Measuring the impact of the C.E.L.L.S Project.

"There is no one that do what C.E.L.L.S do." - Participant D.

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Acknowledgements:

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Summary:

The purpose of this research project was to highlight the impact that the charity The Choices, Education, Learning, Lifelong Skills (C.E.L.L.S) project has on its beneficiaries while also presenting the benefit that the service has for its members of staff. It was important to cary out research into C.E.L.L.S due to the prevalent levels of crime which affect the lives of children and young people across Merseyside, whether that be through their own criminal involvement or through the process of grooming and child exploitation. As a researcher I wanted to know the impact that the charity had on its primary service users, however due to ethical limitations the research was carried out focusing on secondary beneficiaries; the trained and reformed offenders who are at the heart of the C.E.L.L.S Project. Through conducting semi-structured interviews I was able to gain a deeper understanding of the impact that C.E.L.L.S has on its staff members, most of who are reformed offenders, often left feeling marginalised within society. Through the process of thematic analysis I identified three key themes that rose as common patterns across the data collection; lived experience as a driving force, relatability and challenges which the service face. I also carried out an observation of an awareness day which supplemented the findings from the interviews as I got to experience first hand the impact sharing lived experience as an education tool has in order to teach CYP about the consequences of crime. As I could not interview or observe the primary service users the C.E..L.L.S team provided me with secondary data they collected after awareness days, which was useful when finding out the impact the services had on primary service users. In order for C.E.L.L.S to make an impact on beneficiaries and the local community the report has presented several recommendations which may lead to greater success of the charity if implemented.

Glossary:

Beneficiary: A beneficiary of the Choices, Education, Learning, Lifelong Skills project.

C.E.L.L.S: Choices, Education, Learning, Lifelong Skills project.

CEO: Chief executive officer of C.E.L.L.S.

Crime Awareness Day: C.E.L.L.S aim to educate CYP about the serious consequences of crime through sharing lived experience at crime awareness days.

Crime Prevention: described as 'any action taken or technique employed by private individuals or public agencies aimed at the reduction of damage caused by acts defined as criminal to the state' (Hughes in Davies et al, 2001)

Community Crime Prevention: A community-based initiative which aims to deter and teach CYP about the consequences of crime.

CYP: Children and Young People.

Grooming: "when a person builds a relationship with a child, young person or an adult who's at risk so they can abuse them and manipulate them into doing things" (Metropolitan Police, 2023).

KidsKast: A podcast ran by CYP to ask adults from Liverpool about their lived experience and be informed on choices and mistakes which have ruined lives. The podcast is shared on YouTube and Instagram.

Kirkdale: A district of Liverpool which C.E.L.L.S are based in.

Mentoring: A key service which C.E.L.L.S provide to at risk and vulnerable CYP across Merseyside, supporting them through one-to-one meetings and engaging them in crime awareness sessions

Merseyside: The county which boroughs Knowlsey, St Helens, Sefton, Wirral and the city of Liverpool. Merseyside is where C.E.L.L.S predominant work with CYP, schools, police and social workers.

PCC: Police & Crime Commissioner.

Primary Beneficiary: The primary service users such as CYP who C.E.L.L.S mentor or students in schools C.E.L.L.S provide crime awareness sessions for.

Secondary Beneficiary: Adult beneficiaries of the service such as reformed ex-offenders and victims of crime who work for C.E.L.L.S.

VRP: Violence Reduction Partnership.

Preface:

The Choices, Education, Learning Lifelong Skills Project (C.E.L.L.S) is a truly beneficiary led organisation. Using innovative approaches to inspire children and young people (CYP) across Merseyside, C.E.L.L.S unique and authentic approach of sharing lived experience through reformed offenders and victims of crimes negative pasts not only benefit the primary beneficiaries and service users, but also enable the secondary and senior beneficiaries to give something back to their community, gain work experience and overall personal satisfaction, ensuring the CYP of Merseyside avoid the mistakes that they once made.

Evaluation aims:

Words and statistics alone (presented through secondary data) do not do the C.E.L.L.S Project justice, therefore through an independent evaluation of the C.E.L.L.S Project, interviewing members of the team and observing an awareness day, this report aims to showcase not only the impact that C.E.L.L.S has on both its primary and secondary beneficiaries, but also the *need* for a charity such as C.E.L.L.S in the county of Merseyside. C.E.L.L.S aims for the project are listed below:

C.E.L.L.S aims of the project:

Aim 1:	*How have our users benefitted from engaging with us?*
Aim 2:	*How has it impacted their lives/family etc?*
Aim 3:	*What works well and not so well?*
Aim 4:	*What services have they engaged with?*
Aim 5:	*Would they recommend CELLS to others?*

Who are C.E.L.L.S and what do they do?

The Choices, Education, Learning, Lifelong Skills (C.E.L.L.S) project is a registered charity in the Merseyside area, based at Tower Hill in Kirkdale, which works with children and young people (CYP) on crime prevention and educating them on the consequences that criminal activity often leads to; prison or death. C.E.L.L.S has provided services since 2009 in order to educate CYP on the consequences of crime while also giving the team members a new sense of purpose. The team is made up of individuals from all walks of life, with their own lived experience to share, from ex-offenders, to victims of crime, university graduates and individuals interested in social change, tackling crime and keeping children and vulnerable people safe.

C.E.L.L.S emphasise the importance of informed choices, providing CYP with real life lived experience and sharing their own involvement in offending or victimisation. As this project will highlight, a key strength to the C.E.L.L.S project is that the team members are from similar social backgrounds to it beneficiaries, they speak the same and they have grown up facing many of the same socio-economic challenges. Being able to relate to the team is one of the key driving factors for the success of C.E.L.L.S and the services they provide; *real people who have been impacted themselves and have seen the impact of crime in the area of Merseyside.*

C.E.L.L.S are funded by several partners, the majority of their funding is from services ran in the North West of England however there are also National funders and supporters which also assist C.E.L.L.S. Some partners that fund C.E.L.L.S are BBC Children in Need, Merseyside Police Violence Reduction Unit, The National Lottery Fund, The Steve Morgan Foundation and HM Prison Service (CELLS Project, 2023).

C.E.L.L.S core interventions:

Crime Awareness Days: The Crime Awareness Days which C.E.L.L.S run are delivered by rehabilitated ex-offenders and victims of crime through hour long

sessions in primary and secondary schools across Merseyside. Delivering Crime Awareness Days from fully trained and rehabilitated ex-offenders and victims of crime is an essential service that C.E.L.L.S provides to the communities of Merseyside. As this project will highlight, C.E.L.L.S prides itself on delivering their services from a team who have turned their lives around and use their negative experiences in order to inspire positive futures.

<u>Crime Awareness Day overview:</u>

SESSION	OBJECTIVE
Introduction to who C.E.L.L.S are, what they do, their aims as a charity and personal introduction.	Introduce the team and who they are, how they become involved with C.E.L.L.S and what the plan for the day is.
Prison life.	The prison life awareness session not only aims to tell the CYP about prison life through the lived experience of the CELLS team member, yet also shows an exact replica of a prison cell.
County lines and drug dealing.	Focusing on exploitative relationships and grooming, the county lines and drug dealing awareness session highlights the effect that drug dealing and county lines has on not only the young person but also their family, the addicts and the wider community.
Getting to the point - gun and knife crime.	Through sharing lived experience of being involved with gangs, weapons and drugs, the getting to the point awareness session aims to teach CYP about the consequences of carrying weapons and what to do if somebody is stabbed.
"What about the families?" Family perspectives.	The family perspectives session aims to share the effect that criminal activity has on the family.

Mentoring: The mentoring programme that C.E.L.L.S offers to both, primary and secondary school children is ran by a team who use their first hand experiences on the consequences of crime, whether they are a rehabilitated offender, victim of crime or are viewed as a good role model and inspiration to the children of Merseyside. The mentees are referred to C.E.L.L.S through schools, social workers or the police and work with their assigned mentor on any issues they may be facing, from missing school and disturbing lessons to substance abuse, to the child exploitation to facing bullying; the list goes on. However, the primary aim is to work with mentees that may be at potential risk of offending or victimisation

therefore the mentoring programme aims to steer CYP away from anti-social and criminal behaviour through their one to one sessions.

Lean On Me: The Lean On Me initiative is aimed at mums and family members of children and young people who display aggressive and challenging behaviour. The programme is led by a team of parents and carers that have lived experience of their child engaging in risk taking behaviour or have ended up in prison.

Itsup2u: The itsup2u initiative is a fundamental programme for C.E.L.L.S in order to deliver both the mentoring and crime awareness days. itsup2u supports and guides ex-offenders from re-offending through rehabilitation and reintegration, setting personal, realistic and achievable goals and creating personal development plans. C.E.L.L.S have helped 72 service users of the itsup2u initiative find employment, a further 198 gain work experience and qualifications and 5 prisoners released on temporary license have worked and helped the community (CELLS Project, 2023). Without the itsup2u initiative the mentoring programme that C.E.L.L.S offers as an attempt to deter children and young people from crime through lived experience wouldn't be so beneficial.

KidsKast: The KidsKast podcast is a new beneficiary led project that C.E.L.L.S created for the CYP in 2022 to engage with rehabilitated ex-offenders, victims of crime and Merseyside influencers. The main aim of KidsKast is for the children to engage with their guests through asking questions, having fun, learning new information and most importantly learning about the guests personal success stories through lived experience and how they have changed their negative experiences and mistakes into positive influences and informed choices.

"Liverpool is not unused to trouble" (Kelly, 2011)

Liverpool has faced a history of stigmatisation being portrayed as deviant and degenerate (O'Connor, 2020) through media misrepresentation, particularly due to the coverage of the 1981 Toxteth riots, the 1989 Hillsborough disaster and the notorious case of James Bulger, ultimately stereotyping scousers and the city as dangerous and violent. On the other hand, the city is home to two of the most famous Football teams in the world and prides itself on being home to the "most important trendsetters" within the world of music (Hecl, 2006, p.36). Yet, the constant backlash and discrimination against Liverpudlians and the city, due to criminal activity and moral panic through media hysteria leaves a public "desire to believe there is an unprecedented crisis in the state of our youth" (Evans, 2005, p.14), leading to ignorance from the government towards scousers, ultimately resulting in poverty, unemployment and higher crime rates; "144% compared to the national crime rate" (ONS, 2023) Austerity has resulted in cutting the cities budget by £436 million since 2010, equating to a 63% of an overall cut (Thorp, 2019) resulting in 25.6% of children living in poverty (Knowsley Council, 2015) and Liverpool holding the highest rate of unemployment at 19.8% (Partington, 2019).

Highlighting the major risk factors contributing to youth crime, according to David Farrington (Social Policy Research, 1996, p1) and applying Farrington's intervention techniques in order to deter, prevent and reduce the risks of CYP offending or becoming victims of crime is key when looking at the geopolitical context of Merseyside. In chapter five the report will showcase the findings from the data collection and analyse the intervention that C.E.L.L.S do, yet it is important to understand the importance of their work with reference to relevant literature.

Risk factors of youth crime:	Techniques to prevent young peoples involvement in crime:
Low income and poor housing	Frequent home visits during pregnancy and infancy
Living in deteriorated inner city areas	Education in parenting
A high degree of impulsiveness	High quality nurses education
Low intelligence and low school attainment	Training children to 'stop and think'
Parental conflict and broken families	

(Social Policy Research, 1996, p.1)

The importance of education for crime prevention:

Education is considered a highly important form of crime prevention, as Farrington (2006, pp1-46) has highlighted, childhood risk factors such as a lack of or no engagement within education leads to CYP becoming more at risk of being involved in offending and anti-social behaviour than those who engage within education. Therefore, education is a potential form of crime prevention and schools have the resources for this if initiatives and strategies are put in place during early development. Sherman et al (2002, p.60) suggest that school-based prevention programmes can intervene to prevent forms of "problem behaviour" in order to offer alternative lifestyle choices. Moreover, Elliott et al (2018, p.3) have emphasised this by stating that through school intervention (community and government based initiatives) implementing youth crime prevention programmes as a form of crime prevention are the best way to educate CYP on the consequences of crime from a young age. Therefore education should be provided to all CYP, not just those offered the support once they are viewed of as "at risk", yet before they fall into the risk of offending or becoming a victim of crime.

Relating youth crime to education across Merseyside, particularly Liverpool, Liverpool's City Council have devised the Education Improvement Plan (2021), recognising that a large percentage of pupils from deprived areas (the North of Liverpool) fall behind in their earliest stages of education, struggling to keep up for the rest of their educational journey, running the risk of criminal activity and

involvement within the youth criminal justice system, especially if they face exclusions or permanent suspension (Liverpool City Council, 2021). The Educational Improvement Plan has highlighted that 50% of all permanent exclusions and 55% of term exclusions occur in year 9 or above, which is the peak age that most youths are found guilty or convicted (Social Policy Research, 1996, p.2). Although the school setting is not the only place in which education programmes can influence CYP it plays an important role in the success of CYP lives. Youth crime prevention programmes are undertaken outside of school settings too, offering alternative education and skills which can guide them down the right path, deterring them away from criminal behaviour.

Early intervention and prevention through mentoring and crime awareness sessions:

Mentoring is defined as a "voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life" (Wadia and Parkinson, 2015, p.1). The relationship aims to provide the mentee with advice and development opportunities (Eby, 1997, p.126). Yet, in order for mentoring programmes to work, they must build upon trust (Kram, 1985, pp.110-132), which other methods of support cannot achieve. Furthermore, as Eby (1997, p.126) has discussed, the opportunity to gain skills, build confidence and tackle challenging tasks through guidance and counselling from a mentor is only possible if trust is built upon.

Recognising that there are a handful of specific forms of mentoring, for the purpose of the C.E.L.L.S Project it is important to focus on peer mentoring, also referred to as lateral mentoring (Kram and Isabella, 1985). Peer mentoring between at risk CYP and ex-offenders or victims of crime is exactly what C.E.L.L.S do in order to prevent crime and raise awareness. Coming from a similar background or being in a similar situation as their mentee before (Kyprianides et al, 2019, p.5) the mentoring programme has huge success, recent statistics provided by C.E.L.L.S shows this; 99.5% of mentees reported feeling inspired and motivated, 27 gang members left gangs moving 14 into employment, 5 on to apprenticeships and 4 working with partners of C.E.L.L.S. Peer mentoring

has received little research attention within criminological literature as the focus has been on job-related skill development mentoring rather than broader life skill development (Eby, 1997, p.127). However, despite this, Buck (2018, p.190-204) has stated, peer mentoring is increasing in the UK criminal justice system (CJS). Peer mentoring is a unique and new form of rehabilitation for those stigmatised in the CJS (and wider society) and is a way for the silenced to be heard. Drawing upon three core conditions of peer mentoring, Buck (2017, p.190) identified care, listening and encouragement through mentoring ex-offenders "to help them get their lives back together".

Moreover, research from the National Offender Management Service on The Informal Mentoring Project (2015) has highlighted that offenders valued having a peer mentor who understood their situation. Furthermore, as Buck (2017, p. 195) found, "a non-judgemental approach helped mentees re-frame their own view of themselves". As The Listening Guide presented through Carol Gilligan's (2017) highlights, learning through listening and not judgement allows for mentees to "learn from the experiences of those who have been through the system" (Buck, 2017, p. 198).

"The best way to support communities is to stop crime from happening in the first place." (Merseyside Police Crime Plan, 2021, p.32)

Without a shadow of doubt the C.E.L.L.S Project is certainly a unique and necessary charity within Merseyside, aiming to prevent CYP from becoming entrenched into a life of crime through educational, lifelong learning skills. Early intervention is an important aspect of building those skills. Supporting charities like the C.E.L.L.S Project, 96.5% of people across Merseyside believed crime prevention initiatives should be prioritised in order to prevent crime from happening in the first place (Merseyside Police Crime Plan, 2021, p.31).

Despite the budget cuts across the city, the government (2018) invested £35m into The Violence Reduction Unit programme aiming to tackle violent crimes "such as homicide, knife crime, and gun crime and areas of criminality where serious violence or its threat is inherent, such as in gangs and county lines drug

dealing" (Home Office, 2019). £3.37m was invested into the Merseyside Violence Reduction Partnership (VRP), bringing together Merseyside Police, local governments, probation and youth offending services, professionals, community leaders and key charities such as C.E.L.L.S (Home Office, 2019).

It is important to discuss the most common crime which CYP between the ages of 10 to 17 were prosecuted for in Liverpool since 2021; assaults and possession of a weapon such as a knife (Curran, 2021). Knife crime is rife within the UK, particularly in Liverpool with "more than 1,000 Merseyside children convicted or cautioned for knife crimes" within the last ten years (Allen and Burton, 2023) rising by 10% within the last year. Liverpool City Council have set up initiatives to work with schools in tackling knife crime since 2018 and charities such as The Ben Kinsella Trust have been established in order to educate CYP on the dangers of knife crime (Morris, 2021). C.E.L.L.S focus on knife and gun crime in their awareness day sessions at schools, aiming to deter young people away from involvement with weapons through sharing lived experience.
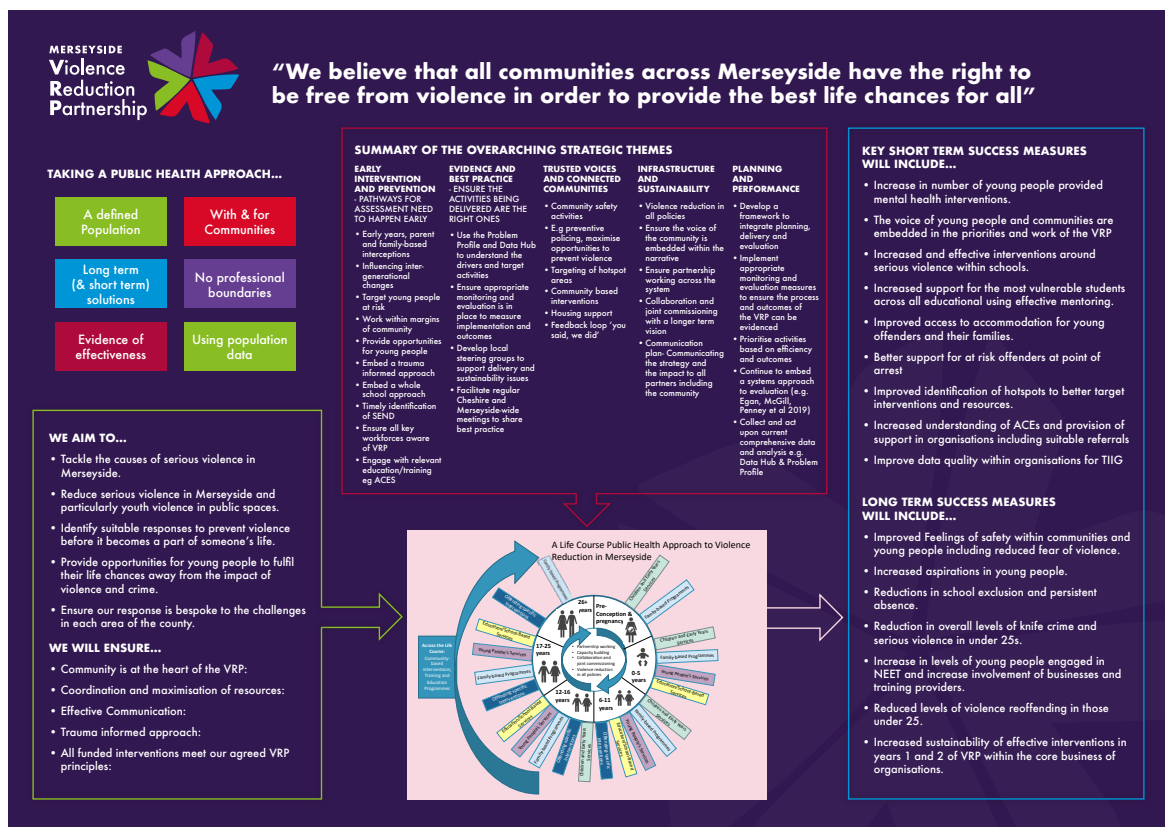
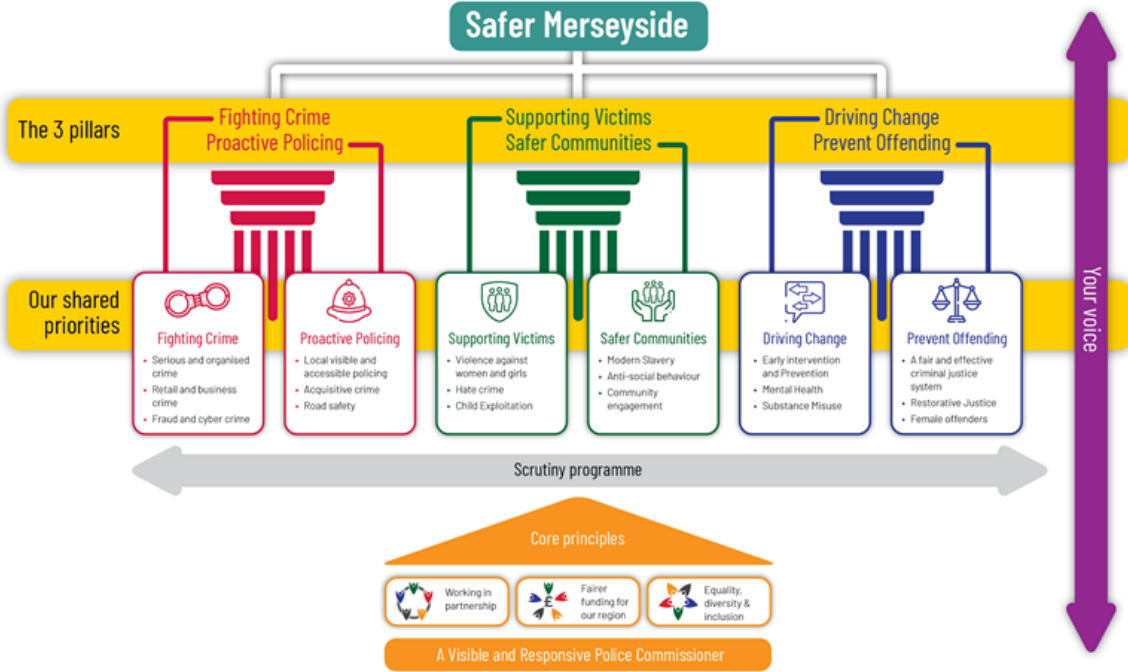(Merseyside Police, Violence Reduction Partnership, 2023)

Following the aims of the C.E.L.L.S Project it is important to highlight the victimisation of Youth, drawing upon relevant literature. Evans (2005, p.4) has stated CYP are more than twice as likely to be victims of crime than any other age group, highlighting the importance for youth crime victimisation and the need for protecting them. Moreover, as Windle et al (2020, p.64-78) state, vulnerable and at risk children involved through the process of grooming may be recruited because of the experiences within their childhood from physical and mental health issues, emotional manipulation and coercion through sexual favours (Windle et al, 2020, p.67-69). Arguably, the major risk factors contributing to crime are not only highlighted here but through the process of exploration and grooming emphasised.

"Maintaining and improving the safety of our communities matters to us all" (Merseyside Police and Crime Plan, 2021 p.3)

The need for charities such as C.E.L.L.S comes from the recognition that Liverpool is an area affected by deprivation, poverty and social exclusion (Liverpool City Council, 2019). The current crime rate in Liverpool, as of 2023, is 156% higher than rest of the North West and 70% higher than the national average. Liverpool is also the third most dangerous city compared to the rest of England. Recognising the need to tackle crime and criminal activity, the Merseyside Police and Crime Commissioner launched their Merseyside Police and Crime Plan for 2021-2025, aiming to "fight crime, support victims and prevent offending" (Merseyside Police Crime Plan, 2021, p.3). Emily Spurrell, Merseyside's Police & Crime Commissioner (PCC) lays the facts on the issues within Merseyside, highlighting the three pillars to a safer Merseyside, notably highlighting that 97% of Merseyside believed young people should be prevented from being drawn into crime, highlighting early intervention and prevention programmes through Merseyside's Violence Education Partnership to tackle crimes prevalent amongst the youth such as anti-social behaviour and knife crime. Furthermore, the report highlights the need to target offenders and protect victims of child explorations and county lines. Windle et al (2020, pp.64-65) highlight that since 2017 the Home Secretary has been warned of the exploitation

of children through county lines and in 2018 every police force in England reported the offence.

Merseyside Police & Crime Plan on a Page 2021-2025

Safer Merseyside

The 3 pillars

Fighting Crime
Proactive Policing

Supporting Victims
Safer Communities

Driving Change
Prevent Offending

Our shared priorities

Fighting Crime
- Serious and organised crime
- Retail and business crime
- Fraud and cyber crime

Proactive Policing
- Local visible and accessible policing
- Acquisitive crime
- Road safety

Supporting Victims
- Violence against women and girls
- Hate crime
- Child Exploitation

Safer Communities
- Modern Slavery
- Anti-social behaviour
- Community engagement

Driving Change
- Early intervention and Prevention
- Mental Health
- Substance Misuse

Prevent Offending
- A fair and effective criminal justice system
- Restorative Justice
- Female offenders

Your voice

Scrutiny programme

Core principles

Working in partnership

Fairer funding for our region

Equality, diversity & inclusion

A Visible and Responsive Police Commissioner

(Merseyside Police Crime Plan, 2021, pp.5-6).

Methodology and aims of the project:

The main aim of this research project was to measure the impact of the services that C.E.L.L.S provide for it beneficiaries and produce a report which showcases the uniqueness of the charity and the lived experience led sessions that C.E.L.L.S offer across Merseyside. Before collecting any primary data I met with the founder and my link worker, Shaun Glanville where I was also introduced to members of the team to better acquaint myself before conducting any research. As an undergraduate researcher it was important that I followed The British Sociological Associations (BSA) statement of ethical practice throughout the project, as I understood that the nature of the charity works with at risk and vulnerable CYP. Building rapport with my link worker and the C.E.L.L.S team was key to ensure that their "physical, social and psychological well-being…" (BSA, 2017, p5) was not at risk if they were to take part in any research.

After meeting with Shaun several times we discussed the aims for the project. It became clear that the charity prides itself on who makes up the team and it was important to me, as a researcher, to get their input to analyse the impact the service has, through the work that they do within the local community. I collected as much grey literature (C.E.L.L.S Evaluation Reports) from Shaun as well as reading around the historical context of youth crime and crime prevention in Merseyside. As the researcher I decided to conduct semi-structured interviews to gain a deeper understanding of who C.E.L.L.S are and the benefits of the service from the members of staff perspective. Due to ethical reasons I could not conduct any primary research with the service users as they are between the ages of 6 and 18. However C.E.L.L.S provided me with their data collection from CYP, referred to throughout the project as statistics. Purposive sampling of participants was the most relevant to my research project as I wanted to recruit participants who worked for C.E.L.L.S. The team were very supportive of the project and were keen to be involved. My plan was to interview at least five members of staff, however due to timings of interviews I could only conduct three, yet this did not hinder the data found.

My link worker provided me with email addresses and I contacted participants via email. Each participant were sent a consent and participation form as well as dates and times to schedule their interview. Ensuring the participants could withdraw from the research and did not have to take part if they did not want to was a key ethical consideration (BSA statement of ethical practice, 2017). Also, as the interviews were to be recorded for transcribing the interviewees gave consent. I had originally planned to interview face to face however due to unforeseen circumstances the interviews were conducted on Zoom. Fortunately, this was not a problem as they could still be recorded for transcribing and coding. The rapport built over the months made the interviews feel very natural and allowed for the participants to engage in conversation and feel comfortable discussing their experience at C.E.L.L.S. If I hadn't built upon the relationship with participants throughout the months of October 2022 to March 2023 the interviews could have potentially led to a poor conversation. It was important as a researcher to understand the power dynamic participants may be cautious of.

In order to make sense of the data I transcribed each interview after it had finished and coded keywords which then enabled me to categorised them into themes (Bryman, 2012, p.570). Although the interviews were via Zoom, meaning that I could not record body language, a principle advantage was being about to listen without the worry of taking notes as the recording did this for me (Bryman, 2012, p.492). Arguably, the Zoom interview was convenient to me as a researcher as I was able to interview all participants in the same day and begin the coding process sooner, which played in my favour as my ethics had taken longer than expected to be approved. The findings from the semi-structured interviews and overt observation were organised through thematic analysis, taking a deductive approach. Carrying out the research using techniques of Carol Gilligan's empathetic approach identified in The Listening Guide (2017); replacing judgement with curiosity in order to listen before assuming (Gilligan and Eddy, 2017, p76-p.77).

Another research method which I chose was an observation of an awareness day. As an undergraduate researcher it was clear from the beginning of my

project that it was unlikely I would conduct a full-scale ethnography of sessions that C.E.L.L.S run. However, I strongly believed that the awareness days were an important and key session to the success of C.E.L.L.S, therefore, I carried out a mini-ethnography on one of C.E.L.L.S awareness day. The aim was to focus on the way in which the team ran their sessions and the methods they used to present lifelong learning skills to deter young people away from crime. To ensure I could gain access to the closed setting in which the awareness day was run at, C.E.L.L.S paid for a DBS check and I was given ethical approval. The observation was through an overt role, as the participants were made aware that I was observing their sessions and taking filed notes. The participants were recruited via email and discussion via my like worker. Similar to the interviews the participants were given consent and participants forms.

For the purpose of ensuring participants anonymity and confidentiality they will be referred to as Participant A, B, C, D, E and F throughout this research project. Following the BSA's statement of ethical approval this is important to ensure the participants cannot be identified within the report. Due to the nature of the charity and each participant having different and unique backgrounds, which led them to C.E.L.L.S, I did not give them unrealistic guarantees of confidentiality as other members of the team may be able to identify them through certain quotes from awareness sessions in chapter 6 (BSA statement of ethical practice, 2017, p.6).

The goal of the observation was to understand the importance of the awareness day through observing the C.E.L.L.S team members sessions. Through watching, listening and making field notes throughout the day I was able to find out what exactly an awareness day consisted of and get an accurate insight into the service they provide for CYP across Merseyside. As Jibril (2018, p.232) notes, observation can take research further than interviews.

The interviews gave me an understanding of what C.E.L.L.S means to its staff and their beliefs of the services on secondary beneficiaries, however the observation solidified the impact. I took field notes, observing the introduction of

the awareness day, by individual sampling as this was the only session all members of the team were together. Each session was an hour long. I placed myself in the back of the room to take field notes. Throughout each session I jotted notes such as phrases, quotes and key words (Bryman, 2012, p.443) which had occurred within interviews, yet made a conscious effort to listen for new data, applying Gilligan's listening guide technique; replacing judgement with curiosity in order to listen before assume (Gilligan and Eddy, 2017, pp.76-77), reminding myself that I did not know every impact just from three interviews.

At the end of the day I took full field notes, this was important to begin my analyses and look for a recurrence of themes within data. After compiling the data from the interviews and observation my findings were evident and three key themes were established; the importance of sharing lived experience as an education tool, the benefits to the service users working with mentors who "wear trackies and use [the beneficiaries] jargon" (Participant B) and the final theme, challenges facing the service.

"The process of making sense of the data and discovering what it has to say" (Holliday, 2007).

Carol Gilligan's Listening Guide specifies three listenings in order to resist the binary of coding categories by replacing judgement with curiosity through listening for the plot, listening for the I and listening for contrapuntal voices (Gillian and Eddy, 2021, p.141-142). Toleman and Head (2021, p.142) argue that there are an additional two steps to the listening guide; assembling the evidence and composing an analysis. Organised thematically, three key themes were identified; the importance of sharing lived experience, the benefits to the service users working with mentors who "can relate to the lifestyle" and the final theme recognised were the challenges facing the service. Gilligan (2017, p.76) recognises that the listening method highlights the importance of empathy towards those whose voices are often silent and silenced, which is important when focusing on ex-offenders, as they often face stigmatisation, highlighted through the rejection identification model (McCoy and Major, 2003).

"The main driving force for C.E.L.L.S is lived experience" - Participant A.

Here, the project will discuss the first theme that derived from the data: lived experience as a benefit to the C.E.L.L.S Project. This theme explores the lived experience orientation of C.E.L.L.S, which was believed by the participants to be the strongest dimension of the service.

All members of the C.E.L.L.S team have lived very different lives and as Participant C mentioned in their interview:

"the big mix and variety of the team work well together."

"By getting the real side out and explaining the real side of crime is important"
(Participant C).

Through sharing lived experience the C.E.L.L.S team are perceived as experts by the CYP, therefore the CYP are more likely to engage with the team in mentoring sessions and as The Informal Mentoring project (2015) argued, offenders valued a peer mentor who understood their situation, mirroring to CYP at risk who engage with C.E.L.L.S services. The interviews further highlighted this as they described their own experience as being the "driving force" for the success of the mentoring programme which is further emphasised through the secondary data collected by C.E.L.L.S after mentoring sessions: 99.5% of CYP reported (after mentoring) feeling inspired and motivated (C.E.L.L.S Project, 2023).

The research carried out by Buck (2017, p.190-204) presented in the literature review supports the point that mentoring CYP through the team's own lived experience creates a more engaging programme as the mentors can relate to the mentees, as Participant B expressed in their interview : *"…we can look at them and say I may not have experienced what you have but I've felt the same and I know why you're doing that."* Through sharing lived experience the C.E.L.L.S team emphasise that it is possible to turn negative experiences into positive moments:

"I'm an ex-offender… and thought you know what, with my lived experience and what I've been through I think youth work would be an area I can offer advice on" (Participant A).

Sipe's research (2002, p.251-260) on mentoring programmes for disadvantaged children argues that through the ability to resonate and trust mentors, the CYP building their relationship with C.E.L.L.S are more likely to listen, engage and care, working both ways. Through each interview it became evident that the lived experience which C.E.L.L.S pride itself on by sharing "the real side of crime" (Participant C) not only benefits the service users but also the team, as mentoring sessions and delivering awareness days provides hope for both beneficiaries;

"I find that me helping young people is in essence my counselling"
(Participant A).

The CYP regard the team as experts by their experience and therefore are more likely to engage with them opposed to professionals: *"…when getting told this information from someone like us wearing trackies and using their jargon they are more likely to say "she has a point""* (Participant B). Perhaps due to the impact of austerity the city of Liverpool has faced, discussed within the literature review, the CYP resonate, respect and engage with the C.E.L.L.S team as they too have grown up in similar socio-economic backgrounds. Supporting this, Participant C mentioned in their interview, they were "affected [by crime] in a deprived community where crime was an issue and we didn't look up to our social workers, teachers and police officers who were doing good jobs, we looked up to the drug dealers who were visibility showing their success".

98% self-reported after crime awareness days they would never commit a crime (C.E.L.L.S Project, 2023).

The crime awareness days which C.E.L.L.S pride itself on echoed the importance of lived experience through the delivery of sessions focusing on prison life, county lines and exploitative relationships, gun and knife crime and family perspective (please see chapter two). Active engagement throughout each session created a safe space for the team to discuss their experiences while the CYP listened and engaged with the C.E.L.L.S team. Applying Shay's (2010) analysis of the listening guide to the observation it was important to replace judgement with curiosity and the C.E.L.L.S team did this by beginning the awareness day through an interactive task asking CYP to ask questions throughout the sessions and emphasised that the team are sharing personal, real stories.

Through sharing lived experience in the crime awareness day sessions, over 410,000 CYP benefitted from the programmes (C.E.L.L. Project, 2023). Closely

linked to community safety, discussed within the literature review, Merseyside has been identified as one of the most high risk cities of crime, particularly due to the increased of knife and gun crime (Summers and Wiggins, 2020, pp.4-5) hence the Merseyside Violence Reduction Partnership (2020) which aims to develop and fund violence reduction charities across the city, despite violent crimes only accounting for 2% of total crimes across Merseyside. Through observing the knife and gun crime session which used lived experience as a method to teach CYP about the consequences of gun and knife crime, ultimately deterring them, 238 CYP disclosed they would stop carrying knives (C.E.L.L.S Project, 2023). Participant C expressed in their interview,

"I think telling them (CYP) the truth and the real side of it is important… the crime awareness days are really special and one of the most popular services we do offer."

Concluding this theme, the research findings have highlighted that the lived experience of the .C.E.L.L.S team is a key strength of the service. By sharing their personal experiences, the team are perceived as experts by the young people they mentor, therefore likely to engage with them, which is also beneficial to the ex-offenders as they value a mentee who understands the situation, meaning they are more likely to replace judgement with curiosity, also providing a sense of acceptance and hope or ex-offenders who often face social rejection and stigmatisation.

"A lot of young people can relate to the lifestyle we have lived…" (Participant A).

The strength of CYP resonating with the C.E.L.L.S team is another reason for why the C.E.L.L.S Project is so successful. Within interviews it was suggested that the C.E.L.L.S team have faced many of the same issues that the mentees and CYP across Merseyside have or are at risk of facing. Through C.E.L.L.S mentoring sessions it is likely that the CYP are going to engage with a mentor who have come from a similar background (Kyprianides et al, 2019, p.5),

supported by secondary data; 99.5 % CYP self reported feeling inspired and motivated after mentoring sessions (C.E.L.L.S Project, 2023).

Linking the relevant literature from chapter three, which highlighted the effects that austerity has had on Liverpool, another important theme emerged from the interviews; a sense of distrust towards professional and authoritative figures:

"…a lot of kids have been brought up to not trust the system, don't trust the police, don't trust social services" (Participant B).

This quotation emphasises that a lack of understanding to ones personal socio-economic background and inability to relate may lead young people from engaging with professional bodies. Through sharing lived experience within the awareness days, CYP can relate to the hardships they may have faced which are similar to that of the C.E.L.L.S team, whether they be at risk of criminal activity or at risk of child exploitation. The literature presented which highlighted knife crime on the rise in Liverpool and child exploitation supports the relevance of the Gun, Gang and Knife Crime sessions and Exploitative relationship workshop. The success of the awareness sessions has led to, 235 CYP disclosing they would stop carrying knives and 238 CYP disclosing grooming or exploitation/ abuse (C.E.L.L.S Project, 2023). However, research suggests that early intervention targeting CYP should be implemented within educational settings before it is too late. Further supporting this, instilling awareness from an early age Participant B suggested that:

"…if we have the same group of people on awareness days year after year then it's more entrenched into them as they grow older."

Prior studies on peer mentoring relationships noted the importance of which mentoring has on the ex-offenders wellbeing and personal satisfaction (Kram and Isabella, 1985). An unexpected finding when researching the impact that the C.E.L.L.S Project was the benefit the service has on its secondary beneficiaries.

Comparison with the findings from Kyprianides et al (2019), social rejection and social identities of ex-prisoners has often resulted in the rejection identification model (Branscombe et al, 1999) and self stigmatisation, emphasised in the interview with Participants:

"When I come out of prison I found myself stuck in a negative cycle, low self-esteem, and saw myself not being worthy of having a job" (Participant A).

Social rejection towards ex-offenders has influenced the way in which they view themselves, as being not worthy, however, through C.E.L.L.S itsup2u service, they are provided with the training, skills and work experience to use their negative past experiences to inspire and influence CYP, ultimately proving that people can change, learn from their mistakes and influence positive futures:

"C.E.L.L.S has helped me to stop reoffending, it has helped me overcome certain demons in my life regarding mental health issues that I've had. I find that me helping young people is in essence my counselling. I come away and feel so much better, it is a worthwhile job, not only as the ex-offender to keep [me] out of prison but also to give something back to the community and put something in place to the damage [I] have caused…" (Participant A).

Moreover, using thematic analysis following Braun and Clark's (2006) coding suggestions, the findings from the observation further identified that ex-offenders felt like they were marginalised from wider society, however, another recurring theme which followed was the positive impact that C.E.L.L.S has had on its team through its rehabilitation programme, itsup2u;

C.E.L.L.S has supported 90 ex-offenders into employment
16 have started their own business
164 ex-offenders have gained qualifications
230 ex-offenders have access to training
258 ex-offenders have gained work experience
169 ex-offenders have gained employability skills

Understanding the importance of education as a means for crime prevention, C.E.L.L.S live up to their name and have taken techniques onboard through their mentoring and crime awareness day sessions.

Relating to the literature on the importance of early intervention through youth crime programmes, a number of studies have shown education as a form of crime prevention works, especially when implemented during the early years of a Childs education (Sherman et al, 2002, p.60). C.E.L.L.S have taken the techniques onboard through their mentoring and crime awareness days, implementing their programmes within schools around Merseyside.

"For me the crime awareness days are really special and one of the most popular services we do offer. It reaches the most vulnerable groups" (Participant C).

The crime awareness days sessions that C.E.L.L.S deliver in order to educate CYP on the consequences of crime are an essential service which C.E.L.L.S pride itself on. Through being relatable and sharing lived experience the sessions have had huge success rate, with more than 410,000 CYP benefitting from the programmes and 98% of CYP self-reporting that they would never commit a crime (C.E.L.L.S Project, 2023).

"I see first hand the everyday lives that are changed through C.E.L.L.S" (Participant C).

The initial objective when observing the crime awareness day was to identify the impact that each session has on its beneficiaries, attempting to understand the direct impact on primary service users such as the CYP was difficult due to the ethical limitations, therefore I was unable to interview or observe CYP. However, I was able to evaluate the impact that crime awareness days had on its secondary beneficiaries through carrying out a micro-ethnography (Wolcott, 1990). As the interviews already suggested C.E.L.L.S impacted the team by

giving them a sense of purpose, therefore the observation of awareness sessions was important to locate what participants did.

"…I think CELLS has helped me immensely. Had it had not been for CELLS I honestly don't know where my life might have gone" (Participant A).

Focusing on the importance of lived experience which emerged as a theme from the interviews, it was important I then focused on this when observing the awareness day. Moreover, linking my understanding of education as an important tool for crime prevention, it was evident that the awareness day techniques found from research support what C.E.L.L.S carry out.

"I've got no GCSEs and qualifications… At the age of 37 I had never had a job before, I was always a repeat prolific offender and then coming out of prison with PTSD due to the road traffic accident, I'd never really held down a job before" (Participant A).

Through observing the awareness day it became clear the team were passionate about deterring CYP from a life of crime through delivering the real implications of how crime works to affect lives:

"Now how many kids in a class are looking at going to prison as a possibility would put their hand up if you said you're going to share a shower with another guy, no one is going to put their hand up are they?" (Participant C).

Furthermore, this theme is exemplified by the observation of each workshop at the crime awareness day. The awareness day began by introducing the C.E.L.L.S team, asking the CYP to judge them off first impressions, through this the C.E.L.L.S team stressed the importance of not judging others, using the techniques of Gilligan's listening guide and empathetic approach, replacing judgement with curiosity by listening and not assuming (Gilligan and Eddy, 2017, pp.76-77) was important as a researcher.

Building upon trust, an integral part to the mentoring programme, the awareness day took the same approach by separating each workshop and providing an open, honest and relaxed environment in which the CYP were more likely to engage with the interactive powerpoint, videos and hypothetical situations presented to them. Delivered by trained ex-offenders the workshops were informative, providing the CYP with laws on the age of criminal responsibility, policies, and "what to do if…" all while being fun and interactive through the use of powerpoints, videos, music and use of props.

The first workshop observed was "Prison Life", taking place in a mobile prison cell brought to life "the real life behind bars." Participant B ran this workshop, asking the CYP to call them by their name, rather than sir. This was unexpected, however after the interviews which suggested CYP relate to the C.E.L.L.S team through a relatable peer mentor approach and distrust of authoritative figures this observation soon made sense.

The second workshop observed was "Controlling & Exploitative relationships", aiming to inform the CYP of the dangers of county lines, with an emphasis on the impact this has on the victim and their family. Relating to relevant literature, the workshop presented county lines as an issue facing vulnerable, at risk children across Merseyside and highlighted key signs of grooming, educating the CYP on what to look out for. The session was powerful, discussing lived experience as a young person being groomed and sharing a victims point of view.

Another workshop observed was the "Gun, Gang and Knife Crime" session, providing the CYP with a realistic account of what being involved with a gang has on your life and your families. Relating to the relevant literature and rise of knife crime within Liverpool [reference] this session is undoubtedly needed to educate CYP on the seriousness of weapon possession and gang related crime within Merseyside. The lived experience as a deterrence alone works, however through interactive and educating CYP on laws and criminal responsibility if caught in

possession of a knife can arguably provide CYP with the preventative, relating to the "stop and think" notion of Farrington's (1991) techniques.

The final workshop observed was "Family Perspectives", run by Participant F who began the session by iterating that they "are just a mum", the relatability to CYP and myself as a researcher set the tone for the rest of the workshop. Having a lot of respect for single parents, I knew that being "just a mum" was not as easy as it sounded. Discussing how crime affects the family emotionally and financially, it was clear that the impact this session runs off is empathy and how somebodies nightmare is somebody else's reality. The interviews with participants all highlighted the importance of the family perspective workshop and its impact on the women in the family group:

"there's a lot of mums out there that feel isolated with their Childs negative behaviour but the mums support group makes them understand that they are not alone, there's others mums in [their] area that are going through the same [they] are going through, for the mums to come together and discuss things that their Childs doing, really helps empower the mums and women of the group"
(Participant A).

Identifying that the awareness days are a useful tool when implementing educational programmes within school as a means to deter CYP from crime through lived experience linked to the impact which lived experience, relatability and education has when seeking to teach CYP about the serious consequences of crime. Therefore, it was evident, that awareness days are key to beginning conversations and opening up the CYP eyes around crime and child exploitation. However, the awareness days do face having a limited impact upon the CYP across Merseyside if they are not regularly implemented. This result from the observation was further supported by the idea of Participant B:

"I feel like to improve, if we have the same group of people on awareness days year after year then it's more entrenched into them as they're growing

older… I think that keeping contact with the same group of children is still instilling them in their life and their journey."

The findings from the awareness day were useful to understand how the C.E.L.L.S team engage with CYP, however due to the observation taking place on one day and not having the ethics to discuss the impact on direct beneficiaries, the findings are limited to the impact upon the secondary beneficiaries. Therefore, additional research into the awareness day is needed focusing on both beneficiaries, particularly the CYP and their school teachers in order to assess the long-term impact of awareness days.

To conclude the second theme, it is evident that the success of the C.E.L.L.S Project can be attributed to several factors which stem from the ability to relate to the C.E.L.L.S team. The mentoring sessions are designed in a way which enable the CYP to engage with mentor who come from similar backgrounds and hardships they may have faced growing up in Merseyside; the risk of Gang, Gun and Knife crime involvement as well as child exploitation in Liverpool through county lines. Early intervention through educational programmes, such as C.E.L.L.S crime awareness days are also crucial and should be implemented from an early age and throughout the CYP educational journey. An unexpected yet important finding that arose from the data collection was the positive benefit which C.E.L.L.S has on its secondary beneficiaries. Through C.E.L.L.S providing training for rehabilitated offenders they are then able to inspire and influence positive futures for CYP, aligning with their main goal as a charity.

"There is no reason for why we can't target the whole nation" - Participant A.

The analysis of data from interviews and the observation of an awareness day highlighted certain challenges which C.E.L.L.S face. Here, the report will present these findings through three sub themes; funding, lack of recognition and the unlikeliness of services reaching everyone.

Despite the investment into Liverpool's VRU (Home Office, 2019), C.E.L.L.S are limited by their lack of funding. As Participant C mentioned in their interview, "It would be nice if we got a consistent pot of funding." Arguably, with a larger investment into the charity they could deliver their work further than Merseyside, and target the whole nation. Moreover, Participant A suggested Zoom awareness sessions with the prospective hope of targeting other deprived areas affected by crime:

"There is no reason why we can't target the whole nation…zoom is at our disposal to target the whole of the country."

A recommendation from this would be to revamp and ensure their social media is kept up to date, especially their website, Instagram and Youtube. The new beneficiary led service, KidsKast has great room for success if the advertisement is executed well. Pitching social media channels at awareness days with posters and QR codes is recommended in order to boost insights and create connections.

Another challenge facing the service which arose in each interview was the lack of recognition participants felt the service received:

"It is important that the local councils are aware of the impact that this service can have on a young person" (Participant A).

It is evident that the Merseyside PCC and VRU have similar goals to C.E.L.L.S, aiming to deter CYP from crime and create a safer Merseyside. A key

recommendation here would be to create wider links with the PCC and pitch C.E.L.L.S to the VRU. Moreover, as a University student I believe that if C.E.L.L.S were to open up volunteering opportunities through the university they could gain recognition from other individuals interested in social change.

The final barrier affecting the likeliness of C.E.L.L.S impacting their target audience is the unlikeliness of the charity reaching every young person due to the methods of referral. Participant D mentioned a rigid process:

"…the police don't really know about CELLS so they don't refer [CYP] in, the parents don't know [about C.E.L.L.S] so they tell the school [about CYP behaviour]. The school then refers them in."

After interviewing participants and observing the awareness day it became clear that no clear referral process was set in stone. In order to improve the service it could be suggested for C.E.L.L.S to create a clear referral pathway which the wider community, such as the Police, parents and schools are aware of in order to reach all at risk CYP.

For anyone wishing to research the impact which C.E.L.L.S has on its service users, the following recommendations should be implemented.

Conclusion:

The aim of the research carried out was to report on the impact that the services which C.E.L.L.S run has on CYP across Merseyside. Due to ethical limitations the research was limited to interviews with secondary beneficiaries and an observation of the C.E.L.L.S team (not primary beneficiaries). Despite this, the C.E.L.L.S Project supplemented the findings with their own collection of evaluation data captured through surveys from the CYP after the crime awareness days. Using secondary data to analyse the impact that the C.E.L.L.S Project has on its primary beneficiaries, it was clear that the mentoring sessions are successful and have led to positive outcomes for mentees. Furthermore, through my own analysis of interviews the role of lived experience was expressed as being one of the most valuable aspects about the service C.E.L.L.S provides. Each interviewee spoke very highly of the services which C.E.L.L.S provide, highlighting the importance of the charity to them.

As experts through their own experience, the research carried out highlighted that C.E.L.L.S are a much needed charity within Merseyside and that what they do is not currently done by other charities within Merseyside or nationally, hence the recommendation for recognition and higher levels of investment, both financially and through advertisement and better social media presence. The lived experience aspect of the charity is not only the driving force which leads them to their success. The impact which the educational crime awareness days has on its primary beneficiaries through education meets C.E.L.L.S main objective: to educate and teach CYP lifelong learning skills in order not to make the same mistakes the team once did. The awareness days are hugely successful, short term, however, as suggested within the findings and recommendations, for the awareness days to impact CYP long term carrying them out regularly, from year 6 and throughout education would entrench the knowledge and consequences of crime within the CYP.

Overall, C.E.L.L.S are a unique and authentic charity that give reformed offenders a new purpose in life, using their negative pasts to inspire positive futures. The work C.E.L.L.S do is pivotal within Merseyside, an area whereby youth crime is

prevalent and as statistics have shown, on the rise. If the organisation follow the recommendations with their passion there is no doubt that the charity will continue to change lives of CYP at risk of crime.

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Interview guide for members of staff at C.E.L.L.S.

Why interviews and semi-structured interviews:

Interviews have been chosen as they provide the opportunity for the researcher to learn more about the participants involvement with C.E.L.L.S, through an open and in-depth conversation, providing the opportunity to produce detailed data. Semi-structured interviews have been selected as the most appropriate interview method due to its flexibility and natural approach. The researcher will cover a set of specific questions about the charity aiming to learn from the participants about C.E.L.L.S and in-depth the services they provide.

In order to gain participants for the research the researcher will speak to the link worker and send emails to members of staff at C.E.L.L.S. The researcher will gain consent from the participants through consent forms. The researcher will also be prepared to be flexible when establishing specifics such as the time and date of the interview, understanding that the participants are giving up their time and there is no benefit for them, personally.

Conducting the interview:

The interview will be recorded on an audio device and recording will begin before the researcher gives a briefing. When conducting the interview the researcher must consider their tone, being careful not to create a power dynamic between both parties.

Proposed questions:

What do you know about the history/creation of C.E.L.L.S?
What do you believe makes C.E.L.L.S work well?
What do you think works not so well with C.E.L.L.S?
Can you tell me about the services that C.E.L.L.S run?
Do you know about other charities which provide similar services?

After the interview:

After the interview the researcher will stop the recording. The researcher will debrief the participant, ask them if they have any questions or any other information about C.E.L.L.S that they would like to share. There will be a two week period that participants have to withdraw their information, after this the recording will be transcribed and the report will be written. Participants will be given code names in the report.

Interview participation form:

1. Title of Study

Measuring the impact of The The Choices, Education, Lifelong Learning Skills (C.E.L.L.S) Project.

2. Version Number and Date

Version 2: 18/01/2023

3. Invitation Paragraph

You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your friends, relatives, colleagues and GP if you wish. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Thank you for reading this.

4. What is the purpose of the study?

The main purpose of this research study is to explore the impact that The Choices, Education, Lifelong Learning Skills Project (C.E.L.L.S) has on its service users. Essentially, discussing the work that C.E.L.L.S do with children and young people in Merseyside to prevent crime, with members of staff and volunteers to produce a report on the charity.

5. Why have I been chosen to take part?

You have been chosen as you are a member of staff working for The C.E.L.L.S Project.

6. Do I have to take part?

You do not have to take part in this research, it is entirely your decision.

7. What will happen if I take part?

If you decide to take part, you will take part in a face to face interview with Taylor Gray-Wood, at the Mersey Youth Support Trust Centre (MYST) in one of C.E.L.L.S offices, a student researcher from the University of Liverpool. The interview will be audio recorded to make the interview easier to transcribe during data analysis and disposed of in June 2023. The interview should take no longer than an hour, however due to the nature of interviews please be aware it may run over the estimated timeframe. Please make the researcher aware if you would not like recordings to take place. You do not need to bring anything.

8. How will my data be used?

The University processes personal data as part of its research and teaching activities in accordance with the lawful basis of 'public task', and in accordance with the University's purpose of "advancing education, learning and research for the public benefit.

Under UK data protection legislation, the University acts as the Data Controller for personal data collected as part of the University's research. The academic supervisor, Joseph Greener acts as the Data Processor for this study, and any queries relating to the handling of your personal data can be sent to Joseph Greener on 0151 794 2982.

Direct quotes may be used in the research, however all participants will be kept anonymous through the use of code names such as, 'participant a'.

Further information on how your data will be used can be found in the table below:

How will my data be collected?	The interview will be audio recorded and then transcribed and anonymised.
How will my data be stored?	The data will be stored as electronic data on a password protected M-drive on the University of Liverpool central server.
How long will my data be stored for?	The data will be stored until June 2023, then destroyed.
What measures are in place to protect the security and confidentiality of my data?	The University of Liverpool central server is password protected and only Taylor has access to the M-drive.

Will my data be anonymised?	Data will be anonymised during the transcribing process, where participants will be given code names, such as 'team member a' in the report and the recordings will be deleted once the final report has been handed in. However, direct quotes may be used which could make individuals identifiable.
How will my data be used?	Data will be used in the final evaluation report.
Who will have access to my data?	The student researcher, Taylor Gray-Wood and academic supervisor, Joseph Greener. Once the evaluation report has been created C.E.L.L.S will have access.
Will my data be archived for use in other research projects in the future?	No. Your data will be destroyed after the final evaluation report has been submitted, therefore not used in any other research projects. Data published in the evaluation report will be the only available data.
How will my data be destroyed?	After I leave the University of Liverpool I will no longer have access to the M-drive, therefore the data will naturally be destroyed.

9. Expenses and / or payments

As the interviews will take place at the C.E.L.L.S office there are no expenses to be paid for. Also, there is no financial benefit from taking part in the research.

10. Are there any risks in taking part?

There are no risks for anybody who wishes to participate in this research study. Due to the nature of the C.E.L.L.S Project, crime prevention and criminal activity may discussed, yet we do not intend to discuss any sensitive topics, therefore emotional harm will be avoided. If at any point of the interview you are made to feel uncomfortable please let the researcher know. When the final report is published members of C.E.L.L.S may be able to identify other members of staff, however the report will name all participants 'participant a', for example ensuring no names are shared.

11. Are there any benefits in taking part?

The data from the research aims to create an evaluation report on C.E.L.L.S, highlighting its impact on the work that the charity do, as well as highlighting recommendations for future work. As a result, the report could be beneficial for C.E.L.L.S as it may be used to develop the charity and be used for charity funding in the future.

12. What will happen to the results of the study?

The results from the study will be transcribed and written into an evaluation report for C.E.L.L.S and the researchers project with the University of Liverpool. The interviews will be used to gather information on the service that C.E.L.L.S offers and what its secondary beneficiaries (paid members of staff) opinions are of the service.

13. What will happen if I want to stop taking part?

If you no longer wish to take part in the study, you may withdraw, even during data collection. If you do chose to withdraw from the research you can also request that any data may be destroyed. You also do not have to offer an explanation as to why you no longer wish to participate. You will have a two-week period after the data has been collected to withdraw it, after this period you forfeit the right to withdraw the data. However, after the two-week period, the data would have been transcribed and anonymised and participants will be named, 'participant a', for example, therefore you will not be able to withdraw.

14. What if I am unhappy or if there is a problem?

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Joseph Greener on 0151 794 2982 and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Ethics and Integrity Office at ethics@liv.ac.uk. When contacting the Research Ethics and Integrity Office, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.

The University strives to maintain the highest standards of rigour in the processing of your data. However, if you have any concerns about the way in which the University processes your personal data, it is important that you are aware of your right to lodge a complaint with the Information Commissioner's Office by calling 0303 123 1113.

15. Who can I contact if I have further questions?

If you have any further questions, please contact Joseph Greener on 0151 794 2982 or the University of Liverpool Research Ethics and Integrity team at ethics@liv.ac.uk.

16. Information on disclosure with criminal activity.

Due to the nature of C.E.L.L.S and members of staff being ex-offenders or victims of crime it is important that you understand the research is about the services C.E.L.L.S provides and not the individuals personal experiences and past convictions or criminal offences. Although it is understood that the awareness days may touch on individuals personal experiences and past convictions the final evaluation report will not include any information as such.

Observation Participation form:

1. Title of Study

Measuring the impact of The The Choices, Education, Lifelong Learning Skills (C.E.L.L.S) Project.

2. Version Number and Date

Version 2: 18/01/2023

3. Invitation Paragraph

You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your friends, relatives and GP if you wish. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Thank you for reading this.

4. What is the purpose of the study?

The main purpose of this research study is to observe the bespoke awareness days which The Choices, Education, Lifelong Learning Skills Project (C.E.L.L.S) deliver to children and young people and to evaluate the programme in an evaluation project. Essentially, the researcher (Taylor Gray-Wood) will be observing and taking field notes of the team who deliver the awareness days. The researcher will not be observing any of the participants such as children and young people. The aim is to understand why the awareness days are an essential programme that C.E.L.L.S offers for crime prevention in and around Merseyside.

5. Why have I been chosen to take part?

You have been chosen as you are a member of staff working for The C.E.L.L.S Project, who is trained in delivering awareness days.

6. Do I have to take part?

You do not have to take part in this research, it is entirely your decision.
The observation will only happen if every member of staff agrees to take part in the research.

7. What will happen if I take part?

If you do decide to take part in the observation you will be observed by Taylor Gray-Wood who will sit in an awareness day and take field notes on what activities and workshops happen throughout the day. The researcher will not observe the participants that the C.E.L.L.S team are presenting too, yet only observe the C.E.L.L.S members of staff. The observation will take place all day from the beginning of the awareness day until the day ends. The aim of the observation is to create an evaluation and outline of an awareness day for the final evaluation project of C.E.L.L.S.

8. How will my data be used?

The University processes personal data as part of its research and teaching activities in accordance with the lawful basis of 'public task', and in accordance with the University's purpose of "advancing education, learning and research for the public benefit.

Under UK data protection legislation, the University acts as the Data Controller for personal data collected as part of the University's research. The [Principal Investigator / Supervisor] acts as the Data Processor for this study, and any queries relating to the handling of your personal data can be sent to academic supervisor, Joseph Greener, jgreener@liverpool.ac.uk

Further information on how your data will be used can be found in the table below:

How will my data be collected?	The researcher will take field notes (with a pen and paper) of the participants and immediately after the awareness day type up the data.
How will my data be stored?	The data will be stored after transcribing on a password protected M-drive on the University of Liverpool central server.
How long will my data be stored for?	The data will be stored until June 2023 and then destroyed as the researcher will no longer have access to the M-drive.
What measures are in place to protect the security and confidentiality of my data?	The University of Liverpool central server is password protected and only the researcher has access to the M-drive therefore it is secure.
Will my data be anonymised?	The researcher will create code names such as 'team member a', for the members of staff who deliver the awareness days, therefore ensuring anonymity in the evaluation report. However, direct quotes may be used which could make individuals identifiable.
How will my data be used?	Data from the observation will be written up to create an outline of an awareness day in the evaluation report. Direct quotes may be used and summaries of workshops.
Who will have access to my data?	The student researcher, Taylor Gray-Wood and academic supervisor, Joseph Greener. Once the evaluation report has been created C.E.L.L.S will have access.
Will my data be archived for use in other research projects in the future?	No. Your data will be destroyed after the final evaluation report has been submitted, therefore not used in any other research projects. Data published in the evaluation report will be the only available data.
How will my data be destroyed?	Field notes will be destroyed after being typed up. After the researcher leaves The University of Liverpool in June 2023 they will no longer have access to the M-drive, therefore the data will naturally be destroyed.

9. Expenses and / or payments

There is no financial benefit taking part in this research.

10. Are there any risks in taking part?

There are no risks for anybody who wishes to participate in this observation study. All data will be kept anonymous and participants will be given code names in the final evaluation report, such as, 'participant a'.

11. Are there any benefits in taking part?

The data collected from the observation will be used to create an evaluation report on C.E.L.L.S and highlight the importance of the charity and its services, such as the awareness days. The report could be beneficial for C.E.L.L.S as it may be used to develop the charity and be used for funding in the future.

12. What will happen to the results of the study?

The results will be written up into an outline and evaluation of an awareness day in the final evaluation project.

13. What will happen if I want to stop taking part?

If you do chose to withdraw from the research you can also request that any field notes may be destroyed. You also do not have to offer an explanation as to why you no longer wish to participate. You will have a two-week period after the observation to withdraw the data. After the two-week period, the data would have been transcribed and anonymised, therefore you will not be able to withdraw, however the participators would have been anonymised an labelled as such, 'participant a'.

14. What if I am unhappy or if there is a problem?

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Joseph Greener on 0151 794 2982 and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Ethics and Integrity Office at ethics@liv.ac.uk*. When contacting the Research Ethics and Integrity Office, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.*

The University strives to maintain the highest standards of rigour in the processing of your data. However, if you have any concerns about the way in which the University processes your personal data, it is important that you are aware of your right to lodge a complaint with the Information Commissioner's Office by calling 0303 123 1113.

15. Who can I contact if I have further questions?

If you have any further questions, please contact Joseph Greener on 0151 794 2982 or the University of Liverpool Research Ethics and Integrity team at ethics@liv.ac.uk.

16. Information on disclosure with criminal activity.

Due to the nature of C.E.L.L.S and members of staff being ex-offenders or victims of crime it is important that you understand the research is about the services C.E.L.L.S provides and not the individuals personal experiences and past convictions or criminal offences. Although it is understood that the awareness days may touch on individuals personal experiences and past convictions the final evaluation report will not include any information as such.

17. Information on a Disclosure Barring Service check (DBS).

The researcher has obtained a DBS check and you may request evidence of the DBS from the academic supervisor Joseph Green or link worker Shaun Glanville.

Participant consent form:

Participant consent form

Version 2: 18/01/2023
Research ethics approval number:
Measuring the impact of The Choices, Education, Lifelong Learning Skills (C.E.L.L.S)
Project.
Taylor Gray-Wood

Please initial

box

1. I confirm that I have read and have understood the information sheet dated 29/11/2022 for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that taking part in the study involves being observed by student researcher, Taylor Gray-Wood, whom will take field notes and observe an awareness day delivered by C.E.L.L.S.

3. I understand that personal information collected about me that can identify me, such as my name will not be shared beyond the study team.

4. I understand that my participation is voluntary and that I am free to stop taking part and can withdraw from the study at any time without giving any reason and without my rights being affected. In addition, I understand that I am free to decline to answer any particular question or questions.

5. I understand that the information given can be quoted in the research report.

6. I understand that I can ask for access to the information I provide from the observation and I can request the destruction of that information if I wish at any time within a one week period after the data has been collected. I understand that following this week I will no longer be able to request access to or withdrawal of the information I provide.

7. I understand that the information I provide will be held securely and in line with data protection requirements at the University of Liverpool until it is **fully anonymised**.

8. I understand that signed consent forms and all field notes and information from the observation will be retained in a password protected file on the University of Liverpool M-drive until **June 2023**.

9. I agree to take part in the above study.

_____   _____
_____

Participant name   Date   Signature

_____   _____
_____

Name of person taking consent   Date   Signature

Academic supervisor   **Student Investigator**
Joseph Greener   Taylor Gray-Wood
University of Liverpool, L69 3BX   University of Liverpool, L69 3BX
jgreener@liverpool.ac.uk   hstgrayw@liverpool.ac.uk