

# **Scottish Sports Futures**

Evaluation of Phase 4 CashBack funded activities

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**Final Year Two Report**

**July 2019**

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# 1. Introduction

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## About this report

1.1 Scottish Sports Futures (SSF) commissioned us (Research Scotland) to evaluate the impact of its Phase 4 CashBack funded activities. This report reviews the impact of the programmes during the second year of Phase 4, April 2018 to March 2019.

1.2 This report will:

- explore the reach of SSF's CashBack funded activity;
- consider developments and progress; and
- explore the impact of SSF programmes, during the funded period.

## SSF

1.3 SSF is a Glasgow based charity which delivers 'Sport for Change' activities across Scotland. It uses inclusive sport and physical activity as a tool to engage with young people, and support them to learn about physical and mental wellbeing, goal setting, teamwork and active citizenship.

1.4 SSF programmes are focused at different stages of development and target communities that are vulnerable or at-risk.

1.5 CashBack funding supports the delivery of the following SSF programmes:

- **Shell Twilight Basketball** – This is an evening basketball programme for young people which includes weekly sessions incorporating "Educational Timeouts". Running across Scotland, sessions, tournaments and an Ambassador programme encourage leadership and development among young people.
- **Jump2it** – This programme is targeted at primary school pupils. It involves educational roadshows in primary schools delivered by professional athletes as role models and associated tournaments with pupils. It includes a network of community-based clubs (Rocks Community Clubs, or RCCs) designed to widen access to, and encourage regular participation in, basketball for primary school children.
- **Education through CashBack (ETC)** – This training and development programme is specifically designed for staff and volunteers who work with young people.
- **Active East<sup>1</sup>**- A partnership and volunteering based approach to supporting young people in the East End of Glasgow, including a range of development programmes for young people.

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<sup>1</sup> The Active Champions element of this programme is funded by CashBack.

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## CashBack for Communities

- 1.6 CashBack for Communities is a Scottish Government funding programme which takes money seized from criminals under the proceeds of crime legislation and invests it into community programmes, facilities and activities largely with young people.
- 1.7 Phase 4 of the CashBack programme runs from 1 April 2017 to 31 March 2020. It has a stronger focus on helping tackle Scotland's inequalities than previous phases and emphasises the importance of raising the attainment, ambition and aspirations of those young people across Scotland who are disadvantaged by:
- living in areas of deprivation;
  - being unemployed, not in education or training;
  - being excluded, or at risk of exclusion from school; or
  - being at risk of being involved in antisocial behaviour, offending or re-offending.
- 1.8 In 2018-19 SSF's CashBack expenditure was £488,756.

## Year two programme delivery

- 1.9 Here we discuss key developments and achievements during 2018-19, as identified by SSF staff. Year one of Phase four brought a number of significant changes to SSF's CashBack funded programmes. This year has very much been about embedding these changes and consolidating progress.
- 1.10 Staff highlighted the following areas of significant change this year:
- **Staff and board changes** – Staff spoke of significant, but mostly positive change internally, including the appointment of a new Chief Executive and a new manager for ETC. There is now a strong sense that programmes are more connected, and SSF staff are working to common organisational goals. Two new board members have joined, bringing new skills, experiences and enthusiasm.
  - **Strengthening youth involvement** – this year the new Chief Executive has committed to engaging young people more fully in the governance of SSF. Building on the experiences of other organisations, and their own connection with young people, SSF is establishing a new advisory board and including young people on its board for the first time.
  - **A strategic focus on sport, and health and wellbeing** – SSF has worked to engage in national policy agendas beyond CashBack, and has strengthened its relationship with Sportscotland during 2018/19. It is also focusing more on health and wellbeing, in line with its activities.
  - **Partnership working** – Highlights included a deeper relationship with SAMH, which has led to improved understanding and skills around
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mental health within SSF and its programme activity. SSF is continuing to work with local partners to transfer responsibility for Twilight sessions. This is working well in some areas, particularly where this was part of the original agreement when the session was established. In other areas it continues to be more difficult.

- **New programme activity** – SSF is continuing to build momentum behind its newer activities. This includes Chance:2:Be – a referral based programme focused on personal development through sport and youthwork. It is aimed at young people who are disengaged and at risk of not continuing in learning or moving into training or work. In addition, work on Jump2it families has led to SSF making much stronger connections with schools to reach the right families, and support them in a holistic way.
- **Targets for accreditation** – the challenging targets set by SSF for year two around accreditation has focused staff on achieving higher numbers. This has been a useful experience, and SSF are currently reviewing the role of accreditation across its programmes.
- **Focus on young women** – after a number of years working to improve the gender balance in its programmes, SSF now has a robust package of support for staff and content which works well for young women.
- **Strong role for volunteering** – SSF has built on its strong track record around volunteering this year, with young people continuing to be engaged in a very wide range of high profile and more local opportunities. This has included getting young people much more involved in organising activities and tournaments.
- **Funding and sustainability** – SSF staff recognise that the current climate is very challenging, with some funding streams coming to an end for SSF, and a lack of longer-term funding opportunities available. In response to this, they have undertaken a strategic planning process to explore their identity, role and focus. SSF has successfully secured a position on two local authority framework contracts, and hopes that the skills developed in this process will support them with future tendering exercises. It has also been successful with sustaining some existing funding programmes and securing new funding streams.
- **Monitoring and evaluation** – SSF staff feel they have made great improvements with their monitoring and reporting practices. They are currently reviewing how they collect data directly from young people, with support from JP Morgan.

## Evaluation method

### Review of SSF data

1.11 In developing this report, Research Scotland reviewed the following information provided by SSF:

- monitoring data – which provide key data collected by SSF and reported to Inspiring Scotland (who administer CashBack funding on behalf of the Scottish Government);
- data on participants – a spreadsheet provided by SSF which includes equalities data on new participants from year two; and
- existing case studies – which explore examples of successes from year two.

### Surveys with participants and stakeholders

1.12 Research Scotland designed a core set of participant survey questions, and a stakeholder survey, based on workshop discussions with SSF at the beginning of year one. SSF then transferred the surveys onto its online survey tool, Survey Monkey. During year two surveys were streamlined to ensure questions were the same across programmes.

1.13 Different participant surveys were set up for each programme. In total, 970 participant survey responses were received. The highest response rate came from ETC participants.

1.14 Two stakeholder surveys were issued, but with the same core questions. One was issued to ETC stakeholders, and the other to all other SSF stakeholders. In total, 90 stakeholder responses were received in year two.

1.15 The table below provides an overview of how many people completed the participant and stakeholder surveys.

Programme	TBB	Active East	Jump2It	ETC	Total survey responses
Main participant surveys	291	33	214	432	970
Stakeholder survey		70		20	90

1.16 It is important to recognise that the survey evidence is based on perceptions, and that the sample may not reflect the views of wider participants. While the percentage figures used in this report provide a helpful indication of progress in relation to agreed outcomes, they are not perfect measures. There may be fairly large variations in these figures each year, which may be related to the sample and methods used, rather than reflective of a real difference of impact. That said, the participant sample secured this year has been fairly large, and

views from participants surveyed from different programmes and from stakeholders often reinforced each other.

### **Interviews with SSF staff**

1.17 In May 2019 Research Scotland interviewed a lead from each of the programmes. The interviews explored key developments during 2018-19. A short summary of the key points from these discussions is provided earlier in this Chapter.

### **Interviews with volunteers**

1.18 Five telephone interviews were conducted with young people with experience of volunteering with SSF's CashBack funded programmes. The interviews explored their situation before becoming involved, how SSF had supported them, and the outcomes they experienced as a result of volunteering. An analysis of these interviews is provided in Chapter 4 of this report. We are currently developing two of these interviews into case studies.

## 2. Participation in 2018/19

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### Introduction

2.1 During 2018-19 SSF reports it engaged with 7,542 young people in its CashBack funded activities. This chapter provides an overview of the number and profile of new participants in SSF programmes during the second year of Phase 4, based on available data<sup>2</sup>. SSF broke down data on the two elements of the Jump2it programme (the school-based element and the Rocks Community Clubs) to better understand the profile of the different elements, and this analysis reflects that.

### Gender profile of participants

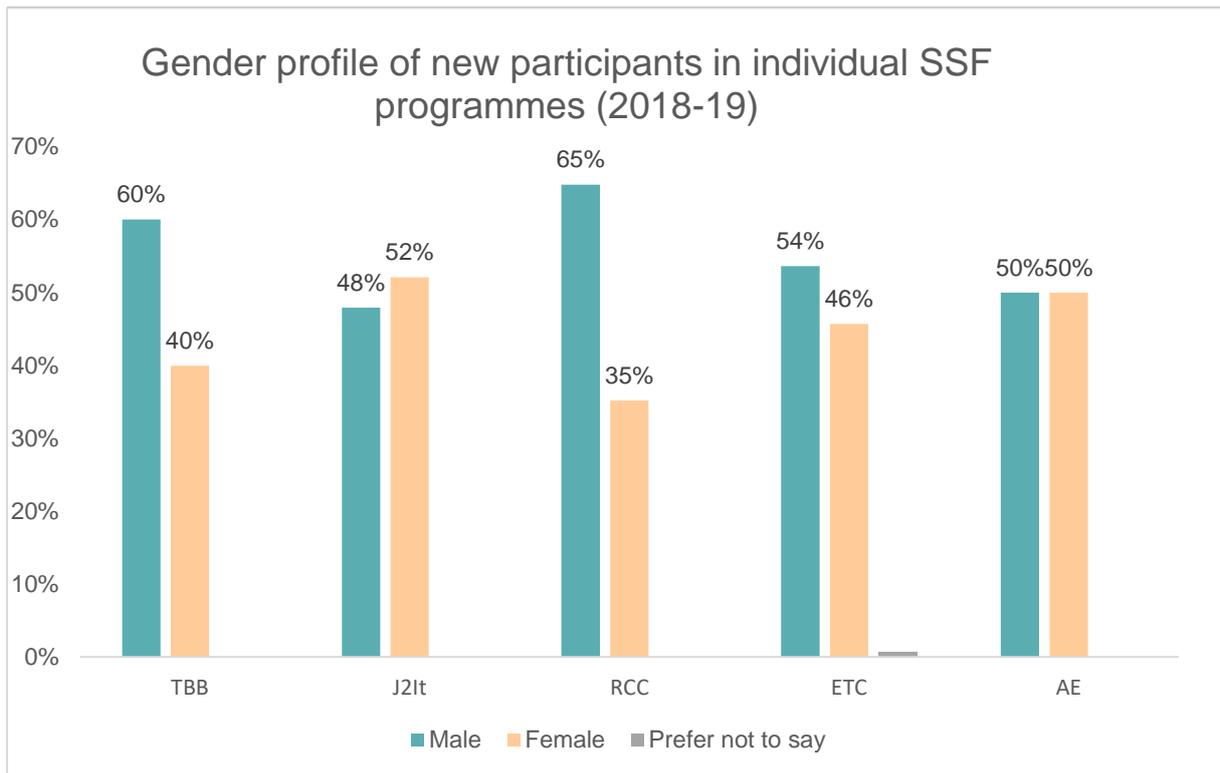
2.2 Data was available on the gender of 6,758 new participants in 2018-19. At an overall level, there was a broadly equal proportion of males and females. Just five participants selected 'prefer not to say'.

2.3 The overall programme data includes a large number of Jump2It school participants, so it is useful to look at the profile of the individual elements of SSF's CashBack funded work, as shown in the chart below. From this we can see that the profile of Shell Twilight Basketball and Rocks Community Clubs, in particular, is predominantly male.

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<sup>2</sup> For Shell Twilight Basketball, ETC and Active East, this data was gathered directly from participants as part of the registration process. Because of the nature of Jump2It delivery, and the age of pupils, data was collected on some equalities aspects during delivery, with further data collected from teachers. In relation to SIMD, the postcode of the school was used for all pupils participating, as a proxy for individual postcodes.

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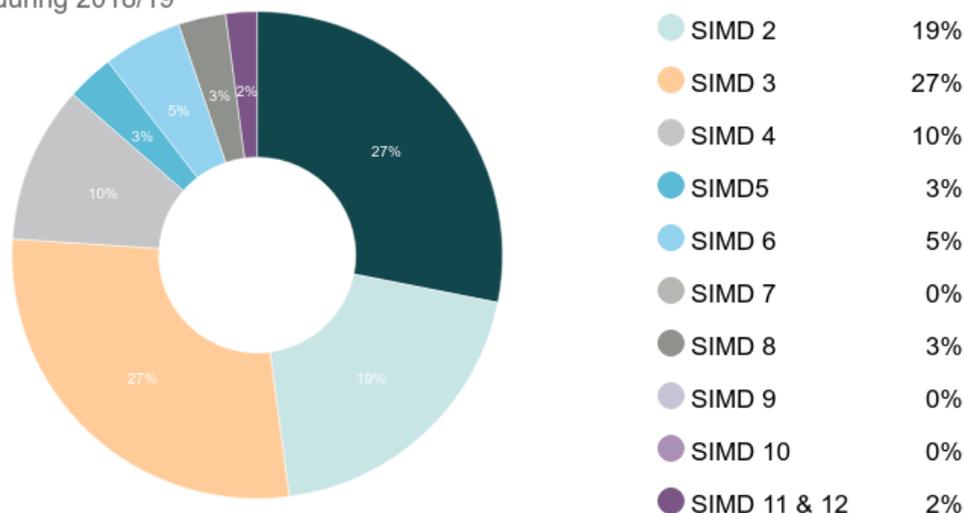
2.4 When we compare this with data from last year, we can see a positive shift towards higher female participation in Shell Twilight Basketball (increase of 3 percentage points) RCCs (by 4 percentage points), ETC (by 5 percentage points) and Active East (by 13 percentage points).

## SIMD profile of participants

2.5 SSF gathered postcode data on as many participants as possible during the delivery period. Where individual data could not be gathered, for example in relation to Jump2It participants, the school or club location postcode was used as a proxy. The postcode data allows an analysis of deprivation based on the Scottish Index of Multiple deprivation (SIMD). Most participants (84%) came from the 20% most deprived communities in Scotland during year two. This is a significant increase from 71% in year one of Phase 4.

2.6 The chart below shows the profile of participants based on the areas they came from (or attended activities in), and clearly illustrates that SSF is predominantly working with participants from deprived areas.

SIMD profile of CashBack funded participants during 2018/19



Scottish Index of Multiple Deprivation Quintile

2.7 Of the individual elements, the profile is quite different to year one. This year the Jump2it schools programme has significantly increased its engagement with schools in the 20% most deprived areas in Scotland, from 73% to 92%. Active East has also significantly increased the proportion of young people coming from these areas, from 70% to 94%. However, the proportion of young people coming from the 20% most deprived communities decreased for both ETC (from 58% to 43%) and the RCCs (74% to 62%). Staff note that ETC has continued to focus on other criteria associated with disadvantage, such as young people at risk of exclusion and those involved in antisocial behaviour. The Twilight profile remains very similar to year one, with the proportion of young people coming from the 20% most deprived areas changing from 64% to 62%.

## Disability profile of participants

2.8 Data about disability was available on 4,659 participants during the delivery period<sup>3</sup>. The available data suggests that 13% of participants identified as having a disability, impairment or mental health condition, a significant increase from 5% in year one.

<sup>3</sup> 'Prefer not to say' data has been excluded from this analysis.

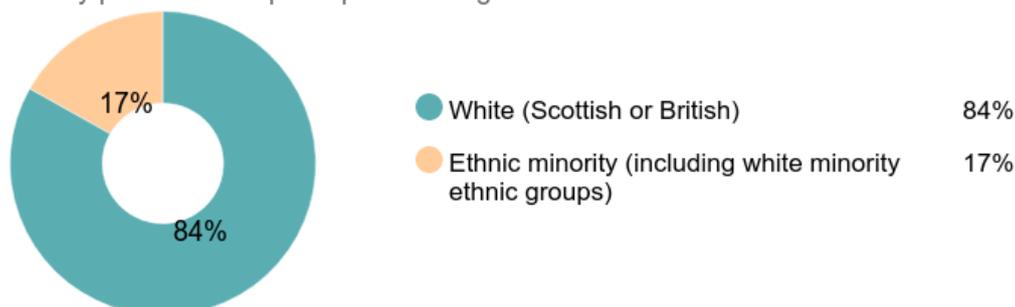
Disability profile of new participants during 2018/19



## Ethnic profile of participants

2.9 Data was gathered on the ethnicity<sup>4</sup> of 6,280 new participants. As shown on the chart below, 17% identified as being part of a minority ethnic group. This suggests the programmes are reaching a relatively high proportion of people from ethnic minorities, based on the most recent available data which suggests approximately 4% of the Scottish population is from a minority ethnic group<sup>5</sup>.

Ethnicity profile of new participants during 2018/19



2.10 This year the proportion of people identified as being from an ethnic minority group was very similar across all the elements of the programme. The exception was Active East which had a lower than average proportion of 8%, though the small number of participants in this group makes it difficult to draw any conclusions from this.

<sup>4</sup>Participants were asked to identify as one of the following categories during registration: White (Scottish); White (British); White (gypsy/traveller); White (Polish); White (Other); Ethnic Minority; Asian Indian; Asian Bangladeshi; Asian Chinese; Asian Pakistani; Black Caribbean; Black African; Chinese; Filipino; Arab; Kurdish; Other mixed background; Prefer not to say. For analysis purposes we have grouped all categories other than “White (British)” and “White (Scottish)” as ethnic minority. Data on “Prefer not to say” has been excluded from this analysis.

<sup>5</sup> <http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Ethnicity/EthPopMig>

## Geographic reach

2.11 During 2018-19, SSF reports delivering sessions in the following twenty local authority areas of Scotland:



Aberdeen, Angus, Dumfries and Galloway, Dundee, East Ayrshire, East Renfrewshire, Edinburgh, Falkirk, Fife, Glasgow, Highland, Inverclyde, Moray, Midlothian, North Ayrshire, North Lanarkshire, Perth and Kinross, South Lanarkshire, Stirling and West Lothian.

2.12 Angus, Inverclyde, Moray and West Lothian were all new areas in year two, for Phase four.

## 3. Outcomes

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### Introduction

- 3.1 This chapter explores the extent to which SSF has delivered its identified outcome focused targets for 2018-19.
- 3.2 SSF worked with Inspiring Scotland at the beginning of Phase 4 to agree annual targets for the three years (usually based on a third of the three year total target numbers). This year, SSF's annual targets have been increased in some areas, to reflect shortfalls from year one. In areas where SSF exceeded annual targets in year one, no adjustments have been made to the annual target numbers.
- 3.3 This chapter uses data from surveys with participants and wider stakeholders (as percentages of survey respondents), as well as other information gathered by SSF, to report on agreed indicators. Appendix one provides additional analysis which includes an estimate of the likely total number of young people, based on an extrapolation of the survey and other data.

### Outcome 1

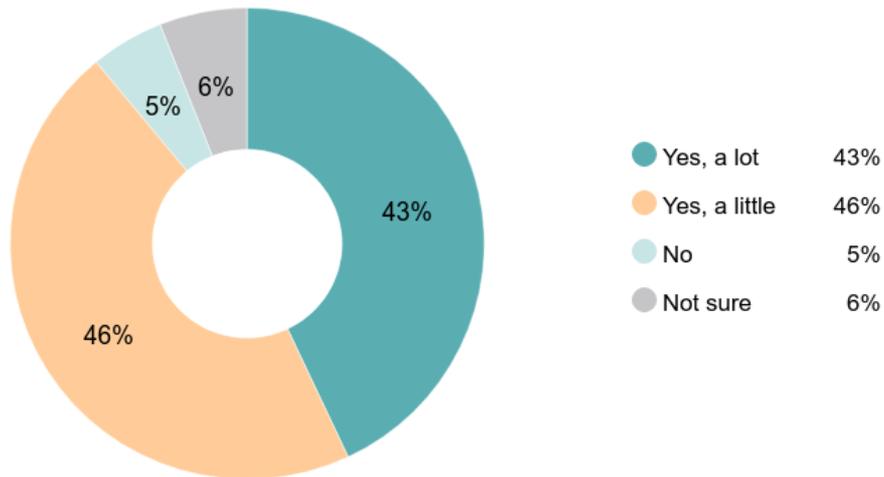
#### Young people build their capacity and confidence

- 3.4 To understand progress in relation to this outcome, SSF used the following indicators:
  - young people report their confidence increasing;
  - young people feel able to do new things;
  - other stakeholders report perceived increases in confidence and ability to do new things among young people; and
  - young people go on to do new things after their initial involvement in CashBack.
- 3.5 As it did last year, SSF has exceeded its targets in terms of improving the confidence of young people, according to participants and stakeholders. When asked to rate their confidence, almost all participants (89%) surveyed said the programme or programmes they were involved in had improved their confidence a little or a lot.



3.6 The chart below provides an overview of responses to this question.

Do you think the SSF programme has improved your confidence?



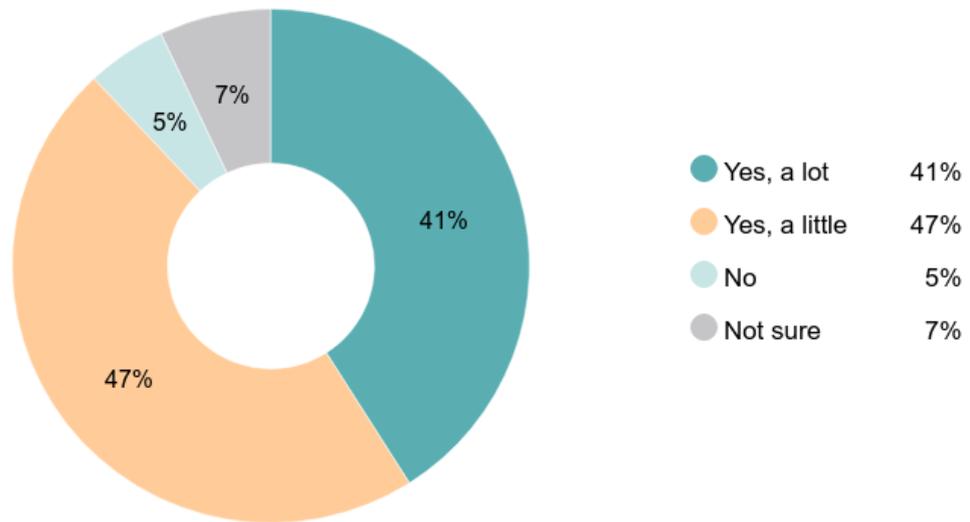
3.7 Based on further analysis of the survey data, Active East seems to have had the biggest impact on confidence of all the programmes, with almost all participants completing the survey saying the programme had impacted on their confidence a lot.

3.8 Young people were also asked if their capacity to do new things had improved as a result of the programme(s), and again SSF exceeded its targets in relation to this, with most participants surveyed (88%) feeling they were more able to do new things. This was a slightly higher proportion than last year.

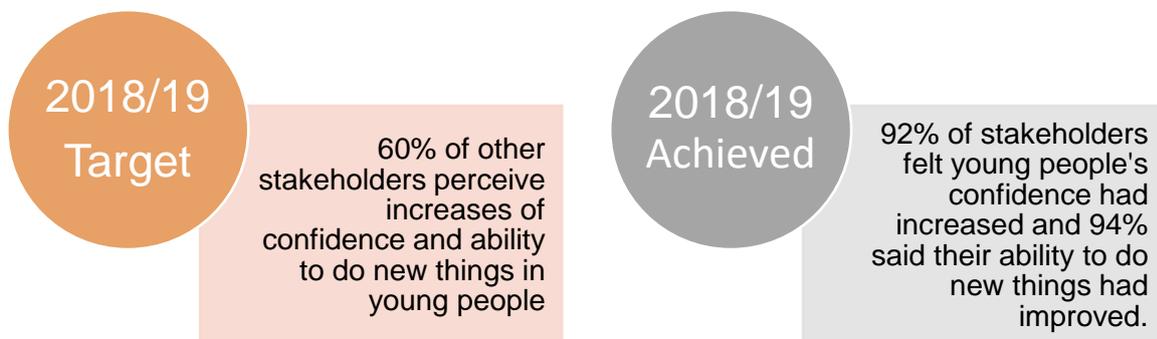


3.9 The chart below shows how young people responded when asked about how the programmes had influenced their ability to do new things.

Do you think you are able to do new things because of the SSF programme?

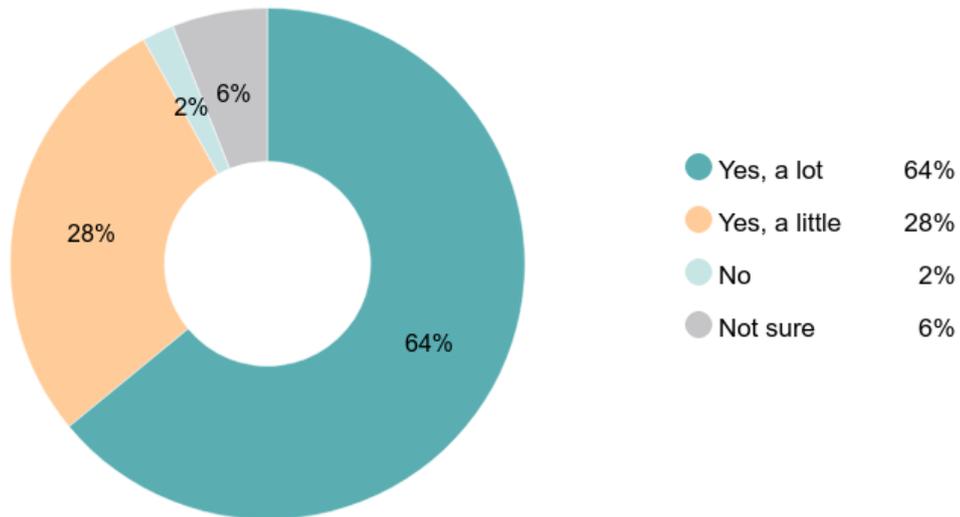


3.10 When stakeholders were asked about how the confidence and capacity of young people had changed as a result of SSF programmes, they reinforced participant views, with more than nine out of ten agreeing this had changed for the better.

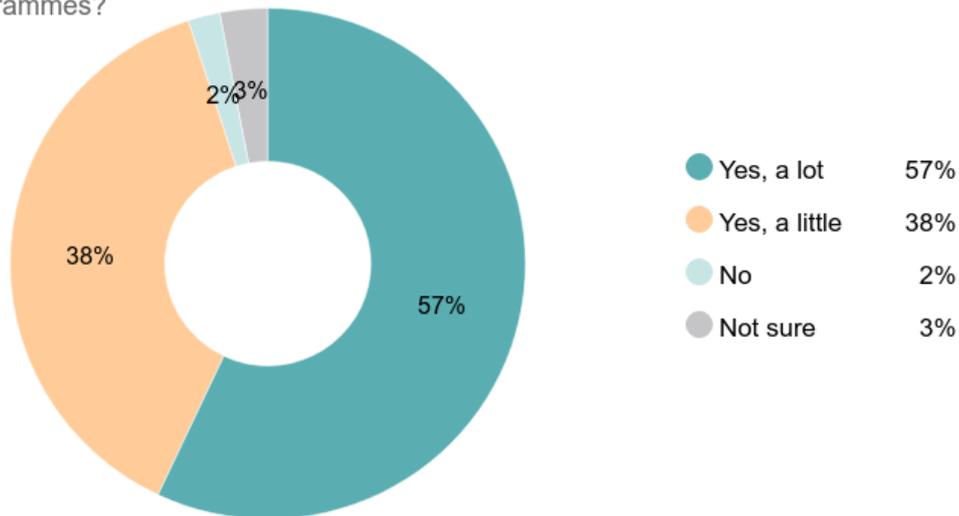


3.11 The following charts show how stakeholders responded to the two questions they were asked about confidence and capacity. Most stakeholders felt that SSF programmes had improved confidence and capacity 'a lot'.

Do you think SSF programmes have improved the confidence of young people?



Do you think young people are more able to do new things as a result of the SSF programmes?



3.12 During qualitative discussions, improvements to confidence was probably the most common theme, when outcomes were discussed.

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“I am happy, more confident, and positive. Before this, I didn’t want to do things in case I would be stupid.”

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Active East participant, focus group

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“It builds your confidence.”

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Shell Twilight participant, focus group

3.13 To understand the new things young people have become involved with as a result of the programmes, the participant survey asked young people to select which new activities they had become involved with. Survey data suggests SSF is slightly ahead of target with this indicator.



3.14 The main activities people talked about becoming involved with varied by programme. Becoming involved in volunteering, training and learning or school activities, and joining new clubs were all selected by a significant proportion of participants. The proportion of young people involved in Active East saying they are now involved in volunteering (nine out of ten) really stood out.

## Outcome 2

### Young people develop their physical and personal skills

3.15 SSF used the following indicators to understand progress in relation to outcome 2:

- young people gain accreditation for learning and skills development (SSF was responsible for recording this);
- young people report their skills are increasing; and
- other stakeholders report skills are increasing.

3.16 During 2017-18 SSF reported that 536 young people gained accreditation, falling slightly short of its target. The annual target for 2018-19 was increased (from 650) to reflect this. During year two, SSF has focused strongly on accreditation, and as a result, has exceeded its target by more than a third.



3.17 This year SSF has not been affected by the delays experienced at the beginning of Phase 4 in relation to course set up. Staff felt that their structured approach and the introduction of Hi-5 awards at Rocks Community Clubs has had a significant impact on the high number of accreditation achieved.

3.18 The participant surveys asked young people to select specific skills they felt that SSF programmes had helped them improve. SSF exceeded its target by 26 percentage points this year.



3.19 Skills identified by young people were varied, but those highlighted most often were:

- teamwork;
- communication skills;
- sports skills;
- leadership skills;
- concentration and commitment; and
- respect for others.

3.20 Other stakeholders also felt very positively about the skills young people had developed through SSF programmes, with almost all identifying at least one skill area that had improved for young people as a result of the programmes.



3.21 Stakeholder responses emphasised similar skills areas as last year, in particular:

- sport skills;
- teamwork skills;
- respect for others;
- communication skills; and
- concentration and commitment.

3.22 Comments from research participants emphasised the skills developed through the programme.

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“I think their communication skills have developed more, they are able to take instruction better, [there has been] peer learning, and they are able to use different words to be more effective.”

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Support worker, ETC focus group

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“We have all gained a significant amount of skill. Before I would never have had the confidence to talk to you.”

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Shell Basketball participant, focus group

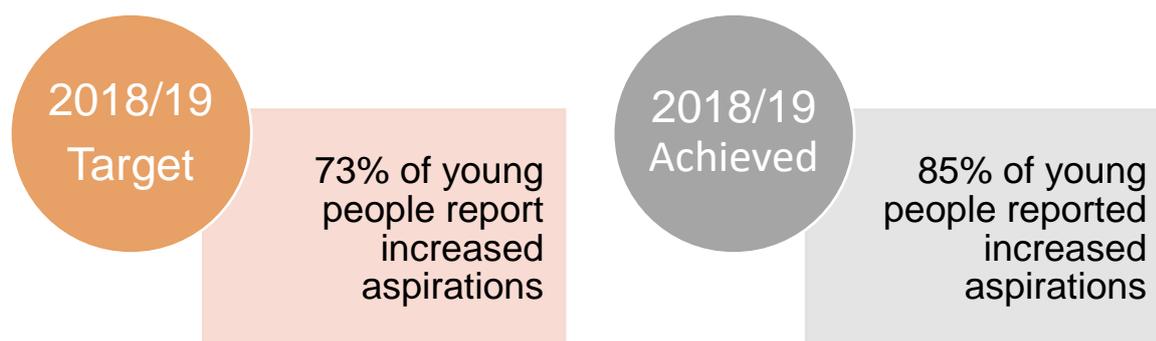
## Outcome 3

### Young people’s behaviours and aspirations change positively

3.23 SSF tracked progress for this outcome with the following indicators:

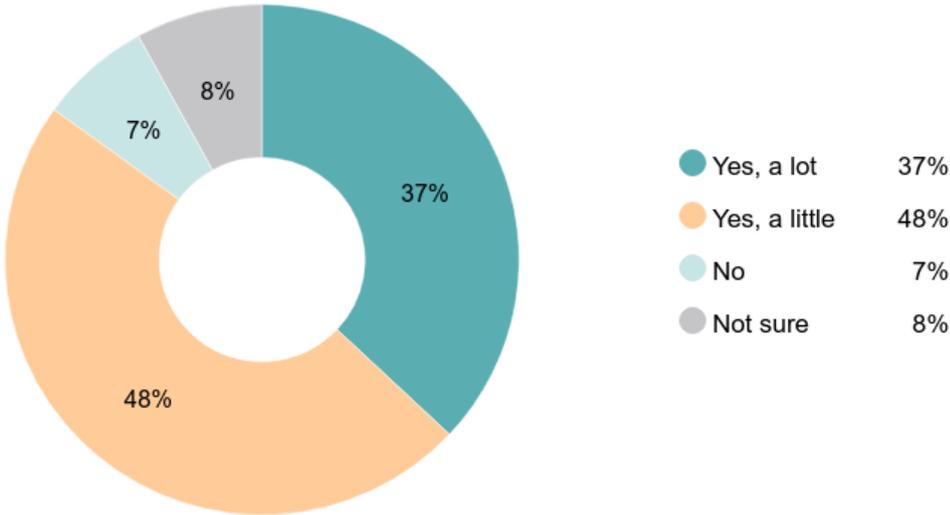
- young people report increased aspirations;
- other stakeholders report perceived increased aspirations in young people;
- young people report positive changes in behaviour; and
- other stakeholders report perceived positive changes in behaviour.

3.24 When asked about how SSF programmes had changed their aspirations, responding participants mostly said involvement had brought about a positive change in how they felt about themselves, their lives or their futures. The proportion of young people reporting positive change was slightly higher than previous years, with SSF significantly exceeding its target.



3.25 The chart below shows how young people responding to the surveys answered the question about aspiration. Most of those who felt programmes had improved their aspirations, felt this was by ‘a little’ but over a third felt they had improved a lot. Active East participants were most positive about the impact of their involvement, and were most likely to say it had improved ‘a lot’.

Has the SSF programme helped you be more positive about yourself, your life or your future?

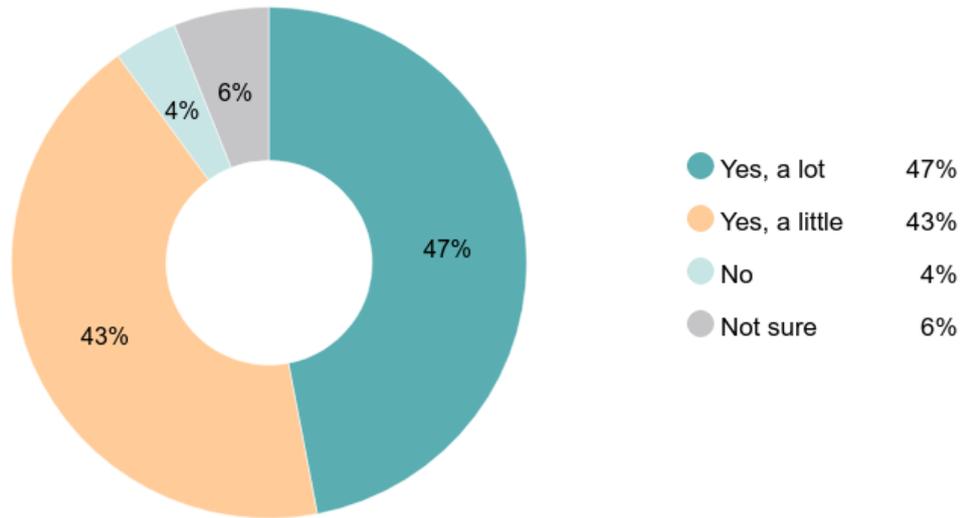


3.26 Stakeholders surveyed were similarly positive about how the programmes had improved young people’s aspirations, with nine out of ten saying they had positively impacted on how people felt about themselves, their lives or their futures.



3.27 The chart below shows how stakeholders answered the question about aspiration. Most of those who thought SSF had an impact on aspirations suggested this was ‘a lot’.

To what extent do you think the SSF programmes have supported young people to be aspirational or more positive about themselves, their lives, or their future?



3.28 Young people reinforced these changes in their comments.

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“I feel more motivated to go and do something.”

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Active East participant, focus group

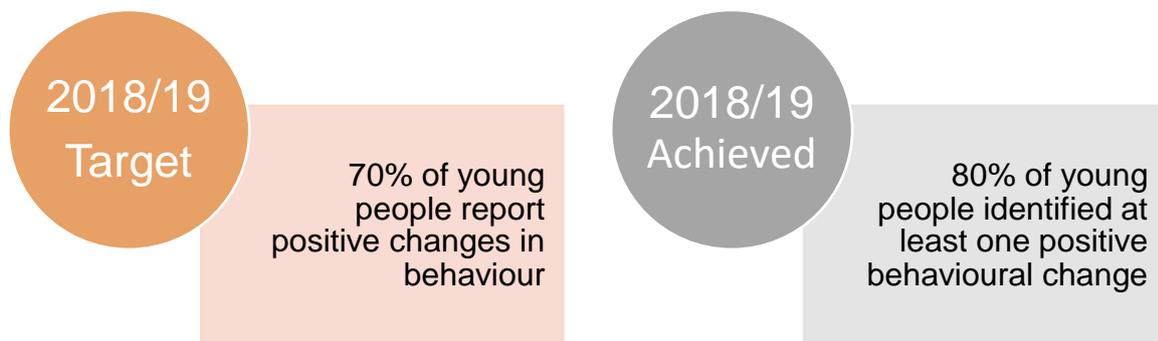
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“They have made me think I can do so much more. I’d never have done this without them. The Rocks players, they are just amazing.”

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Rocks Community Club participant, focus group

3.29 Young people and stakeholders responding to the survey were also very positive about the impact SSF programmes have had on young people’s behaviour. SSF exceeded both its targets in relation to this. Eight out of ten young people identified at least one positive behavioural change as a result of their participation.



3.30 In the participant surveys young people were offered a list of possible changes, and asked to identify all those they had experienced. They identified a wide range, but those most commonly identified were very similar to year one:

- getting on better with other people (including family and friends);
- making healthier choices;

- taking on more responsibility or helping out more (at school, home or other places);
- being more active in school activities; and
- being involved in supporting other young people or setting up SSF sessions.

3.31 Stakeholders were also very positive about behavioural change for young people, with 87% (the same proportion as last year) identifying at least one behavioural change. This means SSF significantly exceeded its target here.



3.32 Stakeholders emphasised the same behavioural changes as surveyed participants. Comments from research participants reinforced this outcome, and illustrate the types of behavioural change young people experienced.

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“I was getting into trouble at school . . . I was a pain. . . they came and spoke to me, and I thought it would just be a laugh and I’d get kicked out [of the programme]. . . But now I am getting into sport.”

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Active East participant, focus group

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“It had a lot of impact on me. . . I used to run about with a bad crowd, but Twilight pulled me out . . . My attitude has really changed because of this.”

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Shell Twilight participant, focus group

## Outcome 4

### Young people’s wellbeing improves

3.33 SSF used the following indicators to understand progress in relation to this outcome:

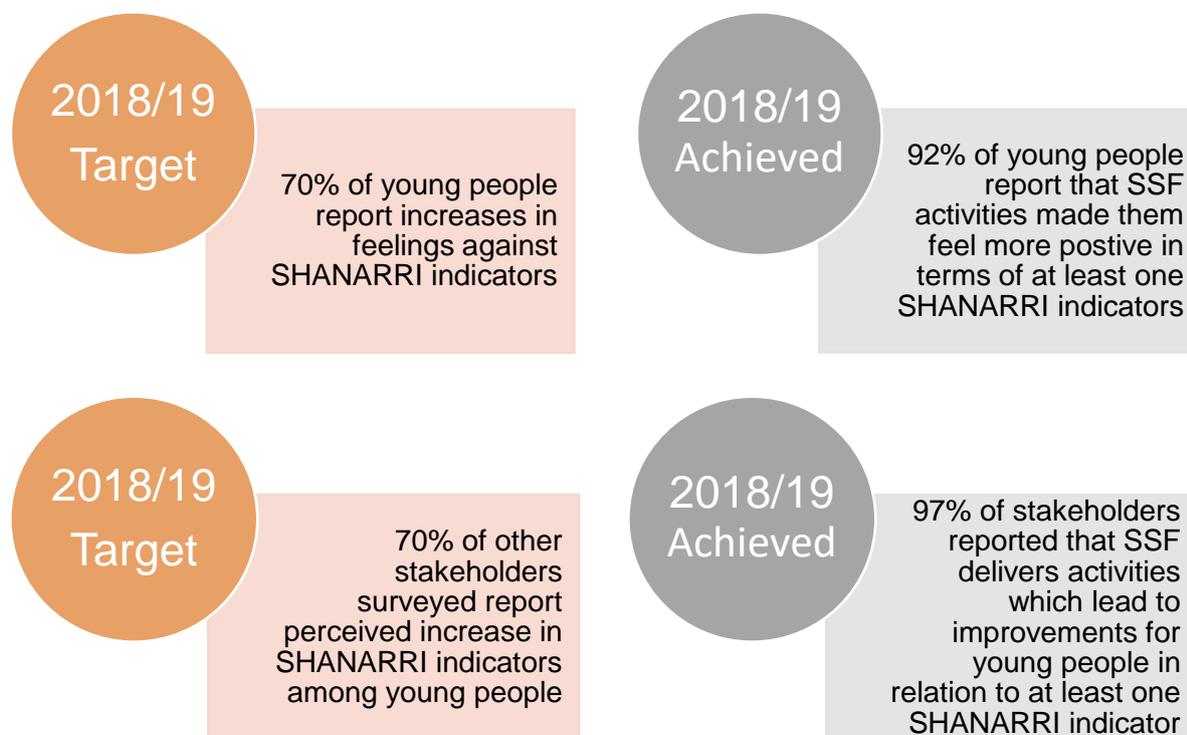
- young people report increases in feelings against SHANARRI<sup>6</sup> indicators; and
- other stakeholders report perceived increase in SHANARRI indicators among young people.

3.34 Surveys with participants and stakeholders listed SHANARRI indicators, and asked about SSF’s activities and impact in relation to these.

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<sup>6</sup> <http://www.gov.scot/Topics/People/Young-People/gettingitright/wellbeing>

3.35 Survey responses show that most young people and stakeholders felt that SSF activities had led to improvements in at least one SHANARRI indicator. SSF exceeded its target by 22 percentage points for participants and 27 percentage points for stakeholders.



3.36 “More active” was the most commonly identified SHANARRI indicator for participants in Active East, Twilight Basketball, and Jump2it (and stakeholders with experience of these programmes). For ETC participants and stakeholders, “responsible” was the most selected indicator. But all indicators were selected by a significant proportion of respondents.

## Outcome 6

### Young people participate in activity which improves their learning, employability and employment options

3.37 SSF used the following indicators to understand progress in relation to this outcome:

- as part of the programme, the number of young participants taking part in training; learning; employment; and volunteering (SSF to record and report quarterly); and
- progression outcomes after completion of the programme, the number of participants: remaining at or returning to school; taking a course of further or higher education; undertaking a training programme funded

by Skills Development Scotland; engagement in an activity agreement; participating in learning or training offered by identified providers; volunteering; work experience; where it is part of a recognised course or programme; Community Jobs Scotland; being employed or a Modern Apprenticeship (SSF to record and report quarterly.)

3.38 The table below provides an analysis of available data for this outcome. It shows the target numbers for 2018/19. Some targets have been increased to take account of shortfalls from year one. Performance this year has been significantly higher than year one, with SSF significantly exceeding three of its targets.

Target for 2018-19	Number achieved in 18-19	Performance for 2018-19
1,048 <sup>7</sup> YP take part in training	1,189	+141 YP (113% of target no.)
890 YP taking part in learning	1,178	+288 YP (132% of target no.)
76 <sup>8</sup> taking part in employment	79	+3 (104% of target no.)
290 taking part in volunteering	371	+88 YP (128% of target no.)

3.39 Finally, in relation to this outcome, SSF reports 213 young people have moved onto education, training or employment following engagement, which exceeds its annual target by 63 young people.



## Outcome 7

### Young people participate in positive activity

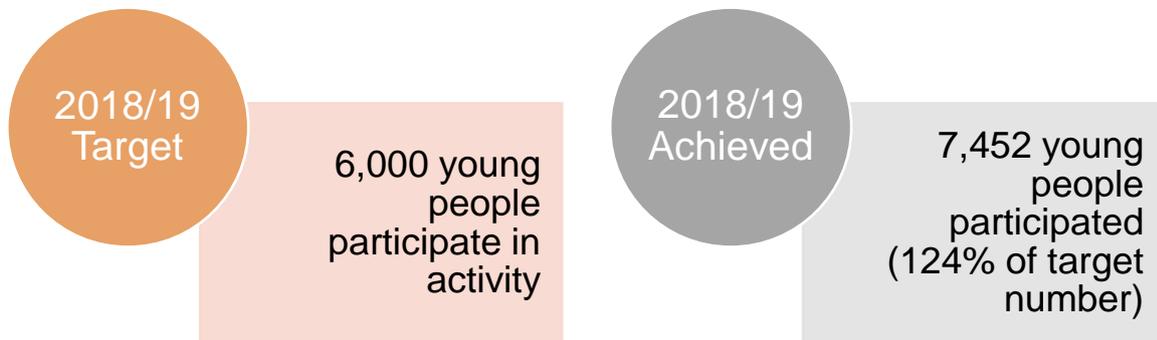
3.40 This outcome is measured through:

- the number of young people participating in SSF activities; and
- the number of young people who are new to this type of activity.

<sup>7</sup> Increased from original target of 930

<sup>8</sup> Increased from original target of 60

3.41 SSF recorded figures demonstrate it engaged with almost half of its target number of young people for the phase, in its first year. It exceeded its annual target by 1,452 young people.



3.42 It also exceeded its targets in relation to young people new to this type of activity, by 1,076 young people.



## Outcome 9

### Young people contribute positively to their communities

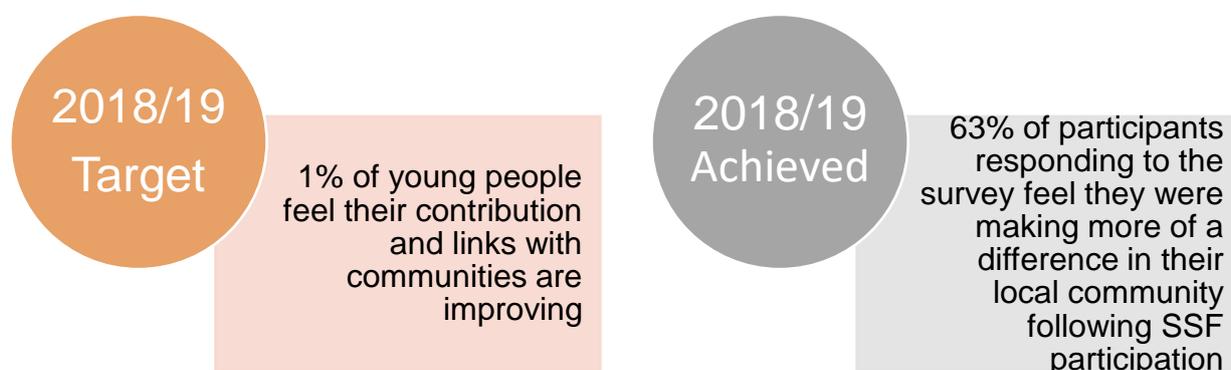
3.43 SSF uses the following indicators to understand progress in relation to this outcome:

- the number of participants going on to volunteer or take a leadership role in community organisations (SSF records and reports on this directly on a quarterly basis);
- the number of hours of volunteering contributed by participants (quarterly reporting);
- the number of community focused awards gained by participants (quarterly reporting);
- young people feel their contribution and links with communities are improving;
- other stakeholders perceive that young people's contribution and links are improving; and
- young people are undertaking coaching, mentoring or supporting roles (quarterly reporting).

3.44 The table below provides an overview of available monitoring data gathered by SSF, along with its annual targets relating to this. The data shows SSF has made very good progress in relation to young people undertaking volunteering or leadership roles; and total volunteering hours. The data suggests SSF is on track to achieve these outcomes, having exceeded target numbers across all indicators this year.

Target for 2018-19	Number achieved in 18-19	Performance for 2018-19
280 young people undertake volunteering or leadership roles	325	+45 YP (116% of target no.)
19,816 hours of volunteering <sup>9</sup>	21,561	+1,745 hours (109% of target no.)
241 undertake community awards <sup>10</sup>	270	+29 YP (112% of target no.)
230 young people undertake coaching, mentoring or supporting roles	280	+50 YP (122% of target no.)

3.45 The surveys asked young people and stakeholders if they felt SSF activities had led to them or the young people they work with making a difference in their local community<sup>11</sup>. Across surveys, most respondents felt programmes had, at least a little. Most participants (63%) felt they were making more of a difference in their communities, with most of these (40% of those who answered the question) saying “a little.”

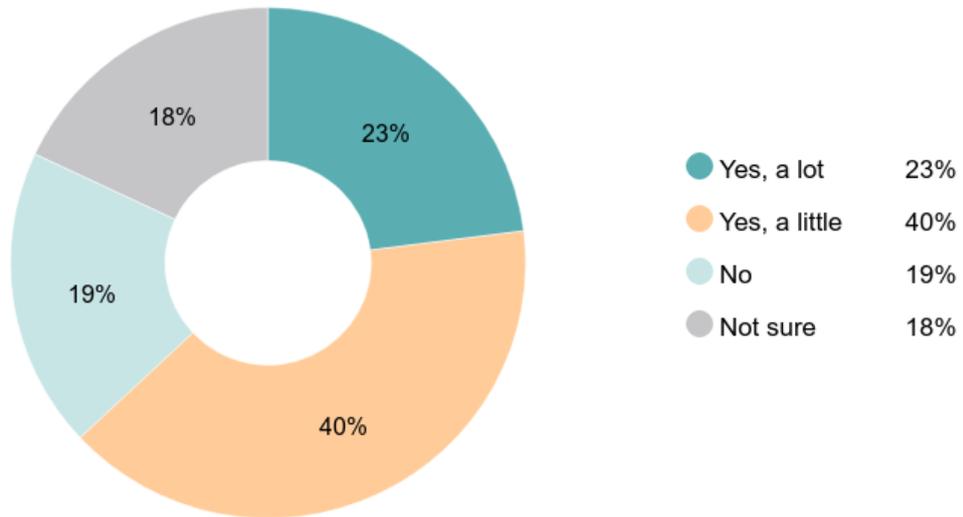


<sup>9</sup> Increased from original target of 16000

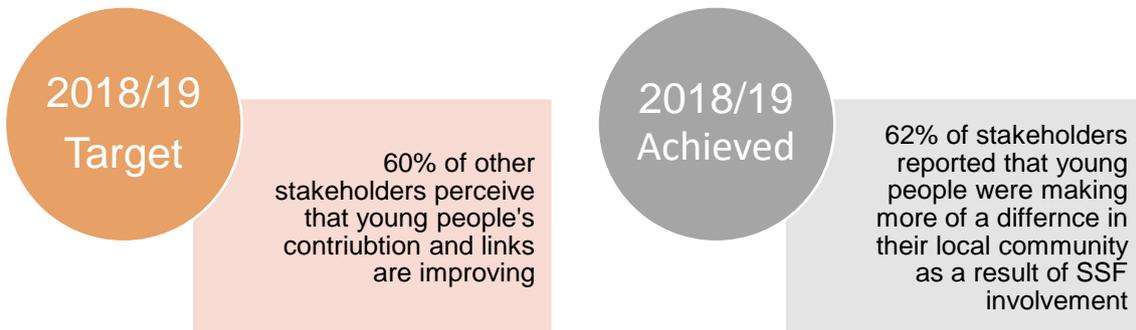
<sup>10</sup> Increased from original target of 145

<sup>11</sup> This question wasn't asked of Jump2it participants

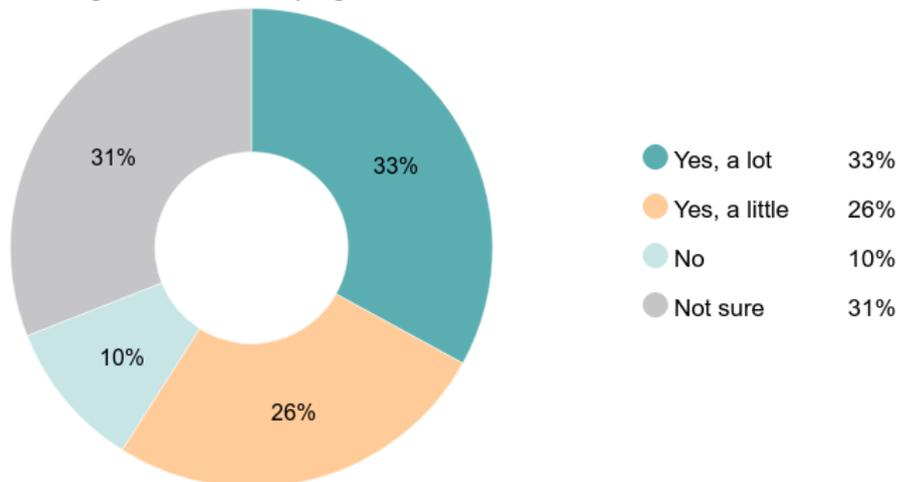
Do you feel you are making a difference in your local community, as a result of being involved in the SSF programme?



3.46 Stakeholders were also positive about the impact of the programmes on community involvement, although the proportion suggesting SSF made a difference in this was slightly smaller than last year. This year there was a relatively high proportion of people choosing 'not sure'.



Do you feel young people are making a difference in their local communities as a result of being involved in SSF programmes?



3.47 In focus groups, interviews and surveys participants talked about their interest in their communities, and how they wanted to have a positive impact, during the research.

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“I want to make a change in communities.”

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ETC participant, focus group

## 4. Volunteering experiences

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### Introduction

4.1 This short chapter provides an analysis of five telephone interviews with volunteers on SSF programmes. Interviews explored the impact of their involvement in SSF, and SSF's approach in supporting them. At the next draft it will include two case studies, which illustrate two individual stories of change.

### Context

4.2 The volunteers interviewed all became involved as participants in SSF programmes initially. Mostly they didn't have a particular interest in sport or volunteering, but went along for something new to do.

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“It was something new. We hadn't had much clubs up here. So, it was a chance to try something new really.”

“One of my friends was already coming along. . . I went along for something to do . . . I met [an SSF staff member] and got talking about things I could take part in.”

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Volunteers, telephone interviews

4.3 One young person had a particular interest in sport, and supporting their community before becoming involved. Two of the young people interviewed described themselves as having difficult behaviours. One was referred to SSF by another community organisation, because they had an interest in sport.

### Involvement

4.4 The young people interviewed were active on different SSF programmes, but described having a role in a wide range of different volunteering activities.

Involvement included:

- being a leader for Jump2it Families (previously MEND);
- running activities at SSF events or national events, such as the European Championships;
- acting as an ambassador, mentor or active champion;
- representing young people's interests on a national panel; and
- being a coach and undertaking coach training.

4.5 Volunteers spoke of how they often started by taking on small amounts of responsibility. There was a strong sense that their involvement evolved over time. They spoke of staff working with them to explore their interests, and challenging them to push themselves further.

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“Anything that comes up, I am there. There’s nothing I haven’t done with Twilight!”

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Volunteer, telephone interview

## Outcomes

4.6 During volunteer interviews we talked with people about the main difference volunteering had made to them. Their views reflected and reinforced the outcomes participants described in the surveys and focus groups, though volunteers often described SSF having a far reaching impact on them. The main outcomes they talked about were:

- **Increased confidence** – Volunteers felt that their experience had often had a profound effect on their confidence. This in turn had led them to try new things, take on new challenges, and benefit from other outcomes.
- **Communication, leadership and coaching skills** – These were developed through training and experience as a volunteer.
- **Improved behaviour** – Two of the volunteers said they previously had behavioural issues which were affecting their lives and relationships with others. Volunteering has helped them overcome these.
- **Progression** – As well as supporting young people to progress their volunteering activities, a few of those interviewed said the support SSF provided with college and job applications directly resulted in them being successful. Two young people had been supported to set up their own community activities.
- **Sense of community** – A few young people described how they have become much more involved in improving their local communities, since volunteering with SSF.

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“Learning skills you can take into your community. You can’t explain it, but it means a lot to all the people who take part.”

“I feel I can talk to people more clearly and confidently.”

“The biggest one is confidence. I used to be shy talking in front of my friends. Now I talk in front of 25 kids.”

“They helped me get into college.”

“Sense of being involved in your community is a big one. Now I am going to community events, running a class. I feel like I am playing a part, not sitting in the house doing nothing.”

“They helped me fund and run my own dance class. You feel responsible, with 25 kids.”

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Volunteers, telephone interviews

## Support

4.7 Volunteers were able to attribute the outcomes they had experienced to their involvement with SSF. They described a very tailored approach to support, including:

- **Trusting relationships** – This was seen as critical to the success of SSF’s support. Young people often had a particular relationship with one SSF staff member, but felt they could trust and get support from any of them.
- **Being respected** – Volunteers spoke of the way SSF staff treated them, which was often very different to their previous experiences with adults.
- **Patience** – Volunteers recognised the input staff make, and how they always made themselves available when needed.
- **Challenging** – SSF staff pushed the volunteers outside their comfort zones, while always providing what one young person described as a safety net.

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“It’s very push and pull. They helped me do certain things. . . The were working with me, but I had to do everything myself.”

“They never turn you down. I admire that a lot.”

“They have been brilliant to me. They have supported me. They know what I am good at, and help me through it.”

“The continuous support of staff was amazing . . I felt so supported by SSF.”

Volunteers, telephone interviews

## The future

4.8 The volunteers interviewed all felt their future was brighter since becoming involved with SSF. They often had very little aspiration before, and didn’t feel they had many opportunities. They recognised that volunteering had increased their ambitions, and provided them with skills and experiences that would help them to progress. Some of them were already realising these goals by participating in further and higher education. Two young people had begun initiating and delivering her own local community activities. Another had plans to do so.

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“I didn’t think I had a future before.”

“Things have gone sky high for me since being involved.”

Volunteers, telephone interviews

## 5. Views on delivery

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### Introduction

- 5.1 This chapter provides an analysis of views about what SSF does well, and how it might improve its activities. It includes views from survey participants, focus group participants, and interviewed volunteers.

### What works well

#### Sessions capture interest

- 5.2 SSF sessions are attractive to participants for a variety of reasons. Often people thought it sounded fun, and an opportunity to do something new.

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“It sounded good to do something different.”

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ETC participant, focus group

- 5.3 Importantly, we heard that programme sessions leave young people enthusiastic, which sustains their interest. They often spoke of achieving more, or enjoying activities more, than they ever expected.

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“You are leaving excited for the next week.”

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Shell Twilight participant, focus group

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“They create a consistent, safe environment for children to be themselves.”

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Stakeholder, survey

#### Increasing opportunities

- 5.4 Young people involved in programmes at times described SSF’s role as having been very influential. They recognised that they were disengaged, or previously felt there were no opportunities for them. This led to a lack of confidence in themselves.
- 5.5 Often, they felt SSF had opened up opportunities for them they simply would never have had otherwise. They suggested this changed their direction as a result. A number of those involved in the programmes emphasised the barriers that many young people, and particularly those from more deprived communities, face.

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“As course went on, barriers lifted a bit. . . [they were] seeing through the task as their understanding developed. [The young people] became more confident and comfortable over the sessions . . .”

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Support worker, ETC focus group

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“[They create] opportunities for young people to make a difference in changing peoples’ lives.”

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Active East participant, focus group

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“They have basically given us a life.”

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Active East participant, focus group

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### **Accessibility**

- 5.6 Participants and stakeholders regularly talked about the way in which SSF reduced barriers to participation, through their attitude, local focus, and low cost.

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“Having this in the school, at a low cost, makes all the difference. It has been brilliant for [my child.]”

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Parent of RCC participant, focus group

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“They involve children of all backgrounds and ability levels.”

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Stakeholder, survey

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“It’s excellent SSF cover transport costs to competitions. They engage [young people] in the most deprived areas and are not put off by this.”

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Stakeholder, survey

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### **Quality of activities and content**

- 5.7 Stakeholders highlighted the quality of SSF activities, including the content, structure and style of delivery.

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“Courses provided are well written and relevant for our young people to learn.”

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Stakeholder, survey

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“[They are] very well organised.”

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Stakeholder, survey

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“Very well structured and provides clear links to the curriculum.”

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Stakeholder, survey

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### **Staff approach and attitude**

- 5.8 Across research methods we heard about the importance of the relationships young people have with staff. They described staff as going far beyond the role you might expect, and adapting their approach to suit the needs and aspirations of each young person. Young people emphasised the valuable characteristics of being non-judgemental, supportive and encouraging.

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“They understand what young people do.”

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Stakeholder, survey

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“They are like a rock. They give you support.”

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Active East participant, focus group

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“They bring a different outlook to the young people in the class, as the people who come in have lifestyle skills and stories about their lives . . .”

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Stakeholder, survey

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“Excellent coaches who pitched skills sessions and road shows at the perfect level for our pupils . . .”

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Stakeholder, survey

- 5.9 A support worker based in a residential school for young people at risk of offending emphasised that SSF staff were responsive to learning about what worked well with young people.

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“[They are] striving to do things better, wanting to improve.”

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Support worker, ETC focus group

### Positive role models

- 5.10 Participants and stakeholders highlighted the benefits of using role models as SSF does. This included the professional players, but we also heard that coaches played a really important role in engaging and inspiring young people.

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“I liked the stories about how the young people overcame barriers. . . instead of negative influences in their community they became a positive one. . .”

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Support worker, ETC focus group

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“The players are so impressive. They really make you listen to what they say.”

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RCC participant, focus group

### Sport as a tool

- 5.11 Young people involved in Active East and Twilight focus groups emphasised that they liked that SSF used sport as a tool to help people feel more included, and engage them in other discussions. For example, some Twilight participants said they expected sessions to be competitive, and male dominated, but it wasn't like that in reality.

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“No matter where you are from, you can build friendships in that environment. Upbringing doesn’t matter. Everybody is coming in to play basketball or learn more. Twilight doesn’t hold anything against you.”

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Shell Twilight participant, focus group

### **Balance of challenge and support**

- 5.12 Young people often talked about the tailored approach SSF takes to each young person. On the one hand, they often said they felt very supported. They also emphasised that programmes and staff pushed them to achieve more, and challenge them.

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“They pushed me out of my comfort zone.”

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Participant, Active East focus group

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“The staff are phenomenal. Every coach I have had has been there for me, pushing me to achieve my goals.”

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Shell Basketball participant, focus group

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“I have achieved so so much more than I thought I ever could.”

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RCC participant, focus group

### **Opportunities for peer to peer support**

- 5.13 We heard during interviews and focus groups that young people particularly liked the opportunity to build strong relationships with others, who they might not have met otherwise. For example, young people suggested that the national nature of SSF, and the way it bring together participants from all over Scotland, really broadened their horizons.

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“You can work with people you maybe thought you couldn’t work with.”

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ETC participant, focus group

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“Sessions bring different social groups together that wouldn’t possibly socialise normally.”

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Stakeholder, survey

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“[As volunteers] you interact with people, get to know people, and it is easier to understand what others are going through.”

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Shell Twilight participant, focus group

### **Promoting gender equality**

- 5.14 During a focus group, young women involved in Shell Twilight Basketball spoke of how the sessions had helped them develop skills to stand up for their rights, and to deal with prejudice. They felt the programme had given them

confidence in leading groups of young men, and dealing with challenges associated with that. Having skilled coaches who stood up for equality was really important in this.

## **Areas for development**

- 5.15 Generally, research participants were very positive about SSF and its activities. Often, they had no suggestions for improvement. However, a few themes emerged from small groups of participants, and these are summarised here.

### **Appetite for further opportunities**

- 5.16 When asked what SSF could improve, participants and stakeholders took the opportunity during surveys to suggest SSF continues to offer activities in their area or to their target group. Some called for them to further extend activities, with more training, sessions, and in new communities.

### **Issues with communities sustaining sessions**

- 5.17 The Shell Twilight Basketball participants involved in a focus group were concerned about the impact of changes to Twilight sessions and tournaments. In particular, they were concerned that working towards sessions becoming more independent, with reduced resources from SSF, was leading to some sessions being less accessible, supportive and effective. They felt the approach didn't take into consideration the lack of local support, and the impact of barriers like venue costs for groups of young people. They also felt that other measures – like asking people to hand their shirts back after tournaments and less input from professional coaches – was reducing the impact of the programme. They understood that there is a desire to distribute CashBack resources to new communities, but felt it was important for funders to understand that, in their view, the impact of longstanding sessions on communities with significant needs is being lost.

### **Pathway opportunities**

- 5.18 A few participants from ETC and Rocks Community Clubs focus groups asked for more information about future opportunities to engage in SSF or other basketball activities. Parents of children attending the RCC wanted to know where they might continue their interests when they were too old for the current group. Young people from the ETC focus group wanted to know if they could access any SSF activities local to them, when they finished their stay at the residential school.

### **Intensity of involvement**

- 5.19 We met a few young people during focus groups who were very heavily involved as volunteers. They felt strongly the programme was beneficial to them, but also mentioned that involvement can be very busy and intense.

They suggested there is a danger of overstretching yourself, and getting involved in too much.

### **Specific suggestions**

- 5.20 Survey respondents offered a number of specific suggestions, that were relevant to their particular area, activity, or (in the case of ETC) course. These often related to the length of activities, their content and their style, or supporting materials.

## 6. Conclusions and recommendations

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### Participation

- 6.1 As with many organisations using sport, SSF has faced challenges with encouraging young women to participate in programmes. While it continues to engage slightly more with young men than young women across most CashBack funded activities, it has made significant progress this year and last.
- 6.2 The SIMD profile of SSF's participants demonstrates a continuing strong focus on deprived communities, with 84% of participants coming from Scotland's 20% most deprived communities.
- 6.3 Data on disability and ethnicity shows that SSF is working with small numbers of young people who identify as minority ethnic or disabled, but this is still relatively high compared with population wide figures.

<p>We recommend SSF continues to actively work to understand equalities related barriers for its activities, and continues to develop approaches to improve equalities across its programmes.</p>
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### Impact

- 6.4 SSF has exceeded all of its annual outcome focused targets. Some of these were extremely challenging this year, as SSF hoped to 'catch up' with slight shortfalls during year one, and it achieved this. Because participation levels have been much higher during year one and two than anticipated, the extent of impact is higher than originally anticipated. SSF has engaged 15,820 young people in the first two years of delivery, representing 88% of its 18,000 target for Phase 4.
- 6.5 The survey and qualitative evidence gathered this year further supports the themes and outcomes identified from the quantitative analysis of survey and monitoring data. Participants regularly attributed significant outcomes to their involvement with SSF. As well as improved confidence, skills, and aspirations, data suggests SSF has supported young people to make wider changes in their behaviours, lifestyle, learning or work lives.

### What works well or could be better

- 6.6 Participants and stakeholders continued to emphasise a number of key strengths in relation to SSF delivery, which reinforce similar themes from previous evaluation work. In particular, the accessibility of activities, staff skills and attitudes, interesting and good quality content, use of role models, use of sport as an engagement tool, opportunities for peer to peer support, and equality focus were all praised.

- 6.7 Research participants often found it difficult to suggest improvements. Most commonly, they called for more sessions or longer sessions. Small numbers did raise particular concerns. A small group, but with very strong views, felt that the move towards transferring responsibility for Shell Twilight Basketball sessions to community groups was at times having a negative impact on young people. A few suggested it would be useful to know more about wider opportunities to participate in basketball or other activities (particularly as they grew too old for sessions). And a few young people, who were very actively involved in SSF, suggested there could be a danger of young people taking on too much, and this needs to be carefully managed.

We recommend SSF considers the suggested changes, and the extent to which these are isolated or wider issues. We suggest that further discussions might be needed to understand these issues better.

We recommend SSF continues its current approach to setting up new sessions, which means working closely with new partners to ensure transitions are planned from the beginning. We recommend SSF considers separately how best to support the transition of more established sessions, where local partners are not sufficiently committed.

It will be worth considering the full costs and benefits of charging, even when levels are very small.

### **Monitoring and evaluation**

- 6.8 SSF has really embedded its improved approach to monitoring and evaluation this year, and has produced accessible and clear data for this report.
- 6.9 This year SSF has successfully secured more participant survey responses (from 744 last year to 970 this year) and more stakeholder survey responses (from 62 to 90).

## Appendix 1: Table of year two targets and indicative performance

The table below brings together data recorded by SSF for individual participants, with survey data. To allow reporting against the target numbers, for some indicators the table makes projections about the likely number of young people affected, based on the survey sample.

Figures have been calculated by SSF, on a programme by programme basis. This involved analysing the proportion of people who demonstrated positive change, and applying this to the total number of participants on each programme. The programme level estimates have been brought together, to provide an SSF total estimated figure for each indicator. These figures should be treated with caution, as the survey samples may not be representative of the overall population of participants on each programme, but it does give a broad indication of how well SSF is doing in terms of the number of young people likely to be affected.

As discussed in the body of the report (which mainly explores actual recorded figures, and percentages from the surveys), SSF has performed well across all outcomes. It should be noted that the projected performance in relation to target numbers (the last column) is strongly affected by the much higher than anticipated number of young people engaged in year two.

	Three-year target	Annual target number 2018-19	Evaluation evidence for 2018-19	Equivalent to . . .	Indicative performance in relation to annual target numbers <sup>12</sup>
<b>Outcome 1: Young people build their capacity and confidence</b>	10,800 (60%) of YP report increased confidence	3600 YP	89% of young people reported an increase in confidence in the survey	Estimated 6,011 YP	Suggests ahead of target number: +2,411 YP
	13,140 (73%) of YP feel able to do new things	4380 YP	88% of young people reported feeling able to do new things in the survey	Estimated 5,900 YP	Suggests ahead of target number: +1,520 YP
	60% of stakeholders surveyed report	60%	92% of stakeholders surveyed report perceived increases in confidence	-	Ahead of percentage target

<sup>12</sup> This column brings together actual recorded data on participant outcomes, with figures projected based on the survey.

	perceived increases in confidence and ability to do new things among young people		and 94% said their ability to do new things had improved		
	12,600 (70%) go on to do new things after their initial CashBack involvement	4200	At least 72% of young people identified new things they can do as a result of SSF programme in the survey	Estimated 4,840 YP	Suggests ahead of target number: +640 YP
<b>Outcome 2: Young people develop their physical and person skills</b>	1950 (11%) of young people achieve accreditation	764 (increased to reflect shortfall in yr 1)	SSF recorded that 1,025 young people gained accreditation	Actual 1,025 YP	Ahead of target: +261 YP
	12,600 (70%) self-reporting increased skills	4200	At least 96% of young people surveyed reported one or more new skills as a result of SSF programmes	Estimated 6,908 YP	Suggests ahead of target number: +2,708 YP
	70% of other stakeholders surveyed report skills are increasing	96%	98% of other stakeholders surveyed reported at least one skill that had improved for young people	-	Ahead of percentage target
<b>Outcome 3: Young people's behaviours and aspirations</b>	13,140 (73%) YP report increased aspirations	4380	85% of young people reported increased aspirations in the survey	Estimated 5,674 YP	Suggests ahead of target number: +1,294 YP
	70% of other stakeholders report perceived	70%	90% of other stakeholders perceived increases in the	-	Ahead of percentage target

<b>change positively</b>	increased aspirations in young people		aspirations of young people		
	12,600 (70%) YP report positive changes in behaviour	4200	80% of young people surveyed identified at least one positive behavioural change	Estimated 5,972 YP	Suggests ahead of target number: +1,772 YP
	70% of other stakeholders surveyed report perceived positive changes in behaviour of young participants	70%	87% of stakeholders identified at least one positive behavioural change	-	Ahead of percentage target
<b>Outcome 4: Young people's wellbeing improves</b>	12,600 (70%) YP report increases in feelings against SHANARRI indicators	4200	92% of young people surveyed reported that SSF activities made them feel more positive in terms of at least on SHANARRI indicator	Estimated 6,886 YP	Suggests ahead of target number: +2,686 YP
	70% of other stakeholders surveyed report perceived increases in SHANARRI indicators among young people	70%	97% of stakeholders surveyed reported that SSF delivers activities which lead to improvements for young people in relation to at least one SHANARRI indicator	-	Ahead of percentage target
<b>Outcome 6: Young people participate in activity which</b>	2790 (16%) YP accessed training	1,048 YP (increased to reflect	SSF recorded 1,189 YP participated in training	Actual 1,189 YP	Ahead of target: +141 YP

<b>improves their learning, employability and employment options (positive destinations)</b>		shortfall in yr 1)			
	2670 (15%) of YP accessed learning	890 YP	SSF recorded 1,178 YP participated in learning	Actual 1,178 YP	Ahead of target: +288 YP
	180 YP accessed employment	76 YP (increased to reflect shortfall in yr 1)	SSF recorded 79 YP entered employment	Actual 79 YP	Ahead of target: +3
	890 YP accessed volunteering	290 YP	SSF recorded 371 YP volunteered	Actual 371 YP	Ahead of target: +88 YP
	450 (2.5%) YP progressed into further education, training or employment	150 YP	SSF recorded 213 YP progressed to a positive destination	Actual 213 YP	Ahead of target: +63 YP
<b>Outcome 7: Young people participate in positive activity</b>	18000 (100%) YP participated in the activity	6000 YP	7,452 YP participated in SSF activities	Actual 7,452 YP	Ahead of target: +1,452 YP
	13,380 YP (75%) were new to that activity	4460 YP	SSF recorded 5,536 young people participated who were new to this type of activity	Actual 5,536 YP	Ahead of target: +1076 YP
<b>Outcome 9: Young people contribute positively to their community</b>	840 (5%) of YP undertake volunteering or leadership roles	280 YP	SSF recorded 325 YP undertook volunteering or leadership roles	Actual 325 YP	Ahead of target: +45 YP
	48,000 hours of volunteering	19,816 YP (increased to reflect shortfall in yr 1)	SSF recorded 21,561 volunteering hours	Actual 21,561 hours	Ahead of target: +1,745 hours

	435 (2.5%) undertake community awards	241 YP (increased to reflect shortfall in yr 1)	SSF recorded 270 YP undertook community awards	Actual 270 YP	Suggests ahead of target number: +29 YP
	210 (1%) YP who feel their contribution and links with communities are improving	70 YP	63% of young people surveyed felt they were making a difference in their local community following SSF participation	Estimated 5,523 YP	Suggests ahead of target number: +5,313
	60% of other stakeholders surveyed perceive that young people's contribution and links are improving	60%	62% of stakeholders reported that young people were making more of a difference in their local community as a result of SSF involvement	-	Ahead of percentage target
	690 (4%) of YP undertaking coaching, mentoring or supporting roles	230 YP	SSF recorded 280 YP undertook coaching, mentoring or supporting roles	Actual 280 YP	Ahead of target: +50

## Appendix 2: Case Studies

### CASE STUDY: Declan

#### About Declan

Declan is 17 years old and from Irvine, North Lanarkshire. He has mainly been involved in SSF as a participant and volunteer with Shell Twilight Basketball.

#### Involvement in SSF

Declan first became involved in SSF when he saw posters for Shell Twilight Basketball sessions in his local area. He had previously played basketball at his secondary school, and was keen to play more, so went along.

At the time, Declan had a range of issues, and describes himself as a “problem child”. He was struggling to handle his emotions well, and suffered from anxiety. This was leading to difficult behaviours, missing classes, not going to school, and not socialising with his friends. But the coach and another youth worker at his local Twilight session started to work with him. They helped him achieve goals, improve his communication skills and change his behaviours.

Over time, his coach and youth worker encouraged and supported Declan to take on increasing responsibility and volunteering roles. This included participating in the Glasgow Rocks Academy, and becoming a Twilight Ambassador. He now supports younger children at Twilight sessions, and has been involved in Twilight Summer Camp. He recently helped run the Wellbeing Ambassador tournament, which promoted understanding and awareness of mental health.

#### Outcomes

Declan feels that Twilight has significantly helped him in a number of ways. By creating a safe place, it allowed him to engage with others socially, and be much less anxious.

“It helped me come out of my shell. I was very inwards, and wouldn’t speak to people [before]. . . Twilight became a really safe place for me, I trust everyone there.”

Having support to take on more responsibility has really helped Declan’s confidence.

“They helped my confidence so much.”

“He is a lot more confident now.”

*Fellow coach*

He also suggests that the opportunities Twilight creates (through tournaments and residential) to meet people from across Scotland and with different experiences, has had a very positive impact on his ability to work with others. And this has led to new friendships and connections.

“I now have friends all over Scotland. Two of the people I met through Twilight, I now speak with every day.”

Declan also recognises that the support and training offered by Twilight has really strengthened his skills.

“It has really helped my communication skills, and [I have developed] leadership skills I didn’t have.”

His involvement in SSF has helped Declan to change his behaviours, and react more constructively to challenging situations.

“I don’t know what I would have done without Twilight.”

“He is a lot happier. Anytime I see him now, he is really happy.”  
*Fellow coach*

### **SSF’s role**

Declan valued the approach staff took to working him, which involved a balance of challenge and support.

“It’s very push and pull. They’d help me do certain things, if I did things for myself. If I improved my behaviour, and managed my anger, I could be an ambassador. They were working with me, but I had to do everything myself.”

Staff were always there for Declan, to address whatever issues he was facing.

“The staff were very patient. If I had a problem to talk about every day, they were always happy to talk about it. . . . They never turn you down. I admire that a lot.”

This included helping him successfully apply for College.

### **The Future**

Before becoming involved in Twilight, Declan had very few aspirations for the future.

“I didn’t think I had a future. I didn’t know what I would do. . . . Now I have a fair idea. It has really changed how I see myself.”

Declan is currently at college, working on an NC in sport as he wants to improve his coaching skills. He continues to volunteer with SSF. He loves basketball, and sees it as something that will be a focus for him in the long term.

Basketball is my main passion”.

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## **CASE STUDY: Chloe**

### **About Chloe**

Chloe lives in Glasgow. She has been involved with SSF for around four years, as a participant and volunteer.

### **Involvement in SSF**

Chloe first became involved with Active East when she was 13, and a friend wanted to go along to a session. She was really just looking for something to do. During her first session she began to build a relationship with the staff, and realised there might be wider opportunities for her.

“One of my friends was already coming along . . . I went along really for something to do. . . I met [staff member] . . . we were talking about all the opportunities I could take part in . . . and I just signed my name up for a couple of things.”

Over time, she has become more and more involved as an active volunteer. After a couple of months she began working at Jump2it tournaments, then moved on to become an Active Champion, and a Ready, Steady Leader.

“Rewarding to see I started at the bottom in organisation, but I always had something to move onto.”

A staff member spoke with Chloe about a local youth organisation, PEEK, who were looking for volunteers. They arranged for PEEK’s volunteer coordinator to meet up with Chloe, which led to Chloe helping run the summer programme with PEEK.

“I was only about 14 at the time, and there aren’t many opportunities to work with young people in their own communities. It was a chance to meet young people and build relationships with them that I wouldn’t have.”

### **Outcomes**

Chloe feels her time with SSF as a participant and volunteer has helped her develop her confidence significantly. She attributes this to the sense of community and support within the Active East programme, as well as the development opportunities she has taken part in.

“I started when I was almost 13. I wasn’t very confident at all. I didn’t have many friends. I went to that first meeting, and ever since then I have felt a part of something . . . My confidence has increased. But it took a while.”

“SSF asked me to host a learning event, which was a big point for me. Before, I wasn’t even able to speak to teachers in school.”

Chloe also feels she has developed a range of skills which have helped her, and will build strong foundations for future learning and work. She is trained in child protection, first aid and has her PVG certification. This allows her to be able to work

with young people in a range of volunteering roles. Chloe highlights these are accreditations she would not have been able to achieve at school. She is now skilled in goal setting, communicating and team working.

Chloe is now having a significant impact on young people in her own community. As well as working with PEEK, she has established her own street play group and a junior club in the east end of Glasgow.

### **SSF's role**

Chloe feels that the supportive staff have been really important in helping her achieve the outcomes she has.

*“The continuous support of the staff was amazing . . . I felt so supported by SSF. . . from any member of staff.”*

She spoke of how staff helped her achieve more than she ever thought she could, but have always been there to help if needed – like a safety net. She describes being able to host an Awards Night, presenting various people and awards with confidence.

*“On the night I was fine, because I knew I had SSF support.”*

Chloe highlighted how important it has been that staff have helped her with such a wide range of issues. This included helping her write her personal statement for her university application, and applying for a job – both of which were successful.

### **The Future**

Chloe starts studying Community Development at the University of Glasgow in October 2019. She chose this course because of her experience and the impact SSF staff have had on her.