayrshire	707	244	*	*	*	*	707	244
East Dunbartonshire	*	*	*	*	695	397	695	397
Edinburgh	*	*	549	489	816	516	1365	1005
Falkirk	851	200	717	200	1282	320	2850	720
Glasgow City	4229	2168	4030	2048	6505	2898	14764	7114
North Ayrshire	*	*	983	494	852	399	1835	893
South Ayrshire	*	*	490	243	*	*	490	243
South Lanarkshire	125	76	102	102	153	72	380	250
Stirling	1139	596	688	257	892	163	2719	1016
<b>Totals</b>	<b>7659</b>	<b>3687</b>	<b>7559</b>	<b>3833</b>	<b>11195</b>	<b>4765</b>	<b>26413</b>	<b>12285</b>

Source: Jump2it registration data

### Levels of participation

4.17 The number of roadshow participants was 7,659 in 2011-12 and 7,559 in 2012-13. This increased significantly in 2013-14 to 11,195.

4.18 As table 4.4 shows, data was also collected on the number of young people taking part in coaching outwith the Jump2it roadshows. In 2011-12, there were a total of 3,687 participants taking part in coaching. This demonstrates that almost half (48%) of those who attended the roadshow session in that year, went on to participate in coaching. In 2012-13, 51% of those attending a roadshow, participated in coaching sessions, and in 2013-14 this proportion fell to 43%.

4.19 SSF also reports significant levels of participation in its junior clubs – the local clubs which are established in local communities to sustain participation. For example, in 2013-14:

- 445 young people participated in junior clubs;
- 32 volunteers were involved in delivery (many of whom are local people);
- 26 coaches were employed to deliver club activities; and
- 12 regional basketball events were held which involved 130 young people.



### ***Ethnicity***

4.20 As table 4.5 shows, the vast majority of pupils taking part in Jump2it roadshows during the evaluation period (at least nine out of ten) were recorded (by schools) as being white. This included any ‘other white’ participants, such as those from Eastern European countries. Other ethnicities which were significant were Pakistani (with two per cent of participant), and African/Caribbean/Black (also representing two per cent of participants). However, it is worth noting that SSF staff believe that the levels of minority ethnic young people may be under-reported by schools.

<b>Table 4.5: Ethnicity Profile of Jump2it Registered Roadshow Participants</b>						
<b>Ethnicity</b>	<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No</b>	<b>%</b>
White	5,463	93%	4,516	90%	6,177	91%
African/Caribbean/Black	127	2%	154	3%	142	2%
Mixed	31	<1%	32	<1%	63	<1%
Asian	23	<1%	36	<1%	42	<1%
Other Arab	13	<1%	24	<1%	50	<1%
Pakistani, Pakistani Scottish or Pakistani British	104	2%	136	3%	190	3%
Indian, Indian Scottish or Indian British	18	<1%	29	<1%	25	<1%
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	6	<1%	1	<1%	5	<1%
Chinese, Chinese Scottish or Chinese British	30	<1%	22	<1%	37	<1%
Other	37	<1%	16	<1%	-	-
Undisclosed	43	<1%	26	<1%	-	-
<b>Total</b>	<b>5,895</b>	<b>100%</b>	<b>4,992</b>	<b>100%</b>	<b>6,731</b>	<b>100%</b>

Source: Summary information provided by SSF

### ***Disability***

4.21 Teachers were asked to submit information relating to whether any of the pupils participating in a Jump2it roadshow had a disability. In 2011-12, teachers recorded that 4% of participants had a disability. A similar proportion was recorded in 2012-13 (4%) and 2013-14 (5%). Learning disabilities were the most common type of disability identified.

4.22 Towards the end of 2013, SSF reported they were in discussions with some schools to expand the programme with disabled pupils.

### Age and Gender

4.23 Jump2it is aimed at primaries 5, 6 and 7, which includes those aged between 9 and 13 years. As Table 4.6 shows, most participants were aged 10 -13 years.

4.24 There is an equal split of boys and girls across all year groups. This is not surprising as classes attend the roadshow as part of their school day, rather than having to opt-in after school or in their own time.

Table 4.6: Age and Gender Profile of Jump2it Registered Participants for Roadshows						
Year	2011-12		2012-13		2013-14	
Age Band	No.	%	No.	%	No.	%
Boys <10	819	15%	731	12%	1177	11%
Boys 10-13	1981	35%	2323	38%	4218	40%
Girls <10	826	15%	798	13%	1169	11%
Girls 10-13	1948	35%	2248	37%	4033	38%
<b>Total</b>	<b>5,574</b>	<b>100%</b>	<b>6,100</b>	<b>100%</b>	<b>10,597</b>	<b>100%</b>

Source: Summary information provided by SSF

4.25 SSF has identified challenges with engaging young women in sustained participation activities, but has made progress in this area. For example during 2013-14, SSF reported that 63% of junior club participants were boys, but this was an increase of 22% in female participation from the previous year.

### Education Through CashBack

4.26 During the evaluation period, SSF reports it has offered 47 courses to over 950 participants. The table below shows the name of the course, the number of times that it has been delivered, and the number of participants who have attended each.

Table 4.7: Name of course, no.of times delivered and no. of participants		
Name of course	No. of times course delivered	No. of participants
Working with Young people	26	386
Benefits of Physical Activity	5	107
Communication	5	75
Conflict Resolution	4	174
DYA in Sport	2	35
Goal Setting	2	42
Human Connection	2	128
Step Up in Life	1	8
<b>Total</b>	<b>47</b>	<b>955</b>

Source: ETC Delivery Timetable Excel spreadsheet

4.27 In addition to the courses above, a two-day event took place where five of the courses were delivered to an audience of 120 people in Edinburgh. This means that over 1,075 participants have attended the ETC courses funded by CashBack Phase 2 funding.

4.28 Courses (including the two-day event) took place across the country, but with the majority taking place in Glasgow.

Table 4.8: Location of courses	
Local Authority location	Number of courses delivered
Glasgow	21
Stirling	9
Edinburgh	8
Dumfries & Galloway	3
Falkirk	3
West Lothian	2
Highland	1
Dundee	1
<b>Total</b>	<b>48</b>

Source: SSF ETC delivery data

4.29 Not all of the courses recorded the type of participants in attendance, or the organisation that the participants were representing. Where this data is available, the following organisations were involved in participating in ETC training.

Table 4.9: Organisations involved in ETC training courses	
Organisation/participants	Number of courses attended
Active East	6
Active Schools	4
Active Stirling	2
Badminton Scotland	1
City of Glasgow students	1
Community Sport Hubs Leaders	2
Coaches	1
Highland Budokan Club	1
Jump2it	1
Partick Karate club	5
Dunblane Rugby club	1
Scottish Swimming	3
Scottish Football Association	2
Train the Trainer	1
Twilight Basketball	2
West Lothian Wolves	2

Whiteacres	2
Young people take the lead	5
Varied	3
<b>Total</b>	<b>45</b>

Source: SSF ETC delivery data

## Active East

4.30 An independent report was carried out<sup>3</sup> which gathered information on the participants taking part in projects funded by Active East small grant fund. Questionnaires were completed by participants taking part in different projects. In total, 133 young people completed a questionnaire at the start of their involvement in the activity and 97 completed a questionnaire at the end of their project. Of all participants, 78 completed both questionnaires. Some of the key findings are listed below:

- Four out of five Active Champions (80%) come from 20 per cent of the most deprived areas in Scotland.
- Data from 15 attendance forms show that 424 young people took part at least once in the activity on offer.
- Football projects had the largest number of participants. The average number of participants attending sessions at the three A&M Soccer Schools was 53, 52 and 44.
- Attendance at projects varied between individuals. Findings show that 42 per cent of those involved attended between 75-100 per cent of the sessions provided at their project.
- Although some young people dropped out of the activities provided, many of the projects finished with more participants than when they started. On average, 18 people started at a project, but this was 20 at the end of the project.
- Two-thirds of participants (66%) indicated that they were “very excited” about the prospect of taking part in the activities, with a further 29 percent “a little excited”.

---

<sup>3</sup> Active East, Year 1 Report, February 2014, University of Stirling

## 5. The Impact of the Programmes

---

### Introduction

- 5.1 This section explores the extent of progress each programme area has made towards its intended outcomes. Here we consider the qualitative evidence gathered during this evaluation and the quantitative evidence SSF has gathered through its monitoring and feedback processes. This section is mainly based on the evaluation completed in autumn 2013, but includes further evidence gathered as part of an evaluation update, in summer 2014. It also includes information gathered by a separate independent evaluation of Active East.

### Twilight Basketball - Increased participation

<b>Target Outcome: Increased participation in positive activity</b>
---

- 5.2 The first of the outcomes set for the Twilight Basketball programme was to increase participation in positive activity.
- 5.3 In relation to levels of participation, monitoring data shows that 1,130 young people registered and participated in Twilight Basketball in 2011-12, 913 in 2012-13 and 1,318 in 2013-14. The programme was delivered in some of Scotland's most deprived communities, where there may be a lack of positive opportunities.

#### ***Diverting away from negative activities***

- 5.4 This review has found strong evidence that Twilight Basketball has engaged young people in healthier activities - successfully diverting them away from negative activities, on the evenings they attended.

**65% of 204 participants surveyed at the national tournament in August 2014 said that Twilight Basketball keeps them from doing 'less healthy things' on the nights they attend.**

- 5.5 As part of our research with young people attending a Twilight session, we asked them what they would be doing on a Friday night, had they not been attending Twilight Basketball. Several of the older age groups we spoke to noted that they would have been out drinking alcohol with friends, or "hanging about the streets".

### What would you be doing on a Friday night if you were not at Twilight?

“Hanging out on the streets.”

“I’d be out drinking with my pals.”

“Oot partying.”

Twilight participants

5.6 Those from a younger age group were less likely to be involved in these sorts of activities. They were more likely to say they would have been “doing homework”, “playing football” or “computer games”.

5.7 A similar question was asked of participants during a survey carried out by Twilight in August 2014 at a national basketball tournament. The responses were varied and included continuing to play basketball elsewhere (7%) and playing another sport (14%). Others said that they would not be as active and just be ‘at home’ (18%) or ‘doing nothing’ (20%). Playing computer games (14%) and watching TV (10%) were also ways in which participants would spend their time if not attending Twilight.

“Playing basketball somewhere else.”

“Sitting in my house doing nothing.”

Participants at the National Basketball tournament

5.8 During interviews, we spoke with a community worker who reinforced these views, saying that the programme was diverting young people away from negative activities in his area on the nights it ran.

### Case study – Twilight Basketball

M had fallen into a group of friends at school who were ‘*just there to misbehave and cause trouble for everyone*’ so he used Friday night sessions at Twilight as a way out of this group of friends. Twilight gave M the same ‘brotherly’ feeling and allowed him to focus on basketball instead.

His choice and dedication paid off. After a year of attending Twilight, M was selected to play for the Glasgow Rocks Cadet Team and continued to train at both sessions.

*“Being part of a huge team motivated me and gave me the satisfaction and attention of succeeding as well.”*

He was also chosen to be captain by his peers which boosted his confidence, as he was '*proud to be nominated*' in a group of really strong players.

Adapted from case study developed by SSF

### **Health awareness and fitness**

5.9 There is evidence that young people taking part in the Twilight sessions have experienced improved health awareness and fitness. During discussions, some commented that one of their reasons for attending the sessions was 'to get fit' while others reported they had seen their fitness increase since they had been attending the sessions. Others highlighted the health lessons they had learned during education timeouts.

"It makes you fitter for a start – you can notice the difference in fitness in a couple of months."

"The drugs – they showed you what happens with each one."

"Instead of telling us not to do it, it was more positive and fun – but with a serious message about alcohol and what it does to you."

Twilight Participants

5.10 A survey conducted by SSF with Twilight Basketball participants in March 2012 showed that the percentage of respondents spending four or more hours per week on sports and physical activities had increased from 54% to 80% following participation. The most recent survey of participants further supports the evidence that the programme is bringing about an increase in health activities:

**87% of those surveyed at the national basketball tournament said that Twilight basketball had encouraged them to get involved in other sport and healthy activities. 96% felt that it had improved their health and 88% said that Twilight had helped improve how they felt about themselves.**

### **Twilight Basketball – increased participation for equality groups**

5.11 SSF specifically aims to increase participation in Twilight Basketball among young people from equality groups. Here we explore the extent to which SSF has effectively increased participation among people from ethnic minorities, young people of both genders, and those with disabilities.

**Target Outcome: Increased participation by difficult to engage equalities groups**

***Young people from minority ethnic backgrounds***

5.12 As the data in Section 3 of this report demonstrates, Twilight Basketball has successfully attracted young people from diverse ethnic minority backgrounds during the evaluation period.

5.13 When we spoke with people during our main evaluation there was some concern that bringing together people from a range of backgrounds might create tensions. But, it was generally felt the diversity of the groups was well managed and a strength of the sessions.

5.14 SSF has produced and distributed posters in Polish, Latvian and Lithuanian in order to attract young people from different ethnic backgrounds to attend the sessions.

5.15 Feedback from SSF staff was that as a sport, basketball was a good way of encouraging young people from different minority backgrounds to participate – more so than for example, football or rugby.

***Gender***

5.16 In 2012-13 there were four times as many young men participating in Twilight as young women. This trend has continued into 2013-14. SSF has recognised this challenge, and has been actively focusing on improving the level of participation among young women. In particular, it has researched, developed and tested tailored programmes – including the Dream Project and Girl's Only Judo.

5.17 During our research in autumn 2013, individual clubs reported they had seen the numbers of young women increasing recently. The young women we met with in Leven were positive about their involvement in the sport, having tried it out at school and then been encouraged by their friends to attend Twilight Basketball sessions. Their reasons for attending the sessions had been to socialise with friends, but they also recognised the fitness benefits.

“You can socialise and improve at basketball at the same time.”

Female, aged 15



### **The Dream Project - a pilot to engage young women**

SSF have recently run a ten-week pilot programme in Glasgow called the Dream Project - specifically targeting young women. The sessions ran in a similar way to Twilight basketball – incorporating drills and skills training with educational time-out sessions.

The sessions included relevant topics such as health and wellbeing, role models, sex and relationships.

SSF report that the feedback received about the programme was positive. A focus group session with an ODS researcher identified a number of positive comments about the programme. We found that the young women had met new people taking part in these sessions, learned new things and it had improved how they felt about themselves. However, the young women we spoke with suggested that the programme was not significantly different from other opportunities they are involved with, and had not encouraged them to become involved in other healthy or sport activities.

*“It has improved how I feel about myself (in what way?) I thought I couldn’t play basketball because I didn’t like it at first, but now I love it.” (Dream participant)*

### **Case study - Twilight**

C has been attending Twilight Basketball regularly – despite being the only girl at the sessions. C is treated in the same way as the boys, and she felt that this had improved her confidence and helped her to make new friends.

*“I would like it if more girls would join our group, but when I play with the boys it is still fun because I get treated . . . the same as everyone else and never left out.”*

Adapted from case study developed by SSF

### ***Disability***

5.18 The data relating to disability in 2012-13 suggests that about one in twenty registered participants of Twilight said they were disabled. This is broadly in keeping with the proportion of young people who report a long term condition or disability which limits their day to day activities a lot<sup>4</sup> – although the proportion of young people who consider themselves to be disabled may be significantly higher.

### **Improved relationships and identity**

5.19 A key aim for Twilight Basketball is to encourage participants to develop positive relationships and social networks.

**Target Outcome: Participants develop positive peer networks and relationships**

**Target Outcome: Increased supportive social networks and feelings of belonging**

### ***Making new friends***

5.20 Although many of the young people we spoke to had found out about Twilight Basketball from their friends and came to the session already with a 'buddy', there were some who came alone and had since made friends.

"I made friends."

"We meet new people."

Twilight participants

5.21 As part of our discussions with young people at two Twilight sessions, we asked them what the 'best thing about Twilight Basketball' was. Ten (out of fifty-nine) young people said that the best thing was "meeting new friends". SSF's own survey (carried out in March 2012) suggested that just under a third of respondents (30%) took part to meet new people.

5.22 Some Twilight Basketball sessions attracted participants from different local areas, and therefore different schools. Some had not known each other before they attended the session, but playing in a team had helped to foster good relations.

---

<sup>4</sup> Scotland's Census 2011 - National Records of Scotland, Table DC3101SC - Long-term health problem or disability by sex by age

“This is a really funny group. I don’t think any of us would have been friends outside of this.”

“You all know each other so you can have a laugh.”

“I like the social aspect and its fun – and it’s something to do on a Friday night.”

“We are now friends outside of the club.”

Twilight participants

5.23 Progress towards these outcomes was very strongly supported by a recent survey which showed that almost all the young people who responded said the sessions had helped them make new connections:

**98% of 204 young people surveyed in 2014 said that Twilight had helped them to meet new people and 99% said that they had made new friends.**

### ***Feeling part of a team***

5.24 In addition, the young people we spoke we spoke with at Twilight mentioned their involvement in tournaments and competitions. They valued travelling to different areas, meeting new people and bonding as part of a team.

“Our friends and family come and we get a bus.”

“We need more games against other teams.”

Twilight participants

5.25 SSF staff agreed that the Twilight Basketball tournaments develop a “sense of family and a team ethos”.

5.26 It was also felt that attending Rocks games in groups had been beneficial to young people, in terms of socialisation and motivation. Young people felt “important and trusted” being allowed to go to a game.

5.27 Some Twilight coaches asked some of the older, more experienced young people to help new participants during the sessions. This seemed to help to boost the confidence of the new players, but also gave the existing players more responsibility.

### ***Feeling safe***

5.28 Participants taking part in the National basketball tournament in August 2014 were asked specifically about their feelings of safety while at Twilight sessions and whether there was anything that made them feel unsafe or uncomfortable.

5.29 The vast majority of the 204 participants (99%) indicated that they felt safe during their Twilight basketball sessions, and of these, 82% said they felt 'very safe'. Very few participants said that they felt unsafe or uncomfortable at Twilight sessions. One person was concerned about hurting younger players, and another felt uncomfortable with the topic of an educational timeout session.

"Sex educational time out made me uncomfortable because it was about sex."

"I feel uncomfortable playing basketball with people younger than me because I'm scared of injuring them."

Twilight participants

### Impact on communities

5.30 Reducing levels of crime and anti-social behaviour was a long-term outcome for Twilight Basketball during the evaluation period.

#### Target Outcome: Reduced levels of crime and anti-social behaviour

5.31 Most (although not all) Twilight sessions take place on a Friday night. The intention is that young people attend Twilight sessions instead of hanging about the streets, or getting involved in anti-social behaviour. It is also hoped that, by changing their behaviours and supporting them develop positive social networks, this may lead to reduced criminal and anti-social behaviours in the longer term.

5.32 As previously discussed, there is evidence that young people are being diverted from negative activities as a result of Twilight Basketball. The 2014 survey of 204 Twilight participants and our discussions with young people strongly support this. In particular:

**69% of participants surveyed said that Twilight basketball keeps them from getting into trouble on the nights they attend.**

5.33 Our interviews identified individuals who felt Twilight had directly reduced their involvement in crime and anti social behaviour.

"I came here four years ago. . . Back then I got into so much bother, fighting and doing bad stuff, but now I'm kept occupied."

"[Without Twilight] I'd get into fights all the time, and on a night out would spend so much money then get in bother with the police."

Twilight participants

5.34 The scope of this review has not allowed us to explore whether Twilight Basketball has led to reduced levels of crime and anti-social behaviour across the areas in which it operates – although we did find evidence that some young people are adopting more positive behaviours on the nights that Twilight Basketball runs. SSF has recently worked with Police Scotland and other local partners to explore the impact of Twilight Basketball on local crime and antisocial behaviour. SSF reports that:

- In Dunfermline, a police officer reported that Police Scotland had seen a fall in calls about young people causing anti-social behaviour, since Twilight Basketball began delivering sessions there.
- In Torry, statistics provided by Aberdeen Community Safety Partnership suggest an 83% reduction in youth annoyance since Twilight sessions were established.

5.35 In addition:

- There is also anecdotal feedback that the Twilight Basketball programme has brought about positive changes in one of the Glasgow communities it operates in. During the interviews for this evaluation, a representative from the area said that the sessions have had a positive effect on reducing gang fighting. The feedback from this person was that the Twilight session had brought young people together, who might not normally socialise. This had a calming effect on territorialism.
- In Peterhead, a Social Return on Investment (SROI) analysis has been undertaken by a local partner. This indicated that the Twilight Basketball sessions had had a positive impact on community safety in the community in which it operates. This SROI reported that the £8,000 investment into Twilight sessions in the local area resulted in a saving of £36,000.

<b>Target Outcome: Better community integration and cohesion</b>
--

5.36 The monitoring data provided by SSF clearly demonstrates that Twilight Basketball brings together young people from diverse ethnic backgrounds. The young people we spoke with reported having made friends with others they might not normally have engaged with. The recent survey clearly indicates that the programme has improved young peoples' understanding on other cultures and backgrounds:

**90% of participants surveyed at the national basketball tournament in August 2014 said that Twilight Basketball has helped them better understand people from other places, backgrounds and cultures.**

5.37 In one local area, SSF reports that the Twilight team had a particularly good relationship with the local community police officers. Twilight participants had organised community basketball games between the local police and young people, which were ‘very successful’. The officers got to know the young people and could speak to them on equal terms if they saw them in the street.

5.38 During the evaluation period SSF has focused on raising the profile of anti-sectarianism. In March 2013 a major Twilight anti-sectarianism tournament was held. Delivered in partnership with external partners, it included a series of educational workshops with the 350 young people attending.

### **Interest in basketball**

5.39 Another key benefit that 12 (out of 59) participants we spoke with from Twilight sessions indicated was the ‘best thing’ about the programme was their increased interest in basketball. Some young people had come along to the sessions without a real interest in the sport, while others had joined local basketball teams - and used Twilight as a means of maintaining their training, but in a more relaxed atmosphere.

“I wanted to get onto a team and develop my skills.”

“I play basketball here, and now I play in other teams.”

Twilight Participants

5.40 This was echoed in the 2014 survey of Twilight participants. Over a third of participants said that the best thing about Twilight basketball was being able to play basketball. Others commented on being able to play games (14%) and also being able to have fun (11%).

“Having the opportunity to play basketball indoors with friends.”

“I don't know, I just love basketball.”

Twilight Participants

### **Learning something new**

5.41 Participants surveyed in 2014 were asked whether Twilight basketball had helped them develop different skills. Participants were most likely to say that their basketball skills had improved with 99% of participants in total saying their skills had improved either a little (15%) or a lot (84%). Participating in Twilight sessions had also helped them learn about helping others (96%), team building (95%) and respect for others (95%), and health and nutrition (88%).

**98% of those surveyed at the national basketball tournament said that they had learned new things from being involved in Twilight basketball.**

### **Progression to volunteering or coaching**

5.42 The Twilight team have worked to identify progression routes for young people who wanted to take their involvement in basketball further - for example, by going on to further education to gain coaching qualifications.

5.43 Feedback from the young people and coaches involved in Twilight basketball suggested that as a result of attending the sessions, some young people have volunteered to take on leadership roles in other settings. For example:

- One young woman had recently volunteered to coach the school netball team, while others had taken on basketball coaching, either at school, or in private clubs.
- In one community, three Twilight Participants have gone on to become “Active Champions” as part of Active East.
- Another of the coaches for Twilight had started off as a participant, after being encouraged to attend a session by SSF staff during a recruitment drive. Years later, he is still involved and is now regularly coaching one of the Twilight sessions.

“I like to coach this year group. The younger ones are fine, but I prefer the older ones as their performance level is better.”

Former Twilight Participant

5.44 The survey conducted by Twilight in March 2012 asked participants at the Twilight session what aspects of volunteering they might be interested in. Results were positive, with 75 per cent of respondents indicating an interest in coaching. The most popular role was as an assistant coach (with 52% of respondents indicating this would be their preferred type of involvement).

5.45 Similarly, the 2014 survey asked whether participants had thought about or were already participating in volunteering, coaching, as an Ambassador or as an Active Champion. A quarter of participants in the national tournament were already volunteering (25%, 44 participants) while a further 32% had considered volunteering. Some participants (16%, 28 participants) were already coaching while a further 35% (62 people) indicated they had thought about coaching.



### **Case study - Twilight**

P quickly developed into a leader at Twilight, not long after joining the sessions. His confidence grew and so did his ambition to become a coach. P was supported by Twilight staff to gain his coaching qualification and went on to join the Twilight staff on a permanent basis. He now has a full time position as a basketball coach.

*“I got a lot from Twilight basketball, and securing a career in sport is the next big step.”*

Adapted from case study developed by SSF

### **Jump2it**

#### ***Increased participation in positive activity***

5.46 As with Twilight Basketball, one outcome set for the Jump2it programme was to increase participation in positive activity. In addition, Jump2it aims to increase participation in wider sports provision, and lead to a sustained change in participation. Here we discuss the evidence which suggests that the programme has successfully increased participation in Basketball, and led to improved participation in basketball within communities during the evaluation period.

<b>Target Outcome: Increased participation in positive activity</b>
---

5.47 The monitoring data for Jump2it shows that 7,659 participants were involved in roadshows in 2011-12, with 7,599 in 2012-13 and a further 11,195 in 2013-14. Of these, there were a total of 3,687 participants who also took part in coaching in 2011-12, 3,833 in 2012-13 and 4,765 in 2013-14.

<b>Target Outcome: Increased opportunities for continued participation by linking up and signposting to other provision</b>
---

<b>Target Outcome: Sustained participation in positive activities</b>
---

5.48 Importantly, Jump2it has successfully developed a number of “Junior” clubs in the areas it is delivered. These have offered young people the opportunity to participate in basketball outwith school.

5.49 According to SSF data, 445 young people have attended a junior club (282 boys and 163 girls) during 2013-14. This demonstrates a small reduction in participation overall, as 482 young people attended in 2012-13.



5.50 In addition, Jump2it staff have worked to establish strong links with affiliated basketball clubs, health programmes and active school networks in local areas. SSF data on junior clubs is available for 2013-14 and suggests SSF's joint work with existing clubs has developed progression routes for young participants. During the year SSF worked to signpost young people to nine different local clubs. According to SSF reports, during 2013-14 its outcomes included:

- SSF worked with Nghomes, basketball Scotland and Glasgow Storm to increase club participation from five to 33 participants.
- With SSF support, five young people have progressed from junior clubs to participate in the Glasgow City club. As a result of this relationship, Glasgow City has now taken over delivery of the Bannerman High School junior club.
- A new local club was established which links into Glasgow Rocks Under 12 provision.
- Through building a working relationship with the Glasgow Cuckoo basketball club, two junior club participants have gone on to play for the team.
- Two clubs attended a junior clubs event to "talent scout".
- Four young people progressed from junior clubs to join Cumbernauld Chiefs.

5.51 SSF's own evaluation work suggests that the junior clubs are increasing the activity levels of participants. During a survey of children involved in junior clubs in March 2014, almost nine out of ten said that their involvement had increased their physical activity levels and was extra to what they would normally do in a week.

#### **Case study – Jump2it**

W had never attended any sports clubs before Jump2it came to his school. He was interested in playing more basketball and decided to attend a junior club after school. He enjoyed playing the sport and made new friends with people from different schools. W spent over 40 hours playing basketball with Jump2it and has since performed in front of thousands of Glasgow Rocks fans at the Emirates Arena on two occasions.

*"The basketball club has got me thinking about what I want to be when I'm older and I would like to reach professional level in basketball."*

Adapted from case study developed by SSF

5.52 Following the roadshows, all pupils are asked by SSF to complete a survey. Our analysis of the surveys conducted in 2011-12 and 2012-13 show that over both years of the programme, over half (58%) of pupils would consider attending a basketball club in their area.

5.53 Following the Jump2it roadshows we attended, we asked the 16 pupils we spoke with whether they would now play more basketball, since meeting the players from Glasgow Rocks and participating in some basketball related activities. All said they would, with fourteen pupils stating that they strongly believed they would. Several young people also reported that they were already participating in basketball outwith school.

5.54 It is hoped that the work to develop and strengthen local basketball structures, coupled with the strong interest in basketball Jump2it participants have shown, will continue to lead to sustained increases in participation in the longer term.

#### **Case study – Jump2it**

A enjoyed the Jump2it sessions so much that she joined the local community club – with some encouragement from her parents who wanted her to get fitter. She has now gained a huge interest in basketball, investing in her own equipment to practice at home. Her enthusiasm is also now shared by her family who have become regular attendees at Glasgow Rocks games. A has now expressed an ambition to play for the Lady Rocks Senior women's team.

Adapted from case study developed by SSF

#### ***Improved awareness and understanding of health issues***

5.55 A key outcome area for the Jump2it programme relates to improving awareness and understanding of health issues. In particular, the programme is designed to improve young people's understanding of the 'dangers of alcohol' and the 'dangers of smoking'. Pupils attend different talks, covering alcohol, healthy eating, smoking and physical exercise. Each session gives the young people information about the topic.

<b>Target Outcome: Participants demonstrate new skills and positive changes in behaviours</b>
---

<b>Target Outcome: Sustained improvements in awareness of the benefits of play, interactive, physical and social activities</b>
---

5.56 Overall, we found that young people had retained a significant amount of information about alcohol, smoking and healthy eating when we spoke with

them. They were able to recall key facts, and clearly felt that their knowledge and understanding had improved.

“I learned about the dangers of alcohol and smoking and what they can do to your body.”

Jump2it participant

5.57 During our research, pupils taking part in Jump2it roadshows were asked to indicate, using sticky dots, the strength of their agreement to a number of statements. One of these was ‘I learned something new from the education stations’. All sixteen pupils taking part across two focus groups indicated that they agreed (3) or strongly agreed (13) that they had learned something new from the Jump2it roadshow.

5.58 Following the roadshow, all pupils are asked in the pupil survey whether or not the Glasgow Rock’s players taught them anything about the dangers of alcohol. Our analysis indicates that over the three year period nine out of ten young people said they were more aware of the dangers of alcohol as a result.

5.59 During our discussions with them, we found pupils were able to recall in detail the session they had attended on alcohol, and had retained key facts and messages.

“If you drink too much you can be addicted and die.”

Jump2it participant

5.60 The Jump2it survey also asked whether they had been taught anything about the dangers of smoking. The data again shows that nine out of ten young people had learned about the dangers of smoking.

5.61 As with alcohol, we found that the young people we spoke with demonstrated a high level of retention from the sessions they had attended with the Glasgow Rock’s players on the dangers of smoking.

“It can take 16 years of your life off and you get lung disease.”

Jump2it participant

5.62 A significant number of young people we spoke with felt strongly that they would avoid bad habits as a result of the programme.

“It has changed my perspective in life.”

Jump2it participant

5.63 The pupil surveys completed after the roadshow asked pupils **‘do you think exercise is good for you?’** Almost all young people (97%) said they believed it was.

5.64 The pupil surveys also asked whether the pupils had done anything differently, in terms of changing their behaviour since the roadshow visit by Glasgow Rocks. Data indicates that the majority of pupils reported a change; either big or small.

Table 5.1: Changing behaviour									
Have you made a change since the Rock's visit?									
	2011-12			2012-13			2013-14		
	Big	Small	None	Big	Small	None	Big	Small	None
Reported changes	34%	51%	15%	36%	47%	18%	40%	44%	16%

Source: pupil feedback forms

5.65 Some examples of the ‘big’ changes included eating healthier foods and taking more exercise. Small changes involved practicing basketball and telling friends and family not to smoke or drink alcohol.

5.66 In an online survey of over 50 teachers conducted by SSF between November 2013 and March 2014:

- more than seven out of ten felt that pupils had increased knowledge as a result of the programme; and
- more than nine out of ten teachers said the programme supported them deliver Curriculum for Excellence outcomes.

### Depth survey with teachers

Seven teachers completed a survey at the ‘Champion of Champions’ event in summer 2014 which gathered evidence about the impact of the programme.

All of the teachers reported an increase in confidence in all the participants through their experience of the programme. They also noted a change in their diet with more children eating healthier foods and being more aware of the correct things to eat in order to lead a healthier lifestyle.

*“Kids are bringing in healthier snacks at break.”*

Teachers believed the roadshows had made a slightly greater impact on the pupils’ understanding of health and physical activity than wider coaching (with 66% rating this as 5 out of 5 for roadshows, and 50% rating a 5 for coaching sessions).

## Education Through CashBack (ETC)

5.67 ETC has six intended outcomes which reflect key CashBack outcomes.

Although ETC is still a relatively new programme, staff have begun to collect evidence of progress in relation to these outcomes. After each training course, participants are asked to immediately complete an evaluation form.

Participants are then followed up after six months, and then one year after the training to see how they have used their training in practice. As part of our evaluation update, we spoke with a small number of course participants, and their views are shown here as quotations.

### *Increased opportunities*

5.68 The first of the intended ETC outcomes relates to increased opportunities to develop interests and skills.

<b>Target Outcome: Increased opportunities to develop interests and skills</b>
--

5.69 ETC has successfully implemented all eight training courses from a “standing start” within a year. Staff reported that there was a “real appetite” for the training and that demand was high.

5.70 Feedback was gathered from those attending ETC training for the last quarter of 2013-14 through anonymous surveys following completion of sessions<sup>5</sup>. In total, 96% of respondents said that they agreed or strongly agreed that “this training has offered me additional opportunities to develop new skills and interests”. Over a quarter (28%) of participants listed three or more specific skills that they were taking away from the training. This finding was reinforced by one of the participants we spoke with:

“It made me think and refresh how we do things. (in what way?) I’m now able to plan and think more about what needs done.”

ETC participant

### *New skills and positive change*

<b>Target Outcome: Participants demonstrate new skills and positive changes in behaviours</b>
---

5.71 One of the challenges reported by ETC staff was gauging positive change because the ETC intervention is a ‘one-off’ training programme. However, data

---

<sup>5</sup> SSF balance scorecard Quarter 4, 2013-14 All projects

on how participants have applied their learning from Quarter 4 indicated that 67% of participants agreed or strongly agree that "following the training I have applied the new skills I learned" and 67% said "my approach to working with young people has changed as a result of the training."

"The conflict resolution one was really interesting. I didn't know there were so many different types of conflict. It was so good that I'm trying to organise for our whole staff to attend the course."

ETC participant

"Often courses focus on the skills that you take away, but this focused on the personal connection and if young people are disengaged there could be a range of reasons why and it's about building relations beyond the sports."

ETC participant

### **Case study - ETC**

D has successfully completed the first module of ETC and is already putting his new skills to use in his role with young people in a deprived area of Glasgow. He now felt more empathy towards the young people he worked with, based on the relationship he had with his own tutor, and how their belief in him, showed D that he could do the same for others.

*"I know how to deal with challenging situations and what is in my comfort, panic and stretch zones."*

### **Confidence in their skills**

**Target Outcome: Participants develop confidence in their skills and develop aspirations for further learning and development**

5.72 Participants were asked to comment on how confident they felt in their role as a result of the ETC training courses. SSF data for Quarter 4 of 2013-14 indicates that 87% agreed or strongly agreed that they felt more confident. In addition, 92% indicated their interest in more training on a similar theme.

"I was already quite confident, but I have now developed other ways to approach situations more sensitively."

ETC participant

### ***Positive peer networks***

**Target Outcome: Participants develop positive peer networks and relationships**

5.73 ETC staff reported that there was an enthusiasm for the courses among participants and their survey data reports positive feedback. For example, in Quarter 4 of 2013-14, 92% of participants reported establishing positive peer networks and were able to specify the value in this. One participant we spoke with provided an example:

“I made some good connections, like with a young carer’s organisation and we’ve since worked together to set up a cycling club for young people.”

ETC participant

### **Intermediate outcomes**

5.74 In addition to the short term outcomes listed above, ETC is also monitoring its progress against two intermediate outcomes. Staff noted that these were more difficult to measure as they involve more sustained change.

**Target Outcome: Sustained improvements in awareness of the benefits of play, interactive, physical and social activities.**

**Target Outcome: Increased horizons and improved outlook amongst participants.**

5.75 Questions to gather feedback from participants on these outcomes are included in the follow up evaluations, which take place six and twelve months after the ETC training. Data on these outcomes will be available during 2014-15, and the subject of future reporting.

### **Views on future impact of ETC**

We spoke with one organisation which is already participating in the ETC programme. They hoped that the ETC programme would have an impact on young people in that it could lead to “better relationships, and help coaches engage more closely with young people”.

They also anticipated that the programme would help coaches to better respond to the individual needs of young people, and to recognise and respond to disengagement sooner.



## Active East

5.76 Active East began delivery in December 2012. It aimed to use the Glasgow 2014 Commonwealth Games as a catalyst to address significant issues relating to young people's lack of participation in sport and physical activity in the East of Glasgow and to create a local legacy from the Games. Staff posts are funded through Comic Relief and Big Lottery, while all of the funds to run the Active East programme (which includes Active Champions, Small Grants and Events) come from the Robertson Trust. Importantly, Active East is reported to be "owned" by all its partners – although SSF facilitates this partnership, and manages the funds.

5.77 The aim of the programme is to assist young people gaining transferable, life skills and therefore increasing their likelihood of achieving positive outcomes. Active East recruit Active Champions, who are young volunteers, aged between 14 and 25. As of June 2014, there were 53 Active Champions volunteering with 33 local partner youth and sport organisations, which form Active East.<sup>6</sup>

### Recruiting Active East Champions

Group induction courses take place to recruit the Active Champions. This allows the Active East staff to deliver activities such as icebreakers or team building games that the Active Champions can use themselves within their own community groups. The courses provide practical examples of how sessions and activities can be organised which can be a useful learning experience for the course participants. Another of the main reasons was getting the young people together and getting them familiar with each other. This is helpful in building team cohesion which was considered helpful in planning and delivering activities because they were more able or willing to support one another.

*Extract from Active East, Year 1 Report, February 2014*

5.78 Through Active East, these young people complete an individualised programme of awards and training in sport and physical activity and volunteering, and put the skills they learn into practice through coaching at partner youth and sport organisations. The programme, which has achieved legacy status, is working towards achieving the following three outcomes:

- Increase and maintain the number of young people accessing accredited training and development opportunities.
- Increase and improve partnership working among local community organisations.

---

<sup>6</sup> Active East, six month progress report, June 2014



- Young people increase their levels of physical activity and associated wellbeing.

5.79 SSF receives funding from the Robertson Trust to provide Small Grants Awards to community organisations and groups. The small grants programme is a key element of the Active East programme, and aims to support local groups to build their capacity and resources to deliver sport activities. The grants mainly support staff training, support and equipment. There are two strands of funding available through the small grants process: 'Active' which is about new physical activity provision and 'Building' which involves training. Both strands reflect the aims of Active East by creating opportunities for young people to get active and building the capacity of the organisations to sustain the activity. Partners with Active Champions on board may apply and at least one Active Champion must be involved in some way with the activity.

5.80 The Active East Team supports local community groups to provide training for delivery staff (linked to the development of Active Champions) and to allow them to offer opportunities for community members to take part in locally available sport and physical activity opportunities.

5.81 By June 2014, a total of £38,864 had been awarded to 20 successful applications for funding.

#### **Examples of small grant projects**

**Glasgow East Rugby Club** - is looking to establish a new under 18s section for the club. They will provide a TRY IT sessions every Friday evening 7-8pm Jun-Oct. They will be targeting schools and community events to welcome new participants. By October, the aim is to have a minimum of 10 new club members who could then train alongside the other divisions to sustain the sessions beyond the grant.

**PEEK** – teamed up with Scottish Rowing to offer three half day taster sessions during their Easter programme and would like to offer a 10 week course at Strathclyde Park as a progression for those that showed a keen interest. Scottish Rowing are working to engage more community groups and plan to utilise local spots such as Hogganfield Loch and Alexandra Park to make the sport more accessible to young people.

*From Active East Six Month Progress Report, June 2014*

5.82 Active East has a number of specific intended outcomes. Progress towards these has been the subject of a separate, independent evaluation. Here we

consider the emerging evidence from this evaluation process, in relation to the intended outcomes.

### ***Accredited training and development***

**Target outcome: Increase and maintain the number of young people accessing accredited training and development opportunities.**

5.83 As of June 2014, there were 53 Active Champions as part of Active East. Some were performing as part of the Commonwealth Games opening and closing ceremonies. Other opportunities have included training in 'goal setting', first-aid, and 'benefits of physical activity' (some of which are ETC courses). Each Active Champion has a Personal Development Plan (PDP) which they work through with a partner who takes responsibility for any identified action points. All Active East Champions undertake an awards programme (such as Youth Achievement Awards or Dynamic Youth Awards) to recognise their achievement.

### ***Partnership working***

**Target outcome: Increase and improve partnership working among local community organisations.**

5.84 SSF reports that joint working between local community organisations has improved significantly since the Active East programme began. Previously, some relationships had been difficult, and youth activities were often operating in isolation from each other. The programme has actively supported organisations to apply for joint funding and work together. SSF reports that this had led to improved relationships which it believes will ultimately lead to improved provision.

**Target outcome: Young people increase their levels of physical activity and associated wellbeing.**

5.85 Active Champions have been identified to become peer motivators and to deliver volunteering activities to other young people. On average, each Active Champion had delivered 27 hours of volunteering activity in a quarter. Two of the Active Champions won awards at the Street Games national awards including 'Best New Volunteer' and 'UK Volunteer of the Year'.

5.86 Progress reports<sup>7</sup> from June 2014, report that 69% of respondents said they are more active now, than before their involvement in Active East.

### **The Personal Development of Active East Champions**

As part of the independent evaluation of Active East, Active Champions are surveyed at the beginning of their involvement in Active East and again at the end to gauge the impact and value of their participation. The surveys of Active Champions were designed to obtain findings on their 'mind-set', their 'life-effectiveness' their self-efficacy, self-esteem and life satisfaction. Each element was measured on a different scale. For example, the Rosenberg Self-Esteem Scale, a ten-item scale that assesses levels of self-worth. The findings show that the mean self-esteem score of Active Champions at the beginning of the project was 21 and around the mid-point of the normal range (normal scores are considered to be between 15-25). By the follow-up survey Active Champions' scores increased to 22 suggesting an improvement in Active Champions levels of self-worth.

*Data from Active East Year 1 Report, February 2014*

### **Active East case study**

By his own admission, volunteer G was 'heading in the wrong direction'. He was often suspended from school and was known to the police. However buying a bicycle gave him opportunities to do his own thing.

In August 2013, volunteer G joined the Active East project in the east end of Glasgow. As well as running, biking and kayaking sessions every week, volunteer G helped out at the Great Scottish Run, Jump2it Basketball events, and SKY cycling events. He has recently been invited to join the grants panel for Active East.

Volunteer G worked at the Youth Active Festival run by Active East which attracted over 600 young people. He also now does volunteer work for a first aid charity and is part of the Police Scotland volunteer programme.

He collected three awards at The Co-operative StreetGames Young Volunteers Awards 2014. As well as being named the Best New Volunteer and the Scotland regional winner, he won the UK Young Sports Volunteer of the Year accolade as the overall winner.

*Adapted from case studies developed by SSF*

---

<sup>7</sup> Active East six month progress report, June 2014

## 6. Conclusions and Recommendations

---

### Delivering positive change for young people

- 6.1 There is clear evidence that the main programmes are delivering positive outcomes for young people, in line with the intended outcomes of the programmes. In particular, there is good evidence that young people who participate in **Twilight Basketball** are engaging in more positive activities during the period they are involved in the programme; building positive relationships and peer networks; and improving their fitness, skills, confidence and understanding of people from other places, backgrounds and culture.
- 6.2 Given the scope of this research, it has been difficult to understand the extent to which the Twilight Basketball programme is leading to more widespread and longer term changes for individuals and communities. However, there is evidence from two communities which suggests the Twilight Basketball model can bring about positive changes in the levels of anti-social behaviour and violence in the areas in which it operates.
- 6.3 In relation to **Jump2it**, there is strong evidence that the programme is bringing about immediate changes to the knowledge, interest and health related behaviours of the young people it engages with. Young people who have participated in the programme have clearly been inspired by it, and plan to do things differently as a result. However, as with Twilight Basketball, it is difficult to establish the extent to which these changes in knowledge and understanding have led to (or will lead to) longer term behavioural changes.
- 6.4 On the whole, feedback about the way the two main programmes deliver activities with young people has been extremely positive. The young participants we spoke with clearly loved the programmes and other stakeholders were enthusiastic about the way they were run. There were very few suggestions for improvements. Success factors include the use of role models, and friendly, fun and safe environments.

### Supporting the development of skills within other programmes

- 6.5 The Education Through CashBack programme has begun to gather feedback from participants. Although at an early stage, the feedback is very positive, with significant proportions of participants reflecting that the training had improved their confidence, established positive peer networks, and changed their practice as a result of training.

- 6.6 By carrying out its follow-up surveys with participants after six and twelve months, as planned, SSF will be able to measure the extent to which these changes are sustained.

## Development during 2013-14

- 6.7 Our initial evaluation highlighted a number of areas in which SSF could develop its CashBack funded programmes in order to maximise its reach and outcomes. The table below sets out the main recommendations we made, and SSF feedback on progress in these areas.

Our recommendations	Progress
<i>Effectively managing progression for young people within Twilight Basketball.</i>	
<p>We recommended:</p> <ul style="list-style-type: none"> <li>• a review of capacity pressures;</li> <li>• a review of the profile of young people attending clubs such as Bellahouston (to establish how long they have been attending; working with young people engaged for a significant period to progress to other activities;</li> <li>• further supporting the “handover” of sessions to local groups or clubs; and</li> <li>• developing a more structured approach to the programme.</li> </ul>	<p>SSF has advised:</p> <ul style="list-style-type: none"> <li>• Capacity pressures are unique to Bellahouston.</li> <li>• SSF is regularly analysing the profile of young people attending sessions.</li> <li>• SSF is continuing to develop progression pathways – including work on a partnership logic model with basketballscotland.</li> <li>• SSF will continue to work with participants according to their individual needs – recognising that sustained engagement is appropriate for some young people.</li> <li>• In new areas, SSF has already explored opportunities to develop sustainable pathways and to “hand over” sessions to local communities after a period of time. It is also working with local partners to develop community ownership.</li> </ul>
<i>Reaching young women and disabled people.</i>	
<p>We recommended that SSF continues to work to better engage young women and consider how to engage other specific equalities groups.</p>	<p>SSF has advised:</p> <ul style="list-style-type: none"> <li>• It has developed tailored programmes to test methods for effectively engaging young women.</li> <li>• SSF has successfully increased female participation in its junior clubs.</li> <li>• SSF is working to engage with equalities organisations to understand barriers and overcome these.</li> <li>• SSF has actively targeted activities towards young people with significant</li> </ul>

	<p>additional support needs.</p> <ul style="list-style-type: none"> <li>• SSF is also working to improve its equalities work through its new equalities policy and the establishment of an equalities working group for its programmes.</li> </ul>
<i>Monitoring, evaluation and reporting</i>	
<p>We recommended SSF:</p> <ul style="list-style-type: none"> <li>• works to improve the quality of monitoring information gathered;</li> <li>• continues to improve the way it records financial information;</li> <li>• gathers examples of joint working more often; and</li> <li>• uses detailed case studies to understand longer term impacts.</li> </ul>	<p>SSF has advised:</p> <ul style="list-style-type: none"> <li>• It is rolling out a new inputting system called “Upshot” for its Twilight and Active East programmes.</li> <li>• It is delivering training to improve the quality of data gathered.</li> <li>• Jump2it continues to work to improve collection of data from schools.</li> <li>• SSF has begun gathering specific examples of joint working to illustrate the outcomes from this.</li> <li>• SSF has begun gathering more detailed case studies, and will continue this during Phase 3 funding.</li> </ul>
<i>Exploring opportunities to expand the Jump2it programme</i>	
<p>We recommended SSF considered opportunities to use the Jump2it model to deliver other positive messages to young people and discuss these with potential funders.</p>	<p>SSF has advised:</p> <ul style="list-style-type: none"> <li>• It has met with No Knives Better Lives and Show Racism the red card to look at new modules.</li> <li>• Teacher feedback suggests that teachers value the health focus, as it leads into other curriculum topics.</li> </ul>

6.8 We feel that SSF is pursuing the main recommendations we originally made, and will continue to do so during 2014-15.

## **Appendix One: Detailed Methodology**

---

### **Inception meetings**

1. We initially met with the team from Scottish Sports Futures (SSF) to discuss and finalise the approach to the main evaluation and agree the scope of the research. At this meeting we were also provided with existing information about the CashBack funded programmes and agreed a list of consultees for the research. We also met with key staff members to discuss the draft report. We met with SSF in August 2014 to agree the scope of the update and gather relevant information. We met with them in September 2014 to discuss the draft evaluation update report.

### **Reviewing existing information**

2. We collected information currently held on the three CashBack funded programmes. This included:
  - pupil and teacher evaluations of the Jump2it programme for 2011-12 and 2012-13;
  - monitoring information on Jump2it participants for 2011-12, 2012-13 and 2013-14;
  - survey results for Twilight Basketball based on feedback from 138 young people from 2012;
  - weekly and quarterly monitoring reports from Twilight Basketball coaches;
  - all registration data available for Twilight Basketball for 2011-12, 2012-13 and 2013-14; and
  - ETC information including statistics on the number of courses, participants and locations, and feedback survey data.

### **Interviews with stakeholders**

4. As part of the main evaluation, we received a list of contacts from SSF for coaches, partners and staff we should speak to about their involvement in each of the programmes. We developed discussion guides for these interviews, which explored:
  - information on how the programmes got started;
  - how the programmes are promoted;
  - what the programmes were trying to achieve and perceptions of success;
  - views on the successes and challenges of the programme; and
  - views on the outcomes and impacts of the programmes.

5. Four staff and one Board member from SSF were interviewed as part of our initial research. This included the Chairman, Development Manager, as well as the Programme Managers for each of the three programmes. Two telephone interviews took place with Twilight Basketball coaches.
6. We also interviewed four external partners about their views on how the programmes were delivered and their impact.
7. For the update research, we interviewed two staff from Education Through CashBack and five participants who had attended one or more modules. Interviewees were identified by SSF.

### **Interviews with young people**

8. We discussed with the Programme Managers for both the Twilight Basketball and Jump2it sessions how best to engage with the young people involved in their programmes. During our initial evaluation in autumn 2013 we agreed to visit two sessions of each programme (four sessions in total). In summer 2014 we ran an additional focus group with five young women who had participated in the Dream Project.

### ***Twilight Basketball sessions***

9. We arranged to attend two Twilight Basketball sessions (one in Glasgow and one in Leven) to meet with young people. The two sessions were suggested specifically by the Twilight Coordinator as good opportunities to reach a large number of young people with significant experience of the programme, but which also allowed us a mix of both urban and rural areas.
10. Two researchers from ODS attended each Twilight session to speak to young people. These took place on a Friday evening between 6pm and 9pm in Bellahouston Leisure Centre, Glasgow; and between 7pm and 10pm in Levenmouth Swimming Pool, Leven. We spoke to the young people about:
  - how they found out about Twilight;
  - what sort of things they do during a session;
  - their views on the 'timeout' sessions and tournaments;
  - the difference Twilight had made to them;
  - what they would be doing if they were not attending the Twilight session; and
  - whether Twilight had been of benefit to them.
11. Consultation with young people at the Twilight Basketball sessions took place through a combination of paired interviews and small group discussions (with around six young people at a time). This was to ensure that the young people



felt comfortable to talk to the researchers and to encourage each other to engage.

12. We held the first Twilight Basketball session in Glasgow with 29 young people who spoke about their experiences. The young people were aged between 12 and 20 years.
13. During the second session in Leven, 30 young people took part in small group discussions with the researchers. These young people were aged between 11 and 21 years.

### ***Jump2it sessions***

14. We visited two schools that had very recently taken part in a Jump2it roadshow - one in Glasgow and one in Stirling. We met with pupils to discuss what they thought of the Jump2it roadshow. We asked them about:
  - their recollection of the Jump2it roadshow;
  - their views on the education stations;
  - the best and worst bits of their time at the roadshow;
  - what they had learned from participating in the roadshow; and
  - what they might do next in terms of taking up basketball.
15. The consultation with pupils took place in a discussion group setting, with up to 10 pupils from primaries 5, 6 and 7 coming together for around 30 minutes to discuss their views on Jump2it. The discussion group format allowed the young people to bounce ideas off one another and encourage each other to participate.
16. In both the Twilight Basketball and Jump2it sessions the researchers employed techniques to make the discussion sessions engaging, interesting and fun. We used 'graffiti walls' at the Twilight Basketball sessions, where young people were encouraged to answer specific questions by writing or drawing on large sheets of flip chart paper. We also used 'dot voting' where young people were asked to indicate the extent to which they agreed with a series of statements by placing a sticky dot on a rating scale.
17. The methods that were used worked well. The young people already knew one another and had also shared the experience of taking part in the basketball activity together.

### ***The Dream Project***

18. For the update research in 2014, we met with a group of young women who had taken part in the DREAM project – a girl's only session which incorporates 'education through sport' topics such as health, wellbeing, sex, relationships and self-esteem into practical, interactive basketball sessions. The discussion explored their experience of the project and the impact it had had on them.

### **Further survey work**

19. In 2014 we designed two surveys for SSF staff to carry out. We then received and analysed the data from these. These included:
  - an online survey of 204 Twilight participants at the National Basketball Tournament, Emirates Arena in Glasgow during August 2014; and
  - information collected from seven teachers during a survey carried out at the Champion of Champions event in August 2014.

### **Review of Active East evaluation**

20. We reviewed existing reporting information from a separate, independent evaluation of Active East. We identified key evidence relating to the outcomes of the programme, and included these in the update report.

### **Analysis and Reporting**

21. We recorded interview notes on an ongoing basis throughout the study. Following each interview, the researcher prepared detailed notes, including verbatim quotes to illustrate key points.
22. Once all the fieldwork was complete, the notes were analysed using manual thematic coding - identifying key themes. This involved reviewing all of the qualitative information gathered, and sorting it under emerging themes. Similar themes were coded in the same way, allowing us to see which were emerging, and how often. A discussion session then took place among the researchers to ensure that all the key themes emerging from the fieldwork were covered.
23. Tables have been produced from quantitative data collected by both Twilight Basketball and Jump2it. These show the number of participants registered for both programmes, their characteristics, and their feedback in relation to outcomes.