

**DEVELOPING A NATIONAL STREETWORK
TOOLKIT FOR SCOTLAND
Phase One Scoping Study**



Emma Davidson and Zhong Eric Chen

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1. BACKGROUND

In 2010, the Edinburgh Alcohol and Drugs Partnership (EADP) funded Granton Youth Centre (GYC), The Junction, Muirhouse Youth Development Project and Pilton Youth and Children's Project to develop and deliver a collaborative approach to engaging with young drinkers in North Edinburgh. Granton Youth Centre's contribution to this project was the development of a detached youth work service, now known as the North Edinburgh Streetwork Team. Working with young people on their own terms and in a non-confrontational way, the project utilises street based interventions to reduce the harm and risks associated with alcohol consumption. Using the experience and expertise gained from this project, Granton Youth Centre and The Junction are now developing a 'toolkit' for practitioners (youth workers and beyond) who wish to positively engage with young drinkers. The aim of this scoping study was to provide a basic outline of the toolkit as well as suggestions on how move forward onto design and delivery.

The rationale for the development of a national toolkit is clear. The Streetwork Team is just one of several youth alcohol initiatives in Edinburgh and its work reflects broader concerns among policy makers and health professionals about the social and health impacts of Scotland's 'drinking culture'. The statistics are stark. Compared to both England & Wales (2010) and other European counties¹ (Hibell et al., 2008) Scotland has high levels of alcohol consumption. Alcohol-related deaths have more than doubled since 1990, with rates for men and women now twice that of the UK as a whole (ONS, 2007). Scotland also has one of the fastest growing chronic liver disease and cirrhosis death rates, while alcohol related mortality rates are now double that of the rest of the UK (Scottish Government, 2008).

Despite these negative outcomes, our relationship with alcohol remains ambiguous: it is simultaneously an important part of Scottish culture *and* a cause for concern. Data from the Scottish Household Survey (Ormston et al., 2008) confirms this. Two-thirds (67%) of people agree that 'drinking is a major part of the Scottish way of life'. Yet, almost half (48%) believe that the amount of alcohol people drink in Scotland is something everyone should be ashamed of and over half (51%) say alcohol is the drug that causes most problems for Scotland.

These contradictory tendencies are translated into young people's relationship to alcohol. Alcohol is the most widely consumed pscho-active drug by young people in Scotland and importantly, is one shared with adults (Parker et al., 1998). Broad social changes, such as the

¹ The European School Survey Project on Alcohol and Other Drugs (ESPAD) indicates that British young people aged 15 to 16 report the highest levels of drunkenness and positive attitudes to alcohol consumption in Europe, along with Denmark, Isle of Man, Belgium, Ireland and the Netherlands.

greater availability of cheap alcohol, the development of new alcohol products and the transformation of retail trade, have normalised alcohol consumption among young people.

According to Measham and Brain (2005) this has formed a new 'culture of intoxication'. Through TV programmes like 'Booze Britain' excessive drinking is shown as a source of entertainment (Griffin et al., 2009). Extreme images dominant the media, with the more subtle negative effects of alcohol use rarely depicted (Atkinson et al., 2011). In parallel, the government is actively promoting public order and health through measures designed to manage drinkers' public behaviour and engage them in managing their own consumption (Holloway et al., 2008). Within Scotland young people pathologised as disordered and disorderly 'binge drinkers' (Measham et al., 2005), while at the same time being told that excessive drinking alcohol is normal and unproblematic. Young people's own relationship to alcohol is affected by these mixed messages and it means that specific approaches and techniques are required to ensure that young people are able to make informed decisions about their own alcohol consumption.

2. THE RATIONALE FOR DEVELOPING A STREETWORK TOOLKIT FOR ALCOHOL INTERVENTIONS

Youth workers are uniquely positioned for delivering alcohol interventions. Unlike teachers or parents, they are able to engage with young people during their leisure time and within peer groups. This is a crucial starting point since the interplay between friendship groups and drinking context has a strong influence on the meanings which teenagers attach to their behaviour (Johnson, 2011:396). Youth workers can engage with young people on a voluntary basis from 'where they are' and without labels or pre-conceptions (Davies, 2005:22). Unlike formal education settings, alcohol interventions delivered by youth workers have more opportunities to be flexible, adapting advice and information according to the social and spatial context in which the interaction takes place.

Detached youth workers use the same youth work principles but outwith the traditional youth centre. Instead workers operate from spaces that young people themselves have chosen to be; such as the street, the shopping centre, the park or other public space. Without the ties of a building specifically established for delivering clubs or projects, it can be regarded as having greater flexibility than other forms of youth work. The approach is distinctive since it seeks to operate in young people's own territories and in doing is able to bring "traditional notions of adult power and authority [...] into sharp focus" (Federation for Detached Youth Work, 2010). Detached youth work is not concerned with forcing young people to engage, nor does it seek to reclaim control of young people's territories. Rather, it depends on working with young people in a manner that is respectful and grounded in mutual trust.

The key distinction between detached and other forms of youth work lies in the status given to young person and it is this point that has been used to defend the differences between

outreach and detached work. Both forms of practice are similar – they operate outwith the youth club and seek to engage with young people ‘where they are at’. However, whilst outreach is based simply on information giving and ultimately drawing young people into existing services, detached youth work “begins from where young people are in terms of their values, attitudes, issues and ambitions and is concerned with their personal and social development” (The Princes Trust, 1998).

The National Federation of Detached Youth Work (Federation for Detached Youth Work, 2010) is keen to defend the uniqueness of detached youth work and in particular celebrates its democratic and empowering credentials. In particular, this approach is seen as being the best way of engaging with those young people who are hardest to reach and who choose not to use formal youth work services. The Federation states that the concept of negotiation is central and that a detached worker is “an agent of social change and social action, rather than social control”. The approach works with and for young people in their own spaces. It should not seek to control or dominate them; rather it is user led and needs based.

Percy et al (2011:8) suggests that the most effective alcohol interventions should have a greater appreciation of the “alcohol idiocultures” that emerge within teenage friendship groups. The researchers thus called for more creative approaches to harm reduction interventions which do not seek to eliminate alcohol, but rather promote and teach more effective strategies for the control and regulation of alcohol consumption. By engaging with young people on their territory (both spatially and socially) detached youth workers have the opportunity to deliver the creative approach supported by Percy et al (2011).

There are a number of existing toolkits, guidance manuals and handbooks relating to either alcohol interventions or detached youth work. However, the proposed toolkit is unique in that it brings these two components together, producing a new and practical contribution to both youth work and alcohol interventions. In particular, it seeks to support the use of Alcohol Brief Interventions (ABIs) in a streetwork setting. ABIs are essentially a short, evidence-based, structured conversation about alcohol consumption with a patient/service user identified as displaying problem drinking behaviour. The conversation seeks to motivate and support the individual to think about and/or plan a change in their drinking behaviour in order to reduce their consumption and/or their risk of harm. Initially developed for use in clinical settings, research has shown that they could be an effective tool for engaging with young people on alcohol issues (2005, cited in O’ Toole, 2009).

3. DEVELOPING THE TOOLKIT

Given the existing resources available to practitioners it is for GYC and the Junction to develop a toolkit that is both effective and relevant. Not only must the final product appeal to youth workers, but also encourage other professionals to learn and apply alcohol brief interventions using a streetwork methodology in their own practice.

This stage one scoping study was developed in three stages:

- Literature review – the aim of this work was to provide an overview of young people’s drinking patterns, including how much young people drink, how often and where. It explored the meaning and significance attached to drinking alcohol and what this means for professionals working with young people. Finally it examined current alcohol policies and the crucial role youth workers and street based interventions play in working successfully with young drinkers.
- Stakeholder consultation - the aim was to facilitate the development of a framework for the toolkit. Seven professionals working with young people and/or alcohol issues were consulted on their opinions on the streetwork approach to alcohol work, the key challenges involving in working with young people on alcohol issues and their views on the contents of the toolkit.
- Staff consultation – North Edinburgh Streetwork is a new project and continues to evolve. Staff have continually evaluated the service; improving it and developing good practice along the way. It is crucial that this experience is reflected in the toolkit. As such the final stage of the scoping study was a staff consultation. Working with the team a set of key principles underpinning the toolkit and a skeleton framework was produced.

The next part of this report moves on to summarise the key findings from each of these stages of the research. It concludes with an outline of the proposed toolkit and a suggested programme of work for Phase Two.

4. LITERATURE REVIEW – KEY FINDINGS

While longer term trends of young people’s drinking patterns provide some evidence that the proportion of under 16 year olds drinking alcohol has fallen, there has also been a marked increase in the average units consumed between 1990 and 2006 (Smith et al., 2009). Data also suggests that older young people (16-24 year olds) are more likely than other ages to be drinking in excess of weekly recommended limits and most likely to exceed the recommended number of weekly units for their sex. This profile is most pronounced amongst males.

Alcohol related harm on young people is well documented. In a systematic review of published evidence Newbury-Birch et al (2009) documented a range of social and health effects included vomiting and coma due to intoxication, mental health issues, injury, effect on performance at school and teenage pregnancy. It was also noted that chronic diseases and conditions associated with excess alcohol consumption are now occurring at younger ages. Alcohol consumption which takes place on the street was also connected to heightened risk factors (i.e. amount consumed, health and safety).

The literature review found that these negative outcomes are often outweighed by the potentially positive effects of alcohol consumption. Alcohol’s is associated with ‘having fun’

and like most adults, young people see drinking alcohol as a positive and social activity (Johnson, 2011, MacAskill et al., 2001, Newbury-Birch et al.). Given these positive affects, Pavis et al (1999) has emphasised that research should move from understanding young people's alcohol consumption in terms of risk or deviance, and instead consider the ways in which it is culturally recognised as 'normal' behaviour.

Young people were found to make use of strategies to avoid losing control when drinking (Percy et al., 2011:6-7). These ensure that the appropriate level of intoxication is achieved by members, usually on a simple trial and error basis. However, while research suggests that young people had very high levels of knowledge about the negative affects of drinking, there was a gap between knowledge and action (Potter, 2002).

The social normalisation of drinking was also a strong link to alcohol related behaviours (Bremner et al., 2011) – but most interestingly it was direct personal experience that had the strongest influence on behaviour. Thus personally knowing people who drink, who drink frequently and who get drunk (whether peers, parents or other adults) were key predictors of a young person's behaviour with alcohol. It was also found that young people often attempt to dissuade their peers from drinking – an important aspect of peer influence overlooked in research (Goodman et al., 2011:7).

The research highlighted that street drinking has a particular significance for young people - since it offers an informal space in which to socialise away from adult supervision (Valentine et al., 2008). It can also offer young drinkers value for money. It is a transitional activity, which naturally declines as other options come available with age (for example, gaining access to pubs or being allowed alcohol at home).

What do these findings mean for the development of a national toolkit?

- Given this process of normalisation and the positive aspects of alcohol consumption, it is unlikely that the promotion of abstinence will be an effective strategy. Instead, interventions should focus on teaching young people to control their consumption so as to avoid getting too drunk. Minimising or delaying consumption would be a positive secondary outcome.
- Drinking is a social activity which facilitates both group interaction and individual social development. Youth workers must recognise youth drinking as a social phenomenon and deliver interventions with this in mind.
- Young people's relationship with alcohol is closely associated with age. Youth workers should recognise these transitional drinking patterns and deliver age appropriate interventions.
- Nonetheless, there are a wider range of harms that can result from underage drinking and there is evidence that young people who do drink are consuming larger volumes of

alcohol than in previous years. Interventions must include practical harm reduction strategies which young people can use during a night out.

- Young people are often capable of managing alcohol related risks and operational their own practical harm minimisation strategies. However, evidence suggests these are often used ineffectually and that there is a gap between knowledge and action. Youth workers should work with young people to use their existing knowledge more effectively in order to help them drink more safely.
- The context in which drinking takes place can influence the extent to which young people can manage risks and reduce harm. Outdoor and/or unsupervised drinking is a particular source of risk. Youth workers should have an awareness of the intersections between context and location of drinking, and the relationships between the people and places involved.
- Alcohol brief interventions focus on personal choice and control, acknowledging that it ultimately the young person's decision to change their behaviour. This approach has a strong synergy with youth work practice and therefore fits well into an informal education setting. However, it is crucial that staff are adequately trained and have the confidence to deliver ABIs.
- While youth work practice and ABIs focus on individual choice and see young people as active agents, it is also important to understand the structural and cultural features of alcohol consumption in Scotland. These will have a bearing on the meanings young people attribute to alcohol and their capacity / willingness for change.

5. STAKEHOLDER CONSULTATION – KEY FINDINGS

As highlighted above, the streetwork approach is considered to be distinctive, both in terms of its delivery (in young people's own territories) and in terms of the status it gives to young people (as active social agents). The interviewees emphasised this, stating that streetwork should in fact be seen as an advanced form of youth work. Interviewees emphasised certain key values that should be taken into streetwork, including:

- Being proactive in engaging with vulnerable young people
- Working with young people 'where they are at'
- Working in partnership with other agencies *and* with the young people
- Being flexible and being responsive to young people's changing needs

It was concluded that the key challenges to this approach was the lack of secured and consistent investment need to build competence and confidence in youth workers. This can limit the potential of what streetwork is capable of achieving. Moreover, due to the complex

nature of the work with young people during streetwork, it is often challenging in terms of balancing strategic objectives and priorities with work at the frontline. Streetwork brings with it a very specific range of ethical issues which staff must be equipped to manage.

Given these concerns, it was suggested that the level of resources and support available will influence the success of any project. At the strategic level, this related to having systems in place for securing long term funding since streetwork is a 'slow burner' methodology and it can take time to have an impact. It also requires strong and sustainable partnership working between the voluntary and statutory sector in supporting streetwork and inter-agency communication within the local community.

At the agency level, robust and relevant policies must be developed to facilitate professionalism. The setting of clear and realistic objectives alongside a robust evaluation system is necessary to reflect on and to measure the process and outcome of streetwork. An investment in team building and a professional development programme will enhance the competence and confidence of street-workers.

Resources available at the street/ practical level can have a great and direct impact on the delivery of streetwork in terms of engaging with young people and keeping street-workers safe. This includes having health and safety measures and equipment to keep the working environment of street-worker safe, necessary administrative tool (such as evaluation forms or referral forms) available, young person friendly leaflets around relevant topics, an awareness of local youth services and short, fun games and activities to engage young people.

Interviewees felt that a high profile national conference would help launch the toolkit. It was also suggested that a companion website could be developed to support the resource and enable experience sharing between a network of professionals. It was noted that feedback from the event could be fed into the future development of the toolkit. This would enable the resource to remain up-to-date and relevant to young people and practitioners.

Interviewees concluded that young people should be at the heart of streetwork, with their needs being the main driving force rather than a response to 'problematic' behaviours. It was felt that young people should be consulted and involved in the development and evaluation of the toolkit.

6. STAFF CONSULTATION – KEY FINDINGS

A number of concerns and issues were raised by the staff and these were used to inform the skeleton toolkit shown in section 7. There was a strong desire to share wherever possible real life scenarios. This reflected the team's willingness to share their learning experiences. They offered support in the next stage of the toolkit development and were happy to contribute in whatever way they could, by sharing their thoughts and experiences. There was a very strong sense of ownership of the toolkit and a desire to reflect our journey as a team.

The other key issues are summarised below:

- The role of the street-worker should be embedded across all elements of the toolkit.
- It was agreed that the toolkit could be targeted at frontline staff, project managers/agencies and possibly those at a strategic level. While street-workers were not directly concerned with issues such as funding (and the need to report to funders) it was recognised as an important element of service delivery.
- The staff team emphasised that the toolkit should provide practical guidance, rather than being very abstract or theoretical. For example, it should take a project manager and street-workers through the process of identifying and developing relevant policies. It was felt that drawing on the experiences of the team would be a more effective than being too general or theoretical in approach. It was felt that the development of the toolkit should reflect the streetwork team's experience of "journey".
- However, this must be balanced against a need to encourage practitioners to think reflexively about their own individual streetwork project. It should not be the purpose of the toolkit to prescribe what is the 'best' service but to prompt users to reflect on the issues relevant to their specific project requirements.
- Staff would like the toolkit to be humanistic and interesting – they would like quotes from young people to be featured and also "real-life" situations to be used as examples, perhaps in the form of vignettes and case study, as the basis for prompting discussions and reflections by the users.
- The staff team welcomed the use of learning boxes (vignette, case study, summary boxes, quotes etc) to break up the monotony of using just flowing text. A design feature can come in the form of having key characters, possibly identifying as "manager" and different "street-workers" that depersonalise the real life cases it draws and make the learning "real".
- It was noted that the toolkit may end up being rather large and the team acknowledged that they would prefer a compact / concise document. This might be achieved by using the main toolkit to signpost users onto additional learning and other information sources where appropriate.
- In terms of format, it was suggested that it may be a "box set" which would enable the components to be physically separated.
- The potential of the toolkit to be used as a learning guide for courses (CPD, college or university) was discussed.

- The team acknowledged that it was necessary to ensure the toolkit was kept up to date and relevant to the users in their specific context (time, geographical, socio-cultural etc) of streetwork. As such it was important that the background and the use of vignettes and other “real-life” examples need to be broad and non-specific to ensure it does not alienate users.

7. KEY PRINCIPLES FOR THE TOOLKIT

Based on the research, it is concluded that several key principles should underpin toolkit:

- It must be a specialist and unique resource which distinguishes itself from existing resources. Its uniqueness should be drawn from the combination of a streetwork methodology with alcohol work (and in particular the use of ABIs in a detached youth work setting).
- The document should be concise but comprehensive.
- It should be based on good practice developed by the North Edinburgh Streetwork team and support by evidence base
- It should not be prescriptive document and suggest an ‘ideal’ type of streetwork project. As a national resource it should take account of the diversity of communities in Scotland (i.e. rural / urban, level of deprivation, composition of neighbourhood, existing resources). Rather, it should prompt reflexive considerations.
- It should appeal to all levels of staff, from frontline workers, project managers to those operating at a strategic level.
- Young people should be involved in the development of the toolkit (and include examples of how to involve young people the development of streetwork projects).
- In terms of design features it would be useful to separate ‘core’ and ‘additional’ learning.
- Visuals can be used to enhance the learning experience. For example:
 - colour coding for ease of ‘tracking’ user-specific program
 - boxes (summary boxes, checklist etc) to emphasis key learning points
 - ‘real life examples’ (vignettes, quotes) for creating humanistic style
- Creative presentation of the toolkit to enhance usability. For example:
 - Detachable section for specific use on the street (e.g. games and activities)
 - Separate component in “box set” format for ease of reference

- Multiple platforms (eg online and paper version) for increased accessibility
- Potential for/ ease of expansion and updating

8. OUTLINE OF THE TOOLKIT

1. Background

This section will set out the rationale behind the development of the toolkit. The general consideration here is to keep factual information brief to avoid setting the toolkit in any specific context, and to also maintain to keep this section concise – extensive signposting to other resources will be used here for user to undertake any advance learning felt to be beyond the scope of the toolkit.

1.1 Young people and alcohol in Scotland

- National statistics on young people's drinking
- National (Scottish) policy relating to young people and drinking
- Focus on some themes that had emerged from the literature research (eg use of spaces, cultures, gender)

1.2 Theories and techniques relevant to delivery of alcohol streetwork

- Detached youth work
- ABI
- Harm reduction approach
- Motivational interviewing
- Cycle of change
- Getting feedback/ evaluation

2. Getting started

The general style in this section and the next is shifted towards being more practical and situating in “real-life” context using visual boxes to aid contextualising the learning. This was felt to be the most important section of the toolkit by the street-workers and many of the professionals. This section is often absent from most toolkits and thus provide a USP. The streetwork team also welcomed a coding system to help identify the key subheadings that are directly relevant to them, but equally they appreciated learning about the integrity of the project and the role they play in it.

2.1 Needs assessment/ justification for funding

2.2 Setting aims and objectives for project

- Clarity of purpose/ rationale, clear targets group etc
- Core elements of working practices – e.g. values, relationships and ethos of project
- Feeds into training, strategic planning, policy development etc

2.3 Partnership working/ strategic planning and development

2.4 Recruitment and team building and assessment of training needs

2.5 Training and professional development

2.6 Policy and procedures

- Role profile of staff
- Child protection
- Confidentiality and information sharing
- Health and safety for staff
- Induction procedures for new staff
- Evaluation practice and outcomes
- Staff support/ supervision and developmental
- Complaint procedures (by young people)

2.7 Effective management of a detached team

2.8 Setting measurable outcomes/ objectives

- Link session to project objectives
- Link to recording procedures (session and feeding into project objectives)

3 On the street

This was seen as the main section that is directly relevant to street-workers. Managers (through consultation with the streetwork team) should also be able to use this section to reflect on the support that needs to be in place to enable street-workers to deliver front line work. A key aim is to encourage users to see the developmental process of the project as a “cycle of change” rather than a linear process; the engagement with young people on the

street should prompt reflection on practice and re-orientation of policy and procedures if/when such needs arises.

3.1 The streetwork bag

- administrative(health and safety, feedback, maps, forms, ID badges, phone etc)
- information resources (knowledge and signposting)
- games and activities (engagement and learning)

3.2 Scoping and establishing presence

- Get to know your area – observe, walk-about, informal conversations
- Consultation / initial research to establish baseline data (eg school surveys)
- Map area, including potential routes, “hot-spot” areas where young people hang out, and group composition (size, number, gender mix, behaviour etc)
- Make contact with existing services for young people – eg school, leisure activities, youth and community services, local residents, shop keepers, police, GP.
- Establishing a presence where young people are – let them know your face
- Promotion/ marketing the new service to young people and adults, e.g. through launch event, presentations in local schools, visits to youth clubs, posters and leaflets.

3.3 Engaging with young people

- Approaching young people on their territory
- Introducing to the young people who you are and why you are there (also when and where you will be)
- Starting a conversation about alcohol
- Establishing trust/ rapport
- Identifying opportunity for learning
- Leaving young people

3.4 Using alcohol interventions

- Providing opportunities for activities/ events
- Delivering informal education and advice (opportunities for learning)

- Offering support relating to young people's needs
- Dealing with confidential issues on the street (link back to policy and procedures)
- Dealing with conflict
- Balancing individual and group work
- Recording evidence
- Knowing when to step back

3.5 Debrief / reviewing objectives and evaluation

- Documentation of interactions/ clarity of feedback
- Reflexive practice
- Reviewing targets/ objectives
- Planning for follow up/ next session

3.6 Evaluation and future development

- Referring here to the evaluation/ learning cycle of the project in general rather than for each session.
- Identifying further training needs and resources
- learning from successful and unsuccessful initiatives
- involving young people in service development
- reporting back to funders
- feedback to toolkit

4. Other useful resources

- List of other toolkit, resources and contact details

5. Appendix

- Games and activities
- Form templates
- Best practice/ training aid

9. SUGGESTED FUTURE PROGRAMME OF WORK

We suggest the following programme of work in stage two:

- **WRITE UP WHAT YOU KNOW** – Much of the suggested elements of the toolkit can be written up immediately. This is especially the case for sections 1 and 2. It would also be possible to start collating relevant policies and procedures, evaluation forms and games for inclusion in the toolkit.
- **USE THE STAFF TEAM AS A RESOURCE** - The research has emphasised the importance of drawing on the experience of the North Edinburgh Streetwork team to develop the resource. One suggestion is to use the project's own story as the framework through which the toolkit can be formed. However, much staff experience is, as yet, unrecorded.

We suggest the development of three proformas for staff to record their work experiences. The content of the forms should be developed with the staff to ensure they are confident about what is required from them. Staff should be able to bank hours to complete these documents. We recognise that some staff members may lack confidence in completing the documents, so it is suggested that as series of 'reflexive' team meetings are held. These will first walk staff through the proformas. The following meetings will check progress with form filling (or work with staff to complete the forms), talk through examples of completed forms and evaluate practice. We would suggest three proformas – all should be concise, brief and designed to be completed quickly:

- **Encounters** – this form will record individual or group encounters which staff felt represented 'good' or 'challenging' practice.
- **Active engagement** – we would suggest that staff are encouraged to ask young people directly about how they feel about the street work methodology and what they would like included in the toolkit. This form will record these interactions (see user involvement below).
- **Project evaluation** – currently each staff team is operating a longer term area-based project which spans a school term. This form will describe these 'mini' projects, the challenges / successes and their outcomes.

With editing, the information from all the forms can be added directly into the toolkit.

- **USER INVOLVEMENT** - The consultation and literature has emphasised the importance of involving young people in the development of the toolkit. While the resource itself will not be used by young people themselves, they will be the end service user. It is absolutely crucial that the second stage reflects the views, opinions and experiences of young people. In particular, how do they feel about streetwork interventions? What do

they see as the purpose of streetworkers? Are views gendered or age related? What games do they enjoy most? This issue is addressed through the 'Active Engagement' form described above.

- **USABILITY TESTING** – The experiences of the staff team relate specifically to North Edinburgh. The aim is to encourage uptake of the toolkit across a diverse range of neighbourhoods in Scotland – as such it is important to ensure the finished document can be applied in different social contexts. We could recommend a peer review of the draft resource – for example, by inviting another service operating in a different area to test out the resources. For example, a rural / semi-rural area, city centre or other suburban project outwith Edinburgh (Dundee? Glasgow?).
- **DESIGN AND COSTINGS** – The design of the toolkit is key to its usability. The hope is to produce a resource that can be used by different types and levels of practitioner, working in different areas. It will include a range of materials, presented in a variety of ways, including resources (such as games), vignettes, information boxes, colour coding. In reality some of these ideas may be cost prohibitive. We would suggest consulting with a graphic designer as soon as possible to enable the toolkit to be developed within realistic parameters.
- **CLEAR TIMESCALES** – As noted above, often the day to day realities of operating a Streetwork project can result in long term project such as the toolkit being sidelined. It is important to set out firm timescales for the completion of the work.

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