

Artwork by a young person attending a Shell Twilight session and pictures from SSF website.



UWS EVALUATION OF SCOTTISH SPORTS FUTURES CASHBACK FOR COMMUNITIES PROGRAMMES

**Written By: Dr Johanne Miller and Blair Melvin,
July, 2022.**

**University of the West of Scotland
johanne.miller@uws.ac.uk**



Shell Twilight



SSF Chance:2:Be



Education Through
CashBack



SSF Young Leaders

Table of Contents

Table of Contents.....	1
Executive Summary.....	2
Introduction	4
Evaluation Aims and Methods	6
Evaluation Outcomes	6
Research Design per Programme.....	7
Psycho-Social Survey.....	7
Shell Twilight: Design and Participation.....	7
SSF Chance:2:Be: Design and Participation	8
SSF Young Leaders: Design and Participation	9
Data Analysis.....	11
Conclusion.....	11
Findings	13
Overview	13
Building a picture of the Young People and their Communities.....	13
Programme by Programme Evaluation.....	18
Shell Twilight Evaluation	18
SSF Chance:2:Be.....	21
SSF Young Leaders	26
Conclusion.....	29
Discussion and Conclusion.....	31
Recommendations	33
References	35
Appendices.....	37
Appendix One: Geographical coverage per LA detailing spend and activity numbers.....	37
Appendix Two: Equality Impact Assessment	38
Appendix Three: Example of Shell Twilight Photo Elicitation	39
Appendix Four: Page One of Young Leader Whatsapp Diary	40

Executive Summary

This report highlights findings from an evaluation carried out by researchers at the University of the West of Scotland during the period June 2021 – June 2022. The evaluation was carried out on behalf of Scottish Sports Futures (SSF) as a part of their successful Cashback for Communities 2020 – 2023 Phase Five bid.

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

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

This report is year two of a three-year evaluation. The data from the Education Through Cashback programme will be presented in the year three report.

To evaluate the programmes, a multi-method, multi-site research design was adopted that included both participants and practitioners. A qualitative approach was applied that included interviews, focus groups, peer-elicitation interviews, mapping focus groups, WhatsApp diaries and the training of 5 peer researchers to carry out interviews. In addition, a documentary analysis of 48 SSF Chance:2:Be case studies were carried out using descriptive analysis. In total there were 65 participants in the research, 31 young people aged between 10-18 and 34 practitioners.

All transcriptions were anonymised, and pseudonyms given. Written data was analysed using Braun and Clarke's (2008) thematic analysis and Charmaz's (2008) constant comparative method. Visual data was analysed by applying Tsang's (2020) visual critical approach. All data sets were then compared, and themes developed. Themes developed included: territorialism, stopping isolation, building community, community background, safe/unsafe people and places, mental health, building confidence and how SSF can improve. The report evaluated SSF in relation to six set outcomes:

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

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

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

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

Outcome 5: Young people contribute positively to their communities.

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

It was found that SSF over-achieved in each of the six outcomes they were being evaluated against. The young people that SSF worked with are the ideal population for Cashback for Communities funding. SSF worked with young people whose families and communities are the most affected by crime. They resided in the 20% most deprived areas in Scotland (SSF, 2022) and described their communities as having unsafe people and places that they had to navigate to stay safe.

The young people in attendance at SSF, for the most were young people on the margins of ASB and crime but did not come to the attendance of policy makers or the authorities. In contrast, for most young people in the SSF Chance:2:Be programme they were involved in formal justice systems and had more complex needs.

Young people from across all targeted local authorities and SSF programmes reported high numbers of problems associated with mental health that affected their trajectories including anxiety, loneliness and isolation, depression, self-harm, and suicide. It was evident from carrying out this evaluation that the Covid-19 pandemic had limited the social supports that young people used as barriers against these feelings.

Our findings indicated SSF was a powerful impetus for change in young people's lives and acted as a barrier to these feelings. SSF created physically and emotionally safe places for young people to attend which had the result of:

- Developing support networks
- Increasing friendship groups
- Building young people's belief in self, and confidence levels
- Improved physical and mental health
- Acted as a barrier to mental health issues such as anxiety, loneliness, depression, and self-harm.
- Helped young people gain accreditations and transition into education and employment, and
- Widened young people's life experiences.

SSF achieved this by providing universal services that young people could attend and progress through. For example, they could attend SSF Chance:2:Be, move into Shell Twilight sessions and then become an SSF Young Leader. The application of their universal approach also applied to their health and well-being workshops which helped limit labelling and stigmatisation. We know from research (McAra and McVie, 2010) that universal services that are there when children and young people need them at critical moments in their lives are what works in diverting young people from becoming involved in crime and ASB and this is what SSF provides to young people in Scotland.

Introduction

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

“Developing People”

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

Improving Health & Wellbeing

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

Strengthening Communities

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

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

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

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

During the year, this evaluation was carried out (2021/22), SSF worked with 860 young people from across 27 local authorities in Scotland with 62% of the young people presenting from 20% of the most deprived communities of Scotland (SSF, 2022b). During this year they delivered seven sports-based programmes ranging from diversionary and participatory sports, training and accreditation programmes, volunteering, and leadership, two referral-based programmes (mental health intervention and personal development) and a family-based intervention. Cashback for Communities funds four of the SSF programmes and it is these four programmes that UWS will evaluate:

• Shell Twilight

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

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

- SSF Chance:2:Be
 - o A 16-week, referral-based, intensive personal development programme, for young people at risk of entering the justice system and/or disengaging from education and employment; offering safe environments to explore personal development, set goals, and complete accessible training and accreditation.
- Education Through Cashback
 - o A training & accreditation program focusing on providing and developing skills within both practitioners and young people within the program. Education Through Cashback takes a person-centred approach to training and looks to provide education outside of the traditional classroom environment.
- SSF Young Leaders Program
 - o A volunteer program which allows young people involved to take on leadership opportunities within SSF. SSF Young Leaders are provided with unique opportunities to learn through sport and develop new skills and gain formal qualifications as they become involved in the running of sessions.

Like many organisations throughout the world, the impact of the COVID-19 pandemic has seen additional and unprecedented pressures, which could not possibly have been anticipated. On the 20th of March 2020, the UK government ordered the closing of all social venues with the nation entering a full lockdown on the 24th of March. This meant that until the 13th of July 2021, no physical contact for sports or youth work was allowed which effectively stopped all physical meetings between Scottish Sports Futures and young people. SSF were able to virtually support communities and young people that they had existing relationships with via telephone calls and online participation, but this proved more difficult in new or progressing areas where relationships were not established. This has impacted delivery within SSF, in building programmes up within new areas of delivery for Shell Twilight in Stirling and Education Through Cashback. It also has had the effect of how many young people that SSF are able to engage with during this period. Yet, despite these difficulties, SSF still supported young people via online communities and decided to ensure it meets all original targets agreed with Cashback.

Evaluation Aims and Methods

Evaluation Outcomes

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

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

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

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

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

Outcome 5: Young people contribute positively to their communities.

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

Year One of the evaluation did not include any data collection or assess SSF against these main outcomes. Year one consisted of development of a foundational report detailing the research design and instruments used to evaluate SSF. This foundation report detailed the justification, methods, research question and aims for each of the programmes alongside the instruments designed for use. A multi-method, multi-site research design was employed to capture the outcomes that SSF aimed to achieve across their four programmes: Shell Twilight; SSF Chance:2:Be; Education Through Cashback; and SSF Young Leaders

Data collection and analysis for the Education Through Cashback programme will take place entirely in year three.

Due to the existence of the foundation report – and to limit duplication – this section provides the reader with a brief overview of the research design and questions, alongside an overview of what research was carried out in each area and programme. Please see Miller (2020) for further information on the methods or to view the instruments applied within each programme.

This evaluation was designed to complement the quantitative data that Scottish Sports Futures gathers and displays within their annual reports. To avoid duplication of data collection this evaluation will provide the SSF pre-gathered data on the below areas within the appendices (please note this data is taken from the SSF annual report :

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

Overall, this research was qualitative in its approach; qualitative research aims to make sense of the personal stories of participants and how they interact together (Thomas, 2003). However, to complement the rich qualitative data generated via these methods across three of the programmes a quantitative approach was to be taken in the form of an amended psycho-social survey (McAra and

McVie, 2010). The role of the quantitative data was to observe and measure (Thomas, 2003) any self-observed changes in the individuals attending the programmes to give a more generalised view of change across the programmes.

Participants included both the young people attending the SSF programmes, and the practitioners delivering them. The methods adopted include a survey, individual and paired interviews, focus groups, focus groups mapping their areas, photo elicitation interviews, and WhatsApp diaries.

WhatsApp is being increasingly recognised as a valuable tool in ethnographic research particularly for young people as it allows them to document, edit and share what they would like to with the researcher on their own terms and at their own times (Kurniasih and Riyadhshyah, 2017). The following section will detail the research design employed within each of the programmes, first discussing the psycho-social survey.

Research Design per Programme

Psycho-Social Survey

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

The amended survey had very low engagement (n3) from young people as practitioners reported it was too lengthy and participants did not complete it. Therefore, its findings are not included within this report. However, the survey will be further amended for use in year three alongside practitioners from SSF to ensure that it is suitable for the young people attending SSF to complete it. Specific areas will need to be removed to shorten the survey which will impact its capability to assess each of these outcomes so it must be agreed which outcomes are the best.

Shell Twilight: Design and Participation

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

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

Shell Twilight was delivered in four areas across Scotland: Stirling, Glasgow, North Ayrshire, and Fife. Shell Twilight worked with 226 young people across its four delivery areas in 2022. The methods proposed within this programme included both practitioners and young people. Three Methods were employed in this programme.

1. A practitioner focus group was carried out with ten practitioners exploring what felt worked and didn't work in their communities.

2. A mapping focus group with young people which explored safe and unsafe spaces in their communities followed by an interview about their communities.
3. There were also peer-led photo elicitation interviews with young people across each of the areas (please see appendix three for an example of one of the photo sets captured). Five SSF Young Leaders were trained as peer-researchers and carried out five photo elicitation interviews, which involved young people engaging in Shell Twilight taking pictures about what Shell Twilight meant for them, followed by interviews.

Due to the impact of Covid-19 there was a delayed start date in Stirling which impacted our ability to carry out the mapping focus group, this will be carried out at the beginning and end of Year Three of the evaluation to ensure we can map any changes. Therefore 3 mapping focus groups were carried out in: Fife, North Ayrshire, and Glasgow.

In total, 31 participants took part in the Shell Twilight evaluation: 10 practitioners and 21 young people between the ages of 12 and 16. Please see the table below for a breakdown of young people participating.

Table One: Shell Twilight Overview of Participants

Area	Peer Researcher Led Photo Elicitation Interviews	Mapping Focus Groups	Practitioner Focus Group	YP Participant Nus
Stirling	2 females aged 15	N/A	2.5	2
Fife	1 male aged 15	3 males ages 15, 12 2 girls ages 13 & 15	2.5	6
North Ayrshire	1 male aged 16	4 males ages 12, 1 female aged 13	2	6
Glasgow	1 male aged 16	6 males aged 12,12,13,13,14,14	3	7
Total	2 females, 3 males	13 males and 3 females	10	21 YP 10 Practitioners

SSF Chance:2:Be: Design and Participation

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

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

Although SSF Chance:2:Be was carried out in four areas: Stirling, Glasgow, North Ayrshire, and Fife, due to the impact of Covid-19 there was a delayed start date in Stirling which impacted our ability to begin the research in Year Two with young people. Therefore, two longitudinal interviews will be applied in Stirling in Year Three of the evaluation.

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

1. A documentary analysis was employed to explore the processes that workers go through to help young people move forward in their goals and work towards employment. This involved a descriptive analysis (Thomas, 2003) of 48 worker referral forms, observation sheets, personal development plans (PDP) and aftercare sheets (25 from Glasgow, 5 from Stirling, 10 from North Ayrshire, and 8 from Fife).
2. A focus group of 10 practitioners was held to allow staff to come together and share thoughts and opinions on their barriers and catalysts for change and what helped or hindered them in supporting young people.
3. Three longitudinal interviews with young people were carried out from North Ayrshire, Fife and Glasgow. Each young person was interviewed twice, once at the beginning of their involvement and two months after they completed the programme (16-week programme). To complement this young people were asked to keep a WhatsApp diary of the events they felt helped or hindered them; these were to be the focus of discussions at the final interview.

Due to the chaotic lives of the young people attending the programme involving the loss of mobile phones and lack of engagement, only one young person took part in the WhatsApp diaries. If this occurs again in Year Three, additional young people will be asked to take part in WhatsApp diaries.

In total, a documentary analysis of 48 young people's notes were analysed, 3 young people were interviewed twice, and 10 practitioners took part in a focus group. Please see the table below for a breakdown of participants in the SSF Chance:2:Be programme.

Table Two: SSF Chance:2:Be Participant Overview

Area	Documentary Analysis	Longitudinal Interviews	Practitioner Focus Group	Participant Nus
Stirling	5 – 5 males	N/A	2.5	NA
Fife	8 - 6 Male 2 Female	Female, 15	2.5	1
North Ayrshire	10 - 10 Male	Male, 15	2	1
Glasgow	25 - 24 Male, 1 Female	Male, 15	3	1
Total	48	3	10	3 YP interviewed twice 10 practitioners

SSF Young Leaders: Design and Participation

The UWS evaluation concentrated very specifically on supporting the ongoing attainment that is captured by the SSF internal evaluation which have highlighted that there is a turning point for young people that helps develop them into leaders. This evaluation will attempt to capture these turning

moments for young people to enable workers to better prepare themselves and young people for these critical moments. Therefore, the UWS evaluation has two aims within this programme:

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

In addition to this established SSF Young Leaders will be trained in research and interviewing techniques and asked to engage other young people in the Shell Twilight programme in peer photo elicitation interviews. Two methods were applied within this programme:

1. Two staff focus groups were carried out, one at the beginning of the year but due to staff turnover many of those interviewed had left SSF therefore towards the end of the year an additional focus group was carried out including the additional new starts.
2. Two longitudinal interviews were carried out in North Ayrshire and Glasgow. SSF Young Leaders were interviewed initially and then asked to take part in documenting their journeys via WhatsApp. After six months to a year of engaging with the WhatsApp diary a follow up interview is then carried out.

Peer Training

To help build capacity and develop rich data sets, 5 SSF Young Leaders from each area attended the University of the West of Scotland and took part in a two-day peer researcher training course. The five participants then interviewed one young person from their area involved in the Shell Twilight programme in peer led photo elicitation interviews regarding what is important to them in their community and with SSF delivery. Peer research has many benefits for the researcher and the participants. Having a common language and common experiences can help research participants to say what they really think (Burns and Schubotz, 2009). Burns and Schubotz (2009) state that those who train to be peer researchers also report benefits such as development of new skills, empowerment, and validation.

Table Three: SSF Young Leader Participant Overview

Area	Longitudinal Interviews	Practitioner Focus Group	Participant Nus
Stirling	N/A Yr3	FG1 - None FG2 - 1	0
Fife	N/A Yr3	FG1 - 1 FG2 - 2	0
North Ayrshire	1 female aged 16.	FG1 - 1 FG2 - 2	1
Glasgow	1 male aged 18	FG1 - 3 FG2 - 1	1
Working Across All Areas	N/A	FG1: 3	
Total	2	14 FG1: 8	2

		FG2: 6	
--	--	--------	--

In total, 5 young people were trained as peer researchers, 2 young people took part in longitudinal interviews and WhatsApp diaries, and 14 practitioners took part in two focus groups.

Data Analysis

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

- Territorialism
- Stopping Isolation
- Building Community
- Community Background
- Safe/Unsafe People and Places
- Mental Health
- Building Confidence
- SSF can Improve.

The SSF can improve theme was in response to the question what SSF do to help improve its delivery in your area. Although throughout the findings there will be discussion of recommendations, there will be a full section dedicated to this. In analysing the visual data, Tsang's (2020) Visual Critical Approach was applied, which involved the researchers analysing the pictures, comparing that analysis with the participants' commentary on the data, developing codes and themes, and, finally, adopting Charmaz's (2006) constant comparative approach to the written data.

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

Conclusion

To conclude, this year's evaluation was qualitative in nature and carried out across three programmes: Shell Twilight, SSF Chance:2:Be and SSF Young Leaders. The survey although initiated did not gather enough participants and will be amended and carried out in Year Three. All data collection for Education Through Cashback will also be completed in Year Three.

In total there were 65 participants across the three programmes:

- 31 young people aged between 10-18 participated in qualitative interviews and focus groups.
- A documentary analysis of 48 case studies was carried out using descriptive analysis.
- 34 practitioners engaged in four focus groups.

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



Findings

Overview

SSF works with a significant number of young people across its programme sites. In total, they worked with 862 young people across all four sites in 2022, comprising:

- 20 SSF Young Leaders,
- 226 Shell Twilight attendees,
- 126 SSF Chance:2:Be attendees,
- 490 people trained in Education Through Cashback

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

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

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

Table Four: Qualifications achieved per project.

Programme	Nu of Qualifications Achieved
20 Young Leaders	48
226 Shell Twilight	79
126 Chance2:Be	419
490 ETC	810
TOTAL	1356

This evaluation showcases in-depth qualitative data, providing findings which were developed across three of these programmes: Shell Twilight, SSF Chance:2:Be and, SSF Young Leaders.

Before going on to discuss each of the programmes in detail, evaluating to what extent they met the outcomes put forward in the Cashback for Communities bid, an overview of the young people and their communities will be put forward. This allows a contextual understanding to be presented of the young people that SSF work with across their programmes and highlights how young people are progressing within a post-pandemic society.

Building a picture of the Young People and their Communities

The young people that we spoke to at SSF were funny, resilient, and curious individuals who wanted to be able to help others and be a part of SSF and their communities. We encountered them in both

formal and informal settings within their communities. They spoke to us about how SSF helped them break down barriers and develop friends in safe places:

Yeah ok. So.. so the people in my pictures show people coming together. Em, whether they are younger, older, em, from different countries, from different places, it shows everyone coming together and eh, being able to be friends and just being human beings. (Dillan, Shell Twilight)

Yet, worryingly throughout all the programmes, discussions of mental health: anxiety, self-harm, eating disorders, and depression were presented. Although all young people have been given pseudonyms due to the sensitive nature of what is being discussed in this section, we will only refer to the programme we spoke to the young person on to help retain their anonymity. The following quotes highlighted are representative of the experiences young people spoke to us of:

Um, so like, I've struggled with mental health quite a bit and I've always wanted to be like a support, like help folk through it (SSF Young Leader)



It was number five (attached picture) and it was an important thing to me: Which was the bonds of friendship. Because as I said, they help you out of dark places. Out of suicide, depression... (Shell Twilight)

The SSF Chance:2:Be young people, both boys, did not want to discuss mental health highlighting the stigmatisation that is experienced when discussing these issues. The SSF Chance:2:Be programme had higher incidences of mental health and trauma than the other programmes which will be discussed in more detail within that section as the documentary analysis brought this to the fore. The theme of mental health was always coded alongside isolation and loneliness. It did not matter what programme that the young people were on, their gender or whether we were in rural or urban areas, the concept of mental health came up continually.

The SSF practitioners also recognised increased discussions of mental health was occurring more with the young people they work with:

Johanne: Okay As a group, what would you say are the main problems - I think you've answered it - encountered in helping young people, in mental health? Yeah?

Speaker 6: Cause it comes up in so many different ways like even if you're not explicitly speaking about it, you just see it in some young people. Like you see that they, they aren't very good or they can't come to the session cause of anxiety or they, they can't do things. Because they're so lacking in that. So even if you're not speaking about it and they're not saying, "Look I've self-harmed" you're still facing it. I think all the young people that come on to SSF Chance:2:Be, I think all the behaviour probably stems from mental health. We see it so much. (SSF Chance:2:Be Practitioner Focus Group)

Mental health is a stigmatised topic and although young people have higher awareness of mental health literacies and feel more able to talk about it, it is still a stigmatising topic that they don't want to discuss in front of other young people. Therefore, it is recommended that when SSF are carrying

out their workshops and concentrating on mental health that they re-frame these discussions around mental fitness. This allows everyone to take part in discussions about what mental health is, learning mental health literacies and resilience techniques in an un-stigmatised manner which is inclusive to all.

Young people are more than ever, concerned with their mental health, specifically in relation to displacement and disconnection with communities during trying times brought about by COVID-19 which limited access to peers, organisations and activities which would previously have provided opportunities for socialisation.

Peer researcher: Em, what do you think will stop, or get in the way, of you becoming a Young Leader? So what would stop you becoming a Young Leader?

Ahmed: Probably nervous and anxiety. Or maybe, sometimes I become a bit nervous so...

Oftentimes young people within delivery areas held negative perceptions of their local areas and communities. Adam, a young person from North Ayrshire, living in a beach town, had a particularly negative view of his local area. Discussing the area overall, he states:

Adam: It's just, it's just a bit, it's a wee bit of sand.

Blair: Just a bit of sand that naebody goes to?

Adam: Uh-huh. Folk take their dugs down there but you have to take them all the way doon to the very bottom like where it's all the wet sand.

(Adam, SSF Chance:2:Be North Ayrshire)

Young people describing their areas as being full of alcohol and drug users or with dangerous people and few leisure activities was a common finding. Adding to this, when asked what there is to do in the area, a similarly bleak picture was painted.

Blair: Aye, what do you do when you go out?

Adam: Just stoat about for a bit. There's nothing to do at all.

Blair: Brutal.

Adam: And go hame and go to your pals and sit or whatever.

Blair: Aye, that's what I was kinda thinking when I was out at...it looks a bit...

Adam: Deed. (Adam, SSF Chance:2:Be North Ayrshire)

SSF provides a way for young people to remove themselves from areas they perceive as negative and allow the introduction of new, safe places both physically and emotionally within which positive experiences are created. This can be linked directly to Outcome 1 of the evaluation, looking to build confidence, and belonging in the young people that they worked with.

Johanne: What do you think people need help with coming on this programme?

Jacob: Probably confidence. They don't have confidence and more confidence, and just talk to people, get to know them. If you're more quiet but they're always there to help you through it, so you don't feel lonely. (Jacob, SSF Chance:2:Be Glasgow)

SSF acted as a barrier to these negative feelings by creating safe places both emotionally and physically that young people felt they could go to without being judged or without feeling pressured to take part in activities:

Johanne: Yeah, yeah. Before this year, was (school) what was it...?

SSF Chance:2:Be : Terrible, but I got it back up.

Johanne: Okay, what was terrible about it? Can you just tell me that stuff?

SSF Chance:2:Be : Just depression and other stuff, and work as well, but now I've got back up, so now I'm doing good - better.

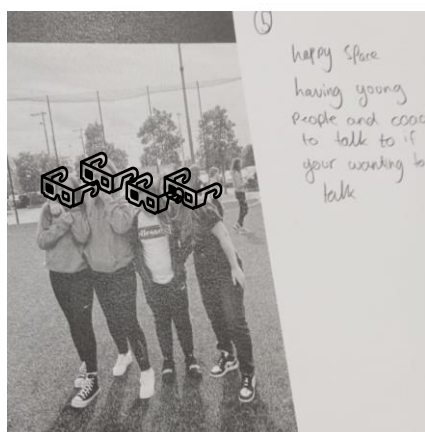
Johanne - How did you manage to get it back up?

SSF Chance:2:Be: Focused on myself.

Johanne: What do you mean by that? Like, were you focusing on other people before?

SSF Chance:2:Be : I mean, I was not paying attention to nothing, unless other people but - and felt lonely as well, but since I talked to people, and I came to this programme, and they helped me be more confident, so that's how I got it back up.

The young people stated how just having a space where they could be themselves and build support networks was important to them. Some of them stated that they did not actually want to talk about mental health, that just by being at SSF helped them overcome these problems, this was achieved via supportive social networks, developing friendships and everyone being equal.



Number... five is like my happy space. So it's like, having like folk to talk to and coaches, to talk to. If you're like wanting to talk about something or feeling like, upset about something you always know that you're gonna have like someone else to... like, someone to talk to and that. It's like just like somebody to like... like if you're having a hard time or something, or like want to talk to somebody, like, they're always gonna be there. Like everyone, everyone's included in all the games and that.

Having these spaces where they feel supported was very important to the young people, the spaces that they spoke of are both physical and emotional spaces.

It also emerged via discussions that there was a gender, and possibly class difference in how the young people engaged with place and space in their communities. Most of the young people that we spoke to across all the programmes came from areas of disadvantage and this showed in their discussions and mapping of their communities. Only one young person who was one of the SSF Young Leaders, came from a background devoid of deprivation, living in an area not affected by poverty and playing sport at a performance level spoke about her community in a different manner from every other participant. This participant highlights that her North Ayrshire community provides her with lots of different activities:

It's good. You've got a mixture of cultures, like, so you've got, you've got like the rich parts of Mytown, you've got the poor parts of Mytown, and you've got the middle. Like most times, like, majority of them, but it's nice like, you've got a lot of - there's a lot of space like to go out and kind of like, you've got the Moor, which is like along there. It's just all grass. Um, a lot of activities. (Katie, NA: SSF Young Leader)

She was the only young person who spoke in these positive terms about her community – so this raises the question whether class intersects with how the young people engage in space. Cammy, from the diversionary programme, argues that this whole area (the area that Katie is also from) is unsafe, as can be seen from his circling of the whole area as unsafe.



I think there isn't safe
Please hear

Johanne: Go and mark on the sheet in green where there's safe places.

Cammy: What if you don't have any? My town isn't safe.
(Cammy, 12, NA; Diversionary Activity)

When discussing safe and unsafe places there was a gender split with young females finding it less dangerous than males, and young women marking their maps as being both safe and unsafe based on the people who occupy the spaces. As discussions developed about mapping their spaces and where young people would go, male narratives of masculinity dominated the conversation as it began to emerge that when discussing safe or unsafe spaces there was a hegemonic assumption made that we were referring to violence - that safe automatically referred to safety from physical, territorial or gang violence. As we began to deconstruct this, more narratives began to emerge about places that were safe or unsafe based on unwanted sexual encounters and that there were dangers specifically to girls, such as rape and unwanted sexual encounters such as Lucy's quote highlights, alongside discussions of specific parks in Glasgow, or spaces, which are known for young women to be raped there.

Aye, but see when we were going... No, I'm just gonna say it. We were going doon ae NA Academy, I think you might remember this, and we went past the window and the guy had his window open and he was pleasuring himself. (Lucy, 13 NA, Diversionary Mapping FG)

These areas or territories, as the young people saw them had typical masculine narratives of safety based on normative violence, which, ironically, is the reason that there is delivery of services in these areas. Considering this, it is recommended that that when having discussions about safety that practitioners be aware that this is informed by hegemonic masculinity and discussions should also be about women's safety.

These discussions highlight how SSF are dealing with young people who, following the pandemic, are struggling to deal with emotions. The young people have been impacted greatly by the pandemic and are experiencing feelings of anxiety, isolation and loneliness and that SSF providing both physical and emotional safe spaces helps build resilience, lowers levels of isolation and allows them to develop support networks. The next section will detail the findings developed from each of the three programmes.

Two recommendations were put forward within this section:

- That when SSF are carrying out their workshops and concentrating on mental health that they re-frame these discussions around the term mental fitness to limit labelling and stigmatisation.
- Practitioners be aware that discussions concerning safety can be informed by hegemonic masculinity and discussions should also be held regarding issues surrounding young women's safety.

Programme by Programme Evaluation

SSF stated that it would achieve six outcomes through their four programmes and prior to discussing the outcomes and how each programme contributed to these it must be highlighted that the first finding to emerge in the evaluation was that SSF significantly over-achieved in relation to each of the six outcomes it is being evaluated against:

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

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

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

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

Outcome 5: Young people contribute positively to their communities.

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

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

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

It must be highlighted that although SSF over-achieves in meeting all six outcomes, some programmes contribute more to specific outcomes than others. This is due to the unique make-up of participants that each programme seeks to attract. It is important to note that this does not mean the young people in each group are a homogenous group - they are not, and many of the same young people attend more than one programme, one of the main successes of SSF is this mobility between programmes. To show how SSF is achieving each of the outcomes a breakdown of how each programme contributes to the main outcomes will now be provided.

Shell Twilight Evaluation

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

Well, Shell Twilight is basically a multi-sport activity for people. I think it's 11 to 25 do it like, like doing sports and like getting oot. Or just for folk like wanting to get oot the hoose, but don't know how tae. Like, dunno like, a lot of things you could sign up to, without like, folk saying stuff to them. (Monica, Photo Elicitation Interview)

Shell Twilight, it's been pretty good, that helps people get fitter, mentally and physically. It's a good place for people to have fun and play sports: a safe place. You don't get judged there. (Ross, Photo Elicitation Interview)

Monica's and Ross's quotes are emblematic of the response to the question "tell me about Shell Twilight". They highlight how Shell Twilight creates physical and emotional safe spaces where young people are not judged or accosted verbally or physically in their communities. Although not explicitly discussed in the same terms as Outcomes 1-3, Outcomes 5 and 6 were implicit throughout the participants' discussions.

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

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

Cashback for Communities recognise this difficulty and state that young people self-reporting a lack of engagement in anti-social behaviours or low-level offences will count towards measuring this outcome. Considering this, the researchers would argue that Shell Twilight does achieve Outcome 6, but that it is difficult to measure. This is due to the diversionary nature of Shell Twilight, many of the young people attend to avoid unsafe places and people in their community. Most of the young people attending Shell Twilight report being involved in low level anti-social behaviour or vandalism, but typically do not come to the attention of the justice system similar to what was discussed in this focus group:

Gary: I've never done anything bad.

Cammy: I used to. I used to. I got charged for vandalism.

Gary: Wait, wait...

Cammy: And I regret it so much.

Gary: Is that, is that when you, um, is it, is it... Is that the van?

Cammy: Aye.

Gary: Oh.

Lucy: Someone shouted at me because I threw a rock at a car place and it hit the car by accident.

Cammy: By accident?

Lucy: Yeah, by accident on the way to the BP.

Cammy: Yeah.

Lucy: I own up to this stuff. (North Ayrshire Mapping FG)

This matched the views of the practitioners who believed that although they did work with small numbers of higher tariff young people, the majority were involved in small scale ASB and vandalism. Yet, it was also found that violence was a mainstay at the programme and something that the practitioners had to deal with. Each of the practitioners at sites discussed how violence emerged

within their sites and that they felt it was quite difficult to control. They stated that they had been given conflict management training, but that further training would be beneficial. Having set role-play scenarios of this and further external conflict management training would be beneficial. Listen to this practitioners account:

Em, I don't know, like, and I think it's hard because every program with each kid is different. Like, I'm not gonna lie. I just had program where the kids were quite a low level. Like, they were, it was more intervention, so they were easy. But again, when it comes to like, if kids are like... So when I called the police, for example, about the kids that had been fighting, the police then told me like, "oh, he's been caught with a knife before. I was like, "Nice one, what do I actually do?". Like, and we get told in SSF you call the police. Like, but what do you actually physically do? And like, when you were saying about fighting, if I couldn't split those two kids up, like, what do you do? You get told, "don't touch them". But I still think there's a wee bit of like, if we are working with the highest tariff of kids, then what, like, how do we physically help them? (Shell Twilight Practitioner, Shell Twilight Focus Group)

Discussion with practitioners highlighted that attendance at Shell Twilight was high, but it was noted by the researchers that Shell Twilight did not run at weekends, when ASB incidences are typically higher. It was also found that some of the young people who attended had not been involved in ASB; rather, they were providing safe places for young people to attend:

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

Friday night wasn't really working. So originally like, I done all the 'speak to the police' and all that was like everyone seemed out a Friday night. But the kids we have are just young girls that want somewhere to go. They're not out fighting. Em, so it just made more sense to make it on a Thursday. I also made it an earlier time because the young people were scared to walk home on a Friday night. So I just felt like make it earlier on a Thursday, which suits the young people. (Sasha, Shell Twilight Focus Group)

Sasha highlights how SSF are responding to the needs of those in their communities and her quote highlights how the young people that they are working with are situated in areas most affected by crime and that the young people in attendance are actively trying to avoid these unsafe places and people. Other areas found that due to resources such as lack of staff, money and availability of halls they were unable to work on nights or places in which ASB were occurring.

Carron: Em, so the younger one is 7 o'clock start till 8, and originally the adult session was 8 till 9. We've moved, because we've moved facilities: now half 8 to half 9., just because there was a younger session and an older session em and that-

Johanne: and that they wanted that separate I'm guessing?

Carron: Yeah, they wanted it separate but it predominantly was handed over to the community, but we've taken it back over. So, funding wise, like we couldn't really meet the five hours of free let. So, asking for two hours of like very cheap let, em.... That was kind of what we could do so. But it used to be that on a Friday night. It used to be 6 till 8 but then, we moved it to the Thursday. Because we had to get free-ish venue. So yeah, just changed the times, but it works really well. The younger one, you can maybe have like 15 and then the older one, you're talking, over 20 coming. That's how we moved it as we had the smaller hall ****crosstalk**** and it was too small: a sweatbox. We moved it to NewArea, and yeah, getting over 20 like, 16 to 25 year olds coming. So very busy.

Carron's discussion also highlights how the time that was spent with the young people in each of the areas was limited due to having to split resources and this limits the interventions and workshops that practitioners can have with young people, not to mention the safe spaces that young people have access to in their communities. If SSF wish to increase the diversionary activities in their areas to deliver on nights and with young people engaged within ASB and crime, then they must increase their staff resourcing to have additional sessions running and engage in street work to enable them to approach young people who do not typically engage in informal youth work or sports. It is therefore recommended that if SSF wishes to increase ASB diversionary activities then they must increase

service provision via additional sessions and additional staffing to be able to effectively engage young people involved in crime, on the nights that crime is occurring.

The reason additional services are suggested rather than altering services is that many of the young people involved in Shell Twilight sessions are living in the areas most affected by crime, they skirt the margins of ASB and if they did not have access to leisure activities, support networks and safe places to attend then their involvement may escalate. As previously highlighted, diversion and intervention from ASB or crime is notoriously difficult to prove.

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

It should also be noted that Cashback for Communities is about delivering in areas most affected by crime, to pay back to these young people, families, and communities most affected by crime. 62% of all young people attending SSF are within the 20% most deprived areas in Scotland (SSF, 2022)- these are the areas and young people who are most affected by crime in their communities who are seeking out safe spaces to exist, so it is important that these provisions are universal. SSF may want to consider whether they wish to achieve Outcome 6 with this programme in addition to the other outcomes.

Shell Twilight does not contribute to Outcome 4 in the same way as the other programmes, this is not to say it does not contribute at all, as the learning and confidence that is built at Shell Twilight is about developing soft skills that are transferable into these areas and this was spoken of significantly by the young people across the Shell Twilight sites. However, Shell Twilight is a diversionary drop-in programme, so it is difficult for these types of programmes to develop in these areas as the main aim of this programme is to divert young people from anti-social activities. Practitioners only get to work with young people in their areas for one or two hours at a time and young people attend due to the hook that is sports. Shell Twilight practitioners may help with employability skills, but it should not be evaluated in terms of it as only some young people, at some moments in time, will request this support even though it is provided and provided substantially in other programmes when young people are ready to engage at a deeper level and wish to access these supports. This in addition to evaluating Outcome 6 has led to the recommendation that SSF/Cashback consider not assessing each programme in relation to all outcomes.

Trying to achieve Outcome 4 within this programme might muddy the aim of what it can achieve and dilute what practitioners are currently doing with young people. It has been found that the Shell Twilight programme significantly increases participation in sports (O1 & O2), provides diversionary activities, resulting in safe places for young people to attend and support networks to access (O5 & O6). Shell Twilight provides new life experiences for young people which improves their health and well-being, stopping isolation and increasing confidence levels (O1, O3, O4.).

Two recommendations were put forward in the Shell Twilight section:

- That if SSF wish to increase participation from young people involved in ASB and crime in Shell Twilight the service provision is required to increase via additional sessions and staffing, and street work be employed.
- It was also suggested that SSF not evaluate every programme against all six outcomes.

SSF Chance:2:Be

SSF Chance:2:Be significantly contributes to Outcomes 1, 2, 3, 4 and 6 but less so to outcome five due to the complex nature of the young people on this having traumatic backgrounds and being involved in, or at risk of, involvement in the criminal justice system. The backgrounds of the young people referred are complex.

Of the 48 case studies examined, 13 of the young people referred presented with ADHD, learning difficulties, and literacy and numeracy difficulties. Many of them experienced trauma or difficult backgrounds including convictions (n-9 known), care involvement (n-17 known), and bereavement (n-2 known). And these are only the known conditions presented to teachers who typically are not privy to much of this information. Therefore, it is expected that this is only the tip of the iceberg. The practitioners on SSF Chance:2:Be are experiencing high numbers of young people with mental health requirements and this is one of the areas that they feel they could benefit from more training on, despite acknowledging that they already received a lot of training on this. Indeed, it was felt that their confidence levels could increase in this area because it is an area where they felt they needed to improve their skills.

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

This has resulted in the recommendation that additional mental health training be accessed for SSF practitioners. The impact of Covid-19 has resulted in young people experiencing the highest numbers of mental health issues recorded and practitioners working with children and young people are increasingly having to support them. It was also highlighted that at times being able to access social work or other vital support services for young people at moments of crisis in their areas was difficult to achieve. These young people are those most at risk, if not already involved in ASB or offending. The large number of care involved young people (n-17) highlights the need for further partnerships between the programme and outside organisations for referrals.

One of the main partnerships developed with SSF is their link with Scottish Association for Mental Health (SAMH) and this was spoken of positively by SSF, but further and additional localised support could be provided, and further networks developed at a senior level with agencies involved in Youth Justice for this programme. This programme works with young people involved in the justice system, and SSF practitioners should be able to access these services and gain support and information from professional youth justice organisations. This feeds into the recommendation that at a senior level within each locality a mapping exercise should be carried out identifying suitable signposting organisations but also developing key networks within the youth justice board in each of the areas. This would also help identify the statutory training that these professionals are privy to, thereby increasing training opportunities.

Research has shown that continued truancy and expulsion from school is linked to lower attainment, increased alcohol and drug use and higher levels of self-reported offending (McAra, 2004) whilst engagement with the criminal justice system results in worsened outcomes for those who engage (McAra and McVie, 2010). Therefore, SSF Chance:2:Be significantly contributes to Outcomes 1 and 6.

The documentary analysis highlighted that of the 48 cases studies reviewed within SSF Chance:2:Be, all 48 of the young people were not engaging either at all or sporadically with education highlighting the increased chance of lower attainment, increased alcohol and drug use and higher levels of offending for the young people who are being referred to SSF Chance:2:Be.

Several barriers were identified which affected young people's involvement in the programme. These barriers included: involvement with the Police, alcohol and drug misuse, overcoming trauma and mental health issues, and issues within the home, which can often be unique to the individual. It is therefore important that SSF Chance:2:Be provide specialised support for young people looking to overcome barriers to change. Jacob details the ways in which addressing the issue of drugs is important;

Johanne: And what can they do to help those things or try and stop them?

Jacob: Probably talk about the problems and just - they're always be there for you if you're like, they'll always get you out of that mind. Like, say, if you like, have drugs on you, they'll take it from you and

just, you just forget about drugs, and you just enjoy what you're doing. (Jacob, SSF Chance:2:Be Glasgow)

The documentary analysis highlights a similar story, Fife 2 Case Study was a young male involved in SSF Chance:2:Be, he was referred to the programme following a conviction for marijuana use and a lack of engagement with school. He stated openly that he did not want to be involved, yet was accepted into the program. During this time, this young person was linked with 'Clued-Up', an outside organisation, to address his alcohol and drug misuse whilst also seeking help for his mother. Once the programme was completed this young person indicated they wanted to be involved in the programme again at a later date as they felt the time was not enough. By the time that he had overcome his initial trepidation and built a relationship where he felt comfortable enough to work with and trust the practitioners the programme was finishing. This was commonly fed back concerning SSF Chance:2:Be, that engagement with the young people be longer than the 16 weeks by young people and practitioners:

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

Johanne: What would you do with, all the money, all the time, all the resources.

Sasha: I would definitely extend the program time. Uh, have a look around yeah. Twenty five to like thirty weeks probably. Really, kinda make it bigger. Eh, I guess I would recruit more staff. Eh, I guess for us like, now, we've got fourteen young people on it and they're pretty wild, and I think week one to week five, was challenging for us because they're fighting. They were arguing constantly at it.

Practitioners argue that increasing the length of time involved in SSF Chance:2:Be also improves their ability to provide young people with appropriate care. Given the current length of the programme, a lot of time is spent allowing young people to become comfortable with the programme and each other before qualifications begin being incorporated and additional time on the programme would allow them to further develop the young person. Jacob's quote provides insight into the importance of collaboration between SSF and other specialised organisations to address difficult issues which reach further than school involvement further strengthening the recommendation that a mapping exercise be carried out to identify other specialist services in each area. In addition, it is recommended that consideration be given to lengthening the time of the SSF Chance:2:Be programme to further improve outcomes for young people.

From the 45 young people who attended and successfully completed SSF Chance:2:Be (n3 in the sample did not complete the programme) all took part in gaining formal and informal qualifications, again significantly feeding into Outcomes 1,2 and 4. They mentioned writing CV's, doing coaching qualifications and doing them in ways they found fun via engagement in sports that sparked their interest in learning. These unconventional means of learning were part of the attraction of the programme;

Blair: So, how do they use the sports to help you get those qualifications?

Adam: You dae sports and then you talk about what you've done and then just kinda tell them what you dae and how you dae it and what happens when you dae it or...stuff like that.

Blair: So, what would an example of that be?

Adam: Well, if you're playing football. You've got one team, you've got the other team. You play the game, you kick the ball to the ootside, you've got a throw in, you score a goal, you've got...you shoot the ball it goes in the net, you've got a goal. Stuff like that basically, you just talk about like, stuff...just about sports basically.

(Adam, SSF Chance:2:Be North Ayrshire)

The above quote from Adam provides an excellent example of the methods employed by SSF Chance:2:Be towards involving young people back into education through means they are interested in.

SSF Chance:2:Be contributes towards increased prospects of employability by supplying unique qualifications which disadvantaged young people would likely have limited access to otherwise. The picture on the right highlights the range and diversity of qualifications that young people attending can achieve. Not all young people are put through the same qualifications as their plans are developed around them.



Despite the large number of qualifications that young people are given practitioners believe that bringing in more specialised qualifications for young people would increase willingness to participate and maintain interest in qualifications. Bringing in more practical pathways for young people was also highlighted as being essential for the program, providing alternative pathways to work for young people alongside traditional education opportunities.

Johanne: What kind of things would you like them to get?

Layne: I don't know. Like I think, you know, like when we find out what the young people want to do. So one really good thing that we do is actually, we buy like Ikea, built, Ikea furniture and we show them like how to build it and that's like a really great life skill. And I think maybe a step up from that could be a joiner coming in and showing you how to make something or like an electrician showing you "this is this". And actually showing them, even though they're too young, it puts it in their head. Like we're supposed to have the Navy come out as well, which was the first time ever done that: Wasn't very good. And then the second time it got eh cancelled, but I think just maybe like exposing them to more things like..

Johanne: Like life skills? Yeah.

Layne: Yeah, yeah, yeah. And actually getting life skills. Em, so probably that, and I would have the unlimited time to phone all these people and make the emails and contact people to establish these relationships.

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

Expanding upon data supplied within referral and aftercare documents, SSF Chance:2:Be supplies an overall positive experience for those young people involved. The below table presents an overview of the positive destinations that were taken from the case study analysis. The data presented here was taken from several sources: the referral form, personal development plans, log notes and after care forms. For some of the cases not all these documents were present, and some were missing data which is reflected the below table but it provides a clear overview of the positive destinations achieved.

Table Five: Chance2:Be outcomes.

Area	Number of Cases Analysed	Completed Course	Young People moving to Positive Destinations	Positive destinations Listed
Glasgow	25	Missing Data n25	20 Missing Data 5	Return to School College Employment Training Course Involvement in sports clubs Involvement in other SSF programmes Formal Qualifications
North Ayrshire	10	7	7	Qualifications College Employment Return to School
Fife	8	8	8	Qualifications (n-6) Help with CV (n-1) New Experiences (n-1)
Stirling	5	5	5	Return to school Qualifications Gained new Skills
TOTAL	48	20 Missing Data n25	40 Missing Data 5	Return to School Qualifications College Training Course Involvement in other SSF programmes

Of the 25 young people within the Glasgow data, the majority of them experienced positive destinations following their involvement in the programme (n20 – n5 had no outcomes) so it is expected that although the data did not state that young people completed the course it can be assumed at least 20 of the 25 completed the programme.

40 young people achieved positive destinations within the programme, many achieving numerous positives, for example , North Ayrshire Case Study 2 returned to school, gained qualifications and attended additional Shell Twilight sessions. Interestingly, the goals identified by young people within the more rural areas were less centred around attending school (n-0), rather this group specifically looked to gain qualifications through their involvement (n-14), with others looking to gain new skills (n-1), create CVs (n-1) and meet new people whilst gaining new experiences (n-1).

Overall, this data shows the impact of SSF Chance:2:Be in the creation of positive outcomes for young people who become involved. As highlighted the young people in attendance have the most complex backgrounds and require more time and resources than any of the other programmes due to the levels of supports required to be put in place to adequately support young people. The practitioners on the programme are very busy and as such much of the documentation were blank or had missing data so analysis was difficult. Much of the paperwork seemed sporadic and incomplete particularly in terms of weekly documentation via personal development plans with these being completed sporadically or not at all. This has implications for SSF Chance:2:Be collating and gathering data, it has implications if a staff member is off sick or moves on then others are not able to adequately pick up and identify any issues or needs being experienced by the young person. Being able to adequately record and maintain overall records on the SSF Chance:2:Be programme is important due to the young people that they

work with, so it is recommended that funding be sought for administrative support to maintain the recording of data and refine the process for practitioners.

Four recommendations were put forward in the SSF Chance:2:Be section:

- Additional mental health and conflict management training be resourced and provided to all practitioners.
- At a senior level within each locality a mapping exercise be carried out identifying signposting organisations and developing key networks within the youth justice board in each of the areas.
- It is recommended that the SSF Chance:2:Be programme be lengthened to further improve outcomes for young people.
- That, funding be sought for administrative support to maintain the recording of data and refine the process for practitioners, and, that the data collection process in SSF Chance:2:Be is streamlined.

SSF Young Leaders

The SSF Young Leaders programme meets all six outcomes. It contributes significantly to outcomes one to five but less so to outcome six. This is because SSF Young Leaders is the culmination of SSF for young people, it is the programme that allows young people to give back to the communities that they are situated within and develop their own life and employability transitions. Most of the young people on it have progressed from other programmes within SSF but can also come from other referral routes such as other clubs and sports or youth groups in their areas. The two SSF Young Leaders who took part in the longitudinal studies both were referred outwith SSF, one from their friend who attended and the other from another sports club in their local area.

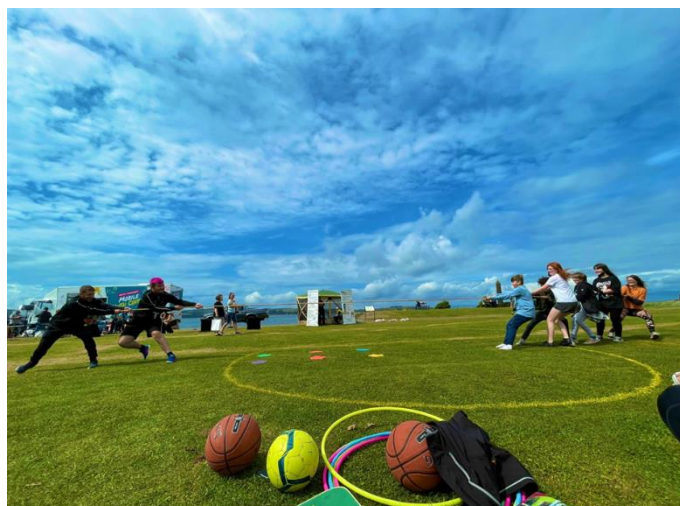
SSF Young Leaders contribute significantly to their communities (O5), they typically have less complex and chaotic lives as those, for example, on the SSF Chance:2:Be or Shell Twilight Programme but, it must be highlighted the majority of SSF Young Leaders are young people who have progressed from these programmes and lifestyles; their development into these roles progressing over a period of time. Their recent, relatively calm, lifestyles allow them the opportunity to volunteer and attend, which those with more chaotic backgrounds find difficult to do. This highlights how progression through the SSF programmes has the potential to change young people's lives.

SSF Young Leaders developed life experiences that took them outwith their comfort zone. Two of the Young Leader peer-researchers anecdotally informed us of how SSF helped develop life experiences with them by taking them to a professional Volleyball game outwith their area, discussing how it was their first time being on a train to travel anywhere within Scotland. This was a significant, critical moment in these SSF Young Leaders' lives, the peer-researchers discussed how they would not have done this on their own due to social anxiety but with the support of the youth workers at SSF they managed to board the train and have since boarded trains without anxiety, widening their social mobility and experiences.

Other participants described how SSF Young Leaders provided them with the opportunity to develop formal and informal qualifications, (O4), volunteer in their communities at sporting events, SSF programmes and other events. These life experiences helped develop their self-confidence and support networks (O1), increased their participation in sports (O2 & O3) and significantly improved their transition to employability and education (O4). SSF practitioners recognise the building of experience as being essential to SSF Young Leaders developing into their roles.

George: Yeah, I think they're, they've just got an opportunity to do more, like get involved in more programmes and take on more sort of varying roles, um, now than previously, I think. (SSF Young Leader Focus Group 1)

The quote below from Katie is an example of how SSF Young Leaders significantly contribute in their communities, helping develop community generosity and safe places for other young people that they themselves experienced through their contact with SSF, passing on that same generosity that she herself experienced.



I'm still doing the basketball. I'm still doing Shell Twilight. So that's my main one. And I'll cover anybody that's really needing that much. And. But in the summer, we're doing the free school meals like program. And delivering sports. So that's been good because we're going round like the different localities and you're meeting different kids and maybe different backgrounds and them kind of interacting with you a wee bit, which is good. And you get to kind of just build your confidence and talking to them as well as kinda deliver in sports at the same time. (Katie, SSF Young Leader)

This is supported by Ahmed a relatively new Young Leader who sees the role of SSF Young Leaders as being there to help.

Peer researcher: So what do you think a Young Leader is?

Ahmed: I think ah Young Leader is... A person who helps. (Ahmed, SSF Young Leader Interview)

The quote below from Shaun highlights the diversity in approaches that are applied within SSF, which culminate in the SSF Young Leaders developing life experiences and their confidence levels. There is no one pathway or route through SSF Young Leaders. Practitioners, whether consciously or not, follow Youth Work principles of the service being voluntary, and working with the young person from their starting point to help them progress. This is one of the main successes in working with the young people within SSF: the use of youth work principles in engagement. Consider the variety of opportunities that Shaun tries to give and how he finds it difficult to narrate a typical Young Leader experience due to them being created based on what the young person requires.

Basically, (young people have) been passed on to us and from there, we try and support them as best we can, so if they're wanting to build confidence or anything like that, we could figure out where, what they're wanting almost. Um, if they want to volunteer at sports groups or gain experience to get into college, university, uh, a job, again, we'll try and find placements for them. Um, so as I said, we have that volunteering at, uh, like sports session, um, work helping out a community centre, anything like that. Um, we would set that up and try and support them. Um, we've got like a kind of my journey path, so we'd sit down with them at the start, you know, we'd go through everything of where do you see yourself, like personal development almost. (Shaun SSF Young Leader Practitioner Focus Group 1)

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

developing of life experiences and widening of social mobility builds autonomy within the young person in levels typically not seen in other youth organisations.

Reducing involvement in the criminal justice system, (O6) is the only outcome that SSF Young Leaders does not directly or explicitly contribute to due to the advanced level of the young people encountered within the programme. That said, it is well established that protective factors against young people becoming involved in crime and anti-social behaviours include pro-social involvement, strong social supports, strong attachments and bonds, positive attitudes towards intervention and authority, resilient personality traits and strong commitment to education (Soderstrom and Childs, 2020). That development of these traits in young people can lead to desistance from crime. Each of these traits are found within the development of SSF Young Leaders so it could be argued that it promotes protective factors against crime and ASB in young people. Young people may also have progressed from involvement in ASB or crime in their own time and naturally progressed through the other programmes into the SSF Young Leader programme. Many of the paid sessional staff are previous or current SSF Young Leaders.

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

This progression into paid employment and volunteering for SSF Young Leaders highlights how significantly SSF Young Leaders contribute to Outcome 4. One of the areas of importance highlighted by practitioners is the importance of including young people's voices in their programmes as when consultation occurs it provides additional agency to young people who are involved and allowing for the programme to further suit their needs as well as continue to provide additional care for young people at sessions.

Johanne: So if you could do anything to improve the process for young people, what would it be?

George: I don't know about improve. I think just like, the sort of consultation, constant consultation that, that I feel like we do anyway. I don't know. I felt I had to say something then. [Laughs] Aye, just consultation, checking in, how the programmes are going for them, like consultations with partners, understanding the areas that we're working in, understanding the different fields that we're wanting to work in. I think that, that's the kind of ongoing process that can always be improved on for every, everyone and sort of every field of work. Um, just making sure that we're doing the right things by the young people. I think that's just a constant process, um, that...

Johanne: How do you check that?

George: We do ask them a lot, but I don't know if there's a better way to ask them, because if you ask somebody to their face or in a survey that they've maybe put their name on, they might not be wanting to say, no, I don't like that, like... I, I don't know and I do, I do feels there's a lot of that that goes on already, but I don't know if it can just - it's a constant process, isn't it, of making sure you're doing the right thing. Um, yeah, I don't know.

The act of asking young people to actively contribute to the development of SSF Young Leaders regarding the running of sessions within their area provides SSF with additional perspective on their services, potentially gathering additional insight into what is working and what is not. This was also supported by young people in SSF Young Leaders when discussing their Shell Twilight sessions.

There's, there's only really one thing. It's em, I wish they would kind of consult us more when things are changing. So like, my basketball, the place of my basketball changed. Because they do a kids class and an adult class and I do both because my wee sister goes to the kids class. So, they've now changed the place for the adult class to Kilwinning and kids class is in Irvine. So now I am ****inaudible**** in a bus to Kilwinning. And it's from half eight to half nine, which then means I'm in Kilwinning at half nine... and I don't drive so... I'm, not old enough. So now I bus back home to Irvine to sit in the town to wait for another bus. So I kind of wish they kind of consulted and been like, "this is what we're thinking". (Dillan, Shell Twilight)

The importance of consultation was further emphasised by a Young Leader practitioner as she found that with consultation, they implemented WhatsApp as the main means of communication for SSF Young Leaders sessions;

Carron: I think maybe just considering like how the opportunities are given out to the young people, so I've just recently found out that it's easier to like get my young people to be like engaged and like sign up to things if we're using WhatsApp. So I've found that if they see that other young people are like, oh, I'll come along, they'll come along. So like, I never used to do that. I used to just speak to them individually or phone them and it just wasn't what they wanted, so just maybe that consultation with them to see like, how do you like it, and that's how I found out like, the use of WhatsApp is much better, like because if they know one person's signed up, they all want to sign up. So, um, maybe just like, considering that a bit more.

These discussions from both practitioners and young people highlight how consulting young people improves services for both practitioners and young people and results in the recommendation that SSF formally introduce consultation practices within each of their programmes to allow young people's voices to lead direction of the services. These findings alongside those developed within the other programmes led to the development of the main finding that SSF builds confidence, develops life experiences, and help young people develop autonomy to support them in sustaining pro-social activities and lifestyles. SSF Young Leaders was the culmination of participation within SSF programmes and those attending it displayed confidence, resilience, a willingness to give back to their communities and clear employment or education goals.

One recommendation was suggested within the SSF Young Leaders section, but which is applicable to the other programmes as well is:

- SSF formally introduce consultation practices within each of their programmes to allow young people's voices further lead direction of the services

Conclusion

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

Table Four: Programme Outcomes

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

As can be seen from the above table, Shell Twilight significantly achieves in relation to outcomes one to three, has a consistent contribution within outcomes four and five and minimum contribution to outcome four. That is not to say that Shell Twilight does not consistently contribute to outcome four, it does but it is harder to measure due to the informal nature of the programme. Shell Twilight tends to act as a primer for young people to engage in both formal and informal services, but this is difficult to measure due to the informal drop in nature of the programme.

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

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

SSF is successful in meeting the six outcomes it is being evaluated against.



Discussion and Conclusion

Previous research has illustrated that youth work can be a powerful means of engaging young people, directing their attention away from territorial violence and building and deepening socialisation networks (Miller, 2015). Combining sports and youth work had a powerful effect on the young people attending the SSF programme and means that it does more than just divert young people from crime. Our findings indicated SSF was a powerful impetus for change in young people's lives. SSF created physically and emotionally safe places for young people to attend which had the result of:

- Developing support networks
- Increasing friendship groups
- Built young people's belief in self, and confidence levels
- Improved physical and mental health
- Acted as a barrier to mental health issues such as anxiety, loneliness, depression and self-harm.
- Helped young people transition into education and employment
- Widening young people's life experiences

It was highlighted that young people experience prominent underlying mental health issues post-pandemic that are not being addressed. The programme SSF Chance:2:Be in particular deals with high numbers of young people with traumatic experiences, high levels of need and chaotic lifestyles. SSF practitioners are actively trying to deal with these issues and support young people into positive transitions whilst dealing with difficult circumstances which highlight the need for increased SSF interaction with these young people. Mental health is a human right for young people and fewer young people in Scotland are being seen by mental health professionals meaning that other organisations are dealing with these issues (Children and Young Peoples Commissioner Scotland, 2022). We know "39% of 11–24-year-olds have reported concerns about their mental well-being, and 32% of UK 16–24-year-olds report feeling overwhelmed by panic and anxiety every day." (Children and Young Peoples Commissioner Scotland, 2022).

Having spaces in which young people feel safe and supported, and by establishing organised workshops and facilitating open discussions focused on the dangers and risks of alcohol and drug misuse, knife crime, mental health awareness and anti-social behaviour, SSF also enables young people to reflect on their own behaviour. Coburn and Wallace (2011) highlight that a health belief model of health behaviours suggests that young people are more likely to take preventative action when they believe that there is a risk to themselves. By adopting a programme of workshops underpinned by this approach, youth workers at SSF were able to support young people in taking greater responsibility in minimising the risks associated with drugs, alcohol and crime and importantly having spaces that they can discuss mental health or access support networks. There is also a stigma associated with mental health, the Princes Trust (2017) highlighted that 1 in 4 young people do not like talking about mental health and that 78% of young people believed there was a stigma surrounding mental health. They state:

We must all work together to instil confidence in these young people that they won't be stigmatised, and one of the key things we can do to help improve their mental health is to help them with their education, training and job prospects. (Princes Trust, 2017)

Participants find solace in SSF spaces, it is evident through this evaluation that the young people in attendance report increased confidence which supports their transitions. The factors associated with

negative mental health are varied including traumatic backgrounds, the pandemic and deprivation linked to their communities as well as different experiences dependent on gender and class.

Although many of the young people in attendance at SSF were involved in anti-social behaviour and crime, and they reported lower incidences because of their involvement in SSF, most young people who were attending were what Roberts and MacDonald (2013) term the missing middle. The missing middle is a term created to discuss the majority of young people in deprived communities, those most affected by crime and deprivation that are the target of funders like Cashback for Communities. But these young people do not come to the attention of the authorities or policy makers as their involvement in ASB is light and they transition into employment and education but are slow to do so (Roberts, 2015; Roberts and MacDonald 2013). It is difficult to measure whether these young people would become involved in deeper levels of ASB or crime if it were not for the services and support systems put in place by organisations such as SSF. The young people in attendance at SSF were found to be the ideal population for the funding stream applied for within Cashback for Communities.

One of the main successes of SSF was that it was universal, the young people in attendance had the ability to progress through different programmes and become involved in sports at different levels based on their needs or wants. We know from research that universal services that are there when children and young people need them at critical moments in their lives are what works in diverting young people from becoming involved in crime and ASB (McAra and McVie, 2010), and this is what SSF provides.

Shell Twilight provides more than just diversionary activities; it increases participation in sports and acts as a gateway to other services and networks for the young people. SSF Chance:2:Be provides young people on the cusp of dis-engagement from formal services new ways of learning and goal setting to help them enable transitions back into education and employment, and SSF Young Leaders is the culmination of the young person's journey within the various programmes; it enables pathways onto further opportunities and training. Each of the programmes developed experiences in young people, gave them self-belief and helped develop support networks in their community's reducing isolation and developing mental health resilience.

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

Recommendations

In total, ten recommendations were made across all three SSF programmes, one was split into two resulting in eleven recommendations in total. Two regarding the young people and their background, two within the Shell Twilight section, five within the SSF Chance:2:Be section and one within SSF Young Leaders. The higher number of recommendations within the SSF Chance:2:Be programme represent the length of time that this programme has been running – it is the most recent addition to the SSF suite of programmes. Both Shell Twilight and SSF Young Leaders are established programmes that have experienced previous evaluations, so it is expected that they have lower numbers of recommendations.

Although some of the recommendations were made within each of the programme sections some of them were recommended to be applied across the SSF suite. Therefore, the following list of recommendations presented are split into three sections: Overall SSF, Shell Twilight and SSF Chance:2:Be. The one SSF Young Leader recommendation was to be applied throughout each of the programmes and is included in the first section.

SSF Overall Recommendations

1. That mental health workshops or discussions be reframed as mental fitness to minimise the stigma associated with mental health and increase participation.
2. Practitioners be aware that discussions of safety with young people are understood by the young people as being situated a framework of hegemonic masculinity and that these discussions should also include safety for women.
3. That each of the outcomes are not evaluated in all of the programmes.
4. Additional training provision be identified particularly in relation to mental health and conflict management.
5. That at a senior level within each locality a mapping exercise be carried out to identify additional signposting opportunities for young people and identify and develop key networks within the youth justice boards in each local authority.
6. SSF formally introduce consultation practices within each of their programmes to allow young people's voices to lead direction of the services.
7. Funding be sought to provide administrative support to accurately record, maintain, and develop data recording procedures across all programmes but particularly in relation to SSF Chance:2:Be.
8. Funding be sought to increase provision in areas and providing additional activities sports and experiences for young people.

Shell Twilight Recommendations

9. To increase ASB diversionary activities and target older young people involved in ASB and crime additional staffing is required to run additional sessions and provide street work to engage with these young people.

SSF Chance:2:Be

10. Consideration be given to increasing the running time of SSF Chance:2:Be to further improve relationships and outcomes for young people.
11. The documentation of SSF Chance:2:Be reviewed and refined so that it supports both the practitioners and young people to keep accurate and appropriate records.



References

- Bradford, S., Rickwood, D. (2015) Young People's Views on Electronic Mental Health Assessment: Prefer to Type than Talk? *J Child Fam Stud* 24, 1213–1221 . <https://doi.org/10.1007/s10826-014-9929-0>
- Braun, V. and Clarke, V., 2008. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2) pp 77-101
- Burns, S., Schubotz, D. (2009) *Demonstrating the Merits of the Peer Research Process: A Northern Ireland Case Study*. London. Sage.
- Charmaz, K., 2006. *A Constructivist Grounded Theory*. London: Sage
- Children and Young Peoples Commissioner Scotland, (2022) The pandemic's impact on: Children and young people's mental health. Report. Children and Young Peoples Commissioner Scotland. Online Resource. Available From: <https://www.cypcs.org.uk/coronavirus/independent-impact-assessment/pandemic-impact-children-young-people-mental-health/>
- Coburn, A. and Wallace, D. (2011) *Youth Work in Communities and Schools*. Edinburgh: Dunedin
- Gottfredson MR and Hirschi T (1990) *A General Theory of Crime*. Stanford, CA: Stanford University Press.
- Hirschi T and Gottfredson M (1983) Age and the explanation of crime. *American Journal of Sociology* 89(3): 552–584.
- Kurniasih, N. and Riyadhshyah, T., (2017), August. Virtual ethnography study of inter-lecturer communication in national young lecturers forum WhatsApp group. In 8th International Conference of Asian Association of Indigenous and Cultural Psychology (ICAAIP 2017). Atlantis Press.
- Lightowler, C., Orr, D. and Vaswani, N., 2014. Youth justice in Scotland: Fixed in the past or fit for the future?.
- Mason, J., (2003). *Qualitative researching*. London: Sage.
- Miller, J., McAuliffe, L., Riaz, N. and Deuchar, R., 2015. Exploring youths' perceptions of the hidden practice of youth work in increasing social capital with young people considered NEET in Scotland. *Journal of Youth Studies*, 18(4), pp.468-484.
- McAra, L., (2004) Report 4: Truancy, School Exclusion and Substance Misuse. Edinburgh Study of Youth Transitions and Crime. Edinburgh University. Edinburgh.
- McAra, L & McVie, S (2010), 'Youth crime and justice: Key messages from the Edinburgh Study of Youth Transitions and Crime', *Criminology and Criminal Justice*, vol. 10, no. 2, pp. 179-209.
- Matthews B, Minton J. (2018) Rethinking one of criminology's 'brute facts': The age–crime curve and the crime drop in Scotland. *European Journal of Criminology*.;15(3):296-320. doi:10.1177/1477370817731706

Princes Trust (2017) Stigma Stopping Young People Talking about Mental Health. Princes Trust Online Report. Available From: <https://www.princes-trust.org.uk/about-the-trust/news-views/stigma-young-people-talking-about-mental-health>

Roberts, S. (2015). Ordinary Working Lives and the “Missing Middle” of Youth Studies. In: Wyn, J., Cahill, H. (eds) Handbook of Children and Youth Studies. Springer, Singapore. https://doi.org/10.1007/978-981-4451-15-4_17

Roberts, S., & MacDonald, R. (2013). Introduction for special section of sociological research online: The marginalised mainstream: Making sense of the ‘missing middle’ of youth studies. Sociological Research Online, 18(1), 21.

Soderstrom MFP, Childs KK, Frick PJ. The Role of Protective Factors in the Predictive Accuracy of the Structured Assessment of Violence Risk in Youth (SAVRY). Youth Violence and Juvenile Justice. 2020;18(1):78-95. doi:10.1177/1541204019837329

SSF (2022) About us. SSF Website Available From: <https://ssf.org.uk/about-us/> Accessed 05.08.22

Scottish Sports Futures. 2022. *What We Do - Scottish Sports Futures*. [online] Available at: <https://ssf.org.uk/what-we-do/> [Accessed 28 July 2022].

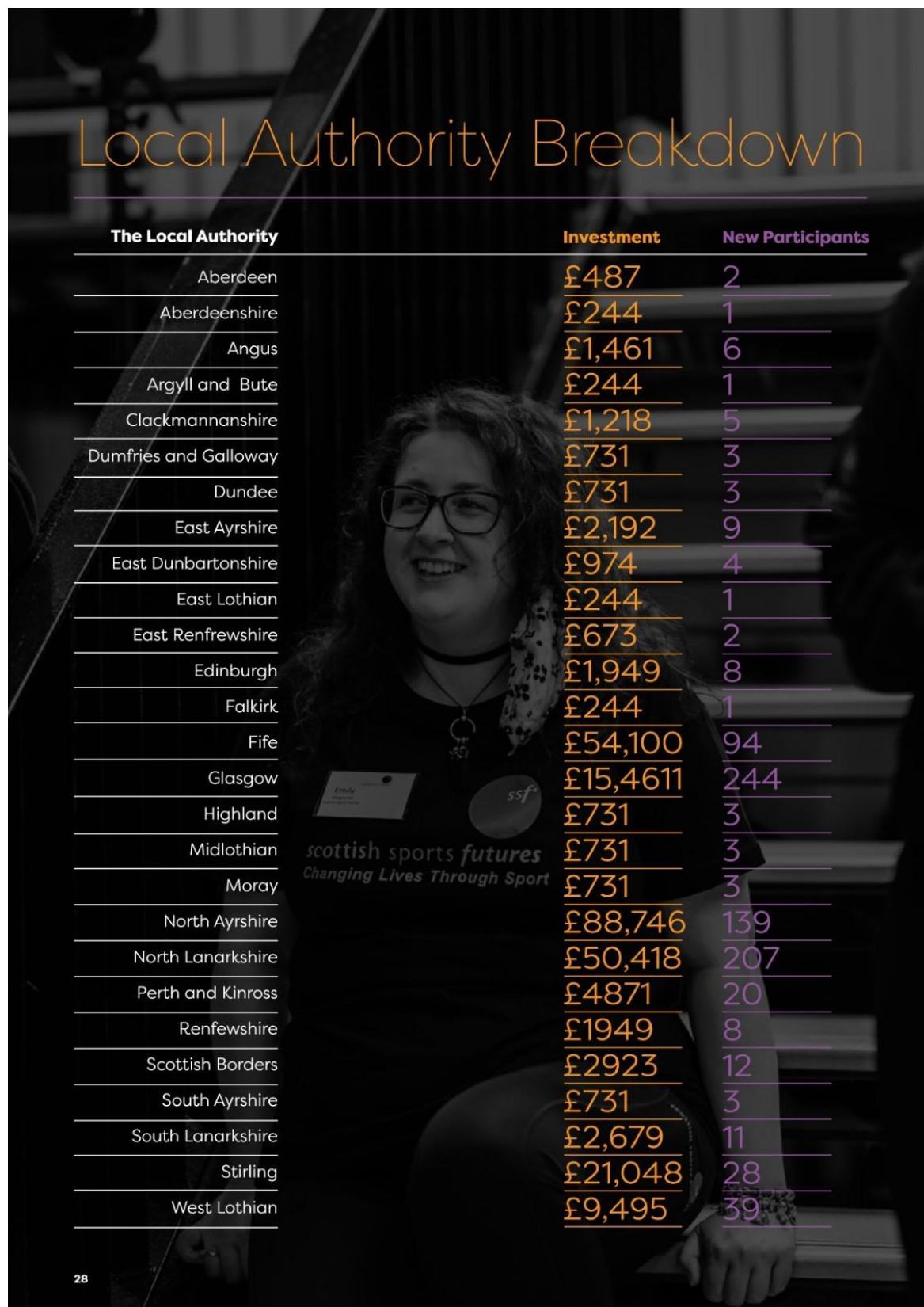
Thomas, R (2003) Blending Qualitative And Quantitative Research Methods in Thesis and Dissertations. London. Sage.

Tsang, K. K. (2020). Photovoice Data Analysis: Critical Approach, Phenomenological Approach, and Beyond, *Beijing International Review of Education*, 2(1), 136-152. doi: <https://doi.org/10.1163/25902539-00201009>

YouthLinkScotland.org. (2014) National Youth Work Strategy 2014-2019. / YouthLink Scotland. [Online] Available at: [National Youth Work Strategy | YouthLink Scotland](#) [Accessed 28 July 2022].

Appendices

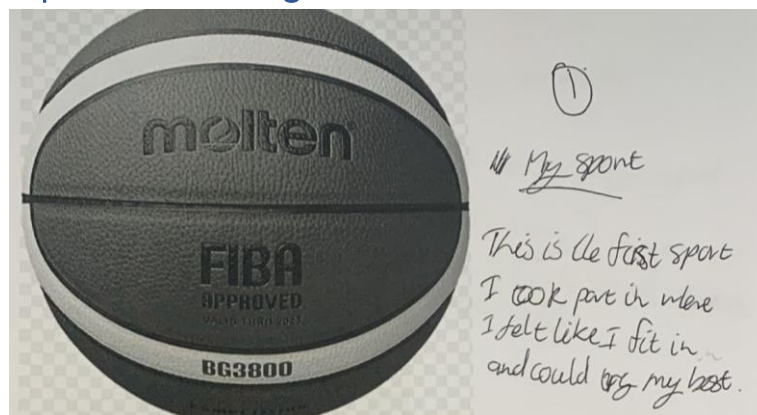
Appendix One: Geographical coverage per LA detailing spend and activity numbers



Local Authority Breakdown

The Local Authority	Investment	New Participants
Aberdeen	£487	2
Aberdeenshire	£244	1
Angus	£1,461	6
Argyll and Bute	£244	1
Clackmannanshire	£1,218	5
Dumfries and Galloway	£731	3
Dundee	£731	3
East Ayrshire	£2,192	9
East Dunbartonshire	£974	4
East Lothian	£244	1
East Renfrewshire	£673	2
Edinburgh	£1,949	8
Falkirk	£244	1
Fife	£54,100	94
Glasgow	£15,461	244
Highland	£731	3
Midlothian	£731	3
Moray	£731	3
North Ayrshire	£88,746	139
North Lanarkshire	£50,418	207
Perth and Kinross	£487	20
Renfrewshire	£1,949	8
Scottish Borders	£2,923	12
South Ayrshire	£731	3
South Lanarkshire	£2,679	11
Stirling	£21,048	28
West Lothian	£9,495	39

Appendix Three: Example of Shell Twilight Photo Elicitation



②

The group effort.

This was the first time I came here to an SSF event.



③

Practice makes perfect

This was when I realised I was getting better at basketball.



④

The place I can escape

So this place is not the place where I did most sports and this place is also not a school.



⑤

meeting new people

This was me playing pool (and winning) while on a lunch break while at work.

Appendix Four: Page One of Young Leader Whatsapp Diary

Q: How things have been as a young leader? Have you found out anything new about yourself during the course? Have you taken any pictures that you think capture critical moments In your journey as a young leader?

A: I have found out lots of things about myself through SSF and they are the impact I make of some of the young peoples lives and just being there for them. Another thing is that I have learned that unlike schools that tell you what to do giving the kids a bit of a choice helps as well.



Q: Just wondering if you feel there's been any critical moments you've caught via picture or just feel free to let me know any stories about it! Would also be interested to know how you feel as a person about yourself since you've become involved?

A: Ye we have delivered a couple of key sessions to the kids over the past couple of week about safety within the community. This lead us on to understand the kids a bit better and what they feel like within the community and about themselves. I will send you a couple of pictures of the sessions. I also feel a lot more comfortable talking to young people about different things that I might not have wanted to say a couple of months ago. I feel like being back in school again it has allowed me to communicate more with some of the children at the sessions and helping them feel more comfortable in school as they now know me and I have become a point of contact for most of them at my school.

