UWS Case study report for Intellectual Output 2

Introduction

This report will summarise the collaborative research, involving two case studies, conducted with Scottish stakeholders involved with assets based approaches to community participation with a particular focus on the wellbeing of children and young people who are marginalised from the community or are considered vulnerable. The first case study will focus on the work of Centrestage Communities a social Enterprise based in Kilmarnock in the south West of Scotland, and a Social work unit which takes a whole systems approach based in Renfrewshire also in the south West of Scotland. The second case study will focus on The Wheatley Group and their Community Policing Unit and other partners (Loretto Care and Glasgow Fire and Rescue Services) who work with a range of community service user groups to manage social housing in conjunction with the Glasgow housing association based in the Central belt of Scotland.

The report is divided into three main sections which are as follows – section 1: provides a project preface and describes the development of the interview questions used in the case studies and the steps taken when seeking institutional ethical approval for the research. This section also provides information about the research methods and data collecting techniques and processes used in the interviews and details about how the analysis will be performed.

Section 2 and 3 provide the summaries of The two case studies with an introduction to the stakeholder groups who have agreed to participate in the research and a description of the stakeholder's main tasks with regards to the purpose of each stakeholder group; how each stakeholder group operates with respect to helping the community and the departments, units, projects or programmes that run within each stakeholder group. The case studies provide analysis around 'The Five Challenges' identified in Intellectual Output 1 (IO1). Further analysis is still on going to identify emerging themes which will contribute to the development of the Collaborative Open Educational Resources. Some of these themes will be tentatively explored where possible at this stage to aid cross case analysis of emerging themes across the partner stakeholder groups.

SECTION 1:

Development of the interview questions

Before the interviews with the practitioners took place semi-structured interview questions were prepared for each of the stakeholder groups (shown in table 1). The semi-structured interview questions were developed around the five challenges identified in IO1 which are: (1) Networking; (2) Inclusion of target group; (3) Team working; (4) Assessment and Evaluation; and (5) Sustainability, resourcing and funding. In total 12 semi-structured questions were developed together with prompts to keep the interviews focused. It was anticipated that not all of the interview questions would be relevant to all of the

interviewees and it was expected that on average a total of eight questions would be asked with prompt questions to capture the data associated with the five challenges of IO1. The breakdown of the questions are as follows – where Q represents the number of questions developed for each challenge: Networking n=1Q; Inclusion of target group n=3.5Qs; Team working n=2.5Qs; Assessment and Evaluation n=1Qs; and Sustainability, resourcing and funding n=4Qs.

Table 1: Building a profile: Interview questions focused on the 5 IO1 challenges

1. **Sustainability, Resources & Funding: What are the <u>challenges</u> that are unique to your organisation?** *(I.e. what are the distinct challenges that are unique to the context of Scottish community organisations?)*

2. **Sustainability, Resources & Funding: What <u>resources</u> does your community organisation possess?** *(I.e. the skills that each member possesses; buildings owned or leased; equipment owned or rented; the community sponsors and backers and the funding that are available?)*

3. **Sustainability, Resources & Funding: Why do you think the methods or <u>approaches</u> your organisation use work well? Or if not why does this not work so well?** *(I.e. how does the organisation identify and target the underlying causes of deprivation, low aspirations and the unique circumstances of individuals to better understand their needs?)*

4. **Sustainability, Resources & Funding: What else do you think could help?** *(In what ways could the improvement of the coordination and integration of public services, in terms of building provision around people and communities, their needs, aspirations, capacities and skills, work to build autonomy and resilience? Link to **<u>Self-determination</u>** theory and **<u>self-motivation</u>**)*

5. **Inclusion of target group/Team working: Which methods or <u>approaches</u> does your organisation utilise when working with clients/community members?** *(I.e. **'assets mapping'** -- photo elicitation and storytelling; **'context mapping'** -- collating **tacit knowledge** about peoples' lives by providing them with the **tools to reflect** on their own lived experiences.)*

6. **Inclusion of Target Group: Which <u>strategies</u> are implemented to provide inclusion for the community of people/clients you are working with?** *(I.e. in what ways does, or could, the organisation make a real difference to people's lives?)*

7. **Inclusion of Target Group: Which 'Participatory Learning and Action' (PLAs) <u>methods</u> are used to help facilitate team work when learning about, and engaging with community members?** *(I.e. do the teams within the organisation combine visual methods with natural interviewing techniques to facilitate a process of collective analysis and learning?)*

8. **Inclusion of Target Group: What are the <u>competences/capacities/abilities</u> that need to be developed within your organisation for the staff or members/clients to grow?** *(I.e. this can include the development of the competences of the professionals and volunteers or the capacities/abilities of the clients/community members?)*

9. **Team working: What are the <u>outcomes</u> of the methods that your organisation uses in terms of empowering individuals?** *(I.e. how does the organisation empower individuals and communities, help people to maximise their talents and resources, help to support self-reliance and build resilience?)*

10. **Team working: In which ways are the members of your organisation enabled to <u>reflect</u> on their work and share lessons learned and exchange knowledge and practices?** *(I.e. what steps are taken, or put in place, that prioritise preventative measures that help to reduce demand and lessen inequalities within the communities/target groups the organisation works with?)*

11. **Networking: What are the <u>challenges</u> or barriers associated with networking for your organisation?** *(I.e. maintaining collaboration between other organisations, sharing resources and sustaining partnerships with people and communities? How do community organisations bridge the gap around the lack of networking within communities? I.e. what strategies, methods, approaches or techniques are implemented by the community organisation?)*

12. **Assessment & Evaluation: How is the <u>sustainability</u> of the solutions to challenges or problems evaluated?** *(I.e. does the organisation evaluate, assess, review, reflect, gauge, monitor or measure success and failure -- if so how? I.e. never, seldom, weekly, monthly and annually/if not why not?)*

Ethical approval

Before the research could commence a UWS ethical approval application (UEC1 1 Ethics Approval Erasmus Form) was completed in conjunction with seven ethics support documents (Notification of Participant Invitation; Plain Language

Statement; Participant Consent Form; UWS Case Studies Sample Size Guidelines; Interview Distress Protocol; Semi-structured Interview Questions Sheet; Community Questionnaire Sheet; and Participant Feedback Form) and three research methods guides to help inform and guide both the research and the development of Open Educational Resources.

The project has been reviewed by the School of Education ethics committee at UWS to comply with ethics procedures and by the school of Education's ethics board. Ethical permission has been granted for this study on the 11th of July 2017. Audio and video recording formats were approved with the consent of the interviewees. All the names of the interviewees will be anonymised and only the data from the interviews will be used and publicly published.

Methods and Gathering Data

Three research methods guides were prepared which provided guidance about gathering empirical data for the project (Case Study Implementation Plan); collecting information for developing educational content (Practices for Developing Curriculum Based on Community Participatory Research); and analysing different forms of qualitative data (Qualitative Coding Practices, Transcripts, Photos and Film).

Date(s) of gathering data

The dates of gathering interview data began on the 8 May 2017 and continue through the months of October and November 2017.

Location of the interviews

The majority of the interviews were conducted at the premises of the practitioners who were interviewed. The interviews were one-to-one interviews with the stakeholder practitioner groups to gain a preliminary understanding of what each group does and what each group consists of with respect to its staff, resources, context and its culture. There were also some focus groups with professional community workers and young people. Several of the interviews were held in secure rooms at the premises of the practitioners and one interview was held in the communal cafeteria of the practitioner's premises whilst another interview was held in the kitchen while preparing and cooking food for the young people in the care of the community programme. Two interviews with the senior community police officers were held at the University of the West of Scotland campus in Paisley.

Type of the interview (structured, semi-structured or open-ended)

The type of interview that was conducted was a semi-structured interview to allow for the probing and the pursuit of new insights around the five challenges identified in IO1. Video clips of activities will also be used to gain an understanding of how young people have been empowered and the ways in which being part of a community has enhanced and enriched their lives. The evaluation documentation and training materials used by each stakeholder group will be used in conjunction with the transcripts and observation notes to

form a picture of each stakeholder group and to develop open educational materials.

The number of interviewees

A total of n=37 interviews were conducted based on the semi-structured interview questions that were developed for the project to gain an insight into the five challenges which were identified in IO1 as well as unstructured interviews. The breakdown of the practitioner groups that were interviewed thus far are as follows: (1) case study 1 Centrestage Kilmarnock n=3 managers, n=4 youth worker practitioners, n=5 youths, n=2 parents, n=2 school teachers; Social work unit whole systems approach Renfrewshire n=3 managers, n=4 social worker practitioners; n=3 throughcare aftercare workers; n=7 youths and n=1 trainer; (2) case study 2 Wheatley housing group and Community policing unit Glasgow n=2 housing managers and n=1 community police officer n=1 housing officer.

Table 1: The number of interviewees							
	Managers	Practitioners	Police Officers	Teachers	Trainers	Parents	Youths
Case Study 1	6	11		2	1	2	12
Case Study 2	2	1	1				
							Total 38

The interviewee selection

Interviewees were selected by the recommendation of the senior management based on the years of experience and expertise. In turn, those that were interviewed recommended others that they thought would be useful to be interviewed for the project. Thus, snowball and opportunistic sampling was employed to recruit interviewees for this project.

The formats of gathered material

The formats of the data collected are audio recordings of interviews which typically take between 6-8 hours to transcribe. Video interviews were also taken with the stakeholder groups with the practitioners documenting the premises they have at their disposal and how the space is being used at each premises to help support young people. Open questionnaires and surveys have been used to collect data for IO1 and data about practitioner perspectives of asset-based strength approaches used by professionals. Video data and focus groups that will make use of rich pictures and storyboarding and life histories will be used to collect data about community members and clients in conjunction with an empowerment survey to ascertain young people's attitudes towards in what ways they have been empowered. All of the data will be coded and overarching themes created to provide an insight of the ways that asset-based strength approaches can help make a difference to communities and the people who live in those communities.

Case Study One: Social Enterprise: Centrestage Communities and Social Work Unit: Additional Family and Youth Support Services.

There are two distinct stakeholder groups are described in the first case study. Centrestage Communities is a social enterprise which was set up by the founders because they thought that not enough was being done by government agencies to help the community in this area of the south west of Scotland which has suffered loss of industry resulting in widespread poverty and many related social issues. The other stakeholder group is a local authority funded social work unit 'Additional family and youth support service' which was set up to target young people in that local authority area (a different area but also in the south west of Scotland), who are most in danger of getting involved in crime or are already experiencing encounters with the criminal justice system. Both stakeholder groups work with similar client groups and there is some similarity in approaches. There are also important differences due to the distinct type of organisation. The differences are considered to be informative in relation to the enabling factors and barriers that present as a result of the type of organisation.

A description of each of the stakeholder groups will follow and the work that each stakeholder group does will be described as well as the community members and clients that stakeholder group works with.

Social Enterprise: Centrestage Communities

Fiona McKenzie and Andrew Swanson (ex-secondary school teachers) set up Centrestage because they thought not enough was being done to help the community in Kilmarnock. The ethos of Centrestage is to work with people's strengths because they believe that every individual that they work with has untapped strengths waiting to be discovered, and with the right coaching, anyone can be empowered to lead with their strengths to set and achieve their goals, improve their quality of life and to take a leadership role within their local community. Therefore, to make a difference Centrestage use 'stealth methods' of listening and looking for the same thread of truth across their clients' stories for validation using a deep model (Appreciative Inquiry – AI). The philosophy of Centrestage is not about depending and dependency on Centrestage, but about introducing people into a community of trust where individuals no matter their background can feel included through participatory activities, learn to trust, and build relationships with others – which ultimately can help those individuals to build better relationships with their own families and the wider community.

The deep model links to a persons' mind set through appreciative inquiry, individual and group support. The staff at Centrestage look at the teenage state – and work towards violence, drug and alcohol reduction, and behavioural change (substituting negative behaviours for positive behaviours) through focusing on Strengths Based Leadership (SBL) and complementary strengths. Centrestage communities are looking to upscale, but are presented with problems of protectionism (other agencies not wanting to change) and securing funding for existing and new projects. There are different funders for each Centrestage

project within Centrestage communities and the projects are based on community interests – there is no strategy or agenda pushing at meetings (each project is people led). Centrestage conduct evaluations regularly which are mainly used to apply for and secure funding.

The staff 'Employ Strengths Finder' as the assets-based approach through the implementation of a self-assessment questionnaire inventory and learning is achieved through the process of reflection. The focus of the self-assessment questionnaire is to aspire to be the best version that a person can be – being relentless and passionate to achieve this (taking into account that this is an on going process). The plan is to help people to grow to make change happen; to facilitate leadership; through employing a flexible approach to suit the needs of everyone. People who are employed by Centrestages' communities are recruited through advertisement.

Centrestage, through their connect project, currently works with and helps to support seven local secondary schools and three local primary schools within Kilmarnock. The aim is to reframe young peoples' behaviours – drawing on and helping to pull out their talents. Many young people are referred to Centrestage from the local schools because they do not fit the school system and are often excluded and misunderstood.

Centrestage are currently setting up a learning network with local school teachers – to develop the assets-strengths based approach in various school across Ayrshire with the aim of tracking young peoples' learning and life journey from a strengths, health and wealth perspective. The evaluation of young peoples' progress includes: attendance and the reintegration of individuals back in to mainstream education and development holistically – links to the curriculum for excellence, health and wellbeing. The staff at Centrestage currently work with 56 children from seven secondary schools and with 36 children from local primary schools. There are currently 10 leaders divided between the Catalyst Project (a programme which helps offenders to reintegrate back into the community) and the Connect project (setup to help support children and youth who have different support needs), four of the Connect leaders typically working with 8 young people in each session over a three-hour period with the ratio being one leader (youth worker) for ever two children. The Staff at Centrestage can normally expect to work with children who have not attended school for up to one year or have irregular attendance – there is no judgment held by the Centrestage staff. The professionals at Centrestage expect to normally see a difference in the young person's behaviour, confidence and self-esteem over a matter of months. Youth workers at Centrestage tend to focus on a young person's sense of self-worth with many of the target group moving on to become staff members and volunteers at Centrestage.

Centrestage Communities is located in the town of Kilmarnock located near the City of Glasgow. Centrestage is a Social Enterprise and has two directors and currently employ 94 fulltime staff and 180 volunteers. Centrestage communities are made up of a number of community based projects developed by the local community to service the needs of the community. The Centrestage Communities

initiative consists of seven community projects: (1) Unite; (2) Evolve; (3) Sing and Smile; (4) Ignite and Connect; (5) Catalyst Communities; (6) Musical Generations; and (7) Fuse.

The Unite project

The Unite project encompasses 'Reach Out', Rising Stars and Aspire groups and enables children, young people and adults with a wide range of additional support needs and learning disabilities to participate within the Centrestage community, allowing new opportunities in participating and performing in creative arts and volunteering, reducing isolation and discrimination and promoting inclusion within the broader community.

The Reach Out group is designed to be a drop-in class tailored for adults with a wide range of support needs. This is an informal, sociable and high energy class which embraces music, creative movement and laughter. The Rising Stars group is designed for children aged 6-14 years of age. The Rising Stars group has a high ratio of leaders to children which allows the participants to express themselves safely and creatively in a supportive and fun environment.

The Aspire2Dance, Aspire Act, Aspire2Perform and Aspire2Create groups are classes designed for children aged 14 and upwards to adults who, through the support of the Centrestage leaders become confident participants in regular performances allowing them to attain improved physical fitness alongside greater skills of communication, team work, self-control and motivation.

The Evolve project

The Evolve project is led by women for women to support women experiencing multiple, long-term barriers in fulfilling their potential, often living with mental health issues, low confidence and self-esteem. Participants of the Evolve project are supported by mentors from within the Centrestage team, who help in developing their creative and personal strengths, share and learn in their experiences, whilst moving forward together supported by the Centrestage community.

The Sing and Smile project

The Sing and Smile project enables children aged from birth to 8 years old and their parents or carers to come together for play, song, storytelling and community based daytime support. The impetus behind this early intervention is to improve the quality of life for children, particularly those living within disadvantaged families and communities. This project can also be accessed from within Catalyst Families project.

The Ignite project

The Ignite project (age 5-13 years of age) and the Connect project (age 13-21 years of age) are provided for children and young people who for social, financial or geographic reasons would be unable to participate in Centrestage activities. Some children may find difficulty engaging with the mainstream school system or may already be excluded. Through preparation in enterprise, creative and

performing arts based activities and performances, the young people learn the tools that help shape their own destiny, teaching them to take responsibility for their own actions and choices and to never assume that a negative destination is inevitable. Through allowing them to develop their own self-belief and instilling conviction that they are empowered to make positive decisions about their life, regardless of their background, we aim to create new opportunities, broaden horizons and empower children and young people to believe that, through their own actions and efforts, they can make positive contributions to their families and communities.

All of the Connect and Ignite activities focus on the assets within each of the participants, foster productive and constructive use of their leisure time, actively motivate participants to remain in or re-engage in education and where appropriate serve as a unique strategy to prevent alcohol, drug use and crime amongst high risk groups living within particularly hazardous social environments, motivating them to explore new strengths, to engage with each other and the wider community. These activities are delivered in evenings and weekends in venues throughout Ayrshire and are also delivered within local Primary and Secondary schools.

 The original Reconnect project was delivered within Her Majesty's Prison (HMP) Kilmarnock during 2010 and has since developed into the Catalyst project, which provides meaningful support to men pre- and post-release, providing the individualised and intensive structures required to enable them to progress with their lives, providing all support possible to break the cycle of re-offending.

Social work: Additional Family and Youth Support Service (Whole Systems Approach)

The Scottish Government Whole System Approach (WSA) for children and young people who offend was implemented by the Cabinet Secretary for Justice in September 2011. The WSA is based on strong evidence which shows that the long term outcomes for young people involved in offending behaviour could be better served by diverting them away from statutory measures, prosecution and custody and instead implementing early intervention and robust community alternatives (McAra and McVie 2007). The WSA was set up to attain positive outcomes for some of the most vulnerable young people in Scotland, helping them to reach their potential and become valuable contributors to their communities.

The 'Renfrewshire Additional Family and Youth Support Service' lead the 'Whole Systems Approach' team (WSA) initiative within the East Renfrewshire district and brings four of the main social work services together under the management of Ranald McTaggart the senior social work manager for the WSA. The social work services that make up the WSA within the Renfrewshire district consist of: (1) Additional Family and Youth Support Service which involve a small team of four social workers working on a one-to-one basis with young offenders under the age of 21; (2) Renfrewshire Drug Service – RDS which involve a small team of four social workers working with young people under the age of 21 who pose a

health risk to themselves and others through solvent addiction – drugs and alcohol misuse; (3) Throughcare and Aftercare Services which involve a small team of four social works who help young people under the age of 21 transition from being in local council care services to being able to live on their own through the use of temporary sheltered living accommodation overseen by social workers who live at the sheltered accommodation and are on 24 hours call, 7 days a week for 365 days a year; and (4) Intensive Support Services ISS – which involves a small team of four social workers who work with the most vulnerable and at risk children and young people; with their families to help support the families, to build relationships and trust between the children and young people, within and across the family unit.

As well as working with children and young people on an individual basis and with their families, the ISS also bring children and young people together as a group and offer group activities to help build bonds and promote positive experiences. These groups consist of a boys group and a girls group. The group activities with the girls group include the following activities: cooking, artwork, nails and beauty, and self-esteem building. The young girls group runs on a Tuesday evening from 6-8 pm for young girls between the ages of 14-18. There is a Wednesday afternoon over 18s girls group which offer the same activities as the young girls group, but allows the older girls to talk about age appropriate themes in confidence. The boys group runs on a Monday evening from 6-8 pm and the group activities with the boys group includes participating in playing sports such as soccer at the local sports centre and involves young boys from the ages of 11 up to 21. The impetus behind involving a wide spectrum of ages for the boys group is to allow for social modelling to occur between the social workers, the older boys and the younger boys; to promote relationship building, social bonding, teamwork and trust between the social workers and those that are in their care.

The ethos of the WSA is to promote 'Restorative Justice' which is a system of criminal justice which focuses on the rehabilitation of offenders through reconciliation with victims and the community at large. Restorative Justice involves fostering healing relationships through the offenders replanting flowers which has had a positive impact on young peoples' behaviour and conduct on the wider community in restoring and rebuilding relationships; reducing offending through early intervention and by focusing on the positive that the children and young people have done; promotes and exploits the good aspects of the young offenders lives that can be built on. The Restorative Justice involves raising awareness for victim empathy.

Each of the East Renfrewshire Social Units involves up to four social workers working in a small team supporting and engaging with 30 teenagers across the East Renfrewshire district. The social workers deal with the most complex behaviours on court orders; to minimise the need for supervision and to secure a safe area for children to develop within communities; work with family when they can; can provide extra support for parents; do group work awareness raising with the young offenders and their families and have a positive impact on young peoples' – future career, reducing solvent abuse through the use of an

intensive level of contact to prompt positive responses; promote building stronger relationships with the social workers. The East Renfrewshire asset-based approach is focused on a child's and young person's strengths and is similar to SWOT analysis, but without including a focus on weakness and negative behaviours. The East Renfrewshire social workers employ an online questionnaire self-assessment named 'viewpoint' which focuses on questions about family and friends, getting into trouble and how the child or young person is generally getting on in their lives. The self-assessment makes use of a rating scale to show progression and is completed by the child or young person with the support and input from their social workers. With high risk cases involving young people this will involve focusing more on assets such as: careers and employability involving learning and employment opportunities. The support work attempts to facilitate good behaviours, for example: going to the gym which is part of promoting positive aspects of the individual.

However, some of the social workers have reported during interviews that there is a "*massive gap in understanding young people's behaviours*" and that many of the approaches used in social work involve labelling for a deficit. The model used within East Renfrewshire Social Work Unit is based on a 'philosophy of care' which is assets-based. Initiatives commencing and currently being run promote a "safer, greater community." Social workers also reported that many themes that are recurrent from community listening sessions raise issues relating to "housing, community safety and disputes with social landlords". However, there are approaches that are in use within the domain of social work practices that are solutions based and are not assets focused which inevitably result in not developing a community's capacity to take care of itself.

The 'Social pedagogy' model

The 'Social pedagogy' model is used by the East Renfrewshire Social Work Unit and is embedded within the professional work practices of the WSA team and is used to achieve the best outcomes for children and young people in stopping them from re-offending. In promoting wellbeing, through a holistic approach, it is used to develop a child's and young person's capacity to focus on their long-term development and to build stronger positive relationships within different social contexts. The overall objective of the East Renfrewshire Social Worker Unit WSA is to: (1) help children and young people to develop the capacity to build healthy relationships; learn to open up and to trust in other people's capacity to help and support them; and to work with other social work department staff to eventually make the social intervention redundant; (2) to listening to what the children and young people are saying and from this to identify the assets and strengths that each individual possess; (3) to identify what the general approaches are with regards to the social work perspective and how other professions are working with the children and young people; (4) to facilitate joint training together with other professions such as the Children's Panel members and police; and (5) to target more children between the age of 16 to 18 years old because the system will typically wash its hands of these young people. This last point is particularly important because services need to be confident in taking a risk and investing time and effort in young people.

Description of the approaches that underpin practice

The following section will describe the approaches that underpin what the practitioners do with respect to the theories and training which inform the staffs' professional practice. In case study one the main theories and approaches identified are Behavioural Change, Appreciative Inquiry and Social Pedagogy.

Centrestage communities

The assets based model that is used is the Strengths Explorer – Gallup the Science of Strengths (Donald Clifton, 1998) and Appreciative Inquiry (Cooperrider and Srivastva, 1987). In 1998, the Father of Strengths Psychology, Donald O. Clifton, Ph.D. (1924-2003), along with Tom Rath and a team of scientists at Gallup, created the online StrengthsFinder assessment. In 2004, the assessment's name was formally changed to "Clifton StrengthsFinder" in honour of its chief designer. In 2007, building on the initial assessment and language from StrengthsFinder 1.0, Rath and Gallup scientists released a new edition of the assessment, programme, and website, dubbed "StrengthsFinder 2.0". Rooted in more than 40 years of research, this assessment has helped millions discover and develop their natural talents. The main approach that is used by the Centrestage is the sharing of leadership skills (Strengths Based Leadership SBL); getting young people involved with the performing arts and the learning of life-skills around activities such as cooking, as well as mentoring for art, gym activities, choir, and dancing (in addition to offering opportunities to participate in other community projects).

The youth leaders at Centrestage use an Appreciative Inquiry approach. They focus on building trusting relationships with the young people. They work with a very high ration of staff to young people typically two young people to each member of staff. The approach is very young person lead and highly flexible. The youth leaders use their own strengths to demonstrate positive role models. Great importance is given to listening to the young people and working out what type of approach and what type of activities will help each individual to realise their strengths and interests.

The directors and leaders talk about 'working by stealth' to initiate behavioural change. This operates at various levels from instigating organisational change to instigating behavioural change with individuals.

Social work unit whole systems approach

"Social pedagogy" training is used to focus the social workers on how they can view young people holistically – managed vs supported (i.e. view children as potential rather than problems). The approach used is more rights based working with families that have few assets e.g. education and finances. Clinics are led by staff trained to manage for "social pedagogy", risk-taking, building on theories of "social capital" vs the "deficit model". Evaluation of the approach demonstrates that significant financial savings are made due to prevention of more serious problems that would be even more resource intensive in the long

term. There is now a push to become more creative with spending the savings made. The philosophy behind the whole systems approach is 'joint support' between the social work services.

The Five Challenges
Stakeholder group 1: Centrestage communities Kilmarnock

Networking
The key players for Centrestage are Fiona Mackenzie and Andrew Swanson who founded Centrestage Communities and continue to run and secure funding for each of the projects and oversee the day-to-day running of the community initiative. The key players in this organisation are very good at networking. They have developed relationships with policy makers, funding agencies and institutions/organisations serving the community in order to identify marginalised groups and develop services and activities that foster assets based approaches to community participation. Centrestage has formed partnerships with the Scottish Government (Former SNP leader and First Minister Alex Salmond) to secure funding for many of the projects run within Centrestage Communities.

Centrestage has also developed partnerships with several local primary and secondary schools in the Ayrshire district. They have strong relationships with schools and have started to deliver training in the schools based on strengths finder protocol. They are well known and well regarded in the local community by teachers, parents, young people and the older generation. They have a brand that is easily recognizable and associated with positive outreach and positive outcomes.

Inclusion of Target Groups
This organisation is successful at including a wide range of community members who have been marginalised and excluded from mainstream institutions. They do this by providing safe spaces and activities that enable community members to explore their strengths: for young people who have been excluded from school, for prisoners and ex-offenders, people with additional support needs, young children and their carers, and the elderly and those with dementia. They have a bus they use for outreach and they have numerous buildings they use to provide safe spaces. They also go out to old peoples homes, prisons and schools. They use the bus as a recruitment tool as well as a mobile healthy food restaurant. They respond to the needs of the community by investing in new subprojects to meet these needs.

Team Working
The staff working for centre stage work effectively as a team through a combination of sharing common values and purpose and through a range of team developing and team training activities. These activities centre on ensuring that everyone works to their strengths and considerable effort is put into helping them to identify these and use them to maximum advantage. Many of the community members that participate in the projects go on to become volunteers.

Volunteers are included in the team working some then go on to be employed on paid contracts.

Assessment and Evaluation

A range of different assessment and evaluation strategies are employed for different purposes. Appreciative enquiry is something that underpins all that they do.

For staff development and training the assets based model that is used is the Strengths Explorer which staff use as a way of identifying their strengths and how best they can work as part of a team.

They also engage the young people in reflective activities to help them to identify how they are progressing in terms of developing new skills, self-esteem and confidence. Appreciative enquiry is something that underpins all that they do. When working with the school aged children they cross reference evidence indicators with the Curriculum for Excellence (the Scottish curriculum policy) and the Scottish Qualification Association (the awarding body for accreditation of qualifications). This means that the young people can gain accreditation for the activities they engage in at Centrestage and get formal recognition for them.

The organisation is evaluated against the outcomes which funders set. There are complicated reporting processes for different funders and multiple types of outcomes which vary across the client groups. The outcomes set by funders tend to be outcomes which can be easily identifiable and relatively short term. Members of centre stage talked about the difficulty of capturing some of the more qualitative outcomes which are not always identifiable in short time frames.

Resourcing and Funding

This organisation is very successful at maximising the resources they have in the form of buildings, strengths of their staff, volunteers, community participants and a range of funding streams. Buildings and equipment all have multiple purposes and are used for a range of different groups and purposes. They are used for both activities that generate income through subscriptions for classes or performances and for activities designed to develop the assets of marginalised groups.

Funding streams include government funding initiatives such as the 'Pupil Equity Fund', which targets pupils form deprived socio-economic areas. They also receive Government funding for third sector organisations, which are increasingly covering services previously paid for through public services. Centrestage also charges subscriptions, which are paid on a regular basis for the public to use the resources that are shared by their non-paying community members.

Sustainability

This organisation is going from strength to strength and growing. They are training new staff and volunteers to sustain their assets based approach in their

everyday practice. There is also an emphasis on targeting members of the community from all age groups and connecting up different groups so that the positive work extends beyond Centrestage and is sustainable in the larger community. The idea is that the work carried out at Centrestage empowers individuals in other areas of their lives over time and empowers the whole community.

We think it is important to think about how the benefits of using an assets based approach with communities can be sustained beyond the immediate context in terms of time and space. So we consider not just the sustainability of the approach but also the effects of the approach.

The Five Challenges

Stakeholder group 2 Social work unit whole systems approach Renfrewshire

Challenges identified by the team include maintaining a professional identity; merging and having aspects of social work managed by health professionals; the loss of uniqueness and distinctiveness; the lack of a social work union to protect from unwelcome changes to the profession; too much control from the government to manage risk and the newer social workers signing up to the governments consolidation agenda of services.

Networking

The key players are Ranald McTaggart who heads up the Whole systems approach team; Diane Langley who heads up Throughcare and Aftercare (focus on young people in and after care) and Intensive Service working with young people and their parents; Paul Gilhooley from Renfrewshire Drugs Services (RDS). This unit is effective at networking between a range of agencies that work with their target group. They do this through attending meetings, conferences, professional development events etc. The whole system approach is founded on the idea of team working that only can be accomplished through complicated networking events across a range of different professional groups.

Inclusion of the target group

Reducing offending can benefit other services financially, but the system is still confused about whether 16 year olds are viewed as children or as young adults, many young adults are not comfortable with criticism making progression difficult at times for both the social workers and the young people in their care. The solution for the whole systems team was to invest in "Social pedagogy" training which focuses on children and young people's potential rather than viewing them as the problem but rather focusing on their assets. The approach adopted also includes working closely with the families of the children and young people, who in many instances have few assets in terms of education and finances. Clinics and activities are led by staff trained to manage for "social pedagogy", risk-taking, and approaches are built on theories of "social capital".

The emphasis is on including target groups through building trusting relationships through intensive face to face work. The unit provides safe spaces, food and activities that are thought to develop the young peoples strengths and

reduce dangerous risk taking behaviour. They have groups for girls and for boys and some mixed groups that drop in more informally. There are two girls groups; one for girls between the ages of 14 to 18 years of age which runs on a Tuesday evening; the other is a late teenage girls group which runs on a Wednesday evening. The groups work on relationship building, crafts and cooking, but do not focus on issues, but instead the group acts as a safe space with food and a chat. The boys group plays football, which helps to build bridges through being in a team and competing with others.

There is a mix of qualified staff and unqualified staff, unqualified staff have much experience which is valued by the programme and is drawn upon. Barriers relate to a lack of funding for volunteers to become qualified social workers; there is a lack of placements which are needed for trainees to become qualified as a social worker. This in turn limits the work that can be done with the groups of young people.

Team working
In terms of joint support by the "whole systems team" and between other agencies there is a gap in that there is a lack of networking and unwillingness by the police force and fiscal system to change, reorganise or refocus their priorities.

Team working works well with some teams particularly those that come from a social work or community development background but that there is more difficulty when it comes to working with the judiciary and police. This is because there is a conflict in underlying philosophies and values. One is enforcement based and the other is about rehabilitation through fostering a strengths based approach. There seems to be a controversial area around sharing of information and what gets shared with whom for what reasons…Usually the reason for sharing information between agencies is when the behaviour poses a threat to the individual or to others but information is not supposed to shared for other reasons.

There is a lack of joined up thinking, social services have lost their local distinctiveness and autonomy due to being centrally managed. This is a result of the Government's centralisation agenda to save money and to bring about consistency across services (meaning there are now 32 different versions of the policy). Introducing a one-size fits all through amalgamating services to create consistency is problematic because there are many different issues within each community and so their needs will be different which will require different approaches in order to help support its residents.

Assessment and Evaluation
There are numerous forms of assessment and evaluation that impact on practice. The social workers do their own evaluation of the young people and compare this with the case notes from other agencies. They use an online questionnaire self-assessment tool named 'Viewpoint' with the young people so that the young people can assess their own progress. The workers do it with them as a way of interrogating the self assessment.

The professionals do their own progress reports on the cases they work on. They have monthly meetings with senior management to monitor progress. Some also keep reflective diaries as a coping mechanism or as a professional development tool.

Managers have to produce progress reports as an audit trail in the form of case notes. Evaluations are carried out through a discursive process in meetings with members from across the teams.

Resourcing and Funding
The unit have secured funding which is ring fenced from the local authority and it is up to the head of each department how that money is divided and spent. To make the money go further they need to find creative ways of making the money go further. They consider themselves to be relatively well funded in comparison to other sections of social work so they must be demonstrating their worth. Their approach does seem to be working in terms of the outcomes relating to reoffending and reducing offending (based on anecdotal evidence obtained during interviews with the senior management).

Comparison between the two stakeholder groups
Both stakeholders are working with young people who are marginalised and in danger of becoming involved in criminal activities or are already getting involved with the criminal justice system. Those young people that are interacting with the social work unit are slightly older and further down a route of exclusion from mainstream institutions of education, training and employment. Centre stage are working with some very vulnerable young people, who are in danger of increasing marginalisation and becoming involved in criminal activities.

There is a very different feel about the spaces and activities that are carried out in both places. What makes this difference is hard to pin down but we think it has to do with the practices and how these are shaped by the historical and current cultures and ethos of the organisations and professional groups that are working with the young people. One obvious difference is that Centrestage is a social enterprise and does not have the same ties to government local authority funding with in a social service framework. They do still depend on government funding in various forms but have attracted this off the back of their activities and their approach to working with marginalised groups. The Social work unit is solely funded through the Local Authority. The other noticeable difference is that the leaders at Centrestage do not have formal social work training. Many of them have had difficult lives themselves and have accessed services at Centrestage themselves previously. The strengths based approach is firmly embedded in everything they do. The social workers at the social work unit have received social work training to various degrees and are aware of their identity as social workers and the professional ethos and values associated with the profession.

Summary of initial analysis
In summary of the themes identified we have identified two main strands that are common to both stakeholder groups (1) a refocus on children's potential; and (2) systemic conflicts with the practitioner's professional values. With respect to sustainability, resources and funding and in order to move forward there is a need for the current practices, attitudes and the behaviour of practitioners in child primary and secondary education and the fiscal, police, and social care service to change by focusing less on what young people cannot do with a 'refocus on their potentially' and what young people can do – given the right opportunities and support. The Renfrewshire social work services consistently maintained that there are problems centred around budgeting. This conflicts with the 'professional values of the social workers' who have become frustrated by not always being able to provide the type of support for their clients as they would wish to be able to provide. However, Centrestage as an NGO did not voice concerns around sustainability, resources and funding – which we assume has not been an issue for an organisation that generates its own income and has multiple sources of funding and support from various trust, charities, supermarket chains and financial backing from the Scottish Government. Finally, both stakeholder organisations are also similar with respect to being keen to join up their services to share resources and to expand their network to include the support from other outside agencies and services to benefit their clients.

Although the stakeholder groups as organisation are quite different in terms of how they operate and some of the philosophies that underpin them, together, the themes which have emerged from the analysis demonstrate how the managers of these organisations conceptualise the importance of recognising a 'young person's potential' and how providing support for that young person can often lead to 'systemic conflicts', between other services within the system and the practitioner's professional values when determining what is best for the child, which has been an important contribution to our overall understanding of the types of problems these stakeholders have to address when dealing with the challenges of sustainability, resourcing and funding.

Case Study two
Wheatley Housing Group and the Community Policing Unit: Multi-agency collaboration

The Wheatley Group, a not for profits organisation (NGO) and is not politicised. They are Scotland's largest housing, care and community regeneration group and provide specialist care and support services to people in need of accommodation across Central Scotland. The Wheatley Group and its partners (Loretto Care, Glasgow Community Policing Unit and Glasgow Fire and Rescue Services) work with a range of community service user groups, including individuals and families experiencing or at risk of homelessness as well as people with learning disabilities, addictions, mental health problems, alcohol and drug-related brain damage and young vulnerable people. The Loretto Care Services provide support staff for those living in Wheatley Group community shelter initiatives. This includes nurses that are on site round-the-clock offering support with everyday living, as well as specialist care and rehabilitation services helping to support residents in need to live independently while benefiting from high levels of personalised care. Under the direction of Martin Armstrong (a social housing officer who changed people's lives) the Wheatley strives to help people in to affordable social housing based on evidence of their needs. The Wheatley Group collaborative initiative grew from 'The Glasgow Harmony Project' which involved a multi-agency collaboration between Glasgow Housing Association (GHA), Police, and Fire and Rescue Services.

The Wheatley Group are working closely with the Glasgow Community Policing Unit. Inspector Mark Nicol, the lead for community policing, worked with the Violence Reduction Unit (VRU) and with Glasgow communities to reduce offending amongst youth gang members using an assets-based strengths model. Inspector Mark Nicol previously served with the British Armed Forces and witnessed the success of the American Military asset-based strengths approach deployed in rebuilding Iraqi infrastructure and community social-structure. After successfully setting up the Glasgow Community Policing Unit and producing a new operating model aimed at eradicating crime across Scotland in partnership with the Wheatley Group in redeveloped communities in Glasgow. The operating model developed was adopted from a version of the American Military asset-based strengths approach introduced by General David Petraeus – based upon context in value, complexity theory, and innovative funding. Mark has since retired from the Scottish police Force after serving 30 years and has taken a position with the Wheatley Group developing social policy and strategies for crime prevention using an asset-based strengths approach. Mark's experience with leading the police taskforce for the anti-violence, drug and alcohol unit has helped him in preparation within the Wheatley group for heading the 'Behavioural Change Group' in order to promote Martin Armstrong's vision of 'Housing for Social Conscious'.

The 'Behavioural Change' model: A Military assets approach

The 'Behavioural Change' model consists of a three-pronged approach for community police to implement when moving into a community which is in need of support. The three-pronged approach consists of (1) enforcement; (2) taking hold of the ground; and (3) returning the ground to the community. This approach was adopted from US military strategy used in the Gulf war to rebuild infrastructure and communities within war torn parts of Iraq. The full US military version of the model makes use of a 20-point strategy and is process driven – not personality driven.

The new Scottish police strategy programme being piloted in regenerated housing schemes in Glasgow is called "from Enforcement to Prevention" which consists of four managers, 20 neighbourhood inspectors, 2 police sergeants and 10 police officers working in conjunction with the Wheatley group. The Wheatley group housing officers are responsible for their own designated patches with one housing officer looking after 500 homes. The amount of homes that each housing officer is responsible for has recently been halved to allow the housing officers to spend more time with the local community. There are 50 communities in Scotland managed by the Wheatley Group who have the responsibility for improving the physical conditions and fabric of communities across Scotland. Local councils have passed on the responsibility of social housing to the 'Wheatley Social Landlords' with the remit to improve housing through privatisation. This is achieved by working in partnership with the Scottish Police Force who now have their own legal team, paid for by the Wheatley Group, which make use of shared intelligences and performance databases. The database can be used to look at the conditions where people do not pay their rent (the model is working and is built on public and private thinking). The Wheatley group makes use of partnership agreements with other agencies which include Fire and Rescue Service who also work closely within the local community with the Wheatley housing officers and the Community Policing Unit.

The Community Policing Unit team tend to focus on the middle part of the model: community structure and sustainability phase – whereby the community police will hold the ground which will eventually give way to softer tactics with a softer approach. Solutions make use of co-production between (1) the locals from the community; (2) other agencies; (3) is assets based; and (4) is underpinned by concepts from complexity theory. Part of the Wheatley group's mandate is to introduce social management through 'Behavioural Control' (examples are programmes to teach English to asylum seekers). The success of the combined approach of the Wheatley Group working in partnership with Community Policing and other agencies has led to similar cooperation between agencies in England (see the Exeter Community project).

Predictive Analytics

The Scottish Police Force are now making use of 'Predictive Analytics' which can for example be used to plot credit scores, segregated by the crimes that have been reported, by making use of 'big data' (shared intelligence from other agencies) and there are plans to make use of more sophisticated data and analytical techniques in the near future. The big data will provide a road map of crime to strategically manage. The Scottish police force are also working closely with mental health services to help to prevent people from serving a prison sentence by setting up a multiagency attack force to tackle social deprivation and hate crime (see Pritpal Tamber – Bridging Health and Community: Improving Health Through Community Agency, 2017).

The WISE Group

The WISE Group - Social Enterprise Scotland have recently begun to work in partnership with Wheatley and Community Policing devising and managing efficient, innovative and flexible ways to work with local communities. They have three areas of business: (1) increasing employment skills (2) working to regenerate communities; and (3) providing advice and support of energy efficiency and waste minimisation. The WISE group were originally set up in Scotland to work with the long term unemployed and ex-offenders (now called customers). Street Wise are another not for profit agency who work in partnership with the Wheatley to keep Scotland beautiful by encouraging the public to monitor the environment. Street Wise are founded on a Wellbeing model and provide training for the public to look after their community (i.e. litter picking and the removal of graffiti).

Scottish policing for 20/26

The 20/26 policy for Scottish policing aims to increase the amount of intelligence databases, a move to 'presumption of liberty', citizenship, guardianship, empowering people to self-police, and making use of street pastors, community safety officers, and wardens. The Wheatley group and the Scottish Police Force have legislation for information sharing (intelligences). However, with the increasing number of agencies now working in partnership and sharing information there is now the need for an assets based common language – whereby different agencies coming from different philosophical backgrounds can understand each other's position and use agreed upon strategies developed from asset-based strength approaches (for example the Transformational Change Team – experts on hate crime who are seeking to build communities of excellence and were part of the Violence Reduction Unit (VRM) in Glasgow. According to Police Scotland the new big data databases will be used to combat 'Anti-authority Gangs' which have been identified as the latest new threat to community infrastructure.

Description of the approaches that underpin practice

The following section will describe the approaches that underpin what the practitioners do with respect to the theories and training which inform the staffs' professional practice. In case study two the main theories and approaches identified are Appreciative Inquiry and Behavioural change. Wheatley is an organisation with big aspirations. The chief executive tasked Mark Nichol, who leads the community police, with this objective: 'I want you to eradicate crime and anti-social behaviours completely. Unless you have a magic wand that is not achievable, but that is going to introduce an aspiration where we do things – you know shoot for the moon and get halfway there it is much further than we would have got if we had just asked you for a temporary reduction'.

The Five Challenges

The following five challenges are being investigated within the context of each of the stakeholder group's culture as part of the case study. The five-key challenges that are being investigated are: (1) Networking; (2) Inclusion of target groups; (3) Team working; (4) Assessment and evaluation; and (5) Sustainability, Resourcing and Funding.

Wheatley housing group and Community policing unit Glasgow

Networking

Wheatley housing work closely with the Lorretto group who design and build accommodation and Community Safety Glasgow and the Glasgow Housing Association (GHA) which is embedded in the local council. Glasgow housing association invite the Wheatley group to do assessments in problem communities. The Wheatley group addresses the problems through regeneration of the area which involves refurbishing the buildings or flattening the buildings and rebuilding. They develop new tenancy agreements and bring in housing officers who are employed by the Wheatley group to listen to peoples concerns. They then implement multi team fire and rescue, police and health professionals to work with a community assets based approach. The professionals network with their tenants within the community through a range of strategies and approaches. For example they hold events where the community is invited to attend and meet the range of professional and community organisations that are providing services in the community. These events include fun activities for families and are designed so that the professionals can listen to the concerns and aspirations of the community members. The Wheatley group employ the community police unit to identify what initiatives would help the community e.g. football or other sports. The Community police then employ other agencies to run these activities initially with the intent to then hand the organisation of the activities back to the community.

Inclusion of target groups

This is done through consultation or drop in sessions. Community police officers organise open meetings where the various community groups show case their initiatives. Housing officers go thorough the community knocking on doors to ask peoples opinions or raising awareness etc. Tenants are able to take issues and grievances to the professionals from Wheatley through arranging meetings. The theme is community safety and community members are recruited to have some input into things that concern them such as litter picking initiatives as organised by Community Safety Glasgow, which often evolve into further community initiatives focused on improving the physical environment and addressing the concerns and aspirations of local community members.

Mark Nicol explained how police officers are being trained as football coaches to help break down barriers between the local young people and community police officers. They also employ outreach youth leaders such as 'Animalia' to reach out to those young people most difficult to reach. This company consists of youth leaders who have experienced marginalisation directly themselves and are able to draw on their own experiences to develop relationships with young people in the community who would not attend other organised youth clubs etc.

Team working

Most of the key professional groups employed by The Wheatley group work in the same building(s), they share space shoulder to shoulder. They also share data and intelligence. They have regular group meetings as a team. They develop group approaches and strategies to deal with issues and negotiate involvement. They bring together the strengths from across the different professional groups to solve problems.

Key to team working is information sharing across professional boundaries. There does seem to be a blurring of traditional roles associated with the professional groups working together. For example the community police officers work very closely with the housing officers and share information about the housing and social circumstances in particular area so that they have a better understanding of the issues and work out together how best to address them.

They have service level agreements with the government to deliver outcomes across a range of social indicators. They also employ companies to do work for them and use the Wheatley pledge which involves those companies offering modern apprenticeships to promote employment and training. This works for example, by the building contractors who are employed by the Wheatley Group offering a range of apprenticeships to the young people in the local area where the regeneration projects are being implemented. In this way the building contractors, through their agreement with the Wheatley group, are helping to support the regeneration of the area by training and upskilling the community itself by offering apprenticeships where young people attend college programmes and get on the job training with a qualified journeyman (i.e. carpenter, plumber, electrician, bricklayer, roofing slater and heating engineer and so on).

Assessment and evaluation

Extensive use is made of 'big data' and statistical analysis to predict and target problems in order to reduce crime and anti social behaviour. They use 'vigilance intelligence' with housing. Every Monday Mark Nicol gets all the crime and violence data for the whole of Scotland at a data zone level. There are 6505 data zones in Scotland. This enables anti social behaviour across Scotland to be mapped. Wheatley use the same principle to map across the housing patches. Various indicators are used to categorize the patches (housing zones) from unsafe, safe, calm, through to peaceful, which Mark describes as the 'Nirvana' from a housing perspective.

Wheatley use algorithms to measure rent attainment. If they are not attaining sufficient percentage of rent in an area then it is targeted to find out what the issues are and problem solving strategies put into place to address them.

The Wheatley group share data with all the professional groups that they work with. The various professional groups working in the communities gather information that is fed back to a central depository and processed. We are not sure what data gets shared or on what basis. We know that all the data is kept behind a very secure iron door that is manned 24 hours a day and that there is lots of different data sets that get used in different ways. Further investigation is needed to clarify how all this works.

Wheatley are also investing in academic research into models of ABCD behavioural change and predictive analytics in housing and social care partnering with universities and government think tanks.

Sustainability

Wheatley is a non for profit organisation so all their profits are reinvested into the organisation. They have successfully invested their stock on the bond market in London. They invest heavily in their top managers and pay them well so that they get the best people for the job.

The unit is still based in the original building but they are planning to move to a purpose built premises. They are hoping that the work they do will eventually have some lasting effect on the community making interventions less necessary. They are aware that communities change and situations change for all sorts of reasons. For this reason they are investing heavily in research, development and training.

Summary of Initial Analysis

The stakeholders involved in this case study start from different professional backgrounds, concerns and values. The core concerns are about providing safe housing and safe communities for people to live in. There is more emphasis on the physical environment in which people live but there is also an awareness of the relationship between the physical and emotional spaces of people's lives in terms of wellbeing and ultimately the building of safer and more sustainable communities.

Arguably there is a bigger tension between professional cultures of crime prevention through enforcement and crime prevention through nurturing and assets based approaches than with the professional groups in the previous case study. However, the community assets based approach employed by the Wheatley group and their associated partners does seem to be bridging this gap through a range of strategies including: information sharing, use of big data predictive analytics, inter professional working and training programmes, and through innovative approaches to inclusion of the target groups.