This item was submitted to [Loughborough's Research Repository](#) by the author.
Items in Figshare are protected by copyright, with all rights reserved, unless otherwise indicated.

Positive youth development and physical activity/sport interventions: mechanisms leading to sustained impact

PLEASE CITE THE PUBLISHED VERSION

<http://dx.doi.org/10.1080/17408989.2012.666791>

PUBLISHER

Taylor and Francis / © Association for Physical Education

VERSION

AM (Accepted Manuscript)

PUBLISHER STATEMENT

This work is made available according to the conditions of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0) licence. Full details of this licence are available at:
<https://creativecommons.org/licenses/by-nc-nd/4.0/>

LICENCE

CC BY-NC-ND 4.0

REPOSITORY RECORD

Armour, Kathleen, Rachel A. Sandford, and Rebecca Duncombe. 2019. "Positive Youth Development and Physical Activity/sport Interventions: Mechanisms Leading to Sustained Impact". figshare.
<https://hdl.handle.net/2134/19790>.

Positive Youth Development and Physical Activity/Sport Interventions: Mechanisms Leading to Sustained Impact

Abstract

Sport/physical activity interventions are sometimes viewed as a panacea for youth-related social problems, and this may explain their proliferation. Yet, there is little robust evidence to support some of the claims made for the efficacy of such programmes, particularly those relating to sustained benefits for young people. The purpose of this paper is to report findings from longitudinal research on two youth sport/physical activity interventions in the UK in order identify key features in their design that were found to be central to sustained positive impact. The physical activity programmes sought to address youth disaffection and disengagement and they were evaluated by one research team using a common evaluation strategy. Both programme sponsors were committed to learning from the evaluation findings and to wider dissemination. The programmes are explained, data on sustainability of impact are reported from each project and the findings considered together to identify common themes. Data suggest that six key features should be embedded in the design of physical activity/positive youth development programmes and that, *in combination and through complex interaction*, they can maximise the potential for sustained positive impact on youth participants.

Keywords: positive youth development; youth disaffection; physical activity programmes; programme evaluation; sustained impact.

Positive Youth Development and Physical Activity/Sport Interventions: Mechanisms leading to Sustained Impact

Introduction

There has been significant concern in contemporary society about ‘problematic’ behaviour among young people, and growing levels of youth disaffection and disengagement (DSS, 1999; SEU, 2000; Steer, 2000; Newburn & Shiner, 2005). Certainly, within the UK, youth disaffection is a frequent topic of discussion in public discourse, often fuelled by media representations of disruptive, disrespectful and dangerous young people. This has led to both political debate and the formation of government policy (Sandford, Duncombe & Armour, 2008). In particular, worries about young people’s involvement in anti-social or criminal behaviour, their disengagement from education/training and their perceived lack of civic engagement and responsibility have heightened concerns regarding the potential impact on social order (DfES, 2003a,b; Davies, 2005; Newburn & Shiner, 2005; France, 2007). Such concerns, however, are not confined to the UK. Indeed, debates concerning youth disaffection, disengagement and perceived anti-social behaviour abound in a number of fields and disciplines across the Western world (Smink, 2000; Sandford, Armour & Warmington, 2006). Moreover, as Newburn & Shiner (2005) point out, panic concerning ‘problematic’ youth is not new but has prevailed throughout history. The intensity of current concerns, however, has led to calls for ‘action’ to address the issue.

Engagement in sport and other forms of physical activity has traditionally been credited with having a particularly valuable role in tackling youth disaffection and disengagement (France et al., 2007). This seems to be rooted in the belief that sport encourages moral and social responsibility, pro-social behaviours and respect for others (Eley and Kirk, 2002; Russell, 2004). Such beliefs are heightened in the case of ‘Outward Bound’ activities where it is often argued that the challenge inherent in such activities offers unique learning opportunities (Neill & Dias, 2001). The two programmes reported in this paper used a mixture of sport, outward bound and other physical activities

to engage young people. The aspirations for young people governing both programmes were, however, almost identical, including a strong focus on generating positive outcomes for young people that could be sustained over time.

Ruiz (2004) among others has pointed to the difficulty of linking participation in sport and physical activity to the wide ranging impacts that are often claimed by intervention programmes and, along with others, has argued for more - and more robust - research evidence (Bailey, 2005; Holt & Jones, 2008). The two programmes evaluated in this paper were somewhat unique in that both sponsors funded independent longitudinal evaluation projects and expressed a strong interest in learning from the data and sharing findings more widely. Nonetheless, as is reported in detail in section (iii), the broad aims of the programmes and the flexibility offered to participants made the evaluation particularly challenging.

This paper has the dual purpose of identifying the themes from the data that contributed to the reported sustained impact on participants, and analysing the complex ways in which these themes interacted in these two programmes. Thus, the paper can contribute to the knowledge base on the ways in which such programmes can be designed to maximise the potential for sustained impact. The paper is organised into five main sections: (i) An overview of the underpinning theory related to using sport and physical activity programmes as a form of positive youth development; (ii) a description of the two programmes evaluated; (iii) the methodological framework for the evaluation; (iv) findings on sustainable impact reported from each programme; and (v) discussion on the complex ways in which the six key programme design features interacted in order to facilitate sustained positive impact on youth participants.

Theoretical Underpinnings: Physical Activity/Sport for Positive Youth Development

Within the UK, moral panic has resulted in a raft of policies, programmes and government measures intended to tackle the problem of youth disaffection and facilitate young people's re-engagement and positive development (see Sandford, Duncombe & Armour 2008 for a detailed discussion).

73 Interestingly, many of these policies and programmes (e.g. PESSCL, Positive Futures, NOPE^s)
74 involve the use of sport and physical activity interventions as tools to be used to enhance personal
75 development. This would appear to be rooted in the long standing belief that engagement in sport, in
76 particular, can instil character, develop positive attributes, enhance moral development and secure
77 wide-ranging benefits for disengaged young people (Martinek & Hellison, 1997; Miller, Bredemeier &
78 Shields, 1997; Burt, 1998; Theodoulides & Armour, 2001; Eley & Kirk, 2002; Holt, 2008). Moreover,
79 given its potential to reach large and diverse groups of young people, school physical education has
80 also come to be viewed as an important context in which disaffected pupils can be re-engaged (Bailey,
81 2005; France et al., 2007). Indeed, a recent UK government report reinforced the perceived
82 significance of physical education and school sport (PESS) for tackling youth disaffection, suggesting
83 that it can help to, among other things, improve behaviour, attendance and educational attainment
84 (DCMS, 2007).

85 Outside of government generated programmes, the ‘social problems industry’, driven by the belief
86 that physical activities can address social concerns (Pitter & Andrews, 1997) has resulted in numerous
87 independent or corporate-sponsored initiatives (such as those outlined in this paper) designed to re-
88 engage disaffected youth through participation in structured physical activities. Many of these
89 programmes make use of outdoor or adventurous physical activities, reflecting a belief in their positive
90 youth development potential. Indeed, there is a significant body of literature available on the use of
91 outdoor/adventurous activities as a means of promoting youth personal development (Nichols, 1997;
92 Garst, Schneider & Baker, 2001; Newton, Sandberg & Watson, 2001). Moreover, claims regarding the
93 educational value of Outward Bound programs have been the focus of a number of evaluation studies.
94 Hattie et al., (1997), for example, concluded that there was sufficient evidence to suggest that Outward
95 Bound programmes were able to have a positive impact on individuals (for example, in relation to
96 increased confidence, leadership and communication skills) and that there was some potential for these
97 impacts to be sustained over time.

98 Around the world there are further examples of sport, physical activity and physical education
99 programmes being used to facilitate positive development and re-engage young people in education and
100 society more broadly. Examples from the US include Siedentop's (1994) Sport Education, Hellison's
101 (1995) Teaching Personal and Social Responsibility, and Ennis' (1999) Sport for Peace. Bailey (2008)
102 has argued that findings from the evaluations of programs such as these are "cautiously optimistic"
103 (p.89). Research has indicated the propensity for such programmes to facilitate, among other things, an
104 increased sense of belonging, a respect for both self and others, a more positive attitude to physical
105 activity/physical education and a shared responsibility for learning (Ennis et al., 1999; Hellison &
106 Walsh, 2002; MacPhail, Kirk & Kinchin, 2004). In addition, some studies have pointed to the potential
107 of physical activity/physical education to contribute, more specifically, to young people's socio-moral
108 development. For example, in their review of the 'Fair Play for Kids' program, Gibbons, Ebbeck &
109 Weiss (1995) noted that participation could be seen to effect positive change on the moral development
110 of pupils.

111 While such findings are encouraging, it has also been argued that more research is required to
112 explore the long-term impact of program participation on young people and the mechanisms by which
113 changes occur (Holt & Jones, 2008). These kinds of youth re-engagement programmes represent a
114 changing viewpoint regarding adolescent development that, as Holt (2008) notes, has occurred over the
115 last decade or so and has come to be labelled 'positive youth development' (PYD). PYD is defined as a
116 constructive approach to young people's development through the period of adolescence, focusing on
117 the talents, strengths and potential of each individual. As Lerner et al., (2005) have noted, this is a
118 strength-based and broad conception of youth development, which is in contrast to the more traditional
119 deficit-reduction approaches. Damon (2004) concurs:

120 *This new approach envisions young people as resources rather than as problems for society.*

121 *The positive youth development perspective emphasizes the manifest potentialities rather than*
122 *the supposed incapacities of young people – including young people from the most*
123 *disadvantaged backgrounds and those with the most troubled histories (p.15).*

The programmes reported in this paper took a very broad approach to positive impact and the term ‘positive youth development’ seems to capture not only that scope but also the key focus on young people’s potential to both engage and develop.

There is strong support in the literature for the potential of sport/physical activity to facilitate positive youth development, but historically there has been a lack of robust, empirical data to support claims to effectiveness (see, for example, Morris et al., 2003). More recently, however, there is an emerging body of evaluation research that is providing evidence of both immediate positive impact and, in some cases, sustained impact (e.g. Crabbe, 2006b; Sandford, Armour & Duncombe, 2008). Moreover, knowledge is accumulating concerning the ways in which future initiatives should be designed in order to maximise the potential benefits for young people and facilitate the sustainability of positive impact (e.g. Sandford, Duncombe & Armour, 2008). In particular, it is now widely agreed that a key element in effecting positive behavioural change is developing programmes and interventions that have an explicit focus on personal development by promoting positive relationships between participants (Ennis et al., 1999; Crabbe, 2006a; Hellison, Martinek & Walsh, 2008; Holt & Sehn, 2008; Petitpas, Cornelius & Van Raalte, 2008).

Despite the emerging evidence, questions remain about the precise mechanisms by which positive youth development can be facilitated through sport/physical activity programmes. Researchers agree that further systematic, longitudinal evaluation research is needed in order to shed light on these mechanisms and processes (e.g. Long & Sanderson, 2001; Sandford, Armour & Warmington, 2006). In providing research evidence from the evaluation of two UK-based programmes intended to promote positive youth development through physical activities, and drawing out common themes, it is hoped that this paper can go some way toward addressing these questions. In the next section, key design features of the two programmes are summarised and this provides important contextual information for the development of the evaluation research strategy.

Key Features of the Programmes Evaluated

The data considered in this paper are from the evaluation of two corporate-sponsored initiatives that aimed to use physical activity to re-engage disaffected or disengaged young people in education. The programmes were the HSBC/Outward Bound (HSBC/OB) project and the Sky Sports Living For Sport (SSLfS) programme.

The HSBC/OB project ran for five years between September 2003 and August 2008. Based on a partnership between HSBC in the Communityⁱⁱ, the Outward Bound Trustⁱⁱⁱ, and five schools local to HSBC's UK head office in the Docklands areas of London; it comprised fully-funded, partially residential outdoor/adventurous activity experiences for pupils deemed by their teachers to be disaffected, disadvantaged or disengaged. In each of the five years of the programme, a cohort of 30 young people from year 9 in each school (ages 13-14 years) were selected to undertake a year-long programme of structured outdoor activities (150 pupils in total each year). These activity sessions were designed (by the Outward Bound Trust) to provide individual and group challenges and to develop skills such as team building, communication, and responsibility. Moreover, the sessions were intended to scale progressively, providing more challenging experiences for a smaller number of pupils as they moved through the programme year and affording increased opportunities for these individuals to take responsibility for themselves and others. In addition, a central element of the programme was that each year, a number of HSBC staff volunteered to be involved as mentors, and were trained (by youth workers from one of the programme schools) to work with schools and pupils both within the programme sessions and in follow-up activities within the schools.

Each programme year began with an introductory activity day for all pupils during which participants were given the opportunity to meet each other and engage in some basic team-building and sports activities. This was then followed by three residential activity sessions: a week-long event at one of Outward Bound's UK centres; a four-day event at an activity centre close to London; and, for 10 pupils perceived to have 'gained the most' from the program, a three-week intensive course at Outward Bound's Ullswater centre in the Lake District. Pupils engaged in activities such as rock climbing, gorge

walking, high ropes courses, caving, sailing, hiking and rafting. The year concluded with an activity day for all pupils and a celebration/award event held at HSBC's head office in London.

The Sky Sports Living For Sport (SSLfS) programme is an ongoing national initiative (commenced September 2003) within the UK that encourages schools to design and run school-led projects within a broad framework developed by the programme sponsors (Sky Sports^{iv}) and organisers (the Youth Sport Trust^v). The core aim of the programme is to identify pupils who are having problems with one or more aspect of their school life (e.g. with behaviour, attendance, confidence, being bullied/bullies) and to facilitate their re-engagement in education through participation in physical activities. The initiative is intended to be flexible, and teachers organising SSLfS projects within their schools can select any activity, or combination of activities for their pupil group. Indeed, teachers are encouraged to work with pupils in the selection of activities, and in setting individual and group goals. The list of activities that has been undertaken within SSLfS programmes is extensive, including traditional sports and games (e.g. football, basketball, badminton, swimming and hockey) as well as recreational activities less common to the PE curriculum (e.g. yoga, ultimate frisbee, street dance, free-running and skateboarding) and outdoor/adventurous activities (e.g. rock-climbing, orienteering, canoeing, sailing and rope courses). SSLfS programmes can last from one term to one academic year and group sizes vary from school to school, although groups of 8-16 pupils are most common. Each SSLfS programme culminates in a sport event (often a tournament or competition organised by the project pupils), and completion of the 'course' is marked by some form of celebration event (e.g. an awards evening, an out of school visit or a group meal).

Despite their obvious differences, the two programmes shared key design features that governed the choice of feasible research methods, and led the evaluation team to adopt almost identical evaluation strategies within a common evaluation framework. Anderson (2004) notes the proliferation of foundation and charitable organisations that seek to develop community based social programs to meet their missions, commenting that 'These initiatives often have ambitious goals, and so planning specific on-the-ground strategies to meet those goals is difficult' (p. 2). Similarly, Shiner et al., (2004)

argue that youth social engagement/re-engagement programmes are notoriously difficult to evaluate because sponsors have not thought through why or how an intervention would work, and with whom under what conditions. Indeed, Rossi, Lipsey & Freeman (2005) argue that before even attempting an evaluation of programme impact, researchers should check whether the program objectives are ‘sufficiently well articulated’ (p. 23) to make it possible to evaluate impact. The two programmes reported in this paper offer an illustration of these methodological issues and challenges.

Evaluation Framework

Rossi, Lipsey & Freeman (2005) recognise the ‘continually changing decision-making milieu of social programs’ (p. 22) as a key challenge for evaluators. They argue that researcher flexibility is a key requirement because ‘Social programs are not research laboratories... evaluators must expect to be buffeted about by forces and events beyond their control’ (p.23). As was noted above, one of the most attractive features of both programmes was the flexibility they offered schools and teachers in selecting pupils and tailoring programme activities to meet their needs. In other words, professional judgement was the key factor determining which pupils should be involved in the programmes. This flexibility, however, also constituted the major challenge facing the evaluation team, and it resulted in the design of a multi-layered evaluation strategy using qualitative research methods built largely around individual pupil profiling. Between 2003 and 2007 (years 1 to 4 of each programme), over 10,000 young people participated in either the HSBC/OB project or SSLfS programme. Impact data have been collected on over 50% of all SSLfS pupils engaged in the programme nationally (n ~ 4700) and 90% of HSBC/OB pupils from the five participating schools (n ~ 540). In the next sections, details on the design, methods and participants are explained and are also summarised in tables for clarity (Tables 1 and 2).

Evaluation Design and Rationale

House (2005) points out that although there has been a growing faith in large scale evaluations using only experimental methods, these have rarely delivered what they promise. Instead, he suggests evaluation studies should be ‘methodologically ecumenical’ and that they often need to adopt a different concept of causation:

Social causation is more complex than regularity theory suggests. Even with the same program, there are different teachers at different sites who produce different results. We might try to control for the teachers, but there are so many variables that might influence the outcomes, the researchers cannot control for all of them.

This certainly seems to reflect the problems faced in these two evaluation projects. House also argues that programme theory can be a useful approach to the evaluation of social programmes, and that there is a need for theories that are applicable to individual programmes, rather than seeking grand social theories. In similar vein, Rossi, Lipsey & Freeman (2005) point out that ‘conducting social research at a high scientific standard generally requires resources that exceed what is available for evaluation projects’ (p.24) and that was certainly a problem in these evaluation projects. Rossi et al. also argue that such issues do not mean researchers can ‘blithely dismiss scientific concerns in evaluation’ (p. 25) and it was the need to do credible, defensible research that led to the eventual evaluation design in this case. Thus, the three dimensional evaluation of the HSBC/OB and SSLfS programmes centred on individual pupil profiling, school-level case studies and the creation of programme Logic Models. There are many respects in which this design strategy can be criticised, and it was certainly labour intensive. On the other hand, as other evaluators have found, compromises are often required in the evaluation of complex social programmes.

Pupil profiling: the purpose of the pupil profiles was to capture information on teachers’ professional judgements in order to create a baseline profile on each pupil, and to record progress from that profile. Thus, teachers were asked to record reasons for pupil selection and to support their reasons with ‘hard’ school data (e.g. absenteeism statistics; behaviour reports) where they were applicable and available. Teachers were then prompted to report on pupil progress from the baseline immediately after the programme (positive, negative or no change from baseline) to determine ‘distance travelled’ (Crabbe, 2005b). In the case of the HSBC/OB project, updates were also requested half way through the project year. They were further prompted at 12, 24 and 36 months after programme completion to

determine whether any changes recorded immediately after engagement in the programme were maintained.

Case studies: in addition, collective case studies (Stake, 2005) were conducted in each evaluation project at the school level to supplement the data from pupil profiles (Yin, 1984). The main research activities in these case studies were observation of programme activities, interviews with key adults and youth participants, focus group discussions, open-ended surveys, semi-structured reflective journals, and structured feedback sheets (e.g. Oliver & Lalik, 2001; Clark & Moss, 2001; Harper, 2002).

Logic Models: models were developed for each programme to identify the ways in which the programme sponsors sought to achieve their aims through the programme activities. (Kellogg Foundation, 2001). ‘Logic models’ can clarify and make explicit foundational features of a programme, and can provide a useful communication framework for evaluators and sponsors, especially where aims are rather nebulous and the paths to outcomes unclear:

The program logic model is defined as a picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program (p.iii).

An example of an early Logic Model for the HSBC programme is provided in Appendix A.

Finally, mindful of the need to assure the quality of the qualitative research design the evaluators adopted a framework developed by the National Centre for Social Research (Spencer et al., 2003) that focuses on the outputs of qualitative inquiry and helps consumers of the research to make judgements about its quality. In evaluation reports to the sponsors, therefore, checklists were provided drawing upon the appraisal questions and quality indicators in the framework, including indicators on research design, ethics, data analysis and reporting findings.

Data Collection

This paper draws upon data from interviews, focus groups, journals and individual pupil profiles generated by teachers, mentors and pupil participants. Reference is made in the discussion to the use of Logic Models. The data collection process was similar in each programme, although the lower pupil numbers on the HSBC/OB programme, and the sustained relationship with five schools, facilitated greater depth. The higher number of schools and pupils involved in the SSLfS project resulted in some adaptation to data collection in order to manage the volume of data. In each section below, a table summarising the research undertaken is followed by a more detailed explanation of data collection procedures/features and an indication of where further information on each individual programme can be found.

HSBC/OB:

[INSERT TABLE 1]

- At the beginning of the programme, individual pupil baseline profiles were generated for each pupil using teachers' professional judgements via open-ended surveys. 400 full profiles were collected over 4 years. Teachers were asked to give their reasons for pupil selection and any illustrative examples or data to support their selection;
- Update profiles were collected at intervals after the first main programme activity (6, 12, 24 and 36 months) again using an open-ended survey. Teachers were asked to comment on each pupil's current status as well as indicate the direction of any perceived change from the baseline level (i.e. positive, no change or negative);
- The five partner schools were also evaluated as case studies in each year. In each case, data were collected through observations of project activities, interviews with lead teachers and, where possible, senior management staff and focus groups with participating pupils. The evaluators were also invited to programme steering meetings, which facilitated regular contact with the teachers and sponsors;

- Data from pupils on project involvement and any perceived benefits were also generated via pupil journals, open-ended surveys and focus group discussions.

For further information on this programme and its evaluation see Armour & Sandford (2004, 2008), Sandford, Armour & Duncombe (2008) and Sandford, Duncombe & Armour (2008).

SSLfS:

[INSERT TABLE 2]

- In year one of the programme, individual pupil baseline profiles were generated for each pupil using teachers' professional judgements via open-ended surveys. Teachers were asked to give reasons for pupil selection and provide any available supporting school data (e.g. attendance or behaviour records). In subsequent years, data from the year one responses were used to create a list of potential reasons for selection, making data collection and analysis easier. Teachers were offered space to include additional reasons or comments. Where no supporting data for selection were available, teachers were asked to use a 5 point professional judgement rating scale to identify a pupil's starting point. This was a compromise measure to account for the fact that most reasons for selection could not be supported by 'hard' data (i.e. the pupil was 'withdrawn'; struggled to make friends; lacked confidence etc).
- Update profiles were collected at the end of the project. Where no 'hard' data had been provided at the outset, teachers were still able to update their professional judgement rating scale.
- Up to 20 school-level case studies were undertaken in each project year. New case study schools were selected each year to ensure geographical spread, range of school types and project activities, and to focus on emerging issues. In year four, 18 sustainability case studies were also undertaken. In each case, data were collected through the observation of project activities, interviews with key teaching staff, and interviews or focus groups with participating pupils.

- A sustainability of impact survey was undertaken in years 2, 3 and 4 of the project, and was disseminated to all schools who had participated in previous years. For pupils who were recorded as showing positive impact immediately after the project, teachers were asked to comment whether or not, based on their knowledge of the pupils, they had maintained this improvement since project completion (i.e. periods ranging from 12, 24 and 36 months). Teachers were also asked to comment on the reasons for any sustained improvements.

Further information on this programme and its evaluation can be found in Armour et al., (2007), Sandford, Armour & Duncombe (2008) and Sandford, Duncombe & Armour (2008).

Data Analysis

As was noted earlier, the Logic Models were used to ensure clarity and a shared understanding between the programme sponsors and the evaluators about the ways in which the programme activities were designed to meet the programme aims. The data from pupil profiles were analysed using descriptive statistics (i.e. the frequency of a particular response or the percentage of the total data set that this represented). The different project structures resulted in some differences in analysis. In HSBC, individual pupil profile data were summarised to show the number and percentage of pupils who had improved from, maintained, or dropped below their baseline profiles at 6, 12, 24 and 36 months following the commencement of project activities. It was these latter updates that provided the sustainability data.

In the SSLfS project, the data from pupil profiles were analysed according to the area of improvement identified by teachers (behaviour, attendance and self-esteem). Data were collated and a mean was calculated for the baseline period and compared with that for the project period. This method of analysis was used for teachers' data in the case of both professional judgements, in the form of rating scales, and where specific school statistics were available, for example attendance rates or number of behaviour referrals. Interestingly, the findings were almost identical whether either measure was used. Data from the sustainability of impact survey were collated to indicate the number of pupils who

showed an improvement immediately after project completion, and who were perceived by teachers to have maintained this improvement in subsequent years.

Data from the school case study visits for each programme (which took the form of fieldnotes, interview transcripts and written feedback responses) required a more detailed qualitative analysis. These data were collated and then analysed thematically, using an approach similar to the constructivist grounded theory outlined by Charmaz (2000). Unlike more traditional, structured versions of grounded theory (Glaser & Strauss, 1967; Strauss & Corbin, 1998), this approach facilitated active coding and offered the opportunity to focus on participants' thoughts and feelings, and to identify differences. Thus, themes were constructed, in part, around responses on core project aims or issues of interest generated through discussions with project participants (teachers, pupils, sponsors etc.). There was also the opportunity for new themes to be identified and explored. A worked example of the data analysis processes can be seen in Appendix B.

Limitations in Evaluation Design

As was noted earlier, the authors acknowledge a number of limitations to the evaluation design. Similar to the experiences of other evaluators, it was found that both programmes had been designed and were underway before the evaluators were commissioned (which explains the need to generate Logic Models to clarify designs and aims). In addition, the programme aims were very broad, seeking high and lasting impacts on large numbers of young people; the research budget was low in the context of the extensive scope of the aims; there was no standardisation in the selection procedures for the youth participants; teachers/staff had considerable flexibility at each stage of the programmes (which was a key attraction for participating schools); there was no possibility to establish a meaningful control group; and there were high sponsor expectations for meaningful data within tight reporting deadlines (DfEE, 2000; Burton, 2006). Indeed, it is worth noting that, as they worked with schools over time, the sponsors came to understand school needs better. This resulted in a conundrum: the programmes were made more flexible and responsive to meet the needs of teachers and schools which, in turn, made it increasingly difficult for the evaluators to provide robust evidence of impact.

Given these limitations, it could be argued that robust evaluation was impossible. On the other hand, the evaluators had the opportunity to design a research methodology that could attempt to accommodate the flexibility inherent in the programmes, the variability inherent in the different schools involved and the limited time teachers were able to dedicate to research. In addition, the longitudinal funding facilitated data collection on large numbers of pupils that could be sustained over four years.

Findings

Although there are variations in the data from the HSBC/OB and SSLfS projects, the broad findings regarding the nature of programme impact are remarkably similar. A discussion of the findings on impact more broadly has been reported elsewhere (see Sandford, Duncombe & Armour, 2008). The focus of this paper will be upon the factors identified by programme participants (teachers, mentors and pupils) as contributing to the sustainability of impact. This can, therefore, make a contribution to the knowledge base on programme design features and processes that are most likely to lead to sustained positive impact from physical activity interventions. In the first section below, the findings from the pupil profiling process are reported, followed in the second section by explanatory findings from the school case studies.

Sustained Impact: The pupil profiles

As might be anticipated, collecting data on sustained impact over a period of time is challenging given that pupils are no longer centrally involved in programme activities. Moreover, there is likely to be little information on what other activities pupils have engaged in since programme completion for, as is often the case, research funding ends with the end of the programme. This might explain the lack of robust data on sustainability in such youth development programmes. As has been explained above, the evaluation projects reported here were structured to (partially) overcome these limitations. Data collection centred on the initial reasons teachers provided for pupil selection for the programmes, and both initial and sustainability data updates were similarly focussed. In effect, this was the only element of the programmes that had any consistency over time.

Although there were challenges in collecting sustainability data from schools, and the findings should be read with caution, they are also interesting. For example, in year 2 of the SSLfS project (2004-2005) teachers provided sustainability data for 67 pupils who had shown an initial improvement from their baseline profiles. Of these, 94% were perceived to have maintained those improvements for 12 months. Similarly, in year 3 of the evaluation (2005-2006), 43 schools provided sustainability data on 312 pupils, with approximately 90% maintaining positive improvements for 12 months. In year 4, 44 schools provided data on pupils who had demonstrated improvements and, similar to the findings from the previous year, approximately 90% of these maintained those improvements for 12 and 24 months (see table 3). One school also provided data on 7 pupils who had completed the programme 36 months previously and it is interesting to note that the lead teacher believed that all of these pupils had sustained their improvements for 3 years.

The sustainability data from the HSBC/OB project also indicate that many, although not all, pupils maintained positive improvements for up to 36 months after programme involvement. Indeed, when the data are combined for all three years, it can be seen that almost 70% of pupils retained their positive improvements from the teacher-reported baseline at the point of leaving school (at 36 months). This is illustrated in table 4, which shows the combined data for pupils involved in Years 1, 2 and 3 of the HSBC/OB project.

[Insert Table 3]

[Insert Table 4]

The data presented in tables 3 and 4 indicate that, where the SSLfS programme had an initial impact on the young people who participated, this impact was likely to be sustained for 12, 24 (and potentially 36) months. Likewise, in the HSBC/OB programme, positive improvements were being maintained by, on average, well over 50% of pupils up to 24 and 36 months after the programme activities had ended. These findings, then, appear to support the notion that sport/physical activity programmes can have a positive long-term impact upon participants. However, while the pupil profiles provide an indication of impact, the case study data provide important information on the mechanisms most likely to lead to

sustained impact. As might be expected, these data reveal a complex set of processes leading to the findings.

Sustained Impact: The case studies

In case studies, teachers/school staff were interviewed to find out what may have helped the young people to maintain positive improvements. A number of similar factors were identified in both programmes and they highlight the significance of social processes around physical activity interventions; indeed, the social aspect of programme involvement was reported as being pivotal. Thus, whereas sport and physical activity were used as a vehicle for both projects, they themselves were not perceived (by teachers) to be as significant in terms of impact on pupils as the opportunities that were provided for social interaction and building positive relationships. Six common themes on the conditions required for sustainable impact resulted from the data analysis process. These six themes are reported individually in the next section, supported by illustrative data from both programmes. As was noted in the introduction, the purpose of the paper is twofold: to identify the themes and to illustrate the complex ways in which they interacted to contribute to sustained impact. The latter purpose is undertaken in the discussion.

i. Matching pupils' specific needs with programme objectives

Within both programmes, a common response from teachers was that it was important to select the 'right' pupils to participate. Within the SSLfS programme, for example, some teachers suggested that the activities simply did not work if the 'wrong' pupils were chosen or if too many of the pupils had dominant personalities or were very disruptive. Conversely, it was often stated that programmes had been successful when they were designed to be appropriate to the needs of a particular group of pupils:

They need to be students that can work together. And they need to be students ideally with similar issues or certainly with similar aspirations, because otherwise, you tackle activities that some of them don't want to engage in (Lead teacher, SSLfS).

Similarly, within the HSBC/OB programme, teachers commented that they considered a number of factors in their selection of pupils, including not only their potential to gain from the experience but

Running head: PYD, physical activity interventions and sustained impact

also their capacity to engage with the process. In this case, the nature of the activities was largely dictated by the structure of the programme, so teachers noted that they had to bear this in mind when identifying their pupil group:

I know there are some pupils who would benefit from some kind of programme, but this is not the right one for them (Teacher, HSBC/OB).

The first point to note, therefore, is that participant selection was a complex process that relied on teachers' professional judgments about both the programme *and* the needs of individual pupils. Like many other professional judgments, the decision-making process seemed to be based on a set of factors rooted in experience and expertise.

ii. Locating project activities outside of the 'normal' school context

Whilst SSLfS projects varied considerably, with schools being free to select any sport/physical activity they deemed appropriate, the programmes that incorporated off-site or 'new' activities were particularly valued:

I think it was the off-site nature (that) was very important...the opportunity to do a different activity (not) part of the bread and butter of the PE curriculum... it makes the programme more attractive... and ensures that they turn up week after week (Lead teacher, SSLfS).

Likewise, the off-site and residential nature of the HSBC/OB programme was identified as a significant feature in terms of engaging and motivating pupils, particularly as the disadvantaged background of many of the selected pupils meant that they had rarely, if ever, been away from home:

They (the pupils) rarely travel out of Tower Hamlets (an area of London), very, very rarely. So, you know, going to Wales is a big thing for them... I mean, some of them have never seen the sea before (Teacher, HSBC/OB).

In both cases, the suggestion from teachers was that taking pupils out of the school context helped them in a number of ways; e.g. by increasing the perceived importance of the programme, engaging their interest, raising the scale of the challenge or by distancing them from aspects of the school environment that were contributing to their personal difficulties.

483 iii. Working closely with pupils to choose activities, set targets and review progress

484 The importance of giving young people a sense of belonging and ownership in programmes aimed at
485 promoting positive youth development, and, in particular, of involving them in key decisions relating to
486 their participation is widely reported. These sentiments were echoed by teachers from both HSBC/OB
487 and SSLfS. For example, a number of SSLfS activities incorporated time for planning, reviewing and
488 setting targets with pupils. There were examples where teachers would set targets, which the pupils had
489 to achieve in order to be allowed to participate in activities the next week. Furthermore, teachers felt
490 that giving ownership of the programme to young people was important:

491 *The pupils loved planning and taking part in activities of their choice (Lead teacher,*
492 *SSLfS).*

493 Within the framework of the HSBC/OB programme, pupils were not able to be involved in planning
494 the main activities, but in the residential Outward Bound sessions there was a strong focus on pupils
495 taking responsibility for themselves and their group (e.g. in terms of arriving for activities on time and
496 with the appropriate equipment). Moreover, at the end of each day, pupils were asked to reflect on their
497 achievements and consider their goals for the following day by recording them in a personal journal.
498 Teachers commented that they felt this had been valuable for the pupils:

499 *I loved the way that they summarised what they'd done every evening, they had a focus for*
500 *the day, and their mentors were reinforcing that as well as instructors (Teacher,*
501 *HSBC/OB).*

502 In each case, involving pupils in the planning and review of programme activities was perceived to add
503 a great deal to the experience and to contribute to the degree of positive impact.

504 iv. Establishing positive relationships between programme leaders, mentors and pupils

505 The importance of the role of an adult 'mentor' has been stressed in numerous contexts. This was also
506 identified strongly by the different groups of participants involved in both programmes. For example,
507 both teachers and mentors commented that working closely with pupils had helped to establish good
508 relationships and contribute to the pupils' development:

One of my students said, 'Mrs Smith has changed my life'. This was completely out of the blue... I am not in this job to receive pats on the back, but I was very touched by this spontaneous remark from a student with Aspergers (Teacher, SSLfS).

They appear to get so much from it from interaction with their peers, but more significantly with other adults (e.g. mentors)... it enables them to see the human side of adults, and enables them to engage with the adults on an 'adult' level, rather than just as authority figures (Mentor, HSBC/OB).

In addition, pupils indicated that they had enjoyed working with teachers and mentors, and had appreciated being able to get to know them as people rather than just as the aforementioned 'authority figures'. For example:

I think the mentors were absolutely terrific, they helped us do many things, and not only that, they became our friends (Pupil, HSBC/OB).

Whilst the role of the teacher or mentor was clearly important, however, data from the research projects also identified that strong relationships between participating pupils is also a factor that may lead to sustained improvements:

They used to talk in the mini bus about things they had done, and have a little sing song on the way home, and just things that they normally wouldn't experience because they wouldn't be part of a team in our school (Lead teacher, SSLfS).

In addition, it was also noted that, whilst support from adults during the project was important, continued support was essential in helping young people to maintain improvements:

I think it is down to maintaining the contact, maintaining the links, by not disappearing. At the end of the project, we didn't disappear, we were still there so the relations that we built up could carry on (Lead teacher, SSLfS).

It's actually an issue, what is our role of 'mentor' going forward? I think there is more to it than just being there as another aide to make sure that the activities happen... you've got to keep contact with the young people (Mentor, HSBC/OB).

One thing... is this longevity thing, and that is very important, in fact if you didn't continue it's worse than if you didn't start in the first place because you get to the point where there is an alliance and there is a relationship and if that suddenly disappears from both sides there is going to be a potential vacuum after this (mentor, HSBC/OB).

The key point to be noted from this finding, therefore, is the multiple levels on which the development of positive relationships is desirable. This has clear implications for programme design (and cost).

v. Giving pupils the opportunity to work with (and for) others

A large proportion of pupils were selected to participate in both the HSBC/OB and SSLfS programmes because of poor social skills, poor communication skills or perceptions of low confidence. It is, perhaps, unsurprising, therefore, to find that many teachers stressed the importance of providing opportunities for pupils to work collaboratively. The physical activity setting offered good opportunities for this aspect:

They are brilliant now. It's just because everything we've done has been based on teamwork. Because there's only 8 of them, they've had to co-operate, they've had to work together and they are doing it really well (Lead teacher, SSLfS).

(Abdul) is probably the greatest success story from our school. He was previously shy, underachieving and on the receiving end of some bullying. Now he's confident, achieving above expectations and developing some very good social skills (Teacher, HSBC/OB).

It's been good for them to meet people they wouldn't normally mix with I think. You could see them eyeing each other up on the first activity day, but I think some of them are really good friends now and they've learnt from each other, you know being from different backgrounds and things (Mentor, HSBC/OB).

The pupils also acknowledged this and appreciated the chance to work with each other, and with groups of other young people with whom they did not normally interact:

...the fact that I've never worked with special needs children, it was a first for me and I could do it (Pupil, SSLfS).

Moreover, teachers within the HSBC/OB programme also noted that working with pupils from other schools was important in helping young people meet others from different cultures and backgrounds:

It has been really good to work with the other schools, particularly as this is a boys' school with a predominantly Bangladeshi population. They have learnt a lot from being in mixed groups, especially with the girls. It was so far removed from their day to day experience in school (Teacher, HSBC/OB).

These comments highlight, once again, the significance of social interaction within these youth development programmes, and reinforce findings from within the sport/physical activity literature that highlight this as an essential factor in bringing about positive and sustained impact.

vi. Structured pathways to enable sustained involvement in programme activities or complementary activities

One of the key points raised by teachers in both programmes was the need to give thought to what would happen to the young people once the activities had ended. This reflects concerns that have been raised in the literature over the short-lived nature of initiatives targeting disaffected or disadvantaged youth. In both programmes, teachers commented that, in order to maintain positive impact, it was important to establish alternative 'pathways' for pupils once programme activities had ended. For example:

This is the other thing with the project. I mean where do you go after that? You know, you do your ten weeks... their behaviour was better from the beginning but there is nothing after that actually for them to be (involved in)... There's no incentive (Lead teacher, SSLfS).

It is becoming clear that those students with regular follow-up input are continuing to achieve the most (Teacher, HSBC/OB).

We've found it useful to promote DofE [national personal challenge award] to our HSBC pupils, it's just a way of allowing them to keep going with some of the activities. I think a lot of this year's group (Year 3) are thinking of doing it next year (Teacher, HSBC/OB).

Findings from the HSBC/OB project also indicate that the young people who progressed to the later stages of the programme (i.e. were selected for weekend residential and three-week residential events) were more likely to maintain an improvement from baseline than those who did not. Moreover, teachers noted that pupils who sustained their positive development after completing their activity year were those who went on to engage in alternative programmes, initiatives or activities e.g. the Duke of Edinburgh Award Scheme, Young Enterprise and business mentoring schemes^{vi}. It was noted that these activities allowed pupils to transfer the skills learnt through their programme involvement (e.g. teamwork, communication and leadership skills) to alternative situations, and to develop them further, and that this allowed for their continued development. In the next section, these six themes are considered both in combination and in the context of the wider literature.

Discussion

Recognising both the strengths and the limitations of the evaluation research design, it can be argued that the findings reported above can make a contribution to the existing research. Individually, the six

mechanisms identified as leading to successful programmes in these two evaluations echo some of the findings from previous research (see Hellison, 1995; Ennis 1999; Donnelly & Coakley, 2002; Sandford et al., 2006). However, developing an understanding of how they worked in combination, and taking into account the detail and duration of data collection, it is possible to see ways in which these findings provide important insights into the sheer scale of pre-planning that is required in sport/physical activity programmes to maximise the potential benefits for disengaged/disaffected young people.

It should come as no surprise to find that allowing teachers to match pupils' specific needs with the programme objectives was an important factor in programme success. This is endorsed within the existing sport/physical activity literature (DfES, 2004; Sandford, Armour & Warmington, 2006). In these programmes, teachers were given the freedom to appraise the activity on offer and to select pupils they felt would 'benefit'. Thus, teachers were able to take into account the proposed activity, any key local contextual factors, and a range of pupil needs. The teachers were also involved in the programme activities with the pupils, and this was clearly a key factor in their success. Coote, Allen & Woodhead (2004) have argued that evaluators should make greater efforts to learn from the knowledge and experience of practitioners, and that methods should be found to achieve this. Certainly, in this evaluation there appeared to be few other options available.

Yet, the first theme is clearly and intricately linked to the second: locating project activities outside of the 'normal' school context. Donnelly and Coakley (2002) argued that programmes aimed at promoting social inclusion must provide 'safe spaces' for participants, and Peacock (2006) noted that evaluations of out-of-classroom learning confirm such an approach can promote positive attitudes, arouse interest and improve behaviour. It has also been noted, however, that positive learning outcomes outside of the classroom are not a 'given' and that there is a need for teachers/educators to 'consistently aid students to understand how what they experience in the outdoor classroom connects to, extends, and reinforces their in-school work' (Dillon, Morris, Rickinson & Scott, 2005, p.5). In these two programmes, lead teachers were involved with the pupils throughout the programme activities, thus

they were able to ensure the learning environment was appropriate, and could make links to the in-school context.

The third theme - working closely with pupils to choose activities, set targets and review progress – is widely endorsed in the PYD literature. For example, Donnelly & Coakley (2002) and Riley & Rustique-Forrester (2002) have argued for the importance of giving young people a sense of belonging and ownership in such programmes and, in particular, of involving them in key decisions relating to their participation. In many ways the SSLfS programme was a model in this respect, given that each year, participating groups were able to select activities and, as long as they were feasible, they could be undertaken by young people. The funding provided by sponsors in this programme was not extensive, but it did facilitate unusual and off-site activities making the participant group feel ‘special’. This is also one of the reasons why, over time, the selection criteria for this programme broadened beyond pupils who had disruptive behaviour issues to include pupils who had other forms of perceived need, based on disadvantage or more passive forms of disaffection.

The fourth theme, establishing positive relationships between leaders, mentors and pupils, was a key feature of both programmes although it operated in slightly different ways in each. The importance of the role of an adult ‘mentor’ has been stressed in numerous contexts within the physical education, informal education and mentoring literature (e.g. Martinek & Hellison, 1997; Richardson & Wolfe, 2001; Reid, 2002) and it has been suggested that having someone to turn to who is more than ‘just’ a teacher is important for some young people (Bennetts, 2003; Vulliamy & Webb, 2003). In the HSBC/OB programme, one of the key features was the training of adult mentors from within HSBC staff to work with young people on programme activities. Although this was not always a straightforward process, some of the mentors became fully involved and acted as mentors for several years. In these cases, the feedback from pupils suggests this was one highlight of the whole programme. This mirrors findings from the physical education and mentoring literature that identifies the importance of building sustained relationships between adult leaders and young people (e.g. Golden, Lines & Sims, 2002). In the SSLfS programme, however, lead teachers (usually physical

education teachers) were most closely involved with pupils over time. The programme activities offered teachers the opportunity to work with a small group of pupils in a sustained way in an unusual learning context and this, too, offered important opportunities to develop positive adult/young people relationships.

In addition to developing positive relationships with adults, these programmes offered young people the opportunity to work with and for other young people (theme five). Martinek and Hellison (1997) have argued that ‘the nature of physical activity – active, interactive, highly emotional – certainly provides the possibility of exploring and practising values, teamwork, goal-setting, peer-teaching, conflict resolution, and so on’ (p.44). In addition, Crabbe (2006a); Petitpas et al., 2008 and Coalter (2000) have all highlighted the importance of wider personal and social development goals in sport/physical activity programmes. In both programmes, social interaction was a key feature, including offering young people the opportunity to work with younger pupils (SSLfS) and to interact with pupils from different schools (at the OB centre and post-activity celebration events in HSBC/OB). However, this feature on its own would have been less successful in these programmes had other features not been in place; for example, appropriate selection of pupils, an unusual but ‘safe’ context for activities and positive relationships with the key adults.

The sixth feature that contributed to the reported success of these programmes was the availability of structured pathways to enable young people to have sustained involvement in further project or complementary activities. Concerns have been raised in the existing youth disaffection literature about the short-lived nature of initiatives targeting disaffected or disadvantaged youth (e.g. France, 2007; Morris et al., 2003; Long & Sanderson, 2001). There have also been calls for multi-agency approaches to tackling disaffection and promoting positive youth development, and for better collaborations between key institutions, organisations and agencies (Steer, 2000; DfES, 2003c). What can be learnt from these two programmes, however, is that for such strategies to be effective, schools and teachers must be fully engaged in programme activities which, in turn, must be embedded in schools in an appropriate way. This ensures that where young people develop potential interests as a

688 result of programme participation, an adult based at - or connected to - the school is available to
689 recognise that interest and nourish it by highlighting further opportunities. It should be remembered
690 that any positive impact seen immediately after relatively short interventions is likely to be tentative,
691 particularly where a young person has to contend with considerable personal problems or issues.

692 The final point to be made is that in the initial programme Logic Models (see Appendix A for
693 an example), the challenges inherent in linking the activities to the programme aims became apparent.
694 Sharing these models with the sponsors and in, the case of HSBC/OB, the lead teachers, led to
695 productive discussions about the ambitious nature of the aims, and provided an opportunity for teachers
696 to express their concerns that the aims were unrealistic. This, in turn, led to a more productive dialogue
697 between the HSBC/OB sponsors and the lead teachers. The sponsors reiterated that the programme was
698 essentially a philanthropic activity that sought to give young people a chance in life, aid their personal
699 and social development and encourage them to engage in education. Moreover, the teachers were
700 perceived as being actively engaged in the project as partners from whom the sponsors could learn. In
701 many ways, this was an ideal approach from which other sponsors and funders could learn.

703 Conclusion

704 As was noted at the beginning of this paper, there is a strong belief in the potential for physical
705 activity/sport participation to bring about positive benefits for young people. Certainly, within the UK,
706 a raft of recent policies/strategies^{vii} can be seen as evidence of a prevailing faith in the ability of
707 physical activity, sport and, indeed, physical education, to contribute positively to young people's
708 positive personal development and facilitate social inclusion (DCSF, 2005; DCMS, 2007; Sandford,
709 Duncombe & Armour, 2008). Moreover, the awarding of the 2012 Olympic Games to London has
710 added weight to such beliefs and is at the heart of expectations that a broad youth legacy (physical,
711 social and economic) can be achieved through structured physical activity/sport interventions (DfES,
712 2005; Sandford, Armour & Duncombe, 2010).

Despite strong convictions regarding the potential of physical activity/sport participation to reap benefits for young people, there has, however, been a relative lack of detailed information regarding the mechanisms by which physical activity/sport interventions lead to positive outcomes (Coalter, 2000; Bailey, 2005; Sandford et al., 2006). The data reported in this paper offer some interesting insights into these mechanisms but, more importantly, into the complex ways in which they interact to maximise the potential of sport/physical activity interventions.

The limitations of the data reported here have been acknowledged. Flexibility, responsiveness and the privileging of the professional judgement of teachers were key attractions for schools and these features contributed to the undoubted successes of these two programmes. At the same time, these key features presented the researchers with some formidable challenges. Nonetheless, through a cautious and realistic evaluation design, the researchers have been able to capture data on large numbers of pupils over a four year period. The pupils engaged in different programmes that had very similar aims, and so it was feasible to employ a common evaluation strategy centred on developing Logic models as a communication tool, and drawing data from individual pupil profiling and school-level case studies. Within its very real limitations, therefore, the data can offer helpful insights into the ways in which six interlinked mechanisms can lead to sustained positive impact from sport/physical activity interventions.

i The PESSCL (Physical Education School Sport Club Links) strategy was launched by the UK government in 2002 and saw significant funding (£459 million) invested in physical education and school sport. The NOPES (New Opportunities for PE and Sport) initiative also saw significant investment (£751 million) in PE and sport, supported by lottery funding. Positive Futures is a national social inclusion project in the UK that uses various activities, including sport, to engage with socially marginalised young people.

ii HSBC in the Community is a sub-group of the global bank HSBC's corporate social responsibility arm, and has responsibility for promoting positive relationships with the local community.

iii The Outward Bound Trust is a global educational charity that has a long history (over 65 years) of using outdoor experiences and challenges to facilitate young people's development.

iv Sky Sports is the dominant subscription television sports brand in the United Kingdom and Ireland and is the current sponsor of the 'Living For Sport' programme.

v The Youth Sport Trust was established in 1994 and is an independent charity that has a focus on supporting, encouraging and developing young people through PE and sport.

vi The Duke of Edinburgh's Award is an achievement award for young people, in which they undertake a number of activities intended to promote personal and social development. There are three levels of award (bronze, silver and gold) and each includes physical, social, and community elements. Young Enterprise is a national education charity founded in

1963 to forge links between schools and industry, and business mentoring schemes are similar educational initiatives designed to equip pupils with a better understanding of career opportunities and develop their employability skills through regular meetings with volunteer mentors from local businesses.

vii Recent policies/strategies include PESSCL and NOPES (see endnote i), as well as PESSYP (the Physical Education and Sport Strategy for Young People, a successor to PESSCL), Every Child Matters and Youth Matters (for further information see www.dcsf.gov.uk/everychildmatters).

Acknowledgments

The authors would like to acknowledge that this paper forms part of two recent research projects: the evaluations of the Youth Sport Trust/Sky Sports 'Living For Sport' project and the HSBC Education Trust physical activity programmes. The authors are grateful for the support of these bodies, their continued interest in the evaluation research and their desire to facilitate wider academic learning.

References

- Anderson, A. A. (2004). Theory of change as a tool for strategic planning. Aspen Institute.
http://www.aspeninstitute.org/sites/default/files/content/docs/roundtable%20on%20community%20change/TOC_2004.PDF Accessed 15th June 2010.
- Bailey, R. (2005). Evaluating the relationship between physical education, sport and social inclusion. *Educational Review*, 57(1), 71-90.
- Bailey, R. (2008) Youth sport and social inclusion. In, N. Holt (Ed.) *Positive youth development* (pp.85-96). London: Routledge.
- Bennetts, C. (2003). Mentoring youth: Trend and tradition. *British Journal of Guidance and Counselling*, 31(1), 63-76.
- Burt, J.J. (1998). The role of kinesiology in elevating modern society. *Quest*, 50, 80-95.
- Charmaz, K. (2000). Grounded theory: Objectivist & constructionist methods. In N.K Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2nd Edition) (pp. 509-536). London: Sage.
- Clark, A. & Moss, P. (2001) *Listening to young children: The mosaic approach*. London: National Children's Bureau/Joseph Rowntree Foundation.
- Coalter F, Allison M, & Taylor J. (2000). *The role of sport in regenerating deprived areas*. Edinburgh: SECRU.
- Coote, A., Allen, J., & Woodhead, D. (2004). Finding out what works: Building knowledge about complex, community-based initiatives, London: The Kings Fund.
- Crabbe, T. (2006a). *Knowing the score, Positive Futures case study research: Final report*. London: Home Office.
- Crabbe, T. (2006b). *Going the distance: Impact, journeys and distance travelled (Positive Futures case study research report)*. Retrieved from <http://www.positivefuturesresearch.org.uk>.
- Damon, W. (2004) What is positive youth development? *Annals of the American Academy*, 59, 13-24.

- 753 Davies, B. (2005). Threatening youth revisited: Youth policies under New Labour. *The encyclopaedia*
754 *of informal education*. Retrieved from
755 http://www.infed.org/archives/bernard_davies/revisiting_threatening_youth.html
- 756 DCSF (2005). Every Child Matters: aims and outcomes. Retrieved from
757 <http://www.everychildmatters.gov.uk/aims>
- 758 DCMS / DfES (2007). *Departmental report*. Norwich: HMSO.
- 759 DfEE (2000). *How to evaluate education initiatives: A guide for schools*. Nottingham: DfEE
760 Publications.
- 761 DfES (2003a). *Permanent exclusions from schools and exclusion appeals, England 2001/2002*
762 *Provisional (SFR 16/2003)*. London: National Statistics.
- 763 DfES (2003b). *Pupil absence in schools in England 2002/3 Revised (SFR 34/2003)*. London: National
764 Statistics.
- 765 DfES (2003c). *Every child matters*. London: Stationery Office.
- 766 DfES/DCMS (2004). *High quality PE and sport for young people*. Nottingham: DfES Publications.
- 767 Dillon, J., Morris, M., O'Donnell, L., Rickinson, M. & Scott, W. (2005). *Engaging and learning with*
768 *the outdoors: The final report of the outdoor classroom in a rural context action research project*.
769 Bath: Centre for Research in Environmental Education.
- 770 Donnelly, P., & Coakley, J. (2002). *The role of recreation in promoting social inclusion*. Toronto:
771 Laidlaw Foundation.
- 772 DSS (1999). *Opportunity for all: Tackling poverty and social exclusion*. London: TSO.
- 773 Eley, D. and Kirk, D. (2002) 'Developing Citizenship Through Sport: The Impact of a Sport-
774 Based Volunteer Programme on Young Leaders' in *Sport, Education and Society*. Vol. 7 (2) pp 151-
775 166.
- 776 Ennis, C. D. (1999). Creating a culturally relevant curriculum for disengaged girls. *Sport, Education*
777 *and Society*, 4(1), 31-49.

- 778 Ennis, C.D., Solmon, M.A., Satina, B. Loftus, S.J., Mensch, J., & McCauley, M.T. (1999). Creating a
779 sense of family in urban schools using the “Sport for Peace” Curriculum. *Research Quarterly for*
780 *Exercise and Sport*, 70, 273-285.
- 781 France, A. (2007). *Understanding Youth in Late Modernity*. Buckingham: Open University Press
- 782 France, A., Sutton, A., Sandu A., & Waring, A. (2007). Making a positive contribution: the implications
783 for youth work of every child matters. The National Youth Agency Research Programme Series.
784 http://www.crsp.ac.uk/downloads/publications/alans_publications/making_a_positive_contribution.pdf
785 f Accessed 15th June 2010.
- 786 Garst, B., Schneider, I. & Baker, D. (2001). Outdoor adventure program participation impacts on
787 adolescent self-perception. *Journal of Experiential Education*, 24, 41-50.
- 788 Gibbons, S.L., Ebbeck, V., & Weiss, M.R. (1995). Fair Play for Kids: Effects on the moral
789 development of children in physical education. *Research Quarterly for Exercise and Sport*, 66, 247-
790 255.
- 791 Glaser, B. G., & Strauss, A.L. (1967). *The discovery of grounded theory: Strategies for qualitative*
792 *research*. New York: Aldine de Gruyter.
- 793 Golden, S., Lines, A., & Sims, D. (2002). *Mentor points: Pilot year evaluation (DfES Research Report*
794 *369)*. London: DfES.
- 795 Harper, D. (2002) Talking about pictures: A case for photo elicitation. *Visual Studies*, 17(1), 13–26.
- 796 Hattie, J., Marsh, H.W., Neill, J.T. & Richards, G.E. (1997). Adventure education and Outward Bound:
797 out-of-class experiences that make a lasting difference, *Review of Educational Research*. 67(1), 43-
798 87.
- 799 Hellison, D. (1995). *Teaching responsibility through physical activity*. Champaign, IL: Human
800 Kinetics.
- 801 Hellison, D., & Walsh, D. (2003). Responsibility-based youth program evaluation: Investigating the
802 Investigations. *Quest*, 54, 292-307.

- 803 Hellison, D., Martinek, T. & Walsh, D. (2008) Sport and responsible leadership among youth. In, N.
804 Holt (Ed.) *Positive youth development* (pp.49-60). London: Routledge.
- 805 Holt, N.L. (2008) *Positive youth development through sport*. London: Routledge.
- 806 Holt, N.L. & Sehn, Z.L. (2008) Processes associated with positive youth development and participation
807 in competitive youth sport. In, N. Holt (Ed.) *Positive youth development* (pp.24-33). London:
808 Routledge.
- 809 Holt, N.L. & Jones, M.I. (2008) Future directions for positive youth development and sport research.
810 In, N. Holt (Ed.) *Positive youth development* (pp.122-132). London: Routledge.
- 811 Lerner, R.M., Lerner, J.V., Almerigi, J.B. Theokas, C., Phelps, E., Naudeau, S., et al. (2005) Positive
812 youth development, participation in community youth development programs, and community
813 contributions of fifth grade adolescents: Findings from the first wave of the 4-H study of Positive
814 Youth Development. *Journal of Early Adolescence*, 25: 17-71.
- 815 Long, J. & Sanderson, I. (2001). The social benefits of sport: Where's the proof?. In, C. Gratton & I. P.
816 Henry (Eds.), *Sport in the city: The role of sport in economic and social regeneration* (pp.187-203).
817 London: Routledge.
- 818 Long, J., Welch, M., Bramham, P., Butterfield, J., Hylton, K., & Lloyd, E. (2002). *Count me in: The*
819 *dimensions of social inclusion through culture, media & sport*. Leeds: Leeds Metropolitan University.
- 820 MacPhail, A., Kirk, D. & Kinchin, G. (2004) Sport Education: Promoting team affiliation through
821 physical education, *Journal of Teaching in Physical Education*, 23(2), 106-122.
- 822 Martinek, T. J., & Hellison, D. R. (1997). Fostering resiliency in underserved youth through physical
823 activity. *Quest* , 49(1), 34-49.
- 824 Miller, S. C., Bredemeier, B. J. L., & Shields, D. L. L. (1997). Sociomoral education through physical
825 education with at-risk children. *Quest*, 49(1), 114-129.
- 826 Morris, L., Sallybanks, J., Willis, K., & Makkai, T. (2003). Trends and issues in crime and criminal
827 justice. *Australian Institute of Criminology*. Retrieved from
828 <http://www.aic.gov.au/publications/tandi/tandi249.html>

- 829 Neill, J. T., & Dias, K. L. (2001). Adventure Education and Resilience: The Double-
830 Edged Sword. *Journal of Adventure Education and Outdoor Learning*, 1(2), 35-42.
- 831 Newburn, T. & Shiner, M. (2005). *Dealing with disaffection: Young people mentoring and social*
832 *inclusion*. London: Willan Publishing.
- 833 Newton, M., Sandberg, J. & Watson, D. (2001). Utilizing adventure education within the model of
834 moral action. *Quest*. 53, 483-494.
- 835 Nichols, G. (1997). A consideration of why active participation in sport and leisure might reduce
836 criminal behaviour, *Sport, Education and Society*. 2(2), 181-190.
- 837 Oliver, K. L. & Lalik, R. (2001) The body as curriculum: Learning with adolescent girls, *Journal of*
838 *Curriculum Studies*, 33(3), 303-333.
- 839 Peacock, A. (2006). *Changing minds: The lasting impact of school trips*. Retrieved from
840 http://www.nationaltrust.org.uk/main/w-schools-guardianships-changing_minds.pdf
- 841 Petitpas, A. Cornelius, A. & Van Raalte, J. (2008) Youth development through sport. In, N.Holt (Ed.)
842 *Positive youth development and sport* (pp.61-70). London: Routledge.
- 843 Pitter, R., & Andrews, D. L. (1997). Serving America's underserved youth: Reflections on sport and
844 recreation in an emerging social problems industry. *Quest* 49(1), 85-99.
- 845 Reid, K. (2002). Mentoring with disaffected pupils. *Mentoring and Tutoring*, 10(2), 153-169.
- 846 Richardson, L.D., & Wolfe, M. (2001). *The principles and practice of informal education: Learning*
847 *through life*. London: Routledge Falmer.
- 848 Riley, K. A., & Rustique-Forrester, E. (2002). *Working with disaffected students*. London: Paul
849 Chapman.
- 850 Rossi, P.H.; Lipsey, M.W.; Freeman, H.E (2005). *Evaluation. A Systematic Approach* 7th Edition.
851 London: Sage.
- 852 Ruiz, J. (2004), A Literature Review Of The Evidence Base For Culture, The Arts And Sport Policy,
853 Scottish Government, website accessed 22 October 2009
854 <http://www.scotland.gov.uk/Publications/2004/08/19784/41510>

- 855 Russell, I. M. (2005) *A National Framework for Youth Action and Engagement*. London: HMSO.
- 856 Sandford, R.A., Armour, K.M. & Warmington, P.C. (2006). Re-engaging disaffected youth through
857 physical activity programmes. *British Educational Research Journal*, 32(2), 251-271.
- 858 Sandford, R., Armour, K. & Duncombe, R. (2008a). Physical activity and personal/social development
859 for disaffected youth in the UK: In search of evidence. In, N. Holt (Ed.) *Positive youth development*
860 *through sport* (pp.97-108). London: Routledge.
- 861 Sandford, R.A., Duncombe, R. & Armour, K.M. (2008b) The role of physical activity/sport in tackling
862 youth disaffection and anti-social behaviour. *Educational Review*, 60(4), 419-435.
- 863 SEU (Social Exclusion Unit) (2000). *National strategy for neighbourhood renewal. Report of Policy*
864 *Action Team 12: young people*. Retrieved from
865 <http://www.socialexclusionunit.gov.uk/downloaddoc.asp?id=125/>
- 866 Shiner, M., Young, T., Newburn, T. & Groben, S. (2004). Mentoring disaffected young people: an
867 evaluation of 'Mentoring Plus' 16th June. Joseph Rowntree Publications, 16th June.
868 <http://www.jrf.org.uk/publications/mentoring-disaffected-young-people-evaluation-mentoring-plus>.
869 Accessed 15th June 2010.
- 870 Siedentop, D. (1994). *Sport Education: Quality PE through positive sport experiences*. Champaign, IL:
871 Human Kinetics.
- 872 Smink, J. (2000). Foreword. In R. Klein, *Defying disaffection: How schools are winning the hearts and*
873 *minds of reluctant students*. Stoke on Trent, UK: Trentham Books.
- 874 Stake, R. (2005). *Multiple Case Study Analysis*, London: Guildford Press.
- 875 Spencer, L., Ritchie, J., Lewis, J., & Dillon, L. (2003). *Quality in qualitative evaluation: A framework*
876 *for assessing research evidence*. London: National Centre for Social Research.
- 877 Steer, R., (2000). *A background to youth disaffection: A review of literature and evaluation findings*
878 *from work with young people*. London: Community Development Foundation.
- 879 Strauss, A. L., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for*
880 *developing grounded theory (2nd edition)*. Thousand Oaks, CA: Sage Publications.

- 881 Theodoulides A. & Armour. K. M. (2001) 'Personal, Social and Moral Development Through Team
882 Games: Some critical questions', *European Physical Education Review*, 7 (1), pp.5–23.
- 883 Vulliamy, G. & Webb R. 2003. Supporting disaffected pupils: Perspectives from the pupils, their
884 parents and their teachers. *Educational Research*, 45(3), 275-286.
- 885 Yin, R.K. (1984). *Case Study Research: Design and methods*. London: Sage Publications.

Tables

No. of Participants		Data Collection	Raw Data Produced	Data Analysis
Year 1	146 pupils 8 teachers 18 mentors	<i>Teachers:</i> <ul style="list-style-type: none"> Individual pupil profiles Interviews <i>Pupils:</i> <ul style="list-style-type: none"> Individual journals Focus groups Structured feedback sheets (ratings scales, open-ended responses) <i>Mentors:</i> <ul style="list-style-type: none"> Individual journals Interviews 	<ul style="list-style-type: none"> Interview/focus group transcripts Journal entries Profile comments Researcher field notes 	<i>Quantitative Data:</i> Summative statistics of quantitative data (e.g. ratings scales, profile information relating to direction of impact for pupils). <i>Qualitative Data:</i> Thematic analysis of qualitative data (e.g. pupil profile comments, interview transcripts, journal entries, field notes, open-ended question responses).
Year 2	149 pupils 8 teachers 15 mentors			
Year 3	145 pupils 7 teachers 15 mentors	<i>Additional data collection:</i> <ul style="list-style-type: none"> Observation of activities Interviews with project sponsor / deliverer 		
Year 4	146 pupils 6 teachers 10 mentors			

887 **Table 1: Evaluation Summary for the HSBC/OB Project**

No. of Participants		Data Collection	Raw Data Produced	Data Analysis
Year 1 (03-04)	<i>Total:</i> <ul style="list-style-type: none"> 32 schools 394 pupils <i>Case Studies:</i> <ul style="list-style-type: none"> 20 schools 241 pupils 	<i>Teachers:</i> <ul style="list-style-type: none"> Individual pupil profiles (including rating scale responses and open-ended questions) Sustainability of impact surveys <i>Interviews</i> <ul style="list-style-type: none"> Interviews <i>Pupils:</i> <ul style="list-style-type: none"> Focus groups Interviews <i>Additional data collection:</i> <ul style="list-style-type: none"> Observation of activities Collation of relevant school data (e.g. behaviour logs, attendance records). 	<ul style="list-style-type: none"> Interview/focus group transcripts Profile comments Rating scale data Researcher field notes 	<i>Quantitative Data:</i> Summative statistics of quantitative data (e.g. ratings scales, school statistics, behaviour logs, attendance records). <i>Qualitative Data:</i> Thematic analysis of qualitative data (e.g. profile comments, interview transcripts, field notes).
Year 2 (04-05)	<i>Total:</i> <ul style="list-style-type: none"> 212 schools 2318 pupils <i>Case Studies:</i> <ul style="list-style-type: none"> 22 case studies 245 pupils 			
Year 3 (05-06)	<i>Total:</i> <ul style="list-style-type: none"> 281 schools 3523 pupils <i>Case Studies:</i> <ul style="list-style-type: none"> 10 schools 95 pupils 			
Year 4 (06-07)	<i>Total:</i> <ul style="list-style-type: none"> 293 schools 4477 pupils <i>Case Studies:</i> <ul style="list-style-type: none"> 10 schools 118 pupils <i>Sustainability Case Studies:</i> <ul style="list-style-type: none"> 18 schools 22 teachers 17 pupils 			

888 **Table 2: Evaluation Summary for the SSLfS Programme**

Year 4 Findings			
	No. of pupils showing improvements at end of the project.	No. of pupils perceived to maintain improvements for ~ 12 months	% of pupils perceived to maintain improvements for ~ 12 months
12 months	497	433	87.1%
24 months	110	100	90.9%
36 months	7	7	100%

Table 3: SSLfS: pupils showing sustained improvements (Year 4 Findings)

Teachers' perceptions of the number of pupils who, after showing an initial improvement at the end of engagement in the project (i.e. improvement in the issue for which they were selected, sustained that improvement over 12, 24 and 36 months.

NB these are different cohorts of pupils, and more schools were involved in the project each year.

All Schools	Positive Improvement from Baseline (% of pupils)			
	6 months	12 months	24 months	36 months
Yr 1	68.4	71.4	65.4	56.25
Yr 2	58.0	57.8	60.5	41.5
Yr 3	47.7	61.0	45.5	83.0
(All Years)	58.0	63.4	57.1	69.6

Table 4: HSBC/OB: Pupils showing sustained improvements (Years 1, 2 and 3)

Table showing the number of pupils showing a positive change from baseline (as perceived by teachers) in Years 1, 2 and 3 of the HSBC/Outward Bound project. The total number of pupils showing a positive change from baseline is also shown.

The figures represent the number of pupils as a percentage of the total number for whom data were received.

YOUR PLANNED WORK (i.e. what you are planning to do)				YOUR INTENDED RESULTS (i.e. what you are expecting to happen)		
RESOURCES/INPUT i.e. elements/factors influencing your ability to do work (positive or negative)		ACTIVITIES i.e. what you then do with your resources		OUTPUTS i.e. the <i>direct product</i> of your activities	OUTCOMES i.e. the changes to participants' behaviour (as a result of the programme)	IMPACT i.e. the fundamental changes in organisations, systems, communities etc. as a result of the programme
Finances Inter-personal networks	HSBC funding HSBC-OB relations HSBC-school relations	Activities: Book facilities Arrange evaluation Arrange steering group meetings Select schools Select young people	Led by: OB HSBC HSBC HSBC School staff	Programmes developed Programmes/events run: • Launch day • Weekend course • Classic course Follow-up activities	Young people are re-engaged Decreased disaffected behaviour Increased community involvement Young people as role models within schools [different people in the partnership may have different ideas here]	Young people as role models in the community Increased academic achievement Mentor relations with schools HSBC community relations OB corporate relation
People	HSBC link Out. Bound Link Instructors (Inst) School staff (Staff) Mentors (Ment)	Launch/Closure days OB courses Weekend course event Classic course event	OB OB OB OB			
Facilities Equipment	Outward Bound Centres Schools HSBC HQ	Follow-up activities	Mentors and school staff [NB. No clear indication of who takes the lead here]		Also changes for: HSBC, OB, Teachers, Mentors etc.	

Appendix B**Illustrative Example of the Data Analysis Process: Case Study Data**

Process	Raw Data	Initial Review of Data	Coding / Memo Writing	Identifying Points of Commonality	Generation of Themes
Explanation	Collate all raw data <ul style="list-style-type: none"> Interview data (transcripts) Journal entries Profile data Researcher fieldnotes 	Scan through the data and highlight points of immediate interest (considering perceived relevance to the research questions or project aims/objectives).	Review the highlighted data and begin to identify categories or codes by picking out key words/phrases. Alongside, make notes (memos) to explain the identification of codes.	Review the codes (and associated memos) and begin to make links between them. Also identify links between the data and literature, and different cohorts of data.	Group the codes / categories into clusters (themes) according to points of commonality.
Illustration [from HSBC/OB project]	Alan (teacher) commented that a lot of his pupils seemed to do quite well initially as a result of taking part in the project, but he also said that those who continued to show improvements (e.g. in confidence and ability) were the ones who were motivated enough to get involved in other things like DofE and Young Enterprise. [researcher fieldnotes]	...lot of pupils seemed to do quite well initially... ... those who continued to show improvements... were motivated enough to get involved in other things	Continued Involvement Important e.g. “... <i>those who continued to show improvements... were motivated enough to get involved in other things</i> ” [Memo: highlights the perceived need for pupils to keep involved in similar activities if improvements aren’t to be temporary]	Suggests that pupils need further opportunities to use, apply and develop skills acquired through initial project involvement. Pupil focus group data (e.g. school E) also supports this. Links to literature on transferability of skills (e.g. Holt et al. 2008)	<i>Key Theme</i> Structured pathways to enable sustained involvement in project activities (or complementary activities) are important

Illustrative Example of the Data Analysis Process: Pupil Profiles

Explanation	Collate raw data (teacher feedback forms)	Identify data relating to numbers of pupils	Calculate the percentage of total pupils showing particular types of improvements (e.g. positive/negative)	Present Findings
Illustration [from SSLfS project - Sustainability of Impact Forms]	Teachers were asked to provide data for the number of pupils who showed initial improvements and for how many sustained these improvements over time.	Figures were extracted for pupils who had finished their projects 12, 24 and 36 months ago.	Total number of pupils showing an initial improvement was 110. Total number of pupils showing a sustained improvement was 100. Percentage of pupils sustaining improvements was therefore 90.9%.	<i>“90.9% of pupil who were perceived by their teachers to have made an initial improvement were seen to sustain this improvement over a period of 36 months”</i>