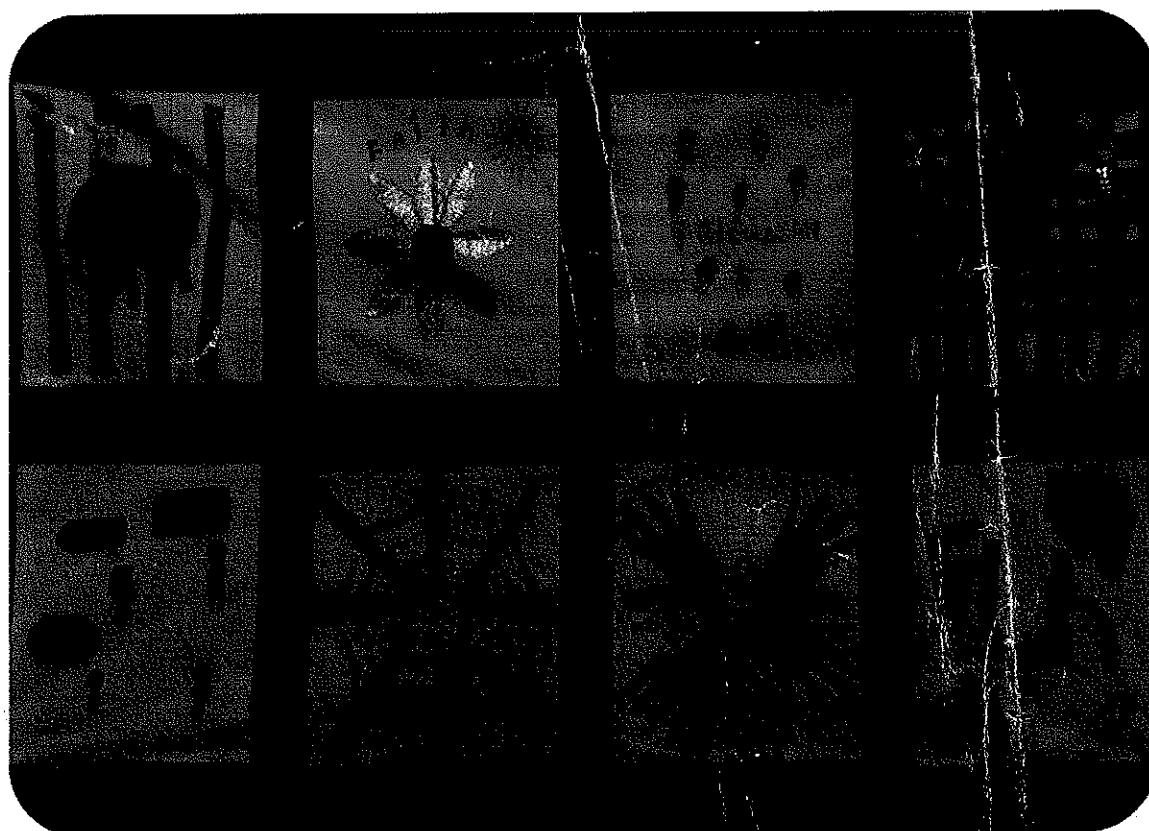


**Clydebank Women's Aid Young People's Service:
Responding to young people whose lives have been
impacted by domestic abuse**



Evaluation Report

Acknowledgments

In producing this report we acknowledge the input of all involved in the collection of data – the Clydebank Women’s Aid Collective who facilitated our access to participants and to the participants themselves, young people, workers and parents, who freely gave their time and shared their experiences so openly and willingly.

Foreword

This report demonstrates value in creating a bespoke service for children and young people who have been impacted by domestic violence. The Women’s Aid Children and Young People’s Service is complimentary and additional to existing services available via, for example, in community youth work and schooling. In times of austerity and public sector funding cuts, it is sometimes difficult to sustain services to an appropriate and acceptable level.

This report offers robust evidence of positive impacts derived by service participants. In doing so, our analysis shows that investment in this kind of targeted service has already been helpful in supporting young people for whom domestic abuse is (or has been) a factor in their lives.

As long term funding becomes increasingly difficult to secure, our intention is that this report may be useful to those involved in making decisions about investment of already limited resources. Should more information be required please do not hesitate to contact us at the following e-mail addresses:

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Introduction and Context

The term domestic abuse, as used throughout this report, is defined as:

Domestic abuse [as gender-based abuse] can be perpetrated by partners or ex-partners and can include physical abuse [assault and physical attack involving a range of behaviour], sexual abuse [acts which degrade and humiliate women and are perpetrated against their will, including rape] and mental and emotional abuse [such as threats, verbal abuse, racial abuse, withholding money and other types of controlling behaviour such as isolation from family and friends].

Scottish Executive, 2000

We have already written about the impact of this kind of service for young people (Coburn and Gormally, 2014). Our position assumes that wherever domestic abuse happens, it is not limited to a single person who is subjected to direct abuse and that any children or young people in that family can also be adversely impacted by their experiences. In previous research, we identified that a dedicated service for young people, involving specially trained Women's Aid workers, can offer:

...a space that young people perceived as a safe place in which to question and consider their understandings of the reasons for abuse and how they could manage their feelings.

Coburn and Gormally, 2014, p.19

Clydebank Women's Aid offers a specialised children and young people's service for those who have experienced or been affected by domestic abuse. An evaluation of the programme (Coburn, Gormally and Hunter, 2011) identified the advantages of this children and young people's service to participants. The experiences of young people and youth workers involved in the service showed a commitment to youth work values and methods that contributed to support and helped reduce feelings of isolation.

The research highlighted that one-to-one support and groupwork sessions brought benefits in establishing empathy and generating positive experiences. The children and young people's service helped participants to better understand domestic abuse and to feel safe and confident about working through their feelings and making new friends. Analysis also suggested that young people valued the services provided by qualified and experienced Women's Aid children and young people's workers, which they perceived as different to other youth services. Arguments for this kind of specialist service were compelling, yet the findings also cautioned against creating dependency. There were also calls for improved communication and understanding among partner agencies involved in work with young people.

The evidence from this initial evaluation was used to support an application for new funding to continue the development a service for young people impacted by domestic abuse. Three years on from the initial study, this follow-on evaluation of the current children and young people's service provides evidence of how an appropriate and relevant response is offered, in order to address needs and to help young people set goals and meet their aspirations for life now, and in the future.

The purpose of this follow-on research was to:

- Capture information from young people, workers and parents whose children were involved in the children and young people's service.
- Use data provided to compare findings from the current service with the earlier research project and show the extent to which the service has sustained its capability to impact on the lives of the young people.
- Demonstrate how the project represents value for money in increasing awareness among young people impacted by domestic abuse.
- Identify the specific contribution of this service compared to other services working in a similar area.
- To report on analysis of this information and to make recommendations for future development, including-
 1. what more could/ should be done

2. what funding might be available

This research report considers our findings and is developed in three sections. First, it outlines the research design and its limitations. Second, it reports on themes that were drawn from our analysis to provide evidence of the impacts on children and young people, as reported by participants, and the extent to which this evidence contributes to set research objectives. Finally, it draws conclusions on the basis of this evidence and makes recommendations for future service development.

Findings were generated through a process of rapid response research (Finlay et al, 2013), described as a 'kind of research which facilitates deep engagement with young participants over a short period of time' (p.3). Taking a 'rapid response' approach allowed us to draw on ethnographic methods, such as field notes from observation of activity and informal conversation, in addition to information provided by participants in semi-structure interviews. These methods were useful in gaining understanding of the young people's lives, over a short period of time that precluded more detailed immersion in context or setting.

In this kind of research 'the development of rapport and trust become paramount to engaging with the most silenced' (Gormally and Coburn, 2014, p.11) and so in addition to collecting data via individual interviews, we used collage, as both a group and individual activity, to help create rapport that helped young people to be open and honest about their experiences of the children and young people's service.

The collage making process was developed around a central table of materials that offered a co-operative way of engaging young people in round-table conversations and collaborations to find particular images that could be used to offer insights into their lived experiences (Finlay et al. 2013). On completion, participants were then invited to explain their collage (see Appendix I) through an individual taped interview.

The children and young people's service also incorporated a residential outdoor experience that included a range of social and experiential learning environments. Visiting this environment provided researchers with additional information and first-hand experience of the outdoor learning context. This created further opportunities to establish rapport and trust with participants.

A review of relevant literature, policy documents and annual reviews informed production of findings and analysis, which outlined key themes and enabled recommendations for the future to be made.

Responses were analysed through inductive coding (Boyatzis, 1998) meaning that themes were generated from the data provided, by highlighting and grouping common ideas together. This enabled findings to be linked to the actual experiences of participants, instead of seeking to prove a specific theoretical perspective. As such, findings are descriptive of participants' experiences of this specific service. Thus, although not fully replicable to other projects, findings may resonate with the experiences of young people and workers in similar situations.

Having found the use of collage extremely useful in building rapport and in gaining depth of information with the children and young people, we decided to replicate the process with staff and a mother. The collage making process facilitated informal discussion and provided a space for informal conversation, whilst the follow on interview allowed the exploration of imagery in more depth. Having two researchers allowed one to conduct the taped interviews whilst the other informally discussed the collage making process and utilised this time to build rapport and trust.

The study was conducted with ten participants. This provided the researchers with a range of views on the service provision. Attendance at the residential site also provided contextual information and insight into the activities carried out by the children and young people's service. The study was conducted within caring ethical environments and ethical approval was secured through the University of Hull procedures for ensuring ethical integrity. This meant that participants were fully briefed and gave their consent for the information and collages they provided to be used anonymously in reporting and discussion of findings.

Discussion of Findings

Thematic analysis identified five main themes that informed understanding of outcomes, which were attributed by the young people, workers and one parent, to their participation in the Clydebank Women's Aid (WA) Children and young people's service. This section offers an overview of these core themes and then discusses each of them in turn.

Themes for discussion

Relationships	This includes their relationships with workers, other participants and school friends. The theme incorporates aspects of trust, rapport and solidarity.
Power, Freedom and Agency	This includes their feelings of being free to act, to be themselves and to be children and also the idea of being free from an abusive situation. The theme incorporates challenges to patriarchy through feminist perspectives.
Well-being	This includes their feelings of well-being, being happy and stress free. The theme incorporates expressions of happiness and being included in the programme and consideration of how the service might impact on their well-being.
Access to Service	This includes participant views on the cost, and being able to access services, the idea of trained specialist staff 'being there for you'. It incorporates the range of different support mechanisms available to participants.
Informal Education	This includes experiential learning during activities (such as dance, drama, outdoor education) and the relevance of worker experience and knowledge. The theme incorporates opportunities to try and learn new things that contribute to personal.

Relationships

Our earlier evaluation of this service reported that relationships with Women's Aid children and young people workers were vital in enabling young people to gain the kind of support they needed to overcome feelings of isolation (Coburn and Gormally, 2014; Coburn, Gormally and Hunter, 2011). The literature review identified that relationships are important in youth work (Batsleer, 2008; Davies, 2005; Young, 2006). This includes literature on the nature of interpersonal and professional relationships between youth workers and young people and also the importance of power relationships that impact on young people's experiences of equality (Baker, et al., 2004; Furlong and Cartmel, 1997; Jeffs and Smith, 2010, de St Croix, 2010).

The theme of relationships was also important in this second research project. This included relationships with youth work staff and with other young people. Comments on relationships with staff included:

'You can sit down with... [workers]...and tell them everything that has happened but with your peers you tell them but not in as much detail. Workers listen and you can tell them anything and know it will be kept confidential'

Young person aged 15

'All the things we have done with the group help us...the people here are kind and helpful. If you need anything you can just ask. You can go and talk to them in the office and in one to ones. You can call the office anytime or just go there'.

Young person aged 13

As shown in the above comments, trusting relationships with staff, described as kind and helpful, were important in being able to talk through problems in confidence. This was also reflected in comments from staff:

The group work is important in helping to build relationships with the young people and then in the one-to-ones, the relationship is even closer. They have a choice of

worker...and can go to another worker so they don't become dependent on that person.

Worker from WA Collective

None of us is more expert than the other, and it is important that everyone gets the same message from each member of staff.

Worker from WA Collective

There are different relationships with different staff

Worker from WA Collective

In specialised youth services, the kind of more intimate relationship experienced in both groupwork and one-to-one's helped to foster a sense of connection and belonging, in terms of what Baker et al (2004) have called a loving, caring and solidarity dimension of equality. Yet, as shown above, some workers were clear on the need for consistency and, operating as a collective, while one suggested that relationships varied 'with different staff'. We interpreted this to mean that all workers sought to ensure that the children and young people could form trusting but not dependant relations with all workers from the collective however, some would form closer ties, or have more in common, with a particular worker than another. This does highlight that all workers need to have a willingness and interest to engage in work with adults, children and young people. Davies has highlighted interest in 'building trusting relationships with young people based on mutual respect' (Davies, 2005, p. 9) as a critical element of youth work practice. However, we also noted that in one to ones the children and young people were not always guaranteed to have the same worker and as such trust and rapport had to be built with more than one worker, preventing over dependency forming.

In this research, relationships were not confined to those with workers as the young people also identified peer relationships as important. The term 'peer education' describes an approach to learning within a range of professional fields including Youth Work, Community Education, Social Work and Health. It denotes a process of intervention that engages peers in helping each other to learn across a range of subjects that are often funded on the basis

of young people being educated by their peers about a specific topic, frequently related to health and well-being (Bignall, Butt & Pagarani, 2002). Relationships between peers can be based on age, locale, gender, experience, sexuality, educational achievement or behaviour (Shiner, 1999) and by ethnicity, cultural and sub-cultural membership (Parkin & McKeganey, 2000). Peer to peer learning offers opportunities that precluded ability or status led division and, 'a richer apprenticeship for future involvement' (Topping, 2005, p. 634). Peer learning includes emotional and social support as much as it does knowledge transfer (Boud, Cohen & Sampson, 2001).

The following comments suggest that peer relationships in the Clydebank Women's Aid Children and Young People's Service were essential in facilitating this kind of learning and emotional or social support:

'If something was going on...your normal friends get more worried but friends in here understand and you don't have to explain anything...they just know...they know what you've been through, you don't usually tell friends outside as the ones inside have been through it. I can't tell...[my other friends]... everything but in women's aid I can tell them everything as I have trust in them and they have been through it'

Young person aged 15

'We did things on the residential that built our trust, like the night walk and activities... [at the children and young people's service] It's a similar relationship with friends in school, only stronger'.

Young person aged 15

We have all shared the same experiences... [the group]... has been quite a big part of my life. It's hard to explain but we have become really good friends. I can talk to them about more personal things...my friends outside the group don't understand because they haven't been through the same thing....They don't get it at all if they haven't been through it....I've tried to talk with them but it didn't work because they didn't have the same knowledge.

Young person aged 13

These extracts suggested that an element of peer support was created through development of trust and solidarity among young people who had experienced similar problems. This peer support and solidarity underpinned the development of a bespoke service for young people impacted by domestic abuse. All of the young people had 'other' friends but valued their friends at the children and young people's service because of commonality of experience and their understanding of the importance of trust and confidentiality. Peer friendships could thus be regarded as a catalyst for helping in all aspects of service development:

Women's aid has helped with my confidence and it is great when you go to the group and people have things in common and then you make new friends...my best friends...[outside of the group]...are still there but maybe don't have the same experiences and level of understanding.

Young person aged 14

If you don't let your child away from you they will just become a photocopy of you but this place and group give my kids different views...this group gives them the opportunity to see the world around them; it is like an extended family.

Parent

These extracts suggest that peer relationships transcended routine 'friendship' and were regarded as important in sharing and understanding experiences, acting like an extended family, to help young people whose identities were confused, and to see alternative perspectives on the world. Relationships with workers and other service participants also contributed to understanding of power, freedom and agency that participants also suggested as important.

Power, Freedom and Agency

Analysis of power and historical constructions of power is important in helping to show how power impacts on the everyday lives of people who are often positioned as excluded from

society (Ledwith, 2011; McLaren, 2009). Being able to reflect on power and to shift the balance of power towards young people are core aspects of youth work practice (Davies, 2005; Coburn and Gormally, forthcoming). Our research showed that, 'power and freedom' was a key theme that was considered to be important among research participants.

'I don't have one-to-one's any more it was my decision because I didn't need them anymore'

Young person aged 15

'I see my future as being more equal, I have and I am hopeful. I want to get equality for different people with different sexual orientations, with race, with feminism...it's a big part of my life, and children should be listened to more. I researched it a bit and it is about being equal to men so it is important. People in school said feminists were weird but I think they just want equality between men and women, men can be feminists too'.

Young person aged 13

'The group makes you feel safe after everything that went on before...it's such a nice change...and you felt secure with no arguing...so it's really good. Sometimes we didn't have the best childhood but now we get to do great things, it's like being given a second chance. You can forget the bad stuff and build on the good stuff'.

Young person aged 14

Our role is to support young people to break away from feelings of powerlessness restricted and from feeling restricted.

Worker from WA Collective

In the above interview extracts, one young person talked about taking a decision to leave one-to-one support, another highlighted the importance of 'equality between men and women' and had done some research into feminist perspectives in order to find out more about the subject. The final comment talks about feelings of safety and security as an

alternative to the 'arguing' and the 'bad stuff' they had encountered in abusive family contexts.

Although not directly linked to macro level power relations, these comments suggest that, at a micro level, participants were able to act and to make changes in their lives. In this sense, the children and young people's service offered a means of empowering young people to make choices based on their own autonomous decisions. Empowerment has been explained as the 'capacity to make effective choices...and then transform those choices into desired actions and outcomes' (Alsop et al., 2006, p. 10). The capacity to make choices and to turn these into actions was exemplified throughout the project. Alsop et al., (2006) further suggests that capacity for decision making and action, relies on both agency and opportunity, where agency is linked to the ability to make choices, and opportunity is tied to the structural contexts in which the social actor, or social group, lives. Having agency and being able to maximise opportunities also seemed to be reflected in later comments:

'I want to do something good with my life...to work for UNICEF or be a social worker...I want to get good grades, go to university and support myself because my mum has taught me how to save money and support myself...I don't want to fall into debt'

Young person aged 14

'There is nothing like feeling free...these words stood out to me because they were important, you don't always have freedom...so when you have freedom it...[life]... is a lot better'.

Young person aged 14

The first comment above comes from a young woman who was bullied at school and had very low levels of confidence before coming to the group yet, over time, had become confident as demonstrated in suggesting an achieved level of autonomous decision making in order to plan her own, self-reliant career path.

In the second comment another young person talks about freedom, which in the context of this study, was about their feelings of freedom in the context of a family where domestic abuse happened and ultimately caused this young person and her mother to flee the family home. The comment was made in response to being asked about life in the present compared to the past and suggested that this new freedom was important.

Well-Being

The Scottish Government's plan for health improvement outlines action to, 'enhance, support and improve people's mental wellbeing so that they are able to flourish and have the confidence and capability to make healthy choices for their lives' (Scottish Government, 2007, p. 28). Clydebank Women's Aid children and young people's service encouraged informal conversation and relationship building that helped young people to feel good about their own situations by associating with others whose experiences were similar to their own. These feelings of association and connection appeared to facilitate their well-being through development of new social relationships that can be associated with development of social capital (Putnam, 2000) which is largely accepted as having a positive relationship to good health (Field, 2003).

The children and young people's service had a clear positive impact on building relationships and improving feelings of well-being for the participants:

'The residential was fun and it is time without stress. It gets you away from your family which means you are not worrying as much and you are with people who have been through similar experiences. I used to bottle everything up...it is only since the group that I can talk about it, I used to feel depressed but now I feel a lot happier'

Young person aged 15

'When I first came I was really young and I wasn't confident, I was bullied in primary school...I was shy and nervous but I started looking forward to the group, it was

relaxed, you wouldn't be judged and you could say what you want. We talk about our feelings about loads of things. You discuss it with the workers and the group'

Young person aged 14

It has been suggested that positive emotion builds psychological resilience. Enabling individuals to feel good at a particular time in the present also increases the chance of their feeling good in the future (Fredrickson and Losada, 2005). In the Clydebank Women's Aid Children and Young People's Service, positivity is nurtured through trusting, loving and fun filled relationships between staff and young people. This was achieved in both one-to one and group work sessions and in particular activity such as the residential or in their working together to produce a new banner. This helped to build young people's capacities to be creative, to question and explore (Fredrickson, 2006).

It is also understood that well-being is determined in part by the realization of personal goals and when basic needs are met self-confidence is improved (Ryan & Deci, 2000). Again, the following extract shows how important a new tenancy was to one young person:

'I am excited about moving to a new house...it's a fresh start....It makes me feel quite happy. It's a bigger house, so I can see my family and friends...the other one was cramped together...now I have my own space and can now do things in private.

Young person aged 14

Young people also suggested that being able to discuss feelings and experiences of domestic abuse with workers or other young people was helpful in building their confidence and creating new identities:

'Without one to one support, I would not be able to tell anyone and would keep it inside...[and]... If you find a difficulty outside of this time then you can phone women's aid. I can always speak to somebody'.

Young person aged 15

'The workers talk about feminism...we share opinions and views on it...it has shown that I have moved on from things in the past and I have grown and changed and I am stronger than I was before'.

Young person aged 13

This view the service as helping build confidence and create new identities was also noted in the follow extract from an interview with one of the participant's mothers:

'My children were isolated, they were scared to mix with anybody, they had no confidence, and this was a huge problem. They hesitated when answering people, they were not speaking easily... they were frightened of people. Since they came to The Clydebank Women's Aid Children and Young People's Service they mixed with people...the group for them was a space for freedom, it changed my kids. Especially my daughter, she started when she was 11 and she is now 14 and she is very confident she can answer to whatever you ask her, she doesn't hesitate now, she is more mature.

Parent

Fredrickson argues that being in a positive frame of mind encourages learning and human flourishing (Fredrickson, 2001). At The Clydebank Women's Aid Children and Young People's Service, this theme incorporated feeling good, building confidence over time and receiving positive feedback on progress within the group. All of these were suggested by young people as examples of how they felt about the project, which suggested their chances of developing a positive frame of mind could be enhanced through participation in the Children and Young People's Service.

Access to Services

The Clydebank Women's Aid Children and Young People's Service provided access to a specific and targeted service for young people. Groupwork and one-to-one services were held in the local area, while trips and visits went further afield. The following comments

show benefits in terms of cost, respite, availability and access to trained specialist staff, which improved their sense of well-being:

'The residential was free...that was good...I didn't need to expect my mum to give me the money to go to it...in school trips I always have to ask my mother and she can't afford it'.

Young person aged 15

'It...[the Children and Young People's Service] takes you to places I could never afford to go with my family...like the residential or M&D's...[theme park]...They also do family trips that allow you to create great memories; this gives you a great childhood'

Young person aged 14

Both of the young people recognised that without the group, the cost of activity might be prohibitive and the second young person above went on to say:

'The one-to one's were really good, they...[workers]...were there for me when I was growing up...with teenage stuff...mum is always really busy and didn't have time to talk... so having the one-to-one gave me someone to talk to...Somebody to listen to me'.

Young person aged 14

Having someone to listen not only helped this young woman with 'growing up' but appeared also to have given 'mum' some much needed time without having to reply potentially upsetting narratives in conversation with her daughter. In this sense, accessing the Children and Young People's Service offered respite to both young people and their mothers. First, it offered young people access to activities and new opportunities as a break away from their daily routines, or potentially difficult situations and second, it offered respite to mothers who knew their children were accessing a trusted and supportive specialist Children and Young People's Service.

‘The group has made my life a lot better... I have got a lot of things out that...that I did not have out before. If anything is bugging me again I could just talk to the staff and friends from the group’.

Young person aged 14

‘They do art, drama and dance, they express feeling through art and through small groups... through discussion, they go outside, they go to the cinema, pizza hut and they went to [residential]. It is too expensive for us to go but they can go every year with the group, Ben Mor for them is there biggest dream and here...in the Children and Young People’s Service]...they get their dream’.

Parent

Accessing young people in a mix of regular, focussed activity together with fun activity and experiential learning also appeared to enable them to develop a collective resilience and a range of supportive relationships that offered a counterbalance to their experiences of domestic abuse. Participants suggested that this helped them to develop relationships and skills in the present but would also enhance their chances of flourishing in future.

Informal Education

In educational youth work, it is often suggested that young people exercise power in their decision on whether to attend or not. This principle is routinely taken as given, by youth workers and in literature that seeks to define educational youth work (Davies, 2005; Jeffs and Smith, 2010) and to differentiate it from other more formal learning environments, such as schools or colleges. In the context of The Clydebank Women’s Aid Children and Young People’s Service, participation remained voluntary, with young people and mothers also saying that groupwork was not frequent enough, at only one night each week. Participation offered capacity for learning but this was not the overt focus or purpose of the service. However, as shown already, peer learning in relation to social and emotional well-being was suggested as a key aspect of the service. Further examples of informal learning included the outdoor residential and the production of a new Women’s Aid banner. Learning was not confined to the obvious development of skills. For example, production and public

exhibition of the banner offered a powerful learning tool that enabled young people to think deeply about how to articulate their views in a visual display and also offered capacity to challenge stereotypes about domestic abuse. The young people engaged in learning conversations (Batsleer, 2008) that facilitated thinking about their lives, and the issue of domestic abuse, their identities and possibilities for change or alternative futures.

The residential exemplified how much of the learning was built around informal conversations, where following a day of outdoor activity, young people engaged in informal conversations with workers or each other. These conversations engaged young people in learning about and reflecting on their lives and their future goals:

‘The residential makes you realise you can do more than you think you can’.

Young person aged 15

‘It... [residential] helps you build up trust and create memories...like the mid-night feasts’.

Young person aged 14

In this way, the residential incorporated a mix of product and process learning (Ord, 2007). These were both practical things to do and less tangible things like building trust or in the development of new social networks. The residential also afforded opportunities for young people to have fun or to be challenged, which engaged them in learning:

We have fun together and what can appear to be fun can also have a learning experience... one of the women who has been through the service and is now attending the women’s group...[is older and has outgrown the Children and Young People’s Service]... she talks about the Children and Young People’s Service and how it has informed her world view and helps her to make sense of what others are telling her.

Worker from WA Collective

Research in positive psychology (Fredrickson, 2001; Seligman, 2002) has found that the best moments in our lives, when optimal learning happens and when we feel most exhilarated and have control over our actions, are not those when we are relaxed and passively contemplating the world. Instead our best times are those, 'when our body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and wonderful' (Csikzentmihaly, 2002, p 3). Csikzentmihaly called this optimal experience, 'flow', and it happens when we have worked to make something happen that enables us to feel we have participated in the content of life. The young people suggested that the residential provided multiple opportunities for 'flow' moments as they were stretched outside of their comfort zones but were also encouraged and supported to face up to those challenges and reported feeling exhilarated after their residential experiences:

I'm more confident because of all the things we did on the residential...it is like you do things you thought you could never do and then when you've done it you say...I did that...you feel great

Young person aged 15

I had never been in a canoe before...I was scared...but so was...[named worker]... it felt like we were all in it together...so I don't really know how...but I kept going and it was brilliant.

Young person aged 14

Within the outdoor environment participants were enabled to reconceptualise their experience (Dewey 1938) seeing themselves no longer as 'victims' of domestic abuse but as people who have assets that can be used to help achieve personal and group goals. In this sense the residential experience, which included a wide range of outdoor activities but also involved young people in preparation of meals, housekeeping duties and suchlike, offered participants a positive confidence boosting experience that could not be replicated in a short weekly group session. Rather than taking a normalised pathological approach, based on problem diagnosis and treatment, The Clydebank Women's Aid Children and Young People's Service took a developmental (some would say therapeutic) approach to utilising the outdoor environment as a productive salutogenic (Antonovsky, 1996) alternative.

It came as no surprise to hear that the residential was highly regarded by all participants. However, one parent did suggest that initially she was anxious about her children going away for residential:

It was the only time they were without me. I missed them a lot when they went but when they came back they were more responsible they were more mature, when they came back they did things without me asking them. In one week they learned what I tried to teach them in 2 to 3 months, they put their clothes away, they learn to clean, and they learn they are responsible for their own things.

Parent

In the outdoor environment, the young people learned practical skills for life and also learned about themselves and their responsibilities. The creation of 'flow' promoting experiences, grappling with a night walk challenge or riding a mountain bike for the first time, or canoeing around a headland, all contributed to feelings of harmony. The activities helped them to develop new consciousness, which enabled them to take increased control of their ideas and thinking and to accept responsibility for their role within a group which, for the family referred to in the above extract, also impacted on their roles and responsibilities at home. In this sense, The Clydebank Women's Aid Children and Young People's Service appeared to build capacity in young people that was garnered by participating in activity but could also enhance their experiences in later life. By helping them to consider different perspectives to see how different situations or problems might be handled, they began to take steps towards building a positive self-image and building capacity to move on from their experiences of domestic abuse.

Conclusion and Recommendations

This small-scale research evaluation has captured information from young people, workers and parents whose children were involved in the Clydebank WA Children and Young People's Service. The findings suggest that the current programme compares well with our earlier research to suggest that the service has sustained its capability to impact on the lives of the young people. The methodology used, enabled us to probe more deeply into the nature of these impacts than we did before. In doing so, we identify five core areas of benefit:

- Relationships
- Power, Freedom and Agency
- Well-being
- Access to services
- Informal Education

In this sense, our current analysis is that not only does this service offer good value for money in increasing awareness among young people impacted by domestic abuse, but it also provides them with the skill-set and confidence to be able to move forward from their experiences and to not see this as a defining feature of their lives or identities.

The specific contribution of this service compared to other services working in a similar area remains grounded in the targeted nature of the intervention, which all participants said was different to other, more generic, services they encountered. In particular having qualified youth work staff, where possible, and having support workers who were experienced in dealing with domestic abuse was cited as critical to success and moreover, to the creation of trusting relationships that facilitated the range of outcomes noted in the five beneficial areas.

Whilst we acknowledge that there are specific staff whose main focus is working with children and young people, there are times when other members of the collective work

within the service as well. We therefore, recommend that all staff have some basic level training on working with children and young people. While all have experience of working in the area of domestic abuse, which continues to be a real strength in the service, this could mean that none are experienced youth work practitioners. In practice this could mean that there are differences in service delivery. This is not something that our research can respond to, but our analysis does prompt us to raise this question, which may require further discussion by the collective, in the same way that they would discuss issues of future training in any aspect of the overall service, in order to sustain the exemplary kind of practice that has so far been achieved by this service.

To ignore this question may take the service in a different direction, as the values and ethics of educational youth work, that currently permeate the participant experience, may quickly give way to a more needs-led or leisure-focused service. Of course, this would still offer a useful service in terms of supporting young people through a very difficult period in their lives and in offering much needed respite from their experiences. However, we believe that the youth work methodologies we have observed in our previous research, and that participants told us about in this study, could become diluted in future, without careful consideration of a developing service.

Despite this question, which will determine the future nature and purpose of the WA Children and Young People's Service, we do conclude that The Clydebank Women's Aid Children and Young People's Service merits further development and could offer a model of working that reaches beyond the immediate locality of this research project. Indeed, applying a youth work methodology to development of bespoke services for and with young people who have been impacted by domestic abuse could be usefully developed across national and international boundaries and may also be applicable in other situations or disciplinary areas.

Recommendations

In light of our analysis we propose that Clydebank Women's aid seek additional funding, or consider new ways of developing the service. This would build on current strengths in order

to improve the service and extend its capacity for raising awareness of domestic abuse to a wider public. To achieve this development we recommend that the collective should:

- Explore possibilities for ensuring the youth work focus in order to sustain a youth work methodology, ethos and value base.
- Extend the service to include more than one night per week.
- Consider possibilities for outdoor education, urban rambling or such like, throughout the year, in addition the continuation of the annual residential, in order to maximise the therapeutic benefits of this kind of activity.
- Develop a peer education programme involving older service users, or those who have outgrown the service as peer educators, raising awareness of domestic abuse in schools and more generic youth work settings

We would strongly recommend that the Big Lottery continues to support this project and whilst we understand the current ongoing issues with central funding cuts, the loss of this service would have a detrimental impact on children, young people and their mothers who are currently impacted by domestic abuse.

However, potential organizations to apply for future funding for this service, or for the work that may come out of this service are:

- Foundation Scotland - <https://www.foundationscotland.org.uk> There are numerous funding streams available here, including a specialised women's fund which may be of interest
- Children in Need provide main grants for Not-for-profit organisations that work with disadvantaged children and young people of 18 years and under who live in the UK, the Isle of Man or the Channel Islands,
<http://www.bbc.co.uk/programmes/articles/3XW7FvN20PD3xr2c1T62Xly/main-grants>

- Comic relief fund better futures for improving vulnerable young people's lives
<http://www.comicrelief.com/our-grants/uk/what-we-fund>
- Esmée Fairbairn Foundation does fund project costs and have two main streams which may be applicable, including social change and education and learning
<http://esmeefairbairn.org.uk/>
- Lankelly Chase Foundation will provide funding for people experiencing multiple and a combination of social harms such as violence and abuse and extreme poverty. There are also initiatives under women and girls at risk and young people facing severe and multiple risk which applies to this project
http://www.lankellychase.org.uk/accessing_funding/funding_opportunities/criteria
- Lloyds TSB Foundation have a range of grants available. The Henry Duncan Awards accept bids for core costs and salaries which may be of interest
<http://www.ltsbfoundationforscotland.org.uk>
- The Robertson Trust offer funding to Scotland's charities under Care, Health, Education & Training, Community Arts, Community Sport, Alcohol Misuse and Criminal Justice - <http://www.therobertsontrust.org.uk/>
- For individual young people involved in the service there are grants for education, employment and training through <http://www.princes-trust.org.uk>

For a large list of potential funders please see -

<http://www.voluntaryactionfund.org.uk/funding-and-support/links/>

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