

Big Ideas in a Micro Village: Evaluating the potential efficacy of a young person's supported housing concept

Sara O'Shea

Submitted to Swansea University in fulfilment of the
requirements for the Degree of Master of Philosophy

Swansea University

2022



Copyright: The Author, Sara O'Shea, 2023.

Abstract

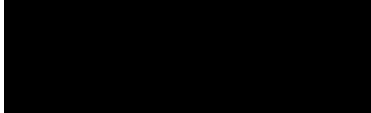
Young people at risk of homelessness can often struggle to find suitable accommodation that adequately meets their needs. It is this lack of appropriate supported housing provision that has prompted the Wallich homelessness charity to start developing an innovative housing project for young people called the Carmarthenshire Wellbeing, Therapeutic and Social Hub (CWTSH). Thus, this study aimed to evaluate the potential efficacy of the CWTSH in order to gain a deeper understanding of its possible benefits, challenges and criticisms.

This study employed a predominantly qualitative methodology and sits within an interpretivist paradigm. The literature review focused on indirect literature that was central to the CWTSH concept, such as the context of youth homelessness; policy and legislation; existing homelessness housing models; intentional community discourse; psychologically informed environments; adverse childhood experiences, and collaboration. Participants were sampled through the Wallich using both a convenience and purposive approach, whilst data was collected via ethnographic research with Wallich management, group participation with young people and their staff, and a young people's survey. Data was then analysed using thematic analysis.

As the CWTSH has not yet been physically developed, this study was unable to produce any solid inferences. However, it was successful in gaining a deeper understanding of the CWTSH's potential efficacy, providing a firm basis for future research, and generating multiple hypotheses. Thus, several hypothetical findings emerged from the data which related to the co-production process, the CWTSH's potential to meet young people's needs, and potential risks and challenges. It is therefore an overall finding of this research that there are several risks attached to the CWTSH concept, with the potential for isolation being significant. However, if the Wallich can successfully manage the risks identified in this study, the CWTSH has the potential to effectively meet multiple needs, thus improving the lives and prospects of young people with housing and support needs.

Declaration

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

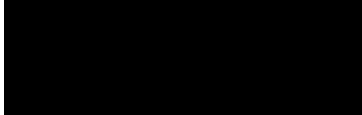
Signed  (candidate)

Date 13th August 2022

STATEMENT 1

This thesis is the result of my own investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly marked in a footnote(s).


Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed  (candidate)

Date 13th August 2022

STATEMENT 2

I hereby give consent for my thesis, if accepted, to be available for photocopying and for inter-library loan, and for the title and summary to be made available to outside organisations.

Signed  (candidate)

Date 13th August 2022

Contents

Abstract.....	2
Declaration.....	3
Contents	4
Acknowledgement	9
Tables, Figures & Images.....	10
Acronym.....	11
1. INTRODUCTION	12
1.1. Introduction	12
1.2. Justification for the Research	12
1.3. Research Aim	14
1.4. Research Questions & Objectives	14
1.4.1. Main Research Question:	14
1.4.2. Sub Question 1	15
1.4.3. Sub Question 2	15
1.4.4. Sub Question 3	16
1.4.5. Sub Question 4	16
1.5. Method of Approach	16
1.6. Limitations of Study.....	17
1.7. Outline of Thesis	18
1.8. Conclusion.....	20
2. LITERATURE REVIEW	22
2.1. Literature Review Introduction	22
2.2. The CWTSH Concept	23
2.2.1. The CWTSH Concept: Introduction.....	23
2.2.2. Youth Homelessness: An Overview	23
2.2.3. The CWTSH	26
2.2.4. Youth Homelessness in Wales.....	31
2.2.5. Welsh Homelessness Policy & Legislation	35
2.2.6. Wider Welsh Policy & Legislation	39
2.2.7. The CWTSH Concept: Conclusion	41
2.3. Existing Housing Models	43

2.3.1.	Existing Housing Models: Introduction	43
2.3.2.	Scattered Housing	43
2.3.3.	Congregate Housing	44
2.3.4.	Village Community Housing Models.....	46
2.3.5.	Housing First.....	51
2.3.6.	Existing Housing Models: Conclusion	55
2.4.	Intentional Communities	58
2.4.1.	Intentional Communities: Introduction.....	58
2.4.2.	Definitions & Relevance	58
2.4.3.	Benefits of IC Dwelling.....	60
2.4.4.	Challenges of IC Dwelling	64
2.4.5.	Mainstream verses IC Societies.....	65
2.4.6.	Intentional Communities: Conclusion	68
2.5.	PIEs & ACEs.....	69
2.5.1.	PIEs & ACEs: Introduction.....	69
2.5.2.	ACEs: Research	69
2.5.3.	Welsh ACE & Trauma Informed Policy	73
2.5.4.	ACEs: Criticisms.....	75
2.5.5.	PIE: History & Definition	78
2.5.6.	The PIE Framework.....	79
2.5.7.	PIE & Harm Reduction	82
2.5.8.	PIE in Practice	83
2.5.9.	PIEs & ACEs: Conclusion	90
2.6.	Collaboration.....	91
2.6.1.	Collaboration: Introduction.....	91
2.6.2.	Co-production.....	91
2.6.3.	Youth Participation.....	99
2.6.4.	Co-production & Youth Participation in Practice	103
2.6.5.	Inter-organisational Collaboration	107
2.6.6.	Collaboration: Conclusion	108
2.7.	Literature Review: Conclusion.....	110
3.	METHODOLOGY	115
3.1.	Introduction	115
3.2.	Research Paradigm.....	115
3.2.1.	Research Ontology	115

3.2.2.	Research Epistemology.....	116
3.3.	Research Methods	117
3.4.	The Impact of Covid-19 on Data Collection.....	118
3.5.	Reasoning.....	119
3.6.	Sampling & Gatekeepers.....	121
3.7.	Research Instruments	123
3.7.1.	Ethnographic Research.....	124
3.7.2.	Group Participation	126
3.7.3.	Young People’s Survey	136
3.8.	Ethical Considerations.....	139
3.8.1.	Ethical Approval.....	139
3.8.2.	Emotional Harm.....	140
3.8.3.	Confidentiality & Anonymity	140
3.9.	Data Analysis	141
3.10.	Methodological Limitations	143
3.11.	Methodology: Conclusion.....	143
4.	RESULTS.....	146
4.1.	Ethnographic Research.....	146
4.1.1.	Theme 1: The Wallich’s Motivations	146
4.1.2.	Theme 2: Inter-organisational Collaboration	150
4.1.3.	Theme 3: Surrendering Control.....	152
4.1.4.	Ethnographic Research: Conclusion	153
4.2.	Focus Groups.....	154
4.2.1.	Theme 1: CWTSH Suggestions.....	154
4.2.2.	Theme 2: Positivity Toward the CWTSH.....	155
4.2.3.	Theme 3: CWTSH Potential Disadvantages	156
4.2.4.	Theme 4: Semi-Rural Vs Urban: Group Dynamics.....	156
4.2.5.	Theme 5: The Fairness of Co-production	157
4.2.6.	Focus Groups: Conclusion	157
4.3.	Creative Workshop 1.....	159
4.3.1.	Creative Workshop 1: Observations.....	159
4.3.2.	Creative Workshop 1: Themes	162
4.3.3.	Creative Workshop 1: Conclusion	172
4.4.	Creative Workshop 2	173
4.4.1.	Theme 1: The Ideal Young Person’s Village: Ideas and Suggestions	174

4.4.2.	Theme 2: Positivity Toward the CWTSH Concept.....	178
4.4.3.	Theme 3: Isolation	179
4.4.4.	Theme 4. The Co-production Process.....	180
4.4.5.	Creative Workshop 2: Conclusion.....	181
4.5.	Young People’s Survey	183
4.5.1.	Theme 1: Activity & Facility Suggestions.....	183
4.5.2.	Theme 2: Positivity Towards the CWTSH	183
4.5.3.	Theme 3: Concerns & Negatives	185
4.5.4.	Theme 4: Youth Involvement	186
4.5.5.	Young People’s Survey: Conclusion.....	186
4.6.	Results: Conclusion.....	188
5.	DISCUSSION	190
5.1.	Discussion: Introduction	190
5.2.	The Co-production Process	191
5.2.1.	Achieving Genuine Co-production & Youth Participation	191
5.2.2.	The Unfairness of Co-production	194
5.2.3.	Benefits of the Co-production Process.....	195
5.3.	The Potential to Meet Young People’s Needs	196
5.3.1.	To Meet a Demand for Suitable Supported Housing Provision.....	196
5.3.2.	Improving Mental Health & Well-being	196
5.3.3.	Positive Relationships, Community & Belonging	197
5.3.4.	Skill Development.....	198
5.3.5.	A Better Location & Environment	199
5.3.6.	Overcoming Adversity & Reducing Risk Exposure.....	201
5.3.7.	Empowerment & Challenging the System.....	203
5.4.	Potential Challenges & Risks.....	203
5.4.1.	Isolation	203
5.4.2.	Stigmatisation & Discrimination.....	205
5.4.3.	Not the Right Project for Everyone	206
5.4.4.	Detracting from the Root Causes of Youth Homelessness.....	207
5.4.5.	Surrendering Control.....	208
5.4.6.	Moving on from the CWTSH.....	211
5.4.7.	Young People without ACEs Feeling Unworthy of Support.....	213
5.4.8.	Congregate Housing Risk Factors	213
5.4.9.	Finding a Suitable Location.....	214

5.5.	Discussion: Conclusion	214
6.	RECOMMENDATIONS	218
6.1.	List of Recommendations.....	218
7.	IMPLICATIONS & CONCLUSION.....	221
7.1.	Addressing the Research Questions	221
7.1.1.	Sub Question 1	221
7.1.2.	Sub Question 2	222
7.1.3.	Sub Question 3	223
7.1.4.	Sub Question 4	225
7.1.5.	Main Research Question	226
7.2.	Contribution to Knowledge.....	227
7.3.	Limitations of Findings	228
7.4.	Implications for Policy and Practice	228
7.5.	Implications for Future Research	232
7.6.	Conclusion.....	232
8.	REFERENCES	235
9.	APPENDICES.....	286
9.1.	Appendix 1: Ethnographic Field Notes Example.....	286
9.2.	Appendix 2: Creative Workshop 1- Consent Form.....	287
9.3.	Appendix 3: Justification Report.....	289
9.4.	Appendix 4: Covid Risk Assessment.....	296
9.5.	Appendix 5: Pre-Creative Workshop Survey.....	301
9.6.	Appendix 6: Young People’s Survey	305
9.7.	Appendix 7: Ethics Form	311
9.8.	Appendix 8: Thematic Analysis Example.....	319

Acknowledgement

I would like to acknowledge several people, as without their input and guidance, this research would not have been possible. Firstly, I would like to offer my deepest gratitude to the participants of this study; the young people who gave up their time to participate in this research, and their staff, who contributed to group discussions and supported the young people throughout the research process. The insight, knowledge, and expertise that these participants provided was invaluable. I would also like to convey my sincere appreciation to the Wallich management team who made me feel welcome and valued, and I would especially like to thank Paul Sheridan and Phill Stapley who kept me informed about the CWTSH, taught me a great deal about youth homelessness, and who made the ethnographic aspect of this study an incredibly enjoyable and enriching experience.

I am extremely grateful to my supervisors, Dr Samantha Burvill and Dr Alan Sandry. They provided me with invaluable guidance, encouragement and academic knowledge, and this research would not have been possible without their supervision. I would also like to express my gratitude to Dr Elaine Forde who was my initial supervisor and who started me off on this academic journey with useful advice and warm words of encouragement. A special thank you must also go to Sara Wentworth and Mike Hotson who run a community interest company called Arts 4 Wellbeing (A4W Innovation CIC), and to Nick Andrews who is a Research and Practice Development Officer at Swansea University. Nick provided me with a wealth of useful information, contacts and help with developing a consultation, whilst Sara and Mike's creative expertise and warm, positive energy made the creative workshops detailed in this study a very enjoyable, relaxed, and unique experience for all involved.

This work is part-funded by the European Social Fund (ESF) through the European Union's Convergence programme administered by the Welsh Government. Thus, further thanks must go to the funders of this MPhil, which include the Wallich and the Knowledge Economy Skills Scholarship (KESS) 2 programme. I would like to thank the KESS staff who provided me with a great deal of advice and assistance, as well as the many other helpful Swansea University staff, and also my specialist support tutor Caroline Harris who offered me encouragement and support when I needed it most. Finally, I would like to express my gratitude to Professor Nicholas Pleace, whose detailed and knowledgeable guidance was incredibly valuable and ultimately enhanced this research.

Tables, Figures & Images

Table 1.1: Literature Review Topics

Table 2.1: Homelessness Policy and Legislation

Table 2.2: Welsh Homelessness Statistics

Table 2.3: CWTSH's Alignment with a Positive Pathway Model

Table 2.4: Well-being of Future Generations Act: Well-being Goals

Table 3.1: Research Instruments

Table 3.2: Supported Housing Options

Table 3.3: Creative Workshop 1: Structure of the Day

Table 3.4: Creative Workshop 2: Structure of the Day

Table 3.5: Psychological Analyses

Table 3.6: Thematic Analysis Stages

Table 4.1: Creative Workshop 2: Facility Suggestions

Table 4.2: Creative Workshop 2: Activity Suggestions

Table 4.3: Survey CWTSH Suggestions

Table 4.4: Positive Survey Responses

Table 4.5: Negative Survey Responses

Table 5.1: CWTSH Suggestions

Figure 2.1 ACE Health Outcomes

Figure 2.2: ACE Homelessness Statistics in Wales

Figure 2.3: Co-production: Benefits

Figure 2.4: Co-production Barriers & Challenges

Figure 2.5: Youth Participations: Benefits

Figure 2.6: Literature Review Infographic

Image 2.1: Digital Plan of CWTSH

Image 2.2: Positive Pathway Model

Image 2.3: Ecovillage Benefits

Image 2.4: ACEs

Image 2.5: Hart's Ladder of Participation

Image 4.1: Creative Workshop One: Mapping Activity

Image 4.2: Creative Workshop 2: Mantle of the Expert Activity

Image 4.3: Creative Workshop 2: Mantle of the Expert Activity

Image 5.1: Hart's Ladder of Participation

Acronym

ACE- Adverse Childhood Experience

ASBO- Antisocial Behaviour Order

CA- Care Act

CBO- Criminal Behaviour Order

CDC- Centers for Disease Control and Prevention

CIC- Community Interest Company

CWTSH- Carmarthenshire Wellbeing, Therapeutic and Social Hub

EWA- Environment (Wales) Act

FEANTSA- European Federation of National Organisations working with the Homeless (French: Fédération Européenne d'Associations Nationales Travaillant avec les Sans-Abri)

HARC- Hester Adrian Research Centre

HF- Housing First

HF4Y- Housing First for Youth

HWA- Housing (Wales) Act

IC- Intentional Community

KESS- Knowledge Economy Skills Scholarships

LGBTQ+- Lesbian, gay, bisexual, transgender and queer (or questioning) (+ stands for other sexualities).

PIE- Psychologically Informed Environment

PWA- Planning (Wales) Act

PWUD- People Who Use Drugs

SSWWA- Social Services and Well-being (Wales) Act

TC- Therapeutic Community

TDYC- Time Dollar Youth Court

WFGWA- Well-being of Future Generations (Wales) Act

1. INTRODUCTION

1.1. Introduction

The focus of this research is a new and innovative supported housing project called the Carmarthenshire Wellbeing, Therapeutic and Social Hub, or the CWTSH for short. The project is being developed by the Wallich homelessness charity and will provide housing and support for young people aged between 16 and 24 who are either homeless or who have housing needs that put them at risk of homelessness. Thus, the purpose of this research was to explore the potential efficacy of the CWTSH, which was done by reviewing relevant indirect literature, conducting ethnographic research with the Wallich management team and consulting with young people. It should be noted that although the predominant focus of this research was finding out young people's views of the CWTSH, youth homelessness staff accompanied young people to group participatory events. Thus, as youth homelessness staff can also offer valuable insight, experience, and knowledge into the CWTSH's potential efficacy, their input during these events was welcomed and included in this study.

Ultimately, as the CWTSH is an innovative approach to youth homelessness provision, there currently appears to be a dearth of direct research or literature on this topic. Thus, this research contributes knowledge to this under researched field of study and provides useful information to practitioners, service providers and policymakers with regards to the views and potential efficacy of a project like the CWTSH.

1.2. Justification for the Research

Young people who experience homelessness related issues often present with a diverse and complex range of needs that require a variety of housing and support approaches (Homeless Link, 2013). However, when accessing homelessness services, these young people can encounter a lack of appropriate housing and support options, (Heselwood et al., 2019; Homeless Link, 2018). It is this shortage of suitable supported housing options that have prompted the Wallich to develop the CWTSH, a concept that they believe will fill an important gap in service provision and provide a valuable and innovative housing option for young homeless people in Carmarthenshire. Thus, this

research plays an important role in evaluating whether the CWTSH could effectively help meet this demand for suitable youth housing options.

Initially, the CWTSH was predominantly a top-down endeavour, where conceptualisation and planning were mainly carried out by the Wallich management team. However, the Wallich recognise that for the CWTSH to be a success and meet the needs of young people, it is essential that those who live and work in youth homelessness services are involved in co-producing the project. Thus, they have actively sought the involvement of young people and staff via an independent researcher, who is also the author of this MPhil thesis, and who will be overseeing the initial co-production process. From a research perspective, how young people and youth homelessness staff respond to the CWTSH concept is central to evaluating the CWTSH's potential efficacy. Thus, this co-production process forms the basis of the research in this MPhil study.

The importance of co-producing services with those who use them is documented in a wide range of literature (Bovaird, 2007; Homeless Link 2017a; Jakobsen and Anderson, 2013; Mazzei et al., 2020; Nabatchi et al., 2017). Furthermore, co-producing services is enshrined in Welsh legislation, with co-production being a main principle of the Social Services and Well-being (Wales) Act 2014 (SSWWA) (Care Council for Wales, 2017). Therefore, this research demonstrates the co-production process that took place and how it has contributed to shaping the CWTSH concept.

This research also contributes knowledge to an area of study that appears to be under researched. As the CWTSH is a new and innovative approach to youth homelessness service provision, there appears to be a dearth of direct literature into the efficacy of such an approach, or what limitations, challenges and disadvantages it may encounter. There also appears to be an absence of research into how young people and staff may respond to a project like the CWTSH. Thus, this research contributes to this field of study, firstly by pulling together different areas of indirect literature in order to build a hypothetical understanding of the CWTSH's potential efficacy, and secondly, by identifying the views of young people, their staff and Wallich managers, with regards to their opinions of the CWTSH concept and how they would like to see it developed.

Ultimately, there is a need for new and innovative youth homelessness projects in Wales (Welsh Government, 2018a), and this research draws on existing indirect literature and the views of young people, Wallich managers, and youth homelessness staff in order to identify how the CWTSH could help effectively meet this demand.

1.3. Research Aim

This MPhil was funded in partnership between the Wallich homelessness charity and the KESS 2 programme and aimed to research the effectiveness of a new supported housing project for young people at risk of homelessness i.e., the CWTSH. A key aspect of this research involved ethnographic research with the Wallich management team in order to understand their motivations for developing the CWTSH, as well as the processes involved in developing such an innovative project. However, how young people and staff respond to the CWTSH will play a fundamental role in its effectiveness. Therefore, it is imperative that young people's voices are heard and help to shape the CWTSH concept. It is also important that support staff who have knowledge and expertise in how to effectively support young people, can contribute to the development of the CWTSH. Thus, this research aimed to draw on existing indirect literature and consult with young people, their staff and Wallich managers in order to develop an understanding of the CWTSH's potential efficacy.

1.4. Research Questions & Objectives

1.4.1. Main Research Question:

How effective could the CWTSH be at meeting the needs of young people with housing needs and experiences of homelessness?

Main Objectives

- To develop an understanding of the CWTSH's potential efficacy
- To explore the CWTSH's potential benefits, challenges and risks

- To develop an understanding of what barriers and criticisms the CWTSH could encounter
- To establish how the CWTSH could potentially meet the needs of young people with housing needs and experiences of homelessness

1.4.2. Sub Question 1

How effective do young people with housing needs or experiences of homelessness think the CWTSH could be?

Objectives

- To find out what young people think about the CWTSH
- To explore young people's perceptions of the CWTSH's potential benefits and challenges
- To find out if young people want to live at the CWTSH
- To explore young people's reasoning for either wanting or not wanting to live at the CWTSH

1.4.3. Sub Question 2

How effective do youth homelessness staff think the CWTSH could be?

Objectives

- To enable youth homelessness staff to contribute their views during group participatory discussions
- To explore what staff who work in the youth homelessness sector think about the CWTSH
- To gauge the views of youth homelessness staff in relation to how the CWTSH could meet young people's needs
- To seek suggestions from youth homelessness staff on how the CWTSH should be developed

1.4.4. Sub Question 3

How effective do the Wallich management team think the CWTSH could be?

Objectives

- To explore what has motivated the Wallich management team to develop the CWTSH
- To observe how the Wallich management team have attempted to bring the CWTSH concept to life and what challenges they have encountered whilst doing this

1.4.5. Sub Question 4

How have young people with housing needs or experiences of homelessness helped to shape the CWTSH concept?

Objectives

- To explore young people's involvement in the CWTSH development process
- To explore young people's views on how they would like to see the CWTSH developed
- To seek young people's suggestions on how they can become more involved in running their supported housing project.

1.5. Method of Approach

This study sat within an interpretivist paradigm and took the epistemological perspective that knowledge about the CWTSH's potential efficacy can be gained by exploring the views, experiences and reality of young people and youth homelessness staff/managers. Due to the inclusion of five quantitative survey questions, it is technically a mixed method study. However, it was heavily dominated by qualitative research methods. These research methods were carried out over the course of three years and included two focus groups, two creative workshops, a young person's survey, and ongoing ethnographic research with the Wallich management team.

A purposive and convenience sampling approach was used to identify participants, and this was done through the Wallich who were the main gatekeepers of this research. Data was gathered iteratively, where a literature review was carried out alongside data collection, so that findings from both these research processes could inform each other. Finally, any collected data was analysed using a thematic analysis approach.

1.6. Limitations of Study

There were several limitations to this research. Firstly, as the CWTSH had not yet been physically developed, any insight into its effectiveness was purely hypothetical. For example, some young people might have expressed the view that the CWTSH would be a great place to live. However, the reality of living there may not match up to their expectations. In contrast, some young people may have expressed concerns about life at the CWTSH, but these could turn out to be unfounded once the CWTSH has been developed. Therefore, research into the effectiveness of the CWTSH needs to be an ongoing process that extends well beyond its initial start-up. Nevertheless, this study was valuable in providing a firm basis for any future research, identifying hypotheses worthy of further study, and offering important insight into a topic that has so far, not been directly researched.

A further limitation related to the fact that this research involved a small number of participants which meant that any findings could not be deemed statistically significant or reflective of the wider population. However, much of the data collected was of a qualitative nature and therefore provided a broader, deeper, and richer insight into young people's and staff/managers CWTSH related views (Queens University Belfast, 2017). It could also be argued that this study's results cannot be applied to the wider population due to most participants living or working in Wallich services. Thus, participant views of the CWTSH may have been influenced by their experiences of the Wallich, whilst those with no experience of the Wallich might have viewed the CWTSH differently.

1.7. Outline of Thesis

Following this chapter's brief overview of the study, chapter two provides a review of some central areas of indirect literature. Table 1.1. on the next page outlines the key areas discussed in the literature review chapter, along with their relevance to the CWTSH concept and its potential efficacy.

Literature Review Topic	Areas of Focus	Relevance to the CWTSH
The CWTSH Concept	<p>Youth Homelessness Overview</p> <p>The CWTSH concept</p> <p>The Welsh Youth Homelessness Context</p> <p>Welsh Policy & Legislation</p>	<p>This literature review section gives a detailed overview of the CWTSH. It explores the CWTSH's potential effectiveness in addressing the current youth homelessness context in Wales and helping to translate a large cross section of Welsh policy and legislation into practice.</p>
Existing Housing Models	<p>A critical description of some existing youth homelessness housing models</p> <p>Existing village community housing models</p> <p>Housing First and Housing First for Youth</p>	<p>The CWTSH will be a village community housing model that shares some characteristics with congregate housing and the Housing First model. However, it also has aspects that set it apart from Housing First and existing community models. Thus, the literature on existing housing models can provide insight into the CWTSH's potential efficacy, as well as any potential challenges.</p>
Intentional Communities (IC)	<p>The Benefits, Challenges & Criticisms Associated with ICs</p> <p>Mainstream Society Verses IC Societies</p>	<p>The CWTSH shares some strong similarities with several types of ICs and is based on an IC model called the micro village concept. Thus, this literature review section explores the CWTSH's potential efficacy and criticisms, through the lens of IC discourse.</p>
PIEs & ACEs	<p>The Research on ACEs & its Relevance to Homelessness</p> <p>The PIE Framework</p> <p>Harm reduction</p> <p>Examples of How PIE Works in Practice</p>	<p>The CWTSH will be a trauma informed service that uses a PIE approach to deliver services. Therefore, this literature review section will critically explore the research on ACEs and PIEs in order to identify how this approach could meet young people's needs and contribute to the CWTSH's potential efficacy.</p>
Collaboration	<p>A Critical Exploration of the Benefits and Challenges of Co-production</p> <p>A Critical Exploration of Youth Participation</p> <p>Examples of Co-production and Youth Participation in Practice</p> <p>Inter-organisational Collaboration and Partnership Working</p>	<p>The CWTSH is being co-produced with young people, youth homelessness staff and the Wallich homelessness charity. Furthermore, the Wallich aim to collaborate with other organisations whilst developing and running the CWTSH. Therefore, this literature review section will critically explore co-production, youth participation and inter-organisational collaboration in order to identify how these concepts can help ensure the CWTSH effectively meets young people's needs.</p>

Table 1.1. Literature Review Topics

Chapter 3 is titled ‘Methodology’ and focuses on the methodological approach used to design, conduct, and interpret this study. It includes a justification for the research paradigm with a focus on the ontological and epistemological perspectives that have underpinned this research. This is followed by an exploration of the research method, reasoning and sampling approaches that were employed, along with an in-depth evaluation of the research instruments used to collect data. Ethical considerations and methodological limitations are discussed both throughout the chapter and in their own section, with the chapter’s final focus being the data analysis approach used to analyse collected data.

Chapter 4 is titled ‘Results’. It descriptively presents the key themes found in data from ethnographic research with the Wallich management team, two focus groups, two creative workshops and a young person’s survey.

Chapter 5 is called ‘Discussion’. It provides a detailed evaluation of the results presented in the previous chapter. In particular, it focuses on three overarching points of discussion which are, the co-production process, the potential for the CWTSH to meet young people’s needs, and potential Challenges and risks.

Chapter 6 summarise this study’s main recommendations. Chapter 7 then concludes the study and provides an overview of how the main research questions have been addressed, how this study contributes knowledge, the main research limitations and what the implications for policy, practice and future research are. Finally, Chapters 8 and 9 provide references and appendices.

1.8. Conclusion

This thesis explores a new and innovative youth housing concept called the CWTSH. A hypothetical understanding of the CWTSH’s potential efficacy has been established by drawing on indirect literature and the views of young people, youth homelessness staff, and managers. This study also instigated and documented the co-production process that took place with young people; a process that is integral to this research, and to the CWTSH concept. In terms of literature, this study explored areas such as the

context of youth homelessness, homelessness policy and legislation, existing housing models, ICs, ACEs, PIEs, and collaboration.

A predominantly qualitative research approach was employed. However, due to the inclusion of a few quantitative survey questions, by definition, this is a mixed methods study. Nevertheless, it sits within an interpretivist paradigm and utilised focus groups, creative workshops, ethnography, and a survey to collect data. Some limitations have emerged from the research design, particularly in relation to any conclusions being purely hypothetical and difficulties in generalising the findings to the wider youth homelessness staff, management, and service user populations.

Ultimately, young people with housing and support needs can present with a diverse range of needs (Homeless Link, 2013), and there is a need for new and innovative youth housing solutions in Wales (Welsh Government, 2018a). Furthermore, there is a dearth of direct literature focusing on a youth homelessness project like the CWTSH. Thus, this study aimed to help address this literary need by exploring the CWTSH's potential efficacy through the lens of indirect literature and the views of young people, youth homelessness staff and managers. Furthermore, it aimed to gain insight into how a project like the CWTSH is developed, and how young people are involved in this process.

2. LITERATURE REVIEW

2.1. Literature Review Introduction

The following literature review is broken up into several sections that each explore different aspects of the CWTSH. As the CWTSH is a new and innovative approach to housing and supporting young people at risk of homelessness, there does not appear to be any direct research into such a project. Thus, this literature review draws on indirect literature from several subject areas in order to develop a hypothetical understanding of the CWTSH's potential efficacy, challenges and risks.

This literature review will begin by exploring the CWTSH concept, where topics such as youth homelessness, the CWTSH design, and policy and legislation will be discussed. Following this, there will be an exploration of existing housing models, with a particular focus on what the research surrounding congregate, scattered, community, and Housing First (HF) approaches indicate about the CWTSH's potential efficacy. Next, this literature review will continue to explore the CWTSH's potential efficacy, but through the lens of Intentional Community (IC) discourse. There will then be a focus on two interlinking concepts that form the basis of the CWTSH's therapeutic approach. These are Adverse Childhood Experiences (ACEs) and Psychologically Informed Environments (PIEs). Finally, this literature review will critically explore collaboration, with particular focus on co-production, youth participation and inter-organisational collaboration, as these form an integral part of the CWTSH concept. This literature review will then end with both a written and infographic conclusion.

2.2. The CWTSH Concept

2.2.1. The CWTSH Concept: Introduction

The CWTSH concept is a new and innovative proposed supported housing model for young people who are homeless or who have housing and support needs that put them at risk of homelessness. The Wallich homelessness charity believe that the CWTSH has the potential to meet the diverse and often complex needs of young homeless people in Wales, and that it can do this sustainably and in line with current policy and legislation. Thus, this literature review will begin by providing a brief overview of youth homelessness, which will be followed by a detailed description of the CWTSH concept. There will then be a focus on the Welsh context of youth homelessness. Finally, there will be an exploration into how the CWTSH aligns with current Welsh policy and legislation.

2.2.2. Youth Homelessness: An Overview

In recent years, a significant shift in youth homelessness policy and legislation has been observed in the UK, moving away from a reactionary approach, to one that focuses on homelessness prevention (Centrepoint, 2020a; Schwan et al., 2018). However, youth homelessness still poses a significant issue, with many local authorities recording increases in young people presenting to them as homeless, even prior to the Covid-19 pandemic (Centrepoint, 2020a).

To clarify, although there is no agreed official definition of youth homelessness in the UK (Centrepoint, 2020b; End Youth Homelessness Cymru, n.d.), with regards to Wales, Shelter Cymru (2023) and the Welsh Government (2021a) outline the legal definition of homelessness, as well as the special protections afforded to some groups of young people. To explain this further, homelessness in Wales is legally recognised in the following scenario's; when a person has no home anywhere in the world available to them or their immediate family, or, when they only have very temporary accommodation, are not allowed to live where they currently reside or have been locked

out of their home and refused re-entry (Shelter Cymru, 2023; Welsh Government, 2021a). Other scenarios include if there is a risk or threat of violence or abuse against the individual or an immediate family member if they remain in their existing home; if they cannot afford to or it is unreasonable to remain in their home; or if they have nowhere to put their mobile home, caravan, or houseboat (Shelter Cymru, 2023; Welsh Government, 2021a). Furthermore, Welsh legislation places some young people in a priority need category if they are 16-17 years old or if they are 18-21 years old and either a care leaver or at risk of sexual or financial exploitation (Shelter Cymru, 2023; Welsh Government, 2021a).

FEANTSA (n.d.) offer a broader definition of homelessness that focuses specifically on young people, explaining that youth homelessness is a situation that “occurs when an individual between the ages of 13 and 26 is experiencing rooflessness or houselessness, or is living in insecure or inadequate housing without a parent, family member or other legal guardian” (p. 1). However, despite the FEANTSA definition, UK based reports and documents tend to focus on a 16-24-year-old age bracket when discussing youth homelessness (e.g., Centrepoint, 2020a; Clarke et al., 2015; Homeless Link, 2018; Watts et al., 2015). In relation to this, some practitioners argue that age specific definitions of youth homelessness can be restrictive because people under sixteen can still experience homelessness, whilst those over the defined age may require the same level of support as those within the specified age bracket (Small et al., 2017). Thus, there is an argument that definitions of youth homelessness should be based on maturity rather than age (Small et al., 2017). Furthermore, Quilgars, (2011) highlights how the transition to adulthood is becoming more prolonged and fragmented, and that increasing amounts of young people are moving out of their family home at an older age. Thus, this adds to the argument that the current age ranges used within youth homelessness definitions may not be appropriate (Quilgars, 2011). Nevertheless, the CWTS is being developed for young people aged 16-24, and thus, unless otherwise stated, this study focuses on the 16-24 age bracket when discussing youth homelessness.

In relation to the causations of youth homelessness, Quilgars (2011) highlights how it is the result of a faltered transition into adulthood. To explain this further, young people

are thought to experience three main interconnected transitions; the school to work transition, the domestic transition, and the housing transition, with the latter relating to young people moving from their childhood, family home to independent accommodation (Quilgar). However, this transition can be interrupted or occur in a flawed way, which can negatively impact the other transitions and ultimately lead to the young person becoming homeless (Quilgars, 2011).

This faltered transition can be caused by a multitude of often interlinking structural, relational, and individual factors (Centrepoint, 2020a; FEANTSA, n.d.; FEANTSA Youth Network, 2017; Homeless Link, 2018; Small et al., 2017). One of the most common reasons behind a young person becoming homeless is that their parent or guardian is either unable or unwilling to accommodate them in the family home (Small et al., 2017). Other individual factors that can lead to homelessness include, relationship and family breakdowns; trauma and ACEs; and having complex needs such as mental health, physical health, or substance misuse issues (a detailed definition of complex needs is provided in section 2.2.3) (Centrepoint, 20120a; Homeless Link, 2018; Jones, 2018). Structural factors can also play an integral role in a young person's homelessness status (Centrepoint, 2020a). These include barriers and discrimination when accessing housing and labour markets; a lack of affordable housing; poverty and lower socio-economic status; and welfare reform that disproportionately disadvantages young people (Centrepoint, 2020; Homeless Link, 2018; Jones, 2018). Furthermore, certain groups of young people are statistically more likely to experience homelessness such as care leavers, asylum seekers, refugees, migrants, and people who identify as LGBTQ+ (Homeless Link, 2018).

From a theoretical perspective, Conflict theory offers an explanation as to why these groups of young people may be more vulnerable to homelessness and why the structural factors that can lead to homelessness exist. This theory posits that our current capitalist system generates hierarchical structures of power that create, reproduce, and sustain social inequality (Forsyth and Copes, 2014). As a result, and in line with points made by Forsyth and Copes (2014) and Anderson and Taylor (2006), those at the top of these power structures control the system to serve their own interests, whilst those at the bottom e.g., asylum seekers, care leavers, refugees, homeless people etc., have the least

power to influence systematic change and are more vulnerable to falling further into poverty. Thus, according to the conflict theory school of thought, the structural factors that can lead to homelessness are deliberately put in place to keep the powerless at the bottom of society and the powerful at the top (Forsyth and Copes, 2014).

When young people try to access homelessness services, they can encounter a lack of suitable housing and support options (Heselwood et al., 2019; Homeless Link, 2018), and if they have complex needs, finding appropriate support can be all the more challenging (St Mungo's Broadway, 2015). Furthermore, several youth homelessness consultations have identified that these young people can experience a multitude of barriers that prevent them from achieving the same quality of life as other young people their age, such as lacking basic living skills, experiencing mental and physical health issues, having a history of childhood trauma, experiencing poor family relationships and being subjected to stigma and discrimination (Buchanan et al., 2010; Homeless Link, 2018; Homeless Link, 2020; Llamau, 2015; Rees, 2018). Thus, it is this lack of appropriate youth housing options, along with a desire to meet the diverse needs of young people experiencing homelessness, that has prompted the Wallich homelessness charity to innovatively develop the CWTSH.

2.2.3. The CWTSH

The CWTSH is a proposed supported housing project for young people aged between 16 and 24 who are homeless or at risk of homelessness. It has been inspired by the micro village concept which was first introduced to the Wallich by an architectural technologist called Nerina Vaughan (The Wallich, 2019). To clarify, the micro village concept is a form of intentional community that originated in the USA to offer housing and community to those experiencing homelessness (Brown, 2016; Heben, 2014). However, whilst some micro villages do not stipulate a time limit on residency (Heben, 2014; Howard, 2020), the CWTSH aims to be a transitional housing and support option that equips young people with the skills to move back into mainstream society within a two-year period.

The Wallich have been intent on developing the CWTSH since they were informed that one of their youth homelessness projects is being decommissioned. They have long felt that the current service is not an appropriate or safe place to house and support young people who are often recovering from trauma or experiencing complex needs. To clarify, complex needs is an elusive and fluid term that does not have a set definition and that is often applied in varying ways (All Party Parliamentary Group, 2014; Almqvist and Lassinantti, 2018). However, broadly speaking, complex needs can be described as two or more needs that interact with or exacerbate each other, and that are often severe, longstanding, and difficult to diagnose or treat (All Party Parliamentary Group, 2014). They can include mental and physical health conditions, substance misuse issues, homelessness, physical or learning disabilities, family or relationship dysfunction, domestic violence, trauma, poverty, criminality, and social exclusion (All Party Parliamentary Group, 2014). Thus, as the CWTSH is situated in a deprived area of town, where crime, substance misuse and antisocial behaviour are prevalent, the Wallich feel that this location can exacerbate young people's complex needs. The building itself also lacks a therapeutic feel and has very limited communal space and outside areas. Furthermore, the Wallich have found that there are a lack of youth homelessness housing and support options in Carmarthenshire, and they are concerned that once the current service has been decommissioned, it will be even more of a struggle to offer young people appropriate housing and support in Carmarthenshire. Therefore, it is these factors that have inspired the Wallich to bring the CWTSH concept to life.

The CWTSH is being therapeutically designed to meet the complex needs that homeless youth often experience (Homeless Link, 2013). The Wallich homelessness charity aim to co-produce the CWTSH with young people, youth homelessness staff and other relevant organisations, whilst they also plan to embed a PIE approach into the project. The PIE concept is afforded a chapter of its own further on in this literature review where it is explored in much more detail. However, a very brief description of a PIE is that it is a therapeutic approach that uses positive relationship building, reflective and evidence generating practice, staff support and training, psychological frameworks, and physical environments to respond to people's complex needs and past traumatic experiences (No One Left Out: Solutions Ltd, 2015). The Wallich are also committed

to implementing a harm reduction approach in their services (The Wallich, 2021). Harm reduction is explained in more detail in section 2.5 of this thesis. However, a basic description is that it recognises the complexities and difficulties involved in expecting people to completely stop their substance use, instead, advocating to holistically support people to manage using substances in a way that reduces their harmful impact (Pleace, 2016). Another commitment outlined by the Wallich is their pledge to employ staff who have experiences of homelessness (The Wallich, n.d.), whilst they also plan to incorporate their Reflections Network programme into the CWTSH, thus providing timely onsite counselling and psychotherapy to residents.

The CWTSH will be located in a semi-rural area and its physical set up will consist of approximately fifteen individual, detached microhomes that each have their own lounge, kitchen, bathroom, and bedroom. Although most of these homes will be single occupancy, there is the possibility that a few two-bedroom homes could also be developed at the CWTSH which would enable some young people to share accommodation. Microhomes have been associated with several benefits such as being more environmentally friendly, promoting a minimalist lifestyle and being cheap to run (Thiel, 2020). However, in line with points by Urist (2013), living in such a small space can have disadvantages and may increase the risk of stress and conflict. Thus, the potential advantages and disadvantages of microhome living will need to be monitored at the CWTSH in order to ensure that small home living does not have an adverse effect on young people.

The CWTSH will have several indoor and outdoor communal spaces where residents and staff can come together to socialise, participate in group activities and skill development opportunities, and help manage the project. The communal areas will be located throughout the CWTSH and will include areas to grow food, look after animals and engage in outdoor activities, as well as a central hub where young people can socialise and engage in a wide range of vocational, educational, practical, and daily living activities. The CWTSH aims to provide a bilingual service, offering activities that appeal to a wide range of learning needs, styles, and preferences. Furthermore, the Wallich have expressed plans to work with local colleges to teach young people the skills necessary to sustain further education. Thus, there will be a strong focus on skill

development, where young people will be provided with opportunities to prepare for independent living, further education, and employment.

One way that the Wallich aim to develop young people's skills is to incorporate elements of green care into the CWTSH. This will be done by offering residents opportunities to grow food, care for animals, keep chickens and bees, and help maintain the grounds. To clarify, green care has been found to be highly adaptable and therefore easily individualised (Nosbusch, 2016), and is defined by Artz and Davis (2017) as a concept that "encompasses a number of therapeutic strategies that can include farm-animal-assisted therapy, horticultural therapy, and general farm-based therapy... [it] includes therapeutic, social or educational interventions involving farming; farm animals; gardening or general contact with nature" (Para. 1 and Para. 2).

Interestingly, several studies have explored the effects of green care on young people who are vulnerable, at risk of exclusion or who have mental health issues (Artz and Davis, 2017; Kogstad et al., 2014; Mallon, 1994, cited in Artz and Davis, 2017; Nosbusch, 2016). The results of these studies have been positive and found multiple benefits such as, increased self-efficacy, self-confidence, self-respect and self-esteem; a calming effect; empathy building; greater independence and ability to cope; improved mood; alleviation of negative emotions; increased motivation; feelings of hope and meaning, and supportive relationships (Artz and Davis, 2017; Kogstad et al., 2014; Mallon, 1994, cited in Artz and Davis, 2017; Nosbusch, 2016). Furthermore, when Kogstad et al. (2014) conducted research into the effects of green care farming on young people in vulnerable situations or at risk of social exclusion, they concluded that green care can play a valuable role in helping disadvantaged people achieve life satisfaction and meaningful social roles.

As well as a strong focus on skill development and green care, environmental sustainability will also be central to the CWTSH. To explain this further, the Wallich will undertake practices such as rainwater harvesting, recycling and renewable energy production. Furthermore, they intend to explore ways to enhance biodiversity at the CWTSH site. Environmental sustainability aside, the Wallich are also committed to

ensuring social integration, and plan to develop positive relationships with the wider community in order to achieve this.

As mentioned previously, a hub will form a central aspect of the CWTSH. However, this hub will be located on the fringe of the project rather than in its centre. Thus, as CWTSH staff would be based in the hub, this design makes sense from a theoretical perspective. To explain this further, it is necessary to explore Jeremy Bentham's panopticon theory. This theory is based on how the panopticon tower's central location in a prison enables one prison guard to watch all prisoners, without the prisoners knowing if they are being watched or not (McKinlay and Starkey, 1998; University College London, 2016). From this, it is expected that as the prisoners constantly feel like they are being observed, they will behave well, work hard and exercise self-control in order to avoid punishment (McKinlay and Starkey, 1998; University College London, 2016). Therefore, locating staff in a central building could make young people feel like they are under constant surveillance in their own homes which may not be conducive to the egalitarian, trusting and caring relationships the Wallich intend to foster between residents and staff.

It is important to note that other homelessness organisations in the UK have used microhomes to provide accommodation. For example, there are similar projects in Scotland and England (Burgess, et al, 2021; Cornwall Council, 2022; Haringey London, 2021; Social Bite, 2019; Southend on Sea, 2022). However, these projects provide microhomes to adults experiencing homelessness rather than specifically to young people (Bearne, 2019; Burgess et al., 2021; Cornwall Council, 2022; Social Bite, 2019). Furthermore, the Emmaus charity provide a form of intentional community living to homeless people throughout the world, including in the UK (Bretherton and Pleace, 2012; Lawler, 2012; Lavelle, 2021). However, Emmaus offer support to all ages and not specifically to young people. Furthermore, unlike the CWTSH, their model has not been inspired by the micro village concept, whilst it also requires residents to relinquish their state benefits and provide labour in return for a place in the community (Bretherton and Pleace, 2012; Lawler, 2012). Thus, the CWTSH appears to be the first youth homelessness project to innovatively combine the micro village concept with elements of other IC models, the PIE approach and green care. Ultimately, the CWTSH

aims to draw on therapeutic approaches in order to provide an innovative, environmentally sustainable, egalitarian and holistic service that meets young people's emotional needs, helps them to develop a wide range of important skills, and encourages a sense of community spirit and civic responsibility. (Please see image 2.1 below for a digital plan of the CWTSH).



Image 2.1: Digital Plan of the CWTSH

2.2.4. Youth Homelessness in Wales

Although the Wallich envisage that the CWTSH concept will be replicated throughout the UK, the CWTSH will be a Welsh based youth homelessness project. Thus, it is important to understand the Welsh youth homelessness context, as homelessness approaches, policy and legislation do differ between UK nations (Centrepont 2020).

Over the last decade, Wales has witnessed a significant political and legislative shift in response to homelessness, which, similarly to the rest of the UK, has involved focusing more on homelessness prevention (Shelter Cymru, 2019). In 2009, the Welsh Government released their 10-year homelessness plan which focused on preventing homelessness during the period of 2009-2019 (Shelter Cymru, 2019). However, it was found that implementing the preventative measures set out in this plan proved difficult

within the confines of current Welsh housing and homelessness legislation (Shelter Cymru, 2019). As a result, legislative change ensued, with Wales first housing act ‘The Housing (Wales) Act 2014’ (HWA) coming into force in April 2015 (Shelter Cymru, 2019).

The HWA changed how Welsh local authorities helped homeless people and legislated that all people who are at risk of homelessness or homeless should receive assistance, with less emphasis on priority need and intentional homelessness (Prothero and Marlow, 2014; Shelter Cymru, 2019). The act has a strong focus on early intervention, service user involvement and partnership working, and it seeks to make better use of resources such as harnessing the private housing sector to help meet homelessness related housing needs (Mackie et al., 2017; Prothero and Marlow, 2014; Shelter Cymru, 2019).

Several Welsh policies, documents, pledges, and strategies followed on from the implementation of the HWA (Wales Audit Office, 2019). Notably, in 2017, the then First Minister Carwyn Jones pledged to end youth homelessness by the year 2027. He announced an additional £10m in funding to help achieve this, which amongst other things, was earmarked for a youth support grant and an innovation fund aimed at developing new housing approaches for young people (Welsh Government, 2017, 2018a). Other relevant policies, pledges and documents are detailed in table 2.1. on the next page.

Year	Policy/ Document	Description/ relevance
2015	National Pathway for Homelessness to Children, Young People and Adults in the Secure Estate	This document aims to prevent homelessness by setting out a pathway to meeting the housing needs of young people and adults who are leaving custody and planning to reside in Wales. (Welsh Government, 2015a).
2016	When I Am Ready: Good Practice Guide	This document offers guidance for practitioners who are working with young people living in care. It sets out how practitioners can support young people to continue living with their foster families beyond the age of 18 and until 21, or 25 in some cases. Thus, this guidance can help reduce the numbers of care leavers who go on to experience youth homelessness (Cognitions Associates, 2016).
2016	Preventing Homelessness and Promoting Independence: A Positive Pathway to Adulthood	This guidance document was developed with homelessness organisations, practitioners, and young people, and uses a positive pathway model to provide advice on how organisations and practitioners can promote independence and prevent youth homelessness (Welsh Government, 2016a).
2018	Rough Sleeping Action Plan	This action plan sets out how the Welsh Government aims to prevent and reduce rough sleeping in Wales (Welsh Government, 2018b).
2018	Housing First (HF)-National Principles and Guidance for Wales	This document sets out how Wales intends to implement the Housing First model to homelessness intervention in Wales. Housing First focuses on recovery and seeks to end homelessness by quickly moving homeless people into permanent, independent housing and then providing them with person centred support and services (Welsh Government, 2018c)
2019	Strategy for Preventing and Ending Homelessness	This strategy sets out the Welsh Governments vision of homelessness in Wales being rare, brief and unrepeated. Its main policy principles include recognising that the earlier the intervention the better and most cost effective; that homelessness is a public service issue and not a housing issue; that the individual should be at the heart of service provision; that services should operate in a trauma informed way; and that policy, service, delivery and practice should be co-produced with people who have lived experiences of homelessness (Welsh Government, 2019a).

Table 2.1 Continued		
2020	Written Statement: Phase two Homelessness Plan	<p>This statement details how the Welsh Government intend to build on the progress made by homelessness organisations in relation to getting people off the streets during the Covid-19 pandemic.</p> <p>When Covid-19 first struck in early 2020, the Welsh Government announced an additional £10m that was targeted toward accommodating homeless people in Wales and ensuring they had access to appropriate Covid hygiene measures. A sector wide collaborative effort resulted in over 800 homeless people being accommodated during the first stages of the Covid outbreak.</p> <p>Phase two of this homelessness plan involves the Welsh Government allocating a further £20m, which was then increased to £40m in August 2020 (Welsh Government, 2020) to enable local authorities to collaborate with homelessness organisations in order to innovate, transform and build accommodation options so that no one will have to return to the street after the Covid pandemic has eased (James, 2020).</p>

Table 2.1. Homelessness Policy and Legislation

Despite this increased political focus and the success of the HWA in preventing homelessness (Mackie et al., 2017), although there have been some fluctuations, there has been an overall increase in the amount of young people presenting to their local authority for help with homelessness since the implementation of the HWA (Statistics Wales, 2021). However, this could be an indication that more people are aware of where to seek help and their rights under the HWA. Table 2.2 below provides annual Welsh youth homelessness statistics since 2015.

Year	Number of young people aged 16-24 presenting to their local authority who felt they were homeless or at risk of homelessness	Difference From Previous Year
2015-2016	6,180	N/A
2016-2017	7,773	+1593
2017-2018	7,584	-189
2018-2019	7,698	+114
2020-2021	6,777	-921

Table 2.2. Welsh Homelessness Statistics (Statistics Wales, 2021)

Whilst the number of young people presenting as homeless to their local authorities appears to have fallen during the 2020-2021 period, it is important to point out that these statistics do not account for homeless people who do not present to their local

authority, such as those who approach other organisations or the hidden homeless (Stirling, 2018). To clarify, the hidden homeless can include young people who sofa-surf, stay with friends or family, or sleep in places such as cars or sheds, and who do not seek assistance from local authorities (End Youth Homelessness Cymru, 2020; Stirling, 2018; Welsh Government, 2019b). Thus, youth homelessness figures are likely to be higher than recorded statistics show (Stirling, 2018). Furthermore, several UK homelessness charities, including at least one prominent Welsh based organisation, are reporting a rise in youth homelessness due to the Covid-19 pandemic, rather than a fall in figures (BBC News 2020a, 2020b; Price, 2020). Not only this, but the removal of Covid support such as furlough and the ban on evictions, is expected to result in hidden homelessness increasing (Payne, 2021). There are further concerns that Covid restrictions have pushed some young hidden homeless onto the streets, as they are no longer permitted to stay with friends or family (Sandiford, 2020), whilst some may feel they have no option but to remain in abusive households during the pandemic (Mackie, 2020). Thus, these factors could result in an increase in youth homelessness in Wales and suggest that the First Ministers pledge to end youth homelessness by 2027 may be even more challenging to uphold.

2.2.5. Welsh Homelessness Policy & Legislation

The impact of Covid on homelessness makes it all the more important that Wales's youth homelessness policies and strategies are fully implemented, and it would appear that the CWTSH could play a valuable role in helping to achieve this. The CWTSH is an innovative approach to youth housing provision which is exactly what the First Minister advocated for and channelled funding into when pledging to end youth homelessness in 2017 (Welsh Government, 2018a). It further aligns with the Welsh Governments ambitions to innovate, transform, and build housing options in order to ensure nobody returns to the streets after the Covid pandemic effort to house over 800 homeless people (James, 2020). Not only this, but the CWTSH aligns with the Welsh Governments strategy for preventing and ending homelessness as it will be a trauma informed service that is co-produced with young people (Welsh Government, 2019a).

The CWTSH also adheres considerably to the guidance set out in the Welsh Governments ‘Preventing Homelessness and Promoting Independence: A Positive Pathway to Adulthood’ document (Welsh Government, 2016a). To clarify, a positive pathway model was first developed by a West Midlands based youth homelessness charity called St Basils and is a flexible framework that has been designed to address the issues surrounding youth housing and homelessness prevention (St Basils, 2015). This model is a local and integrated pathway that advocates collaborative working between service providers, public service commissioners and other relevant organisations (Green et al., 2017). The positive pathway model consists of five key elements that interrelate to provide a comprehensive, universal, and effective approach to housing provision for young people (see image 2.2 below).

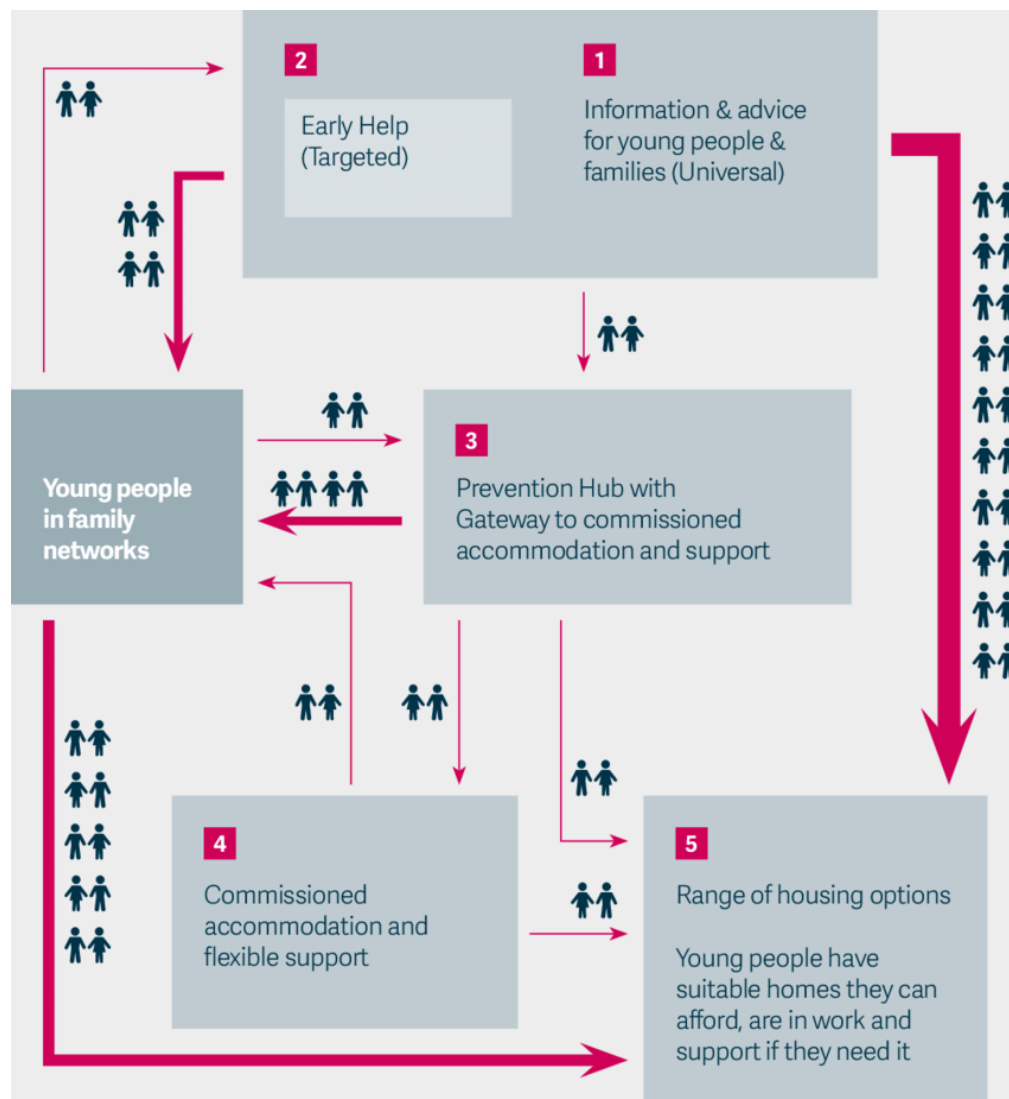


Image 2.2 Positive Pathway Model

(St Basils, 2015, sourced from, Small et al., 2017)

St Basils (2015) make several recommendations on how a positive pathway model can be successfully achieved in their ‘Developing Positive Pathways to Adulthood’ document. Table 2.3. below details these recommendations and explains how the CWTSH could satisfy St Basil’s guidance and help to achieve a Carmarthenshire based positive pathway model.

Recommendation	How the CWTSH helps satisfy these recommendations
Provision of a wide range of housing options	As the CWTSH would offer specialist, trauma informed and intensive support to young people with complex needs, it could become a valuable housing option for young people in Carmarthenshire
Opportunities for skill development, employment and education	The CWTSH aims to offer a diverse range of inhouse and external training, skill development and employment opportunities to service users.
Identifying gaps in service	The CWTSH is being developed due to a lack of housing options for young people with complex needs in Carmarthenshire.
Drawing on what already works well	Several successful community models have helped shape the concept of the CWTSH e.g., the micro village concept, intentional and therapeutic community models.
Involving young people in shaping and delivering their services	The CWTSH is being co-produced with young people and residents will play an instrumental role in managing and running the project.
Responding to changes in policy and legislation	The CWTSH has the potential to translate a large cross section of important Welsh policy and legislation into practice.
Innovative and cost-effective housing solutions	The CWTSH aims to be a new and unique approach to service provision that is based on successful community, psychological and environmentally sustainable models of development. Due to its emphasis on food production and renewable energy, it should also have low running costs compared to more standardised models of service provision.
An integrated approach	The CWTSH service providers have already approached several statutory organisations in order to establish a collaborative relationship. It has also collaborated with a housing association in order to share skills, knowledge and costs. Thus, if these organisations can effectively work together, the CWTSH could become a valuable and collaborative housing option in a Carmarthenshire based Positive Pathway model.

Table 2.3 CWTSH’s Alignment with a Positive Pathway Model

The CWTSH could also play a role in Wales's homelessness prevention policy and legislation. As Mackie (2020) identifies, tackling and preventing youth homelessness is instrumental to preventing overall homelessness because many adults who access homelessness services, report first becoming homeless in their youth. However, as Stirling (2018) highlights, whilst there has been a significant commitment to preventing youth homelessness in Wales, local authorities are still reporting a dearth of affordable youth housing and a lack of provision for young people with complex needs. In response, the Welsh Government (2019) have set out plans to increase housing supply and accommodation options in their Strategy for Preventing and Ending Homelessness, whilst they have also committed to incorporating the Housing First (HF) model into their whole system homelessness prevention approach. To clarify, further information on HF and how the CWTSH both aligns and conflicts with this approach, is provided in section 2.3.5 of this literature review. However, on a basic level, HF recognises housing as a human right and seeks to provide accommodation and flexible wraparound support, without imposing conditions such as abstinence or being 'housing ready' on the individual (Dixon et al, 2021).

Despite the focus on HF, Welsh Government policy recognises that this approach may not be right for everyone, and thus it forms part of a wider homelessness prevention and response strategy (Welsh Government, 2019a). Rather than focusing solely on housing and supporting people experiencing homelessness, Wales is currently trialling an 'upstream' preventative approach, where young people are screened in school for their risk of future homelessness (Mackie et al., 2021). Thus, relevant professionals such as schools, academics, and social services etc. work in collaboration to identify young people at risk of homelessness at an early stage and then put preventative measures in place well before the young person's situation escalates to homelessness (Mackie et al., 2021; Mackie and Rees, 2021). This replaces the more traditional prevention approaches, where preventative measures are put in place when the young person is on the verge of homelessness (Centrepoint, 2016; Mackenzie, 2018). However, as Centrepoint (2016) highlight, the social issues that can lead to homelessness are often complex, unpredictable, and occur rapidly, which can make prevention challenging. Furthermore, Wales's upstream approach is based on the Australian Geelong project, which achieved a 40% reduction in youth homelessness

(MacKenzie, 2018). Therefore, whilst a successful preventative ‘upstream’ approach should reduce the demand for youth homelessness services, the Geelong project indicates that it will not eradicate youth homelessness completely, and thus there may still be a need for youth homelessness projects like the CWTSH.

To achieve prevention, the Welsh Government recognise the importance of working to keep young people housed with their family or moving them into independent accommodation if this cannot be achieved (Welsh Government, 2010; 2021). However, due to several factors, this is not always possible, safe or in the young person’s best interests (Centrepoint, 2016). Thus, as the Welsh Government (2016a) highlight in their ‘Positive Pathway to Adulthood’ document, some young people, especially those with high needs, may require more intensive housing and support provision to prevent homelessness, which is what the CWTSH aims to provide. Ultimately, the CWTSH’s focus on supporting young people to manage their complex needs, address past trauma, become more independent, and develop important skills, are factors that can help young people maintain secure housing and ultimately prevent them from becoming homeless in the future (FEANTSA, n.d., 2017; Schwan et al., 2018; Welsh Government, 2016a). Therefore, the CWTSH could form a part of Wales’s ‘whole system’ homelessness prevention approach, thus helping to translate the HWA and its branches of policy into practice. However, as Gaetz et al. (2019) points out, another key aspect of homelessness prevention is effective evaluation of interventions and outcomes. Thus, this reinforces the need for the CWTSH to undergo a robust evaluation process; something that will ultimately help establish whether the CWTSH can indeed play a role in preventing homelessness.

2.2.6. Wider Welsh Policy & Legislation

As well as having the potential to translate much of Wales’s homelessness focused policy and legislation into practice, the CWTSH also aligns with some wider Welsh policy and legislation. The Wallich’s ambition to ensure the CWTSH has a zero-carbon footprint and is sustainably developed and managed could help meet some of the objectives set out in the Environment (Wales) Act 2016 (EWA), the Planning (Wales)

Act 2015 (PWA), Welsh planning policy, the One Wales: One Planet scheme and Wales's One Planet Development policy (Land Use Consultants and the Positive Development Trust, 2012; Welsh Assembly Government, 2009; Welsh Government, 2016b, 2021c). Furthermore, the CWTSH's focus on co-production, improved well-being, multi-agency working, prevention and early intervention, and giving voice and control to service users aligns with some of the key principles set out in the SSWWA 2014 (Care Council for Wales, 2017). The CWTSH also aligns significantly with the Well-being of Future Generations (Wales) Act 2015 (WFGWA). Table 2.4 on the following page demonstrates how the CWTSH could help meet the seven well-being goals set out in this act.

Well-being Goal	The CWTSH's role in helping to meet the goal
A prosperous Wales	The CWTSH aims to be an innovative, productive, and low carbon community that uses resources efficiently and teaches young people the value and importance of sustainability. The Wallich will provide skill development, educational and vocational opportunities to the young people residing at the CWTSH, thus improving their future employment opportunities.
A Resilient Wales	The Wallich aims to develop the CWTSH in a sustainable way, with a focus on environmentally friendly practices such as rainwater harvesting, renewable energy, recycling and growing food. The Wallich will also explore ways that biodiversity can be enhanced at the CWTSH site.
A Healthier Wales	The CWTSH aims to improve the health and well-being of young people by embedding therapeutic and psychological approaches in the project, ensuring the availability of professionals such as psychotherapists and counsellors, and promoting healthy and active lifestyles by growing healthy food and encouraging outdoor activities.
A More Equal Wales	The CWTSH aims to support young people from disadvantaged backgrounds to improve their education and employment outcomes and to reach their full potential.
A Wales of Cohesive Communities	The CWTSH aims to be an attractive, viable, safe, and well-connected community where young people are supported to become active community members. The Wallich also aims to establish positive relationships and connections with local people and businesses so that those residing at the CWTSH can positively integrate into their wider community.
A Wales of Vibrant Culture and Welsh Language	The CWTSH will be a bilingual project that offers opportunities to learn the Welsh language and participate in activities that can stimulate artistic, sporting or recreational interests.
A Globally Responsible Wales	The CWTSH aims to provide an innovative, socially, and environmentally responsible project for young people that can be replicated at the global level.

Table 2.4 Well-being of Future Generations Act: Well-being Goals (Welsh Government, 2015b)

2.2.7. The CWTSH Concept: Conclusion

The CWTSH is an innovative concept that combines a range of approaches designed to provide a holistic supported housing option to young people in Carmarthenshire. Young people with housing and support requirements often present with a range of complex histories and needs (Homeless Link, 2013), and whilst the Welsh Government's preventative homelessness approach should reduce the need for youth homelessness projects, there are some young people who will require more intensive support (Welsh Government, 2016a). Thus, as the CWTSH would provide this intensive support, it has the potential to help the Welsh Government meet their objective in providing innovative housing solutions to those experiencing homelessness, whilst it could also play a part in achieving Carwyn Jones's pledge to end youth homelessness by 2027 (Welsh Government, 2017, 2018a). Furthermore, the CWTSH aligns with a significant body of Welsh policy and legislation, whilst its status as an additional housing option for young

people could contribute to a Carmarthenshire based positive pathway model. However, to establish whether these assumptions translate into practice, it is important that the CWTSH undergoes a robust evaluation process. Furthermore, despite the CWTSH's apparent conduciveness to Wales's youth homelessness and wider legislative strategies, aspects of the CWTSH conflict with Wales's adoption of the HF approach, whilst its potential efficacy is subject to debate. Thus, the rest of this literature review will now go on to explore these debates.

2.3. Existing Housing Models

2.3.1. Existing Housing Models: Introduction

There are a range of existing housing models used to accommodate young people experiencing homelessness. These include temporary housing such as bed and breakfasts; foyers; supported housing projects; hostels; floating support; supported lodgings; and more recently, Housing First (HF) (McRae, 2021; Watts et al., 2015). Several of these housing approaches can be split into two overarching models; scattered, which refers to accommodation that is dispersed throughout the community; and congregate, which is usually transitional and involves residents living close to each other and sharing at least some facilities (CDC, 2022; PIE Link Net, n.d.). However, there are concerns surrounding accommodating young people in congregate housing (Watts et al., 2015). Furthermore, there appears to be a growing focus on adapting the HF model to house and support young people with housing needs (Blood et al., 2020; Dixon et al., 2021; Housing First Europe Hub, n.d.; McRae, 2021). Thus, as the CWTS shares similarities and differences with both congregate housing and the HF approach, this chapter will provide a critical overview of some of the scattered and congregate homelessness approaches, with a particular focus on village community housing models. The chapter will then examine the HF and Housing First for Youth (HF4Y) approaches, discussing their relevance to the CWTS.

2.3.2. Scattered Housing

Young people experiencing homelessness may access generic accommodation that caters for all ages or accommodation that has been developed specifically for young people (Watts et al., 2015). This accommodation often falls within one of two categories; congregate or scattered (PIE Link Net, n.d.). One popular scattered model is community hosting and can include Nightsop, where members of the community open their homes up to young people in need of emergency accommodation; and supported lodgings, where young people stay with a community host on a longer-term basis (Bridgeman and Russel, 2021; Schwan et al., 2018). As Schwan et al. (2018) identify, community hosting can be an effective, flexible, and cost-efficient youth

homelessness intervention. Bridgeman and Russel (2021) add to these benefits, highlighting how community hosting combines specialist, professional and informal support, resulting in more individualised care, where young people can often remain in their local community and are provided with supported accommodation that is conducive to skill development and educational/labour market engagement. However, there is a lack of rigorous research into the effectiveness of community hosting (Wang et al., 2019; Watts et al., 2015). Furthermore, there can be challenges with regards to a lack of available community hosts and matching young people to the right host, whilst community hosting may not be suitable for, or desirable to all young people (Bridgeman and Russel, 2021; Quilgars et al., 2008; Sewel, 2016).

Another form of scattered housing used to accommodate young people is floating support (St Basils and Barnardo's, 2020; Welsh Government, 2007). To clarify, floating support is a broad term used to describe a range of services such as resettlement, tenancy sustainment, outreach services and standalone support, thus ranging from basic to intensive support (Pleace, 2018; Pleace and Quilgars, 2003; Salvation Army, n.d.). It is important to note, that whilst floating support generally refers to support that is delivered to people living in scattered housing, this is not always the case, and it can be incorporated into congregate housing as well (Pleace, 2018). As Pleace (2013) highlights, floating support can help tenants become more independent, socially active, and engaged in their local community, whilst it can also enhance economic engagement, as well as health and well-being. However, there is often a lack of appropriate, independent housing available to young people (Centrepont, 2018; Dixon et al., 2021; Pleace and Quilgars, 2003). Furthermore, this model may not be suitable for some people with certain support needs, whilst some residents may experience loneliness, boredom, or isolation, (Harflett, Jennings and Linssky, 2017; PIE Link Net, n.d.; Pleace and Quilgars, 2003).

2.3.3. Congregate Housing

Alternatively, young people may be accommodated in a range of congregate housing options such as foyers, hostels or group supported housing projects (Watts et al., 2015). This type of housing is usually transitional and involves varying degrees of shared

living, as well as the integration of support and accommodation (CDC, 2022; Homeless Link, 2021). Proponents of congregate housing highlight how it can enable peer support and feelings of solidarity and acceptance which can aid recovery and prevent isolation (PIE Link Net, n.d.). However, there are several concerns relating to congregate housing, especially hostel type accommodation (Watts et al., 2015). These concerns include the risk of residents becoming institutionalised, compromised safety, and the potential for bullying, harassment, peer pressure, stigmatisation, and coercion, as well as concerns around sexual exploitation and drug and alcohol exposure (McMordie, 2018; Verdouw and Habibis, 2016; Watts et al., 2015). To explain this further, in a congregate setting, young people who do not use substances are more likely to come into close contact with people who do use substances (Watts et al., 2015). Therefore, those without a history of substance misuse may become immersed in an environment where they are more likely to try drugs and alcohol. Other common concerns include residents becoming segregated from mainstream society and experiencing isolation (Verdouw and Habibis, 2016); something that can increase the risk of poor physical and mental health (Brown et al., 2021).

Some people with experiences of homelessness have expressed concerns that congregate housing models restrict recovery (Homeless Link, 2021). Having to share accommodation with people who may have substance misuse, mental health, or behavioural issues can increase the likelihood of conflict and fuel feelings of disempowerment, magnifying the lack of choice and control that homelessness can create (Homeless Link, 2021). The temporality of these types of accommodation is also a source of concern: when there are time limits on an individual's residency, it is difficult for them to view their accommodation as a 'home' (Homeless Link, 2021). However, conversely, due to a lack of move on accommodation, people can get 'stuck' in congregate housing for long periods of time, and there are concerns that this type of housing model can make it more difficult for young people to exit homelessness (Homeless Link, 2021; Quilgars, 2011; Quilgars et al., 2008). Therefore, this time in limbo can be frustrating and result in an individual regressing and disengaging from support, thus fuelling the 'revolving door' cycle that people experiencing homelessness can get caught up in (Homeless Link, 2021). Congregate housing also became a source of concern during the recent Covid-19 pandemic, when it was recognised that this type

of living environment can increase the spread contagious diseases and infect clinically vulnerable populations (Levesque et al., 2022; Lewer et a., 2020). A final criticism relates to certain groups of people being placed in congregate housing by default, and the lack of personal choice and autonomy this creates (Homeless Link, 2021).

The concerns surrounding congregate housing are relevant to the CWTSH, because in essence, the CWTSH would be a congregate housing model. In line with the CDC (2022) definition of congregate housing, whilst the young people residing at the CWTSH would have their own small home, they would be living close to one another, and they would share communal facilities. Furthermore, the Wallich's aim for the CWTSH to accommodate young people with diverse and complex needs, along with their harm reduction approach, means that there will likely be young people residing at the CWTSH who have substance misuse, mental health and/or behavioural needs. Thus, the concerns about conflict, disempowerment and drug users and non- drug users mixing with one another are applicable to the CWTSH concept. However, with regards to choice, the Wallich have stressed on multiple occasions that they envision the CWTSH being one of several housing options in Carmarthenshire, and that a young person should only be placed at the CWTSH if they genuinely choose this housing model. In relation to this, Homeless Link (2021) and McRae (2021) highlight how some young people prefer congregate housing, thus indicating there may well be an appetite for a project like the CWTSH. Furthermore, Quilgars (2011) makes the point that both the services provided in congregate housing and young people's needs vary, and that whilst some young people may achieve poor outcomes in congregate housing, others may find this housing model an effective route out of homelessness.

2.3.4. Village Community Housing Models

It is important to note that the CWTSH is not a typical congregate housing model, in that it will provide a psychologically informed, village type community that offers independent accommodation, alongside optional communal space and activities. In this respect, the CWTSH may be more like the modular housing models that are currently emerging in pockets of the UK, as well as the already well-established Emmaus community model. In relation to the former, several modular/microhome projects

aimed at housing and supporting people experiencing homelessness have recently been developed in England and Scotland (Burgess, et al., 2021; Cornwall Council, 2022; Haringey London, 2021; Social Bite, 2019; Southend on Sea City Council, 2022).

Recent research by a team of University of Cambridge researchers indicates that this microhome approach could be an effective homelessness housing model (Burgess et al., 2021). The research explored the experiences of six residents who had recently moved into a new modular housing project in Cambridge. This project is a three-way collaboration between Jimmy's Cambridge, a social enterprise called Alia, and the New Meaning Foundation (Burgess et al., 2021). It is a form of transitional housing that integrates accommodation and support to help residents overcome challenges such as substance misuse and a lack of skills, with the intention of preparing residents for permanent, fully independent living. The project currently consists of six modular homes and provides onsite support and skill development opportunities. Residents are not permitted to consume drugs whilst living at the project (Burgess et al., 2021).

The research by Burgess et al. (2021) found that all the residents were positive about the project and their accommodation, and they felt they had developed a strong sense of community, both within the project, and in the wider locality. The research further identified improvements in substance misuse, money management skills, labour market motivation, and relationships, whilst residents reported experiencing an increased sense of safety, security, control, and self. Furthermore, one resident was about to move on to independent living, indicating the project may have been successful at preparing him for this transition. However, in relation to the CWTS, it is important to point out that the Cambridge project is still in its infancy and has been designed specifically for adults, whilst there is also a drug abstinence policy in place. Therefore, whilst these findings are promising, it is difficult to ascertain whether this effectiveness will continue as new residents move into the project, or whether these benefits can be reproduced in a youth homelessness project that plans to adopt a harm reduction policy.

Research into the Emmaus community model is also promising. To clarify, Emmaus are a social enterprise that usually self-fund by selling second hand goods (Clark, 2010). They have been providing community projects to people experiencing homelessness in

the UK for over thirty years and in France for much longer (Lawlor, 2012). Emmaus tend to be transitional housing communities, where residents, or companions as they are called by the Emmaus organisation, live in an Emmaus community, and are supported to develop skills and rebuild their lives (Lawlor, 2012). However, Emmaus do offer some long-term residency opportunities, and compared to more traditional transitional housing models, they tend to be far more flexible with regards to how long people can remain in their projects, offering placements for as long as residents need them (Cunningham, 2002; Emmaus, n.d.; Lawlor, 2012).

Research has identified that the Emmaus model may be effective at improving substance misuse and employment outcomes; enhancing health, well-being, and relationships; developing skills and self-confidence; reducing offending; and providing a sense of community and purpose to residents (Bretherton and Pleace, 2012; Clark, 2010; Lawlor, 2012). Despite these benefits, Emmaus is not without criticism, often for its entry criteria that requires companions to agree to an abstinence policy, commit to volunteering their labour, often full-time in return for a modest allowance, and relinquish their state benefits (Clark, 2010; Cunningham, 2002; Lavelle, 2017). However, it should be noted that whilst Emmaus companions receive a modest allowance, they also have their living costs met (Bretherton and Pleace, 2012).

In fact, some former residents have spoken out about how they left Emmaus communities feeling exploited and that they lacked basic tenancy or employment rights, resulting in them constantly fearing eviction (Lavelle, 2017). One of these former residents highlighted how the potential long-term tenancies in these communities resulted in some residents becoming institutionalised (Lavelle, 2017). However, other residents have expressed gratitude toward Emmaus and spoken about how the projects have helped them get back on their feet, find employment, and in some cases ‘saved’ them (Bretherton and Pleace, 2012; Lavelle, 2017). Thus, as Bretherton and Pleace (2012) point out, the Emmaus community model appears to suit some people more than others. Clark (2010) makes a similar point, highlighting how, because of the unique requirements of Emmaus, it is not a suitable housing model for everyone, and that not many young people receive support in these communities. Bretherton and Pleace (2012) provide insight into why this may be, explaining that young male companions can often

be viewed negatively by other companions. They continue that that this, along with differences in roles, responsibilities, and workloads, can create negative feeling and tension within the communities.

In relation to the CWTSH, it appears that the Wallich aim to provide the community and skill development opportunities found in Emmaus communities, but without the unique entry requirements. Therefore, due to this significant difference in approach, and as the CWTSH is being designed for young people, it is difficult to predict whether the CWTSH will achieve the same benefits as Emmaus, or whether a congregate housing model of this nature will encounter issues without the implementation of the Emmaus entry criteria and an abstinence policy. However, evidence indicates that accommodation-based housing models that employ strict rules and abstinence expectations may be less effective than those that take a harm reduction approach, especially when accommodating people with high needs (Keenan, et al., 2021; Pleace, 2018). Thus, whilst it should be noted that this evidence does not specifically relate to young people, it could indicate that the Wallich's harm reduction approach may enhance the CWTSH's potential efficacy, rather than stifle it.

Village community housing models have also grown in popularity in America. To explain this further, several states have embraced the micro village concept (Brown, 2016), which is the inspiration behind the CWTSH. According to Brown (2016), micro villages are the result of two American social movements merging; the tiny-house movement and the tent city movement. In recent years, the tiny-house movement has seen people opt to live in miniature houses, often for financial, environmental or lifestyle reasons (Ford and Gomez-Lanier, 2017; Heben, 2014). As Heben (2014) points out, the tiny house movements rejection of consumerism and the 'American Dream' notion that material wealth is symbolic of success, makes a very strong political statement. Similarly, the tent city movement is seen as a form of political protest that highlights the social policies, material conditions and lack of affordable housing that result in homelessness (Hellegers and Mercier, 2015). However, in line with points made by Hellegers and Mercier (2015), this movement is much more than a protest, and is in fact a way to provide homes and community to people experiencing homelessness. In relation to this, Heben (2014) draws on his own experiences of talking

to homeless people, or as he prefers to call them, the unhoused. He explains that most unhoused people prefer living in a tent city compared to charitable shelters, something he attributes to the safety and autonomy that tent city communities offer. He continues that many tent city dwellers experience a sense of contentment that stems from the tent city communal atmosphere.

Heben's research leads him to conclude that tent cities are not merely representative of economic hardship but that they provide the basis of a more socially, economically, and environmentally sustainable housing model: the micro village model. He continues that this type of self-organised, grass roots community living can result in people rediscovering important socially sustainable values and skills such as tolerance, resourcefulness, direct democracy, and self-management. Micro villages are also thought to be an affordable housing model that can empower residents to challenge and act on their marginalised status, and provide them with a sense of community, belonging, stability, dignity, and self-sufficiency (Brown, 2016; Heben, 2014; Mingoya, 2008). Furthermore, Brown (2016) highlights how micro villages can be a valuable form of transitional housing that can help people move toward permanent housing and employment, whilst they can also offer permanent accommodation to those who are unable to maintain other forms of housing (Brown, 2016).

Despite the benefits attributed to micro villages, some criticisms and concerns have been directed toward this housing model. Mingoya (2008) explains that it is very important that micro villages are not isolated and that they are located near public transport, jobs, social services, and the wider community. However, due to the stigma surrounding homelessness, micro villages are often subject to nimbyism, social opposition, and political apathy, and as a result, it can be difficult to find suitable locations to develop micro villages on (Brown, 2016). From a critical perspective, Mingoya (2008) explains that housing people in tiny homes on the margins of society can send the message that people in need should make do with the most basic of housing, that they are not welcome in mainstream communities, and that they are not worthy of having choice and control over how and where they live. She continues to explain that whilst micro villages can provide shelter, security, and stability, they are not a substitute for tackling the structural issues that cause poverty, homelessness, and

inequality in the first place. Crisis (2019, cited in Bearne, 2019) make a similar point about UK based microhomes, pointing out that they could result in a ‘race to the bottom’ (para. 14), where space standards are compromised. Thus, they argue that the focus should be on developing an adequate amount of permanent, affordable homes.

It is also important to point out that the American micro village movement tends to house and support adults, rather than being specifically designed for young people (Heben, 2014). Thus, young people could respond to a micro village project differently and may not experience the same benefits. Furthermore, in line with points made by Pleace (2018), caution should be taken when drawing on American housing model research, as approaches, provision and the needs of homeless people can differ between countries. Thus, what works in one country, may not achieve the same outcomes in another country.

2.3.5. Housing First

One housing approach that has shown success in both America and the UK, is HF (Aubrey, 2020; Ministry of Housing, Communities and Local Government, 2020; Pleace, 2018). To clarify, HF originated in New York and was initially designed for adults, recognising that everyone has a right to a home (Dixon et al., 2021; Homeless Link, n.d.-a). Thus, in order to achieve this, services need to move away from the ‘staircase’ model which expects homeless people to move through a series of steps in order to get ‘housing ready’, and toward a model where people are housed rapidly and regardless of their needs, addictions or behaviours (Dixon et al, 2021). HF advocates flexible support that is separate from housing and delivered for as long as the individual needs it (Dixon et al., 2021). Furthermore, it has a strong focus on an individual’s choice, control, strengths, and aspirations, whilst it adopts an active engagement and harm reduction approach to service delivery (Dixon et al., 2021).

The HF model is often associated with scattered housing but has shown success in congregate housing developments as well (Bretherton and Pleace, 2015; Somers et al., 2017). However, as Bretherton and Pleace (2015) highlight, research indicates it is more successful in scattered housing. Nevertheless, due to the diverse needs, preferences and

circumstances of people experiencing homelessness, and as Bretherton and Pleace (2015) highlight, some people may have negative experiences in scattered housing such as hostility from neighbours and isolation. Therefore, HF in congregate housing may be a more suitable and preferable housing option for some people.

More recently, services have started adapting HF to suit the needs of young people experiencing homelessness (Blood et al., 2020; Dixon et al., 2021; Housing First Europe Hub, n.d.; McRae, 2021). This approach, known as HF4Y, originated in Canada, recognising that young people have different needs to the adult homelessness population, and that a youth focused housing model should support young people through the transition to adulthood (Housing First Europe Hub, n.d.; McRae, 2021). As a result, HF4Y involves providing a broader range of housing and support options to young people and has a stronger focus on homelessness prevention (Homeless Link, n.d.-b; McRae, 2021). HF4Y also places less emphasis on finding permanent housing for young people, as it recognises that moving through different accommodation types is a natural part of growing up and developing a sense of self (Homeless Link, n.d.-b.; Housing First Europe Hub, 2021). However, a key component of HF4Y is that the support aspect of this model accompanies the young person as they move through accommodations and stays with them for as long as they require it (Homeless Link, n.d.-b; McRae, 2021). This support is tailored to the unique needs that young people have and is designed to help them develop the skills and confidence necessary to move toward independent living and transition into adulthood (McRae, 2021). Furthermore, from a preventative perspective, whilst HF tends to focus on ending chronic homelessness, HF4Y focuses more on preventing young people from becoming homeless in the first place, and rapidly rehousing them if this does occur (Homeless Link, n.d.-b; McRae, 2021).

Whilst there is a strong evidence-base for the effectiveness of HF in the adult homelessness population, there is a dearth of research on the efficacy of HF4Y (McRae, 2021). However, two UK HF4Y pilots have recently taken place and evaluations into their efficacy conducted (Blood et al., 2020; Dixon et al., 2021). One of these pilots was undertaken by Centrepoin and involved a two-year HF pilot for care leavers. This pilot was evaluated by Dixon et al. (2021) and aimed to meet the housing and support

needs of young people leaving care who require a high-level of support. It had a strong focus on providing a flexible, trauma informed and relationship-based approach, whilst support was offered on an ongoing, indefinite basis and featured the notion of ‘stickability’, where the young people were not ‘given-up on’ even if they disengaged from the service (Dixon et al., 2021). During this pilot, six young people were housed, and of these six, five maintained their tenancy and engagement with the HF4Y project. These young people appeared to experience a range of positive outcomes, including a reduction in offending; engagement with education, employment, and training; and improved mental health and relationships. Furthermore, the young people spoke positively about the project and expressed how it helped them feel safe and develop trusting relationships with professionals (Dixon et al., 2021).

The second pilot was undertaken by Rock Trust and evaluated by Blood et al. (2021). It lasted for thirty-one months, housing and supporting twelve 17–20-year-old men and women in their own accommodation. These young people were care leavers who were either homeless or at risk of homelessness, and who presented with a range of needs such as substance misuse, mental health, self-harm, and childhood trauma (Blood et al., 2021). The independent evaluation identified several positive outcomes. All but one young person managed to maintain their tenancy throughout the duration of the pilot, whilst improvements were also observed in areas such as developing positive relationships with support staff and in some cases family; enhanced health and well-being; engagement in meaningful activities; feelings of choice, control, and acceptance; and improved social and community integration (Blood et al., 2021). Thus, both these pilots indicate that HF4Y can be an effective youth homelessness model. However, a lack of available housing is a significant barrier to rolling this model out on a larger scale (Blood et al., 2021; Dixon et al., 2021).

In relation to the CWTSH, it appears that the Wallich’s focus on harm reduction, co-production, developing positive relationships, skill development opportunities, and inclusion of those with high needs, significantly aligns with the principles of the HF model. However, there are some aspects that set these two housing models apart; most notably the time limits imposed on how long a young person can remain at the CWTSH, and the fact that little has been incorporated into the CWTSH plan with regards to

ensuring continuity of support once a young person moves on to independent, community living.

In relation to continuity of support, there may be challenges with mobilising the unique and intensive support provided at the CWTSH. For example, it would be difficult to continue supporting young people to participate in some of the CWTSH based activities once they move on from the project. However, there may be value in separating and mobilising a core element of the support young people receive at the CWTSH. It should also be acknowledged that the Wallich have made clear that time limits at the CWTSH will be flexible. Nevertheless, the current CWTSH plan suggests that there would at least be some form of specified time limit on the length of time a young person can receive accommodation and support at the CWTSH. Thus, this conflicts with the principles of HF, and as the literature suggests, can result in young people either struggling to make their accommodation a home, or becoming frustrated and regressing when they are unable to move on by the agreed time limit (Dixon et al., 2021; Homeless Link, 2021).

The Wallich's intention to prepare the CWTSH residents for independent living could also set the CWTSH apart from HF. To explain this further, whilst the Wallich have only stated that the CWTSH would develop young people's skills and independence, there is a risk that this could translate into young people having to be 'housing ready' before moving on from the CWTSH. Thus, in line with points by Dixon et al (2021), moving young people on when they are 'housing ready' rather than when independent housing is desired and becomes available, essentially imposes conditions on when a young person can progress to independent accommodation, which is at odds with the HF philosophy. Dixon et al (2021) continue to explain why young people do not have to be 'housing ready' before moving into independent housing, highlighting how this can provide an opportunity for the young person to develop independent living skills in 'real time' and make them more committed to creating, maintaining, and sustaining a home for themselves. Thus, if too much focus is placed on getting young people 'housing ready' rather than taking a more flexible approach, the CWTSH could end up contradicting the principles of HF (Dixon et al, 2021).

A final factor that differentiates the CWTSH from the HF model, is community integration. As Busch-Geertsema (2013) identifies, community integration is an important aspect of the HF model and is thought to be better achieved in scattered housing. There is also an argument that housing groups of homeless people in close-proximity on a congregate site, can result in stigmatisation (Busch-Geertsema (2013), which as Marshall et al. (2020) point out, is a barrier to community integration. Furthermore, the CWTSH is being developed for young people with complex needs, which can interlink with substance misuse, criminality, and antisocial behaviour (Almqvist and Lassinantti, 2018; Centrepoint, n.d.; Clark et al., 2011; Harland et al, 2022). Therefore, whilst it should be stressed that many young people do not present with these issues, some young people may. Thus, they are factors that could create conflict and opposition from the local community, ultimately hampering social integration efforts. However, as Bretherton and Pleace (2015) highlight, some research indicates that social integration can be promoted in communal HF models. Nevertheless, as the CWTSH would essentially be a congregate site that is set away from mainstream society, and as it would house at least fifteen young people with varying needs, there may be challenges with regards to CWTSH residents integrating into their wider community; something that is at odds with the HF model.

2.3.6. Existing Housing Models: Conclusion

Although the CWTSH shares similarities with several different housing models such as congregate, HF and existing village communities, it also has characteristics that set it apart. Nevertheless, whilst the research on these housing models should be applied to the CWTSH with caution, it can provide important insight into the CWTSH's potential challenges and efficacy.

In relation to the CWTSH's congregate set up, the Wallich will need to be alert to, and mitigate against issues surrounding conflict, bullying, exploitation, peer pressure, and substance misuse (Watts et al., 2015). Furthermore, they will need to uphold their commitment that only young people who genuinely choose to reside at the CWTSH are placed to live there. Despite the concerns surrounding congregate housing, village community housing models do appear to offer a range of benefits such as improved

health and wellbeing, the development of positive relationships, skill development, a reduction in substance use and feelings of safety, belonging, community, choice, and control (Bretherton and Pleace, 2012; Brown, 2016; Burgess et al., 2021; Clark, 2010; Heben, 2014; Lawlor, 2012; Mingoya, 2008). However, the risk of isolation, institutionalisation, nimbyism, stigmatisation and making young people feel unworthy of a place in mainstream society should not be underestimated (Mingoya, 2008; Watts et al., 2015). Thus, the Wallich will need to adopt a robust approach to ensuring residents socially integrate into the wider community.

The literature on HF has also provided valuable, critical insight into the CWTSH. Whilst the CWTSH and HF model appear to share several key principles, the recent success of HF4Y suggests benefits in incorporating more of this model into the CWTSH. To explain this further, imposing time limits on how long a young person can receive accommodation and support at the CWTSH conflicts with the HF philosophy and has been found to have a negative impact on how people experience their accommodation and the moving-on process (Dixon et al., 2021; Homeless Link, 2021). Thus, there may be benefit in the Wallich reconsidering the residential time limits they impose on residents. Instead, they could adopt a similar approach to Emmaus, where residents move on when they feel ready rather than within a specified timeframe or when they are deemed 'housing ready'. However, there are risks attached to this approach. To explain this further, allowing residents to reside indefinitely in a congregate setting like the CWTSH could result in young people languishing in a service that no longer meets their needs, and ultimately lead to institutionalisation (Lavelle, 2017; McMordie, 2018; Verdouw and Habibis, 2016).

It may be more beneficial for the Wallich to adopt a HF4Y continuity of support approach at the CWTSH. Under this approach, although a person's housing tenancy may end at the CWTSH within a two-year period, a core element of their support could accompany them as they move on from the CWTSH and into more independent accommodation. Thus, this approach may enable a smoother moving on transition and provide young people with the confidence and tools needed to progress to independent living, therefore reducing the risk of lengthy tenancies and ultimately institutionalisation.

Ideally, all young people would have access to independent, community-based housing. However, there are currently considerable issues with housing supply (Blood et al., 2021; Dixon et al., 2021), whilst some young people do not want to live in scattered housing; expressing a preference for congregate accommodation instead (Homeless Link, 2021; McRae, 2021). Furthermore, whilst congregate housing models are associated with an increased risk of isolation, stigmatisation, and conflict, this can also be experienced by some people living in scattered housing (Bretherton and Pleace, 2015). Thus, if the Wallich can mitigate against the challenges of congregate housing and draw on the strengths of village community and HF models, the literature suggests that the CWTSH could provide a unique and beneficial youth housing option that is appealing and suited to some young people.

2.4. Intentional Communities

2.4.1. Intentional Communities: Introduction

Another area of housing model literature that can provide insight into the CWTSH's potential challenges and efficacy, is the discourse surrounding Intentional Communities (ICs). This is because the CWTSH concept shares some very strong similarities with various types of IC models and was actually inspired by the micro village concept which Brown (2016) recognises as a form of IC. Thus, this section of the literature review will explore the discourse on ICs in order identify how the CWTSH could meet young people's needs, and what its potential advantages, disadvantages and challenges may be.

2.4.2. Definitions & Relevance

The term IC encapsulates a wide range of communal living models such as micro villages, ecovillages, student co-operatives, communes, kibbutz, cohousing groups, monasteries, ashrams, land co-ops, farming collectives and Therapeutic Communities (TCs) (Brown, 2016; Foundation for Intentional Community, n.d.; Harflett et al., 2017). ICs are broadly defined by Kozeny (1995) as:

An "intentional community" is a group of people who have chosen to live together with a common purpose, working cooperatively to create a lifestyle that reflects their shared core values. The people may live together on a piece of rural land, in a suburban home, or in an urban neighbourhood, and they may share a single residence or live in a cluster of dwellings. (p. 1)

Similarly, Grinde et al. (2017) define ICs as,

Close-knit, small-scale communities formed around secular or religious ideas as to how one ought to live. They typically have a shared lifestyle (e.g., common

spaces and communal meals), shared cultural elements (e.g., beliefs and commitment to cooperation), and a common purpose (e.g., eco-friendly life or worshipping a god). (p. 626)

The reasons for moving to ICs are many and can differ depending on the type of community in question. As Kozeny (1995) points out, many people simply question existing social values and seek more meaning in life by choosing lifestyles that enable deeper community bonds and ideals. Others may be drawn to communities that share a common philosophy in areas such as religion, the environment, politics, spirituality, or lifestyle (Lowimpact.org, n.d.). People's reasons for joining therapeutic type communities can differ again, and as Pearce and Pickard (2013) point out, often centre around treating mental health disorders and/or addictions such as those relating to substance misuse.

ICs are of particular relevance to the CWTSH, because as mentioned previously, the Wallich were inspired by the micro village concept, which Brown (2016) recognises as a form of IC. However, the CWTSH also shares similarities with other types of ICs. Co-housing, for example, involves people living in their own self-contained homes and then sharing communal spaces where they can participate in group activities and manage their community together (Harflett et al., 2017). Thus, this set up is very similar to that of the CWTSH, where service users will live in their own private accommodation unit but access communal spaces in order to engage in activities, co-produce their service and manage the community. Furthermore, the CWTSH's focus on egalitarian social structures, co-operative community living, and environmentally sustainable practices such as renewable energy production, rainwater harvesting, recycling, and home-grown food, align significantly with the Iberdrola (2019) description of an ecovillage. The CWTSH also aims to be a TC, which as previously mentioned by Harflett et al. (2017), is recognised as a form of IC.

Despite the CWTSH's similarities with IC's, there are a couple of factors that differentiate it from most models of IC. The first relates to the concept of choice. By definition, ICs are places where community members choose to be (Foundation for

Intentional Communities, n.d.), and whilst no one would ever be forced to live in the CWTSH, they may find themselves residing there out of necessity rather than genuine freewill. That being said, one could argue that in a similar sense, TCs are places of necessity. Furthermore, tent cities are recognised as ICs by Hellegers and Mercier (2015), but also communities born from necessity by Heben (2014). Thus, this demonstrates that the term IC is both broad and overlapping, and that ultimately, people's reasons for living in them do not always stem from consciously deciding to live a more alternative lifestyle.

Secondly, the CWTSH would not provide young people with permanent residence and aims to instead prepare them for independent living so that they can move back into the mainstream community. However, most literature tends to focus on people's experiences of moving to or living in ICs, rather than their experiences of moving out of them (e.g., Casey et al., 2020; Christian, 2007; Farias, 2016; Sargisson and Sargent, 2017; Westskog et al., 2018). Therefore, after living somewhere so radically different, becoming used to egalitarian social structures, expending effort co-producing the CWTSH and becoming a valuable member of the community, there is the potential that the transition back into mainstream society could prove difficult and challenging for some young people.

2.4.3. Benefits of IC Dwelling

Due to its broad nature, a significant body of IC related literature exists, some of which has relevance to the CWTSH and its potential to improve the outcomes of young people living there (Grinde et al., 2017; Hall, 2015; Jainchill et al., 2000; Sanguinetti, 2014; Vanderplasschen et al., 2014). For example, Grinde et al. (2017) conducted a study that looked at levels and predictors of well-being in ICs. This study involved collecting data by way of a questionnaire from 849 individuals in over a hundred ICs that were dispersed throughout Canada and the USA. It found that people living in ICs scored highly on well-being and that their scores were equivalent to the highest scores recorded in studies from other types of communities. Furthermore, respondents scored highly in areas of emotional stability, finding meaning, agreeableness, conscientiousness, perceived connectedness, and oneness with community.

There are however a couple of limitations to this study. Firstly, respondents were self-selecting and as a result may not have reflected the views and perceptions of all IC members. Furthermore, it is difficult to identify if people experience high well-being due to living in an IC, or if someone who opts for that lifestyle is more predisposed to feelings of well-being and happiness (Grinde et al., 2017). This of course has relevance to the CWTSH, because as previously mentioned, residents may not choose to live in the CWTSH for the same reasons that people opt to live in ICs. Therefore, there is the possibility that this way of life may not affect the CWTSH resident's well-being in the same way. Nevertheless, this study suggests that there is potential for residents living in an environment like the CWTSH to experience enhanced well-being.

The CWTSH also aims to be a TC. Thus, this area of IC literature is also relevant and indicates that TCs have achieved positive results for many of the people who have engaged with them (De Leon, 2010; Jainchill et al., 2000; Vanderplasschen et al., 2014). To clarify, TCs can be described as “structured, psychologically informed environments, where social relationships, structure of the day and different activities are all deliberately designed to help people's health and well-being” (The Consortium for Therapeutic Communities, 2016., para. 1). Stern (2012) adds to this description, explaining that TCs often involve the flattening of hierarchies, where residents are empowered to participate in decision making and the management of their community so as to promote a sense of collective and personal responsibility, citizenship, and independence.

Although there is a strong consensus amongst experts that more research into the efficacy of TCs is needed, some existing studies have shown positive results. For example, Jainchill et al. (2000) conducted a one-year posttreatment study that examined the outcomes of 485 American adolescents who had used TC type programmes. They reported a significant reduction in drug use and criminal behaviour amongst these young people following treatment, especially with regards to those who had completed the programme. Vanderplasschen et al. (2014) also reported a consistent reduction in substance misuse and recidivism amongst residents of prison and community based TCs following their review of several American and European TCs studies. Adding

further weight to the efficacy of TCs, De Leon (2010) conducted a broad and extensive literature review of USA based TC studies. He concluded that the literature indicated TCs are evidence-based treatment approaches that are effective and cost effective in reducing substance misuse amongst certain groups of drug users. Thus, these studies suggest that the CWTSH's TC aspect has the potential to improve young people's outcomes in areas such as substance misuse and offending.

Similarly, some of the literature surrounding ecovillages and co-housing suggest that this style of living can positively impact people's health and well-being. For example, Hall (2015) draws on his own research to demonstrate how certain factors that exist in an ecovillage setting, but which are absent in mainstream society, can enhance well-being (see image 2.3 below).



Image 2.3 Ecovillage Benefits (Hall, 2015)

Hall (2015) then draws on capital theory to explain that living in an ecovillage type community can impact an individual's acquisition of different forms of capital, which may in turn affect their well-being. To explain this further, he points out that ecovillages are rich in social, natural, and human capital which are all strong indicators of well-being, whilst built capital, which is the weakest determinant of well-being, is not prioritised in an ecovillage setting to the extent that it is in mainstream society. Nunn

et al. (2007) also discuss capital theory. Their work suggests that the skill development activities offered at the CWTSH could enable young people to develop their social and cultural capital, which may help them to achieve social mobility; something that could ultimately positively impact young people's future well-being once they move on from the CWTSH.

Returning to Hall's research, it is important to point out, that by his own admission, his research is based on his personal experiences of and interactions with ecovillages and as a result may lack the objectivity that more scientific research methods would be credited with. Nevertheless, Hall has spent a significant amount of time immersed in ecovillage culture. Therefore, it could be argued that he would gain deeper insights into how this type of living can affect well-being compared to those that take a more scientific and detached approach to researching this phenomenon.

Points made earlier by Grinde et al. (2017) could be applied to Hall's observations i.e., whether well-being is enhanced because people who choose to live in ecovillages are more likely to respond to their lifestyle in this way. If this is the case, then it suggests that the well-being benefits that Hall (2015) attributes to living in ecovillage type communities, may not extend to those who do not actively choose an ecovillage lifestyle such as the young people residing in the CWTSH. However, Maffesoli's (1996) work on neotribalism suggests otherwise. Neotribalism theory posits that mass society is incompatible with human nature because humans have evolved to be happier in smaller communities, such as the ones that existed in the past, before individualism took root (Maffesoli, 1996). Thus, this theory suggests that well-being stems from the IC environment rather than the motives and characteristics of its residents.

Cohousing is also thought to positively impact well-being. For example, Sanguinetti (2014) discusses her study which analysed data from a US national survey of cohousers. She reports that aspects of a cohousing lifestyle can lead to enhanced connections with nature and community. In relation to this, Sanguinetti (2014), further identifies that greater interdependence and connectedness can have a positive impact on mental health, well-being, and happiness. Reinforcing this perspective, Williams (2008), draws on USA based research to demonstrate how cohousers scored highly when being tested

against Maslow's hierarchical needs framework, which according to McLeod (2016), consists of physiological needs, safety, belonging, self-esteem, and self-actualisation. Williams (2008) continues to explain that cohousing dwellers experience enhanced empowerment and well-being due to feeling like valuable members of their community.

2.4.4. Challenges of IC Dwelling

Despite the recognised benefits of ICs, concerns do exist around this type of living. In relation to this, Metcalf (2012) explains that throughout history, ICs have been opposed by political and religious leaders, sometimes leading to their violent suppression. Nevertheless, in recent years, ICs have become less alienated from mainstream society (Smith, 2002). However, criticisms and difficulties remain. Grinde et al. (2017) link these to economic difficulties, an absence of privacy, detaching from wider society, sectarianism, and expectations to conform.

In relation to co-housing, Chiodelli and Baglione (2013) explain that despite growing support for this type of community model, there are several potential problems with cohousing developments. They continue that cohousing often results in "social, ethnic or ideological homogeneity of cohousers", where residents are usually similar in terms of social class, race, affluency, education and attitude (p. 2). Chiodelli and Baglione (2013) explain that white middleclass people often dominate cohousing developments, whilst people from ethnic minority and low-income backgrounds tend to get locked out of this type of community due to affordability and personal preference. Chiodelli and Baglione (2013) continue to point out that cohousing developments have the potential to present similar problems to those identified in other private residential developments such as exclusion stemming from self-selection of cohousing residents, and the withdrawal of the 'successful' from mainstream society. A final key criticism recognised by Chiodelli and Baglione (2013) relates to social integration, where cohousing developments experience auto-segregation and become cut off from surrounding communities because of their self-sufficiency.

Similarly, Dias et al. (2017) highlight the issues that can be found with ecovillages, explaining that they are often associated with forms of utopianism, elitism, apoliticism,

escapism, isolationism and in some respects (stemming from escapism) individualism. Adding to these criticisms, Andreas (2013) likens ecovillages to islands and advocates efforts to ensure greater social integration between ecovillage developments and their surrounding regions. Obviously, some of these issues do not directly relate to the CWTSH; its potential residents are unlikely to be affluent, well-educated, middleclass people, and sadly, would not be viewed by wider society as a successful group of people withdrawing from the mainstream. However, overall, they would be homogenous in terms of factors such as social class, age, and needs, and of course there is always the risk of the CWTSH becoming cut off and isolated from the wider community. Thus, the latter point is particularly concerning with regards to the CWTSH, as community integration and social inclusion are viewed as integral to homelessness prevention (Gaetz and Dej, 2017).

2.4.5. Mainstream verses IC Societies

Despite the challenges associated with ICs, there is a strong argument for moving people with support needs into intentional type communities and away from dominant social norms, which as Parmenter (2014) points out, are influenced by neoliberal economic policies. Parmenter (2014) continues that neoliberalism creates an individualistic society where citizens are judged and valued on their ability to contribute to the economy. As a result, the marginalised and vulnerable are viewed as having “lower moral status” (Parmenter, 2014, p. 422) compared to more ‘economically valuable’ people, ultimately resulting in their social exclusion from mainstream society. In relation to young people, Gilsenan (2013) looks to the neoliberal political environment as a factor in influencing current social perceptions of youth. He explains that an expansion in political managerialist thinking, as well as New Labour policy that focused on ensuring young people “contributed to Britain’s competitiveness in the global market” (p. 60), resulted in a significant change in youth services. This, he continues, has influenced societies perceptions of youth to such an extent that the young are now viewed as a ‘risk’, to be feared and demonised in policy and politics.

It has been argued that neoliberal individualistic societies emphasise individual opportunities, responsibilities, capabilities, and successes, rather than collectivism,

solidarity, and community (Parmenter, 2014; Taylor-Gooby and Leruth, 2018). This is relevant because as Gilsenan (2013) points out, an individualistic society can cause young people to experience confusion and uncertainty about how to navigate a social world that is often laden with risk and distrust. In relation to this, returning to neotribalism theory, a general idea to emerge from one of Maffesoli's (2016) articles is that the youth often form tribes e.g., groups, gangs etc., because it enables them to fulfil an innate need for collective emotion, something that can be restricted by individualistic modern-day society. He continues that rather than criticise and stigmatise this, it is more productive to understand and accept it, "if only to divert its energy if it seems to tend to excess" (p. 744). Thus, perhaps the CWTSH would enable young people to experience collective emotion and help divert this energy in a more socially agreeable and beneficial direction.

Research by Leach (2011) that explored generational attitudes towards British youths supports the perspective that young people are viewed negatively by wider society. He found that people in their twenties were scored lower than any other country in relation to respect and that they came nearly bottom in areas such as friendliness, competency, high moral standards and being viewed with admiration. He continues that this has resulted in young people not being afforded the respect that they deserve. However, the labelling theory (a branch of symbolic interactionism) suggests that the consequences of such negative social perceptions could have a far more damaging impact. To explain this further, Calhoun et al. (2012) draw on George Herbert Meads perspective of labelling. They explain that when people are labelled negatively, it can impact their opportunities in life and cause them to internalise and accept the label, where in some instances, it can become a self-fulfilling prophecy. Thus, this suggests that negative perceptions of young people may actually be hindering their life opportunities, keeping them in a place of disadvantage, and fuelling negative behaviours.

Interestingly, Gilsenan (2013) looks to ICs as a way of breaking this cycle of negative youth perception and reaction. He draws on research by Larch Maxey who used Hart's ladder of participation to explore the impact of youth participation in ICs. This research led Maxey to conclude that there is a "strong link between levels of participation, access to social, cultural and physical spaces and liberation/overcoming adultist oppression"

(Gilsenan, 2013, p. 62; Maxey, 2010). Gilsenan (2013) continues that these factors meant young people's lives were not "dominated by adultism" (p. 64), they had more space to express themselves, and that increased social participation empowered young people to be positively involved in maintaining their community. In contrast, mainstream society often offers limited space, participation, and creative opportunities to its young people, and these can be curbed further by "symbolic violence" (Gilsenan, 2013, p. 64), such as curfews, ASBOs and CBOs. Thus, from a symbolic interactionist perspective, this suggests that the move from an individualistic, neoliberal, mainstream social environment to a more egalitarian, spacious, and collective IC type one, could positively impact how young people view themselves and ultimately how they interact with the world around them.

Adding to the IC verses mainstream debate, Lyons (2015) makes some thought provoking and relevant points, although it should be noted that her work tends to focus on adults with intellectual disabilities. She highlights how there is currently a tunnel vision approach to inclusion, where the political prioritisation is to disperse those with care and support needs throughout mainstream society. However, this can end up undermining individual choice and the concept of personalised care. Lyons (2015) expresses concerns that this politically driven quest for 'normalisation' could lose sight of what is truly meaningful to different individuals. She continues that often this is things like relationships, belonging, companionship, respect and security, and that ICs can be a very good way of providing this meaningful existence and enabling a deeper sense of personalisation. Cummins and Lau (2003) make similar points, highlighting how, in general, people choose to socialise with others from similar groups and backgrounds, for example social status, age, religion, and that enhanced well-being comes from social connectedness rather than integration. Thus, they make the point that this connectedness may actually be better achieved in an environment where people share similar interests and needs, rather than a mainstream social setting that can magnify differences and result in hostility and stigmatisation.

2.4.6. Intentional Communities: Conclusion

Although there is a clear lack of direct literature on the efficacy of a project like the CWTSH, the wider literature on ICs provides insight into the CWTSH's potential benefits and challenges. Much of this literature suggests that the CWTSH could provide its young residents with a transformative living environment that provides benefits such as enhanced well-being; social connectedness; improved personal and social skills; the acquisition of social, natural and human capital; a sense of collective and personal responsibility; and a reduction in offending and substance misuse behaviours (Hall, 2015; Heben, 2014; Maffesoli, 1996; Sanuinetti, 2014; Stern, 2012; Williams, 2008). Furthermore, the literature suggests that moving away from a neoliberal and individualistic mainstream community setting to somewhere like the CWTSH could positively enhance young people's sense of self and their interactions with the wider community (Calhoun et al., 2012; Gilsean, 2013; Maxey, 2004, *cited in* Gilsean, 2013).

Despite the potential benefits, there is a lack of research into how the CWTSH's young residents may respond to transitioning back into mainstream society, something that has the potential to be quite challenging. Furthermore, there is a risk that the CWTSH may become isolated from mainstream society (Andreas, 2013; Dias et al., 2017; Chiodelli and Baglione, 2013). Thus, this could be detrimental to young people's wellbeing. Furthermore, it would be counterproductive to the Wallich's aim of preparing young people for independent living in the community, whilst it could also undermine homelessness prevention approaches and policies that focus on community integration (Busch-Geertsema, 2013; Gaetz and Dej, 2017). Ultimately, the IC literature provides hypothetical insight into some of the CWTSH's potential benefits and challenges, and although the benefits appear to be many and transformational, the risk of isolation is significant and would need to be carefully considered and mitigated against.

2.5. PIEs & ACEs

2.5.1. PIEs & ACEs: Introduction

Although the CWTSH's ethos and structure align with several IC models, its approach to service delivery is what aligns it most with the therapeutic IC model. This is because the CWTSH will be a PIE which is a service delivery approach that is closely linked to the TC concept (Breedvelt, 2016; The Consortium of Therapeutic Communities, 2016). As the PIE approach is central to the CWTSH concept, this section of the literature review will critically explore the PIE model of service delivery in order to identify how it could enable the CWTSH to meet its young service user's needs, as well as what its weaknesses could be. Thus, this section will start by exploring the literature on ACEs as this research is central to trauma informed approaches like PIE (NPC, 2020; Ranjbar and Erb, 2019). Following this, there will be an in-depth exploration of the PIE concept, with a particular focus on its history, definition, framework, implementation, and alignment to the principles of harm-reduction, as well as examples of its use in practice.

2.5.2. ACEs: Research

In recent years, a growing body of research has identified that homelessness is not simply caused by a lack of food and shelter, but that it is often symptomatic of past trauma and ACEs (Grey and Woodfine, 2019; Johnson and Haigh, 2011; Koh and Montgomery, 2021). Thus, it is from this realisation that the PIE framework was conceptualised (Johnson and Haigh, 2011). Therefore, in order to appreciate the reasoning behind using a PIE approach in youth homelessness projects like the CWTSH, it is necessary to first understand the ACE research that underpins trauma informed approaches like PIE (NPC, 2020; Ranjbar and Erb, 2019).

PIE is built on the premise that homelessness is often a symptom of past emotional trauma (Johnson and Haigh, 2011). This theory is supported by extensive research carried out by the Centers for Disease Control and Prevention (CDC) and the Kaiser Permanente health organisation, in their ACE study (CDC, 2019). This study involved questionnaires being completed by over 17000 middle-class American adults that were undergoing medical treatment and assessment at Kaiser Permanente facilities (Felitti,

2003). The questionnaires focused on several different types of ACEs that are detailed in image 2.4 below.



Image 2.4 ACEs (Felitti et al., 1998, sourced from Woerden, 2018)

During the study's data analysis, a scoring system was used. A score of one was given for each type of ACE that a respondent had disclosed e.g., if a person had experienced physical abuse and had an alcoholic parent who was imprisoned then their ACE score would be three (Felitti, 2003). It is important to note that ACE scores only increased if people experienced different types of ACEs and not if they experienced the same ACE multiple times (Felitti, 2003). These scores were then matched against the respondent's health outcomes. A strong pattern emerged, showing that people with higher ACE scores were more likely to experience a range of negative health outcomes and behaviours (See figure 2.1 on the following page) (Felitti, 2003).

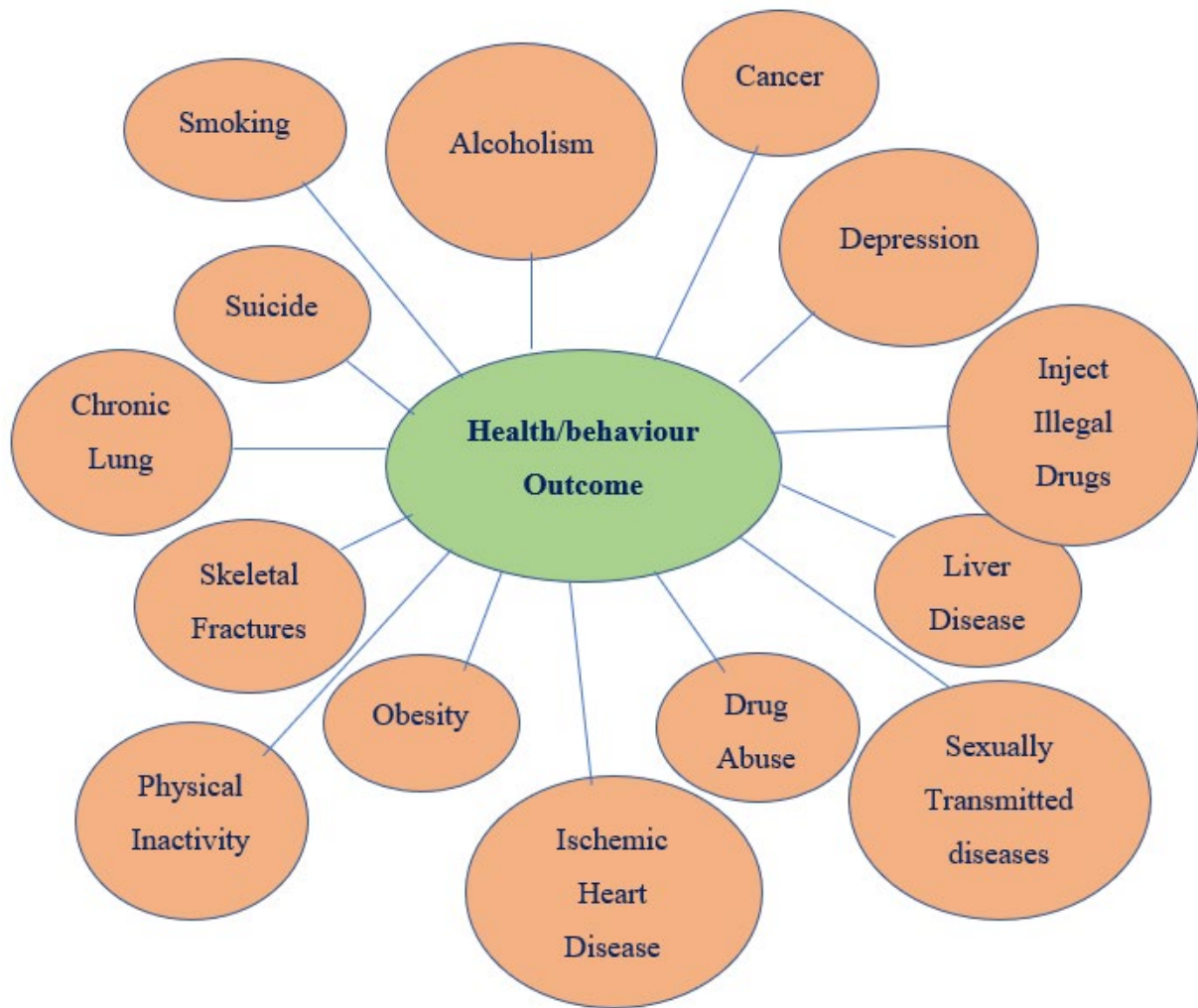


Figure 2.1 ACE Health Outcomes (Felitti 2003; Felitti et al., 1998)

During this study, the researchers also found that ACEs were surprisingly common but were often hidden or unrecognised (Felitti, 2003). Furthermore, ACEs continued to have a profound impact on people’s lives fifty years on (Felitti, 2003). Thus, the conclusion from this study was that ACEs are the main contributor to a nation’s health and well-being status (Felitti, 2003). However, it is important to point out that the ACE study suggests an increased probability of people with high ACE scores experiencing poorer health and social outcomes and does not claim that all people with multiple ACEs are destined to experience these poorer outcomes (Kelly-Irving and Delpierre, 2019).

Interestingly, several studies have since taken place into the impact of ACEs, many of which have documented similar findings (Public Health Scotland, 2021). For example, Alaska researched the prevalence and impact of ACEs, finding that higher ACEs resulted in things such as poorer health outcomes, reduced income, greater food insecurity, increased unemployment, poorer educational outcomes, and less opportunities for home ownership (Walker and Davidson, 2015). Similarly, an English ACE study found that 8% of their respondents had four or more ACEs and that this made them statistically more likely to engage in damaging behaviours, whilst a Welsh based ACE study found that the 14% of respondents who reported having an ACE score of four and above were significantly more likely to be involved in damaging health behaviours such as heavy drinking, smoking, class A drug use, incarceration or being involved in violent incidents (Bellis et al., 2015; Bellis et al., 2014; Connected for Life, 2017).

In relation to homelessness, a Public Health Wales report by Grey and Woodfine (2019) identified a strong correlation between high ACE scores and being homeless, a link that has also been identified in other literature (Barnes et al., 2021; Bullock, 2019; Fitzpatrick et al., 2012; National Health Care for the Homeless Council, 2019; Sekharan, 2016). Key findings from Grey and Woodfine’s study are set out in figure 2.2 below.

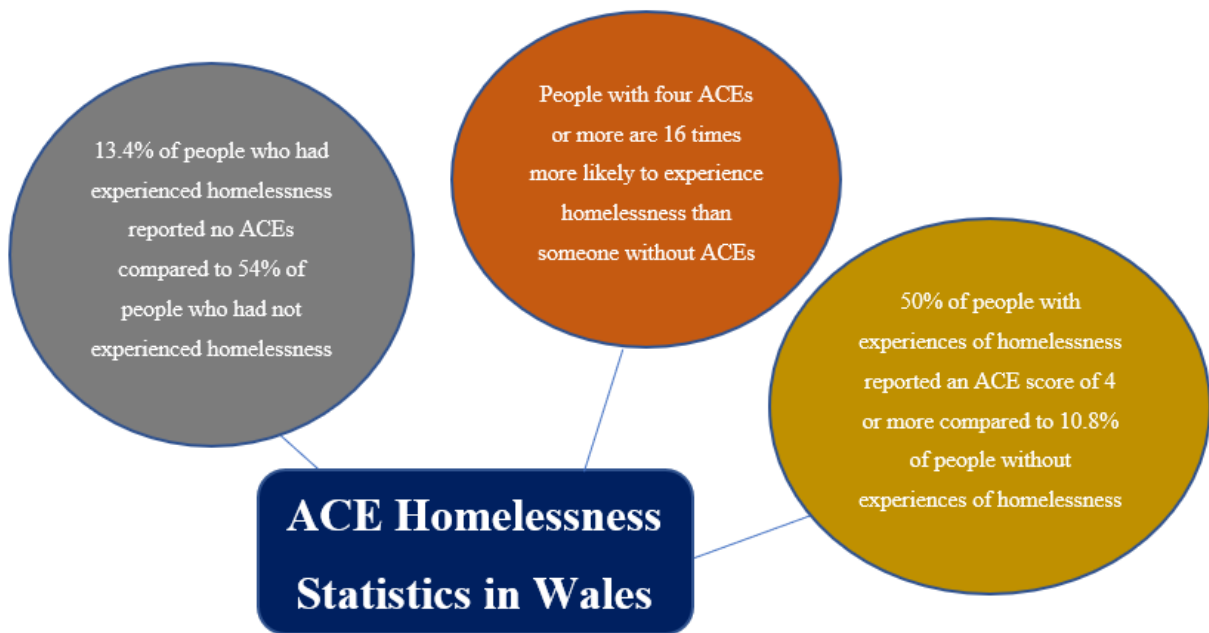


Figure 2.2 ACE Homelessness Statistics in Wales

2.5.3. Welsh ACE & Trauma Informed Policy

The growing body of ACE research has led to Wales adopting a strong political, social, and public health focus on ACEs and trauma informed practice (ACE Hub Wales, 2022; Public Health Wales, 2015; Welsh Government, 2021d). In fact, Public Health Wales went so far as to undertake their own ACE survey (Public Health Wales, 2015). Echoing previous ACE research, this survey found that just under half of the survey respondents had experienced at least one ACE, whilst 13.6% had experienced four or more ACEs (Public Health Wales, 2015). Furthermore, a strong correlation was found between high ACE scores and a range of health and social related issues such as smoking, substance misuse, violence and victimisation, poor diet, and incarceration etc. (Public Health Wales, 2015). In response, the Welsh Government committed to prioritising ACEs: not only focusing on prevention and early intervention, but also on creating an ACE aware and trauma informed society (ACE Hub Wales, 2022; Welsh Government, 2021d).

As a result of the Welsh Governments commitment, tackling ACEs has been incorporated into a raft of policies and initiatives at both the national and local level. Locally, many public services and local authorities have provided ACE training to their staff and incorporated ACE aware policies and strategies into their service delivery (Welsh Government, 2021c). Nationally, tackling ACEs has been included in the Welsh Government's 'Taking Wales Forward' programme and the 'Prosperity for All' national strategy, whilst ACEs and trauma informed practice are a strong focus of Public Health Wales policy and practice (Public Health Wales, n.d.).

In relation to homelessness, the Public Health Wales report by Grey and Woodfine (2019), focuses on the role that preventing ACEs, providing trauma informed interventions, and developing resilience can play in tackling homelessness (Grey and Woodfine, 2019). Furthermore, this report identifies how belonging to a community and developing positive, stable, and trusted relationships with an adult can help develop resilience, which can then reduce the likelihood of homelessness occurring (Grey and Woodfine, 2019). Thus, this suggests that the CWTSH's trauma informed, PIE approach, along with its focus on community and developing positive relationships between young people and staff, could help mitigate against the impact of ACEs and ultimately prevent the CWTSH's young residents from experiencing homelessness in

the future. Another relevant Welsh Government strategy is the ‘Youth Justice Blueprint for Wales’ (Welsh Government, 2022). This blueprint recognises that young people with high ACE scores are at a higher risk of offending, and that applying a trauma informed approach at all stages of the youth justice process can help reduce and prevent youth offending (Welsh Government, 2022c). Thus, by providing trauma informed care to young people with a history ACEs, the CWTSH could play a role in helping to prevent youth offending and ultimately aid in the implementation of the ‘Youth Justice Blueprint for Wales’.

Further demonstrating Wales’s commitment to tackling ACEs and creating a more trauma aware and responsive society, the ACE Hub Wales was established in 2017 (ACE Hub Wales, n.d.). Following their appointment, the ACE Hub Wales produced the ‘Trauma Informed Wales’ framework which is underpinned by five key principles; a universal approach that does no harm; being person centred; being relationship focused; being inclusive and being resilience and strengths focused (ACE Hub Wales, 2022). The framework has four practice levels that reflect the spectrum of contexts and social roles that trauma impacted people may interact with (ACE Hub Wales, 2022). The first practice level is ‘trauma-aware’ and emphasises the need for all Welsh citizens to develop an awareness of ACEs and play a role in preventing and responding to them in a trauma informed way. The second practice level is ‘trauma-skilled’ and involves equipping all staff who deliver care and support, with the knowledge and skills needed to work in a trauma informed way (ACE Hub Wales, 2022). The third practice level is ‘trauma-enhanced’ and refers to the approach used by frontline workers who directly support people impacted by trauma. The fourth and final practice level is ‘specialist interventions’ and involves practitioners who deliver specialist trauma-informed interventions or treatments, or who oversee trauma-enhanced services (ACE Hub, 2022). The framework recognises that trauma impacted people may simultaneously interact with multiple practice levels, and therefore, these levels need to operate as an integrated, person-centred system (ACE Hub Wales, 2022).

The Trauma Informed Wales framework is relevant to the CWTSH, because the CWTSH could help facilitate the integration of its four practice levels. The Wallich aims to develop positive relationships with the wider community, as well as with local

organisations such as colleges and local businesses. Part of this process will involve ensuring that young people's interactions with community members and local organisations occur in a way that is trauma informed and not retraumatising. Therefore, this requires a trauma-aware public and trauma-skilled organisations. Furthermore, as the Wallich deliver frontline services, they provide in-depth trauma focused training to their staff, thus ensuring they can work at the trauma-enhanced practice level (Osmond, 2019). Finally, in relation to the specialist intervention level, the Wallich plan to incorporate their Reflections Network service into the CWTSH, which will involve trained psychotherapists and counsellors providing specialist, trauma-informed support to residents (Osmond, 2018).

2.5.4. ACEs: Criticisms

Despite the growing focus on trauma-informed practice, ACE research is not without criticism; criticisms which by association, could feed into trauma informed approaches like PIE. Felitti (2003) recognises that criticisms of ACE theory are inevitable because it contradicts concepts such as biological psychiatry and many existing drug treatment programs. He further explains that the ACE school of thought challenges the notion that things like drug addiction are the fault of external factors such as dealers and harmful chemicals and are instead something that is within people and a product of how they have been treated. Thus, this ACE way of thinking posits that significant amounts of government money and resources have been directed towards the wrong types of interventions (Felitti, 2003).

Further criticisms are put forward by Edward et al. (2017) who argue that the scientific evidence behind ACEs is far from reliable and has often been leapt upon by those developing new policy and intervention initiatives, whereas the scientists and professionals behind the research tend to take a more modest and reserved approach to their findings. They continue to highlight how current ACE research is open to question, explaining that using clinical populations to make predictive assumptions about broader populations has long been criticised.

Another significant criticism relates to memories. Both Edwards et al. (2017), and Kelly-Irving and Delpierre, (2019) point out that the retrospective and self-evaluating nature of ACE studies can be inaccurate due to their reliance on subjective and unverifiable recollections. To evidence this further, Edwards et al. (2017) explain that people who experience difficulties in adulthood may be more likely to remember difficult parts of their childhood, whilst those who lead more successful and trouble-free adult lives may be less likely to focus on the negative aspects of their childhood experiences.

It can also be difficult for people to recall ACEs (Asmussen et al., 2020). For example, according to Holmes (1995), although highly contested, there is a psychological theory that traumatic memories can be repressed. Additionally, Morrison and Conway (2010) explain that people can struggle to remember events from before the age of seven, something that gets increasingly difficult below five years old and is thought to be highly improbable before the age of two. Furthermore, the first five years of a child's life are thought to be the most important in terms of development (Facts for Life Global, 2010). Thus, this suggests that ACEs before the age of five could be both forgotten and cause even more developmental damage than if they occurred at an older childhood age. It further suggests that an individual could have behaviours suggestive of a high ACE score but have no recollection of any ACEs occurring. As a result, a lack of ACE memories, alongside negatively perceived behaviours, could lead a person to believe that there is something inherently wrong with them, rather than the behaviours being a product of external factors such as their childhood experiences or the way they have been treated. Therefore, it may be beneficial for trauma informed services like the CWTSH to be mindful of how a trauma focused service could affect those who either do not have or do not recall any ACEs. For example, they could feel deficient or undeserving by sharing similar circumstances with, and accessing trauma informed services alongside people who have ACEs to explain their circumstances.

Edwards et al. (2017) criticise ACE research from a social science perspective. They explain that ACE research focuses on the individual and familial level but fails to acknowledge how society may contribute to ACEs in terms of things like poverty, food inequality and inadequate housing. Therefore, ACE interventions tend to focus on

individual behaviour and therapeutic approaches rather than changing the damaging social environment that increases the risk of certain people being subjected to ACEs in the first place (Edwards et al., 2017). Thus, this indicates the importance of ensuring that trauma informed approaches do not become so focused on the individual and their experiences that it diverts attention away from the larger social causations of ACEs and homelessness such as poverty, inequality, and inadequate housing. Ultimately, ACEs may make it more likely for people to slip to the bottom of society and experience things like homelessness, but as the European Anti-Poverty Movement (2015) point out, it is current political, social, and economic systems that create this unequal society in the first place, and it is important that ACE-aware interventions do not detract from this.

Another sociological focused criticism is that ACE research views a person as an “object who is subjected to experiences, not a human being who interprets them” (Edwards et al., 2017, p. 4). Edwards et al. (2017) continue that translating “complex social experiences into biological, chemical effects” (p. 4) is overly simplistic and fails to acknowledge that humans often recover very well from traumatic experiences, going on to lead successful and fulfilling lives (p. 4). In relation to this, Kelly-Irving and Delpierre (2019) recognise that focusing too heavily on an individual and their ACEs can have a stigmatising impact on people. They explain that focusing on structural changes that emphasise how society can help reduce ACEs is a far more positive and less stigmatising approach. Similarly, Edwards et al. (2017) discuss stigma, explaining that ACE interventions often label people with ACEs as deficient, and that being defined by an ACE score may have a profoundly negative impact on a person’s sense of self. This has implications for trauma informed approaches like PIE, because it suggests that if staff fail to grasp the approach and are not trained properly in the complexities of ACEs or how to effectively deliver asset-based trauma support, they may reinforce negative stereotypes associated with traumatic experiences or focus too heavily on the deficient side of ACEs.

The simplicity of the ACE study and its methodology has also been questioned by critics (Edwards et al., 2017; Kelly-Irving and Delpierre, 2019). There are concerns that the study failed to gauge the circumstances, timing, severity or duration of ACEs, or

the support that people receive during these experiences (Edwards et al., 2017; Kelly-Irving and Delpierre, 2019). Barrett (2018) also makes these points, explaining that trauma is complex, and its impact will vary from person to person depending on several variables such as, individual resilience, social supports, and relational connectedness. She continues that although it is important to be ACE aware, counting someone's ACE score is very different to providing person-centred trauma care. Furthermore, focusing solely on the negative events in people's childhoods risks re-traumatising and disempowering people, something that is at odds with genuine trauma informed practice (Barrett, 2018). Thus, Barrett (2018) recommends moving beyond the simplistic ACE-aware movement to a more trauma-informed, asset and evidence-based approach.

Barrett's comments are relevant to the PIE concept, because in line with points made by Homeless Link (2017b) and No One Left Out: Solutions Ltd (2015), PIE aligns with her recommendations. Ultimately, although the PIE model recognises the relationship between ACEs and homelessness, it goes beyond this by using psychological evidence and asset-based approaches to create a trauma informed intervention for homelessness (Homeless Link, 2017b; No One Left Out: Solutions Ltd, 2015).

2.5.5. PIE: History & Definition

The PIE concept was the brainchild of Robin Johnson and Rex Haigh, who recognised that homelessness is often a product of emotional trauma, and as a result, an "enlightened and thoughtful" (Johnson and Haigh, 2011, p. 18) approach is needed. PIE services emerged in 2010 following the release of a good practice guidance publication that was jointly written by the UK Department for Communities and Local Government, and the National Mental Health Development Unit (Breedvelt, 2016; Johnson and Haigh, 2011; Keats et al., 2012). However, PIE is also seen as a product of the Royal College of Psychiatrists' Enabling Environments initiative, which sought to build on the values and principles of the TC model, but in a much more broad and flexible way (Haigh et al., 2012). Although the Enabling Environments initiative applies to a wide range of psychiatry, social and community mental health settings, it can be customised and applied to specific sectors, with one such sector being

homelessness (Haigh and Johnson, 2011; Haigh et al., 2012). Thus, essentially, the PIE concept could be seen as implementing the Enabling Environment Initiative within the homelessness sector.

PIEs tend to be defined in a similar way, albeit with varying vocabulary. For example, No One Left Out: Solutions Ltd (2015) describe a PIE as an environment “that takes into account the psychological makeup- the thinking, emotions, personalities and past experience- of its participants in the way that it operates” (p. 2). Likewise, Mental Health Foundation (2017) describes PIEs as “Services where day-to-day running has been designed to take the psychological and emotional needs of people with [past trauma] experiences into account” (Para. 3). A final similar definition is provided by Homeless Link (2017b) who explain that “Psychologically Informed Environments are services that are designed and delivered in a way that takes into account the emotional and psychological needs of the individuals using them” (p. 4). It should also be noted that PIEs can sometimes be confused with their counterpart, Psychologically Informed Planned Environments (PIPEs). However, as Breedvelt (2016) explains, although a PIPE is a similar approach to PIE, it is a different model that is adapted for use in a contained prison environment and is specifically related to the criminal justice system.

2.5.6. The PIE Framework

The PIE approach is deliberately flexible so that it can be applied to different settings and environments such as foyers, hostels, floating support services, supported accommodation and day centres etc. (Breedvelt, 2016). Nevertheless, it has five key areas that need to be considered before a service can be truly PIE (Breedvelt, 2016; Keats, et al., 2012).

The PIE Framework: Developing a Psychological Framework

The first key area in the PIE framework is called ‘developing a psychological framework’ and involves using different psychological approaches to meet the needs of the people using the service (Breedvelt, 2016; Keats et al., 2012). However, it is important to point out that although staff should be trained in all aspects of the PIE framework, they are not expected to be psychologists or therapists, but rather to adapt

and refine therapeutic approaches to suit the needs of their service users (Keats et al., 2012). Examples of psychological perspectives used in PIE include the psychodynamic paradigm, cognitive, behavioural, and humanistic approaches (Keats et al., 2012). However, the flexibility of PIE means that a combination of these psychological approaches can be used, and services are not restricted to rigidly following just one (Keats, *cited in* Breedvelt, 2016; Keats et al., 2012).

The PIE Framework: The Physical Environment

The second key area of the PIE approach is called ‘the physical environment and social spaces,’ and involves re-designing the service on a physical level so that it reflects the needs and preferences of the people using the service (Keats et al., 2012). Keats et al. (2012) are clear that where possible, service users should be involved in co-producing this design process. They continue to explain that the building design should suit differing service user engagement levels. For example, some people may respond better to a structured environment, whilst those experiencing chaotic lifestyles may feel comfortable with a more informal approach. Keats et al. (2012) recognise that making changes to communal areas can positively influence socialisation between service users, and also improve interactions with the staff.

The idea that changing the physical environment can have a positive impact on people is supported by environmental psychology theory. This theory is defined by Gifford (*cited in* Gifford et al., 2010) as “the study of transactions between individuals and their physical settings” (p. 44). Gifford et al. (2010) explain that the basic premise of this theory is that people both change and are changed by their environment i.e., people influence their environment and the environment influences people’s behaviours and experiences.

The term environmental psychology was first coined by eminent psychologist William H. Ittelson who recognised the therapeutic value in hospital décor and design such as furniture, colour, and private space (Bell and Sunstrom, 1997). Reinforcing this theory, research suggests that access to green space has a positive impact on people’s health

and well-being (Barton and Rogerson, 2017; Kinver, 2014; Morton, 2016), whilst something as simple as the colour a person is exposed to may stimulate a negative emotional response (Valdez and Mehrabian, 1994). In relation to this, Gifford et al. (2010) explain that stimulation and sensory information are key factors in environmental psychology and as a result a person's real, perceived, or desired control over the stimulation that they are exposed to will impact how they experience their environment. This is interesting from a homelessness perspective, because it suggests that homeless people may be at increased risk of experiencing their environment in a negative way due to the obvious lack of control that they have over their environment and the stimulation that they experience. Thus, environmental psychology theory reinforces the PIE approach and suggests that co-producing the physical environment has the potential to positively change the behaviours and experiences of people using homelessness services.

The PIE Framework: Staff Training and Support

The third key area of PIE relates to staff training and support, recognising the fundamental role that staff play in creating a PIE service (Breedvelt, 2016; Keats et al., 2012). As Keats et al. (2012) point out, transitioning to a PIE service requires a transformation in how homelessness organisations recruit, train and manage their staff. There should be a considerable focus on reflective practice where staff are able to look back on the way events have unfolded and learn from these experiences (Keats et al., 2012). In relation to this, Scanlon and Adlam (2012) explain that working with vulnerable homeless people can be distressing for staff and result in burn-out, something that has a knock-on effect, impacting service users, other staff, and the organisation, and ultimately leading to disorganised working cultures. They continue that the reflective ethos of PIEs can help manage this chaotic working environment, and that by providing space and time for staff development and reflection, a culture of "intelligent kindness" (p. 79) can be achieved instead.

The PIE Framework: Managing Relationships

The fourth key area involves managing relationships and is recognised by Keats et al. (2012) as central to the PIE concept. Keats et al. (2012) explain that relationships can be the "principal tool for change" (p. 24), where learning and development

opportunities emerge from interactions between staff and service users. They continue that by focusing on relationships, power and control are dispersed more evenly between management, staff and service users which ultimately results in better self-management, increased autonomy and responsibility, and greater ownership of behaviour. In order to develop positive relationships, Keats et al. (2012) advocate things such as group working, open communication, honesty, negotiation, being mindful of service user's relationship with power, and the development of positive pathways that focus on what service users can do rather than what they cannot do.

The PIE Framework: Evaluation of Outcomes

The final key area of the PIE concept is called 'evaluation of outcomes.' Keats et al. (2012) explain that evaluation plays a fundamental role in ensuring reflective practice can occur and enables service providers to identify what is and is not working within their services. They continue to outline three evaluation levels; the policy level, where services can measure their performance against government policy and objectives; the service level, where effectiveness of service delivery is measured against the services own aims and objectives, and the individual level, where meaningful and realistic goals are decided and set by staff and service users, and then measured and evaluated. Keats et al. (2012) explain that the latter level also enables staff and service users to identify significant progress that might otherwise be hidden such as capturing one off positive behaviours or recording how incidents change over time.

2.5.7. PIE & Harm Reduction

As mentioned previously, the Wallich are committed to implementing a harm reduction approach in their PIE services. Harm reduction involves moving away from homelessness intervention strategies that require abstinence in return for service provision, to one where People Who Use Drugs (PWUD's) are holistically supported to do so in a safer, less harmful way (Homeless Link, 2019; Pleace, 2012). Harm reduction theory recognises that harmful substance use is interrelated with other support needs, therefore, potentially being both a product and cause of those needs (Pleace, 2012). Despite this, harm reduction is not without criticism. These mainly centre around harm reduction sending the wrong message by sanctioning and enabling illicit drug use,

and that it contravenes drug laws and may be a backdoor route to their reform (Rehm et al., 2010). Nevertheless, a body of research has found that PWUD's are often more responsive to interventions that use a holistic, harm reduction approach; making support more accessible, and ultimately reducing the harm and risks associated with problematic drug use (Carver et al, 2020; Jenkins, Slemon and Haines-Sahh, 2017; Magwood et al, 2020; Pleace, 2012)

In relation to trauma informed approaches like PIE, harm reduction can play a key role in successfully implementing trauma informed practice (McKenzie-Mohr, Coates, and McLeod, 2012). To explain this further, McKenzie-Mohr, Coates, and McLeod (2012) explain that substance misuse is often a young person's response to trauma and that in order to provide genuine trauma informed care, service providers should reconsider their zero tolerance policies to substance use, opting instead for a more inclusive and responsive harm reduction approach. They continue to highlight how harm reduction can be instrumental in helping young people who use homelessness services develop positive relationships. Explaining this further, McKenzie-Mohr, Coates, and McLeod (2012) point out how services that operate a zero-tolerance policy to substance misuse often require staff take on a suspicious, intoxication monitoring role; something that can create significant barriers to positive relationship development between staff and young people. Thus, this suggests that a harm reduction approach may be integral to achieving the managing relationships aspect of the PIE framework, and at creating an egalitarian environment at the CWTS. Ultimately, harm reduction can provide young people with an open, safe, and accepting environment, where they can begin to address issues surrounding complex needs and trauma (McKenzie, Coates, and McLeod, 2012); something that aligns considerably with the PIE philosophy, and that is central to the CWTS concept.

2.5.8. PIE in Practice

Although the PIE concept is built on existing evidenced psychological approaches (Homeless Link, 2017b), there is a dearth of direct research into its efficacy (Breedvelt, 2016; Centre for Homelessness Impact, 2018; Phipps, 2016). Nevertheless, there is some literature available which includes an in-depth PhD level study by Catriona

Phipps that explores the perceptions and experiences of residents, staff, and psychotherapists in a PIE service. Furthermore, there are some evaluations of PIE pilot schemes that can be drawn upon to see how PIEs work in practice. However, as Breedvelt (2016) points out in his PIE focused literature review, these evaluations are often small-scale and there are inconsistencies in evaluation approaches, measures, and publication, resulting in barriers to evidence and result synthesis. Nevertheless, although there is clearly a need for more consistent research and evaluation into the efficacy of PIEs, the existing literature does shed some light on how PIEs work in practice. Thus, this next part of the literature review will explore some of these pilots, and then go on to discuss Phipps (2016) PhD level research into a PIE service.

Pie in Practice: Waterloo Homelessness Project

The first pilot to be discussed is the Waterloo homelessness project in Lambeth which is an 18-bed hostel that accommodates rough sleepers who have complex needs (Thames, n.d.). This was a collaborative scheme between London Borough of Lambeth Adult Community Services, South London and the Maudsley NHS Foundation Trust and Thames Reach homelessness charity (Stronge and Williamson, 2014). In their article outlining the evaluation into the Waterloo PIE project, Stronge and Williamson (2014) explain that a full-time NHS Clinical Psychologist and Assistant Psychologist were bought into the project. They continue that this enabled the facilitation of things such as direct clinical work with service users, PIE training for staff, appropriate staff team interventions and “joint psychology management approaches in dealing with tenancy issues” (p. 3).

The psychologists began their work by building trust with service users so that they could engage them in informal activities and then “individual and group psychological assessment and treatment options” (Stronge and Williamson, 2014, p. 4). Stronge and Williamson (2014) explain that the main psychological framework used in the project was Mentalization-Based Treatment, which NHS Tavistock And Portman (2009) describe as a long-term psychotherapy that focuses on making sense of beliefs, thoughts and feelings and then linking them to behaviours and actions.

Stronge and Williamson (2014) report that these psychological interventions have produced “clinically significant improvements in mental health on standard clinical assessment tools” (p. 4), whilst also leading to reductions in substance misuse and challenging behaviour. Furthermore, a therapeutic art group showed improved results in areas such as mental health, interpersonal skills, self-esteem, social inclusion, decreased substance misuse and reduced aggressive behaviour. Due to the removal of barriers, the Waterloo project also achieved consistently high attendance rates to service user planned appointments. However, it should be noted that there is a lack of detailed methodology in Stronge and Williamson’s article.

Pie in Practice: The Fulfilling Lives Programme

One PIE pilot that provides a detailed methodology is the Fulfilling Lives programme. This pilot sought to implement PIE in three different services in the Newcastle and Gateshead area. The evaluation was conducted by Sophie Boobis and involved focus groups and semi-structured interviews with project managers and staff. The three services involved were a drop-in homeless day centre and two different residential mental health rehabilitation and recovery units, all of which were run by different organisations. Fulfilling Lives began the PIE implementation by providing training and support. However, they allowed six months for PIE to embed in the services before conducting the evaluation. A grounded approach was used to identify evaluative outcomes, which appeared very promising in terms of what PIE services can achieve.

Boobis (2016) reports that the Fulfilling Lives programme was a success with all three services managing to develop, change and sustain the way that they worked with people who present with complex needs. Boobis (2016) continues that this demonstrated a range of benefits such as improved problem-solving capabilities, opportunities for reflection, enhanced staff self-care and job performance, improved service user outcomes, the development of a common psychological framework language between services, and indications of a cultural change. Boobis (2016) continues to explain that value was given to the way PIE appeared to be tailored to each individual service rather than a generic, one-size fits all approach, whilst she also points out that there could be potential benefits in terms of cost and freeing up resources. However, it is important to

point out that this evaluation involved speaking to project staff and managers rather than to service users. In relation to this, Groundswell Inclusive Solutions (2007) point out that service users have direct experiences of, and their own perspectives about what works, what is positive and what is unhelpful. Thus, this evaluation may not reflect the experiences of the people who use these PIE services.

Pie in Practice: St Basils

The final pilot evaluation to be discussed does involve service user views, and due to the input of independent academic researchers from the University of Birmingham, can be deemed an objective study. This pilot is also the most relevant to the CWTS as it involves services that are run by St Basils, a homelessness charity who provide support to young people across West Midlands. Cumming et al. (2017) provide an in-depth exploration of the way in which St Basils implement the full PIE framework, pointing out how they draw on three psychological approaches (cognitive behaviour therapy, dialectical behaviour therapy and cognitive analytic therapy) to work in a trauma-informed way. In order to evaluate St Basils services, academic researchers from University of Birmingham used a mixed methods systematic approach that identified and measured different PIE outcomes for the three different groups in the PIE service: young people, staff and the organisation.

Cumming et al. (2017) report that overall, the evaluation suggests St Basils have successfully implemented PIE in their services. However, they also point out some lessons that have been learnt along the way. Firstly, relationships are fundamental to the success of PIE, and it is important that consideration is given to staff workload and the length of time young people use St Basils' services so that sufficient time can be spent nurturing these relationships. Secondly, PIE must be viewed as a continuous commitment that ensures staff have the time and confidence to develop PIE skills and tools, and finally, it is vitally important that managers have a positive attitude towards the PIE concept and act as role models when putting PIE into practice. Cumming et al. (2017) then conclude that although developing PIE services takes considerable time and effort, this change in culture is beneficial and results in a "happier and healthier workplace for staff and better outcomes for young people" (p. 7).

PIE in Practice: PhD level study

Phipps (2016) also observed positive outcomes in her PhD level PIE research. This was a qualitative study that took a phenomenological epistemological approach to data collection and analysis. It involved research at two voluntary sector homelessness supported housing projects in London which specialised in long-term mental health difficulties. One project was a single hostel, whilst the other consisted of three separate but affiliated hostels that shared the same staff team but provided different levels of support to service users. These PIE services used a psychodynamic psychological framework and promoted the recovery approach, described by Lyon (2022) as a model that recognises the possibility of recovering from mental health issues and the importance of this process being patient-directed. The research itself involved semi-structured interviews with nine residents, ten staff members and five psychotherapists, whilst the data was analysed using thematic analysis.

Following analysis, Phipps (2016) identified five key themes and eighteen sub themes. The first key theme related to ‘what makes a home?’ and identified widespread consensus that the current PIE service was better than previous hostels participants had experienced. The importance of moving away from typical negative hostel characteristics and making the physical environment more homely, welcoming, and non-institutionalised was highlighted, as was involving service users in co-producing the physical environment. This is an interesting point, because the PIE concept appears to align with a co-productive approach to working. However, although some of the PIE related literature touches upon co-production (No One Left Out: Solutions Ltd, 2015; Phipps, 2016), there appears to be little exploration into whether PIEs are co-productive in practice. Thus, this area may benefit from further research.

The second key theme involved ‘resident needs and histories’ and found that all staff were aware of how trauma impacted mental health. It was identified that although some staff found this upsetting there was also evidence of “compassion satisfaction” (Phipps, 2016, p. 78), where staff gained reward in knowing they were making a positive difference. A further finding under this theme involved the flexibility of PIE and how

this led to approaches that were less punitive and more responsive to the complex needs of service users.

Theme three related to ‘managing relationships’ and there was universal discussion of relationships amongst participants with particular emphasis put on trust, honest communication, promoting equal relationships and how positive relationships resulted in service users feeling cared for.

The fourth theme centred on ‘reflective practice’. This theme identified recognition that the reflective process enabled staff a safe space to take a step back and gain a deeper insight into their service user’s needs. Furthermore, there was evidence that reflective practice promoted an experiential learning cycle approach where staff used their experiences to adapt interactions with service users. However, there was also recognition that the reflective process could be difficult with concerns raised about reflection being a luxury that time pressed support staff could ill afford and talking negatively about service users contradicting the notion of being a good carer. Furthermore, some staff experienced the reflective process negatively and felt it left them open to scrutiny and criticism (Phipps, 2016).

The fifth and final theme to emerge was ‘theory verses practice’ (Phipps, 2016). This theme found that although PIE was widely viewed as an innovative and positive approach by participants, there was also concern from a small number of the staff participants who thought that PIE was another jargonistic term for good practice, rather than a meaningful and long-lasting intervention (Phipps, 2016). This could provide a reason why some staff fail to engage with the PIE model as identified by Breedvelt (2016). Another reason for this could be that the PIE approach to working contradicts norms, values and experiences that are often ingrained in people from a young age. For example, school instils the message that disruptive behaviour should be met with punishments such as the naughty corner, detention, suspension, or exclusion (Asthana, 2009; British Council, 2018), whilst some parents may punish their children rather than constructively discipline them (Morin, 2021). Thus, perhaps some staff may struggle to move away from more authoritative approaches to working such as sanctioning and

instigating eviction processes, because essentially, this is what society has instilled in them.

Returning to Phipps (2016) 'theory verses practice' theme, another point identified was that the effective implementation of PIE can be restricted by current economic and political constraints, where limited resources, simplistic expectations from commissioners and unrealistic targets inhibit aspects of the PIE framework. A further point to emerge from this theme was that time limits on how long a person can stay in a service may be counterproductive to the PIE concept and impact the often-long process of rebuilding "damaged attachment relationships" (Phipps, 2016, p. 51). This is reinforced by Campbell (2006) who explains that homeless people can settle in hostels, but once they are thought to have improved, they are asked or forced to move on. However, this has the potential to cause re-traumatisation, feelings of abandonment and a vicious cycle where the individual feels they must keep moving on (Campbell, 2006). Phipps (2016) explains that this push to move people on within certain time frames stems from concerns that lengthy stays in temporary accommodation encourages dependence and institutionalisation. However, as Bowlby (1998) points out, dependence is often conflated with attachment, and attachment should be viewed as a positive behaviour. Thus, temporary supported housing projects may not be congruent with the attachment focused PIE concept, and further exploration into these conflicting temporalities may be valuable.

Despite Phipps (2016) study being a robust and high-level piece of academic research, she herself recognises that it has some limitations. The first limitation could be applied to all PIE focused research and relates to transferability. Phipps (2016) explains that PIEs flexible and adaptable nature can make it unique to each set-up, and as a result, her findings may not apply to different PIE settings. Another limitation concerns the staff self-selecting their involvement in the study which could mean that staff who are interested in the PIE concept participated, whilst staff who viewed it less favourably did not. A final limitation relates to relying on participants subjective experiences, which as Phipps (2016) points out, cannot be verified. Nevertheless, Phipps study, along with the three evaluations discussed beforehand, do provide an insight into how PIEs can work in practice.

2.5.9. PIEs & ACEs: Conclusion

The literature indicates that ACEs can play an instrumental role in health and social outcomes (Felitti, 2003). The growing awareness of ACEs and their impact has resulted in Wales adopting ACE related policies at the national and local level, with the aim of becoming a trauma informed society (ACE Hub Wales, 2022; Public Health Wales, 2015; Welsh Government, 2021d). In relation to homelessness, it is widely recognised that ACEs can contribute to an individual's homelessness status (Barnes et al., 2021; Bullock, 2019; Fitzpatrick et al., 2012; Grey and Woodfine, 2019; National Health Care for the Homeless Council, 2019; Sekharan, 2016). Thus, in response to this, services are increasingly adopting trauma informed approaches to meet the needs of the homeless people in their care, with one such approach being the PIE concept (Prestidge, 2022).

Despite there being a dearth of literature on PIEs (Breedvelt, 2015), some of the limited studies that have been carried out indicate that a PIE service like the CWTSH could be successful in meeting the needs of people experiencing homelessness (Boobis, 2016; Cumming et al., 2017; Phipps, 2016; Stronge and Williamson, 2014). However, they also suggest that the CWTSH could encounter some barriers and challenges when implementing the PIE approach. These barriers and challenges include issues relating to staff and managerial attitudes and workloads; overcoming time and resource constraints; conflicting temporalities; and operating within a restrictive political and economic climate (Boobis, 2016; Cumming et al., 2017; Phipps, 2016; Stronge and Williamson, 2014). Nevertheless, these studies and evaluations indicate that when these barriers and challenges are overcome, the PIE aspect of the CWTSH has the potential to yield several benefits, including improved outcomes for service users; happier, responsive and more efficient staff; greater service user participation; better use of resources, and a positive culture shift (Boobis, 2016; Cumming et al., 2017; Phipps, 2016; Stronge and Williamson, 2014). However, as previously stated, and in line with points made by Breedvelt (2016), there are limitations to the current literature, and thus a strong need for wider and more consistent research into how PIEs work in practice.

2.6. Collaboration

2.6.1. Collaboration: Introduction

As with PIE, collaboration is also at the heart of the CWTSH concept. This collaborative approach spans multiple levels and involves engaging young people, youth homelessness staff and other organisations in shaping and managing the CWTSH. Thus, co-production, youth participation and inter-organisational collaboration are a fundamental part of the CWTSH's innovative ethos. A multitude of benefits are attributed to these three collaborative processes (Boydell, 2010; Citizens Advice Bureau, 2008; Co-production Wales, 2013a, b, c, d; Farthing, 2012; Warshak, 2003, cited in, Farthing, 2012; Head, 2011; O'Donoghue et al., 2003). However, despite this, they are not without challenges and criticisms (Bevan Foundation, 2014; Durose et al., 2017; Farthing, 2012; Milbourne and Cushman, 2012; Scottish Third Sector Resource Forum, 2017; Thomas, 2017; Vanleene et al., 2015; Verschuere et al., 2012). Therefore, in order to gain insight into how collaboration could impact the CWTSH's efficacy, this section of the literature review will critically explore the concepts of co-production, youth participation and inter-organisational collaboration.

2.6.2. Co-production

The term co-production was first coined in the 1970's by American political economist and Nobel Prize winner Elinor Ostrom and her colleagues (Parks et al., 1981; Pestoff, 2014). Pestoff (2014) explains that Ostrom et al. developed the concept of co-production when they realised active participation by service users made delivering public services easier. Thus, they used it to describe the increased involvement of citizens in public service delivery. As the 1990's approached, markets became the driving force behind public service improvement and there was less focus on co-production (Think Local Act Personal, 2015). However, by the mid 2000's, this concept began to regain traction and started to become central to public and third sector service delivery (Think Local Act Personal, 2015).

In recent years, the concept of co-production has attracted much renewed interest and has fast become a popular focus of policymakers, researchers, and the government

(Filipe et al., 2017; Oliver et al., 2019). It was a fundamental part of David Cameron's 'Big Society' agenda and has also been enshrined in legislation such as the CA 2014 and the SSWA 2014 (Roberts and Stafford, 2015; Social Care Wales, 2017; Think Local Act Personal, 2017). Despite this revived focus, there is a lack of consensus on how co-production should be defined (Oliver et al., 2019). As a result, definitions appear to vary considerably. For example, Co-production Network for Wales (n.d.) define co-production as,

An asset-based approach to public services that enables people providing and people receiving services to share power and responsibility, and to work together in equal, reciprocal and caring relationships. It creates opportunities for people to access support when they need it, and to contribute to social change.

(Para. 2)

In contrast, Stephens et al. (2008) describe co-production as,

[pointing] to ways we can reinvigorate and build [the] core economy and realise its potential, and how public services can play a part in making it happen. [Co-production] is not about consultation or participation- except in the broadest sense. The point is not to consult more, or involve people more in decisions; it is to encourage them to use the human skills and experience they have to help deliver public or voluntary services. (p. 10)

Social Care Institute for Excellence (2015) explain that the lack of clarity surrounding the definition of co-production can result in it becoming diluted and its effectiveness reduced, whilst a narrow definition may suppress innovation and creativity. A solution to this dilemma is offered by Taco and Marlies (2016) who advocate a systematic recognition of the different types of co-production rather than one all-encompassing

definition. They explain that previous definitions have limited peoples understanding and implementation of co-production and argue that a clearer definition which includes a typology of co-production could enable greater understanding and measurement of co-production processes and outcomes. Similarly, Social Care Institute for Excellence (2015) recognise that rather than try to define co-production, it may be more beneficial to recognise it as a set of principles that include equality, diversity, accessibility, and reciprocity.

Despite the lack of clarity surrounding the definition of co-production, its benefits are thought to be many and are documented extensively by Co-production Wales (2013a). These benefits extend to organisations, practitioners, and service users, and are set out in figure 2.3 on the next page.



Figure 2.3 Co-production: Benefits (Co-production Wales, 2013a,c, d)

Adding to these benefits, Boyle et al. (2006) point out that co-production reduces service user dependency and enables services to deal with the root causes of social issues rather than just their symptoms. Additionally, Boyle and Harris (2009) explain that co-production recognises people as assets rather than drains on the system, whilst Stephens et al. (2008) explain that top-down forms of service delivery tend to define people by their needs alone which then results in the perpetuation of those needs. Stephens et al. (2008) continue to explain that by recognising people as assets and utilising their skills, knowledge, and contributions; service systems operate in a more efficient and productive way. Building on this argument, Boyle and Harris (2009) and Stephens et al. (2008) draw on the work of economist Neva Goodwin, explaining that families, neighbourhoods, communities and civil society are the ‘core economy’, and that co-production revitalises, rebuilds and reinvigorates this core economy by enabling public services to harness its potential. They continue that growing the core economy is central to the ethos of co-production, whilst failure to recognise and effectively utilise it has several negative consequences such as ‘isolation, time poverty and low levels of trust, engagement and social infrastructure’.

Co-production is also seen as an innovative way to transform public services and hold professionals and the government to account. As Boyle et al. (2006) explain, the hierarchical and professional nature of public service organisations has resulted in their disengagement and detachment from local communities. This has led to a lack of trust amongst service users and increased disadvantages for socially excluded groups, whilst it has also created an environment where service users are expected to fit into rigid models of service provision, rather than a person-centred approach where the service adapts to the needs of the individual (Boyle et al., 2006). Furthermore, hierarchical models of service delivery can be less accountable, whereas genuine co-production is thought to create more horizontal and equal relationships between professionals and the public and can therefore strengthen accountability ties and processes (Tuurnas et al., 2015). Thus, this, along with the other literature on the benefits of co-production, suggests that the co-production aspect of the CWTSH has the potential to offer a range of benefits to young people, staff, and the Wallich, and that it can help create an accountable service that truly reflects the needs and views of young people.

Despite the broad range of benefits associated with co-production, there are also several challenges and criticisms surrounding it (Durose et al., 2017; Scottish Third Sector Resource Forum, 2017; Vanleene et al., 2015; Verschuere et al., 2012). Scottish Third Sector Resource Forum (2017) list a wide range of barriers to achieving genuine co-production, which are detailed in figure 2.4 below.



Figure 2.4. Co-production Barriers & Challenges (Scottish Third Sector Resource Forum, 2017)

From a critical perspective, it has been argued that there is a clear lack of research into the impact of co-production (Durose et al., 2017; Vanleene et al., 2015; Verschuere et al., 2012). In relation to this, Vanleene et al. (2015) highlight several areas where the impact of co-production is not fully understood. They point out that there is a lack of clarity regarding what societal value co-production actually achieves, how it translates into citizen democracy, and whether citizens are being actively encouraged to co-produce. Vanleene et al. (2015) continue to question whether co-production is made more accessible to those with higher socioeconomic status and if the co-production benefits only extend to certain social groups, rather than to all citizens. They continue to point out that there are valid concerns about how co-production can be truly effective if certain groups are excluded and unrepresented in the co-production process. This has relevance to the CWTSH, because some young people may be reluctant to participate in co-production, which may result in certain young people having more of a say in their services than others.

Another key point raised by Vanleene et al. (2015) relates to the governmental motivations behind co-production. They explain that from a sceptical perspective, it is thought that co-production is a budgetary and time saving exercise that is used to offload accountability and responsibility onto the public. David Cameron's 'Big Society', which strongly advocated co-productive approaches, appears to add weight to this argument. Critics felt that the 'Big Society' was used as a justification for government funding cuts and that its disappearance from political discourse since has demonstrated this was indeed the case (Butler, 2015; Vanleene et al., 2015; Watt, 2010). In relation to this, Boyle et al. (2006) warn that the human benefits of co-production could be undermined if target efficiency and expenditure reduction become its primary focus.

Durose and Richardson (2016) make similar points to Boyle et al., but also add that co-production is viewed by some critics as a form of masked state control where governments establish 'the rules of the game' (p.36) in order to 'determine the parameters of local solutions' (p.36) and re-centralise authority. They continue to apply Michel Foucault's governmentality theory to support this perspective. In brief, governmentality theory refers to the power relations between governments and citizens,

recognising that governments use their power to indirectly control and benefit from the way citizens conduct themselves (Mills et al., 2010). Thus, co-production is seen by some critics as a way for the state to implement this governmentality (Durose and Richardson, 2016). Durose and Richardson (2016) continue to offer an example of this, explaining that the state can speed up the marketisation of public space by using co-production to ‘challenge the public sector monopoly on the provision of public services’ (p.36) and that this therefore enables the state to gain cooperation from citizens in reinforcing existing power structures and opening pathways of privilege to the powerful.

In their work on participation, Henkel and Stirrat (2004) make similar points to Durose and Richardson, explaining that participation is the ultimate modern form of governance. Although participation differs from co-production i.e., participation refers to being consulted, whilst co-production means being equal partners and co-creators (Social Care Institute for Excellence, 2015), participation is recognised as a central aspect of co-production (Vanleene et al., 2015). Therefore, some of the discourse surrounding participation can also be applied to co-production, making Henkel and Stirrat’s argument relevant. Henkel and Stirrat (2004) further explain that participation has become a new orthodoxy and that it stems from protestant religion which is thought to be a more participatory religious approach compared to that of Catholicism. They continue to explore the concept of empowerment in participation, explaining that the focus is often on how much people are being empowered rather than what they are being empowered for. They argue that in fact, empowerment is reshaping people’s sense of self and influencing them to be part of modernised social development. Thus, empowerment is synonymous with what Michel Foucault calls subjection (Henkel and Stirrat, 2004), a process where power is used to influence how individuals transform themselves into subjects (Hildebrand-Nilshon et al., 2001).

In terms of the CWTSH, the literature on the challenges and criticisms of co-production suggests that the CWTSH’s co-production process could encounter a range of barriers (Scottish Third Sector Resource Forum, 2017). It further indicates that on a deeper level, thought and awareness must be given to who really benefits from the co-production process, who is involved, and what it is actually achieving, as well as the

role of power and its potential to control and influence participants behaviour, decision-making and sense of self (Durose et al., 2017; Henkel and Stirrat, 2004; Vanleene et al., 2015).

2.6.3. Youth Participation

Similarly to co-production, youth participation has seen increased political focus in recent years, and it is now widely considered as fundamental to effective youth work (Farthing, 2012). To clarify, youth is defined as a transitional period between the dependent childhood years and the independent adulthood years and is deemed to occur between the ages of 15-24 years old (United Nations Youth, 2008; World Health Organisation, 2021). Youth Participation is recognised as being a key aspect of Article 12 of the United Convention on the Rights of the Child which stipulates that a child has the right to be heard (Save the Children, n.d.). This convention has been ratified by the UK and recognises the human rights of children up to the age of eighteen (Unicef, 2017). In the UK and Wales, young people's right to participate is enshrined in legislation such as the Children and Families Act 2014, the Children's Act 2004, the Care Standards Act 2000 and the WFGWA 2015 (Council for Disabled Children, n.d.; Future Generations Commissioner for Wales, n.d.; Social Care Institute for Excellence, 2006). Such an increased political focus is often justified by the wide-ranging benefits that are attributed to youth participation, and which are outlined in figure 2.5 on the following page (Farthing, 2012).



Figure 2.5. Youth Participations: Benefits
(O'Donoghue et al., 2003; Head, 2011; Farthing, 2012; Warshak, 2003, cited in, Farthing, 2012)

Despite such extensive benefits, youth participation is not without criticism. Farthing (2012) discusses many of these criticisms and makes similar points to Henkel and Stirrat's earlier argument. He calls this the radical critique and explains that youth participation is a conservative form of social control and governmentality, and another example of how the powerful can exert power over young people. Drawing on the work of Stanley Cohen, Farthing (2012) argues that including young people in decision-making processes is a way of placating them and ensuring conformity from citizens with the most reason to challenge existing power structures. Thus, this school of thought could be applied to the CWTSH. To explain this further, involving young people in developing projects like the CWTSH could placate them and distract them from challenging the structural issues that are often the root causes of youth homelessness (Centrepont, 2020a).

Another important point raised by Farthing is that although participation is frequently touted as empowering, the complexity of power and its insidious use means that this is not always the case. Farthing (2012) draws on Steven Lukes theory of power to support this point. In brief, Lukes theory recognises three dimensions of power (Lukes, 2005). The first dimension of power is simplistic and involves power being directly used to achieve compliance and change people's behaviour (Lukes, 2005). The second dimension of power recognises a more complex and subtle power system, where those with power can influence decision-making by setting the decision-making context and agenda (Lukes, 2005). This second dimension of power can be visible in youth participation because the 'terms of engagement' (Farthing, 2012, p. 78) are often set by adults. Thus, this is relevant to the CWTSH, where the project has been conceptualised by adults working for the Wallich homelessness charity, and where the initial co-production process is being organised by an adult university student.

The third and final dimension of power discussed by Lukes (2005) is even more subtle and involves the powerful using social forces and institutional practices to keep potential issues out of politics and the minds of the people. This ultimately prevents conflict and the need for a decision-making process from arising in the first place (Lukes, 2005). The third dimension of power enables the powerful to shape social

norms and values, and ultimately the thoughts and behaviours of the people, without the people even realising it is happening (Farthing, 2012; Lukes, 2005). This is relevant to youth participation because youth participation occurs within a social construct of youth; a construct that ultimately positions young people as less powerful (Farthing, 2012). Youth participation therefore reinforces this unequal power relationship and ultimately means that youth participation is an exercise of power dominance, thus raising questions about its empowering value (Farthing, 2012). Farthing (2012) also argues that another disempowering aspect of youth participation is the fact that young people can be subtly coerced into participating due to a label of deviance being cast on youth who refuse to positively participate.

Another criticism of child and youth participation is that it can often be tokenistic or even manipulative (Hart, 1992). In relation to this, Hart (1992) developed a ladder, similar to Arnstein's ladder of citizen participation, that demonstrated how to move beyond tokenistic participation with children and youth. This ladder has seven rungs which each refer to different approaches to child and youth participation. As is evident in image 2.5, as the rungs ascend, the participatory approaches increase in genuineness and empowerment, with tokenism situated near the bottom of the ladder. However, due to its similarity with Arnstein's ladder, Hart's ladder of participation could be subject to the same criticisms of over simplicity and linear restrictiveness, as highlighted by Collins and Ison (2006).

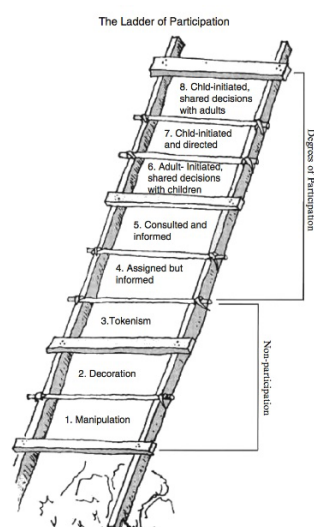


Image 2.5 Hart's Ladder of Participation (Hart, 1992)

Tokenism is critically discussed at length by Lundy (2018). However, it is important to point out that her article relates to children rather than youth. Nevertheless, her points could also be relevant to young people so are worth mentioning. Lundy (2018) makes an argument for the defence of tokenism and explains that it can be a start in the participation process. She continues that tokenism may actually spur children on to instigate further change rather than stifle them and that the participatory process can be of great benefit even if it results in a tokenistic outcome. Lundy (2018) explains further that too much emphasis on tokenism and the participatory process may put people off engaging with children, and that tokenistic participatory engagement is better than no engagement at all. Nevertheless, Lundy (2018) does admit that there is no escaping the fact that tokenism is wrong and in an ideal world, children's voices would be heard and acted on in a genuine manner.

The literature on youth participation, when applied to the CWTSH, suggests that there are many benefits to be gained from young people participating in the development of the CWTSH (Farthing, 2012; Warshak, 2003, cited in, Farthing, 2012; Head, 2011; O'Donoghue et al., 2003). However, similarly to the literature on co-production, it also highlights how power imbalances in the adult led CWTSH participatory process have the potential to yield negative outcomes such as disempowerment, coercion, the reinforcement of unequal power relationships, social control, manipulation, and tokenism (Farthing, 2012; Hart, 1992; Lukes, 2005).

2.6.4. Co-production & Youth Participation in Practice

Despite the criticisms of co-production and youth participation, when young people's voices are taken seriously and genuine co-production occurs, there appear to have been positive results. Perhaps the most significant example of this can be seen in the work of Edgar Cahn, who has been incredibly influential in the co-production field and is well known for creating Washington D.C's Time Dollar Youth Court (TDYC) (Rosenburg, 2011). Cahn (2000a, 2000b) explains that he started to develop this concept following a realisation that the American justice system was heavily

contributing to young people becoming hardened criminals. He continues that it was routine for young people to be let off for minor crimes several times before being prosecuted and that this sent the message that they could continue their criminal path without facing imminent justice. Thus, to respond to this, Cahn developed a youth court where first time, non-violent young offenders were tried by a jury of their peers (Cahn, 2000a; Flowers, 2010; Rosenberg, 2011).

The TDYC evolved into a time dollar system, setting itself apart from other youth courts by awarding young jurors a time dollar for their service which entitled them to a recycled computer or credits for the local university so that they could enrol in its Criminal Justice Program (Cahn, 2000a, 2000b). The punishments handed out in this court did not result in a criminal record or prison sentence but were perhaps more fitting because they focused on ways that the accused could make amends such as writing a letter of apology, carrying out a positive action, attending a relevant course or doing something to benefit the community (Cahn, 2000a, 2000b).

As the court evolved, part of the sentence handed down included mandatory jury service, so that the offender then shifted roles to become part of the court system, something Cahn observed to have a positive impact on the perspectives, attitudes, self-efficacy, and civic engagement of the young offenders (Cahn, 2000b; Cahn, *cited in* Flowers, 2010). Cahn believed that co-producing youth justice with young people in this way enabled a more compassionate type of justice that emphasized the caring nature of youth, rather than continuing to define them as “super predators” (Cahn, 2000a, para. 18) who should be feared. He saw significant benefit in treating youth as assets who have value to give in the here and now and argued that the TDYC model could bring people from different backgrounds, gang cultures and organisations together, ultimately helping to create a culture of ‘collective efficacy’ (Cahn, 2000b, p. 45).

It could be argued that Cahn’s observations are bias given his role in developing the TDYC. However, independent researchers have also highlighted the success of this type of co-produced youth justice system (Flowers, 2010; Rosenberg, 2011). For example, Flowers (2010) used a mixed methods research approach to evaluate the effectiveness

of jury duty in achieving greater self-efficacy and civic engagement amongst the young offenders involved in the TDYC. To carry out this evaluation, Flowers analysed data from 882 TDYC young offender participants who entered the TDYC within a one-year period (01/07/2009- 30/06/2010). She measured their concepts of life skills, community involvement, future aspirations, and perceptions of the TDYC (during their time as offenders on trial, and as jurors in other young people's cases). Flowers's findings suggested strong statistical improvements in participants relationships with both life skills and community involvement, whilst she also found that the youth who served as peer jurors generally felt positive about this experience.

The effectiveness of the TDYC is also discussed by Rosenberg (2011). She explains that despite these young people being first time offenders, 77% of youth who were involved in the TDYC system graduated from school, a figure that was significantly higher than the areas general population average. She continues that 43% of these young people went onto college, whilst reoffending statistics were found to be significantly lower for youths involved in the TDYC and other similar youth courts, compared to young people who were processed in the formal justice system. However, from a critical perspective, the points made earlier regarding governmentality, social control and subjection could be applied here (Durose and Richardson, 2016; Farthing, 2012; Henkel and Stirrat, 2004). To explain this further, it could be argued that the TDYC exercises power and control over its young participants and transforms them into law abiding subjects, thus enabling the structural issues that often lead to crime in the first place (The Scottish Centre for Crime & Justice Research, 2016) to remain unchallenged.

Unfortunately, due to funding cuts, the TDYC has since closed (Shank, 2013; Strauss, 2014), meaning there is an absence of recent statistical data and research to draw on. However, criticisms aside, it appears that involving young people in the co-production of youth justice did yield benefits for both young people and the wider community.

The TDYC is not the only co-productive youth programme to have shown success. For example, Zlotowitz, et al. (2015) conducted ethnographic research into the co-production of a 'Music and Change' intervention programme which was located in an

inner-city housing estate in London and was being developed to help engage excluded young people aged between fourteen and twenty-five. The programme was developed for youth who were not engaged in services such as employment, education, and training, and who were particularly affected by street gang culture.

The Music and Change intervention focused on contemporary music skills such as disk-jockeying and lyric writing in order to build relationships and instigate the co-production process (Zlotowitz, et al., 2015). Thus, this ethnographic study enabled the researchers to identify how co-production led to the development of an engaging and youth centred intervention. In particular, they noted that co-production enabled the development of trusted relationships between practitioners and youth; opened the young people up to holistic support and enabled them to voice what they wanted form an intervention, as well as what was relevant to them such as safety, and being local and youth led (Zlotowitz, et al., 2015). This led the researchers to conclude that young people are more responsive to co-productive, non-judgemental services. They further concluded that there is a need for a holistic approach where youth are involved in decision-making, encounter a variety of opportunities, can develop skills, and are valued for their experience and expertise.

A final example of successful co-production with youth involves a mental health charity employing young people as experts by experience. Mayer and McKenzie (2017) researched this co-productive approach to delivering mental health support using qualitative research methods and an interpretive phenomenological analysis framework. They explain that the mental health charity in question recruited young people from the local community, some of which had received support from the charity previously. They then paid them to work alongside professionals in order support other young people using the service. Five of these experts by experience, who were aged between twenty-one and twenty-eight, became participants in the study.

Mayer and McKenzie (2017) identified that the participants found certain aspects of co-production valuable such as feeling respected and valued, as well as experiencing a deeper sense of agency and control. Another finding related to the participants enjoying a shift in identity, where they moved away from previous negatively perceived labels

such as offender, disadvantaged and excluded, and towards a more positively viewed identity that consisted of things such as professionalism, normality, and respect. Some of the participants spoke about how their new identities enabled them take back control from the system, whilst four participants felt the co-productive process helped them to transition from a misspent youth into a more mature and responsible way of life (Mayer and McKenzie, 2017). Thus, the researchers concluded that co-production had a positive psychological impact on the young participants, improving their self-efficacy and self-esteem, and ultimately enabling them to work towards a more positive self-identity.

2.6.5. Inter-organisational Collaboration

Whilst recognised as two separate collaborative processes, there can often be an interlink between co-production and inter-organisational collaboration when designing, developing, and delivering services (Sancino and Jacklin-Jarvis, 2016). Thus, as the Wallich intend to work in partnership with statutory organisations when developing the CWTS, this type of collaborative process is also relevant to this study. To clarify, inter-organisational collaboration is a process where different organisations work together, form partnerships, co-operate, and network in order to achieve a common objective (Sancino and Jacklin-Jarvis, 2016).

Several benefits have been attributed to organisational collaboration and partnership working, which include, but are not limited to; improved services, increased resources, enhanced connections, a stronger impact, pooled knowledge and experience, and opportunities for practitioners to learn (Bode and Brandsen, 2014; Boydell, 2010; Citizens Advice Bureau, 2008). However, there are also several challenges associated with this collaborative approach to working, such as communication barriers, overcoming conflict, funding allocation, misunderstandings, conflicting or competing priorities, silo working cultures and the time-consuming nature of collaboration (Cheminais, 2009).

As well harnessing the benefits of partnership working with statutory organisations, the Wallich also recognise that it is a necessary part of securing funding and ensuring young

people are placed to live at the CWTSH. In relation to this, it has been identified that small third sector organisations can often struggle to secure funding due to a highly competitive environment that often results in contracts being awarded to the private sector and larger third sector organisations (Cooney, 2017; Milbourne and Cushman, 2012; Murray and Milbourne, 2014). Furthermore, Milbourne and Cushman (2012) highlight how third sector organisations can be stifled, restricted from implementing alternative approaches and coerced into consensus. They continue that this is due to a competitive environment and a mix of rigid performance outcome monitoring, the transference of risk, and hierarchical power relationships resulting from contract and procurement style agreements. This, they argue, has caused a significant erosion of trust between the third sector, the government, and the private sector.

In relation to Wales, the Bevan Foundation (2014) and Thomas (2017) make similar points. For example, the Bevan Foundation (2014) explain that funding cuts have created insecurity amongst small voluntary organisations, whilst larger ones tend to secure a more stable income. However, this stability comes at a cost, impacting third sector organisations independence and ability to speak out, whilst also causing them to lose sight of their mission (Bevan Foundation, 2017). In addition, Thomas (2017) recognises that Welsh third sector organisations operate within a competitive environment and that this has impacted collaborative relationships. He further identifies a lack of trust within the third sector as well as issues regarding local authorities recognising the risks that third sector organisations encounter. Thus, the literature suggests that whilst inter-organisational collaboration could benefit the CWTSH development in a number of ways, there is also a risk of it stifling the Wallich and causing them to lose sight of the CWTSH mission.

2.6.6. Collaboration: Conclusion

The literature on co-production, youth participation and inter-organisational collaboration is promising and suggests that involving young people, staff and other organisations in the development of the CWTSH could yield many benefits (Citizens Advice Bureau; Bode and Brandsen, 2014; Boydell, 2010; Co-production Wales,

2013a, b, c, d; Farthing, 2012; Warshak, 2003, cited in, Farthing, 2012; Head, 2011; O'Donoghue et al., 2003). However, several concerns and challenges are also evident.

In relation to inter-organisational collaboration, there is a risk that partnership working could stifle the Wallich and cause them to lose sight of the CWTS mission (Bevan Foundation, 2014; Cheminai, 2009; Cooney, 2017; Milbourne and Cushman, 2012; Murray and Milbourne, 2014; Thomas, 2017). With regards to co-production and youth participation, the literature indicated that there will be substantial power differences in these collaborative processes, which, if not managed properly, could lead to negative outcomes such as social control, coercion, manipulation, tokenism, disempowerment, the reinforcement of unequal power relationships, and the influencing of young people's behaviour, decision-making and sense of self (Farthing, 2012; Hart, 1992; Henkel and Stirrat, 2004; Lukes, 2005). Nevertheless, the TDYC, music and change intervention and mental health charity examples indicate that when carried out properly, co-production and youth participation can have a positive impact on young people's lives and help to create services and interventions that effectively meet young people's needs (Cahn, 2000; Flowers, 2010; Mayer and McKenzie, 2017; Rosenburg, 2011; Zlotowitz et al., 2015). Ultimately, the literature indicates that if collaborative challenges can be overcome, then co-production, youth participation and inter-organisational collaboration could potentially help create an effective service that is responsive to young people's needs and preferences.

2.7. Literature Review: Conclusion

Although there appears to be a dearth of direct literature into the effectiveness and challenges of a project like the CWTSH, it has been possible to establish the CWTSH's potential efficacy from several different areas of relevant but indirect literature. Figure 2.6 at the end of this conclusion provides an infographic that details these areas of literature and their linkage to the CWTSH. However, from a more in-depth perspective, it has become clear that whilst the CWTSH has the potential to deliver multiple benefits, there are also several risks and challenges attached to this type of housing model.

One of the most significant challenges relates to isolation. This risk was identified in two areas of literature: congregate housing and ICs (Andreas, 2013; Dias et al., 2017; Chiodelli and Baglione, 2013; Verdouw and Habibis, 2016). Ultimately the CWTSH will be in a semi-rural location, whilst it will also be a form of congregate housing that shares strong similarities with ICs. Thus, these are all things that could cause the young people residing at the CWTSH to experience isolation. However, it is important to note, that people can also experience isolation whilst living in scattered housing (Bretherton and Pleace, 2015). Nevertheless, community integration is central to homelessness prevention (Gaetz and Dej, 2017). Thus, if the Wallich fail to effectively integrate the CWTSH and its residents into the wider community, the CWTSH could end up undermining the Welsh Government's homelessness prevention policy and legislation, and ultimately cause young people to struggle with integrating into their community once they leave the CWTSH.

In fact, the transition from the CWTSH into mainstream society was another concern identified in the literature. To explain this further, young people will be encouraged to expend significant time and effort coproducing the CWTSH, whilst they will have adjusted to a radically new way of living. Thus, some young people could find the transition from the CWTSH back into mainstream society challenging. Furthermore, there is a dearth of literature exploring this type of transition, as most research focuses on people's experiences of living in ICs, rather than moving out of them (e.g., Casey et al., 2020; Christian, 2007; Farias, 2016; Sargisson and Sargent, 2017; Westskog et al., 2018). Other potential challenges centre around the risk factors associated with congregate housing. These include conflict, institutionalisation, exploitation, peer

pressure, exposure to drugs and alcohol, bullying, safety issues, and coercion (McMordie, 2018; Watts et al., 2015). A final concern relates to the temporality of the CWTSH. The PIE literature highlighted that when people must continuously move out of homelessness services, it can cause feelings of abandonment, re-traumatisation, and the need to keep moving on (Campbell, 2006). Similarly, the literature on existing housing models identified that residential time limits can make it difficult for people to view their accommodation as a home and can cause frustration if moving on is not accomplished within the set time limit (Dixon et al., 2021; Homeless Link, 2021).

In response to this potential challenge, the literature indicated that adopting more of a HF4Y approach may be beneficial. To explain this further, by ensuring support can move with the young person rather than cease or change considerably, the Wallich may be able to promote a smoother transition from the CWTSH back into mainstream society. Furthermore, this approach may provide young people with the tools and confidence to move on from the CWTSH, thus minimising the risk of lengthy tenancies, and ultimately institutionalisation. The Wallich could also consider taking a similar approach to Emmaus communities, where, rather than stipulating a two-year residential time limit, they provide tenancies for as long as young people need them. However, there are significant risks attached to this approach, and robust measures would need to be put in place to ensure that young people do not end up languishing indefinitely at the CWTSH, which could ultimately lead to institutionalisation.

Despite the challenges surrounding the CWTSH, the Wallich's aim to combine several approaches suggests that the CWTSH residents could experience a range of benefits. As the literature on youth homelessness identified, young people with housing and support needs have often experienced childhood trauma, whilst they may also present with a range of needs such as mental health and substance misuse (Centrepoin, 20120a; Homeless Link, 2018; Jones, 2018). In response to this, the Wallich aim to embed a PIE approach at the CWTSH, whilst they also intend to incorporate the principles of harm reduction, green care and IC living into the project. Thus, the literature surrounding these approaches indicates that the CWTSH could improve young people's outcomes on a multitude of levels, such as mental health, substance misuse, self-esteem, relationships, and the acquisition of social, natural, and human capital etc. (Artz and

Davis, 2017; Hall, 2015; Kogstad et al., 2014; Mallon, 1994, cited in Artz and Davis, 2017; McKenzie, Coates, and McLeod, 2012; Nosbusch, 2016; Phipps. 2016). However, there may be some challenges in implementing these approaches. To explain this further, it was noted that not all staff are open to working in a PIE way, whilst services that focus too heavily on being trauma informed may inadvertently make those who either do not have or do not remember ACEs, feel undeserving of support. Furthermore, whilst a harm reduction approach can be beneficial for young people, it also means that there may be some residents who use substances at the CWTSH. Thus, as the CWTSH is a form of congregate housing, this may add to concerns regarding CWTSH residents being exposed to drugs and alcohol.

The Wallich's collaborative approach could also provide several benefits. By working with other organisations, expertise and resources can be pooled, and practitioners can learn from one another, which can ultimately enhance the efficacy of the CWTSH (Bode and Brandsen, 2014; Boydell, 2010; Citizens Advice Bureau, 2008). Furthermore, the Wallich's co-productive approach, treats young people as assets and can provide a wealth of benefits at the service user, practitioner, and organisational level (Co-production Wales, 2013a). However, some concerns surround collaboration. To explain this further, certain social groups may benefit more from co-production, and it can also reinforce unequal power structures and relationships. Furthermore, youth participation can be tokenistic or used coercively (Farthing, 2012; Hart, 1992; Vanleene et al., 2015). In relation to inter-organisational collaboration, concerns surround third sector organisations being stifled, having to surrender some autonomy of their projects, and losing sight of their mission (Bevan Foundation, 2014; Milbourne and Cushman, 2012; Thomas, 2017). Thus, the literature makes clear that to achieve the multitude of benefits attached to collaboration, care must be taken to ensure these processes are carried out genuinely, fairly, and transparently.

Ultimately, the literature casts both a positive and cautionary light on the CWTSH's potential efficacy. It is clearly an innovative approach to youth housing provision that has the potential to align with a raft of important Welsh policy and legislation. However, whilst the combination of approaches incorporated into the CWTSH design have the potential to meet young people's needs, they are not without challenges and

risks. It is also important to note that as the CWTSH has not yet been developed, the findings of this literature review are purely hypothetical. Furthermore, the literature review fails to capture what is perhaps the most important measure of the CWTSH's potential effectiveness: the views of young people and youth homelessness staff. Thus, regardless of the theoretical assumptions identified in this literature review, if young people and youth homelessness staff do not want to live or work in the CWTSH, it will fail to provide an effective service. Furthermore, the discussions on co-production and youth participation identified that involving young people in the design and delivery of their services can yield many benefits including increased effectiveness and improved responsiveness to service user needs (Co-production Wales, 2013a; Farthing, 2012; Flowers, 2010; Mayer and McKenzie, 2017; Rosenburg, 2011; Zlotowitz, et al., 2015). Therefore, further research into what young people and youth homelessness staff think about the CWTSH concept is instrumental to understanding the CWTSH's potential efficacy, and to ensuring it is designed in a way that meets young people's needs and preferences.

The CWTSH Concept

- Responds to youth housing needs in Wales
- Aligns with significant body of Welsh policy & legislation
- Contributes to a Carmarthenshire based positive pathway model

Existing Housing Models

Benefits	Challenges
Meaningful Community	Isolation
Improved relationships	Stigmatisation
Belonging	Conflict
Respect	Exposure to substances
Safety and security	Deviates from Housing First approach
Skill development	Institutionalisation
Stability	Pushes young people to the margins of society
Peer support	Bullying, coercion, and peer pressure
Reduction in substance misuse	

How effective could the CWTSH be at meeting the needs of young people with housing needs and experiences of homelessness?

Intentional Communities

Benefits	Challenges
Social Connectedness	Isolation
Collective & Personal Responsibility	Exclusion
Enhanced Well-being	Segregation from mainstream society
Positive Shift in World View	Difficulty Readjusting to Mainstream Society
Reduction in Offending & Substance Misuse	
Social, Natural & Human Capital	

Collaboration

Benefits	Challenges
Multitude of Service User Benefits (See Fig 2.3).	Reinforcement of Unequal Power Structures
Multitude of Staff Benefits (see Fig 2.3)	Certain Groups Benefitting More
Multitude of Organisational Benefits (see Fig 2.3)	State Control & Governmentality
Pooled knowledge, resources, and expertise	Tokenism
Improved services	Losing sight and autonomy of mission
Enhanced connectedness	Conflict and differing organisational priorities

Adverse Childhood Experiences & Psychologically Informed Environments

Benefits	Challenges
Improved Outcomes for Young People	Staff Attitudes & Workloads
Greater Service User Participation	Restrictive Political & Economic Climate
Happier, Responsive & Efficient Staff	Conflicting Temporalities
Better Use of Resources	Time & Resource Constraints
Positive Culture Shift	Managerial Attitudes
Benefits associated with harm reduction	

3. METHODOLOGY

3.1. Introduction

Although the literature review has provided insight into the potential efficacy of the CWTSH, it has not identified what young people and youth homelessness staff think about such a project. Thus, as this is the focus of this research, this chapter will set out the philosophical and methodological approaches that were used to study this phenomenon. In particular, it will focus on the research paradigm, methods and instruments used in this study, any relevant ethical considerations, and the methods used to analyse the data.

3.2. Research Paradigm

A research paradigm is a worldview that provides a framework from which researchers can understand human experience (Kuhn, 1962, cited in Schmitz, 2012). To clarify further, a paradigm is defined by Given (2008) as,

A set of assumptions and perceptual orientations shared by members of a research community. Paradigms determine how members of research communities view both the phenomena their particular research community studies and the research methods that should be employed to study those phenomena. (p. 592)

Thus, the following section of this methodology chapter will explore the research paradigm that underpins this study.

3.2.1. Research Ontology

Ontology is a branch of philosophy that focuses on the nature of being and existence (Flowers, 2009; Jupp, 2006). Ontological perspectives centre around whether reality is

objective i.e., it exists separately to human experience, or subjective i.e., it is created in the minds of people, and as a result, is socially constructed (Don-Solomon and Eke, 2018; Flowers, 2009). Thus, the ontological perspective that underpins this research is that reality is subjective and that the young people and youth homelessness staff/Wallich managers in this study are not independent of the reality being researched, but rather that they are participants in its construction.

3.2.2. Research Epistemology

Epistemology and ontology are interrelated philosophical concepts, but whilst ontology posits questions like ‘what is reality?’, epistemology focuses on the ‘how’ (Flower, 2009; Jupp, 2006). To provide further clarity, Carson et al. (2001, cited in Don-Solomon and Eke, 2018) define epistemology as “the relationship between the researcher and the reality or how this reality is captured or known” (p. 3). Thus, epistemology refers to how researchers can acquire knowledge of reality, what knowledge is, how it is achieved, how good and bad knowledge can be differentiated from each other, and how reality should be interpreted and represented (Don-Solomon and Eke, 2018; Flowers, 2009). Flowers (2009) continues to explain that the researcher’s ontological perspective shapes their epistemological position and that these perspectives influence their choice of research methods. Therefore, a researcher’s epistemological assumptions and research methods can either be rooted in subjectivity or objectivity, depending on their ontological perspective (Flowers, 2009).

There are two main epistemological paradigms; the positivist approach, which is objective in nature, and the interpretivist approach, which is rooted in subjectivism (Antwi and Hamza, 2015). Bryman (2016) explains that positivism is often viewed as an approach that applies a natural scientific model to researching social phenomena. In contrast, interpretivism recognises the fundamental differences between the social sciences and the natural sciences, and as such, employs an entirely different social research logic and methodology (Bryman, 2016).

Antwi and Hamza (2015) also discuss these two contrasting research paradigms, explaining that positivism is based on the premise that people’s perceptions, views, and

experiences can be acquired as either right or wrong and true or false, whilst in contrast, an interpretivist approach posits that as reality is socially constructed, there are no right or wrong theories or answers. Ultimately, the interpretivist school of thought does not recognise knowledge as independent from human thought or experience, but rather something that is socially constructed via things such as language, shared meanings, and consciousness (Antwi and Hamza, 2015). Thus, this research sits within an interpretivist epistemological paradigm, because it recognises that knowledge of young people's views can be acquired via interpreting their own unique perceptions, worldview, and constructions of reality.

3.3. Research Methods

As mentioned previously, the ontological and epistemological assumptions that underpin a research project influence what research methods are used to collect data (Flowers, 2009). Positivist paradigms are associated with quantitative research methods, whilst interpretivist paradigms are associated with qualitative research methods (Bryman, 2016).

To clarify, qualitative research is an inductive, interpretive set of research methods that usually focus on words and interactions, and can include research instruments such as interviews, focus groups and observations (Bryman, 2016). In contrast, quantitative research refers to deductive, objective research methods that generate numerical, statistical, generalisable, and measurable data, where surveys are usually the dominant research instrument (Bryman, 2016). Therefore, as this study is underpinned by an interpretivist paradigm, this research has utilised a predominantly qualitative approach that involved ethnography, group participation events and online surveys. However, although the surveys included mainly qualitative questions, some quantitative style questions were included. Thus, it must be said that this study used a mixed methods approach that was heavily dominated by qualitative research methods.

Using a mixed methods approach to data collection is viewed by some academics to be at odds with the interpretivist paradigm (Bryman, 2016; McChesney and Aldridge, 2019). Bryman (2016) goes onto explain that the main arguments against using a mixed

method approach is that firstly, there are epistemological commitments attached to different research methods which makes them incompatible, and secondly, there is a belief that qualitative and quantitative research are different paradigms. However, in response to this, it is argued that research methods should not be viewed in this simplistic and restrictive manner or tied to a particular epistemological or ontological position as there is often much overlap, commonality, and flexibility in their application (Bryman, 2016).

In fact, several benefits have been attributed to mixed methods research such as flexibility, overcoming each research methods weaknesses, enabling the discovery of a wide range information that might escape just one method, providing a robust understanding of the research topic, and enabling triangulation and stronger conclusions to be drawn (Bryman, 2016; McChesney and Aldridge, 2019). Thus, there is a strong counter argument that incorporating a mixed methods approach into either a positivist or interpretivist paradigm, is not only acceptable, but also desirable due to the multiple benefits it can offer (Bryman, 2016; McChesney and Aldridge, 2019).

Another argument for the use of mixed methods research is that it allows the research to be carried out in a way that is appropriate to the research question and practical to the research environment (Bryman, 2016). Furthermore, from a social constructivist perspective, Howell (2013, cited in Ozuem et al., 2017) explains that shared experiences help to form the construction of reality. Therefore, young people with shared experiences of youth homelessness services may construct aspects of their realities in a similar way, and as a result, express similar views about the CWTSH; something that may be best captured via a mixed method approach.

3.4. The Impact of Covid-19 on Data Collection

In early 2020, the Covid-19 pandemic swept across the globe, resulting in a significant increase in hospitalisations and fatalities, and threatening to overwhelm health services all over the world (Bonotti and Zech, 2021). To control the virus, governments had to introduce social restrictions and lockdowns; something that caused significant disruption to the way of life of many people (Bonotti and Zech, 2021). These

restrictions often meant that unless essential, face-to-face interaction with those outside of a person's household was unlawful (Institute for Government Analysis, 2021). Thus, as the pandemic struck during this study, it had a significant impact on the research methods that could be used to collect data.

To provide further clarification on how Covid impacted data collection, this research was meant to take the form of an ethnographic study, where face-to-face interviews, informal conversations, group participation events and observations were to form the main basis of data collection. However, the pandemic and social restrictions meant that for a considerable duration of this study, it was no longer safe, legal, or responsible to use these ethnographic methods. As a result, some data was collected via online surveys, whilst ethnographic methods and participatory events were only used during safer, less restrictive times.

3.5. Reasoning

This study has used both a deductive and inductive reasoning approach. To clarify, deductive reasoning is associated with a positivist paradigm and involves hypotheses being generated from existing theory, where data is then collected to test these hypotheses (Miller and Brewer, 2003). Inversely, inductive reasoning is associated with interpretivism and refers to a process where hypotheses are generated from data (Miller and Brewer, 2003).

As there is no direct literature into the effectiveness of a project like the CWTSH, an inductive approach was used at the start of the study to identify relevant indirect literature themes. This was done by speaking to the Wallich management team to establish what they were trying to achieve and how they envisioned the CWTSH to be, and by holding some focus groups with young people. It emerged from these conversations that the CWTSH would be a co-produced, PIE service that shared strong similarities with several ICs and took the form of a congregate housing model.

The data collected from these conversations enabled theory to be generated in relation to what areas of literature would be relevant to the CWTSH's potential efficacy, and

ultimately helped to shape the literature review themes. Thus, in line with points made by Hallberg (2010), this aligns somewhat with a grounded theory approach. To explain this further, grounded theory advises against starting the research process with a literature review as this can establish preconceived ideas that ultimately influence the research findings (Hallberg, 2010). Thus, instead, grounded theory recommends inductively commencing the research process (Hallberg, 2010).

As the study progressed, data was collected simultaneously to the literature review being conducted, as well as after the literature review had been concluded, with both the early data collection and the literature review informing later data collection. An example of this was young people in the initial focus groups expressing concerns that living out of town might pose barriers to socialisation, a finding that was also identified in two of the key literature review themes. Thus, from this, both inductive and deductive reasoning were used and the CWTSH's potential to cause social isolation was an emerging hypothesis that then became a focus of later data collection.

As new findings emerged from the data, the literature was revisited. For example, following conversations with the Wallich about the impact of Covid on youth homelessness services, literature on this topic was sought and included in the review. Therefore, in line with points made by Bryman (2006) and Miller and Brewer (2003), rather than rigidly sticking to either inductive or deductive reasoning, this study used an iterative approach, where hypotheses emerged via the researcher swaying back and forth between theory and data.

This iterative relationship between deductive and inductive reasoning used in this study could again align with Glaser and Strauss's grounded theory approach (Bryman, 2016). However, it is important to point out that due to time constraints and the broadness of the research topic, this study has not reached data saturation, which as Aldiabat and Navenek (2018) point out, is a central aspect of grounded theory. Thus, although this study has borrowed elements of the reasoning approach used in grounded theory, it has not rigidly stuck to this methodology.

3.6. Sampling & Gatekeepers

The participants in this study were predominantly sampled from Wallich youth homelessness services. To clarify, sampling means selecting a small group of people to conduct research with, in order to make generalisations about the wider population (Punch, 2005). The young people in this study were aged 16-24. No preference was given to any other demographic and the criteria for selection was simply that participants had to either live or work in Welsh based youth homelessness services. Therefore, it could be said that this study used both a convenience and purposive sampling approach as participants were easily accessed through the Wallich homelessness charity, but their participation was also contingent on certain criteria (Andrade, 2020; Etikan et al., 2016).

Even when participants were sampled from other youth homelessness organisations, this was done through the Wallich. Thus, this means that the Wallich were gatekeepers throughout the entirety of this research. For the purpose of clarity, the term gatekeeper refers to a person or organisation that stands between the researcher and the participants, and who ultimately has power and control over the researchers access to participants (Keesling, n.d., cited in, Lavrakas, 2008).

There are several ethical issues and criticisms to be aware of in relation to sampling and gatekeepers (Andrade, 2020). Firstly, as Andrade (2020) points out, convenience and purposive sampling can lead to results that are not representative of the wider population. This is relevant to this study, as many of the participants lived or worked in Wallich services. Thus, their views of the CWTSH may have been influenced by their experiences of the Wallich homelessness charity, whereas young people or staff who live in/work for different youth homelessness organisations may view the CWTSH differently.

In relation to gatekeepers, ethical issues can exist in areas such as informed consent, direct or indirect coercion, and gatekeepers influencing who participates in the research, something that ultimately has the potential to bias results (Hennink et al., 2011; Miller and Bell, 2012). In some situations, gatekeepers can also deny or limit access to participants (McFadyen and Rankin, 2016), but this certainly was not the case with this

study. The Wallich had actively sought a researcher to conduct an independent evaluation of the CWTS's potential efficacy and were always incredibly cooperative in ensuring the researcher had access to participants. However, the point made by Hennink et al. (2011) in relation to coercion certainly cannot be ruled out by a researcher who had little involvement in selecting participants. Furthermore, it became evident that some of the young people were often reluctant to engage with research activities, which made it even more important to ensure participation was not achieved via coercive means. Thus, it was made clear to the Wallich that young people's decision to participate in this study had to be completely voluntary, and in line with points made by Hennink et al. (2011), informed consent was sought from the young people themselves.

It is also important to point out that the Wallich offered young people a gift card with a small amount of money credited to it in order to encourage them to attend one of the workshops, whilst takeaways were offered to young people who attended two focus groups. This has long been a contested ethical issue, with some arguing that payment for research participation is a form of coercion that can result in a disproportionate amount of people from lower socioeconomic backgrounds participating in the research (Wertheimer and Miller, 2008; Zutlevics, 2016). However, others argue that it is only right to reward people for their time and effort, and that often, payment is essential in ensuring enough people participate in the research (Wertheimer and Miller, 2008; Zutlevics, 2016).

The point about payment ensuring enough people participate in the research reflects the circumstances of this study. The Wallich made it clear that without incentives, young people could be reluctant to attend meetings and research events. However, it is important to point out that in line with points made by Dalton (2017), an unwillingness to participate is not exclusive to young people and is reflected in groups throughout wider society. Zutlevics (2016) also points out that it is seen as more acceptable to offer incentives where there is only a minimal risk of harm, which was the case with this research. Furthermore, as this study only involves young people with lower socioeconomic status, there was not a risk of a financial incentive causing the over representation of one social class. Thus, although not ethically ideal, it was accepted

that the Wallich may at times have to offer small incentives in order to motivate young people's participation in this research.

The point by Hennink et al. (2011) about gatekeepers influencing who participates in the research is also relevant to this study. Although there did not appear to any preferential selection taking part, one of the workshops took place during the Covid pandemic. As a result, the researcher asked the Wallich to only select participants who they felt would engage with requirements set out in a comprehensive risk assessment. Therefore, it is likely that for this workshop, the Wallich selected young people who they perceived to be mature, cooperative and rule abiding. Thus, although this was unavoidable and a requirement of this research, it may also have resulted in bias results, where responses were provided by young people who have an agreeable relationship with the Wallich, and who may therefore look on the CWTS in a more favourable way.

3.7. Research Instruments

As mentioned previously, a predominantly qualitative, mixed methods approach was employed, where several different research instruments were used to collect data. These research instruments are detailed in table 3.1. below.

Research Instrument	Type	Date	Participants
Ethnographic	Working with the Wallich management team & attending important CWTS related meetings	Throughout study period (with the exception of Covid lockdowns)	Predominantly two senior managers. However, some meetings involved other Wallich management team members and different organisational professionals
Group Participation	Focus Group 1	26 th March 2019	5 young people
	Focus Group 2	14 th May 2019	10 young people
	Creative Workshop 1	16 th January 2020	7 young people 2 youth homelessness staff
	Creative Workshop 2	28 th January 2022	3 young people 3 youth homelessness staff
Survey	Predominantly Qualitative Survey: Young people	Sent out in November 2021. All received by February 2022	5 young people

Table 3.1 Research Instruments

3.7.1. Ethnographic Research

As outlined earlier, some ethnographic research was able to take place with the Wallich management team. To clarify, ethnography is defined by Bryman (2016) as “a research method in which the researcher immerses him/herself in a social setting for an extended period of time, observing behaviour, listening to what is said in conversations both between others and with the fieldworker, and asking questions” (p.690).

In line with points made by Bryman (2016), this study used an overt ethnographic research approach in a closed setting, where the Wallich management team were not only aware of the research techniques being employed, but actively welcomed them. This ethnography took place prior to and following the Covid lockdowns. It involved attending CWTSH related meetings at the Wallich head office, meeting regularly with two senior Wallich managers and accompanying the Wallich to key CWTSH events such as funding interviews, land viewings and steering group meetings. During Covid restrictions, this ethnography took the form of participating in online meetings. Notes were handwritten in a diary during and after each meeting (Please see Appendix 1 for example).

Ethnography: Benefits, Criticisms & Ethical Issues

Ethnography offers several benefits, enabling phenomena to be researched in its natural setting and allowing the researcher to observe the meanings, behaviours, interactions, and interpretations that humans attach to it (Punch, 2005). Thus, in line with points made by Nixon and Odoyo (2020), this study’s ethnography helped to provide a rich, in depth and explanatory understanding of the CWTSH’s planning and development process, as well as the Wallich management teams motivations for developing the project. However, despite these benefits, ethnography is not without criticism.

Offering a critique of ethnography, Nixon and Odoyo (2020) highlight its time-consuming nature and difficulty in producing generalisable data. However, perhaps the most pertinent criticism of ethnography is its potential to yield bias results and the ethical issues that this creates (Aull Davies, 2008; Bryman, 2016; Punch, 2005). Aull Davies (2008) explores this in detail, explaining that a researcher is always connected

to their research topic to some degree, but that ethnography often magnifies this connection, thus creating a more intimate, complex, and multi-faceted relationship with the phenomena being researched. Furthermore, the researchers own views, experiences and perceptions can influence the research environment and their interpretation of the data (Aull Davies, 2008). Thus, there is strong consensus that when conducting research, especially ethnographic research, reflexivity should be applied at all stages of the research process (Aull Davies, 2008; Bryman, 2016; Punch, 2005).

The concept of reflexivity is discussed at length by Aull Davies (2008) who describes it as a process of ‘turning back on oneself’ (p.4) and recognising how research outcomes can be influenced by both the researcher and the research process. Thus, in relation to this study, it was important to recognise that the researcher’s motivations for undertaking this research stemmed from an interest in the CWTSH model and a belief in its potential efficacy. Her own life experiences of growing up in an IC had no doubt stimulated this interest and instilled in her a positivity towards the CWTSH concept. Thus, this, combined with the researcher working alongside a management team who are incredibly passionate about the CWTSH’s potential efficacy, could be a recipe for research bias in favour of the CWTSH. Therefore, whilst it is incredibly difficult to remove all unintentional bias from research (Smith and Noble, 2014), taking a reflexive approach enabled the researcher to keep an open mind, recognise and communicate how the research could be unintentionally bias, and where possible, take steps to mitigate this. To explain this further and in line with points made by Aull Davies (2008), the researcher questioned herself at every stage of the research process. Thus, this involved taking a detached approach and exploring different ways that the research could be conducted and whether there were any alternative interpretations of the literature and data that might lead to different conclusions being drawn. Although, this was an ongoing process, some examples include the researcher detaching herself from the positive relationship she had developed with the Wallich management team in order to take a more critical view of their motivations during the ethnographic research, as well as developing the creative workshops to be young person led so as to minimise researcher influence.

It is also worth noting several other criticisms and ethical considerations that can apply to ethnographic research, such as issues with acquiring informed consent, misunderstandings about confidentiality and anonymity, and undertaking covert ethnography (Aull Davies, 2008). However, as the Wallich actively sought an ethnographic researcher to evaluate the CWTSH, these issues are not so relevant here. Nevertheless, the fact that the Wallich management team actively sought this research raises ethical considerations of its own. To explain this further, seeking research into the efficacy of the CWTSH could indicate that the Wallich want the project to be validated, something that could therefore influence their ethnographic interactions with the researcher. Ultimately, the Wallich may have portrayed the CWTSH concept and their motivations for developing it in a way that comes across as favourable, and that would therefore assist in the CWTSH's validation.

3.7.2. Group Participation

In the context of this study, group participation is used as an overarching term for focus groups and group workshops, both of which were used to collect data during this research. To Clarify, a focus group is a qualitative research method that involves multiple participants contributing to a research topic together (Punch, 2005). Workshops differ from focus groups in that they are usually centred around an activity or set of activities and rather than focusing on opinions and reactions, they explore what works for participants (User Research Community, 2018). It is also worth noting that as research instruments like focus groups can be used to observe participants and their interactions, they can also be a form of ethnographic research (Aull Davies, 2008; Emerald Publishing, n.d.).

Group Participation: Focus Groups

At the beginning of the study, two typical style, mixed gender focus groups were held with young people. Both focus groups in this study were facilitated by the researcher and two Wallich head office staff. Focus group one involved young people who lived in a Wallich group supported housing project in the middle of a town, whilst focus group two involved young people who lived in a semi-rural group supported housing project that was run by a different youth homelessness organisation.

At the start of these focus groups, the purpose of the research along with researcher responsibilities and participant rights were explained to the young people and their informed consent was verbally sought. The decision not to seek written informed consent during these focus group was reached between the researcher and her supervisor. It was felt that introducing this level of officiality at such an early stage in the research process may put the young people off and negatively impact the ethnographic relationship that the researcher planned to develop with the young people.

The focus groups consisted of young people being presented with four supported housing models. They were then asked to discuss these housing models advantages, disadvantages and whether they would like to live in each type of housing option (please see table 3.2 on the next page).

Supported Housing Option	Characteristics
Supported Lodgings	<ul style="list-style-type: none"> ➤ young person lives in a house with a person or family who are trained to offer appropriate support ➤ This housing options aims to get young people used to living in a family/shared household and provides them with support to develop skills so that they can move on to independent living ➤ Young people pay money towards food & bills, & are expected to respect the rules set by the person/family ➤ Supported lodgings aims to move young people into independent living within two years
Group Supported Housing	<ul style="list-style-type: none"> ➤ Young people live in a shared building but have their own flat with kitchen, lounge, bedroom & bathroom ➤ Staff are available throughout the day & night and help young people prepare for independent living ➤ Usually located in a town ➤ There are usually communal areas, but these can be limited ➤ This housing model aims to move young people on to independent living within two years
Micro Village Project (the CWTSH)	<ul style="list-style-type: none"> ➤ Located in semi-rural location ➤ Individual homes where young people have their own accommodation with kitchen, bathroom, bedroom, lounge & balcony ➤ Shared indoor & outdoor communal spaces with opportunities to take part in tasks & activities such as growing food, looking after animals and independent, educational and employment skill development activities ➤ Staff are available throughout the day & night to support young people ➤ Aims to prepare young people to move on to independent living within two years
Independent Housing	<ul style="list-style-type: none"> ➤ Young people live in their own house or flat in town ➤ Staff come into young people's home to offer support dependent on the persons needs which can be adapted as the young person's needs change ➤ Young people do not have to move on after a certain amount of time ➤ Is a more independent housing option but also involved a lot of responsibility such as paying rent and bills and managing tenancies

Table 3.2 Supported Housing Options (Sheridan, 2019)

Group Participation: Creative Workshop 1

Further into the research process, two art-based creative workshops were held. The first creative workshop was facilitated by the researcher, a university staff member and two people who specialise in engaging people through art-based workshops. The staff and young people who participated in this workshop lived and worked in several different Wallich services.

Initially, it was intended that workshop one would focus on finding out what young people thought about the CWTSH concept. However, just before the workshop, some of the young participants had heard news that their supported housing project was closing which had caused them concern and upset. Thus, it was felt it would be unfair to talk about a supported housing project that was not developed yet and that they would not get to live in, given the uncertainty they were facing. Ultimately, focusing on the CWTSH may have intensified these young people's distress and created a 'dangling carrot' scenario. Thus, instead, the workshop focused more broadly on young people's views and experiences of youth homelessness.

At the start of this workshop and in line with guidance set out by the British Sociological Association (BSA) (2011) and the British Educational Research Association (BERA) (2018), the research topic, participant rights and researcher responsibilities were explained to the young people, e.g., right to withdraw, confidentiality, anonymity etc. However, unlike the previous focus groups, the young people and staff were asked to complete a consent form (see Appendix 2). Although this was necessary in terms of research ethics, it appeared to bore the young people and introduced a level of officiality that was not conducive to the relaxed and informal atmosphere that the creative workshop aimed to create.

This first creative workshop took place at a Down to Earth site on the Gower Peninsular. The Down to Earth Project is a social enterprise that focuses on using outdoor activities and sustainable development to improve the well-being and life experiences of people at risk of exclusion, disadvantage, and disengagement (Down to Earth, n.d.). One particularly relevant initiative that Down to Earth run involves engaging young, disadvantaged people in building sustainable, eco-friendly buildings, thus providing them with valuable skills, knowledge, and accreditation. It was initially felt that the Down to Earth venue would be a good choice due to its alignment with the CWTSH concept i.e., Down to Earth has a strong focus on sustainability, youth engagement and producing home grown food. However, although the consultation moved away from focusing on the CWTSH, the Down to Earth site still made a very good venue choice in terms of helping to create a relaxed and natural atmosphere, and by enabling the

young people and Wallich staff to learn more about the youth projects that Down to Earth offer. (Please see table 3.3 below for structure of the day).

Time	Activity	Activity Description
11:15am	Research & Consent	The day started with the research facilitator discussing her research, explaining consent, rights and responsibilities, and then asking everyone to complete a consent form.
11:30am	Ice Breaking Activity 1: Pick a Card	Everyone was asked to pick an imaged card and then explain to the group why they picked that card.
11:45am	Ice Breaking Activity 2: Aligning Body & Mind	The group was asked to stand in a circle, shake their bodies and then jump into the circle left leg forward and then right leg forward, bellowing sounds of “Hooooo” and “Haaaaa”.
12:00	Ice Breaking Activity 3: Fruit Salad	Everyone sat on chairs in a circle with one person standing in the middle. The person in the middle then had to make a statement such as “I like sleeping” or “I am wearing green socks” and whoever this applied to had to get up and try and sit on another chair. The person left standing would then have to make another statement, and so on.
12:15pm	Pyrography	This activity involved the group drawing images on wood using a machine powered heated prong
1pm	Lunch	The venue provided the group with sausage baps made from the meat of pigs that had been reared at Down to Earth or curried parsnip soup made from vegetables grown at the site.
1:45pm	Mapping & Mantle of the Expert	These two activities were combined and involved young people drawing a large map of their town and then putting themselves in the role of expert so that that they could discuss how things could improve for young people in their area
3pm	Collage	This was debriefing exercise that involved everyone cutting out images from magazines and making collages on large pieces of paper.
3:30pm	End of Workshop	The young people and their staff left, and this gave the facilitators the opportunity to debrief and reflect on the day

Table 3.3 Creative Workshop 1: Structure of the Day

Group Participation: Creative Workshop 2

The second creative workshop took place in a hotel function room. This venue lacked the uniqueness and soothing ambience of Down to Earth. However, as this workshop took place during Covid-19 restrictions, it was important to book a venue that was easy for people to get to and that offered a flexible Covid cancellation policy. Although

Covid-19 restrictions had been considerably eased by the time this workshop took place, some rules remained in place both nationally and at Swansea University. Thus, it was necessary to seek permission from Swansea University's ethics committee. This process involved completing a justification report (please see Appendix 3) and a Covid-19 risk assessment (please see Appendix 4).

The workshop was facilitated by the researcher and the two people who specialise in running community art-based workshops who also facilitated the first creative workshop. Three young people and three youth homelessness staff attended the event. An online questionnaire was sent out to all participants prior to the workshop which included a video that provided important information about Covid guidelines, the research, and participant rights. The questions then centred around confirming participants informed consent, ensuring compliance with Covid-19 safety measures and group confidentiality, and finding out people's meal choices and dietary requirements (Please see Appendix 5). This questionnaire meant that these things did not need to be discussed in detail during the workshop. Thus, it helped to address the issue identified in the previous workshop with regards to discussions on participant rights and informed consent introducing a level of officiality that was not conducive to a relaxed and informal atmosphere. Please see table 3.4 on the following page for structure of the day.

Time	Activity	Activity Description
11:00am	Arrival and Refreshments	Everyone arrived and got themselves a tea or coffee
11:30am	Icebreaking Activity 1: Invisible Circle Throwing	Everyone stood in a circle and pretended to throw a ball around the circle in one direction. If someone decided to clap, the ball would have to be thrown in the other direction
11:40am	Icebreaking Activity 2: My Name Is	Everyone asked to say their name, explain how they were feeling and what they were looking forward to
11:50am	Icebreaking Activity 3: Pick a card	Everyone was asked to pick an imaged card and then explain to the group why they picked that card.
12:00pm	Pyrography	This activity involved the group drawing images on wood and then using a machine with a heated prong to carve the picture into the wood.
12:45pm	Lunch	The venue provided the group with sausage baps made from the meat of pigs that had been reared at Down to Earth or curried parsnip soup made from vegetables grown at the site.
2pm	Pyrography	The group finished off their pyrography designs
2:30pm	Mantle of the Expert	A large piece of paper was spread out over a big table and lots of arts and craft material was made available. The group was asked to design a village for young people and use the craft materials to create the characteristics and facilities of the village.
3:30pm	Refreshment Break	The group was provided with tea and coffee
3:45pm	CWTSH Discussion	A discussion about the CWTSH took place. Participants were asked things like what they thought of the CWTSH concept, what they thought was good about it, whether they thought there were any negatives and what facilities and activities they'd like to see offered there.
4:30pm	End of Workshop	

Table 3.4: Creative Workshop 2: Structure of the Day

Group Participation: Benefits, Criticisms & Ethical Issues

Several benefits have been attributed to group participatory research methods. Morgan (1998, cited in Punch, 2005) highlights how group interactions during focus groups can uncover data that would not be available if the research was carried out on an individual basis. This was certainly evident in this study's group participation events, where several interesting observations were made. A further benefit is that focus groups can be valuable in understanding and observing human behaviour, as well as providing an in-depth and multi-layered understanding of the research topic (Morgan, 1988, cited in Punch, 2005). Punch (2005) continues to point out that focus groups can be a cheap, flexible, stimulating, elaborative, and information-rich data collecting tool, and that they can complement other qualitative and quantitative research methods. Furthermore, Shaw (1971) adds to this list of benefits by drawing on research that shows how group participation can yield better solutions to problems, facilitate faster learning amongst group members and motivate individuals.

Despite its benefits, there are several criticisms and potential ethical issues attached to group participation which could therefore apply to the focus groups and workshops that took place during this study. In relation to this, Kaner (2014) points out that group dynamics can be a significant barrier to genuine participation, sometimes resulting in conflict, personality clashes and confusion. Adding to this, Mannarini (2012) explains that income, gender, and education can create differences between group members, whilst dominant and persuasive individuals may have more influence over participatory outcomes. In relation to this study's group participation events, there did not appear to be any conflict or personality clashes. However, naturally, there were participants that were more vocal and dominant than others, and who may therefore have influenced other people's responses and ultimately the participatory outcomes.

There are also concerns that participant responses can be influenced by the group environment, rather than being a product of an individual's own thoughts and feelings. Supporting this argument, Cooke (2004) explores group participatory methods from a psychological perspective. He uses four different psychological analyses to explain that participant responses and behaviour during the group participatory process can yield

results that often do not reflect the views of individual group members (See table 3.5 below).

Psychological Analyses	Participatory Outcome	How Participatory Outcomes are Influenced
Risky Shift	Group decision making leads to more risky choices being made compared to if they were made on an individual basis.	Cultural influences can cause risk taking to be seen as favourable and something that will enhance an individual's status in a group. The group member with the greatest propensity toward risk may also be the most influential. The lines of individual accountability can become blurred resulting in a diffusion of responsibility
Abilene Complex	Groups can come to false agreements.	Group members can assume the preferred outcome of others in their group. They may make their decision based on this false perception rather than their own genuine view so as not to go against the perceived dominant opinion
Groupthink	Decisions are made despite significant evidence to the contrary.	An ingroup can dominate the decision-making process, often at the expense of an outgroup. Thus, decisions are influenced by the dominant group rather than the available evidence
Coercive Persuasion Theory	People with power and vested interests can coercively influence group members input and decision-making during the group participatory approach.	Edgar Schein's model of attitudinal and behavioural change suggests that coercive persuasion in group participation occurs in three stages: Stage 1: Unfreezing Creates enthusiasm and readiness to change by disconfirmation, creating feelings of anxiousness and guilt, and then providing psychological safety. The group facilitator may provide evidence that things cannot carry on the way they are otherwise negative things may happen, followed by the facilitator providing a solution Stage 2: Changing Participant's feelings, judgements and reactions are changed to the new point of view by identifying new role models or providing new relevant information. Facilitators may induce the changing stage by showing participants successful examples of other people who made the same decisions that the facilitator wants the participants to make Stage 3: Refreezing The participant is assisted in absorbing the new point of view into their personality and significant relationships. This may be done by changing the dynamics of the group i.e., increasing the status and importance of certain members and rewarding participants for behaving and acting in different ways on a collective level. Thus, this can then begin to change their concept of themselves and the way they think.

Table 3.5. Psychological Analyses (Cooke, 2004)

Some of the analyses discussed by Cooke (2004) may be relevant to the focus groups and creative workshops that took place during this study. There certainly was no coercive persuasion tactics employed and no ingroup domination was witnessed. However, during creative workshop one, several young people did recount some very personal experiences, which could be seen as risk-taking, and may have been influenced by others in the group disclosing their experiences. Furthermore, the Abilene complex cannot be ruled out of these group participatory events, where some people's responses may have been based on what they perceived the dominant opinion to be, rather than their own genuine perspective.

As with Cooke (2004), Kothari (2004) touches on how group participatory approaches can present false individual behaviour. To do this, she uses Erving Goffman's work on the 'presentation of the self' to demonstrate how people often behave one way in private, or in Goffman's terms 'backstage', and another in public 'frontstage'. Therefore, participatory events can be seen as the stage, and the facilitator and participants as the actors. Thus, this suggests that some participants responses may be part of an act, put on in front of other group members in order to come across in a certain way, rather than their genuine 'backstage' views and persona.

Kothari (2004) also discuss the role of power in participatory approaches, using a Foucauldian approach to explain that contrary to most participatory thinkers, power circulates and is everywhere, rather than in one location. She explains that this can mean more insidious and less visible forms of power exist and affect participation, ultimately facilitating social control and reinforcing power structures and inequalities. To illustrate this, Kothari (2004) points out that cultural norms often stem from discursive and embodied forms of power and thus become normal and unrecognised articulations of power. Thus, in relation to the group participatory events in this study, it is important to be mindful that the views expressed by young people and youth homelessness staff may be the product of power generated norms and values that they have unconsciously internalised, rather than the persons genuine, underlying perspective (Kothari, 2004). It is also important to be aware how this can end up reinforcing inequalities by upholding existing power structures, rather than delivering empowering change (Kothari, 2004).

A final important consideration is that youth homelessness staff and Wallich head office were present throughout these group participatory events. During the two focus groups Wallich head office staff acted as facilitators, whilst staff accompanied young people to the creative workshops. Therefore, from a critical perspective and in line with points made by Hall and Hall (1996, p. 168), staff presence could be seen to potentially inhibit young people's willingness to express genuine views on their services. However, excluding staff on this basis is not conducive to the relationship dynamics that the Wallich are trying to foster between their staff and the young people that they support. To explain this further, as discussed in the literature review, the Wallich intend to embed a PIE approach into the CWTS, which amongst other things, has a strong focus on creating open, honest, and more equal relationships between staff and service users (Keats, 2012). Thus, involving both staff and young people in the consultation could help to foster these open, honest, and equal relationship dynamics from the outset. Furthermore, having Wallich staff present proved beneficial in terms of ensuring that the young people were well supported by people who knew them and understood their needs; a benefit that became all the more valuable when some young people disclosed personal experiences.

3.7.3. Young People's Survey

In October 2021, a predominantly qualitative survey was sent out to young people who resided in a Wallich service (Please see Appendix 6 for copy of the survey). Five young people completed and returned the survey. For the purpose of clarity, survey research can be both qualitative and quantitative (Braun and Clarke, 2020) and is defined by Bryman (2016) as "a cross sectional design in relation to which data are collected predominantly by self-administered questionnaire or by structured interview on a sample of cases" (p. 696).

As mentioned previously, initially it was planned that the research would be carried out ethnographically, using observational and interview research techniques. However, the research design had to be modified and online surveys replaced some of the

ethnography. Thus, a predominantly qualitative survey was created and disseminated to participants.

Bryman (2016) stresses the importance of clearly explaining the research aims to participants. Thus, in order to inform the young people about the purpose of the survey, provide details about the CWTS concept and explain about participant rights and researcher responsibilities, two videos were created and embedded into the survey, with the option for young people to read about their rights and researcher responsibilities instead of watching the second video. This meant that the young people did not have lots of text to read through and made the survey more accessible and appropriate to the needs of the young people. The survey then went on to check that young people had watched the video/read the information and understood their rights and how their information would be used. The following questions sought informed consent and established some demographic information such as gender and age.

The rest of the survey focused on the CWTS and consisted of seven qualitative style (open) questions and five quantitative style (closed) questions (four multiple choice and one rank order). Thus, in line with points made by Bryman (2016) this mixed methods approach enabled quantitative questions to focus more specifically on hypotheses that had already emerged throughout the literature review and earlier data collection stages of this study, whilst the qualitative questions allowed for unexpected or novel responses. Furthermore, as Blake (2020) points out, using a varied approach that uses both closed and open questions can keep participants engaged and prevent them from 'flat lining'.

As some of these young people require encouragement and support to complete surveys, it was agreed with the Wallich that they would get a university student who was on placement to offer support if needed. It was felt that this was the most impartial way to support the young people as this student did not work for the Wallich. As a result, two questions were included in the survey that asked if anyone was helping the young person to complete the survey, and if so, who this was and whether the young person consented to this help.

Surveys: Benefits, Criticisms & Ethical Considerations

Several benefits have been attributed to surveys (Braun and Clarke, 2020; Mathers et al., 2009; Milne, n.d.). These include efficiency, the ability to reach a broader spectrum of participants, reduced ethical risks, increased objectivity, and a faster completion rate (Mathers et al., 2009; Milne, n.d.). Mathers et al. (2009) also highlight the flexibility of surveys, which is particularly relevant to this study, as this research instrument was specifically chosen due to its Covid-19 adaptable nature.

In relation to qualitative surveys, Braun and Clarke (2020) argue that contrary to popular belief, this research instrument can provide rich data, whilst also providing several unique benefits. They point out that surveys are more user friendly, allowing participants to respond at a time that is convenient to them, and thus giving them more control over the research process. They continue to explain that surveys also require less commitment and inconvenience from participants as they do not need to travel to the researcher or spend time speaking to an interviewer. Another important benefit stressed by Braun and Clarke (2020) is the anonymity that surveys provide, and the safe space that this allows for participants to disclose information that they may have felt uncomfortable discussing in a face-to-face setting. This is particularly relevant to this study as the young people who live in Wallich services may have been apprehensive disclosing genuine views for fear of these getting back to the Wallich management team. Ultimately, without the protection that survey anonymity provides, participant responses could have been influenced by what they thought the Wallich would want to hear.

Despite their benefits, surveys also face several criticisms (Hailey, 2004; Mathers et al., 2009; Milne, n.d.). These include superficial answers being given, participants misunderstanding what is being asked, an unwillingness to answer certain questions and an inability to explore the meanings and reasons behind the answers provided (Mathers et al., 2009; Milne, n.d.). Furthermore, surveys are a formulaic research instrument which Hailey (2004) argues can fail to capture the complexities created by differing circumstances, cultures, and political environments. Hailey (2004) continues that there is often too much confidence that formulaic research tools will yield participatory success, and that they often rely on self-selecting participants who can be

more verbally articulate and politically informed, potentially resulting in the reinforcement of power structures and existing cliques in the marginalised community or group.

Hailey's latter point has particular relevance to this study as the young people living in youth homelessness services often present with a wide range of differing needs, abilities and skills. Thus, those who are more articulate, informed and literate will find it easier to communicate their views and needs on the survey. However, as mentioned previously, in order to mitigate this and try to ensure equity in survey completion, the Wallich arranged for a university student to offer support to some of the young people when they are completing the survey.

3.8. Ethical Considerations

The importance of ensuring good ethical practice in research cannot be understated. Not only does it help to achieve public trust and cooperation, but it also protects people, communities, and the environment (Israel, 2015). Israel (2015) continues to highlight how a failure to achieve good ethical standards can invalidate research results and have a negative impact on the participants, researcher, and the organisation overseeing the research. Thus, although this methodology has already explored a wide range of research method specific ethical considerations such as consent, coercion, researcher bias etc., there are a few additional ethical issues that had to be considered during this study.

3.8.1. Ethical Approval

The first step in ensuring ethical standards were upheld during this research project involved seeking ethical approval. Thus, prior to conducting any independent research, it was necessary to apply to Swansea University's ethical committee in order to request ethical approval. This process involved completing a form that set out the research aims and objectives, along with a data collection plan and details of how ethical issues would be addressed (please see appendix 7). Following this process, ethical approval was granted on 14th May 2019.

3.8.2. Emotional Harm

Researchers have a responsibility towards their participants and must ensure that their research does not cause physical or emotional harm (BERA, 2018; BSA, 2011). However, whilst surveys can minimise the risk of sensitive topics arising (Braun and Clarke, 2020), Sim and Waterfield (2019) point out that focus group settings can result in sensitive discussions and disclosures which have the potential to heighten the risk of emotional harm occurring. This is particularly pertinent to this study and was observed during the first workshop, where some young people disclosed some very personal and traumatic past experiences. In fact, this was something that came as a shock to the researcher, whose inexperience had rendered her unprepared for this level of disclosure. Thus, this workshop served as a steep learning curve.

Although a debriefing activity took place at the end of the first workshop, the researcher worried that not enough had been put in place to support these young people, where some had opened up to the group about their trauma and then returned to their supported housing accommodation, in some cases alone. Thus, she contacted the Wallich to ensure that Wallich staff checked up on the young people and offered them emotional support. In hindsight, this was something that should have been put in place prior to the workshop as contacting the Wallich during out of hours to organise this was a challenge. Thus, prior to the second workshop, the researcher ensured that the young people had staff support available after the event, if they felt they needed it.

3.8.3. Confidentiality & Anonymity

Confidentiality and anonymity are a considerable focus of much research literature and guidance (Aull Davies, 2008; BERA, 2018; Bryman, 2016; BSA, 2011; Punch, 2005; Sim and Waterfield, 2019). The surveys proved beneficial in this regard, because in line with points made by Braun and Clarke (2020), they enabled responses to be gathered anonymously, thus removing much confidentiality and anonymity risk. However, the group participation events presented more complex issues in this area. In line with points made by Sim and Waterfield (2019), and as mentioned previously, the creative

workshop created an environment where some of the young people felt comfortable disclosing sensitive information. However, due to the presence of other participants, this created confidentiality and anonymity issues that were out the researcher’s control (Sim and Waterford, 2019). Ultimately, there was no way of ensuring that participants would not share information outside of the group..

From a more generic perspective, in order to ensure confidentiality and anonymity, data was stored securely and in line with the General Data Protection Act (GDPR) (Information Commissioners Office, 2018). Furthermore, as advised by UK Data Service (2021), when writing up results, pseudonyms were used to protect participants identity. To clarify, pseudonym is a term given to the process of replacing people’s real names with factitious ones in order to ensure anonymity (Kaiser, 2009).

3.9. Data Analysis

Thematic analysis was used to analyse the qualitative data collected during this study. To clarify, thematic analysis is defined by Clarke and Braun (2006) as “a method for identifying, analysing and reporting patterns (themes) within data” (p. 79). The thematic analysis process consists of six stages (see table 3.6 below).

Stage	Stage Overview
Stage 1: Familiarising Yourself with the Data	Reading through/listening to the data
Stage 2: Generating Initial Codes	Attaching labels/codes to different areas of highlighted text
Stage 3: Searching for Themes	Looking for patterns in the codes in order to produce themes
Stage 4: Reviewing Themes	Checking that each theme is supported adequately by the codes and data
Stage 5: Defining & Naming Themes	Naming the themes in a way that fits them into the broader context of the study. Identifying any sub themes
Stage 6: Producing the Report/ Manuscript	Writing up results into a report, using narrative and representative data to support the findings

Table 3.6 Thematic Analysis Stages (Clarke and Braun, 2006; Kiger and Varpio, 2020)

In relation to this study, to thematically analyse data from ethnographic research notes, information was transferred from diary entries into a word document. This then enabled codes to be attached to different areas of text and the identification, review, and naming of themes. A similar process was carried out with data from the focus groups and surveys, where notes and survey text were transferred into a word document, coded and then themes produced. However, the process was slightly different for the two creative workshops. As these workshops had been audio recorded, it was first necessary to listen to the recordings so that the researcher could familiarise herself with the data. The recordings were then transcribed, where the data was typed into a word document. Thus, it was then possible to code the data and identify, review and name themes. Please see Appendix 8 for an example of how thematic analysis was conducted.

The decision to use thematic analysis in this study arose from the benefits attributed to this form of data analysis and its compatibility with the study. To explain this further, thematic analysis is relatively straight forward to learn, and as a result, is a good choice for novice researchers (Clarke and Braun, 2013; Nowell et al., 2017). Nowell et al. (2017) continue that thematic analysis is a well-structured approach to data collection that makes it suitable for analysing large data sets, and that it enables a clear and organised presentation of results. Furthermore, it is seen as a rigorous and flexible approach which is compatible with an interpretivist paradigm, and that enables the robust extraction of rich, insightful data (Braun and Clarke, 2006; Clarke and Braun, 2013; Kiger and Varpio, 2020; Nowell et al., 2017). Thus, thematic analysis was deemed the best choice, in terms of its applicability to this study's research design, its suitability for an inexperienced researcher and its potential to yield clear, robust, and insightful results.

Despite its strengths, thematic analysis has also been subjected to several criticisms. These include being unsophisticated and inferior compared to other data analysis methods, its potential to be vaguely applied, confusion about what it is and how to use it, and novice researchers struggling to identify what to focus on (Braun and Clarke, 2006; Clarke and Braun, 2013; Kiger and Varpio, 2020; Nowell et al., 2017). The latter point resonates with this study as at times it was overwhelming identifying codes and then themes in the data (Braun and Clarke, 2006; Clarke and Braun, 2013; Kiger and

Varpio, 2020; Nowell et al., 2017). However, this was eased somewhat by breaking data analysis down i.e., analysing each workshop, the focus groups, and surveys separately, and then synthesising the themes from each data collection event ready for discussion.

3.10. Methodological Limitations

There are several limitations to the methodological approach outlined in this chapter. Firstly, as most participants live in Wallich services, their views of the CWTSH may be influenced by their experiences of the Wallich and may not reflect the views of the wider young person population. Similarly, during group participation events, responses may have been influenced by the group environment, and may not genuinely reflect the personal views of participants (Cooke, 2004; Kothari, 2004). Furthermore, as the Wallich are gatekeepers to this research, they have ultimate control over which young people participate. However, it must be stressed that at no point did the Wallich appear to misuse this control. Another limitation relates to the small number of participants involved in this research, making any results statistically insignificant. The fact that surveys had to replace interviews also means that data may be less rich and explorative, as questions could not be explained or probed.

3.11. Methodology: Conclusion

Underpinning this study, is the philosophical belief that interpreting the views, perceptions and realities of young people and youth homelessness staff, is key to understanding the CWTSH's potential efficacy. Thus, this study sits within an interpretivist paradigm, where, with the exception of five quantitative survey questions, a predominantly qualitative methodological approach was employed. This involved collecting data via ethnography, a survey, focus groups and creative workshops; a process that was carried out iteratively with reviewing the literature.

This study also used a combination of sampling approaches, where participants were selected using both a purposive and convenience sampling method (Andrade, 2020;

Etikan et al., 2016). To explain this further, thirty young people, five youth homelessness staff and two Wallich managers were selected based on certain criteria and because they were available and willing to participate in the research. The criteria were that they either had to live or work in youth homelessness services. However, this meant that all the staff and most young people were connected to the Wallich homelessness charity. Therefore, this poses a limitation to the research findings, where participants responses may have been positively or negatively influenced by their experiences of the Wallich. Thus, the findings of this study may not be representative of the wider youth homelessness staff and service user population (Andrade, 2020).

Several further methodological limitations and ethical considerations have been identified. The Covid-19 pandemic limited the data collection methods that could be used and altered this study's methodological plan considerably. Furthermore, this research involved a small participant cohort, which adds to the difficulty in generalising any findings to the wider participant population (Andrade, 2020). In relation to ethical considerations, concerns centred around the potential for researcher bias, obtaining informed consent, the Wallich being gatekeepers, using incentives to encourage young people to participate in the research, the risk of harm, and maintaining confidentiality and anonymity.

More specifically, the research instruments used in this study can present with challenges and ethical considerations. For example, personal experiences were disclosed during one group participation event which raises confidentiality concerns, whilst it is also difficult to ascertain whether participant responses were genuine or influenced by group dynamics and the fact that Wallich staff were present during these group research events. Similarly, during the ethnographic research, the Wallich managers conduct may have been influenced by a motivation to show the CWTS in a positive light. In relation to the survey aspect of this research, young people's responses may have been restricted, whilst the researcher did not have the opportunity to follow up or clarify answers. Furthermore, due to the differing needs of young people, there may have also been issues surrounding equity in survey completion (Hailey, 2004).

Despite these methodological limitations and ethical considerations, there are several strengths associated with the methods used in this research. For example, qualitative research methods such as ethnography and group participation can provide a rich and deep understanding of people's views of the CWTSH and uncover hard to reach data (Morgan 1998, cited in PUNCH, 2005). Furthermore, group participation can have a motivating effect on participants and may help to identify solutions to some of the challenges associated with the CWTSH (Punch, 2005). Using a survey also enabled several benefits; most notably providing an anonymous platform where young people could voice their CWTSH related opinions (Braun and Clarke, 2020). By ensuring the young people had access to independent support when completing the survey, some of the issues surrounding inequity in survey participation could be mitigated against. Finally, using thematic analysis to interpret the data proved beneficial in terms of providing a straight-forward analysis framework that was easy for the researcher to implement (Clarke and Braun, 2013).

To summarise, this study used a mixed methods approach that was heavily dominated with qualitative research methods. It sat within an interpretivist paradigm and used a range of research tools such as ethnography, group participation and a survey. Furthermore, data was interpreted using thematic analysis. Whilst there were several ethical considerations and limitations attached to the methodology used in this study, wherever possible, measures were put in place to mitigate against these. Ultimately, the methodology adopted during this study enabled rich, in-depth insight into the views surrounding the CWTSH, whilst it also provided a flexible approach that suited both the participants needs and the unique circumstances that the Covid-19 pandemic created.

4. RESULTS

The following chapter descriptively presents the results of ethnographic research that was carried out with the Wallich management team, as well as a young people's consultation that consisted of two focus groups, two creative workshops and a survey. It is important to point out that although the consultation predominantly focused on the views of young people, youth homelessness staff contributed some valuable insight during group participatory events.

4.1. Ethnographic Research

As identified in the ethnographic research section of the methodology chapter, some ethnographic research took place with the Wallich management team. This enabled insight into the planning and development stages of the CWTSH. During and after each ethnographic research event, notes were written up into a diary. At the data analysis stage, these notes were then combined, and thematic analysis was used to identify three key themes, which were,

- The Wallich's Motivations for Developing the CWTSH
- Collaboration
- Surrendering Control

4.1.1. Theme 1: The Wallich's Motivations

During discussions with the Wallich management team, their vision of the CWTSH and its potential efficacy became clear. They spoke extensively about what had inspired them to develop the CWTSH and provided several reasons why they felt a project like this was needed.

To Fill a Gap in Youth Homelessness Service Provision

The Wallich often spoke about how the CWTSH could help fill a current gap in youth homelessness provision. They explained that there is currently a lack of supported housing options available in Carmarthenshire and that young people, especially those with complex needs, can struggle to find suitable housing and support. The Wallich management recognised that the CWTSH would not appeal to all young people but wanted it to become a valuable, transitional housing option in a Carmarthenshire positive pathway model (see section 2.2.5 for more information on this). The Wallich expressed concern that two Carmarthenshire based youth homelessness projects were scheduled to close due to the area they were situated in being regenerated. They explained that they wanted the CWTSH to be developed before these closures in order to minimise the impact and disruption that this would cause. In relation to this, Manager A stated, “The county will be losing two youth homelessness projects, this will have a big impact. More youth homelessness provision is needed, not less”, whilst Manager B commented “Young people should be able to choose their service; what suits one young person won’t suit another young person. I’d like to see the CWTSH become one of several options in a Carmarthenshire positive pathway model.” Thus, it was clear that the Wallich intended for the CWTSH to fill an important gap in youth homelessness supported housing provision, and that they wanted it to contribute toward a range of housing options for young people in Carmarthenshire.

Give Young People a Place to Call Home & a Sense of Community

The Wallich often spoke about the importance of giving young people their own home. They explained that many of the young people they support have experienced unsettled homelives and that providing young people with their own small home could offer them stability, personal space, and a sense of self-worth. The Wallich highlighted how young people are often expected to make do with poor, inadequate housing, and then went on to stress that they want the CWTSH to be somewhere that young people genuinely want to live. They used the example of one of their projects, explaining that whilst it had been effective in supporting young people, it was situated in one of the most deprived areas of Wales where there were high levels of crime, antisocial behaviour, and drug use. The Wallich continued to point out that the building was not fit for purpose as there was no communal or outdoor space. Manager B commented,

Being placed in a run-down area sends the message to these young people that this is all they are worth. We want the CWTSH to be somewhere where young people think, “yeah, this is a good place to live, I’m worth this”.

The Wallich also talked about how they wanted the CWTSH to provide young people with a sense of community and civic responsibility, and they spoke about the importance of communal areas such as the hub in achieving this. Furthermore, they often spoke about the transitional nature of the CWTSH and that whilst they aimed for young people to reside at the CWTSH for up to two-years, they would try to be as flexible as possible with this.

A Holistic, Environmentally Sustainable Service

The Wallich envision the CWTSH to be a holistic, environmentally sustainable project that offers a wide range of services and activities to young people. They highlighted how, due to things like inadequate parental guidance, poor school attendance and childhood upheavals, the young people they support often lack the skills that many people their age take for granted. Thus, they want the CWTSH to be somewhere that young people can engage in activities that will help develop these important skills and prepare them for independent housing, as well as somewhere that promotes and teaches environmentally sustainable living practices. Some of the skill development activities that the Wallich plan to incorporate into the CWTSH include things like cookery, gardening, growing food, maintaining the grounds, rainwater harvesting, caring for animals and communal meetings etc. Manager B commented,

If you think about it, the process of caring for animals and bees can teach a young person a lot of important skills. They need to wear the right clothes, they need to remain calm, concentrate, stick to a time schedule ...

The Wallich spoke about how the young people they support often struggle to engage with education. In response to this, they hoped to work with local colleges and offer

training at the CWTSH that could help improve young people's engagement with education. Manager B commented,

Some of the young people we support struggle with the basics of education; things like preparing for lessons, knowing what equipment to take, how to follow timetables etc. They haven't been taught these things like other young people have. I'd like to work with local colleges to provide courses at the CWTSH where young people can learn the basics so that they stand a better chance of seeing their course through.

On numerous occasions the Wallich discussed the trauma and mental health issues that the young people they support often experience, and they spoke passionately about wanting the CWTSH to be somewhere that helped young people overcome these issues. As well as making the CWTSH a PIE service, the Wallich also spoke about how they planned to incorporate their Reflections Network service into the CWTSH. The managers explained that young people can often experience barriers and extensive waiting lists when trying to access mental health support, and that the Reflections Network service would enable young people to access trained counsellors and mental health support in the comfort of their own project and in a much timelier manner.

The Wallich also explained that some young people who access Wallich services can experience substance misuse issues. They believed that the CWTSH's PIE approach and the Reflections Network service could help young people manage this. However, they also felt that the CWTSH's semi-rural location may be valuable in this respect as well. To explain this further, the Wallich management team believe that a countryside location could give the project a more therapeutic feel, whilst they also pointed out that young people might think twice before going to buy drugs if they lived away from town. In relation to this, Manager B compared one of their current services to the CWTSH, commenting,

At the moment, if a young person wants to go and buy drugs then they only have to walk outside their front door and they can easily find someone to buy them from. But, if they have to walk a distance to get those drugs, then they may think twice about buying them. Living away from the centre of town could help curb a young person's impulsivity to take drugs.

However, finding a piece of land with good public transport links, that offers a therapeutic countryside location, and is far enough away from urban areas to escape the negative aspects of town and curb young people's impulsivity to buy drugs, but not so far as to cause isolation, has proven incredibly challenging. Thus, although several pieces of land have been seriously considered, unfortunately they have fallen through for various reasons, and the Wallich continue to search for an ideal plot of land that would enable them to develop the CWTSH.

4.1.2. Theme 2: Inter-organisational Collaboration

During this ethnographic research it became clear that inter-organisational collaboration was a key aspect of the CWTSH process. The Wallich were keen to collaborate with statutory organisations as they felt harnessing the knowledge and expertise of other relevant organisations would enhance the CWTSH's efficacy. The Wallich felt that by collaborating with statutory services, the CWTSH could become a valuable supported housing option in a Carmarthenshire based positive pathway model. Furthermore, from a more practical perspective, the Wallich also recognised that collaboration was valuable in terms of securing funding, obtaining permission for the CWTSH, and gaining referrals once the CWTSH is up and running.

In order to instigate collaborative relationships, the Wallich organised two meetings with relevant statutory organisations, as well as two separate meetings with a local councillor and a Welsh politician. However, this collaborative process did not always run smoothly. In fact, during the first statutory meeting there was strong criticism from one organisation. They felt that the CWTSH was not an original concept and that it had already been attempted and failed. Furthermore, they felt that it would not be suitable

for people with complex needs and that it would be unfair to get young people to invest heavily in a community project that they would then be moved out of after two years. Other criticisms surrounded young people becoming isolated, struggling to access things like transport, appointments, and education, and not being able to learn basic skills.

During the second meeting, the more critical statutory organisation was not present. However, the concerns about isolation and attending appointments were raised again. Another dominant concern that spanned both statutory meetings involved young people being given their own homes. Some statutory organisations felt that this would get young people used to living on their own, and as they would probably have to go into shared housing once they left the CWTSH, it may give them unrealistic expectations. Thus, it was proposed that some shared accommodation should be provided at the CWTSH in order to get young people used to sharing a home with others. However, overall, most statutory organisations could see potential in the CWTSH and appeared willing to collaborate and support the project.

During collaborative interactions with the local councillor and the Welsh politician, the CWTSH concept appeared to be well received. The Welsh politician did caution that the CWTSH's efficacy is currently unknown, but appeared supportive of the concept. The local councillor was also supportive of the CWTSH and agreed to be a part of a the CWTSH steering group. This collaborative process was valuable in gaining fresh insight and suggestions. For instance, the Welsh politician stressed the importance of the CWTSH being a bilingual project, pointing out that some young people may find it easier to open up about past trauma in Welsh if this is their first language, and that if they attended a Welsh speaking school and this was their safe space, they may feel more secure speaking in Welsh.

Towards the end of this ethnographic research, the Wallich made the decision to collaborate with a housing association. The Wallich felt that collaborating with a housing association would open up different avenues of funding, whilst also enabling a shared pool of knowledge, expertise and resources for the CWTSH. However, it is currently unclear whether this collaborative relationship will evolve into an established

partnership or whether the Wallich will continue to explore other ways to develop the CWTSH.

4.1.3. Theme 3: Surrendering Control

The inter-organisational collaborative process enabled some valuable external insight, critique, and suggestions to be put forward. However, there were also occasions when it appeared that the Wallich had to surrender some control of the CWTSH concept in order to adopt other organisations notions of what would make the CWTSH effective. This first became evident during the statutory meetings when a statutory organisation encouraged the inclusion of some dual occupancy homes at the CWTSH. Prior to this, the Wallich had intended to only develop single occupancy homes as it was felt the entire CWTSH concept fostered a sense of shared living due to its emphasis on community, shared responsibility, communal space, group activities, co-production, and cooperation. The Wallich had initially felt it was important for young people to have their own private space within this community setting. However, following these statutory meetings, the Wallich agreed to consider incorporating some shared homes into the CWTSH plan.

The funding application process also resulted in the Wallich being expected to change the CWTSH design and ultimately surrender some control of the concept. To explain this further, the Wallich initially intended to secure funding from a Welsh Government housing programme that aims to provide funding to organisations that plan to develop innovative, affordable housing in Wales. This housing programme expects these housing development projects to align with the seven goals set out in the WFGWA, whilst it also expressed an interest in applications that offered housing solutions to youth homelessness. In order to secure funding from this housing programme, the Wallich had to present the CWTSH concept to a review panel. However, whilst this panel liked the concept, they felt the design needed to be changed considerably and recommended several alterations which included making the communal hub central to the CWTSH design, using different materials and changing the layout. Unfortunately, this application was unsuccessful. However, had the Wallich decided to reapply then

they would have been expected to make these suggested changes, or justify why they had decided not to.

The Wallich's decision to collaborate with the FHA also meant that they may have to surrender some control of the CWTSH concept. Although the Wallich valued the FHA's contribution in developing the CWTSH, they did have concerns that the concept may have to change in order to secure funding or that the FHA may have a different understanding of what the Wallich were trying to achieve by developing the CWTSH. Thus, the Wallich stressed that if this collaborative relationship progressed, it was important to formalise a partnership with the FHA in order to avoid differences of opinion emerging further down the line.

4.1.4. Ethnographic Research: Conclusion

The ethnographic phase of this research enabled an exploration into why the Wallich decided to develop the CWTSH. The main motivations observed during this ethnographic research involved filling a gap in service provision, providing young people with a place to call home and a sense of community, and developing a holistic service that is capable of meeting a diverse range of needs. This ethnographic research also provided insight into the collaborative processes involved in developing a project like the CWTSH. It further identified that this collaboration could result in the Wallich considering changes to the CWTSH design, and ultimately, having to surrender some control of the CWTSH concept.

4.2. Focus Groups

In early 2019, two focus groups took place that focused directly on young people's views of the CWTSH. The first focus group occurred in a Wallich service that was situated in an urban environment, whilst the second focus group took place in a project that was run by a different youth homelessness organisation and that was located in a semi-rural location. Both focus groups were facilitated by a university student who was conducting academic research into the CWTSH (the author of this MPhil) and two Wallich head office staff.

The focus groups consisted of young people being presented with four supported housing models (please section 3.7.2. for more information on these). They were then asked to discuss these housing models advantages, disadvantages and whether they would like to live in each type of housing option. Data was collected from these focus groups via note taking and observations. Notes were then analysed using thematic analysis, resulting in the identification of five themes that were relevant to the CWTSH. These were,

- Theme 1: CWTSH suggestions
- Theme 2: Positivity Towards the CWTSH
- Theme 3: Potential Negatives
- Theme 4: Semi-Rural Verses Urban: Group Dynamics
- Theme 5: The Fairness of Co-production

4.2.1. Theme 1: CWTSH Suggestions

During the focus groups some suggestions for the CWTSH were made. These are listed below,

- Unlimited wi-fi
- Multiple computers
- Better computer software
- Sensible and flexible rules

- Better outside space
- Communal and socialising areas
- Hot tubs

Thus, these suggestions indicated the types of things that these young people would like to see provided in a project for young people.

4.2.2. Theme 2: Positivity Toward the CWTSH

During both focus groups, young people discussed their views on what the advantages of living somewhere like the CWTSH could be. In the first focus group some young people felt that the CWTSH would be a nice, safe environment; that living in chalets would be cool, and that it would offer young people more freedom and independence. A further point of discussion to emerge from both focus groups was how the CWTSH would be a much more suitable location for young people compared to where one of these young people's projects was currently located. There was lots of discussion around how rough and intimidating the current location was and how positive moving away from there and into a project like the CWTSH would be. One young person in the second focus group spoke about feeling intimidated when they visited the project, whilst a young person who attended the first focus group said that living somewhere like the CWTSH would be luxury compared to their current project. Another young person commented,

It's good to be away from this area because there are lots of drugs in the area.

We see it a lot and are around people who do a lot of stuff. If it was in a different place, we'd be away from it.

During the second focus group young people spoke very positively about living in group supported housing projects and expressed positivity that the CWTSH was this type of environment. Another interesting advantage that was discussed during the second focus group related to how sometimes a young person can come into the group supported housing project and their behaviour and attitude can negatively impact the

dynamics of the group. However, one person pointed out that the set-up of the CWTSH offered more space and privacy which could help minimise this type of disruption.

4.2.3. Theme 3: CWTSH Potential Disadvantages

From a negative perspective, some young people in the first focus group expressed concerns that the CWTSH might be unsafe for people with mental health issues, that it might take too long for emergency services to attend the project, that being more than fifteen minutes away from a shop would be a disadvantage and that a lack of Wi-Fi could be an issue. In contrast, the concerns expressed during the second focus group centred around isolation and existing friendships being damaged due to people finding it more difficult to visit a semi-rural location.

4.2.4. Theme 4: Semi-Rural Vs Urban: Group Dynamics

An interesting observation was also made during these focus groups. As detailed previously, the first focus group took place in a project that is situated in the middle of a large town, whilst the second focus group took place in a project that is set in a semi-rural location. In the semi-rural located project, there appeared to be a strong sense of cohesion between all the residents. Some hugged each other on arrival and there was a lot of banter and laughter throughout the entire focus group. All the young people seemed confident and comfortable in each other's company and there were several occasions where the young people spoke about how well they got on with one another. One person attributed this to the fact that they lived away from town and said they spent more time in each other's company and visited each other's flats because of this. Others agreed and mentioned they often went for walks or to the pub together.

After the focus group had finished, a large group of young people were spending time in the sunshine out the back of the service and appeared to be really enjoying each others company. Therefore, although these focus groups only served as a snapshot that provided limited insight into the group dynamics of each project, they gave the impression that there was a much more collective and communal atmosphere in the

semi-rural located project, which is of course relevant to the CWTSH, as this will also be in a semi-rural location.

4.2.5. Theme 5: The Fairness of Co-production

A point of reflection to emerge from these focus groups was whether the co-production process was fair on these young people. During both focus groups there was a lot of enthusiasm and excitement toward the CWTSH concept with comments like “I want to live there now” and “Can I be first on the waiting list?” However, during the first focus group, some young people expressed disappointment that they would not get the opportunity to live at the CWTSH. Thus, this raises an ethical dilemma. To explain this further, a co-production process is fundamental to ensuring young people are involved in developing their services. However, at the same time, there is an element of unfairness in getting young people who are currently living in an inadequate service, to expend time and effort co-producing a much more appealing service, when they probably will not benefit from living there themselves.

4.2.6. Focus Groups: Conclusion

During this study, two focus groups took place that enabled several young people from two different youth homelessness projects to express their views on the CWTSH concept. Five key themes emerged from the focus group data. The first theme related to CWTSH suggestions, where young people put forward ideas about what they would like to see offered at the CWTSH. These suggestions included better computer and Wi-Fi provision, more outdoor space, sensible and flexible rules, and communal/socialising areas.

Young people also expressed a lot of positivity toward the CWTSH and felt that it would offer a better, safer environment that would enable more freedom and independence. There was also consensus that the CWTSH would be an improvement on existing youth homelessness projects, especially one where some of the young people currently resided. Despite a great deal of positivity toward the CWTSH, young people also expressed some concerns. These concerns predominantly centred around

the CWTSH's semi-rural location and included visitors struggling to get to the CWTSH, isolation, not being near a shop, the time it would take emergency services to get to the project, and the location being unsafe for people with mental health issues.

The impact that a semi-rural location can have on the group dynamics of a project was also an emerging theme and a greater sense of community and social cohesion was observed at the semi-rural located project. The final theme to emerge from these focus groups involved the co-production process being unfair, where young people expressed disappointment that they would not get to live at the CWTSH. Thus, ultimately, these focus groups were incredibly beneficial in terms of gauging young people's views of the CWTSH and observing their interactions and relationship dynamics. However, there was an element of unfairness in asking young people to co-produce a project that they appeared to be incredibly enthused about, but that they would probably not get to experience themselves.

4.3. Creative Workshop 1

This creative workshop took place in January 2020 and involved seven young people, three Wallich staff members and four facilitators (please see section 3.7.2 for more information on the design of this workshop, including structure of the day). Please note pseudonyms have been used.

4.3.1. Creative Workshop 1: Observations

During this workshop several interesting observations were made which are outlined below.

Research, Consent & Officiality

The day started with the researcher explaining her research, discussing consent, rights, and responsibilities, and then getting everyone to fill out consent forms. As necessary as this was, it did result in the consultation starting off in an official way which was not conducive to the natural, relaxed, and creative atmosphere. Nevertheless, as the day progressed and sensitive information was discussed, it became clear that explaining and obtaining consent was incredibly important. Therefore, in future, exploring more relaxed and creative ways to discuss and obtain consent could be valuable and help to better align the consent process with the creativity of these workshops.

Fostering Natural Group Bonding & Interactions

One thing that became abundantly clear during the researcher's observations was how using creative activities nurtured an informal and relaxed atmosphere and that this helped to foster natural group bonding and interactions. It is also important to point out that the facilitators warm, friendly, and caring approach to delivering the consultation activities played an instrumental role in creating this socially constructive atmosphere.

The pyrography activity seemed particularly valuable in terms of getting everyone talking and sharing ideas, and this appeared to be the activity where everyone began to feel comfortable and relaxed in each other's company. Several staff and young people

commented on how this type of approach did not make them feel “put on the spot” or under pressure to speak. Furthermore, this activity served to prepare people for the afternoon’s activities, which although still very creative, became more serious and discussion based. Therefore, it was observed that the young people and staff were gently eased into these more serious and sensitive discussions and as a result felt safe and secure in opening up and discussing the things that really mattered to them.

Perhaps one of the most positive and heart-warming things that the researcher observed throughout the day was the change in one of the young people. When this person first arrived at the consultation, he had to leave the venue on a couple of occasions due to social anxiety. It was clear that he really struggled with being part of the group and that coming to the consultation was a significant feat and something that obviously caused him a great deal of anxiety. However, as the day progressed, this person became increasingly relaxed, comfortable, and sociable. By the afternoon, he was contributing significantly to the discussions and had also begun to form positive relationships with some of the other young people. At one point, this person commented on how he responded better to this type of ‘hands on’ approach and that he was really enjoying the day and was glad he came. Thus, watching this person’s mood improve and his confidence grow throughout the day was an incredibly positive thing to witness and it demonstrated to the researcher how creative and informal activities can achieve genuine participation and inclusion.

Young People as Experts

During the afternoon, the facilitators introduced an activity called ‘Mantle of the Expert’ which they delivered alongside another activity called ‘Mapping’. The mapping activity involved the young people collaboratively drawing a map of their town on a large piece of paper (see image 4.1. on the following page).

Winding Down Activity

After the mantle of the expert and mapping activities, the facilitators initiated an activity where everyone was asked to cut out pictures from magazines and make collages on a large piece of paper. The purpose of this activity was to help everyone relax and wind down after the previous activities serious and sensitive discussions. This enabled the consultation to end on a positive note and helped ensure that people were not leaving in an emotionally raw state of mind. Everyone appeared to really enjoy this activity; someone put some music on and there was a lot of chatter and banter as the group created their collages. This activity helped the consultation end in a fun, positive and light-hearted way. In fact, following the consultation, it was fed back to the researcher that several of the young people left in a very happy and positive mood and had been contacting their staff to ask when they could attend an event like this again.

4.3.2. Creative Workshop 1: Themes

Following data analysis of this workshop, several themes emerged. These were,

- Theme 1: Mental Health Support
- Theme 2: Nobody Cares
- Theme 3: Education
- Theme 4: Housing
- Theme 5: Risk Exposure
- Theme 6: Improving Youth Services

From these themes, an overarching theme became clear; that the young people felt the system was against them. Furthermore, although this workshop did not focus directly on the CWTSH, all the themes relate to the CWTSH in some way. Thus, these themes and their relevance to the CWTSH will now be discussed in detail.

Theme 1: Mental Health Support

One strong theme to emerge from the consultation was that young people had a negative view of mental health support. For example, Danny commented “CAMHS is shit, because the support they give is absolutely terrible”, whilst Jasmine added “They’ll just throw medication at you.” The young people also gave examples of how they or their

friends had been let down by the mental health system in the past. Jasmine spoke about her friend's experience:

A friend of mine was feeling quite suicidal one day, so he decided to go to the local A&E. They said "Oh, we've got a 6 hour wait, so you are going to have to wait." He was really bad, so he thought fuck this and went to a hospital in another town and they saw him like that. That's what's wrong with this world. I'll tell you that from the bottom of my heart, serious, they don't take action ... people only care when they've gone and popped their clogs.

Jasmine then went on to talk about her own experiences of feeling in crisis and experiencing poor mental health support, explaining that following an overdose attempt, mental health professionals had told her there was nothing wrong with her because she was wearing make-up. Similarly, Adam spoke extensively about the lack of support he received during multiple periods of childhood trauma and crisis. He recalled times when he had attempted suicide or self-harmed and said that he was never offered a crisis team or appropriate mental health intervention like being sectioned. Thus, there was a consensus that mental health professionals did not take young people's mental health seriously, and there was clear dissatisfaction with the standard of mental health support available to young people.

This theme is relevant to the CWTSH on several levels. Firstly, The Wallich plan to incorporate their Reflections Network project into the CWTSH. This project provides prompt counselling and psychotherapy to young people, thus ensuring they do not have to endure long waiting times to get the psychological support that they need. Secondly, the CWTSH will be a TC model that uses a PIE approach, meaning it will be designed in a way that takes the psychological and emotional needs of young people into account (Keats, 2012). And thirdly, the CWTSH aims to draw on elements of green care farming and offer a wide range of opportunities and activities that have been shown to have a positive impact on well-being and mental health (Hine et al., 2008).

Theme 2: Nobody Cares

Theme two interlinks with theme one. It was clear from theme one that a lack of mental health support made the young people feel like no one cared about them. However, during the consultation there were comments that related more broadly to no one caring. For example, Jasmine felt that no one really cares unless a young person is in university or college and is going to do something for the world, and that young people who are unable to work due to homelessness or mental health can be forgotten about. At another point during the consultation, Jasmine spoke about how young people often watched their staff go off shift and home to their lives, whilst they were left to continue coping with their difficulties. It is important to point out that she felt her staff did care, but that gaps in staff presence meant that care could be inconsistent. There was also recognition that the government does not care about young people. Many of the young people present appeared to agree with Danny's comment that,

They [MP's] go for a meeting about mental health and a few turn up, they go for a meeting for say now, arms weapons in the UK and a few people will show up, they have a meeting about their pay being cut and all of the fuckers will show up. They don't care about other people; all they care about is themselves.

Thus, there was a real sense that these young people felt that nobody really cared about them and that the responses they got from experts and politicians was often inadequate.

This theme is relevant to the CWTSH because the CWTSH ethos is very much about creating a caring and nurturing environment. The PIE approach focuses on fostering equal, open, and caring relationships between staff and young people, whilst the communal areas and activities are designed to bring people together and create a strong sense of community spirit.

Theme 3: Education

The young people tended to speak negatively about their experiences of school. There was agreement that the school curriculum was too rigid and as a result excluded young people with different learning styles. For example, Corey felt that the education system was messed up. He went on to explain how he learnt differently to others and if he saw a piece of paper with lots of writing on it, he would just want to leave it alone because he could not learn in that way. Corey felt he was a hands-on learner but expressed disappointment that schools do not do much to incorporate this into the curriculum. He continued to explain how frustrated he was to see his younger brother being let down by the education system in the same way. At one-point this young person commented “All I can say is I didn’t learn much in school, not because of my problems, but because what I was learning. I was like, why do I have to learn that?” Jasmine expressed a similar point of view, commenting “People learn differently, you can’t expect everyone to learn the same. You can’t stick kids in a classroom and just say bla blah blah this is this and then expect everyone to understand you.”

Jasmine also criticised the fact that schools do not teach the important skills that young people need to learn such as looking after mental health and teaching young people how to care for themselves, to which there was much agreement from the other young people. Furthermore, although inaudible on the voice recordings, the researcher recalls Jasmine making the point that schools need to recognise not all children and young people are taught life skills at home. Adam spoke about how his difficult childhood resulted in negative experiences of the education system. He commented:

I went to six different schools I did, and I went to one where they used to have padded cells for if you kicked off. Because I was a danger to myself and others, so when I wanted to go to college, they wouldn’t let me. I had to go to a behaviour college so it was just a bunch of nut jobs in one room. The chairs were stuck to the floor so you couldn’t lift them over and whack them on people’s heads and that...we had to stay in a room all day.

Jasmine added “They think though don’t they, stick all the naughty kids in one school. It don’t make no one better does it.” At another point during the consultation workshop, Jasmine also pointed out how difficult it is to get a job, especially if you have not done well in school. Thus, it was clear from these discussions that the young people felt let down and excluded by an education system that rigidly sticks to a mainstream curriculum, and that this has an impact on young people’s employability, and ultimately on their prospects.

This theme is particularly relevant to the CWTSH due to education being a central aspect of the CWTSH concept. To explain this further, the Wallich plan to offer a wide range of educational and training opportunities at the CWTSH, many of which will be hands on and creative based, and ultimately designed to suit a varied range of learning styles and needs. Furthermore, The Wallich recognise that the school system can let some young people down and that it often fails to prepare them for further education. Thus, in response to this, as part of the CWTSH model, The Wallich aims to work with local colleges in order to deliver training that equips young people with the basic skills necessary to successfully integrate into college life and manage the demands of further education.

Theme 4: Housing

Housing was talked about a lot during the consultation workshop, and this tended to centre around young people having no choice about where they lived. The young people did not view their hometown favourably with comments like “Lock your Doors”, “It’s a shithole”, “There’s nowhere worse” and “There’s fuck all to do.” There was also a shared opinion that although there were nicer areas of the town to live in, young people at risk of homelessness did not get the opportunity to live in these areas and instead had to make do with the more deprived locations that they were often placed in. For example, Ellen commented “Yeah, its nice up there, but when you are kind of like a person like us, who is homeless and stuff, they always place you there” (points to a deprived area of town on the map).

Corey spoke about how he had wanted to move to a nicer, quieter area due to family links but had been on the housing waiting list for two and a half years, whilst there was

agreement that it was difficult to find affordable housing in the area. In relation to this, Danny and Jasmine explained how the housing website they were encouraged to use listed housing that was far too expensive for young people, whilst a staff member added that the amount of housing benefit young people were entitled to meant that young people found most available housing unaffordable. Adam felt that this unaffordable housing was a reason why some young people committed crimes such as selling drugs, to which Jasmine and Ellen agreed. Furthermore, Ellen also spoke about how living in supported housing in a deprived area impacted her ability to get a job. She explained that during an interview the organisation would not give her the job and said this was because of where she was living. She commented “Because of where I was living, it didn’t seem that I was in the right headspace at the moment, just because I was in [supported] housing and stuff.”

It is also important to mention that during the consultation workshop a few of the young people pointed out where all the “junkies” hung out which was in very close proximity to where some of the young people had been placed to live. Thus, it was clear that young people felt they were often forced to live in areas of high deprivation, where crime and drug use were prevalent, and that this could have a negative impact on their lives by either driving them towards crime or causing them to experience things such as employment discrimination.

In relation to the CWTSH, although the CWTSH concept does not offer a solution to the issue of unaffordable housing, it does provide an additional housing option in Carmarthenshire. Furthermore, one of the main purposes of the CWTSH is to develop a supported housing project in a safer area so that young people are not placed to live in areas of high deprivation.

Theme 5: Risk Exposure

The young people talked a lot about the risky situations that they themselves, or other young people, were exposed to. For example, Asha spoke about the high rate of youth suicides that had occurred in his town. There was a group discussion about the different drugs that were available to young people in the areas where they lived, such as heroine, crack, spice, and amphetamine. Young people and staff also spoke about how County

Lines was an issue in the areas where they live. To clarify, County Lines refers to criminal operations where organised drug gangs use intimidation, coercion, and violence to exploit children, young people and other vulnerable groups and involve them in the distribution of illegal drugs (National Crime Agency, n.d.). Adam spoke extensively about the street violence and in particular stabbings that he and his friends had encountered in his home city. He disclosed how he had once been stabbed by two youths. He then went on to talk about how his friend had been murdered, stating “There are stabbings mostly. It’s like my mate died, he got stabbed”

There was also talk about young people being in poverty. For example, Jasmine spoke about needing to use foodbanks and how the foodbank limit of three per year was “sick” when there were people who genuinely could not afford to feed themselves. Other young people mentioned glitches with benefits, whilst a staff member pointed out that that people under thirty-five years old get less benefits. There was also recognition of how being in poverty could cause young people to engage in risky behaviours. For example, when talking about having a lack of money, Jasmine commented:

Then you’ve got people resorting to drug dealing, prostitution. do you know what I mean? Things like that, girls who sell naked photos of themselves to older men. Do you know? Shit like that, that’s what you’ve got to do to get your money.

Thus, it was clear that these young people and their staff felt that young people’s circumstances made them much more vulnerable to risks such as violence, drugs, crime, and sexual exploitation.

Obviously, the CWTSH cannot remove risk from young people’s lives, but it does aim to minimise it and educate young people on how to respond to it. For example, the Wallich will take a harm reduction and PIE approach at the CWTSH, whilst they also plan to incorporate their Reflections Network service into the project. Thus, these are things that can help tackle some of the causes of risky behaviour such as childhood trauma or mental health issues (Keats 2012; Osmond, 2018). The CWTSH will also

provide several educational, training, and vocational opportunities to its young residents which could help to lift them out of poverty and away from its associated risks. Furthermore, one of the current supported housing projects is situated in an area of high deprivation, where young people are more likely to be exposed to risky situations such as drugs and crime. Therefore, by developing the CWTSH away from this area, young people can be offered a supported housing placement in an area with less risk exposure.

Theme 6: Improving Youth Services

Towards the end of the mantle of the expert exercise, the facilitator asked young people how things could be improved and what they would like to see in a project for young people. In order to help stimulate this area of discussion, the facilitator asked what had helped get people through their difficulties. In response Danny replied that caring for his sister had helped. He commented “I bought up my sister like, I brought her up like, her first word was Danny, like.” Other young people then spoke about how they had helped care for brothers, nieces, nephews, and parents, and it came across that caring for other people was viewed positively.

Corey felt that it would be good to live somewhere with opportunities to be creative, collaborate with other people and work with his hands, and how being able to do “hands on work” was important. He spoke enthusiastically about designing and building things. He expressed great interest in building his own house and when asked by the facilitator if he would like to build something like the venue we were in, he eagerly responded yes. There was also a great deal of discussion around the importance of being taught practical life skills and there was unanimous agreement that this would be important in a young people’s project. Corey commented “A good thing is, you know when you grow up, the most important things in life, that’s what needs to get learnt first. Like for instance, I don’t know nothing about applying for a house.” A facilitator summarised this as “learning through doing” to which there was much agreement.

Jasmine felt that service providers needed to be mindful of how they mixed young people in projects. She had concerns about the impact of mixing young people with extreme challenging behaviour or significant addictions with other young people. In

response to this, a staff member suggested having different parts of the project for people with different needs. This suggestion was received positively by the group, but Jasmine was keen to point that it should not be about separating people, but more about being mindful that different people need different support.

It also came across that young people preferred more informal environments. A staff member pointed out how this consultation was much more relaxed and informal than other approaches she had witnessed and as result appeared to nurture an environment where people felt relaxed and comfortable to talk. She asked if the young people felt this kind of approach could be brought into a project for young people, to which there was much agreement. For example, Jasmine commented “Yeah, it needs to stop being ‘so what’s wrong with you? Why are you here today?’” Others agreed with this saying it was difficult to answer these types of formal questions. Thus, it became clear that some young people disliked more formal and clinical approaches to participation and preferred a relaxed, informal, and creative environment.

Young people also spoke about how professionals could improve. Ellen felt that police officers and teachers should have mental health training. Furthermore, although inaudible on the voice recordings, the researcher recalls Corey speaking about how positive it was to have professionals who had been through similar life experiences. He talked about his own experiences of struggling to open up to doctors, but then he was seen by one who said she had a similar mental health issue and this ‘blew his mind’ and helped him open up to her more.

This theme is relevant to CWTSH for several reasons. Firstly, the CWTSH’s focus on nurturing positive relationships links in with the young people’s comments on the importance of caring for others. The opportunities for young people to participate in both hands on and group activities, and to learn practical skills at the CWTSH ties in with comments made about the value of being taught life skills, learning through doing and collaborative working. The CWTSH also aims to be an informal and creative environment which was viewed positively by the young people. Furthermore, the Wallich enrol their staff on PIE training which means that staff gain an understanding of trauma, mental health, and psychological interventions, whilst they are also keen to

employ staff with similar life experiences to their service users. Thus, this aligns with the comment made about professionals having mental health training, as well as with the comment about being able to better relate to professionals who share similar issues and experiences.

The concerns raised by one young person regarding the impact of having to share a project with people who have different support needs is also relevant to the CWTSH. Ultimately, the CWTSH will be providing services to young people with a range of varying support needs, thus creating the potential for some of these needs to impact negatively on other young people. However, the design of the CWTSH ensures that young people have their own independent home, with communal areas to socialise if they so wish, and opportunities to participate in a wide range of activities. Thus, this set up offers space, choice and privacy and could therefore alleviate this young person's concerns and ultimately minimise the potential negative impact of differing support needs.

Overarching Theme: The System is Against Us

From the themes identified in this first creative workshop, one overarching theme became abundantly clear; that these young people feel the whole system is against them. In fact, there were times when the young people spoke directly about this. When asked what made them most angry, two young people simultaneously replied "The whole system" to which there was unanimous agreement from the others present. Furthermore, there was a strong sense of frustration that young people were powerless to change this system. For example, when asked what they would do to change society, Jasmine replied "What can we do? This is what I say, what can we do... nothing ... The thing is, if this doesn't change, it is only going to get worse." Thus, there was a real sense of powerlessness in this statement. The young people had expressed throughout this workshop that they felt mental health support was inadequate and that this could lead to crisis situations; that it felt like nobody cared; that they felt they were placed and ultimately trapped in areas of high deprivation; that their future prospects were often hindered by their circumstances; that they were put at increased risk of criminality, drug abuse and sexual exploitation, and that ultimately, they were powerless to change a system that they felt worked against them.

Obviously, the CWTSH cannot change this system. However, it does aim to offer these young people a more egalitarian community model, where co-production is used to empower young people to participate in the management of their community. Furthermore, the CWTSH plans to offer a wide range of social, educational, and vocational opportunities to its young residents, thus providing them with valuable skills, knowledge, and qualifications. Therefore, in line with points made by Nunn et al. (2007), this has the potential to improve young people's social and cultural capital, and as a result, their social mobility, helping them to move upwards through the system and gain more social power.

4.3.3. Creative Workshop 1: Conclusion

This first creative workshop enabled an exploration of young people's views in a creative, organic, and young person led way. The workshop facilitators, structure and activities created a positive and enjoyable experience for the young people, where genuine participation and inclusion were achieved in a natural, caring, and informal environment.

Although this workshop did not directly focus on the CWTSH, all the emerging themes related to the CWTSH in some way. This broad and indirect approach meant that young people's views were not led by the pre-existing CWTSH concept, thus enabling these views to link in with and inform the CWTSH model in a non-leading way. Much of what was discussed during this workshop appears to support the CWTSH concept. The young people spoke about mental health support, nobody caring, education, housing, risk exposure, improving services and how it can feel like the whole system is against them. Thus, the CWTSH's focus on improving mental health and wellbeing, offering educational and vocational opportunities, providing an additional Carmarthenshire based housing option and creating a safe, caring and more equal community environment, could certainly help to tackle the issues raised by these young people.

4.4. Creative Workshop 2

This workshop took place in the Stradey Park Hotel in Llanelli and was attended by nine people: three facilitators, three young people (Laura, Seb and Tom) and three youth homelessness staff (Lisa, Joe and Nick). Please note, pseudonyms have been used. Unlike the first creative workshop, this workshop aimed to directly focus on the CWTS concept. However, it was still structured in a way that eased participants into this discussion in a gentle and non-leading way (please see section 3.7.2 for more information on the design of this workshop, including structure of the day).

In fact, many of the observations made in the first creative workshop were also evident in this second workshop, such as the creative activities promoting a relaxed and informal atmosphere and the pyrography helping to make people feel at ease before moving onto more discussion-based activities. Thus, similarly to workshop one, structuring the workshop in this way allowed the day to flow naturally and enabled participants to use the morning activities and lunch to relax and become comfortable in each other's company. Furthermore, carrying out the mantle of the expert activity prior to directly focusing on the CWTS enabled an exploration of participants ideas into what would make a good village for young people without the CWTS concept influencing participant responses.

Following analysis of this workshop's data, four themes were identified, as well as several sub themes. These themes are summarised below and then presented in more detail.

Theme 1: The Ideal Young Persons Village: Ideas and Suggestions

- Theme 1.1. Activities & Facilities
- Theme 1.2. Transport
- Theme 1.3. Striking the Right Balance Between Support, Privacy & Independence

Theme 2: Positivity toward the CWTS concept

- Theme 2.1. General Positivity
- Theme 2.2. CWTS: An Improvement on Standardised Supported Housing Models

Theme 3: The potential for Isolation

- Theme 3.1. Semi-Rural Location
- Theme 3.2. Visitors

Theme 4: The Co-production process

4.4.1. Theme 1: The Ideal Young Person's Village: Ideas and Suggestions

During the mantle of the expert activity and the CWTSH discussion, several ideas and suggestions were discussed in relation to what would make an ideal young people's village.

Theme 1.1: Activities & Facilities

Many of the suggestions and ideas put forward in the workshop related to what activities and facilities young people and staff wanted to see in a village for young people. During the mantle of the expert activity, an ideal village for young people was designed with arts and crafts materials (see images 4.2 and 4.3 below).



Image 4.2: Creative Workshop 2: Mantle of the Expert Activity



Image 4.3: Creative Workshop 2: Mantle of the Expert Activity

Tables 4.1 and 4.2 (below) summarise the facilities and activities that young people suggested during mantle of the expert activity and the CWTSH discussion.

Facilities

Facility	Suggested By
Training Room	Suggested by Joe & agreed by several staff and young people
Cinema	Laura
Shop	Agreed by several people during a discussion
Games Room	Tom
Sports Field	Tom and approved by others in the group
Gym with boxing room	Laura and Tom
Recording studio/music theatre	Tom
Allotment	Suggested by a facilitator with enthusiasm from Laura
Library	Joe
Art Room	Seb
Park	

Table 4.1: Creative Workshop 2: Facility Suggestions

Activities

Activity	Suggested By
Arts and Crafts	Seb
Cookery/Catering	Laura
Budgeting	Several young people and staff
Labouring	Joe
Plumbing	Joe
Bricklaying	Joe
DIY	Laura
Boxing	Laura
Music	Tom
Games i.e., table tennis, ping pong, pool etc.	Tom with agreement from Laura
Community Farm with horses and chickens	Group discussion about having animals at the CWTSH
Outdoor sports,	Tom
Daily Living skills i.e., laundry, hygiene etc.	Lisa, Joe and Seb

Table 4.2: Creative Workshop 2: Activity Suggestions

It is important to note that quite a lengthy discussion about budgeting took place during the workshop. For example, Tom commented,

[I'd be worried about my] financial situation potentially, because ... Like trying to get people to manage their money when they are younger, I think it's more down to their personality traits, is what it comes to. Because you try telling them don't spend your money on that, don't spend your money on this, but it's all down to their personality traits in my opinion, so you need a good plan in place to teach people how to use their money well, that's what I would do. Because I'm shocking with money, I'm terrible with it, I'm awful with it, I just think it's a great idea to go and buy this, and I'm sat there thinking I'm starving now.

This was followed by most of the young people, staff and facilitators discussing how they struggled to budget when they were younger or how they were bad with money. Thus, there was a strong consensus that it was important for the CWTSH to offer budgeting support and training to young people.

Theme 1.2: Transport

During the workshop, concerns were expressed that getting public transport from the CWTSH to town regularly could be too expensive for young people. However, there were suggestions on how this could be overcome such as a communal electrical vehicle that would make regular trips to town, electric scooters, refunds or partial refunds for public transport and a bike scheme where young people could borrow bikes in order to cycle into town.

Theme 1.3: The Right Balance Between Support, Privacy & Independence

Another suggestion related to the challenges of balancing appropriate support with promoting independence and respecting privacy. In relation to this, Laura felt it was a good idea to have staff available 24/7, whilst Tom felt that when a young person receives intensive staff support and then has that support withdrawn, they can struggle to survive. Tom also pointed out the importance of staff respecting young people's privacy. He commented,

You want to be able to have your own privacy and be able to do the things you wanna do, but as long as there is people in the office like, you know scheduled appointments, you know, let you know before they come round, you know, everyone's got a phone these days, it's not hard to give them a quick ring.

Thus, there was consensus within the group that it was important for a young people's project to ensure the right balance between supporting young people, respecting their privacy, and promoting independence.

4.4.2. Theme 2: Positivity Toward the CWTSH Concept

During the workshop there was a lot of positivity shown toward the CWTSH concept. This involved some general positive comments, as well as more specific discussions into how the CWTSH could be an improvement on existing supported housing models.

General Positivity

Several participants expressed positive views of the CWTSH and a desire to live and/or work there. All the staff said that they would enjoy working at the CWTSH and pointed out the benefits they thought it would create. For example, Lisa commented,

Like it's outdoor, they get to learn new things, new skills, ... say they went to do cookery training, they could move on from this village and then go on to live independently and get a job as a chef. You know, learn different skills and learn how to live.

Furthermore, Joe felt the CWTSH would be a good place for young people and somewhere they would not mind living themselves. There were also some positive responses from two of the young people. Laura felt that having animals at the CWTSH could be good for young people's mental health. However, this young person did express concern that caring for animals was a big responsibility. Tom also expressed positivity toward the CWTSH throughout the workshop with comments such as,

But yeah, do you know what, honestly, when I first moved away from home at 16, that [the CWTSH] would have been ideal for me, I would have loved that. It probably would have sorted my life out. I'd be in a better position than I am now, definitely.

It is worth noting here that Tom saw the CWTSH as something that would have benefitted him when he was younger, but because he had reached a more independent stage in his life, living there now would be a step backward. Nevertheless, this young

person viewed the CWTSH concept favourably for younger people who needed more support to be independent. Furthermore, this young person expressed a desire to work somewhere like the CWTSH so that they could take on a mentoring role to other young people.

An Improvement on Existing Supported Housing Projects

During the workshop there was some discussion about Tom's "horrific" experiences of living in supported housing. He went on to explain how there was often disagreement in this project, pointing out that some of the young people wanted to party but that this could cause "war" between residents. Participant C continued to explain that the staff's response to this was to tell the young people to keep away from each other, but that this was difficult because everyone lived in the same block and were constantly in each other's company. Tom and Joe felt that the CWTSH would not be as "institutionalised" as this, with Tom highlighting how there would be less of a cluster of people. Tom went on to comment "... you argue with the guy next door [at the CWTSH], well he's next door isn't he! Problem solved, bye." Thus, Tom was making the point that, unlike his previous supported housing project, the CWTSH would allow young people the space to stay away from each other during times of conflict. Nick also appeared to view the CWTSH more favourably than the supported housing project they currently worked in, explaining how the CWTSH would enable staff to be more "hands on" with young people rather than being in the office.

4.4.3. Theme 3: Isolation

During the workshop, several discussions centred around isolation and how the CWTSH could potentially cause young people to feel alone.

Semi-Rural Location

The semi-rural location of the CWTSH was discussed on several occasions. Seb was worried that this type of location could affect young people's mental health. They stated, "It could like affect someone's mental health, being in like an isolated place and that, so say now they don't allow visitors or something, it could like affect someone's mental health, cos your alone and isolated." In addition to this, some of the young

people felt the CWTSH would not be suitable for everyone. Tom and Laura felt that some young people may dislike living in a countryside location, whilst Tom felt that some young people could find it boring. Tom also pointed out that living in a semi-rural location and having to get public transport into town could end up being too expensive. However, as mentioned in section 4.4.1 of this chapter, several suggestions on how to overcome this were put forward, such as a communal vehicle, a bicycle scheme, electric scooters, and young people being able to get refunds for some of their public transport expenditure.

Visitors

The young people in this workshop felt that the CWTSH having a flexible visiting policy that allowed both day and sleepover visitors was very important. However, it should be noted that these responses may have been influenced by the young people's recent experiences of Covid-19 restrictions which had resulted in their current supported housing projects having to implement stringent visiting policies. Nevertheless, the young people spoke often about how important having visitors was to them. For example, as previously mentioned in the Semi-rural location section of this theme, Seb felt that not being allowed visitors at the CWTSH could affect a young person's mental health and make them feel isolated and alone. Furthermore, when Laura was asked why having visitors was so important to her, she simply replied "Because I don't want to be alone." Adding to this, Tom spoke about how not being allowed visitors could make young people feel segregated, locked away and like they were being held hostage. Thus, there was a strong consensus between the staff and young people that having visitors over was a normal thing to do and that a flexible visiting policy would enable the CWTSH to feel like a home to young people and help prevent them from feeling isolated.

4.4.4. Theme 4. The Co-production Process

Using a creative workshop to form part of the co-production process also attracted some discussion. In particular, several participants expressed approval at the fact the workshop was giving people a voice. All three staff members agreed that it was positive that young people were contributing and being given a voice in the development of the

CWTSH, whilst Tom appeared to appreciate having the opportunity to voice his opinion on things that he cared about. Furthermore, all the young people said that they would be willing to attend a similar workshop in the future, with Tom providing the following reason “Oh, I would [attend another creative workshop], I would, just because I feel as though I’ve given a little, you know, a little bit of an insight.” There was also a lot of positive feedback about the pyrography activity, with all three young people saying that this had been their favourite part of the day. Furthermore, everyone appeared to like the fact a nice meal was provided during the workshop.

4.4.5. Creative Workshop 2: Conclusion

This second creative workshop focused directly on the CWTSH and was successful in gauging young people’s and youth homelessness staff’s views on this housing model. Several suggestions were made with regards to what facilities and activities young people and staff would like to see offered at the CWTSH and there was a particular discussion on the need for budgeting support, how the Wallich could help young people with transport into town, and the importance of finding the right balance between support, privacy, and independence.

Throughout the workshop young people and staff expressed a desire to live and work at the CWTSH and there was a great deal of positivity expressed toward this housing model. Comments included the animals at the CWTSH being good for mental health, skill development opportunities offering better prospects to young people, and the CWTSH being an improvement on existing supported housing projects. However, despite this positive feedback, some concerns were also expressed. These concerns centred around the CWTSH’s semi-rural location not being suitable for everyone and the potential for it to cause isolation. However, it was pointed out that having a flexible visiting policy could help minimise isolation and it became clear that being able to have visitors was incredibly important to the young people attending this workshop. Other ideas to help minimise the risk of isolation included a bicycle/electric scooter scheme, having a communal vehicle, and financial support to help cover the cost of public transport.

A final theme to emerge from this workshop related to the co-production process. There was much positive feedback with regards to young people being given a voice and the

opportunity to help develop the CWTSH. There was further positive feedback about the workshop itself and it became apparent that the young people particularly liked the pyrography activity. Thus, this workshop provided young people and staff with a relaxed and creative environment where they were able to contribute their ideas and suggestions and ultimately provide valuable insight that could help shape the CWTSH concept.

4.5. Young People’s Survey

A mainly qualitative survey was sent out to a Wallich young peoples supported housing project (please see appendix 6). Five young people responded and following data analysis, four themes were identified. These were,

- Theme 1: Activity & Facility Suggestions
- Theme 2: Positivity Toward the CWTSH
- Theme 3: CWTSH: Concerns & Negatives
- Theme 4: Youth Involvement

4.5.1. Theme 1: Activity & Facility Suggestions

Young people made several suggestions regarding what activities and facilities they would like to see at the CWTSH when completing the surveys. Please see table 4.3 (below) for details of these suggestions.

Suggestion	Number of young people
Wide range of courses	1 young person
Animal care training	1 young person
Gym	4 young people
Computer room	4 young people
Games room/pool table	3 young people
Cookery	3 young people
Outdoor activities i.e., football, horse riding, astro turf	1 young person
Socialising area	1 young person

Table 4.3: Survey CWTSH Suggestions

4.5.2. Theme 2: Positivity Towards the CWTSH

The surveys contained several positive responses towards the CWTSH. When asked if they would like to live at the CWTSH, four young people replied “yes”, whilst the fifth young person said they were unsure. Additionally, when asked how the CWTSH could

benefit young people, one young person responded that it would be beneficial. The CWTSH being a better or fuller environment was mentioned by two young people, whilst one person spoke favourably about the CWTSH enabling them to be part of a new community. Other responses to this question included the animals at the CWTSH being good for young people’s well-being and the CWTSH enabling independent living. Furthermore, when asked how the CWTSH could help meet young people’s needs, two young people responded that it would be good for mental health and well-being, whilst another young person responded that it would help young people feel like they belong.

This survey also included a question that asked young people to indicate if they agreed with several statements relating to the location of the CWTSH. The statements that young people agreed with that indicate positivity toward the CWTSH are set out in table 4.4 below.

Statement	Number of young people who agreed with the statement
It would be a nicer environment than living in town	4
It would be better for my health and well-being	3
It would be nice to have more countryside and outside space around me	3
It would be nice to live away from the negative aspects of town such as antisocial behaviour, crime etc.	5
I would enjoy living in a project with other young people	4
I would like to become part of a smaller, more rural community	3

Table 4.4: Positive Survey Responses

Thus, this table indicates that the young people being surveyed saw some benefits to living in a semi-rural project like the CWTSH, and interestingly, all five young people felt it would be good to get away from the negative aspects of living in town.

4.5.3. Theme 3: Concerns & Negatives

As well as the positive responses toward the CWTSH, the young people also expressed some negative comments and concerns. When asked what negatives there could be to living somewhere like the CWTSH, one young person responded that it would feel more like a holiday to them, whilst another responded by asking if visitors were allowed. The topic of visitors was repeated in other questions and by other young people. To explain this further, when asked what they would change about the CWTSH concept, three young people responded that visitors or overnight guests should be allowed. Furthermore, when asked if they would like to live at the CWTSH, one young person responded “yes”, but added “if visitors are allowed”. However, it is important to note that this survey was sent out two years into the Covid-19 pandemic; an event that ultimately led to the Wallich having to enforce tighter visiting rules than usual. Thus, these responses may have been influenced by the young people’s recent experiences of Covid-19 restrictions. Concerns about the CWTSH were also evident in young people’s responses to the predefined statement question detailed in the previous theme. Therefore, these negative statements are detailed in table 4.5 below.

Statement	Number of young people who agreed with the statement
I would miss living near to the amenities in town such as shops, bars, cafes etc.	4
I would miss living near to my friends and/or family	3
I would worry about getting to work, college, appointments etc.	2
I would worry that my social life might suffer	2
Getting public transport into town could end up costing me too much money	3
I would not feel part of the town community anymore	2

Table 4.5: Negative Survey Responses

Thus, these responses indicate that the young people being surveyed do have some concerns about the CWTSH isolating them from friends, family, work, education, and important aspects of town.

4.5.4. Theme 4: Youth Involvement

There were mixed responses when young people were asked two questions about whether they had enough choice in where they live and if they have enough involvement in how their projects are run. The same two people answered yes to both these questions, whilst the same three people answered no. However, a couple of suggestions were made with regards to how young people could have more of a say in the running of their projects. One person suggested sharing information with each other, whilst another proposed a monthly meeting where young people are involved.

4.5.5. Young People's Survey: Conclusion

This survey was completed by five young people and enabled them to express their views on the CWTSH concept. Several suggestions were made with regards to what facilities and activities young people would like to see offered at the CWTSH, which ranged from a gym to animal care training. Furthermore, all the survey respondents expressed positivity toward the CWTSH concept. This positivity included feedback that the CWTSH and its animal element would be good for mental health and well-being, how the CWTSH could enable young people to become part of a community and give them a sense of belonging, and that the CWTSH could help meet young people's needs and encourage them to be more independent. As well as this, young people also agreed with several positive statements, with all five young people indicating that it would be nice to live away from the negative aspects of town.

Despite the positive feedback about the CWTSH, the young people also expressed some concerns. Similarly to the second creative workshop, it was clear from these survey responses that being able to have visitors and overnight guests at the CWTSH was important to the young people being surveyed. Furthermore, several young people agreed with statements that related to the CWTSH's potential to cause isolation, thus indicating that this was also a considerable concern. A final theme to emerge related to the youth involvement, where there were mixed responses as to whether young people are given enough choice over where and how they live, as well as a couple of suggestions on how young people can become more involved in these things. Thus, these surveys were effective in gauging young people's views and suggestions of the

CWTSH, and also at establishing ways young people can become more involved in running their projects.

4.6. Results: Conclusion

Several results have emerged from the research events that took place during this study. To reiterate, these research events included ethnographic research with the Wallich management team, two young people's focus groups, two young people's creative workshops and a young people's survey. All these research events, bar one, focused on the CWTSH, whilst one creative workshop focused more broadly on young people's experiences of youth homelessness and service provision. Throughout the research events, numerous suggestions about the CWTSH were made which included what activities and facilities young people and staff would like to see offered at the project (these are summarised in upcoming table 5.1).

As well as focusing on how young people would like to see the CWTSH developed, these research events also explored the need for a project like the CWTSH. The ethnographic research examined the Wallich's motivations for developing the CWTSH which included to fill a gap in service provision, whilst the first creative workshop provided insight into young people's needs, many of which the CWTSH is being designed to meet. It also became evident that young people and staff recognised the CWTSH's potential in meeting young people's needs. In relation to this, feedback from the focus groups, second creative workshop and surveys found that young people and staff felt the CWTSH would be good for young people's mental health and well-being; that its skill development opportunities could provide better prospects to young people; that the CWTSH would be an improvement on existing supported housing projects and enable young people to escape the negative aspects of town; and that it would offer more freedom, independence, belonging and community. Interestingly, observations made during the focus groups supported the idea that a semi-rural project like the CWTSH could enhance community. To explain this further, whilst it is important to point out that only a snapshot of group dynamics was observed during these focus groups, there appeared to be a more cohesive and collective social atmosphere during the semi-rural located focus group.

Despite young people and staff recognising the CWTH's positive aspects and potential to meet multiple needs, there also appeared to be a few concerns. The CWTSH's semi-rural location was by far the biggest concern that spanned multiple research events, and there was a strong theme with regards to the potential for isolation. These concerns centred around the CWTSH's location not being suitable for everyone, not being near a shop, the time it would take emergency services to get to the project, visitors struggling to get to the CWTSH, and the location being unsafe for people with mental health conditions. However, it was evident from the second creative workshop and the surveys that having visitors was incredibly important and something that could help minimise the risk of isolation. Other suggestions to address the issues surrounding isolation included a bicycle/electric scooter scheme, financial support to help pay for public transport and a communal vehicle.

Some areas of concern also emerged from the collaboration processes. During the ethnographic stage of research, it became clear that whilst inter-organisational collaboration was an integral part of the CWTSH concept, there were times where it resulted in the Wallich having to consider considerable changes to the CWTSH design. The collaborative processes used to engage young people during this research also generated some concerns. To explain this further, it was evident that the young people and staff welcomed the opportunity to contribute their ideas and help co-produce the CWTSH concept. However, during the focus groups, it became evident that the co-production process could be unfair, where some young people expressed disappointment that they would not get to experience the project they were being asked to co-produce. However, the creative workshops were looked upon favourably and young people and staff expressed positivity toward this type of creative and relaxed approach to participation. Thus, to summarise, these research events have provided valuable insight into the CWTSH related views of young people and youth homelessness staff. Furthermore, they have provided results that both endorse and challenge the CWTSH concept, as well as the collaborative processes surrounding it.

5. DISCUSSION

5.1. Discussion: Introduction

This study has evaluated an innovative and brand-new supported housing concept for young people with housing and support needs. Due to an absence of research into such a new concept, it was not possible to review direct literature, and instead literature that related to different aspects of the CWTSH's potential efficacy were reviewed i.e., the CWTSH's relevance to policy and legislation, the debate surrounding existing youth homelessness and IC housing models, and the literature relating to the CWTSH's PIE and collaborative approaches. Therefore, rather than focusing on extending these different areas of literature, this study sought to build on this understanding of the CWTSH's potential efficacy. Thus, in order to do this, the data collection phase of this study focused on young people's, youth homelessness staffs and Wallich managers views of the CWTSH concept.

This data collection phase resulted in several points of discussion that have relevance to this study's research questions, aims and objectives, and which link back to the literature review topics. Thus, this chapter will explore the meaning and relevance of these points of discussion and examine whether they support or challenge the literature (an exploration of how this research contributes knowledge to the field of youth homelessness provision is provided further on in this thesis in section 7.2.). These points of discussion have been split into several sub points and are summarised below.

➤ The Co-production Process

- Achieving Genuine Co-production & Youth Participation
- The Unfairness of Co-production
- The Benefits of the Co-production Process

➤ The Potential for the CWTSH to Meet Young People's Needs

- To Fill a Gap in Service Provision
- Improving Mental Health & Well-being
- Positive Relationships, Community & Belonging

- Skill Development
- A Better Location & Environment
- Overcoming Adversity & Reducing Risk Exposure
- Empowerment & Challenging the System

➤ **Potential Challenges & Risks**

- Isolation
- Discrimination
- Not the Right Project for Everyone
- Detracting from the Underlying Causes of Youth Homelessness
- Surrendering Control
- Moving on from the CWTSH
- Young People Without ACEs Feeling Unworthy of Support
- Congregate Housing Risk Factors
- Finding a Suitable Location

5.2. The Co-production Process

As identified in section 2.6 of the literature review, co-production is a central aspect of the CWTSH concept, and as a result, a young people's consultation has formed the basis of much of this research. Thus, in line with points made by Boyle and Harris (2009) and Stephens et al. (2008), this co-production process enabled young people to be viewed as assets in the development of the CWTSH concept, where their views and expertise were sought in order to enhance the efficacy of the CWTSH and ensure it is somewhere that young people genuinely want to live. However, several interesting points of discussion emerged throughout the co-production process which will now be explored below.

5.2.1. Achieving Genuine Co-production & Youth Participation

During the consultation process, young people, and to a lesser extent their staff, were given the opportunity to talk about their experiences of youth homelessness provision,

how they would like to see future services developed and what they thought about different models of supported housing, including the CWTSH concept. Young people were also encouraged to contribute ideas and suggestions with regards to what they would like to see offered at the CWTSH. These suggestions and ideas are summarised in the table 5.1 below.

Facilities	Activities	Other
Training room	Budgeting	Flexible visiting policy
Gym with boxing area	Cookery	Sensible and flexible rules
Games room with pool table, table tennis, ping pong etc.	Animal care training	Hot tubs
Computer room with multiple computers and decent software	Arts and crafts	Internet/unlimited wi-fi
Outdoor sports/Astro turf area for football, rugby, and other outdoor sports	DIY	Animals like chickens and horses
Cinema	Labouring	Refundable public transport tickets
Shop	Plumbing	Ensuring the right balance between support and enabling independence
Recording studio/music theatre	Bricklaying	Monthly co-production meetings
Art room	Music	Information sharing to allow better youth participation
Allotment	Outdoor sports	
Library	Daily living skills	
Community farm	A wide range of courses	
Socialising area	Horse riding	
Outdoor space/Park		
Bicycle scheme that also offers electric scooters		
Communal car that provides regular lifts into town		

Table 5.1: CWTSH Suggestions

These suggestions, along with young people's views of the CWTSH have since been fed back to the Wallich so that they can help to shape the CWTSH concept. However, to what extent the Wallich decide to incorporate these ideas into the CWTSH concept remains to be seen and will ultimately determine the level of youth participation that

has been achieved. To explain this further, it is necessary to revisit Hart's ladder of participation that was discussed in section 2.6.3 of the literature review, and which is illustrated again in image 5.1 below.

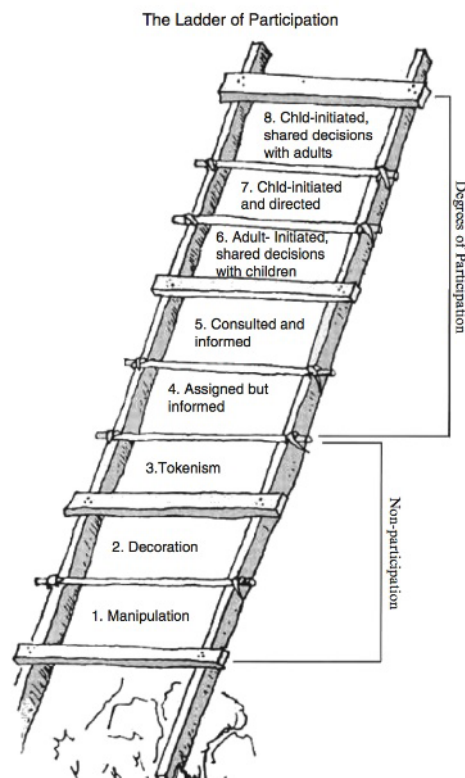


Image 5.1: Hart's Ladder of Participation (Hart, 1992).

Thus, whilst manipulative tactics have not been used during this co-production process, if the voices of these young people are ignored or not taken seriously, there is a risk that this consultation could only reach the decoration or tokenism rungs of Hart's ladder. However, considering the Wallich have actively sought an independent, creative, and empowering co-production process, it is likely that the views young people expressed during this consultation will be valued, and where possible implemented. Nevertheless, it is recommended that the Wallich seriously consider how they can implement the suggestions made by young people and youth homelessness staff in this consultation, as ultimately, this will determine how effective the Wallich have been at ensuring the CWTS is a genuinely co-produced project.

5.2.2. The Unfairness of Co-production

Another critical aspect of this co-production process related to how co-production can be unfair, something that somewhat challenges literature that framed co-production as a predominantly beneficial and empowering process e.g., Co-production Wales (2013a) and Stephens et al. (2008). During this research, it became apparent that it could be difficult to find young people who were willing to help co-produce services. On occasions, the Wallich had to use incentives in order to encourage people to participate, and even then, several young people chose not to. However, in line with points made by Dalton (2017), it is important to stress that whilst nonparticipation can be more likely amongst those with lower social status, it is certainly not exclusive to young people experiencing homelessness and is reflected in groups throughout society.

During one research event, there was also the possibility that some young people were excluded from participating. To explain this further, as one creative workshop occurred during the Covid pandemic, the Wallich were only able to select participants who they felt would comply with Covid guidelines. Therefore, the points made by Vanleene et al. (2015) in section 2.6.2 of the literature review regarding co-production being more beneficial to some groups, could be applied here. To explain this further, young people who have more confidence, better communication skills and more trust in the consultation process may have been more willing to co-produce the CWTSH and ultimately have their voices heard. Furthermore, although unavoidable, as the Wallich had to select young people who they felt would adhere to Covid guidelines for one workshop, this may have resulted in young people who were perceived as more sensible and rule abiding being selected to participate in shaping the CWTSH concept, whilst those who were viewed as more 'unruly', may have been denied the opportunity to have their voice heard.

Another issue relating to the unfairness of co-production emerged during the focus groups when an ethical dilemma became apparent. To explain this further, some of the young focus group participants were living in inadequate housing and expressed a lot of enthusiasm toward the CWTSH, as well as disappointment that they probably would not get to live there. Therefore, although necessary in terms of ensuring young people are involved in developing future supported housing projects, getting young people to

contribute to the development of the CWTSH could be seen as unfair and something that creates a ‘dangling carrot’ scenario.

5.2.3. Benefits of the Co-production Process

From a more positive perspective, during the second creative workshop, both young people and staff recognised the importance of young people having a voice in how their projects are developed and run, with one young person expressing satisfaction that they had been able to provide some insight. As well as this, three young survey respondents indicated that they were not given enough choice about where they live, thus suggesting they would like to be given more of a say in this, whilst there were also suggestions about holding regular meetings and sharing information in order to increase young people’s involvement in service delivery. Furthermore, there was positive feedback about the relaxed, informal, and creative structure of the workshops and it became clear during the first workshop that young people preferred this natural atmosphere to more formal and clinical participatory approaches.

Young people also appeared to relish taking on the role of expert during the mantle of the expert co-production activities that took place in both the creative workshops. This echoes points made earlier in section 2.6.4 of the literature review. To explain this further, whilst researching young people’s experiences of co-producing mental health support, Mayer and McKenzie (2017) found that when young people took on the role of expert, this shift in identity enabled them to take back control from the system. Thus, as young people in the first creative workshop felt the whole system was against them, this suggests that co-producing the CWTSH and taking on the role of expert, could help young people feel less disempowered by the system. Therefore, whilst some aspects of co-production may be unfair, it is also important that young people are given the opportunity to have a voice and provide their insight, experience, and knowledge. Ultimately, it should be up to the individual whether they wish to be involved in co-production or not, and this decision should be based on realistic expectations about what their input will achieve and what they will personally gain from it.

5.3. The Potential to Meet Young People's Needs

Throughout the data collection stage of this research, there was much positivity toward the CWTSH, with multiple comments relating to how the CWTSH could meet young people's needs. In fact, during the focus groups and second workshop, several young people enthusiastically expressed a desire to live at the CWTSH, whilst four out of five survey respondents said that they would like to move there, with the fifth respondent undecided. Thus, this section will discuss these positive responses and how participants felt the CWTSH could meet the needs of young people.

5.3.1. To Meet a Demand for Suitable Supported Housing Provision

The ethnographic phase of this study identified that the Wallich's main motivation for developing the CWTSH was to fill a gap in service provision and provide a holistic, environmentally sustainable housing option that can meet the diverse range of needs that young people can present with. However, it is not only the Wallich who recognise the need for a more innovative approach to youth homelessness provision, and as previously documented in section 2.2.4 of the literature review, the Welsh Government have invested in innovative youth housing solutions in order to fulfil their pledge to end youth homelessness by 2027 (Welsh Government, 2017, 2018a). Furthermore, this literature review section identified that youth homelessness remains a significant issue in Wales and could get worse in the aftermath of Covid (BBC News, 2020a). This suggests that more youth housing provision is necessary to effectively meet young people's needs and tackle the issue of youth homelessness. Thus, this study hypothesises that an innovative housing approach like the CWTSH could help meet this need and become a part of Wales's whole system homelessness prevention approach.

5.3.2. Improving Mental Health & Well-being

Several young survey respondents thought that the CWTSH would be good for their well-being. Furthermore, one young person in the second creative workshop felt that having animals in the project could improve mental health; a perspective that is supported by the green care academics detailed in section 2.2.3 of the literature review (Artz and Davis, 2017; Mallon, 1994, cited in Artz and Davis, 2017; Kogstad et al.,

2014; Nosbusch, 2016). Thus, this is particularly relevant because young people with experiences of homelessness can be more likely to experience poor mental health (Llamau, 2015).

It is not only green care literature that reinforces the CWTSH's potential in improving young people's mental health and well-being. To explain this further, some of the literature in section 2.4.3 of the literature review found that IC dwelling can have a positive impact on mental health and well-being (Grinde et al., 2017; Hall, 2015; Sanguinetti, 2014; Williams, 2008). However, it is important to point out that the literature also raised questions as to whether young people's well-being would be improved by the CWTSH in the same way that IC residents' well-being is improved by IC dwelling. This was thought to be due to the different motivations and personality traits of young people and IC residents (Grinde et al. (2017). However, promisingly, neotribalism theory suggested that well-being stems from the IC environment rather than the motives and characteristics of its residents (Maffesoli, 1996).

Section 2.5 of the literature review also reinforces the view that the CWTSH could positively impact young people's mental health. To explain this further, two PIE focused studies noted improved mental health following the implementation of PIE focused approaches and interventions (Phipps, 2016; Stronge and Williamson, 2014). Thus, as the CWTSH shares strong similarities with several IC models, and as it will be a PIE service that offers green care opportunities, this study's results, along with a cross section of literature, support the hypothesis that the CWTSH could be effective at improving young people's mental health and well-being.

5.3.3. Positive Relationships, Community & Belonging

This research also identified how the CWTSH could provide opportunities to develop positive relationships and a sense of community and belonging to young people. During the ethnographic stage of this study, the Wallich stressed that this was one of their main motivations for developing the CWTSH and that they want it to be a safe environment where young people feel cared for and valued. Young people also recognised the CWTSH's potential in this area, with several survey responses agreeing that becoming

part of a smaller, more rural community would be positive, and two comments relating to how the CWTSH could enable young people to become part of a community and help them feel like they belong. Thus, this somewhat challenges the existing housing model literature that suggests the CWTSH's congregate set up could create conflict between young people (Homeless Link, 2021; Watts et al., 2015).

Further, contradicting the idea that the CWTSH could cause tension between residents, young people spoke about how increased space and privacy at the CWTSH could help reduce conflict, something that would ultimately improve relationship dynamics and social cohesion. It should also be noted, during the focus groups, a stronger sense of community and social cohesion was observed at the semi-rural project. Thus, although this was just a snapshot into the relationship dynamics at this project, it could suggest that the CWTSH's semi-rural location may help to foster a stronger sense of community amongst residents.

The CWTSH's potential to provide community, belonging and positive relationships is also supported by literature. For example, several pieces of research in section 2.4 of the literature review highlighted how IC residents can experience enhanced social connectedness and feelings of belonging, something that was partially attributed to residents sharing similar backgrounds, needs and interests (Cummins and Lau, 2003; Grinde et al., 2017; Hall, 2015; Sanguinetti, 2014; Williams, 2008). Furthermore, literature detailed in section 2.5 of this thesis highlighted how developing healthy relationships is an integral part of the PIE framework (Cumming et al., 2017; Keats et al. 2012; Phipps, 2016), and that a harm reduction approach can help promote positive relationships (McKenzie-Mohr, Coates, and McLeod, 2012). Thus, this study hypothesises that the CWTSH's congregate, IC environment and harm reduction, PIE approach could contribute to stronger community bonds and ultimately provide young people with a sense of connectedness and belonging.

5.3.4. Skill Development

Another key aspect of the CWTSH is its focus on supporting young people to develop a wide range of skills. During the first workshop, participants pointed out that not all

young people are taught basic skills at home and that the education system tends to teach skills in a rigid and non-personalised way, which can end up excluding those who do not learn in a typical manner. This was echoed during the ethnographic research that was carried out with the Wallich management team. During this stage of research, a Wallich manager spoke passionately about how the young people they support often lack the skills that others their age take for granted, and how the CWTSH would provide opportunities for young people to learn a number of valuable skills in creative and person centred ways. Furthermore, during the second workshop, one staff member spoke positively about the skill development opportunities offered at the CWTSH, pointing out how they could help young people gain independence and employment.

Promisingly, some of the literature in sections 2.3.4. and 2.5 of the literature review appear to support the CWTSH's potential in meeting young people's skill development needs. In relation to this, in his work on micro villages, Heben (2014) identified how grassroots led communities can help people develop tolerance, resourcefulness, direct democracy and self-management skills, whilst Stronge and Williamson (2014) observed improved interpersonal skills in people using a PIE service. Furthermore, in line with points made by Nunn et al. (2007), in section 2.4.3 of the literature review, the CWTSH's focus on offering independent living, vocational and educational skill development courses, could help young people develop their social and cultural capital, therefore enhancing their ability to achieve social mobility. Thus, another hypothesis to emerge from this study is that the CWTSH could meet young people's skill development needs and ultimately improve their prospects and social positioning.

5.3.5. A Better Location & Environment

Throughout this research, it became clear that the CWTSH was seen as a better environment by some young people, whilst aspects of its location were also viewed favourably. In the first focus group, a young person commented that the CWTSH would be a safer environment. Furthermore, two survey responses referred to the CWTSH being a better and fuller environment, whilst, as mentioned earlier in this chapter, some young people spoke favourably about increased space and privacy at the CWTSH and how this could help reduce conflict.

During the second workshop, a staff member and young person agreed that the CWTSH would be less institutionalised. Thus, this challenges points made in section 2.3.3 of the literature review that suggests the CWTSH's congregate set up could cause young people to become institutionalised (McMordie, 2018). Furthermore, another staff member commented that this type of working environment would enable staff to be more "hands on" with young people, whilst during one of the focus groups it was pointed out how the CWTSH environment would allow young people to experience more independence and freedom. In relation to independence, it should be noted that during the second creative workshop, some young people stressed the importance of staff striking the right balance between providing support, respecting privacy, and promoting independence. However, there were conflicting responses with one young person suggesting intensive support and another pointing out that this could negatively impact young people's ability to survive once the support is withdrawn. Therefore, this suggests that whilst the CWTSH environment could help promote independence, young people will have different support needs and may not achieve the same level of independence whilst living at the CWTSH.

Returning to the young people's comments about space and freedom, these align somewhat with points made by Gilsean (2013) and Maxey (2010) in section 2.4.5 of the literature review. These papers explored Larch Maxey's research into ICs and youth, identifying how increased physical, social, and cultural space in an IC environment enables young people spatial freedom and can result in greater youth participation and less adult oppression. Thus, this is promising, as the Wallich hope to create an egalitarian environment at the CWTSH, where relationships between young people and staff (adults) are more equal, and where young people participate considerably in the running of their project.

As identified in section 2.5.6 of the literature review, from an environmental psychology perspective, this increased youth participation could positively impact how young people receive the CWTSH environment. To explain this further, environmental psychology posits that people are changed and psychologically affected by their environment, and that the level of control someone has over their environment can

influence whether they experience it in a negative or positive way (Gifford et al., 2010). Thus, young people's participation in physically developing the CWTSH would give them more control over their environment which would ultimately make them more likely to experience the CWTSH positively.

Aspects of the semi-rural location of the CWTSH were also seen as positive and something that could help young people escape the risk of drugs and other negative aspects of town. During one of the focus groups, one young person said that it would be nice to get away from the drugs that were prevalent in the urban area their current project was located in. Similarly, all five survey respondents agreed that it would be good to get away from the negative aspects of town. Furthermore, during the ethnographic stage of this research, a manager spoke about how the CWTSH's semi-rural location might curb young people's impulsivity to take drugs. Thus, these points have resulted in several hypotheses and suggest that the CWTSH environment and location could reduce the likelihood of young people impulsively taking drugs, enable them to escape the negative aspects of town, reduce conflict, and help foster an egalitarian and participatory culture.

5.3.6. Overcoming Adversity & Reducing Risk Exposure

The adversity and risks that young people can face was a strong focus of the first creative workshop. Whilst this workshop did not directly focus on the CWTSH, it explored young people's experiences and views of youth homelessness. During this workshop, some young people recounted traumatic experiences. Furthermore, these young people expressed how mental health support was inadequate and that this could lead to crisis situations. They continued to disclose how it felt like nobody cared, how they were placed and ultimately trapped in areas of high deprivation, and how their circumstances often hindered their prospects and put them at increased risk of criminality, drug abuse, and sexual exploitation. Ultimately, these young people felt like the whole system was against them and they expressed frustration that they were powerless to change it. Furthermore, as previously discussed in section 2.2.2 of the literature review, these types of experiences are not unique to this group of participants

and have also been discussed in several previous youth homelessness consultations (Buchanan et al., 2010; Homeless Link, 2018, 2020; Llamau, 2015; Rees, 2018).

Promisingly, the literature review demonstrated how the CWTSH'S therapeutic approach could potentially help young people overcome this adversity. As mentioned throughout this study, the CWTSH will be a PIE service that shares similarities with the TC model and that offers onsite green care opportunities and mental health support. Thus, the literature review highlighted how these therapeutic approaches have the potential to improve young people's well-being and mental health, help them deal with past trauma and support them to overcome issues such as substance misuse and addiction (Artz and Davis, 2017; Breedvelt, 2016; De Leon, 2010; Jainchill et al., 2000; Kogstad et al., 2014; Nosbusch, 2016; Phipps, 2016; Stronge and Williamson, 2014). Furthermore, as previously identified, the CWTSH will operate a harm reduction approach, which in line with points by Keenan et al. (2021) and Pleace (2018), could enhance the efficacy of the CWTSH and ensure young people use substances in the safest possible way. However, it should be noted, that there are concerns this may send the wrong message to young people, and that substance use in a congregate setting could expose other residents to drugs (Rehm et al., 2010; Watts et al., 2015).

Throughout data collection, young people and Wallich managers also appeared to recognise the CWTSH's potential in reducing risk exposure and helping young people overcome adversity. During the second workshop one young person commented that if they had lived at the CWTSH when they were younger it would have "sorted their life out", whilst several young people felt that the CWTSH would be a much better place to live due to being able to escape the negative aspects of town such as drugs, crime, and antisocial behaviour. Furthermore, as mentioned in the previous section of this chapter, young people thought the increased space at the CWTSH would reduce the risk of conflict, whilst a Wallich manager felt the semi-rural location at the CWTSH could curb young people's impulsivity to take drugs as they would no longer be able to walk straight out into the community and buy them. Thus, this somewhat challenges the literature in section 2.3.3 of this thesis that suggests the CWTSH's congregate set up could increase young people's risk of taking drugs (Watts et al, 2015).

5.3.7. Empowerment & Challenging the System

As mentioned in the previous section of this chapter, the young people in the first workshop expressed frustration that they were powerless to change a system that works against them. In relation to this and as highlighted in section 2.2.2 of the literature review, conflict theory could offer an explanation. To recap, this theory posits that our current capitalist system generates hierarchical structures of power that create, reproduce, and sustain social inequality, resulting in those at the top of these power structures controlling the system for their own benefit, whilst those at the bottom have the least power to influence systematic change (Forsyth and Copes, 2014). However, some of the literature previously detailed in this study suggests that the CWTSH could be effective at empowering young people to challenge and move up through this system. To explain this further, in section 2.3.4 of the literature review, Mingoya (2008) pointed out how micro village dwelling can empower residents to collectively challenge their marginalised status. Furthermore, in line with points made by Nunn et al. (2007), the CWTSH's focus on skill development could enable young people to develop their social and cultural capital, which then has the potential to improve their social mobility, meaning they can move upward through the system. Thus, they would then gain more social power and be better positioned to push for systematic change.

5.4. Potential Challenges & Risks

Although the indirect literature and research data detailed in this study highlight how the CWTSH could create several potential benefits, they also identify some potential challenges and risks. Thus, these concerns will now be the focus of detailed discussion.

5.4.1. Isolation

Both the literature review and the data collection stages of this research identified a persistent theme in terms of how a project like the CWTSH has the potential to cause isolation to its residents. Thus, whilst some aspects of the CWTSH's semi-rural location were viewed favourably and challenged literary criticisms relating to the congregate nature of the CWTSH, its potential to cause isolation was a concern that spanned throughout this entire study. During the ethnographic research, one statutory organisation appeared to oppose the CWTSH concept, with the potential for isolation

being one of their main reasons. Furthermore, isolation was mentioned during all young people's research events that focused directly on the CWTSH. Young people expressed concern about the expense of public transport, and during the surveys, several respondents agreed with predefined statements relating to the CWTSH's potential to cause isolation. Furthermore, during the focus groups, young people expressed concerns about not being near a shop, the length of time it would take emergency services to get to the CWTSH, and friends and family struggling to visit.

The link between visitors and isolation was also a focus of the second workshop and the surveys. During the second workshop, young people spoke about how a lack of visitors could make young people feel isolated and negatively impact their mental health, how having visitors would make them feel less alone, and how being denied visitors could make young people feel segregated and locked away. Furthermore, several survey respondents stressed the need for a flexible visiting policy that included visitors being able to stay overnight. It is important to point out that this research took place two years into the Covid pandemic, when the Wallich would have had to implement strict visiting policies. Nevertheless, these results strongly indicate that being able to have visitors at the CWTSH is incredibly important to young people and something that could help manage the risk of isolation.

As well as expressing the need for a flexible visiting policy, young people made several other suggestions about how the Wallich could help minimise the risk of the CWTSH causing isolation. These suggestions included a bicycle and electric scooter scheme, a communal car that makes regular trips to town, and refunds or partial refunds for public transport. During the second workshop, young people also suggested having a shop at the CWTSH which is something that could alleviate the concern expressed in one of the focus groups in relation to not having a shop nearby. Thus, whilst isolation at the CWTSH is a clear concern, this study hypothesises that the measures young people suggested could help to manage this risk.

Isolation was also a key concern in the IC literature (section 2.4) where the risk of IC residents becoming isolated from mainstream society was highlighted by several academics (Chiodelli and Baglione, 2013; Dias et al., 2017; Grinde et al., 2017). Thus,

the potential for isolation should not be underestimated, especially considering people experiencing homelessness are at a greater risk of social exclusion and isolation, and as it can contribute to poor physical and mental health (Homeless Link, 2018; Sanders and Brown, 2015; Brown et al., 2021; Substance Abuse and Mental Health Services Administration, 2022). However, as already discussed earlier in this chapter, several pieces of literature suggest that rather than causing feelings of isolation, the CWTSH has the potential to provide young people with a sense of community, belonging and social connectedness (Grinde et al., 2017; Hall, 2015; Lyons, 2015; Sanguinetti, 2014). Nevertheless, to prevent the CWTSH becoming an ‘island’, the Wallich must ensure that this sense of community, belonging and social connectedness extends beyond the CWTSH, and that young people are encouraged to develop and maintain social bonds with the wider community. Thus, this will require considerable and sustained effort from the Wallich, as well as willingness from the local community and the CWTSH’s young residents.

5.4.2. Stigmatisation & Discrimination

Another risk that was evident in the literature review (section 2.3) related to the potential for young people to experience stigmatisation whilst living in a congregate housing model like the CWTSH (Busch-Geertsema, 2013; Verdouw and Habibis, 2016). This was reinforced by a participant during the first creative workshop. This young person disclosed experiencing employment discrimination when she was refused a job due to living in a congregate supported living project in town. However, literature in section 2.4.5 suggests that young people can experience stigmatisation and discrimination in mainstream society, regardless of their homelessness status or the fact they live in congregate housing (Gilsenan, 2013). To explain this further, Gilsenan (2013) posited that neoliberal, individualistic mainstream societies have resulted in young people being feared and viewed negatively, whilst Cummins and Lau (2003) highlighted how mainstream social settings can magnify differences and result in stigmatisation.

Interestingly, Gilsenan (2013) highlighted how the increased space and youth participation in ICs meant that negative perceptions of youth were not such an issue in this type of community environment. However, whilst this suggests that young people may feel positively perceived in the CWTSH, it does not rule out stigmatisation or

discrimination by wider society. Thus, the Wallich management team and CWTSH staff should endeavour to forge positive relationships with local residents, whilst they should also encourage the young people residing at the CWTSH to integrate into the wider community.

5.4.3. Not the Right Project for Everyone

During the second creative workshop, some young people felt that the CWTSH would not be suitable for everyone, whilst it was pointed out that some people may not like the countryside location and that they could find it boring. This was reflected in the literature on Emmaus communities in section 2.3.4., where it was highlighted how this type of housing model suits some people more than others (Clark, 2010; Pleace and Bretherton, 2012). The Wallich also recognised that the CWTSH may not appeal to all young people. However, they want it to become a valuable housing option in a Carmarthenshire based positive pathway model, thus providing young people with more housing and support choice. To clarify, a positive pathway framework is discussed in section 2.2.5 of the literature review and is a valued approach to youth homelessness prevention that has been adopted by the Welsh Government and advocates for a range of youth housing options (St Basils, 2015; Welsh Government, 2016a).

Providing housing and support choice was also a focus of section 2.3.5 of the literature review where it was identified that the HF4Y model advocated for a range of housing options for young people (McRae, 2021). This section further highlighted how some young people prefer congregate housing models and should be given the opportunity to experience different types of housing as this is a normal part of growing up (Homeless Link, 2021; Housing First Europe Hub, 2021; McRae, 2021). Section 2.4 of the literature review also explored choice, questioning whether young people would reap the same IC wellbeing benefits if they do not actively choose to live at the CWTSH (Grinde et al., 2017). Thus, the Wallich should ensure that young people are only placed to live at the CWTSH if they genuinely want to live in this type of project. Ultimately, placing young people in the CWTSH who do not want to live there or who may struggle with

the CWTSH lifestyle, is not only unfair on the young person and other residents, but it could also undermine the CWTSH's efficacy.

The literature also indicated that the CWTSH may not be the right workplace environment for some staff. To explain this further, section 2.5.6 of the literature review identified that some staff show resistance toward working in PIE services, which are ultimately a radically different way of supporting people experiencing homelessness (Breedvelt, 2016). It is therefore important that that the Wallich carefully select who they employ to work at the CWTSH, and only recruit staff who are open to working with young people in new and innovative ways.

5.4.4. Detracting from the Root Causes of Youth Homelessness

Sections 2.6.2 and 2.6.3 of the literature review identified how co-production and youth participation can be exploited so that those with power can exercise governmentality over citizens (Durose and Richardson, 2016; Farthing, 2012). To recap, governmentality is a term used to describe the power relations between governments and citizens, recognising that governments use their power to indirectly control and benefit from the way citizens conduct themselves (Mills et al., 2010). Therefore, in line with points made by Farthing (2012), from a governmentality perspective, co-production and participation can be used to placate, distract, and control citizens.

Although certainly not the intention, governmentality theory could be applied to this study's research process. To explain this further, during one of the workshops, young people expressed a desire to live in the nicer areas of town, along with disappointment that their lower social status meant this was unachievable. Furthermore, section 2.3 of the literature review identified that a lack of affordable housing was the main barrier to young people being able to live in independent, scattered housing (Blood et al., 2021; Centrepont, 2018; Dixon et al., 2021; Pleace and Quilgers, 2003). Thus, it could be argued that a co-production process which narrowly provides choice on predefined housing models (like the one detailed in this study), serves to distract young people

from challenging the wider structural issues that prevent them from living where and how they ideally want to live.

Interestingly, in section 2.3.4 of the literature review, Mingoya (2008) made a similar point when discussing the micro village concept. She highlighted how housing people in tiny homes on the margins of society can send the message that homeless people are not welcome in mainstream society, that they should make do with the most basic of housing and that they should not have choice and control over where and how they live. Mingoya (2008) then went on to point out how micro village projects should not be a substitute for tackling the structural root causes of poverty, homelessness, and inequality.

Similarly, in section 2.5 of the literature review, Edwards et al. (2017), highlighted how ACE interventions (such as PIE) tend to focus on individual behaviours and therapeutic approaches rather than changing the societal causes of ACEs such as poverty and inequality. However, section 5.3.7 of this chapter appears to contradict the idea that the CWTSH could divert attention away from the systematic causes of youth homelessness, positing that the CWTSH could actually empower young people to challenge the system instead (Mingoya, 2008; Nunn et al., 2007). Nevertheless, it is recommended that regardless of how effective the CWTSH is at meeting young people's needs, it should not detract from tackling the structural root causes of youth homelessness and achieving a society where young people can live the life they genuinely want, regardless of their background and social status.

5.4.5. Surrendering Control

During the ethnographic research with the Wallich management team, it became clear that organisational collaboration was a fundamental part of the CWTSH concept. In line with points made in section 2.6.5 of the literature review, this collaboration process was beneficial and enabled the Wallich to draw on other people's expertise and knowledge (Citizens Advice Bureau, 2008; Bode and Brandsen, 2014; Boydell, 2010). Furthermore, it was also necessary to secure funding, gain statutory approval and ensure the CWTSH is recognised as a valuable housing option in Carmarthenshire. However,

on occasions, this collaboration process involved the Wallich having to surrender control and consider significant changes to the CWTSH design, something that also emerged during the literature review when it was identified how inter-organisational collaboration and partnership working can stifle third sector organisations and cause them to lose sight of their mission (Bevan Foundation, 2014; Milbourne and Cushman, 2012). To explain this further, initially the Wallich had intended to only offer single occupancy homes at the CWTSH, but following collaborative meetings with statutory organisations, they agreed to include shared homes in the CWTSH plan. Furthermore, in order to secure funding, the Wallich were asked to change the CWTSH design. Thus, both these changes have the potential to make a difference to the CWTSH's potential efficacy.

The statutory organisation encouraged dual occupancy homes because young people will likely have to share accommodation when they leave the CWTSH. Thus, it was felt that shared accommodation at the CWTSH would prepare young people for shared living. This is of course a valid point; one of the main purposes of the CWTSH is to prepare young people for life back in mainstream society. Therefore, if this will involve shared living, there is a strong argument that the CWTSH should prepare young people for this type of housing. However, community, sharing and developing positive relationships is at the heart of the CWTSH concept, and whilst young people would have their own small homes, they would also be encouraged and supported to socialise, share responsibility, and use communal space with other CWTSH residents. Furthermore, as previously mentioned several times in this chapter, during data collection, young people viewed the increased space and privacy at the CWTSH positively and felt it would help reduce conflict. In fact, during the second creative workshop, one young person commented to the effect that if they were experiencing conflict with someone at the CWTSH, they could walk away and retreat to their own home, because they are next door and not living in the same building.

Another important point is that the homes at the CWTSH will be microhomes and not standard, mainstream homes. Therefore, young people would be expected to share a very small space, which in line with points made by Urist (2013) in section 2.2.3 of the literature review, could increase the likelihood of stress and conflict. As a result, there

is the potential for this to actually negatively affect a young person's ability and willingness to share accommodation in the future. Thus, it could be argued that small, single occupancy homes in a project that focuses on community, shared responsibility and positive relationship building, is a gentler way to introduce young people to shared living. Furthermore, the reason young people moving on from the CWTSH will go on to share accommodation is due to limited availability of single occupancy homes, and not necessarily because this is the housing option they prefer. Therefore, from a critical and perhaps idealistic perspective, this raises questions as to whether such an innovative project like the CWTSH should support a system that places young people into shared housing and ultimately a lifestyle they may not want.

In order to secure funding for the CWTSH, the Wallich had to compete against other organisations for funding from a Welsh Government funded housing programme. This involved attending a design review panel meeting where project design experts made suggestions on improvements to the CWTSH design that would ultimately make the CWTSH more eligible for funding. During the review, the experts made several valuable suggestions designed to enhance the CWTSH. However, they also expressed confusion as to why the communal hub was not central to the project and pointed out that young people who are housed on the edge of the project and farthest away from the communal areas, could feel isolated. Therefore, it was suggested that the hub should move to the centre of the project and be surrounded by the small homes.

From an aesthetic perspective, the design review panels suggestion makes complete sense, whilst their point about young people farthest away from communal areas feeling isolated is a valid one. However, from a theoretical standpoint, locating the hub at the centre of the CWTSH may not be conducive to the egalitarian community that the Wallich hope to foster. To explain this further, it is necessary to revisit Jeremy Bentham's panopticon theory that was discussed in section 2.2.3 of the literature review. To recap, this theory posits that the panopticon tower's central location in a prison gives prisoners the impression that they are constantly under surveillance, therefore resulting in continuous good behaviour (McKinlay and Starkey, 1998; University College London, 2016). Thus, as staff would be based in the hub, locating it in the centre of the project could give young people the impression that they are under

constant surveillance, which may ultimately undermine the CWTSH's egalitarian ethos. However, there is no reason why a different communal area, where staff are not continuously based, could be central to the CWTSH design, thus, helping to minimise the risk of some young people feeling isolated.

It is important to point out that the recommendations made by the statutory organisation and review panel were correct in one sense and stemmed from a genuine belief that they enhanced the CWTSH's potential efficacy. However, in line with points made by the Bevan Foundation (2017) in section 2.6.5 of the literature review, the fact that the Wallich need to compete for funding from these organisations, may result in the Wallich feeling they must agree to these recommendations in order to secure approval and funding. Therefore, although organisational collaboration is clearly a valuable, enriching, and integral part of the CWTSH development process, the Wallich should be mindful that they do not compromise on their vision of the CWTSH to such an extent that they risk losing some of its core, innovative aims and objectives.

5.4.6. Moving on from the CWTSH

The literature in section 2.3.4 of this thesis indicated that a project like the CWTSH could be a valuable form of transitional housing and a steppingstone toward permanent housing and employment (Brown, 2016). However, concerns in sections 2.3.3, 2.3.5 and 2.5.6, highlighted how time limits on the length of time a person stays in a project can negatively affect the progress they have made, as well as their housing and moving on experiences (Campbell, 2006; Dixon et al., Homeless Link, 2021; Phipps, 2016). Therefore, as the Wallich currently intend for young people to reside at the CWTSH for two years, if some young people are not ready to move on after this timescale, the transition back into mainstream society could be counterproductive. Contrastingly, the literature also highlighted how lengthy placements in congregate housing can cause young people to become institutionalised (McMordie, 2018; Verdouw and Habibis, 2016). Furthermore, there is a risk that the Wallich's plan to prepare CWTSH residents for independent living could translate into young people having to be 'housing ready' before moving on from the CWTSH; something that conflicts with Welsh HF policy (Dixon et al., 2021; Welsh Government, 2019a). However, it is important to stress, that

whilst this is a potential risk, the Wallich have not indicated that moving on from the CWTSH would be contingent on housing readiness.

To overcome these challenges, the Wallich may benefit from reconsidering the residential time limits they impose on young people. Instead, they could consider drawing on the Emmaus community model and adopting an approach where moving on decisions centre around when the young person feels ready, rather than within a specified timeframe, or when they are deemed 'housing ready'. However, there are risks attached to this approach. Therefore, the Wallich would need to carefully consider how they would prevent young people from languishing in a project that no longer meets their needs, as well as how they would address the risk of institutionalisation.

There is also a dearth of research exploring the transition from a project like the CWTSH back into mainstream society. In section 2.4.2 of this thesis, it became clear that much of the IC literature focuses on people's experiences of living in ICs, rather than moving out of them (e.g., Casey et al., 2020; Christian, 2007; Farias, 2016; Sargisson and Sargent, 2017; Westskog et al., 2018). Thus, this raised a potential concern as to whether some young people may experience a challenging transition when returning to mainstream society from an egalitarian community like the CWTSH; a community that they will have invested time and effort coproducing and becoming part of. This was also highlighted during the ethnographic stage of this study (section 4.1.2), where a statutory organisation expressed concern about young people having to move on within two years from a community that they have invested in. Therefore, it is important that this process is carefully managed and that any further research into the CWTSH's efficacy extends beyond young people's experiences of living at the CWTSH and explores their transition back into mainstream society as well.

Promisingly, this transition could benefit from the HF4Y continuity of support approach detailed in section 2.3.5. To recap, this involves a young person's support moving with them, rather than ceasing or changing considerably once they leave a project. Due to the intensive and unique support the Wallich plan to offer at the CWTSH, it may not be possible for the full support package to move with young people. However, by separating and mobilising a core element of this support, this approach

could provide young people with the confidence and support needed to move on to independent living, thus minimising the risk of lengthy residencies at the CWTSH, and ultimately institutionalisation.

5.4.7. Young People without ACEs Feeling Unworthy of Support

Although not relevant to the data collection stage of this study, one point made in the section 2.5.3. of the literature review is worthy of reiteration and discussion. Here, it was noted that people using homelessness services may not have any ACEs or that they might not recognise or remember them (Asmussen et al., 2020; Holmes, 1995; Morrison and Conway, 2010). As a result, they may feel undeserving of housing and support in a project that has been designed specifically to support people with a history of trauma. Furthermore, in section 2.5.3 of the literature review, it was argued that focusing too heavily on a person's ACEs can result in stigmatisation and re-traumatisation, and ultimately negatively impact the individual's sense of self (Barrett, 2018; Edwards et al., 2017; Kelly-Irving and Delpierre, 2019). Therefore, whilst the literature on PIE clearly demonstrated how important it is to provide trauma informed support at the CWTSH, care must be taken to ensure this does not become the CWTSH's sole focus, and that those with other needs feel welcome at the CWTSH.

5.4.8. Congregate Housing Risk Factors

Another important point highlighted in the literature that did not arise during data collection relates to the risks associated with congregate housing models. These include peer pressure, conflict, bullying, coercion, exploitation, institutionalisation, and issues surrounding safety and drug exposure (Watts et al, 2015). Thus, whilst these issues were not highlighted during data collection, they could present as an issue once the CWTSH has been developed. Therefore, it is important that the Wallich implement measures to monitor and mitigate these potential risks.

5.4.9. Finding a Suitable Location

One of the biggest challenges that the Wallich management team have encountered whilst trying to develop the CWTSH, is finding a suitable plot of land. The requirements for the CWTSH site are complex but necessary. It needs to be on a public transport route, but not too close to residential areas; it needs to be away from town but not so far as to cause isolation; and it needs to have a therapeutic feel but still be within in easy reach of amenities. Furthermore, it must be in the Llanelli area, have suitable land for developing microhomes on, provide potential access to water and electricity and be priced within the Wallich's budget. Several plots of land have been considered but all have fallen through for various reasons. Thus, the Wallich are currently continuing their search for the ideal CWTSH location.

Another issue with securing the right location was a focus of the discourse surrounding micro villages in section 2.3.4. of the literature review. Here, Brown (2016) pointed out that micro village projects can often face nimbyism, social opposition, and political apathy, which makes it difficult to find suitable locations to develop micro villages on. As no location has yet been found for the CWTSH, this research has not explored this aspect of the CWTSH journey. However, the literature suggests that when the Wallich do find a suitable location, they could encounter opposition from the local community, which then has the potential to feed into the risk of CWTSH residents experiencing isolation and stigmatisation. Furthermore, challenges with integrating the CWTSH into the wider community could increase the risk of the CWTSH's residents becoming homeless in the future, because as Gaetz and Dej (2017) highlight, social integration and inclusion are central to homelessness prevention. Thus, it is important that the Wallich endeavour to develop positive and open relationships with the wider community from the outset, as a local community that is broadly supportive of the CWTSH will ultimately contribute to its efficacy.

5.5. Discussion: Conclusion

By synthesising existing literature and the results of this study, three overarching points of discussion have emerged. These points of discussion relate to the co-production process, how the CWTSH could potentially meet young people's needs, and potential

challenges and risks. In relation to co-production, during this process, young people made multiple suggestions about what they would like to see offered at the CWTSH. However, as the CWTSH has not yet been physically developed, it is difficult to ascertain what suggestions the Wallich will implement, and ultimately, how much youth participation has been achieved. It also became clear during this process that elements of co-production can be unfair, where some young people's voices go unheard and where co-producing a project that participants may not experience themselves can create a 'dangling carrot' scenario. Nevertheless, this participatory process enabled young people to become experts and share their insight and knowledge, something that is key to ensuring the CWTSH appeals to young people and can effectively meet their needs.

From a critical perspective, the co-production process undertaken during this study could be seen as something that steers young people away from challenging the structural issues that prevent them from living how and where they ideally want. To explain this further, academics have argued that co-production can be exploited by powerful social actors in order to exercise governmentality and placate, distract and control citizens (Durose and Richardson, 2016; Farthing, 2012; Mills et al., 2010). Thus, by applying this theoretical standpoint to some young participants wanting to live in the nicer areas of town, there is an argument that a co-production process which narrowly focuses on a predefined housing model like the CWTSH, denies young people the opportunity to pursue the housing they really want.

In a similar vein, it is important that micro village projects and ACE aware interventions like PIE do not divert attention away from the structural causes of homelessness and ACEs (Edwards et al., 2017; Mingoya, 2008). However, on a more positive note, rather than distracting young people from the structural causes of their homelessness, there is an argument that the CWTSH's collective environment and focus on developing social and cultural capital, could empower young people to climb and challenge the system (Mingoya, 2008; Nunn et al., 2007). Furthermore, the mantle of the expert aspect of the CWTSH co-production process, can help young people feel like they are taking back control from the system. Thus, this is particularly relevant to this study, due to some

young people expressing frustration that they felt powerless to change a system that works against them.

As well as having the potential to empower young people, there is the potential for the CWTSH to meet young people's needs in several other ways. By synthesising the PIE, existing housing, IC, harm reduction, and green care focused literature with the results of this study, it appears that the CWTSH could potentially improve young people's mental health and well-being; help them develop positive relationships; promote independence, and provide them with a sense of community, social connectedness and belonging (Artz and Davis, 2017; Hall, 2015; Kogstad et al., 2014; Lyons, 2015; McKenzie-Mohr, Coates, and McLeod, 2012; Nosbusch, 2016; Phipps, 2016; Sanguinetti, 2014; Stern, 2012; Stronge and Williamson, 2014; Williams, 2008). Furthermore, the increased space at the CWTSH may have the potential to reduce conflict and promote participation (Gilsenan, 2013), whilst the CWTSH's therapeutic approach and location could help young people overcome adversity and reduce their exposure to risks such as drugs and crime (Artz and Davis, 2017; Breedvelt, 2016; De Leon, 2010; Jainchill et al., 2000; Kogstad et al., 2014; Nosbusch, 2016; Phipps, 2016; Stronge and Williamson, 2014). The CWTSH's focus on teaching a wide range of skills could also help young people develop their social and cultural capital, thus improving their social mobility and prospects (Nunn et al., 2007).

Despite the multiple potential benefits attached to the CWTSH, several potential challenges and risks are also evident. Both the literature and research data indicate the potential for CWTSH residents to experience isolation and stigmatisation (Busch-Geertsema, 2013; Chiodelli and Baglione, 2013; Dias et al., 2017; Grinde et al., 2017; Verdouw and Habibis, 2016). However, during this research, several young participants suggested ways to manage this such as having a flexible visiting policy, an onsite shop, a bicycle/electric scooter scheme, a community car, and refunds for public transport. Nevertheless, community integration is an important aspect of minimising the risk of isolation; something that will require considerable effort from the Wallich, as well as willingness from the local community and the CWTSH's young residents. Other challenges surround organisational collaboration steering the Wallich away from some of the CWTSH's core aims and objectives; young people without ACEs feeling

undeserving of support if the CWTSH focuses too heavily on trauma-informed care; the CWTSH not being a suitable project for everyone; the risks associated with congregate housing, and the challenge of finding a suitable location for the CWTSH.

A final challenge relates to the moving on process. Whilst flexible, the Wallich have set a two-year residential time limit at the CWTSH, whilst there is a risk that preparing young people for independent living could translate into them having to be 'housing ready' prior to moving on from the CWTSH. In contrast, there is also a risk that long-term residencies in a congregate project like the CWTSH could cause young people to become institutionalised (McMordie, 2018; Verdouw and Habibis, 2016). Thus, these aspects of the CWTSH have the potential to negatively impact young people and the progress they have made (Campbell, 2006; Dixon et al., Homeless Link, 2021; Phipps, 2016), whilst they are also at odds with the HF approach (Dixon et al., 2021). Furthermore, there is a lack of research on how people experience moving from egalitarian, IC housing models back into mainstream society. Therefore, it is unclear how challenging some young people may find this transition, which was a particular concern expressed by one statutory organisation during the ethnographic research stage of this study. Thus, this indicates that the CWTSH concept may benefit from adopting more of a HF approach. Ultimately, this would be more person-centred, where moving on decisions would be based around when the young person feels ready, and where continuity of support could provide young people with the tools and confidence to progress to more independent housing, thus minimising the risk of lengthy residencies and institutionalisation.

It is evident that the literature and results of this study both challenge and support the CWTSH concept. Whilst there are multiple benefits attached to the CWTSH, there are also considerable risks and challenges that the Wallich will need to be aware of and mitigate against. The concerns expressed by young people in relation to isolation are validated by the literature and should not be underestimated. Furthermore, the CWTSH moving on process would benefit from a reassessment and requires ongoing evaluation. Nevertheless, the CWTSH concept appears to have been well received by participants and it clearly has the potential to make a positive difference to the lives of young people.

6. RECOMMENDATIONS

From the points of discussion that were explored in the previous chapter, several recommendations have emerged. Thus, this brief chapter provides a summary of these recommendations.

6.1. List of Recommendations

1. As co-production and youth participation are an integral part of ensuring the CWTSH's efficacy, co-production should be an ongoing process that continues throughout the CWTSH's development and service delivery stages. However, care must be taken to ensure this co-production process is as young person led and fair as possible, and that the young people being asked to co-produce have realistic expectations about what their input will achieve and what they will personally gain from it.
2. There was positive feedback about the creative, relaxed, and informal atmosphere of the creative workshops, whilst some young people expressed a dislike of more formal and clinical approaches to participation. Furthermore, young people appeared to relish taking on the role of expert and it was identified in the literature review that this could make young people feel like they were taking back control from the system. Therefore, it is recommended that some future CWTSH co-production activities are carried out in an informal, relaxed, and creative way and that young people are encouraged to take on the role of expert.
3. To ensure young people's participation in developing the CWTSH is not tokenistic or decorative, the Wallich should give serious consideration to, and where possible, implement the suggestions young people have made during this study.
4. The Wallich must effectively manage the risk of CWTSH residents experiencing isolation and stigmatisation. They should consider the suggestions made by young people in this study with regards to having a communal vehicle, shop, and bicycle/electric scooter scheme at the CWTSH, as well as the suggestion about refunds or partial refunds for public transport.

5. In order to further reduce the potential for isolation and stigmatisation, as well as to minimise the risk of nimbysm and social opposition, forging positive relationships with local residents and encouraging young people to integrate into the wider community should be a central focus of the CWTSH from the outset.
6. Having visitors was clearly very important to young people and seen as key to minimising isolation. Therefore, it is recommended that the Wallich implement a flexible visiting policy at the CWTSH, and that consideration is given to ensuring visitors can get to the CWTSH with ease.
7. The literature highlighted several concerns surrounding congregate housing models. Thus, as the CWTSH would be a form of congregate housing, it is important that the Wallich are aware of these concerns and adopt measures that can mitigate against risks such as peer pressure, conflict, bullying, exploitation, stigmatisation, and exposure to drugs and alcohol.
8. The literature raised concerns that key aspects of the CWTSH such as co-production, the micro village concept and ACE interventions could divert attention away from the structural underlying causes of homelessness. Therefore, it is important to ensure that the CWTSH does not detract from tackling the structural causes of youth homelessness and that there is still a focus on achieving a society where young people, regardless of their background, can live where and how they genuinely want.
9. Providing trauma informed support is an instrumental part of ensuring the CWTSH effectively meets young people's needs. However, the Wallich should ensure that this does not come across as the CWTSH's sole focus, and that young people with differing needs and backgrounds feel deserving of support at the CWTSH.
10. The CWTSH will not be the right project for all young people and youth homelessness staff. Therefore, it is important that young people are given a choice about whether they want to live at the CWTSH or not. Likewise, the Wallich should be mindful that the staff they employ to work at the CWTSH are suited to innovative ways of working. Ultimately, employing unsuitable staff or placing a young person in the CWTSH who does not wish to live there or who may struggle with the CWTSH lifestyle could be unfair on the young person, as well as other residents and staff. It may also undermine the efficacy of the CWTSH.

11. The literature identified that imposing time limits on the amount of time a person can remain in a service can be counterproductive and detrimental to the progress the individual has made. It is also at odds with the HF model which is an integral part of Wales's homelessness strategy. Therefore, it may be beneficial for the Wallich to consider adopting a similar approach to the Emmaus community model, where moving on decisions are based on when the young person feels ready, rather than within a specified time limit. However, there are risks attached to this approach and the Wallich would need to carefully consider how they would ensure young people are not left languishing indefinitely in a project that no longer meets their needs, and how they would mitigate the risk of institutionalisation.
12. The Wallich should consider drawing on the HF4Y model and implementing a continuity of support approach, where a core element of support provided at the CWTSH would accompany young people as they move out of the project and into independent housing. This could help alleviate some of the issues attached to the two-year residential time limit, as well as the concerns surrounding the transition from the CWTSH back into mainstream society.
13. Whilst it is clearly very important that the CWTSH develops young people's skills and prepares them for independent living, the Wallich must ensure that this does not translate into young people having to be 'housing ready' before moving on from the CWTSH. This is at odds with the HF philosophy, which is an integral part of Wales's homelessness policy, whilst it may also result in young people being denied choice about how and where they live.
14. Organisational collaboration is clearly a valuable part of the CWTSH process. However, whilst suggestions from outside professionals and organisations can play an integral role in enriching the CWTSH concept, it is important that the Wallich do not compromise on their vision of the CWTSH to such an extent that they risk losing some of its core, innovative aims and objectives.
15. Continuing research into the efficacy of the CWTSH is essential in order to ascertain whether the hypotheses identified in this study and which relate to the CWTSH's potential to meet young people's needs, translate into practice. Further research is also necessary to establish whether the risks relating to isolation and discrimination are being managed effectively. Furthermore, it is important that this research extends beyond young people's experiences of living at the CWTSH and focuses on their transition back into mainstream society as well.

7. IMPLICATIONS & CONCLUSION

This chapter will conclude this thesis and provide a summarised account of the study. The first section in this chapter explores how this study addresses the research questions outlined in chapter one. There is then an explanation as to how this study contributes knowledge to the field of youth homelessness provision, along with a section that reiterates the main limitations of this research. This is then followed by an exploration of this study's implications for future policy, practice, and research. Finally, a conclusion will reflect on some of this study's main findings.

7.1. Addressing the Research Questions

In section 1.4. of this thesis, a main research question and several sub questions were posed. Thus, whilst chapter 5 of this thesis provides an in-depth analysis of this study's main findings, this section will now briefly summarise how these findings address each question. This section will begin by focusing on the sub questions and conclude with the main research question.

7.1.1. Sub Question 1

How effective do young people with housing needs or experiences of homelessness think the CWTSH could be?

Objectives

- To find out what young people think about the CWTSH
- To explore young people's perceptions of the CWTSH's potential benefits and challenges
- To find out if young people want to live at the CWTSH
- To explore young people's reasoning for either wanting or not wanting to live at the CWTSH

In order to answer this question, four group participatory events were held with young people and a young person's survey was sent out to five people. In all but one of these research events, young people were provided with information about the CWTSH concept and asked for their views on this type of project and whether they would like to live there or not (please refer to section 3.7. of this thesis for a more in-depth account of each research event).

During these research events, there was a lot of positivity toward the CWTSH, with several young people expressing a desire to live in this type of project. Young people provided much valuable feedback in relation to how they felt the CWTSH could meet their needs and what challenges they might encounter whilst living there. In particular, the young people involved in this research felt that the CWTSH could have a positive effect on their mental health and well-being, provide them with a sense of community and belonging, and provide opportunities to develop skills. Young people also expressed how they thought the CWTSH would be a better and safer environment, how it would be positive to escape the negative aspects of town such as crime and antisocial behaviour, and how the increased space and privacy at the CWTSH could help reduce conflict between residents.

Despite the potential benefits that young people attributed to the CWTSH, they did also express some concerns. It was felt that the CWTSH would not be the right project for everyone and that some young people could find it boring or dislike the countryside location. Another significant concern that was expressed by multiple young people was that the CWTSH could cause isolation and that this may then have a negative impact on resident's mental health. However, several suggestions on how to mitigate the risk of isolation were put forward and it became clear that having a flexible visiting policy at the CWTSH was important to young people and could help to effectively reduce the likelihood of isolation.

7.1.2. Sub Question 2

How effective do youth homelessness staff think the CWTSH could be?

Objectives

- To enable youth homelessness staff to contribute their views during group participatory discussions
- To explore what staff who work in the youth homelessness sector think about the CWTSH
- To gauge the views of youth homelessness staff in relation to how the CWTSH could meet young people's needs
- To seek suggestions from youth homelessness staff on how the CWTSH should be developed

Although youth homelessness staff were not as central to this study as young people, they were encouraged to contribute during some of the group participatory events, and their feedback was always welcomed and appreciated. The staff appeared to view the CWTSH favourably, with one staff member pointing out how the skill development opportunities offered at the CWTSH could help young people develop independence and gain employment. There was also agreement from one staff member that a flexible visiting policy was important, whilst another staff member felt the CWTSH would enable staff to be more “hands on”. Furthermore, one staff member felt the CWTSH would be less institutionalised than other projects, whilst several staff expressed approval that young people were being involved in the conceptualisation and development of the CWTSH. Staff also made several suggestions about what activities and facilities they would like to see offered at the CWTSH (please see tables 4.1 and 4.2 in section 4.3.2 of this thesis for more information on this).

7.1.3. Sub Question 3

How effective do the Wallich management team think the CWTSH could be?

Objectives

- To explore what has motivated the Wallich management team to develop the CWTSH
- To observe how the Wallich management team have attempted to bring the CWTSH concept to life and what challenges they have encountered whilst doing this

The ethnographic phase of this research was carried out with the Wallich management team and provided an opportunity to gain insight into why the Wallich wanted to develop the CWTSH, how they thought it could effectively meet young people's needs and what issues they faced whilst attempting to bring the CWTSH concept to life. During this ethnographic research, it became clear that the Wallich recognised a need for new and innovative housing approaches to youth homelessness and they envisioned the CWTSH effectively filling a gap in service provision. Furthermore, the Wallich felt that this need would soon increase due to the imminently scheduled decommissioning of two Carmarthenshire based youth homelessness projects.

This research further established the Wallich's belief that the CWTSH can effectively meet young people's needs. To explain this further, the Wallich disclosed how they were developing the CWTSH to be a holistic, therapeutically designed project that provides opportunities for daily living, educational and vocational skill development. Furthermore, they explained their plans to incorporate a PIE approach and their Reflections Network service into the project (please see 4.1.1. for a brief description of this service), which they felt would help young people overcome issues surrounding mental health, trauma, substance misuse and other complex needs. The Wallich also spoke about how the CWTSH could help effectively curb young people's impulsivity to take drugs due to its semi-rural location preventing residents from accessing substances so readily.

As well as exploring the Wallich's motivations for developing the CWTSH and their perceptions of its potential efficacy, this ethnographic research provided insight into the challenges of developing this type of project. In particular, it was identified that whilst inter-organisational collaboration provided several benefits and was necessary in terms of securing funding, it could also result in the Wallich having to surrender some control and make changes to the CWTSH design. Another significant challenge involved finding a suitable location and it was observed that several pieces of land fell through for various reasons. Thus, at the time of writing (July 2022), the Wallich continue to look for a suitable piece of land to develop the CWTSH on.

7.1.4. Sub Question 4

How have young people with housing needs or experiences of homelessness helped to shape the CWTSH concept?

Objectives

- To explore young people's involvement in the CWTSH development process
- To explore young people's views on how they would like to see the CWTSH developed
- To seek young people's suggestions on how they can become more involved in running their supported housing project.

This study has formed part of the CWTSH's co-production process which involved a young person's survey and four group participatory events. The focus of these research events was to find out what young people thought about the CWTSH concept and how they would like to see it developed. This co-production process gave young people the opportunity to provide feedback, which is detailed fully in chapters 4 and 5. Young people were also able to make several suggestions with regards to what activities and facilities they would like to see offered at the CWTSH (please see table 5.1 in chapter 5 of this thesis). However, how much of this feedback and input the Wallich take on board and incorporate into the CWTSH design remains to be seen, and the level of co-production and youth participation that has been achieved is currently unclear.

Despite this study's co-production process yielding much positive feedback and input, a couple of issues surrounding the unfairness of co-production were observed. These related to some young people being unable/unwilling to participate in the co-production process and young people being asked to co-produce a project that they probably will not get to experience themselves (please refer to section 5.2.2 for more discussion on this). Nevertheless, overall, young people and their staff welcomed the opportunity to have their say and appeared to enjoy being involved in the CWTSH co-production process.

7.1.5. Main Research Question

How effective could the CWTSH be at meeting the needs of young people with housing needs and experiences of homelessness?

Main Objectives

To develop an understanding of the CWTSH's potential efficacy

- To explore the CWTSH's potential benefits, challenges and risks
- To develop an understanding of what barriers and criticisms the CWTSH could encounter
- To establish how the CWTSH could potentially meet the needs of young people with housing needs and experiences of homelessness

The sub questions outlined above go some way to answering the main research question i.e., they provide insight into how effective young people, youth homelessness staff and Wallich managers think the CWTSH will be, how they would like to see the CWTSH developed, what challenges could be present at the CWTSH, and how well a project like the CWTSH would be received. However, the literature review has also provided some valuable insight into the CWTSH's potential benefits, challenges, and criticisms.

In several cases, the literature review supported this study's findings. For example, the literature on existing housing models and ICs suggested the CWTSH could provide young people with a sense of community and belonging, whilst these same areas of literature also highlighted the potential for the CWTSH to cause isolation. However, in other cases, the literature review provided insight into the CWTSH's potential efficacy that was not present during the data collection stages of this study. To explain this further, some literature identified potential challenges. This included the transition from the CWTSH back into mainstream society; the potential for stigmatisation and institutionalisation; young people without ACEs feeling unworthy of support in a trauma focused project; residential time limits being detrimental to a young person's progress, the CWTSH detracting from the underlying, structural causes of youth homelessness, and the risks associated with congregate housing (Durose and Richardson, 2016; Edwards et al., 2017; Farthing, 2012; Mingoya, 2008; Watts et al, 2015).

In terms of benefits, the literature on capital theory and micro villages suggested that the CWTSH's collective community ethos and focus on skill development could enhance young people's social mobility and empower them to challenge their social disadvantage (Mingoya, 2008; Nunn et al., 2007). Furthermore, the literature on harm reduction indicated this approach could positively impact relationships between staff and young people (McKenzie-Mohr, Coates, and McLeod, 2012). Thus, whilst these points did not emerge during the data collection stage of this study, they may still be relevant to the CWTSH's efficacy, and there is the potential for them to become more pertinent once the CWTSH has been developed.

7.2. Contribution to Knowledge

In addressing these research questions, this study has contributed knowledge to the field of youth homelessness provision by presenting a new and innovative youth housing concept. As mentioned throughout this study, there is currently a dearth of direct research into the efficacy of a project like the CWTSH. Thus, this study has provided insight into the potential effectiveness of this type of project and helped to fill a literary gap with regards to using therapeutic, micro village type communities to house and support young people at risk of homelessness.

As the CWTSH is currently at the pre-development stage, this research could not provide solid inferences into the efficacy of such a project. However, it has provided new insight into what young people, Wallich managers and youth homelessness staff think about the CWTSH concept; what benefits, challenges, risks, and criticisms could be associated with this type of housing model, and how the CWTSH could potentially meet young people's needs. It has also provided insight into the process of developing a project like the CWTSH and what challenges the Wallich encountered whilst trying to bring the CWTSH concept to life. Thus, this study has started to develop knowledge and understanding of the CWTSH's efficacy in meeting young people's needs and responding to youth homelessness.

7.3. Limitations of Findings

Although this research has contributed knowledge to the field of youth homelessness provision and in particular the potential efficacy of a project like the CWTSH, there are some limitations to this study. The main limitation of this research is that as the CWTSH has not yet been physically developed, all the findings discussed in this study are hypothetical. Thus, whilst the literature and research data detailed in this study have enabled several hypotheses to emerge, it is not possible to know whether the potential benefits and challenges identified in this research will translate into practice. It is therefore incredibly important that research into the CWTSH's effectiveness continues. This will enable any hypothesis generated from this study to be tested and will ultimately provide a firmer understanding of the CWTSH's efficacy and challenges.

Another limitation relates to the small number of participants involved in this study and the fact that most participants either lived or worked in Wallich services. As a result of this, the views expressed by participants during this research may not be representative of the wider youth homelessness staff and service user population. Thus, further research into the CWTSH's efficacy would enable more young people and staff to be consulted, and ultimately result in a more representative understanding of staffs and young people's CWTSH related views. Finally, group participation formed a considerable part of data collection methods. Thus, some of the views expressed by participants may have been influenced by the group environment and dynamics and may not genuinely represent their personal opinions (Cooke, 2004; Kothari, 2004).

7.4. Implications for Policy and Practice

Despite the limitations associated with this research, the data collection stage of this study has identified several ways that the CWTSH could impact policy and practice. From a practice perspective, youth homelessness staff expressed positivity toward the CWTSH, with one staff member stating that this type of project would enable support staff to be more "hands on" with young people. Thus, this suggests that the CWTSH could be a more fulfilling work environment for staff. However, these findings also

identified some potential practice related challenges. In relation to this, one of the most significant challenges identified in this research related to the potential for young people to experience isolation whilst residing at the CWTSH. Thus, this indicates that CWTSH staff and Wallich managers will have to invest significant time, effort, and resources if they are to effectively manage this risk and ensure CWTSH residents successfully integrate into the wider community.

This research also identified that the CWTSH may not be the right project for all young people and staff. Thus, practitioners could face challenges in relation to ensuring CWTSH placements are only offered to young people who are suited to and want to live in this type of project. Furthermore, Wallich managers will need to ensure that they only recruit staff who are suited to an innovative working culture. Another challenge that managerial practitioners face relates to finding the right balance between harnessing the benefits of inter-organisational collaboration and maintaining autonomy over their vision of the CWTSH. Furthermore, as highlighted by some of the young people in this study, staff will need to strike a balance between providing support and promoting young people's privacy and independence, and as there were conflicting opinions expressed on this (as documented in section 4.4.1), this could prove challenging.

Despite these challenges, this research has positive implications for practice. The findings in relation to co-production demonstrate the value of practitioners incorporating a co-productive approach into youth homelessness projects. However, they also highlight the need for co-production to be carried out as fairly and transparently as possible. Furthermore, this research established that young people and youth homelessness staff felt that the CWTSH would be a positive environment and that it has the potential to meet multiple needs. Thus, this indicates that the CWTSH would provide a working environment where practitioners are able to make a positive difference to young people's lives.

As well as impacting practice, this research also has several implications for policy. The findings of this study indicate that the CWTSH could help translate a cross section of Welsh legislation and its branches of policy into practice. To explain this further,

several participant responses and observations indicated that the CWTSH could positively impact young people's well-being, mental health, relationships, and skillset, and that it could promote a sense of community and social cohesion. Furthermore, the ethnographic research with the Wallich management team established that the CWTSH will be an environmentally sustainable project. Thus, these factors align with the seven well-being goals set out in the WFGWA and suggest that if the CWTSH can achieve these benefits, it could have positive implications for this pioneering piece of Welsh legislation (Welsh Government, 2015b).

The WFGWA is not the only area of policy and legislation that this study could impact. The co-production process documented in this study evidences that young people were involved in conceptualising and developing the CWTSH. Thus, as co-production is a key principle of the SSWWA, this research demonstrates how the CWTSH compliments this piece of legislation (Care Council for Wales, 2017). However, whilst this research has positive implications for co-production related policy and legislation, it also identifies a need for policymakers to look more critically at the fairness of co-producing services.

This research could also have positive implications for Welsh homelessness prevention policy and legislation, such as the HWA, the Welsh Governments 'Strategy for Preventing and Ending Homelessness' and their 'Preventing Homelessness and Promoting Independence: A Positive Pathway to Adulthood' policy etc. (Shelter Cymru, 2015; Welsh Government, 2016a, 2019a). To explain this further, during the ethnographic phase of this research, it became clear that the Wallich intended for the CWTSH to fill a gap in youth homelessness provision and provide young people with an innovative housing option. Furthermore, some participants recognised the CWTSH's potential in reducing risk exposure, helping young people overcome adversity, improving their prospects, and promoting independence, which are all things that can help prevent homelessness (FEANTSA, n.d., 2017; Schwan et al., 2018; Welsh Government, 2016a). Thus, this study suggests that the CWTSH could play a valuable role in translating Welsh homelessness policy and legislation into practice.

Despite the CWTSH's apparent alignment with Welsh homelessness policy and legislation, during the ethnographic research with the Wallich management team, it became evident that aspects of the CWTSH could undermine Welsh homelessness policy. To explain this further, the Wallich management team set out a two-year limit on the length of time a young person would remain living at the CWTSH. Although it is important to point out that the Wallich stressed this would be as flexible as possible. Furthermore, the Wallich did not disclose any plans to ensure continuity of support when a young person moves on from the CWTSH. Thus, as HF is an integral aspect of Welsh homelessness policy (Welsh Government, 2019a), and as HF and HF4Y advocate against time limits on housing and support, and in favour of support that accompanies the person through housing transitions (Dixon et al., 2021; McRae, 2021), these aspects of the CWTSH somewhat conflict with the HF philosophy. Furthermore, during the ethnographic research stage of this study, the Wallich explained how the CWTSH would provide opportunities for skill development and ultimately prepare young people for independent living within mainstream society. Thus, whilst the Wallich themselves have not indicated that young people would need to be 'housing ready' before moving on from the CWTSH, if this did become the case, it could further undermine the principles HF policy (Dixon et al, 2021).

On a broader level, this study found that the Wallich envision the CWTSH to be a nationally replicable housing model. However, as mentioned earlier in this section, this research identified that the CWTSH may not be the right project for everyone, whilst some young people expressed a desire to live in the nicer areas of town. Thus, regardless of how effective the CWTSH is at meeting young people's needs, it is important that policymakers provide a wide range of housing options, and that young people are given choice over how and where they live. Nevertheless, this research provides policymakers with insight into the potential efficacy of a brand new, innovative housing model. In doing so, it demonstrates how the CWTSH could help meet a demand for innovative youth housing solutions that has been recognised and invested in by the Welsh Government (Welsh Government, 2017, 2018a). Thus, ultimately, this research is the first step in evaluating the effectiveness of the CWTSH housing model; a housing model that has the potential to align with a significant body of Welsh policy and legislation.

7.5. Implications for Future Research

Whilst this study is unable to provide definitive inferences into the CWTSH's efficacy, it has provided a firm basis for future research in this area and identified several strands of potential future study. To explain this further, several hypotheses have emerged from this study which could have implications for future research. In direct relation to the CWTSH, these hypotheses centred around how the CWTSH could meet young people's needs; what risks and challenges could be present at the CWTSH; how the physical environment at the CWTH affects young people and their social interactions; how effective the CWTSH is at empowering young people and improving their social mobility, and what measures can effectively help to minimise the risk of isolation at the CWTSH. Furthermore, on a broader and more indirect level, some of these hypotheses could have implications for research in relation to the role and value of using co-production and treating young people as experts when developing youth homelessness projects; how inter-organisational collaboration influences project design and third sector autonomy, and how young people would like to see future youth homelessness projects developed.

7.6. Conclusion

Whilst prevention is at the heart of current Welsh homelessness policy and legislation (Shelter Cymru, 2019), research shows that youth homelessness is still an issue, and that there is a lack of provision for young people with complex needs (Stirling, 2018). Furthermore, some young people have expressed a preference for congregate type services (Homeless Link, 2021; McRae, 2021), whilst central to housing approaches such as HF4Y and the positive pathway framework, is the availability of a range of youth housing options (Homeless Link, n.d.; McRae, 2021; St Basils, 2015). Thus, in Wales, there remains a need for youth focused supported housing provision. In response to this need, the Wallich plan to develop the CWTSH: a new and innovative, Carmarthenshire based youth housing model that draws on elements of the micro-village concept, green care, multi-level collaboration, and PIE, IC, and harm reduction approaches. Thus, this study sought to develop a hypothetical understanding of the

CWTSH's potential efficacy through the lens of indirect literature and the views of young people, youth homelessness staff, and Wallich managers. In doing so, the findings of this research both support and challenge the CWTSH concept, identifying multiple potential benefits, as well as some significant risks and challenges.

It is evident from the findings of this research that the CWTSH concept has been well received by the majority of this study's participants, many of whom expressed a desire to live or work there. Furthermore, the potential benefits associated with this type of housing model are many. However, for the CWTSH to provide an effective service to young people, the risks associated with congregate housing will need to be managed, and the potential issues surrounding stigmatisation and isolation will need to be addressed. In relation to the latter, this study's young participants made some valuable suggestions on how to minimise the risk of isolation, with a flexible visiting policy being a recurring suggestion. However, integration into the wider community is an important part of reducing this risk, whilst it is also a key aspect of the HF philosophy, homelessness prevention, and promoting good physical and mental health (Brown et al., 2021; Busch-Geertsema, 2013; Gaetz and DeJ, 2017). Thus, this will require considerable and sustained effort from the Wallich, as well as willingness from the CWTSH residents and the local community. Furthermore, as the Wallich are yet to identify a location for the CWTSH, there is no way of establishing if local residents will be receptive to CWTSH integration efforts, or whether there will be opposition and nimbyism.

As well as highlighting the need for community integration efforts, this research has produced several other recommendations that could enhance the CWTSH's efficacy. These are detailed fully in chapter six, but due to its potential in responding to several concerns, one is particularly worthy of reemphasis and relates to reconsidering the integration of housing and support at the CWTSH. Whilst the CWTSH is clearly an innovative concept, this aspect of the project appears to conflict with progressive homelessness approaches like HF and HF4Y (Dixon et al., 2021). Thus, adopting an alternative approach, where a core element of support remains with the young person as they move on from the CWTSH, could alleviate some of the issues surrounding the transition from the CWTSH into mainstream society. Furthermore, it would also ensure

that support continues, even if young people must move out of the CWTSH within a two-year timeframe.

Despite this study providing insight into the CWTSH's potential efficacy, at this stage in the CWTSH journey, it is unclear whether the benefits outweigh the risks, or whether the challenges attached to this type of project can be overcome. However, this study has identified what these potential challenges and risks may be, along with several recommendations aimed at mitigating them. Therefore, this research has provided literary and participant informed insight and advice that could be valuable in helping the Wallich navigate the CWTSH's potential risks and challenges; thus, helping to give it the best chance of success.

Ultimately, whilst the findings of this research provide valuable, hypothetical insight into the CWTSH's potential efficacy, ongoing evaluation is necessary in order to establish whether this insight translates into practice. Central to this evaluation, should be the voices of young people: they are experts in their own lives, needs and wants, and should be empowered to realise and act upon this. However, young people are not a homogeneous group, and they present with a diverse range of needs and preferences (Homeless Link, 2013). Thus, what might be an appealing and effective service for one young person, may be ineffective and undesirable to another. It is for this reason, that a range of housing options should be available for young people to choose from. Conclusively, whilst it is essential that the Wallich acknowledge and mitigate against the challenges and risks attached to the CWTSH concept, this type of project does have the potential to provide a unique and innovative housing option: a housing option that could ultimately improve the lives and prospects of young people with housing and support needs.

8. REFERENCES

- ACE Hub Wales (n.d.) *What We Do*. <https://acehubwales.com/what-we-do/>
- ACE Hub Wales (2022) *Trauma Informed Wales: A Societal Approach to Understanding, Preventing and Supporting the Impacts of Trauma and Adversity*.
<https://traumaframeworkcymru.com/wp-content/uploads/2022/07/Trauma-Informed-Wales-Framework.pdf>
- Aldibat, K. and Navenec, C. (2018) Data Saturation: The Mysterious Step in Grounded Theory Method. *The Qualitative Report*, 23(1), 245-261.
<https://doi.org/10.46743/2160-3715/2018.2994>
- All Party Parliamentary Group (2014) *Factsheet 1: Complex Needs and Dual Diagnosis*.
https://www.turning-point.co.uk/_cache_1d62/content/appg_factsheet_1_-_june_2014-5090910000019641.pdf
- Almqvist, A. and Lassinatti (2018) Social Work Practices for Young People with Complex Needs: An Integrative Review. *Child and Adolescent Social Work journal*, 35, 207-219. <https://doi.org/10.1007/s10560-017-0522-4>
- Anderson, M. and Taylor, H. (2006) *Sociology: Understanding a Diverse Society*. Wadsworth.
- Andrade, C. (2020) The Inconvenient Truth About Convenience and Purposive Samples. *Indian Journal of Psychological Medicine*, 43(1), 86-88.
<https://doi.org/10.1177/0253717620977000>
- Andreas, M. (2013) Must Utopia be an Island? Positioning an Ecovillage Within Its Region. *Social Sciences Directory*, 2(4), 9-18.

- Antwi, S. and Hamza, K. (2015) Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection. *European Journal of Business and Management*, 7(3), 217-225.
<https://www.iiste.org/Journals/index.php/EJBM/article/viewFile/19543/19868>
- Artz, B. and Davis, D. (2017) Green Care: A Review of the Benefits and Potential of Animal-Assisted Care Farming Globally and in Rural America. *Animals*, 7 (4).
<https://doi.org/10.3390/ani7040031>
- Asmussen, K., Fischer, F., Drayton, E. and McBride, T. (2020) *Adverse Childhood Experiences: What We Know, What We Don't Know, and What Should Happen Next*. Early Intervention Foundation. <https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next>
- Asthana, A. (2009, September 20) Why children get trapped in the naughty corner at school. *The Guardian*.
<https://www.theguardian.com/education/2009/sep/20/school-children-naughty-reputation-behaviour>
- Aubrey, T. (2020) Analysis of Housing First as a Practical and Policy Relevant Intervention: The Current State of Knowledge and Future Directions for Research. *European Journal of Homelessness*, 14(1), 13-26.
[https://www.feantsaresearch.org/public/user/Observatory/2020/EJH/EJH_14_1-A1-Web\[2\].pdf](https://www.feantsaresearch.org/public/user/Observatory/2020/EJH/EJH_14_1-A1-Web[2].pdf)
- Aull Davies, C. (2008) *Reflexive Ethnography: A Guide to Researching Selves and Others* (2nd Ed). Routledge.

Barnes, A., Gower, A., Sajady, M. and Lingras, K. (2021) Health and adverse childhood experiences among homeless youth. *BMC Paediatrics*, 21(164), 1-10.

<https://bmcpediatr.biomedcentral.com/articles/10.1186/s12887-021-02620-4>

Barret, W. (2018, October 9) Why I worry about the ACE-aware movement. *Tes Magazine*. <https://www.tes.com/news/why-i-worry-about-ace-aware-movements-impact>

Barton, J. and Rogerson, M. (2017) The importance of greenspace for mental health. *BJPsycho International*, 14(4), 79-81. <https://doi.org/10.1192/s2056474000002051>

BBC News (2020a) Covid-19: Youth homelessness on the rise. BBC News. <https://www.bbc.co.uk/news/av/uk-55399979>

BBC News (2020b) Coronavirus: 'Unprecedented' rise in youth homelessness. BBC News. <https://www.bbc.co.uk/news/uk-wales-52561650>

Bearne, S. (2019, October 27) Are micro-houses the solution to Britain's Homelessness Crisis? *The Guardian*. <https://www.theguardian.com/society/2019/oct/27/homelessness-homes-micro-charities>

Bell, P. and Sundstron, E. (1997) Environmental Psychology. In D. Halpern, A. Voiskounsky, and A. Voiskunskii (Eds.) *States of Mind: American Post Soviet Perspectives on Contemporary Issues in Psychology*. Oxford University Press.

Bellis, M., Ashton, K., Hughes, K., Ford, K., Bishop, J. and Paranjothy (2015) *Adverse Childhood Experiences and their impact on health-harming behaviours in the Welsh adult population*. NHS Wales. <https://phw.nhs.wales/files/aces/aces-and-their-impact-on-health-harming-behaviours-in-the-welsh-adult-population-pdf/>

Bellis, M., Hughes, K., Leckenby, N., Perkins, C. and Lowey, H. (2014) National household survey of adverse childhood experiences and their relationship with

- resilience to health-harming behaviours in England. *BMC Medicine*, 12(72).
<https://doi.org/10.1186/1741-7015-12-72>
- BERA. (2018) *Ethical Guidelines for Educational Research, fourth edition (2018)*.
<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online>
- Bevan Foundation (2014, March 24) *What future for Wales' voluntary sector*. Bevan Foundation. <https://www.bevanfoundation.org/commentary/what-future-for-wales-voluntary-sector/>
- Blake, P. (2020, March 25) *Three Top Tips for Creating Engaging Questionnaire that will Improve Response Rates and Quality*. B2B International.
<https://www.b2binternational.com/2020/03/25/creating-engaging-questionnaires/>
- Blood, I., Alden, S. and Quilgars, D. (2021) *Rock Trust Housing First for Youth Pilot: Evaluation Report*. Rock Trust. <https://www.rocktrust.org/wp-content/uploads/2020/07/HF4Y-Evaluation-Report-July-2020-Final.pdf>
- Bode, I. and Brandsen, T. (2014) State-Third Sector Partnerships. *Public Management Review*. 16(8), pp.1056- 1066. <https://doi.org/10.1080/14719037.2014.957344>
- Bonotti, M. and Zech, S. (2021) *Recovering Civility during Covid-19*. Palgrave Macmillan. <https://doi.org/10.1007/978-981-33-6706-7>
- Boobis, S. (2016) *Evaluating a Dialogical Psychological Informed Environment (PIE) Pilot*. Fulfilling Lives. <http://www.fulfillinglives-ng.org.uk/wp-content/uploads/2016/08/PIE-report-FULL5.pdf>
- Bowlby, J. (1998) *Attachment and Loss (Volume 2)*. Random House.

- Bovaird, T. (2007) Beyond Engagement and Participation: User and Community Co-production of Public Services. *Public Administration Review*, 67(5), 846-860.
<https://doi.org/10.1111/j.1540-6210.2007.00773.x>
- Boydell, L. and Rugkasa, J. (2010) Benefits of Working in Partnership: A Model. *Critical Public Health*, 17(3), 217-228. <https://doi.org/10.1080/09581590601010190>
- Boyle, D., Clark, S. and Burns, S. (2006) *Hidden Work: Co-production by people outside paid employment*. Joseph Rowntree Foundation.
<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/9781859354674.pdf>
- Boyle, D. and Harris, M. (2009) The Challenge of Co-production. NESTA.
http://www.assetbasedconsulting.co.uk/uploads/publications/The_Challenge_of_Co-production.pdf
- Braun, V. and Clarke, V. (2020, August 19) *Online Qualitative Surveys?!?* International Journal of Social Research Methodology: Editors Notebook.
<https://ijsrm.org/2020/08/19/online-qualitative-surveys/>
- Braun, V., Clarke, V., Boulton, E., Davey, L and McEvoy, C. (2020) The Online Survey as a Qualitative Research Tool. *International Journal of Social Research Methodology*. <https://doi.org/10.1080/13645579.2020.1805550>
- Breedvelt, J. (2016) *Psychologically Informed Environments: A Literature Review*. St Mungo's. <https://www.mungos.org/app/uploads/2017/07/Psychologically-Informed-Environments-A-Literature-Review.pdf?x74044>
- Bretherton, J. and Pleace, N. (2012) *New Growth for Emmaus*. Centre for Housing Policy-University of York.
<https://www.york.ac.uk/media/chp/documents/2012/Emmauspubformat.pdf>

- Bretherton, J. and Pleace, N. (2015) *Housing First in England: An Evaluation of Nine Services*. University of York. <https://www.mungos.org/wp-content/uploads/2017/07/National-Housing-First-Evaluation-1.pdf>
- Bridgeman, J. and Russell, H. (2021) *A Better Way Home: Community Hosting to Prevent Youth Homelessness*. End Youth Homelessness Cymru. Available at: <https://static1.squarespace.com/static/5eec973487c9c707d4e46170/t/629f0fca9ed2b8104776605b/1654591435881/A+Better+Way+Home+-+Full+Report.pdf>
- British Council. (2018, March 18) *School discipline*. British Council. <https://learnenglishteens.britishcouncil.org/uk-now/read-uk/school-discipline?page=3>
- Brown, E. (2016) *Overcoming the Barriers to Micro-Housing: Tiny Houses, Big Potential*. University of Oregon. https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/19948/Brown_final_project_2016.pdf?sequence=4
- Brown, V., Morgan, T. and Fralick, A. (2021) Isolation and Mental Health: Thinking Outside the Box. *General Psychiatry*, 34(3). <https://doi.org/10.1136/gpsych-2020-100461>
- Bryman, A. (2016) *Social Research Methods* (5th Ed). Oxford University Press
- BSA (2011) *BSA Statement of Ethical Practice*. https://www.britsoc.co.uk/media/24310/bsa_statement_of_ethical_practice.pdf
- Buchanan, J., Hughes, C., Thomas, M., Armstrong, C., Oakley, A., Platt, S., Davies, S., Shinn, D. and Nicholas, G. (2010) *Beyond the rhetoric of youth homelessness: Telling it as it is*. Barnado's Cymru.

<https://www.barnardos.org.uk/sites/default/files/uploads/Beyond%20the%20Rhetoric%20of%20Youth%20Homelessness%20-%20Telling%20it%20as%20it%20is%20-%20Full%20Report%20November%202010%20%28PDF%29.pdf>

Bullock, M. (2019) *Adverse Childhood Experiences in London*. Greater London Authority.

https://www.london.gov.uk/sites/default/files/adverse_childhood_experiences_in_london_final_report_october_2019_with_author_mb.pdf

Burgess, G., Lenhard, J., Ehwi, R., Oti-Sarpong, K. and Meng, E. (2021) *Modular Homes for People Experiencing Homelessness in Cambridge: Resident Experiences*.

Cambridge Centre for Housing and Research.

https://www.cchpr.landecon.cam.ac.uk/sites/www.cchpr.landecon.cam.ac.uk/files/media/cambridge_modular_homes_resident_experiences_1021.pdf

Busch-Geertsema, V. (2013) *Housing First Europe: Final Report*. https://www.giss-ev.de/filestorage/publikationen/finalreporhousingfirsteurope_2013.pdf

Butler, P. (2015, January 20) *Why the 'big society' is now just a hashtag for coalition hypocrisy*. The Guardian. <https://www.theguardian.com/society/2015/jan/20/the-big-society-civil-exchange-audit-shows-coalition-contempt-and-hypocrisy>

Cahn, E. (2000a, October 1) *Youth court: Jury of their peers*. Yes Magazine.

<https://www.yesmagazine.org/issues/is-it-time-to-close-the-prisons/youth-court-jury-of-their-peers>

Cahn, E. (2000b) *The Time Dollar Youth Court: Salvaging Throw-away Juveniles*.

Criminal Justice, 15(1), 40-45.

- Calhoun, C., Gerteis, J., Moody, J., Pfaff, F. and Virk, I. (2012) *Contemporary Sociological Theory* (3rd ed.). John Wiley and Sons.
- Campbell, J. (2006) Homelessness and Containment-A Psychotherapy Project with Homeless People and Workers in the Homeless Field. *Psychoanalytic Psychotherapy*, 20(3), 157-174. <https://doi.org/10.1080/02668730600868922>
- Care Council for Wales (2017) *Getting in on the Act*. Welsh Government.
https://socialcare.wales/cms_assets/hub-downloads/Principles-Resource-Guide_March-17.pdf
- Carver, H., Ring, N., Miler, J. and Parkes, T. (2020) What Constitutes Effective Problematic Substance Use Treatment from the Perspective of People Who are Homeless? A Systematic Review and Meta-Ethnography. *Harm Reduction Journal*, 17(10). <https://doi.org/10.1186/s12954-020-0356-9>
- Casey, K., Lichrou, M. and O'Malley, L. (2020) Prefiguring sustainable living: an ecovillage story. *Journal of Marketing Management*. 36, 17-18.
<https://doi.org/10.1080/0267257X.2020.1801800>
- Centers for Disease Control and Prevention (2019) *About the CDC- Kaiser ACE Study*.
Centers for Disease Control and Prevention.
<https://www.cdc.gov/violenceprevention/aces/about.html>
- Centers for Disease Control and Prevention (2022) *Considerations for Reducing Mpox Transmission in Congregate Living Settings*.
<https://www.cdc.gov/poxvirus/mpox/community/congregate.html>
- Centre for Homelessness Impact (2018, May 26) *Psychologically Informed Environments*.
<https://www.homelessnessimpact.org/intervention/psychologically-informed-environments>

Centrepoint (n.d.) *Is there a Link Between Youth Homelessness and Youth Offending?*

<https://centrepoint.org.uk/about-us/blog/is-there-a-link-between-youth-homelessness-and-youth-offending/>

Centrepoint (2016) *Preventing Youth Homelessness: What Works?*

https://centrepoint.org.uk/media/1699/prevention-what-works_full-report.pdf

Centrepoint (2018) *Ready to Move On: Barriers to homeless young people accessing*

longer-term accommodation. <https://centrepoint.org.uk/media/4192/8-ready-to-move-on-barriers-to-homeless-young-people-accessing-longer-term-accommodation.pdf>

Centrepoint (2020a) *Beyond the Numbers: The scale of youth homelessness in the UK.*

Centrepoint. <https://centrepoint.org.uk/media/4598/databank-report-2020.pdf>

Centrepoint (2020b) *Caught by the Act: The scale of youth homelessness in the UK.*

Centrepoint. <https://centrepoint.org.uk/media/4203/1-caught-by-the-act-the-scale-of-youth-homelessness-in-the-uk.pdf>

Cheminais, R. (2009) *Effective Multi-Agency Partnerships.* Sage.

Chiodelli, F. and Baglione, V. (2013) *Living together privately: for a cautious reading of cohousing.* *Urban Research and Practice*, 7 (1), 20-24.

<https://doi.org/10.1080/17535069.2013.827905>

Christian, D. (2007) *Finding Community: How to Join an Ecovillage or Intentional Community.* New Society Publishers.

Citizens Advice Bureau. (2008) *Introduction to Collaborative Working.* Citizens Advice

Bureau. <https://asauk.org.uk/wp-content/uploads/2013/09/Partnerships-introduction-to-collaborative-working.pdf>

- Clarke, A. (2010) Work as a Route Out of Homelessness: A Case Study of Emmaus Communities. *People, Place and Policy*, 4(3), 89-103.
<https://doi.org/10.3351/ppp.0004.0003.0002>
- Clarke, A., Burgess, G., Morris, S. and Udagawa, C. (2015) *Estimating the scale of youth homelessness in the UK*. University of Cambridge. <http://www.taipawb.org/wp-content/uploads/2018/07/Estimating-the-scale-of-youth-homelessness-in-the-UK.pdf>
- Clarke, A., Williams, K., Wydall, S., Gray, P., Liddle, M. and Smith, A. (2011) *Describing and Assessing Interventions to Address Anti-social Behaviour* (Research Report 51). GOV.UK.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/116554/horr51-key-implications1.pdf
- Clarke, V. and Braun, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp.77-101.
<https://doi.org/10.1191/1478088706qp063oa>
- Clarke, V and Braun, V. (2013) *Methods: Teaching Thematic Analysis*. The British Psychological Society, 26(2), 120-123. <https://thepsychologist.bps.org.uk/volume-26/edition-2/methods-teaching-thematic-analysis>
- Cognition Associates. (2016) *When I'm Ready*. Welsh Government.
<https://gov.wales/sites/default/files/publications/2019-05/when-i-am-ready-good-practice-guide-march-2016.pdf>
- Collins, K. and Ison, R. (2006) *Dare we jump off Arnstein's ladder? Social learning as a new policy paradigm*. In Proceedings of Path (Participatory Approaches to Science and Technology) Conference, 4-7 June 2006, Edinburgh.
http://oro.open.ac.uk/8589/1/Path_paper_Collins_Ison.pdf

Connected for Life. (2017) *The Adverse Childhood Experiences (ACE) Study*.

<https://www.connectedforlife.co.uk/blog/2017/6/17/the-adverse-childhood-experiences-ace-study>

Cooke, B. (2004) *The Social Psychological Limits of Participation*. In B. Cooke & U. Kothari (Eds.), *Participation: The New Tyranny?* (3rd ed.). Zed Books.

Cooney, R. (2017, February 1) *Smaller charities feel the squeeze*. Third Sector.

<https://www.thirdsector.co.uk/smaller-charities-feel-squeeze/governance/article/1421865>

Co-production Network for Wales (n.d.) *What is Co-production*. Co-production Network for Wales. <https://copronet.wales/home/coproduction/>

Co-production Wales (2013a, March 14) *Co-production: What's the Advantage? Survey Responses*. Co-production Wales.

<https://allinthistogetherwales.wordpress.com/tag/co-production-benefits/>

Co-production Wales (2013b, March 14) *Benefits for Organisations*. Co-production

Wales. <https://allinthistogetherwales.files.wordpress.com/2013/03/benefitsorgs.pdf>

Co-production Wales (2013c, March 14) *Benefits for Practitioners*. Co-production Wales.

<https://allinthistogetherwales.files.wordpress.com/2013/03/benefitspractitioner.pdf>

Co-production Wales (2013d, March 14) *Benefits for Participants*. Co-production Wales.

<https://allinthistogetherwales.files.wordpress.com/2013/03/benefitsparticipants.pdf>

Cornwall Council (2022) *SoloHaus 'micro-homes' in Truro Ready for Residents as Council Continues to Tackle Housing Crisis*. Cornwall Council.

<https://www.cornwall.gov.uk/council-news/communities-and-housing/solohaus->

[micro-homes-in-truro-ready-for-residents-as-council-continues-to-tackle-housing-crisis/](#)

Council for Disabled Children (n.d.) *Participation in the Children and Families Act 2014*.

Council for Disabled Children.

http://councilfordisabledchildren.org.uk/testing.iffusion3.dh.bytemark.co.uk/sites/default/files/field/attachemnt/MIH_Participation.pdf

Cumming, J., Skeate, A. and Anderson, G. (2017) *St Basils Psychologically Informed Environments- meeting the emotional and psychological needs of young homeless people*. Housing Learning and Improvement Network.

https://www.housinglin.org.uk/assets/Resources/Housing/Practice_examples/Housing_LIN_case_studies/HLIN_CaseStudy_130_StBasilsPIE.pdf

Cummins, R, and Lau, A. (2003) Community Integration or Community Exposure: A Review and Discussion in Relation to People with an Intellectual Disability. *British Institute of Learning Disabilities*, 16(2), 145-157.

<https://doi.org/10.1046/j.1468-3148.2003.00157.x>

Cunningham, J. (2002) *Built to Last*. The Guardian.

<https://www.theguardian.com/society/2002/jul/10/homelessness.guardiansocietysupplement> (4 May 2023).

Dalton, R. (2017, August 23) *The Participation Gap: Is Citizen Participation Actually Good for Democracy?* London School of Economics and Political Science.

<https://blogs.lse.ac.uk/europpblog/2017/08/23/the-participation-gap-is-citizen-participation-actually-good-for-democracy/>

De Leon, G. (2010) Is the Therapeutic Community an Evidence Based Treatment? What the Evidence Says. *International Journal of Therapeutic Communities*, 31(2), 104-128.

- Dias, M., Loureiro, C., Chevitaese, L. and Souza, C. (2017) The Meaning and Relevance of Ecovillages for the Construction of Sustainable Societal Alternatives. *Ambiente and Sociedade*, 20(3). <https://doi.org/10.1590/1809-4422ASOC0083V2032017>
- Dixon, J., Quilgars, D. and Wenham, A. (2021) *Relationships First? The Initial two years of Haringey Housing First Project for Care Leavers*. University of York. <https://centrepoint.org.uk/media/5040/evaluation-of-haringey-housing-first-for-care-leavers-final-report-nov-2021.pdf>
- Don-Solomon, A. and Eke, J. (2018) Ontological and Epistemological Philosophies Underlying Theory Building: A Scholarly Dilemma or Axiomatic Illumination-The Business Research Perspective. *European Journal of Business and Innovation Research*, 6(2). [Ontological-Epistemological-Philosophies-Underlying-Theory-Building-A-Scholarly-Dilemma-or-Axiomatic-Illumination-The-Business-Research-Perspective.pdf \(ejournals.org\)](https://ejournals.org/Ontological-Epistemological-Philosophies-Underlying-Theory-Building-A-Scholarly-Dilemma-or-Axiomatic-Illumination-The-Business-Research-Perspective.pdf)
- Down to Earth (2013, December 22) *Our Story*. Down to Earth. <https://www.downtoearthproject.org.uk/about/our-story/>
- Dube, S., Anda, R., Felitti, V., Chapman, D., Williamson, D. and Giles, W. (2001) Childhood Abuse, Household Dysfunction, and the Risk of Attempted Suicide Throughout Life Span: Findings from the Adverse Childhood Experiences Study. *JAMA*, 286(24), 3089-3096. <https://doi.org/10.1001/jama.286.24.3089>
- Durose, C. and Richardson, L. (2016) *Designing Public Policy for Co-production: Theory, Practice and Change*. Policy Press.
- Durose, C., Needham, C., Mangan, C., and Rees, J. (2017) Generating ‘good enough’ evidence for co-production. *Evidence and Policy: A journal of Research, Debate*

and Practice, 13(1), 135-151.

<https://doi.org/10.1332/174426415X14440619792955>

Edmiston, B. (n.d.) The 'Mantle of the Expert' Approach to Education. Mantle of the Expert. <https://www.mantleoftheexpert.com/wp-content/uploads/2018/01/BE-The-MoE-Approach-to-Education.pdf>

Edwards, R., Gillies, V., Lee, E., Macvarish, J., White, S. and Wastell, D. (2017, December 12) *The Problem with 'ACE's': A submission to the House of Commons Science and Technology Select Inquiry into the evidence-base for early years intervention*. University of Kent.

<https://blogs.kent.ac.uk/parentingculturestudies/files/2018/01/The-Problem-with-ACEs-EY10039-Edwards-et-al.-2017-1.pdf>

Emerald Publishing (n.d.) *How to Conduct a Focus Group*. Emerald Publishing.

<https://www.emeraldgroupublishing.com/how-to/observation/conduct-a-focus-group#:~:text=Focus%20groups%20are%20a%20data%20gathering%20technique%20used,assumptions%20and%20call%20for%20many%20of%20its%20skills>

Emmaus (n.d.) *Our Communities*. <https://emmaus.org.uk/what-we-do/communities/>

End Youth Homelessness Cymru (2020, October 2) *Numbers of young people homeless in Wales*. End Youth Homelessness Cymru.

<https://www.endyouthhomelessness.cymru/numbers-of-young-people-homeless-in-wales>

End Youth Homelessness Cymru (2021) *Youth Homelessness*. End Youth Homelessness Cymru. <https://www.endyouthhomelessness.cymru/numbers-of-young-people-homeless-in->

[wales#:~:text=There%20is%2C%20at%20present%2C%20no%20definition%20of%20youth,a%20Welsh%20definition%20is%20developed.%20Get%20in%20touch](#)

European Anti-Poverty Network (2015, October 24) *What is Poverty*. European Anti-Poverty Network. <https://www.eapn.eu/what-is-poverty/poverty-in-the-eu-a-very-real-problem/>

Etikan, I., Musa, S. and Alkassim, R. (2016) Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5 (1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>

Facts for Life Global (2010, December 22) *Child Development and Early Learning*. <https://factsforlife.org/03/index.html>

Farias, C. (2016) That's What Friends Are For: Hospitality and affective bonds fostering collective empowerment in an intentional community. *Organization Studies*, 38(5), 577-595. <https://doi.org/10.1177/0170840616670437>

Farthing, R. (2012) Why Youth Participation? Some Justifications and Critiques of Youth Participation Using New Labours Youth Polices as Case Studies. *Youth and Policy*, 109, pp. 71-97. https://www.youthandpolicy.org/wp-content/uploads/2017/06/farthing_why_youth_participation.pdf

FEANTSA (n.d.) European Framework for Defining Youth Homelessness. FEANTSA. https://www.feantsaresearch.org/download/framework-for-defining-youth-homelessness_final_pdf3614092469143708469.pdf

FEANTSA (2017) *Recognising the Link Between Trauma and Homelessness*. FEANTSA. https://www.feantsa.org/download/feantsa_traumaandhomelessness03073471219052946810738.pdf?msclkid=14191a45d09911ec95db1a1f641d74a6

- FEANTSA Youth Network (2017) *Housing Solutions to Youth Homelessness Based on a Human Rights Approach*. https://www.feantsa.org/download/2017_feantsa-youth_final_report_study-session2247233005847378843.pdf
- Felitti, V. (2003) *The Origins of Addiction: Evidence from the Adverse Childhood Experiences Study*. Attachment Disorder Healing.com. <https://attachmentdisorderhealing.com/wp-content/uploads/2014/02/Felitti-VJ-Origins-of-Addiction-Evidence-fr-ACE-Study-2003.pdf>
- Felitti, V., Anda, R., Nordenburg, D., Williamson, D., Spitz, A., Edwards, V., Koss, M. and Marks, J. (1998) Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. *American Journal of Preventative Medicine*, 14(4), 245-258. <https://doi.org/10.1186/1471-2458-9-106>
- Filipe, A., Renedo, A. and Marston, C. (2017) The Co-production of What? Knowledge, Values and Social Relations in Health Care. *Plos Biology*, 15(5). <https://doi.org/10.1371/journal.pbio.2001403>
- Fitzpatrick, S., Bramley, G. and Johnsen, S. (2012) Pathways into Multiple Exclusion Homelessness in seven UK Cities. *Urban Studies*, 50(1). <https://journals.sagepub.com/doi/10.1177/0042098012452329>
- Flowers, A. (2010) *Time Dollar Youth Court 2010 Final Evaluation Report*. Global Youth Justice. https://www.globalyouthjustice.org/wp-content/uploads/sites/19/2018/01/Washington_DC_s_Time_Dollar_Youth_Court.pdf
- Flowers, P. (2009) *Research Philosophies- Importance and Relevance*. Warwick Blogs.

https://blogs.warwick.ac.uk/files/cesphd/flowers_2009.pdf

Ford, J. and Gomez-Lanier, L. (2017) Are Tiny Homes Here to Stay? A Review of Literature on the Tiny House Movement. *Family and Consumer Sciences*, 45(4), 394-405. <https://doi.org/10.1111/fcsr.12205>

Forsyth, C & Copes, H. (2014) *Encyclopaedia of Social Deviance*. Sage Publications.

Foundation for Intentional Communities. (n.d.) *What is an Intentional Community*.

Foundation for Intentional Communities. <https://www.ic.org/foundation-for-intentional-community/>

Future Generations Commissioner for Wales (n.d.) *A Journey to Involvement*. Future Generations Commissioner for Wales. <https://www.futuregenerations.wales/wp-content/uploads/2019/08/Involvement-Topic-3-1.pdf>

Gaetz, S. and Dej, E. (2017) *A New Direction: A Framework for Homelessness Prevention*. Canadian Observatory on Homelessness. https://www.homelesshub.ca/sites/default/files/attachments/COHPreventionFramework_1.pdf

Gaetz, S., Ward, A. and Kimura, L. (2019) Youth Homelessness and Housing Stability: What Outcomes Should We Be Looking For? *Healthcare Management Forum*, 32(2), 73-77. <https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/084047041881733>

Gifford, R., Steg, L. and Reser, J. (2010) Environmental Psychology. In P. Martin, F. Cheung, M. Knowles, M. Kyrios, L. Littlefield, B. Overmier and J. Prieto (Eds.) *IAAP Handbook of Applied Psychology* (pp.440-470). Blackwell Publishing Ltd. <https://doi.org/10.1002/9781444395150.ch18>

- Gilsenan, M. (2013) What can society learn from Intentional Communities? *Social Sciences Directory*, 2(4), 56-69.
- Given, L. (2008) *Sage Research Methods*. Sage.
<https://dx.doi.org/10.4135/9781412963909.n306>
- Green, S., McCarthy, L. and Pattison, B. (2017) *The Positive Pathway Model: A Rapid Evaluation*. St Basils. https://stbasils.org.uk/wp-content/uploads/2019/10/5_PositivePathway_independentRapidEvaluation.pdf
- Grey, C. and Woodfine, L. (2019) *Voices of those with lived experiences of homelessness and adversity in Wales*. Public Health Wales.
<https://phw.nhs.wales/files/aces/voices-of-those-with-lived-experiences-of-homelessness-and-adversity-in-wales-informing-prevention-and-response-2019/>
- Grinde, B., Bang Nes., MacDonald, I. and Sloan Wilson, D. (2017) Quality of life in Intentional Communities. *Social Indicators Research*, 137(2), 625-640.
<https://doi.org/10.1007/s11205-017-1615-3>
- Groundswell Inclusive Solutions. (2007) *The Escape Plan: A Participatory Research Study*. Groundswell Inclusive Solutions. https://groundswell.org.uk/wp-content/uploads/2018/10/Groundswell-The_Escape_Plan_Report-2008.pdf
- Haigh, R., Harrison, T., Johnson, R., Paget, S. and Williams, S. (2012) Psychologically Informed Environments and the 'Enabling Environments' initiative. *Housing, Care and Support*, 15(1), 34-42. <https://doi.org/10.1108/14608791211238412>
- Hailey, J. (2004) Beyond the Formulaic: Process and Practice in South Asian NGOs. In B. Cooke & U. Kothari (Eds.), *Participation: The New Tyranny?* (3rd ed. pp.88-101) Zed Books.

Hall, D. and Hall, I. (1996) *Practical Social Research: Project Work in the Community*.
Macmillan International Higher Education.

Hall, R. (2015) The ecovillage experience as an evidence bases for national well-being strategies. *Intellectual Economic*, 9(1), 30-42.
<https://doi.org/10.1016/j.intele.2015.07.001>

Hallberg, R. (2010) Some Thoughts About the Literature Review in Grounded Theory Studies. *International Journal of Qualitative Studies on Health and Well-being*, 5(3). <https://doi.org/10.3402/qhw.v5i3.5387>

Harflett, N., Jennings, Y. and Linskey, K. (2017) *Introduction to the Research on: The Effectiveness of Supported Housing and Accommodation for People with Mental Health Problems*. Nationla Development Team for Inclusion. Available at:
https://www.ndti.org.uk/assets/files/MH_research_on_supported_housing.pdf

Harflett, N., Pitts, J., Greig R. & Bown, H. (2017) *Housing Choices: Discussion Paper 2: A proposed typology of housing and support options*. National Development Team for Inclusion.
https://www.ndti.org.uk/uploads/files/Housing_Choices_Discussion_Paper_2.pdf

Haringey London (2021) *Haringey Becomes First in London to Provide Modular Homes to Tackle Homelessness*. <https://www.haringey.gov.uk/news/haringey-becomes-first-london-provide-modular-homes-tackle-homelessness>

Harland, J., Adams, E., Boobis, S., Cheetham, M., Wiseman, A., and Ramsay, S. (2022) Understanding the Life Experiences of People with Multiple Complex Needs: Peer Research in a Health Needs Assessment. *European Journal of Public Health*, 32(2), 176-190. <https://doi.org/10.1093/eurpub/ckab142>

- Hart, R. (1992) *Children's Participation: From Tokenism to Citizenship*. Unicef.
https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf
- Head, B. (2011) Why not ask them? Mapping and promoting youth participation. *Children and Youth Services Review*, 3(4), 541-547.
<https://doi.org/10.1016/j.chilyouth.2010.05.015>
- Heben, A. (2014). *Tent City Urbanism: From Self-organised Camps to Tiny House Villages*. Village Collaborative.
- Hellegers, D. and Mercier, L. (2015) Tent City Movements. In I. Ness (Ed),
Encyclopaedia of American Social Movements (pp.1152-1157). Taylor & Francis Group.
- Henkel, H. and Stirrat, R. (2004) Participation as Spiritual Duty: Empowerment as Secular Subjection. In B. Cooke & U. Kothari (Eds.), *Participation: The New Tyranny?* (3rd ed. pp.168-184) Zed Books.
- Hennink, M., Hutter, I. and Bailey, A. (2011) *Qualitative Research Methods*. Sage Publications Ltd.
- Heselwood, L., Farhan, I. and Shilson-Thomas (2019) *Preventing Youth Homelessness: An assessment of local approaches*. Reform. <https://reform.uk/sites/default/files/2019-05/Preventing%20youth%20homelessness%20WEB%20VERSION.pdf>
- Hildebrand-Nilshon, M., Motzkau, J. and Papadopoulos, D. (2001) Reintegrating sense into subjectification. In J. Morss, N. Stephenson and H. Rappard (Eds.), *Theoretical Issues in Psychology*. Kluwer Academic Publishers.
- Hine, R., Peacock, J. and Pretty, J. (2008) Care Farming in the UK: Contexts, Benefits and Links with Therapeutic Communities. *International Journal of Therapeutic Communities*, 29(3), 245-260.
<http://repository.essex.ac.uk/id/eprint/5058>

Holmes, D. (1995) *The Evidence for Repression: An Examination of Sixty Years of Research*. In J. Singer (Ed.) *Repression and Disassociation: Implications for Personality Theory, Psychopathology and Health*. (pp.85-102). University Chicago Press.

Homeless Link (n.d.-a) *Promoting High Quality Housing First*.

<https://homeless.org.uk/areas-of-expertise/housing-first/>

Homeless Link (n.d.-b) *Housing First for Youth*. <https://homeless.org.uk/areas-of-expertise/housing-first/housing-first-for-youth/>

Homeless Link (2013) *No Excuses: Preventing Homelessness for the Next Generation*.

Homeless Link. <https://www.basw.co.uk/resources/no-excuses-preventing-homelessness-next-generation>

Homeless Link (2017a) *Co-production- working together to improve homelessness*

services. Homeless Link. https://www.homeless.org.uk/sites/default/files/site-attachments/Introducing%20Co-Production%20March%202018_0.pdf?msclkid=e7d3c656d0b211eca9b0a41ae37cde4f

Homeless Link (2017b) *An introduction to Psychologically Informed Environments and Trauma Informed Care: Briefing for homelessness services*. Homeless Link.

https://www.homeless.org.uk/sites/default/files/site-attachments/TIC%20PIE%20briefing%20March%202017_0.pdf

Homeless Link (2018) *Young and Homeless 2018*. Homeless Link.

<https://www.homeless.org.uk/sites/default/files/site-attachments/Young%20and%20Homeless%202018.pdf>

Homeless Link (2019) *Working with People Who Use Drugs: Guidance for Homelessness Accommodation Services*. Homeless Link. <https://homelesslink->

1b54.kxcdn.com/media/documents/Supporting_people_who_use_drugs_in_homelessness_services_v2.pdf

Homeless Link (2020) *We Have A Voice, Follow Our Lead*. Homeless Link.

<https://www.homeless.org.uk/sites/default/files/site-attachments/Young%20and%20Homeless%202020.pdf>

Homeless Link (2021) *Supported Housing Needs Assessment*.

https://www.hull.gov.uk/sites/hull/files/media/Editor%20-%20Housing/Supported_Housing_Needs_Assessment_HL_Report_Sep_21_FINAL.pdf

Housing First Europe Hub (n.d.) *An Introduction to Housing First for Youth*. Available at:

<https://housingfirsteurope.eu/wp-content/uploads/2022/05/HousingFirst4YouthFinalPrint.pdf>

Howard, M. (2020) *Tiny Houses- Not a Big Enough Solution*. Shelterforce.

<https://shelterforce.org/2020/01/10/tiny-houses-not-a-big-enough-solution/>

Iberdrola. (2019) *What is an Ecovillage? Ecovillages as an ecological alternative*.

Iberdrola. <https://www.iberdrola.com/sustainability/ecovillages-alternative-ecological-communities?msclkid=71864a6dd0b411ec8b81309578d9ffc>

Information Commissioner's Office (2018) *Guide to the General Data Protection Regulation (GDPR)*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf

Institute for Government Analysis (2021) *Timeline of UK government coronavirus lockdowns and measures, March 2020 to December 2021* [Infographic].

<https://www.instituteforgovernment.org.uk/sites/default/files/timeline-coronavirus-lockdown-december-2021.pdf>

- Israel, M. (2015) *Research Ethics and Integrity for Social Scientists* (2nd ed.). Sage Publication Ltd.
- Jainchill, N., Hawke, J., De Leon, G. and Yagelka, J. (2000) Adolescents in Therapeutic Communities: One-year posttreatment outcomes. *Journal of Psychoactive Drugs*, 32(1), 81-94. <https://doi.org/10.1080/02791072.2000.10400214>
- Jakobsen, M. and Anderson, S. (2013) Co-production and Equity in Public Service Delivery. *Public Administration Review*, 73(5), 704-713. <https://doi.org/10.1111/puar.12094>
- James, J. (2020, May 28) *Written Statement: Phase 2 Homelessness Plan*. Welsh Government. <https://gov.wales/written-statement-phase-2-homelessness-plan>
- Jenkins, E., Slemon, A., and Haines-Sahh, R. (2017) Developing Harm Reduction in the Context of Youth Substance Use: Insights from a Multi-Sight Qualitative Analysis of Young People's Harm Minimization Strategies. *Harm Reduction Journal*, 14(53). <https://doi.org/10.1186/s12954-017-0180-z>
- Jones, M. (2018, November 15) *How do we end youth homelessness in Wales?* Welsh Parliament. <https://research.senedd.wales/2018/11/15/how-do-we-end-youth-homelessness-in-wales/>
- Johnson, R. and Haigh, R. (2011) Social psychiatry and social policy for the 21st century: new concepts for new needs- the 'Enabling Environments initiative. *Mental Health and Social Inclusion*, 15(1), 17-23. <https://doi.org/10.5042/mhsi.2011.0054>
- Jupp, V. (2006) *The Sage Dictionary of Social Research Methods*. Sage. <https://dx.doi.org/10.4135/9780857020116>

- Kaner, S, (2014) *Facilitators Guide to Participatory Decision-Making*. John Wiley and Sons.
- Kaiser, K. (2009) 'Protecting Respondent Confidentiality in Qualitative Research', *Qualitative Health Research*, 19(11), 1632-1641.
<https://doi.org/10.1177/1049732309350879>
- Keats, H. Maguire, N., Johnson, R. and Cockersell, P. (2012) *Psychologically informed services for homeless people*. University of Southampton.
<https://eprints.soton.ac.uk/340022/1/Good%2520practice%2520guide%2520-%2520Psychologically%2520informed%2520services%2520for%2520homeless%2520people%2520.pdf>
- Keenan, C., Miller, S., Hanratty, J., Pigott, T., Hamilton, J., Coughlan, C., Mackie, P., Fitzpatrick, S. and Cowman, J. (2021) Accommodation-based Interventions for Individuals Experiencing, or At Risk of Experiencing, Homelessness. *Campbell Systematic Reviews*, 17(2). <https://doi.org/10.1002/cl2.1165>
- Kelley-Irving, M. and Delpierre, C. (2019) A critique of the Adverse Childhood Experiences Framework in Epidemiology and Public Health: Uses and Misuses. *Social Policy and Society*, 18(3), 445-456.
<https://doi.org/10.1017/S1474746419000101>
- Kiger, M. and Varpio, L. (2020) Thematic Analysis of Qualitative Data AMEE Guide No. 131. *Medical Teacher*, 42(8), 846-854.
<https://doi.org/10.1080/0142159X.2020.1755030>
- Kinver, M. (2014, January 12) *Green spaces have lasting positive effect on well-being*. BBC News. <https://www.bbc.co.uk/news/science-environment-25682368>

- Kogstad, R., Agdal, R. and Hopfenbeck, M. (2014) Narratives of Natural Recovery: Youth Experience of Social Inclusion through Green Care. *International Journal of Environmental Research and Public Health*, 11(6), 6052-6068.
<https://doi.org/10.3390/ijerph110606052>
- Koh, K. and Montgomery, E. (2021) Adverse Childhood Experiences and Homelessness: Advances and Aspirations. *The Lancet Public Health*, 6(11), 787-788.
[https://doi.org/10.1016/S2468-2667\(21\)00210-3](https://doi.org/10.1016/S2468-2667(21)00210-3)
- Kothari, U. (2004) Power, Knowledge and Social Control in Participatory Development. In B. Cooke & U. Kothari (Eds.), *Participation: The New Tyranny?* (3rd ed.) London: Zed Books
- Kozeny, G. (1995) *Intentional Communities: Lifestyles Based on Ideals*. Foundation for Intentional Communities. <https://s3-eu-west-1.amazonaws.com/articles-and-essays/Intentional+community+/G-Kozeny-lifestyles-based-on-ideals.pdf>
- Land Use Consultants and the Positive Development Trust. (2012) *One Planet Development: Practice Guidance*. Welsh Government.
https://gov.wales/sites/default/files/publications/2020-01/practice-guidance-using-the-one-planet-development-ecological-footprint-calculator_0.pdf
- Lavelle, D. (2021) *A 21st Century Workhouse or a Second Chance? MY Life as an Emmaus Companion: Homelessness Charity Emmaus Takes in the Desperate. But Does it Show Them a Way Out Again?* The New Statesman.
<https://www.newstatesman.com/politics/uk-politics/2017/08/21st-century-workhouse-or-second-chance-my-life-emmaus-companion>
- Lavrakas, P. (2008) *Encyclopaedia of Survey Research Methods*. Sage.
<https://dx.doi.org/10.4135/9781412963947>

Lawler, E. (2012) *Making an Impact: A Social Return on Investment (SROI) Study of Emmaus UK 2011/12*. Just Economics.

<https://www.justeconomics.co.uk/uploads/reports/Just-Economics-Emmaus-making-an-Impact.pdf>

Leach, J. (2011) *The Poor Perception of Young People in the UK*. Intergenerational Foundation. http://www.if.org.uk/wp-content/uploads/2011/08/The_Poor_Perception_of_Younger_People_in_the_UK_17Aug3.pdf

Levesque, J., Babando, J., Loranger, N., Johnson, S. and Pugh, D. (2022) Covid-19 Prevalence and Infection Control Measures at Homeless Shelters and Hostels in High-Income Countries: A Scoping Review. *Systematic Reviews*, 11(1), 223. <https://doi.org/10.1186/s13643-022-02089-x>

Lewer, D., Braithwaite, I., Bullock, M., Eyre, M., White, P., Aldridge, R., Story, A., and Hayward, A. (2020) Covid-19 Amongst People Experiencing Homelessness: A Modelling Study. *The Lancet Respiratory Medicine*, 8(12), 1181-1191. [https://doi.org/10.1016/S2213-2600\(20\)30396-9](https://doi.org/10.1016/S2213-2600(20)30396-9)

Llamau (2015) *Study of the Experiences of Young Homeless People (SEYHoPe)*. Llamau. <http://www.taipawb.org/wp-content/uploads/2018/07/Study-of-the-Experiences-of-Young-Homeless-People-Key-findings.pdf>

Lowimpact.org (n.d.) *Intentional Communities: Introduction*. Lowimpact.org. <https://www.lowimpact.org/lowimpact-topic/intentional-communities/>

Lukes, S. (2005) *Power: A Radical View*. Red Globe Press. https://doi.org/10.1007/978-0-230-80257-5_2

- Lundy, L. (2018) In defence of tokenism? Children's right to participate in collective-decision-making. *Childhood*. 25(3), 340-355.
<https://doi.org/10.1177/0907568218777292>
- Lyon, S. (2022, May 17) *The Recovery Model*. Very Well Mind.
<https://www.verywellmind.com/what-is-the-recovery-model-2509979>
- Lyons, M. (2015) Ordinary or Meaningful Lives? 'Deep personalization' and the under-explored contribution of village and ICs. *The British Society for Developmental Disabilities*, 61(2), 113-119. <https://doi.org/10.1179/2047386914Z.00000000095>
- Mackenzie, D. (2018) *Interim Report: The Geelong Project 2016-2017*.
<https://www.grllen.com.au/static/uploads/files/tgp-interim-report-2018-final-wfbsibseebhq.pdf>
- Mackie, P. (2020) *We Can't End Homelessness Without an End to Youth Homelessness*. UK Collaborative Centre for Housing Evidence. <https://housingevidence.ac.uk/we-cant-end-homelessness-without-an-end-to-youth-homelessness/>
- Mackie, P., Austin, S., Beecher, F., Doherty, E. and Harries, T. (2021) *The Upstream Cymru Story: A Tale of International Exchange, Collaboration and Persistence*. Cardiff University.
<https://orca.cardiff.ac.uk/id/eprint/146235/1/Upstream%20Cymru%20story%20publication.pdf>
- Mackie, P. and Rees, N. (2021) *Upstream Cymru*. Cardiff University.
<https://www.cardiff.ac.uk/research/explore/find-a-project/view/2500988-upstream-cymru>

- Mackie, P., Thomas, I. and Bibbings, J. (2017) Homelessness Prevention: Reflecting on a Year of Pioneering Welsh Legislation in Practice. *European Journal of Homelessness*, 11(1), 81-107. <https://www.feantsaresearch.org/download/article-4592410342917616893.pdf>
- Maffesoli, M. (1996) *The Time of the Tribes: The Decline of Individualism in Mass Society*. Sage.
- Maffesoli, M. (2016) From society to tribal communities. *The Sociological Review*, 64(4), 739-747. <https://doi.org/10.1111/1467-954X.12434>
- Magwood, O., Salvalaggio, G., Bedar, M., Kendall, C., Kpade, V. and Daghmach, V. (2020) The Effectiveness of Substance Use Interventions for Homeless and Vulnerably Housed Persons: A Systematic Review of Systematic Reviews on Supervised Consumption Facilities, Managed Alcohol Programs, and Pharmacological Agents for Opioid Use Disorder. *Plos One*, 15(1). <https://doi.org/10.1371/journal.pone.0227298>
- Mannarini, T. (2012) Power and participation in community research: community profiling in Italy. In L. Goodson and J. Phillimore (Eds.) *Community Research for Participation: From Theory to Method*. Bristol: The Policy Press.
- Marshall, C., Boland, L., Westover, L., Marcellus, B., Weil, S. and Wickett, S. (2020) Effectiveness of Interventions Targeting Community Integration Among Individuals with Lived Experiences of Homelessness: A Systematic Review. *Health and Social Care in the Community*, 28(6), 1843-1862. <https://doi.org/10.1111/hsc.13030>

- Mathers, N., Fox, N. and Hunn, A. (2009) *Surveys and Questionnaires*. NHS: National Institute for Health Research. https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12_Surveys_and_Questionnaires_Revision_2009.pdf
- Maulden, R. (2020) *Foundations of Social Work Research*. Mavs Open Press. <https://uta.pressbooks.pub/foundationsofsocialworkresearch/>
- Mayer, C. and McKenzie, K. (2017) ‘...it shows that there’s no limits’: the psychological impact of co-production for experts by experience working in youth mental health. *Health and Social Care in the Community*, 25(3), 1181-1189. <https://doi.org/10.1111/hsc.12418>
- Maxey, L. (2010) The Participation of younger people within intentional communities: Evidence from two case studies. *Children’s Geographies*, 2 (1), pp.29-48. <https://doi.org/10.1080/1473328032000168741>
- Mazzei, M., Teasdale, S., Calò, F., AND Roy, M. (2020) Co-production and the third sector: conceptualising different approaches to service user involvement. *Public Management Review*, 22 (9), p.1265-1283. <https://doi.org/10.1080/14719037.2019.1630135>
- McChesney, K. and Aldridge, J. (2019) Weaving an Interpretivist Stance Throughout Mixed Methods Research. *The International Journal of Research and Method in Education*, 42(3), p.225-238. <https://doi.org/10.1080/1743727X.2019.1590811>
- McFadyen, J. and Rankin, J. (2016) The Role of Gatekeepers in Research: Learning from Reflexivity and Reflection. *GSTF Journal of Nursing and Health Care*, 4 (1), 82-88.

- McKenzie-Mohr, S., Coates, J. and McLeod, H. (2012) Responding to the Needs of Youth Who are Homeless: Calling for Politicized Trauma-Informed Intervention. *Children and Youth Services Review*, 34(1), 136-143.
<https://doi.org/10.1016/j.chidyouth.2011.09.008>
- McKinlay, A. and Starkey, K. (1998) *Foucault, Management and Organization Theory*. Sage Publications Ltd: London
- McLeod, S. (2016) Maslow's Hierarchy of Needs. Simply Psychology.
https://www.craigbarlow.co.uk/_webedit/uploaded-files/All%20Files/Risk/simplypsychology.org-Maslows%20Hierarchy%20of%20Needs.pdf
- McMordie, L. (2018) *Chronic Homelessness and Temporary Accommodation Placement in Belfast*. I-Sphere. <https://i-sphere.site.hw.ac.uk/wp-content/uploads/sites/15/2019/01/chronic-homelessness-and-temporary-accommodation.pdf>
- McRae, L. (2021) *Housing First for Youth Vs. Housing First: What's the Difference*. Homeless Hub. Available at: <https://www.homelesshub.ca/blog/housing-first-youth-vs-housing-first-whats-difference> (Accessed: 5 May 2023).
- Mental Health Foundation (2017) *Psychologically informed support for homeless people: what it means and why its crucial*. Mental Health Foundation.
<https://www.mentalhealth.org.uk/blog/psychologically-informed-support-homeless-people-what-it-means-and-why-it%E2%80%99s-crucial>
- Metcalf, W. (2012) 'Utopian Struggle: Preconceptions and Realities of Intentional Communities.' In M. Andreas and F. Wagner (Eds.) *Realizing Utopia: Ecovillage Endeavours and Academic Approaches, RCC Perspectives* (no.8, pp. 21-29). Racheal Carson Centre Perspectives.

http://www.environmentandsociety.org/sites/default/files/seiten_aus_layout_issue8_new-3_0.pdf

Milbourne, L. (2009) Remodelling the Third Sector: Advancing Collaboration or Competition in Community- Based Initiatives? *Journal of Social Policy*, 38(2), 277-297. <https://doi.org/10.1017/S0047279408002845>

Milbourne, L. and Cushman, M. (2012) From the Third Sector to the Big Society: How Changing UK Governments Have Eroded Third Sector Trust. *Voluntas: International Journal of Voluntary and Nonprofit Organisations*, 24(2), 485-508. <https://doi.org/10.1007/s11266-012-9302-0>

Miller, R. and Brewer, J. (2003) *The A-Z of Social Research*. Sage. <https://dx.doi.org/10.4135/9780857020024>

Miller, T. and Bell, L. (2012) Consenting to What? Issues of Access, Gate Keeping and ‘Informed’ Consent. In T. Miller, M. Birch, M. Mauthner and J. Jessop (Eds.) *Ethics in Qualitative Research* (2nd Ed, 61-75). Sage Publications Ltd.

Mills, A., Durepos, G. and Wiebe, E. (2010) *Governmentality*. *Encyclopaedia of Case Study Research*. <https://dx.doi.org/10.4135/9781412957397.n158>

Milne, J. (n.d.) Questionnaires: Some Advantages and Disadvantages. In J. Harvey (Ed) *Evaluation Cookbook* (p.52). Herriot Watt University. http://www.icbl.hw.ac.uk/ltidi/cookbook/info_questionnaires/printable.pdf

Mingoya, C. (2008) *Building Together. Tiny House Villages for the Homeless: A Comparative Case Study*. Massachusetts Institute of Technology. Department of Urban Studies and Planning. https://dusp.mit.edu/sites/dusp.mit.edu/files/attachments/news/mingoya_2015.pdf

- Mohan, G. (2004) Beyond Participation: Strategies for Deeper Empowerment. In B. Cooke & U. Kothari (Eds.), *Participation: The New Tyranny?* (3rd ed.) Zed Books.
- Morin, A. (2021, March 27) The Difference Between Punishment and Discipline. Very Well Family. <https://www.verywellfamily.com/the-difference-between-punishment-and-discipline-1095044>
- Morrison, C. and Conway, M. (2010) First words and first memories. *Cognition*, 116(1), 23-32. <https://doi.org/10.1016/j.cognition.2010.03.011>
- Morton, S. (2016, September 9) *Green space, mental well-being and sustainable communities*. GOV.UK. <https://publichealthmatters.blog.gov.uk/2016/11/09/green-space-mental-wellbeing-and-sustainable-communities/>
- Murry, U. and Milbourne, L. (2014) *NCIA Inquiry into the Future of Voluntary Services*. National Coalition for Independent Action. <http://independentaction.net/wp-content/uploads/sites/8/2015/12/Does-size-matter-paper-2-final-2016-amend.pdf>
- Nabatchi, T., Sancino, A. and Sicilio, M. (2017) Varieties of Participation in Public Services: The Who, When and What of Co-production. *Public Administration Review*, 77 (5), 766-776. <https://doi.org/10.1111/puar.12765>
- National Crime Agency (n.d.) *County Lines*. National Crime Agency. <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines#:~:text=NPCC%20definition%20of%20a%20County%20Line%20The%20018,phone%20lines%20or%20other%20form%20of%20%E2%80%9Cdeal%20line%E2%80%9D.>
- National Health Care for the Homeless Council (2019) *Homelessness and Adverse Childhood Experiences*. The Bassuk Centre. <https://nhchc.org/wp-content/uploads/2019/08/aces-fact-sheet.pdf>

NPC (2020, October 1) *Trauma informed approaches*. NPC.

<https://www.thinknpc.org/resource-hub/trauma-informed-approaches/>

NHS Tavistock and Portman (2009, September 24) *Mentalization-Based therapy (MBT)*.

NHS Tavistock and Portman. <https://tavistockandportman.nhs.uk/care-and-treatment/treatments/mentalisation-based-therapy/>

Nixon, A. and Odoyo. C. (2020) *Ethnography, Its Strengths, Weaknesses, and Its Application in Information Technology and Communication as a Research Design*. *Computer Science and Information Technology*, 8(2), 50-56. DOI:

<https://doi.org/10.13189/csit.2020.080203>

No One Left Out: Solutions Ltd (2015) *Creating a Psychologically Informed*

Environment: Implementation and Assessment. Westminster City Council.

https://www.nooneleftout.co.uk/site_files/7481/upload_files/CreatingaPsychologicallyInformedEnvironment2015.pdf?dl=1

Nosbusch, B. (2016) *Benefits of Green Care for Youth with a Mental Health Diagnosis*.

Social Work Masters. 562. (Social Work Clinical Research Papers 562) [Masters Thesis, University of St. Thomas]. University of St. Thomas Institutional Repository.

<https://www.bing.com/search?q=mbenefits+of+gre562en+care&cvid=477f7a21dba4b4bf099277a93bfec187b&aqs=edge..69i57j69i64.9606j0j9&FORM=ANAB01&P=C=TBTS>

Nowell, L., Norris, J. and White, D., and Moules, N. (2017) *Thematic Analysis: Striving to Meet the Trustworthiness Criteria*. *International Journal of Qualitative Methods*. 16(1). <https://doi.org/10.1177/1609406917733847>

Nunn, A., Johnson, S., Monro, S., Bickerstaffe, T., and Kelsey, S. (2007) *Factors*

Influencing Social Mobility Department for Work and Pensions Research Report
267

450. Department for Work and Pensions.
<https://eprints.leedsbeckett.ac.uk/id/eprint/879/1/rrep450.pdf>
- Ockelford, E. (2016, April 25) *Beyond tokenistic co-production in children's services*. Impower. <https://www.impower.co.uk/insights/beyond-tokenistic-co-production-in-childrens-services>
- O'Donoghue, J., Kirshner, B. and McLaughlin, M. (2003) Introduction: Moving youth participation forward. *New Directions for Student Leadership*, 2002(96), 15-26.
<https://doi.org/10.1002/yd.24>
- Oliver, K., Kothari, A. and Mays, N. (2019) The Dark Side of Co-production: Do the Costs Outweigh the Benefits for Health Research? *Health Research Policy and Systems*, 17(33). <https://doi.org/10.1186/s12961-019-0432-3>
- Osmond, A. (2018, July 21) *The Reflections Network Project: The Wallich's Part in Suicide Prevention*. The Wallich. <https://thewallich.com/blog/reflections-network-suicide-prevention/>
- Osmond, A. (2019, January 20) *My First Piece of the PIE: Reflections on Psychologically Informed Environments at the Wallich*. The Wallich.
<https://thewallich.com/blog/pie-wallich/>
- Ozuem, W., Patel, A, and Howell, K (2017) An Exploration of Consumers Response to Online Service Recovery Initiatives. *International Journal of Market Research*, 59(1), p.97-115. <https://doi.org/10.2501/IJMR-2016-048>
- Parks, R., Baker, P., Kiser, L., Oakerson, R., Ostrom, E., Ostrom, V., Percy, S., Vandivort, M., Whitaker, G., and Wilson R. (1981) Consumers as Coproducers of Public

- Services: Some Economic and Institutional Considerations. *Policy Studies Journal*, 9(7), 1001-1011. <https://doi.org/10.1111/j.1541-0072.1981.tb01208.x>
- Parmenter, T. (2014) Inclusion and quality of life: Are we there yet? *International Public Health Journal*, 6 (4), 413-428. <https://cds.org.au/wp-content/uploads/2017/06/Journal-Chapter.pdf>
- Payne, F. (2021, May 22) *Hidden UK homelessness is about to get much worse, with Covid support being cut*. The Guardian. <https://www.theguardian.com/commentisfree/2021/may/22/hidden-uk-homelessness-covid-support-landlords-evict-tenants-pandemic>
- Pearce, S. and Pickard, H. (2013) How therapeutic communities work: Specific factors related to positive outcome. *International Journal of Social Psychiatry*, 59 (7), 636-645. <https://doi.org/10.1177/0020764012450992>
- Pestoff, V. (2012) Innovations in Public Services: Co-production and New Public Governance in Europe. In A. Botero, A. Gryf Paterson and J. Saad-Sulonen (Eds.), *Towards Peer Production in Public Services: Cases from Finland*. <https://aaltodoc.aalto.fi/bitstream/handle/123456789/11830/isbn9789526046631.pdf?sequence=1&isAllowed=y>
- Pestoff, V. (2014) Hybridity, Co-production and Third Sector Social Services in Europe. *American Behavioural Scientist*, 58(11), 1412-1424. <https://doi.org/10.1177/0002764214534670>
- Phipps, C. (2016) “Living here has changed me”: Resident and staff perceptions of Psychologically Informed Environments for homeless people (1519858) [Doctoral dissertation, University College London] UCL Discovery.

http://discovery.ucl.ac.uk/1519858/15/Phipps_Thesis_final_volumel_Phipps_redacted.pdf

PIE Link Net (n.d.) PIEs, 'Scattered Site' and 'Networked' Housing. <http://pielink.net/pies-scattered-site-and-networked-housing/> (5 May 2023).

Pleace, N. (2013) *Measuring the Impact of Supporting People: A Scoping Review*. Welsh Government. https://www.llyw.cymru/sites/default/files/statistics-and-research/2019-07/131211-measuring-impact-supporting-people-scoping-review-en_0.pdf

Pleace, N. (2018) *Using Housing First in Integrated Homelessness Strategies: A Review of the Evidence*. University of York. https://www.mungos.org/wp-content/uploads/2018/02/ST_Mungos_HousingFirst_Report_2018.pdf

Pleace, N. and Quilgars, D. (2003) *Supporting People: Guide to Accommodation and Support Options for Homeless Households*. Office of the Deputy Prime Minister. Available at: https://www.housinglin.org.uk/_assets/Resources/Housing/Housing_advice/Guide_to_Accommodation_and_Support_Options_for_Homeless_Households.pdf

Prestidge, J. (2022) *Understanding Positive Approaches to Support Webinar*. [Webinar]. Homeless Link. <https://homeless.org.uk/knowledge-hub/understanding-positive-approaches-to-support-webinar/>

Price (2020, May 23) *Coronavirus: Youth homelessness on the rise*. BBC Three. <https://www.bbc.co.uk/bbcthree/article/2ff6ca11-e20d-482f-a69b-1f766c5595bb>

Prothero, S. and Marlow, G. (2014) *Overview of the Housing Act*. [PowerPoint slides]. Welsh Government. <https://vdocuments.site/overview-of-the-housing-act-community-housing-cymru-a-becomes-housing-wales.html>

- Public Health Scotland (2021, December 24) *Adverse Childhood Experiences (ACEs)*.
Public Health Scotland. <http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces>
- Public Health Wales (n.d.) *ACE Reports*. <https://phw.nhs.wales/files/aces/> (11 May 2023).
- Public Health Wales (2015) *Welsh Adverse Childhood Experiences (ACE) Study*. NHS Wales. <https://phw.nhs.wales/services-and-teams/national-safeguarding-team-nhs-wales/safeguarding-children/adverse-childhood-experiences-and-their-impact-on-health-harming-behaviours-in-the-welsh-adult-population/>
- Punch, K (2005) *Introduction to Social Research: Quantitative and Qualitative approaches*. Sage Publishers Ltd.
- Queens University Belfast (2017) *Qualitative Research*. Learning Development Service. <https://www.qub.ac.uk/directorates/sgc/learning/NewBrandDocs-FileStore/Filetoupload,826858,en.pdf>
- Quilgars, D. (2011) Youth Homelessness. In E. O’Sullivan, V. Busch-Geertsema, D. Quilgars and N. Pleace (Eds), *Homelessness Research in Europe* (pp.187-210). FEANTSA. <https://www.feantsaresearch.org/download/full-pdf7911858974750407904.pdf>
- Quilgars, D., Johnsen, S. and Pleace, N. (2008) *Youth Homelessness in the UK*. Joseph Rowntree Foundation. <https://www.jrf.org.uk/report/youth-homelessness-uk>
- Ranjbar, N. and Erb, M. (2019) Adverse Childhood Experiences and Trauma Informed Care in Rehabilitation Clinical Practice. *Archives of Rehabilitation Research and Clinical Practice*, 1(1-2), 1-7. <https://doi.org/10.1016/j.arrct.2019.100003>
- Rees, N. (2018) *Real Voices, Real Trauma*. The Wallich. <https://thewallich.com/app/uploads/2018/10/Real-Voices-Real-Trauma-report-October-2018.pdf>

Rehm, J., Fischer, B., Hickman, M., Ball, A., Atun, R., Kazatchkine, M., Southwell, M., Fry, C. and Room, R. (2010) Perspectives on Harm Reduction- What Experts Have to Say. In European Monitoring Centre for Drugs and Drug Addiction (Eds), *Harm Reduction: Evidence, Impacts and Challenges*, (pp.79-111).

<http://bookshop.europa.eu/uri?target=EUB:NOTICE:TDAL10010:EN:HTML>

Roberts, S. and Stafford, B. (2015, April 10) *Whatever happened to Cameron's Big Society?* University of Nottingham.

<http://blogs.nottingham.ac.uk/publicsocialpolicy/2015/04/10/whatever-happened-to-camerons-big-society/>

Rosenburg, T. (2011, October 2011) *For Young Offenders, Hope in a Jury of Their Peers.* Opinionator- New York Times.

<https://opinionator.blogs.nytimes.com/2011/10/13/for-teen-offenders-hope-in-a-jury-of-their-peers/>

Salvation Army (n.d.) *Floating Support and Outreach Services.*

<https://www.salvationarmy.org.uk/homelessness/floating-support-and-outreach-services#:~:text=Floating%20support%20services%20are%20for,or%20house%20within%20the%20community.>

Sancino, A., Jacklin-Jarvis, C. (2016). Co-production and Inter-organisational Collaboration in the Provision of Public Services: A Critical Discussion. In: M. Fugini, E Bracci and M. Sicilia (Eds.) *Co-production in the Public Sector* (pp.71-94) Springer https://doi.org/10.1007/978-3-319-30558-5_2

Sanders, B. and Brown, B. (2015) *'I was all on my own', Experiences of Loneliness and Isolation amongst Homeless People.* Crisis.

https://www.crisis.org.uk/media/20504/crisis_i_was_all_on_my_own_2016.pdf

- Sandiford, J. (2020, October 23) *Young 'hidden homeless' left with nowhere to turn due to Covid restrictions*. The Big Issue. <https://www.bigissue.com/news/housing/young-hidden-homeless-left-with-nowhere-to-turn-due-to-covid-restrictions/>
- Sanguinetti, A. (2014) Transformational practices in cohousing: Enhancing residents' connection to community and nature. *Journal of Environmental Psychology*, 40, 86-96. <https://doi.org/10.1016/j.jenvp.2014.05.003>
- Sargisson, L. and Sargent, L. (2017) Lived Utopianism: Everyday Life and Intentional Communities. *Communal Societies*, 37(1), 1-23.
- Save the Children (n.d.) *Child Participation*. Save the Children. <https://resourcecentre.savethechildren.net/our-thematic-areas/cross-thematic-areas/child-participation>
- Scanlon, C. and Adlam, J. (2012) The (dis)stressing effects of working in (dis)stressed homelessness organisations. *Housing, Care and Support*, 15(2), 74-82. <https://doi.org/10.1108/14608791211254207>
- Schmits, A. (2012) *Principles of Sociological Inquiry: Qualitative and Quantitative Methods*. Saylor Academy. https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/index.html
- Schwan, K., French, D., Gaetz, S., Ward, A., Akerman, J. and Redman, M. (2018) *Preventing Youth Homelessness: An International Review of Evidence*. Wales Centre for Public Policy. <https://www.wcpp.org.uk/wp-content/uploads/2018/10/Preventing-Youth-Homelessness-full-report.pdf>
- Scottish Third Sector Research Forum (2017) *Evidencing Genuine Co-production in the Third Sector*. Evaluation Support Scotland. <https://evaluationsupportscotland.org.uk/wp->

[content/uploads/2020/08/evidencing_successful_co-production_in_the_third_sector_-_final.pdf](https://www.homelesshub.ca/blog/infographic-adverse-childhood-experiences-and-adult-homelessness)

Sekharan, V. (2016, February 24) *Infographic: Adverse Childhood Experiences and Adult Homelessness*. Canadian Observatory on Homelessness.

<https://www.homelesshub.ca/blog/infographic-adverse-childhood-experiences-and-adult-homelessness>

Sewel, K. (2016) *Evaluation of Barnado's Supported Lodgings Services*. Barnado's.

<https://www.barnardos.org.uk/sites/default/files/2020-11/Evaluation-of-barnardos-supported-lodgings.pdf>

Shank, M. (2013) *DC Defunds Youth Courts, Pushes Kids into Criminal Justice System*.

Huffpost. https://www.huffpost.com/entry/dc-defunds-youth-courts-p_b_4138193

Shannon-Baker, P. (2016) Making Paradigms Meaningful in mixed Methods Research.

Journal of Mixed Methods Results, 10(4), 319-333.

<https://doi.org/10.1177/1558689815575861>

Shaw, M. (1971) *Group Dynamics, the psychology of small group behaviour*. McGraw Hill.

Shelter Cymru (2015) *A Brand New Start: Homelessness and the Housing (Wales) Act*.

Shelter Cymru. <https://www.sheltercymru.org.uk/wp-content/uploads/2015/12/A-brand-new-start-homelessness-and-the-Housing-Wales-Act.pdf>

Shelter Cymru (2019) *Homelessness- the law in Wales*. Law Works.

<https://www.lawworks.org.uk/sites/default/files/files/An-Intro-to-Homlessness-Housing-%28Wales%29-Act-Part-2-Delegates-notes-Jan2019.pdf>

- Shelter Cymru (2023) What is the Legal Definition of Homelessness? Shelter Cymru.
<https://sheltercymru.org.uk/housing-advice/homelessness/help-from-the-council/what-will-the-council-check/what-is-the-legal-definition-of-homelessness/>
- Sim, J. and Waterfield, J. (2019) Focus Group Methodology: Some Ethical Challenges. *Quality and Quantity*, 53, 3003-3022. <https://doi.org/10.1007/s11135-019-00914-5>
- Small, I., Mulcahy, E., Viner, K., and Menzies, L. (2017) *A Place to Call Home: Understanding Youth Homelessness*. Sage Foundation.
<https://www.sage.com/~-/media/group/files/business-builders/sage-foundation-homelessness-full-report.pdf?la=en>
- Smith, J. and Noble, H. (2014) Bias in Research. *Evidence Based Nursing*, 17(4), 100-101.
<https://doi.org/10.1136/eb-2014-101946>
- Smith, W. (2002) Intentional Communities 1990-2000: A Portrait. *Michigan Sociological Review*, 16, 107-132. https://www.jstor.org/stable/40969074?read-now=1&refreqid=excelsior%3A2d51be088431970fa6483df73bf46620&seq=5#page_scan_tab_contents
- Social Bite (2019, April 25) *Social Bite Village*. Social Bite. <https://social-bite.co.uk/the-social-bite-village/>
- Social Care Institute for Excellence. (2006, February) *Involving Young People in Developing Social Care*. Social Care Institute for Excellence.
<https://www.scie.org.uk/publications/guides/guide11/>
- Social Care Institute for Excellence (2015, October) *Co-production in social care: what is it and how to do it*. Social Care Institute for Excellence.
<https://www.scie.org.uk/publications/guides/guide51/>
- Social Care Wales (2017) *Social Services and Well-being (Wales) Act 2014: Principles of the Act*. <https://socialcare.wales/hub/hub-resource-sub-categories/co-production>

Somers, J., Moniruzzaman, A., Patterson, M., Currie, L., Rezansoff, S. Palepu, A. and Fryer, K. (2017) A Randomized Trial Examining Housing First in Congregate and Scattered Site Formats. *PLoS One*, 12(1).

<https://doi.org/10.1371/journal.pone.0168745>

Southend on Sea City Council (2020) *Hill Group Gifts Homes to Southend City Council to House the Homeless*. <https://www.southend.gov.uk/news/article/2603/hill-group-gifts-six-solohaus-homes-to-southend-city-council-to-house-the-homeless>

St Basils (2015) *Developing Positive Pathways to Adulthood*. St Basils

https://stbasils.org.uk/wp-content/uploads/2019/10/2_postivepathways_fullbooklet.pdf

St Basil's and Barnardo's (2020) *Care Leavers Accommodation and Support Framework*.

https://stbasils.org.uk/wp-content/uploads/2020/01/Finalframework2a_CareLeavers_A4.pdf

St Mungo's Broadway (2015) *Addressing Complex Needs -Improving Services for Vulnerable Homeless People*. St Mungo's Broadway.

<https://www.mungos.org/app/uploads/2017/07/Addressing-complex-needs-improving-services-for-vulnerable-homeless-people-1.pdf>

Statistics Wales. (2021, December 16) *Households for which assistance has been provided by outcome, age and gender*. Welsh Government.

<https://statswales.gov.wales/Catalogue/Housing/Homelessness/Statutory-Homelessness-Prevention-and-Relief/householdsforwhichassistancehasbeenprovided-by-outcome-age-gender>

Stephens, L. Ryan-Collins, J and Boyle, D. (2008) *Co-production: A Manifesto for growing the core economy*. The New Economics Foundation (nef).

https://neweconomics.org/uploads/files/5abec531b2a775dc8d_qjm6bqzpt.pdf

- Stern, J. (2012) *Psychotherapy- individual, family and group*. In P. Wright, J. Stern and M. Phelan (Eds.), *Core Psychiatry* (3rd ed., pp.545-567). Elsevier Ltd.
<https://doi.org/10.1016/B978-0-7020-3397-1.00037-9>
- Stevens, J. (2012, October 3) *The Adverse Childhood Experiences Study – the largest most important public health study you never heard of- began in an obesity clinic*. Aces Too High.
<https://acestoohigh.com/2012/10/03/the-adverse-childhood-experiences-study-the-largest-most-important-public-health-study-you-never-heard-of-began-in-an-obesity-clinic/>
- Strauss, V. (2014, May 14) *Why D.C. should take youth court off the life support*. The Washington Post.
https://www.washingtonpost.com/news/answer-sheet/wp/2014/05/14/why-d-c-should-take-youth-court-program-off-life-support/?noredirect=on&utm_term=.4304291c8ecc
- Stirling, T. (2018) *Youth Homelessness and Care Leavers: Mapping Interventions in Wales*. Wales Centre for Public Policy.
<https://www.wcpp.org.uk/wp-content/uploads/2018/10/Youth-homelessness-and-care-leavers-Mapping-interventions-in-Wales.pdf>
- Stronge, L. and Williamson, E. (2014) An Integrated, ‘Psychologically Informed’ Partnership Approach to Homelessness Prevention. *European Network of Homeless Health Workers (ENHW)*, 18, 3-7.
https://www.feantsa.org/download/enhw_issue18_winter20132214991475603268999.pdf
- Substance Abuse and Mental Health Services Administration (2022, April 22) *Homelessness Resources: Social Inclusion*. Substance Abuse and Mental Health Services Administration.
<https://www.samhsa.gov/homelessness-programs-resources/hpr-resources/social-inclusion>

- Taco, B. and Marlies, H. (2016) Distinguishing Different Types of Co-production: A Conceptual Analysis Based on the Classical Definitions. *Public Administration Review*, 76(3), 427-435. <https://doi.org/10.1111/puar.12465>
- Taylor-Gooby, P. and Leruth, B. (2018) *Attitudes, Aspirations and Welfare: Social Policy Directions in Uncertain Times*. Palgrave Macmillan.
- The Consortium for Therapeutic Communities (2016, March 16) *What is a TC?*. The Consortium for Therapeutic Communities. <https://www.therapeuticcommunities.org/what-is-a-tc/>
- The Wallich (n.d.) *Working in Sustainable Employment (WISE)*. The Wallich. <https://thewallich.com/services/working-sustainable-employment-wise/#:~:text=As%20an%20organisation%2C%20The%20Wallich%20has%20committed%20to,of%20The%20Wallich%E2%80%99s%20workforce%20fit%20into%20that%20category.>
- The Wallich (2019, November 18) *Carmarthenshire Micro Village: Back to Innovation*. The Wallich. <https://thewallich.com/innovation/micro-village/#:~:text=The%20micro%20village%20concept%20was%20introduced%20to%20The,young%20people%20who%20are%20homeless%20in%20the%20UK.>
- The Wallich (2021) *Manifesto 2021: Homelessness Needs a Healthcheck*. The Wallich. <https://thewallich.com/app/uploads/2021/03/WallichManifesto2021.pdf>
- Thiel, H. (2020, January 15) *The Benefits of Tiny Home Living*. Green Living Magazine. <https://greenlivingmag.com/benefits-of-tiny-home-living/>
- Think Local Act Personal (2017, April 22) *Co-production and the Care Act*. Think Local Act Personal. <https://www.thinklocalactpersonal.org.uk/co-production-in->

[commissioning-tool/co-production/In-more-detail/co-production-and-the-Care-Act/](https://www.thinklocalactpersonal.org.uk/co-production-in-commissioning-tool/co-production/In-more-detail/co-production-and-the-Care-Act/)

Think Local Act Personal (2015, June 2) *Where did co-production come from?* Think Local Act Personal. <https://www.thinklocalactpersonal.org.uk/co-production-in-commissioning-tool/co-production/In-more-detail/where-did-co-production-come-from/>

Thomas, V. (2017) *Local Authority Funding of Third Sector Services*. Auditor General for Wales. https://www.audit.wales/sites/default/files/Third-sector-funding-eng_6.pdf

Tritter, J. and McCallum, A. (2006) The snakes and ladders of user involvement: Moving beyond Arnstein. *Health Policy*, 76(2), 156-168.
<https://doi.org/10.1016/j.healthpol.2005.05.008>

Tuurnas, S., Stenvall, J. and Rannisto, P. (2016) The Impact of Co-production on Frontline Accountability: The Case of the Conciliation Service. *International Review of Administrative Sciences*, 82(1), 131-149.
<https://doi.org/10.1177/0020852314566010>

UK Data Service (21, August 20) *Anonymising Qualitative Data*. UK Data Service.
<https://ukdataservice.ac.uk/learning-hub/research-data-management/anonymisation/anonymising-quantitative-data/>

Unicef (2017, February 27) *How we protect children's rights*. Unicef.
<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

United Nations Youth (2008) *Definition of Youth*. United Nations Youth.
<https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

University College London (2016, August 26) *The Panopticon*. University College

London. <https://www.ucl.ac.uk/bentham-project/who-was-jeremy-bentham/panopticon>

The Scottish Centre for Crime & Justice Research. (2016, February 10) *Theories &*

Causes of Crime. University of Glasgow. <http://www.sccjr.ac.uk/wp-content/uploads/2016/02/SCCJR-Causes-of-Crime.pdf>

Urist, J. (2013, December 19) *The Health Risks of Small Apartments*. The Atlantic.

<https://www.theatlantic.com/health/archive/2013/12/the-health-risks-of-small-apartments/282150/>

User Research Community (2018, June 28) *Researching in Small Group Workshops*.

GOV.UK. <https://www.gov.uk/service-manual/user-research/research-small-group-workshops>

Valdez, P. and Mehrabian (1994) Effects of Color on Emotions. *Journal of Experimental*

Psychology: General, 123(4), 394-409. <https://doi.org/10.1037//0096-3445.123.4.394>

Vanderplasschen, W., Vandeveldel, S. and Broekaert, E. (2014) *Therapeutic communities for treating addictions in Europe* (15). European Monitoring Centre for Drugs and Drug Addiction.

http://www.emcdda.europa.eu/system/files/publications/779/TDXD14015ENN_fin_al_467020.pdf

Vanleene, D., Verschuere, B, and Voets, J. (2015) *The Democratic Quality of Co-production*. Ghent University: Academic Bibliography.

<https://biblio.ugent.be/publication/6909645/file/6909646.pdf>

- Verdouw, J. and Habibis, D. (2017) Housing First Programs in Congregate-Site Facilities: Can One Size Fit All? *Housing Studies*, 33(3), 386-407.
<https://doi.org/10.1080/02673037.2017.1346192>
- Verschuere, B., Brandsen, T and Pestoff, V. (2012) Co-production: The State of The Art in Research and the Future Agenda. *International Journal of Voluntary and Nonprofit Organizations*, 23(4), 1083-1101. <https://doi.org/10.1007/s11266-012-9307-8>
- Wales Audit Office (2019) *The Well-being of Young People: Youth Homelessness*. Senedd Cymru. <https://senedd.wales/media/bx2fod0o/agr-ld12771-e.pdf>
- Walker, B. and Davidson, V. (2015) *Adverse Childhood Experiences: Overcomes ACEs in Alaska*. State of Alaska: Department of Health and Social Services.
<http://dhss.alaska.gov/abada/ace-ak/Documents/ACEsReportAlaska.pdf>
- Wan, J., Pan, Y. and Hadjri, K. (2020) Social Sustainability and Supported Living: exploring motivations of British cohousing groups. *Housing and Society*. 48(1), 60-86. <https://doi.org/10.1080/08882746.2020.1788344>
- Wang, J., Mott, S., Magwood, O., Mathew, C., Mclellen, A., Kpade, V., Gaba, P., Kozloff, N., Pottie, K. and Andermann, A. (2019) The Impact of Interventions for Youth Experiencing Homelessness on Housing, Mental Health, Substance Use, and Family Cohesion: A Systematic Review. *BMC Public Health*, 19.
<https://doi.org/10.1186/s12889-019-7856-0>
- Warshak, R. (2003) Payoffs and Pitfalls of Listening to Children. *Family Relations: Interdisciplinary Journal of Applied Family Science*, 52(4), 373-384.
<https://doi.org/10.1111/j.1741-3729.2003.00373.x>
- Watt, N. (2010, July 19) *David Cameron reveals 'big society' vision- and denies it is just cost cutting*. The Guardian

<https://www.theguardian.com/politics/2010/jul/19/david-cameron-big-society-launch>

Watts, E., Johnsen, S. and Sosenko, F. (2015) *Youth Homelessness in the UK*. Herriot Watt University.

https://pure.hw.ac.uk/ws/portalfiles/portal/9258335/Youth_Homelessness_in_the_UK.pdf

Welsh Assembly Government (2009) *One Planet: One Wales*. NHS Wales.

<http://www.wales.nhs.uk/sitesplus/documents/829/One%20Wales-%20One%20Planet%20%282009%29.pdf>

Welsh Government (2007) *A Study of Models of Accommodation and Support for Young*

Single Homeless People. <https://www.gov.wales/sites/default/files/statistics-and-research/2019-07/071105-study-models-accommodation-support-young-single-homeless-people-en.pdf>

Welsh Government (2010) *Provision of Accommodation for 16 and 17 Year Old Young People Who May be Homeless*.

<https://www.gov.wales/sites/default/files/publications/2019-04/provision-of-accomodation-for-16-17-year-old-young-people-who-maybe-homeless.pdf>

Welsh Government (2015a) *National Pathway for Homelessness Services to Children, Young People and Adults in the Secure Estate*. Welsh Government.

https://gov.wales/sites/default/files/publications/2019-03/homelessness-services-for-children-young-people-and-adults-in-the-secure-estate_0.pdf

Welsh Government (2015b) *Well-being of Future Generations (Wales) Act: Essentials*

Guide. Welsh Government. <https://gov.wales/sites/default/files/publications/2021-10/well-being-future-generations-wales-act-2015-the-essentials-2021.pdf>

Welsh Government (2016a) *Preventing Homelessness and Promoting Independence: A Positive Pathway to Adulthood*. Welsh Government.

<https://gov.wales/sites/default/files/publications/2019-03/positive-pathway-guidance-and-good-practice.pdf>

Welsh Government (2016b) *Environment (Wales) Act 2016 Factsheet*. Welsh Government. [https://gov.wales/sites/default/files/publications/2019-](https://gov.wales/sites/default/files/publications/2019-05/environment-wales-act-2016-overview.pdf)

[05/environment-wales-act-2016-overview.pdf](https://gov.wales/sites/default/files/publications/2019-05/environment-wales-act-2016-overview.pdf)

Welsh Government (2017, December 17) *Extra £10m to support Welsh Government mission to end youth homelessness*. Welsh Government. [https://gov.wales/extra-](https://gov.wales/extra-ps10m-support-welsh-government-mission-end-youth-homelessness)

[ps10m-support-welsh-government-mission-end-youth-homelessness](https://gov.wales/extra-ps10m-support-welsh-government-mission-end-youth-homelessness)

Welsh Government (2018a, November, 20) *New projects to prevent youth homelessness announced by First Minister*. Welsh Government. [https://gov.wales/new-projects-](https://gov.wales/new-projects-prevent-youth-homelessness-announced-first-minister#:~:text=The%20First%20Minister%2C%20Carwyn%20Jones%2C%20has%20today%20announced,2016%20to%202021%20administration%20of%20the%20Welsh%20Government)

[prevent-youth-homelessness-announced-first-minister#:~:text=The%20First%20Minister%2C%20Carwyn%20Jones%2C%20has%20today%20announced,2016%20to%202021%20administration%20of%20the%20Welsh%20Government](https://gov.wales/new-projects-prevent-youth-homelessness-announced-first-minister#:~:text=The%20First%20Minister%2C%20Carwyn%20Jones%2C%20has%20today%20announced,2016%20to%202021%20administration%20of%20the%20Welsh%20Government)

Welsh Government (2018b) *Rough Sleeping Action Plan*. Welsh Government.

<https://gov.wales/sites/default/files/publications/2019-03/rough-sleeping-action-plan.pdf>

Welsh Government (2018c) *Housing First (HF)- National Principles and Guidance for Wales*. Welsh Government. [https://gov.wales/sites/default/files/publications/2019-](https://gov.wales/sites/default/files/publications/2019-03/housing-first-principles-guidance-for-local-authorities.pdf)

[03/housing-first-principles-guidance-for-local-authorities.pdf](https://gov.wales/sites/default/files/publications/2019-03/housing-first-principles-guidance-for-local-authorities.pdf)

Welsh Government (2019a) *Strategy for Preventing and Ending Homelessness*. Welsh Government. [https://gov.wales/sites/default/files/publications/2019-](https://gov.wales/sites/default/files/publications/2019-10/homelessness-strategy.pdf)

[10/homelessness-strategy.pdf](https://gov.wales/sites/default/files/publications/2019-10/homelessness-strategy.pdf)

- Welsh Government (2019b, December 19) *Youth Homelessness: Overview*. Welsh Government. <https://gov.wales/youth-homelessness-overview>
- Welsh Government (2019c) *Supporting Young Offenders*.
<https://www.gov.wales/supporting-young-offenders> (11 May 2023).
- Welsh Government (2020, August 11) *Welsh Government unveils package of support to keep people in their homes and end homelessness*. Welsh Government.
<https://gov.wales/welsh-government-unveils-package-support-keep-people-their-homes-and-end-homelessness>
- Welsh Government (2021a) *Law Wales: Homelessness*. Welsh Government.
<https://law.gov.wales/homelessness>
- Welsh Government (2021b) *Ending Homelessness in Wales*.
https://www.gov.wales/sites/default/files/publications/2021-11/ending-homelessness-high-level-action-plan-2021-2026_0.pdf
- Welsh Government (2021c) *Planning Policy Wales*. Welsh Government.
https://gov.wales/sites/default/files/publications/2021-02/planning-policy-wales-edition-11_0.pdf
- Welsh Government (2021d) *Review of Adverse Childhood Experiences (ACE) Policy: Report*. <https://www.gov.wales/sites/default/files/pdf-versions/2021/3/3/1615991408/review-adverse-childhood-experiences-ace-policy-report.pdf>
- Wertheimer, A. and Miller, F. (2008) Payment for Research Participation. *Journal of Medical Ethics*, 34, 389-392. <http://dx.doi.org/10.1136/jme.2007.021857>
- Westskog, H., Winther, T. and Aasen, M. (2018) The Creation of an Ecovillage: Handling Identities in a Norwegian Sustainable Valley. *Sustainability*, 10 (6).
<https://doi.org/10.3390/su10062074>

Williams, J. (2008) Predicting an American future for cohousing. *Futures*, 40(3), 268-286.

<https://doi.org/10.1016/j.futures.2007.08.022>

Woerden, H. (2018) *Adverse Childhood Experiences, Resilience and Trauma Informed Care: A Public Health Approach to Understanding and Responding to Adversity*. NHS Highland.

[https://www.nhshighland.scot.nhs.uk/Publications/Documents/DPH-Annual-Report-2018_\(web-version\).pdf](https://www.nhshighland.scot.nhs.uk/Publications/Documents/DPH-Annual-Report-2018_(web-version).pdf)

World Health Organisation. (2021, February 2). *Adolescent Health*. World Health

Organisation. <https://www.who.int/southeastasia/health-topics/adolescent-health>

Zlotowitz, S., Barker, C., Moloney, O. and Howard, C. (2015) Service users as the key to service change? The development of an innovative intervention for excluded young people. *Child and Adolescent Mental Health*, 21(2), 102-108.

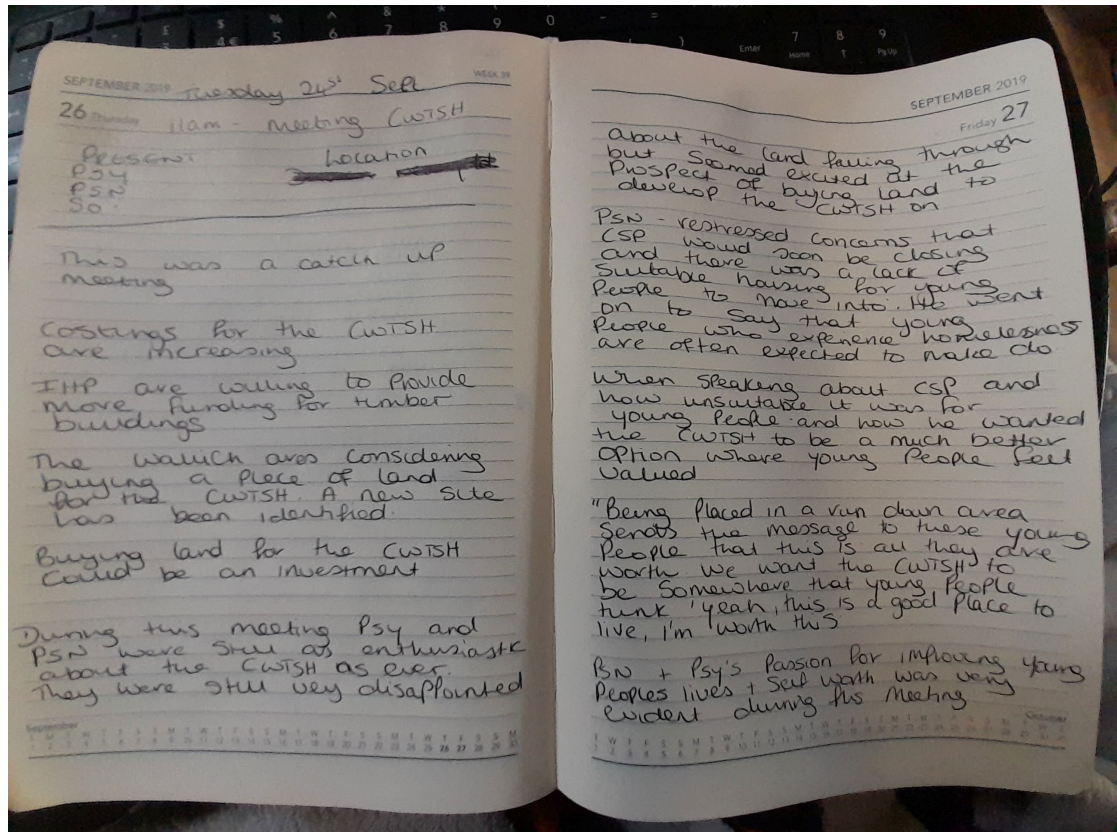
<https://doi.org/10.1111/camh.12137>

Zutlevics, T. (2016) Could Providing Financial Incentives to Research Participants be Ultimately Self-Defeating? *Research Ethics*, 12 (3), 137-148.

<https://doi.org/10.1177/1747016115626756>

9. APPENDICES

9.1. Appendix 1: Ethnographic Field Notes Example



9.2. Appendix 2: Creative Workshop 1- Consent Form

Consent Form: Consultation

I am a student from Swansea University and I am working alongside The Wallich in order to identify young people's views and preferences on supported housing provision. Therefore, observing today's consultation will enable me to gather information about how The Wallich seek young people's views, what these views are, and how The Wallich draw on these views to help shape the development of new supported housing projects for young adults.

When I observe you taking part in this consultation you become a participant in my research. This means that you have certain rights and that I have certain responsibilities towards you and the information that I collect about you. As a student researcher I must adhere to the British Sociological Association (BSA) Statement of Ethical Practice which sets out researcher responsibilities and participant rights. More information on this can be found here:

https://www.britisoc.co.uk/media/24310/bsa_statement_of_ethical_practice.pdf

These rights and responsibilities include but are not limited to:

- Your participation in my research is completely voluntary and you have the right to opt out of participating at any point without reason or consequence.
- Once I have conducted my research, I will write up my findings for publication. However, if I write about anything that you have said, I will ensure that you are anonymised and that I don't use any information that could lead people outside of the consultation to identify who you are.
- The findings of my research and ultimately any of the information you have provided today could be published online, in printed articles or used in presentations. It could also be used by other researchers in their work. However, any information that you have provided will always be anonymised and will not contain any information that could result in people outside of the consultation identifying you.
- It would be very useful for me to video or voice record the consultation. This will enable me to capture the views of all present so that nobody's input is missed or left out. However, as these recordings can identify you, I would like to assure you that they will be stored securely and in line with the General

Data Protection Regulation (EU) 2016/679 (GDPR). Information on GDPR is detailed by the Information Commissioners Office and can be found on the GOV.UK website here:

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>.

Unless you agree otherwise, the recordings will only be used for research analysis purposes and will not be published or made publicly available.

- The only time I might have to breach confidentiality is if I believe you or someone else is at risk of harm. However, I would always discuss the risk of harm with you before deciding if I should break your confidentiality.

I hope that you will participate in my research as your views and opinions are very important to me and could help The Wallich develop services that young people really want and need.

I _____ (print name) confirm that Sara O’Shea has explained her research, my rights and her responsibilities to me in a way that I understand and that I am happy to participate in her research during today’s consultation.

Participant signature		Date	
Researcher signature		Date	

I consent to being video recorded during the consultation			
Participant signature		Date	

I consent to being voice recorded during the consultation			
Participant signature		Date	

Optional: Please provide your email address so that I can contact you about this research and send my research findings once they have been written up.

Email address	
---------------	--

9.3. Appendix 3: Justification Report

Justification Report – Research Involving Human Participants

<p>Applicant Name: Sara O’Shea</p> <p>Email: [REDACTED]</p>	<p>Principal Investigator/ Supervisor:</p> <p>Email:</p>	<p>Research Project Title:</p> <p>Dates of Research Activity:</p> <p>Department:</p>
<p>Requirement/ Justification</p>	<p>Evidence</p>	<p>Reviewer Comments</p>
<p>Brief description of project, including location(s) of fieldwork (maximum 300 words), including:</p> <ul style="list-style-type: none"> • Location - on or off campus, including when entering participant homes • Activity • Travel plans • Accommodation (if required) • Participant detail and maximum number of participants (researchers, University staff/student volunteers, members of the public) • Nature of the work • Is the research COVID related? 	<p>The research event will be a creative workshop for young people with experiences of homelessness in order to encourage them to coproduce an innovative youth homelessness project called the Carmarthenshire Wellbeing, Therapeutic and Social Hub (CWTSH).</p> <p>Participants will be driven to the event by their service providers. The facilitators will drive themselves to the event.</p>	<p>[REDACTED]</p>

	<p>The event will be held in a large, private function room in Parc Y Scarlets. Refreshments and lunch will be served by the venue. This will not be a help yourself buffet and will be served on individual plates. The event will last from 11am until 4pm.</p> <p>Young people will take part in several creative activities such as pyrography, arts and crafts, games etc., designed to stimulate discussion about youth homelessness services and the CWTSH. Participants will not share equipment.</p> <p>There should be approximately eight young people, four youth homelessness staff and four facilitators attending the event.</p>	
--	---	--

<p>Is this project:</p> <ul style="list-style-type: none"> • A resumption of a project that has already been granted full ethical approval by the Research Ethics Committee? • A new project that has not yet received full ethical approval? 	<p>This is a resumption of a project that has already been granted full ethical approval by the Research Ethic Committee</p>	
<p>Is there any reasonably practicable alternative to face-to-face research (e.g. the use of technology/ data)?</p> <p>If not, why not?</p>	<p>No. I have currently changed much of my data collection to surveys. However, surveys alone aren't enough to demonstrate that young people have been properly consulted about the CWTSH and given the opportunity to coproduce the project. This workshop will be valuable in creatively giving a voice to young people and enabling them to bounce ideas off one another. As I, the researcher, wasn't present during survey completion, this also gives me an opportunity observe the participants reactions to the CWTSH.</p>	

	<p>Unfortunately, online group participation with these young people would not be achievable or appropriate and it would also be very difficult to foster participation via creative means</p> <p>The Wallich homelessness charity have also invested a considerable amount of money into this research and my MPhil. Their management team have said that as long as Covid guidelines are adhered to, they would like this workshop to go ahead so that they can ensure young people have been consulted properly about the CWTSH.</p>	
<p>What is the impact if the research does not take place in person?</p>	<p>The research findings will be very limited and will not demonstrate that a comprehensive young people's consultation took place.</p> <p>Young people will not have been given an opportunity to verbalise their views of the</p>	

	CWTSH or verbally offer suggestions on how to improve the project.	
Can the activity be delayed? If not, why not?	No, my MPhil ends in June, and I would like the findings from this workshop to help inform a qualitative survey that I plan to disseminate in January.	
Has a risk assessment been completed for the research: <ul style="list-style-type: none"> Has the COVID risk been managed effectively? Is this detailed in the RA? Does the risk assessment consider the risk to the individual participant and all researchers? 	Yes, a risk assessment has been completed and accompanies this form.	
What is the reason to start the work? Other than COVID-19, give details i.e. <ul style="list-style-type: none"> the risk of allowing access to research participants are outweighed by the timely execution of the work; Feasibility of resuming i.e., all of the required equipment, expertise and licences are in place to enable the work to happen safely. 	A risk assessment has been carried out The venue room is large with space to social distance The research findings will be limited to surveys and one previous workshop that	

<ul style="list-style-type: none"> • What is the degree of disruption to the research activity if not allowed to proceed? 	<p>wasn't able to focus specifically on the CWTSH. Not holding the workshop will mean omitting a crucial research method that has been designed to encourage young people to creatively express their views.</p>	
--	--	--

Authoriser/ Reviewer Staff	Authoriser/ Reviewer Student	The Authoriser/ Reviewer is signing to confirm that the documents are in place and appropriate and based on the management of the risk, the research can go ahead in person with human participants.					
		Justification report	Risk Assessment	Safe Operating Procedure (SOP)	Authorisation signatures	Date:	Comments (if applicable)
Principal Investigator (if not lead researcher)	Principal Investigator						
University Ethics Committee	Faculty/ School Research Ethics & Governance committee						

Faculty Associate Dean for Research	Faculty Associate Dean for Research						
--	--	--	--	--	--	--	--

9.4. Appendix 4: Covid Risk Assessment

The following risk assessment concerns a creative workshop that will be carried out at Parc Y Scarlets in December. It will involve 6-8 young people, 3-4 Wallich staff and four facilitators.

Risk	Details of Risk	Control Measures
Covid Transmission	Someone who comes to the workshop may have Covid and could spread it to other participants and facilitators	<ul style="list-style-type: none"> <li data-bbox="987 643 2072 715">➤ The researcher will stay up to date with the Covid guidance set out by both the University and the Welsh Government <li data-bbox="987 770 2072 874">➤ The researcher will visit Parc Y Scarlets prior to the event in order to plan safe seating arrangements, and entrance, exit and emergency procedures <li data-bbox="987 922 2072 1026">➤ The researcher will ask the Wallich to select participants that they feel will be happy and willing to engage with the Covid related requirements set out in this risk assessment <li data-bbox="987 1082 2072 1329">➤ An online Qualtrics form will be sent out to all participants 3 weeks prior to the workshop. It will include two embedded PowerPoint videos. The first one will notify participants of the risks associated with attending the workshop and the safety measures that they will be expected to adhere to. The second video will explain the research aim, participant rights and researcher responsibilities. There will be questions asking about additional needs, whether they are in an at-risk group, allergic to sanitiser

		<p>or exempt from wearing masks. Participants will then be asked to confirm that they have watched the videos, understood the risks involved and are willing to adhere to the safety measures. They will also be asked to give their informed consent to be participants in the research. The form will also ask for contact details for track and trace purposes. This will need to be returned to the researcher two weeks before the workshop so that any safety issues can be addressed and arrangements can be made with regards to specific needs, facemask exemption, hand sanitiser allergy etc.</p> <ul style="list-style-type: none">➤ Participants will be informed that they should not attend the workshop if they have symptoms of Covid➤ Prior to entering the workshop, participants will be asked to complete Swansea University's pre-screen questionnaire➤ A temperature check will be done before participants enter the workshop➤ Participants and facilitators will be asked to sanitise their hands before entering the room➤ Everyone at the event will be required to wear face masks when walking around the event. They will be strongly encouraged to wear masks even when seated and social distancing.➤ Social distancing of 2 metres will be encouraged throughout the workshop
--	--	---

		<ul style="list-style-type: none"> ➤ Participants will be separated into tables. Each table will only include people from the same supported living project and these will form small bubbles ➤ Hand sanitiser will be available on each table ➤ Disinfectant will be used to sanitize tables and equipment regularly ➤ Participants will not share equipment ➤ People will be seated side by side rather than opposite each other ➤ Food and refreshments will be served by the venue and will be provided on individual plates
Awareness of Covid Safety Measures	Participants may not be aware of Covid safety measures that need to be adhered to during the workshop	<ul style="list-style-type: none"> ➤ An online Qualtrics form will be sent out explaining safety measures (see above) ➤ The facilitator will repeat these safety measures verbally at the beginning of the workshop ➤ Facilitators will observe to ensure participants have understood and implemented these safety measures ➤

<p>Presentation of Covid symptoms during the research</p>	<p>A participant could present with Covid symptoms during the workshop</p>	<ul style="list-style-type: none"> ➤ The participant will be asked to leave the workshop with a facilitator, keeping two metres apart and wearing facemasks ➤ The participant will be asked about their symptoms and whether they have had a PCR Covid test to rule this out as a cause for their symptoms ➤ If the participant discloses that they haven't had a PCR test, the facilitator will sensitively explain that they cannot continue to participate in the workshop and the Wallich will be asked to get them safely back to their supported living project
<p>Non-adherence to Covid safety measures</p>	<p>A participant may refuse to adhere to the safety measures set out in this risk assessments</p>	<ul style="list-style-type: none"> ➤ The participant will be reminded of the Covid safety measures that they agreed to comply with ➤ If the participant continues to refuse adherence to the Covid safety measures, it will be explained to them that they cannot continue to participate in the workshop and the Wallich will be asked to take them safely back to their supported living project
<p>Attendee tests positive after the event</p>	<p>Somebody could test positive shortly after attending the workshop</p>	<ul style="list-style-type: none"> ➤ An online Qualtrics form will be sent out prior to the event (see above). Amongst other things, this form will ask for a name and contact details which can be used for test and trace purposes. ➤ On the day of the event, participants will be asked to confirm that the contact details they provided are still up to date. ➤ The online Qualtrics form will also notify participants that these details could be passed onto Test and Trace.

		<p>➤ In the event that someone tests positive following the event, Carmarthenshire Tests and Trace will be notified and the details of all participants and facilitators will be passed on to them</p>
--	--	--

9.5. Appendix 5: Pre-Creative Workshop Survey



The following video provides important information about the creative workshop, Covid-19 risks and guidelines, and my MPhil level research.



Have you watched the video?

- Yes
- No

Do you understand the Covid-19 risks and guidelines set out in the video?

- Yes
- No

Do you understand how the information you provide during the workshop will be used in my MPhil research and what your participant rights are?

- Yes
- No

Do you consent to your input during the workshop being fed back to the Wallich and anonymously used in my research?

- Yes
- No

Whilst attending the creative workshop, unless you have a valid reason such as mask exemption or sanitizer allergy, do you agree to adhere to the Covid-19 guidelines set out in the video?

- Yes
- No

Are you in a Covid-19 at risk group?

- Yes
- No
- Prefer not to say

If you answered yes to the previous question, do you understand and accept that attending this group workshop increases your risk of catching Covid-19?

- Yes
- No

Please select what main course you would like for lunch during the workshop

- Vegetarian Lasagne
- Southern Fried Chicken
- Honey Roast Ham & Pembrokeshire Turkey
- No Meal

Please select one side from the following options

- Homemade chips
- Parsley boiled potatoes
- Garlic bread
- No side

Please select a second side from the following options

- Minted peas
- Salad
- No second side

Please select what dessert you would like during the workshop

- Rich chocolate torte, black currant poached pear, Chantilly cream and pomegranate drops
- Black cherry pavlova, biscoff crumble, vanilla ice cream
- Warm toffee and date pudding, caramelised pecans and vanilla custard
- No dessert

Do you have any food allergies or special dietary requirements?

We need to collect contact details for everyone attending the workshop. This is for test and trace purposes only, if someone tests positive for Covid-19 following the workshop these details may be passed on to the COVID-19 test and trace department. Please could you provide your full name and a contact number below.

We want the workshop to be an open and safe space where people can freely discuss their thoughts and feelings. There is the chance that this may result in some sensitive discussions and people disclosing personal information about themselves. Therefore, we ask you to respect peoples privacy and confidentiality, and not discuss anything sensitive or personal that you have heard during the day with others outside of the workshop. Please confirm that you understand and agree to this.

- Yes

If you have access to a lateral flow testing kit, then it would be advisable to take this test within 24 hours prior to the workshop. A positive result would obviously mean that you should not attend the workshop.



Do you consent to the workshop being recorded with a recording device?

- Yes
- No

Are you exempt from wearing a face mask?

- Yes
- No

Are you allergic to or unable to use hand sanitizer?

- Yes
- No

If you answered yes to the previous question, is there a certain type of hand sanitizer that you can tolerate?



School of Management

9.6. Appendix 6: Young People’s Survey



CWTSH video

The following video provides important information about why this survey is important and what the Carmarthenshire Wellbeing, Therapeutic and Social Hub (CWTSH) is:



Research Video

This next video provides important information about my research, your rights and how the information you provide in this survey will be used. If you would rather not watch the video, you can read about this below instead.



If you have watched the research video (video 2), you can skip this section.

My Research

- I am an MPhil student at Swansea University who is working alongside the Wallich
- I want to find out how the Wallich involve young people in the development of the CWTSH and how effective this project could be
- I may use your survey responses in my university research and also feed them back to the Wallich so they can take your views on board when developing the CWSTH

Your Rights & My Responsibilities

- When you complete this survey, you become a participant in my research
- Your participation is voluntary and you have the right to withdraw without reason or consequence
- Your survey responses may be used in my research and published online, in printed articles, used by other people in their work or be accessible in other public domains
- Your responses will be anonymised
- The only time I may have to breach your confidentiality is if your responses lead me to believe that you or someone else is at risk of harm

How Your Data will be Stored

- Your survey responses will be stored by Qualtrics in line with their data security policy. More information on this can be found here: <https://www.qualtrics.com/support/survey-platform/getting-started/data-protection-privacy/>
- Any information I take from these surveys will be stored in line with General Data Protection Regulation (GDPR). More information can be found here: <https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>
- As a student researcher I have to adhere to the British Sociological Association Statement of Ethical Practice which sets out participant rights and researcher responsibilities. More information on this can be found here: https://www.britisoc.co.uk/media/24310/bsa_statement_of_ethical_practice.pdf

0%  100%



Have you watched the research video/read the research information and understood how your survey responses will be used and what your participant rights are?

- Yes
- No

Do you consent to your survey responses being anonymously fed back to the Wallich and used in my university research?

- Yes
- No

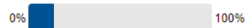
How old are you?

What is your gender?

Is someone helping you to complete this survey? If yes, who is helping? e.g. friend, support staff etc.

If someone is helping you complete this survey, do you consent to this?

- Yes
- No



Based on the information provided in the CWTSH video, do you think there would be anything positive about living somewhere like the CWTSH? If yes, please explain what you think would be positive.

Based on the information provided in the CWTSH video, do you think there would be anything negative about living somewhere like the CWTSH? If yes, please explain what you think would be negative.

Is there anything you would change or add to the CWTSH concept? If yes, what would these changes or additions be?

What facilities and activities would you like to see offered at the CWTSH? (Some examples of facilities could be a socialising area, a gym, a computer room etc., whilst some examples of activities could be football, cookery, art etc.)

Do you think that the CWTSH could help meet young people's needs? If yes, what needs could the CWTSH meet and how?

Would you like to live at the CWTSH?

Yes, please provide reasons:

No, please provide reasons:

Unsure, please provide reasons:

0%  100%



The CWTSH will be in a semi rural location. How would you feel about living somewhere like this? Please tick all the answers that you agree with.

- I would miss living near to the amenities in town such as shops, bars, cafes etc.
- It would be a nicer environment than living in town
- I would miss living near to my friends and/or family
- It would be better for my health and wellbeing
- I would worry about getting to work, college, appointments etc.
- It would be nice to have more countryside and outside space around me
- I would worry that my social life might suffer
- It would be nice to live away from the negative aspects of town such as antisocial behaviour, crime etc.
- Getting public transport into town could end up costing me too much money
- I would enjoy living in a project with other young people
- I wouldn't feel part of the town community anymore
- I would like to become part of a smaller, more rural community
- Additional Comments (optional)

Please rank the following types of supported living options in the order that you would like to live in them. 1 means you would most like to live there and 4 means you would least like to live there.

	1	2	3	4
Supported Lodgings where you live in a house with a person or family who is trained to support you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent living where you live in your own house/flat in a town and are supported by people who come to your home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A project like the CWTSH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group supported housing where you live in a town in a property that is shared with other young people (Clos St Paul is a good example of this)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you think young people are given enough choice about where they live?

- Yes
- No
- Not Sure
- Additional Comments (optional)

Do you think young people have enough involvement in how their supported living projects are run?

- Yes
- No
- Unsure
- Additional Comments (optional)

Do you have any suggestions about how young people can become more involved in running their supported living projects? If yes, please add them here:

If you have any additional comments about the CWTSH then please add them here:

0%  100%



Thank you for for taking the time to complete this survey.
Your responses have been recorded.



9.7. Appendix 7: Ethics Form

8. SSCHOOL OF MANAGEMENT, SWANSEA UNIVERSITY

9.

10. FIRST STAGE ETHICAL REVIEW FORM

11.

12. *To be completed for all research involving human subjects OR datasets of any kind OR the environment*

13.

Name of PI or PGR Student	Sara O'Shea
Staff Number or Student ID	██████████
Supervisors*	██
Date Submitted	11/04/2019
Title of Project	Big Ideas in a Micro Village: Evaluating a young persons supported housing project in Llanelli
Name of Funder / Sponsor*	School of Management, KESS, EU and The Wallich
Finance Code / Reference*	
Duration of Project	3 years

Aim of research project (250 words):

This research project is a PhD level study that comparatively evaluates the efficacy of new model of service provision for young adults with complex needs. This new supported housing project is being developed by a third sector homelessness charity called the Wallich and will offer a holistic and therapeutic model of support to its service users. Physically, it will be situated on the outskirts of Llanelli and will consist of fifteen small accommodation units, as well as several indoor and outdoor communal areas. There will be a strong focus on environmentally sustainable practices and the provision of a wide range of opportunities relating to skill development, community living, food production, employment, education and preparation for independent living.

14.

15. * *Complete if appropriate*

16.

17. **Risk evaluation:** *Does the proposed research involve any of the following?*

18. ✓ **Tick those boxes for which the answer is YES**

19. X **Cross those boxes for which the answer is NO**

20.

21. **Participants**

22.

23.

24. X Will the study involve recruitment of patients or staff through the NHS or the use of NHS data or premises and/or equipment? If this is the case, the project **must** be reviewed by the NHS. Please see the following NHS online tools for help with this <http://www.hra-decisiontools.org.uk/research/> and <http://www.hra-decisiontools.org.uk/ethics/>
25. X Does the study involve participants aged 16 or over who are unable to give informed consent? (e.g. people with learning disabilities: see Mental Capacity Act 2005. All research that falls under the auspices of the Act **must** be reviewed by the NHS)
26. ✓ Does the research involve other vulnerable groups: children, those with cognitive impairment or in unequal relationships? (e.g. your students). This **may** require NHS review, and will typically require the researcher to get **Disclosure & Barring Service (DBS) clearance** (formerly CRB checks)

27. X Will the research harm or pose any risk to the environment? (e.g. research in environmentally sensitive areas (e.g. SSSIs); permission

Please describe the participants involved in your research (if no participants, state 'none'): *max 250 words.*

Participants in this study will include young people aged between 16-25 who have complex needs and who are at risk of homelessness. Some of the young participants will be users of The Wallich's services. However, this research could also involve young adults who use different service providers as well.

From an ethical perspective, young adults may be seen as a vulnerable group and although this research does not broach sensitive topics, its ethnographic nature means there is a small risk that participants could wonder off topic and talk about issues that they find upsetting. This risk will be addressed in the following way;

- The researcher holds an enhanced DBS (children and young people) and a standard DBS and is subscribed to the update service
- The researcher will adhere to the university's policies on undertaking research with vulnerable adults and adults who lack capacity, and undertaking research with children and young people
- The researcher will adhere to ethical guidance set out in documents by research associations such as the British Sociological Association (2017), British Educational Research Association (2011) and Association of Social Anthropologists (2011)
- The researcher will continuously negotiate consent at all stages of the research process in a clear and person-centered way
- Briefing and debriefing sessions will be carried out when speaking to participants
- The researcher will speak sensitively at all times
- The researcher understands her responsibilities with regards to confidentiality and when it may be necessary to breach this

Additional participant groups may include The Wallich staff, The Wallich management team and other outside agencies such as children's services, social services, Carmarthenshire council and other similar projects.

References

Association of Social Anthropologists (2011) *Association of Social Anthropologists of the UK and*
needed to access field sites; transport of samples between countries

(e.g. soil); sampling of rare or hazardous material (e.g. invasive species) that could deplete or endanger)

28.

29.

30.

31.

32.

33. Recruitment

^{34.}

35. Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited? (e.g. students at school, members of self-help group or residents of nursing home?)

36. Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people or use of social media content)

37. Will the research involve any form of deception? (e.g. misinformation or partial information about the purpose or nature of the research)

38. Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?

39. Does the research involve members of the public in a research capacity? (e.g. participant research; participants as co-producers or data

Please explain the recruitment of participants involved in your research (if no participants, state 'none'): *max 250 words.*

The Wallich homelessness charity are major gatekeepers in this research project. They are an organisation that is jointly funding this PhD and are the developers of the new project. Therefore, I participants will predominantly be recruited through them. However, the researcher is aware of the ethical issues surrounding this and will ensure that participants have not been directly or indirectly

collectors)

40.

41.

42.

43. Research Design

44. X Will the study discuss sensitive topics or require the collection of sensitive information? (e.g. terrorism and extremism; sexual activity, drug use or criminal activity; collection of security sensitive documents or information)
45. X Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?
46. X Is pain or more than mild discomfort likely to result from the study?
47. X Will the study involve prolonged or repetitive testing?
48. X Are drugs, placebos or other substances (e.g. foods or vitamins) to be administered to study participants, or will the study involve invasive, intrusive or potentially harmful procedures of any kind? (If any substance is to be administered, this **may** fall under the auspices of the Medicines for Human Use (Clinical Trials) Regulations 2004, and require review by the NHS)
49. X Will tissue samples (including blood) be obtained from participants? (This would fall under the terms of the Human Tissue Act 2004. All

Please summarise your methodology in detail and provide reflective comments with regards to the design of your research: *max 250 words*.

This research project is an ethnographic study. Qualitative and quantitative data will be collected through a wide range of methods such as informal discussions, observations, interviews, focus groups, meetings and questionnaires (these will be developed in year two based on prior literary and ethnographic research).

The researcher has opted for a wide range of research methods because it will allow for the collection of varied, comprehensive and thick data. Furthermore, the researcher recognises that different people

research that falls under the auspices of the Act **must** be reviewed by the NHS)

50.

51. Data Storage and anonymity

52.

53. Will the research involve administrative or secure data that requires permission from the appropriate data controllers and/or individuals before use?
54. Will the research involve the sharing of data or confidential information

Please describe how you will store your research data and for how long, and, if appropriate, how you will ensure anonymity of your data subjects: *max 250 words*.

The researcher will ensure data protection by abiding by GDPR as stipulated by the Information Commissioners Office (2018) and by storing all data in a password protected device/hard drive and locking any physical data away. Furthermore, she will anonymise participants at all times by using pseudo names and ensuring that she does not include any identifiable information.

Anonymised datasets will then securely archived for up to ten years after the completion of the PhD.

Information Commissioners Office (2018) *Guide to the General Data Protection Regulation (GDPR)*. Retrieved on April 2, 2019, from

beyond the initial consent given?

55. Will the research involve respondents to the Internet or other visual/vocal methods where respondents may be identified?
- 56.
- 57. Safety and Risk**
58. Has a risk assessment been completed?
59. Is there a possibility that the safety of the researcher may be in question? (e.g. in international research: locally employed researchers)
60. Will the research take place outside the UK where there may be issues of local practice and political or other sensitivities?
61. Could the research impact negatively upon the reputation of the University, researcher(s), research participants, other stakeholders or any other party?
62. Do any of the research team have an actual or potential conflict of interest?

63. X Are you aware of any other significant ethical risks or concerns associated with the research proposal? (If yes, please outline them in the space below)

64.

65.

66. *If any answer to the questions above is **YES**, then a **Second Stage (Full) Ethical Review MAY** be required.*

67.

68. *If the project involves **none of the above**, complete the **Declaration**, send this form and a **copy of the proposal** to [REDACTED] the School of Management Research Support Officer: [REDACTED]. Research may only commence once approval has been given.*

69.
70.
71.
72.

Please describe the health and safety considerations in relation to both participants and researchers (250 words max): *If there are significant concerns an appropriate risk assessment and management plan must be attached.*

No expected health and safety concerns

Other significant ethical issues or concerns: (If None, then please state 'None')

None

Declaration: *The project will be conducted in compliance with the University's Research Integrity Framework (P1415-956). This includes securing appropriate consent from participants, minimizing the potential for harm, and compliance with data-protection, safety & other legal obligations. Any significant change in the purpose, design or conduct of the research will be reported to the SOM-REC Chair,*

Signature of PI or PGR Student	
Signature of first supervisor (if appropriate)	
Decision of SOM-REC	
Signature of SOM-REC Chair or SOM-REC deputy Chair	
Date	
SOM-REC Reference number (office use only)	

73.

9.8. Appendix 8: Thematic Analysis Example

Workshop 2: Transcription and Thematic Analysis

Pseudonyms have been used during this transcription

Designing an ideal village for young people

Mike: we are going to design an ideal village for young people. What things would you like to see in this village?

Trevor (S): Rugby pitch or a football pitch

Mike (Facilitator)- What do you like doing?

Lily (SU) Boxing

Mike: Tom, what do you like doing?

Tom (SU): Anything, arts, arts and crafts

Trevor: Art room (suggestion for a facility in the village)

Jake (SU) I like a music theatre personally, and a recording studio, a recording studio man (said with a lot of enthusiasm)

Mike: So on your little paper, put your little self wherever your self is, and in a circle, write what are the things that you love doing, so what do you love doing? And in another little circle, what do you want to learn?

Mike: What are you already good at? I'm good at sleeping, talking, I don't shut up, I'm good at, I like playing, I love my work actually

Lily: I like going on my phone (laughs)

Mike: I love socialising, I love being outside

Lily: Aww, and me

Mike: I love being out by the coast, but I also like the countryside

Sara: Maybe we could have water, a pool in the park

Mike: I's like to learn the build my own house

Jake: Oh, that would be cool

Lily: My dad built his own house

Sara: Yeah, what do you think about that kind of building your own house

Jake: Yeah, I did labouring before, it was very hard work, but

Sara: Have you got things you'd be interested to learn Tom

Tom: No, I'm not sure

Sara: You mentioned creativity and art didn't you

Mike: Shall we start with any bit of paper and start with just drawing and cutting out a shape of a house. Start with the type of house that you would want to live in

Lily: A big one (house)

Lots of discussion about the paper and craft materials that can be used to design the house

One young person (usure who): I's like a treehouse

Jake: I grew up with wait for it, my design is bathroom, lounge, kitchen, bedroom

Mike: Okay great, and where do you go...

Jake: Toilet, yeah of course

Trevor: I've just done a plan view

Lots of discussion about the different house design

Mike: What are the things you want inside your house?

Lots of discussion about boat houses and igloos

Mike: Right now, we need to build the village, so we are just going to do different areas. So we are he planners and we are going to use all the knowledge, skills and understanding that we've got to plan a village for young people. So we are going to create this village between us, there's no wrong or right, just people's ideas. One of the ways that we can just get going, if we decide on say, a colour for the houses, and just say green for the moment, or maybe green is for fields and maybe blue is for rivers.

Sara: What colour do you think for the houses?

Mike: So we going to have water in this village

Lily: Yeah, at the side

Mike: What like a moat?

Lily: It's a beach

Jake: It's a moat, this is our castle

Discussion about cutting out and crafting the beach

Mike: Are we having any green areas, are we having any woodlands?

Lily: Trees can go in the corner

Mike: What about allotments?

Jake: Well I've made a field, have you got a white pen cos I can draw football lines on it

Mike: We'll have to do black football lines, is that alright?

Mike: Somebody said, masts, the windfarms, do you want to make then Tom?

O'SHEA S. [REDACTED] ✎ ...

Activities & Interests

O'SHEA S. [REDACTED] ✎ ...

Activities & Interests

O'SHEA S. [REDACTED] ✎ ...

Activities & Interests

O'SHEA S. [REDACTED] ✎ ...

Activities & Interests

O'SHEA S. [REDACTED] ✎ ...

Activities & Interests

O'SHEA S. [REDACTED] ✎ ...

Activities & Interests

O'SHEA S. [REDACTED] ✎ ...

Activities & Interests

O'SHEA S. [REDACTED] ✎ ...

Activities & Interests

O'SHEA S. [REDACTED] ✎ ...

Discussion about designing the village and its houses

O'SHEA S. [REDACTED] ✎ ...

Discussion about designing the village and its houses

Discussions about crafting a park, trees, grass, supermarket, and what types of food would go into the shop |

Mike: Is there going to be like a school or a college?

Trevor: Library (suggestion)

Mike: Or a place to go and make things like workshops

Trevor: A training centre

Lily: A gym (suggestion)

Jake: A football pitch (suggestion)

Lily: A boys gym and a girls gym

Jake: Why would you have a second gym?

Trevor: because sometimes ladies get uncomfortable with men in the gym, don't they.

Jake: Is it? (surprised)

Lily: we need a cinema

Mike: Who would be able to grow their own food

Lily: Me

Mike: so what about an allotment

Mike: so what type of veg would you be able to grow?

Tom: Lettuce and cabbage

Trevor: potatoes

Mike: Who would be able to cook the food that they grow

Lily, yes, I like cooking, I cooked a chicken the other day

Mike: Are we having cars

Unknown: Mopeds

Trevor: scooters

Trevor: we used to grow potatoes and veg in the garden when I was a kid, we hardly ever bought veg

Discussion about having electric scooters between a few people (unable to hear who said what)

Discussion about coffee

Discussion about where to put the different facilities on the village plan s well as how to glue them into place

Jake: it needs a JD Sports shop

Me: So what courses are there going to be in the training workshop then?



O'SHEA S. [redacted] Village facilities people would like

Reply

O'SHEA S. [redacted] Village transport options

Reply

O'SHEA S. [redacted] Village transport discussion

Reply

Trevor: Bricklaying, plumbing, electricians

Lily: [cooking](#)

Mike: Are you going to have your own shop where you sell your own vegetables

Lily: That's just for us (veg)

Jake: Music shop (suggestion)

More discussion about sticking the houses, facilities etc to the village plan

Sara: Did someone say a games room in the end, cos we had table tennis [idn't](#) me

Jake: That was me

Lily: And a boxing room

Sara: Would that be kind of in the gym?

Jake: And ping pong

Mike: Shall we ask what kind of things we want in it

Jake: What kind of things do we want in the training room everyone?

Ella (staff): [Act](#) wasn't it?

Mike: Someone said [catering](#) didn't they?

Jake: I did, yeah

Mike: Someone said plumbing didn't they

Me: And bricklaying was the other suggestion

Mike: Gardening?

Mike: What about being able to build your own homes?

Lily: DIY

Mike: Would you like to build your own home

Jake: [so](#) labouring 53.39

Lily: my dad built his house

Mike: Tom would you like to build your own house if you had the skills to do it

Tom: Yeah, I would

Mike: What else do we need in the [workshop](#)

Mike: Okay, do you know about the CWTSH, do you know about the concept of the CWTSH?

Lily: Yeah

Ella: Tom, do you remember the video we watched, about the village? ([about](#) the CWTSH)

Tom: [Yeah](#), its been alright

Mike: So how has it been so far for everyone, Tom, how has it been for you, what was your best part

Tom: That bit (points to pyrography)

Mike: Lily, how's it been for you today

Lily: Good

Mike: What was your best bit?

Lily: I [dunno](#), pyrography

Mike: Ella, how's it been for you today

Ella: yeah, I've enjoyed

Mike: [What's](#) been your best bit

Ella: the pyrography, and watching Lily be so, [yeah](#)

Mike: Would you like to do more of this kind of thing if you got the opportunity?

Lily: Yeah

Tom: Yeah, probably

Mike: Barry (staff) how's it been for you today=y?

Barry: Yeah, I've enjoyed

Lily: He's enjoyed more than the kids ([laughs](#))

Mike: [Well](#) thank you very much for your work today

Mike: I think all communities should do this, you know, plan their village. You know, if you'd have had that time out, when you were just leaving school, and you went to live in a place where you developed what you wanted to live in and how you wanted to live, and you had those skills, and then you had it for a while and then moved on

Direct CWTSH feedback

Me: Explains to the group about the CWTSH

Ella: A lot of young people I've had feedback from wanted to know about visitors and whether they could have people staying over or would it just be them, would they be allowed to have visitors, things like that. A lot of them said that.

Trevor: That's fair enough, I'd want that too

Me: Are visitors not allowed where you are the moment then?

Ella: Yeah, [you](#) not allowed visitors now are you? ([to Lily](#))

Barry: [Yeah](#) but that is because of Covid

Jake: The [Wallich](#), where I used to stay, you were allowed to have one [visitor](#) but they have got to be written down. Am I right?

05 O'SHEA S. [REDACTED] Training courses

Reply

05 O'SHEA S. [REDACTED] Activities and Interests

Reply

05 O'SHEA S. [REDACTED] Activities and interests

15 February 2022, 11:24

Reply

05 O'SHEA S. [REDACTED] Best bit of workshop@ Pyrography

Reply

05 O'SHEA S. [REDACTED] Positive workshop feedback

Reply

05 O'SHEA S. [REDACTED] Importance of visitors being allowed at the CWTSH

Reply

Ella: I think that is because of Corona though isn't it

Jake:

I was younger I hated it, now I hate it when people are in my house, you know, I love being on my own Yeah, but the whole thing of you not being allowed to change your guest and stuff, I **ago**, it doesn't really matter to me now, but when now **but**, to be fair, like, I live in supported housing years ago, about 9 years ago, well, I lived in a place called... And it was probably one of the worst things that could have happened to me going there, it was horrid

Mike: Because?

Jake: Because the people there, the other people that were around my age, some of them, obviously it was anyone from 17-25 **like**, and you weren't allowed under sixteens, that's pretty normal, that was fine to me. But the people that lived there, they don't really care about how, they didn't really care about how you felt about something. Essentially, say I've got a problem with you and your in the flat above me right, and you're an idiot like and I dislike **you**, but say we have a disagreement or something, they (staff) tend to think the problem is you need to stay away from each other, but we live in the same block and everybody was with everyone. Its not like your in your rooms you know, your 17, your 18, your 19, do you know what I mean, your growing up, that's just when you want to go and have a laugh and drinking and partying all the time, do you know what I mean, and it was just a constant war between people, it was horrible, it was always full of bad stuff.

Mike: Do you think that would happen here? (the CWTSH)

Jake: No, well that's what I was **going** say, well from you said, it seems like **its**, **its** not like **its** more of a controlled environment, its less of like a cluster of people

Trevor: Less institutionalised perhaps

Jake: **Well** that's a good word to use actually to be fair, if you're in housing for **along** period of time, say 3 years, when people say are you ready to move on now, and then they put you in a house, **its** just you then, yeah you still have support and stuff, but **its** just you, and **obviously** we been through all this, and I'm at the end of it now, I've actually got my own place, I've got my house, and you know, **its** mine like. **So** **its** not like it was before, but having to be able to go, I've got an issue, **lets** go to the office, **its** something that, obviously I haven't been in supported housing in a while, so it wasn't like that, but I was in the (names supported living project) and honestly, that place, crazy, **but** um, this would be far better. Especially if **its** with someone that you know, like you said, if you had two people living out there, someone that you know, someone that you lived with possibly, someone that has been in a project with you would be good. I think that would be good for people, **personally**, this is something that I **actually** care about as well, that's why I've got a little bit of a voice and an opinion, do you know what I mean?

Mike: Well **yeah**, that's what we want (your opinion)

Ella: [they also talk about community a lot, to be part of an actual community.] Ans (mentions a name) talked about belonging. He said he thought it would be good to belong somewhere, you know:

Me: Sorry, I was going to show everyone a photo. This (picture) is how the **Wallch** envision it (the CWTSH) to be, **its** not necessarily what **its** **going** look like but its just how they've planned it

Trevor: I'd like to live there

Jake: Oh, so its like a residential area, **its** like residential, just not for like naughty kids. Because I've been to a residential place when I was younger, that's what it reminds me of. I was misbehaving that's why I went to a residential place. That's what it was like though, somewhere like that, and that was quite good fun, I enjoyed that when I was young, I was about 15 then.

Trevor: I'd love to live there

Mike to Jake: What was good about that residential project

Jake: Well, I don't know how to put it into words properly but I liked being more, you know I didn't like listening to **people** hated being shouted, so when we went to residential, they were like you're here because your naughty, and because of the way I was, even though I knew that I was still being a bit of a (inaudible), I just really enjoyed it, I enjoyed being away, it was like a holiday for me, that's what it was like for me anyway, I was younger, I was much younger

Ella **has** to leave

Mike is there anything you'd like to add Ella just before you go?

Ella: Um, no, I think it's a brilliant idea and I think especially having the young people have a voice in it

Trevor: **Well**, they've got to live there, do you know what I mean?

Mike: Why is it a brilliant idea for you as **as** staff member?

Ella: I think because they're not all, like its outdoor, they get to learn new things, new skills, something that say they went to do cookery training, they could move on from this village and then go on to live independently and get a job as a chef. You know, learn different **skills** and learn how to live

Mike: **So** how would you feel as a member of staff working on something like this?

Ella: Me? Um

Mike: How would it affect you?

Ella: I probably wouldn't be very good at the potting and stuff, but I'd quite enjoy it, I think I **would** and I think its more independent, they've got their own, their own

Trevor: Accommodation

Ella: **So** its not like oh you live here, you live here, you live here

Jake: **Yeah**, to be fair it would be good wouldn't it

Ella: Its more independent

Trevor: Fancy that Lily?

Lily: Yeah

Me: Yeah, what do you like about the concept then, what do you think would be good about it?

Ella to Lily: I think you said you thought it **would** good for peoples mental health

Lily: Oh yeah

O'SHEA S. [redacted] Living in supported housing was bad

O'SHEA S. [redacted] People didn't care in supported living

O'SHEA S. [redacted] Disagreements in supported housing

O'SHEA S. [redacted] Cwtsh: less institutionalised

O'SHEA S. [redacted] Living in supported housing bad

O'SHEA S. [redacted] CWTSH would be better

O'SHEA S. [redacted] **Consistency**

O'SHEA S. [redacted] Having a voice: contributing

O'SHEA S. [redacted] Positive experience of living in a residential project

O'SHEA S. [redacted] Positive experience of living in a residential project

O'SHEA S. [redacted] Positivity towards the CWTSH

O'SHEA S. [redacted] Having a voice

O'SHEA S. [redacted] Having a voice: Importance

O'SHEA S. [redacted] Outdoor element of CWTSH is good

O'SHEA S. [redacted] Learn new skills

O'SHEA S. [redacted] Independence

O'SHEA S. [redacted] Career prospect

Ella to Lily: Like the animals (how they are good for mental health), I think it was you that was on about the animals

Me: Yeah, it can be quite therapeutic with animals

Trevor: Would they be allowed to have pets?

Me: Well I can't answer that, but I can feed this back to the Wallch if that is what people want

Sara: What do people want. Is that something you feel would work?

Jake: So what I think, especially when it comes to people like this, as a person myself that's suffered from the things I've suffered, especially when I was a lot younger and I didn't understand it nearly as near as much as I do now. Being able to give people the opportunity and the choice to choose what would make them feel better, is what it's about, having people there all the time helps, but then what if when they've got, that's it now, your there, your just stuck and off you go and you've got no one there remember getting a pay packet pyro, do you know what I mean? You've got to hit that right balance

Trevor: I'm thinking there will be like staff on site

Jae: But like having someone there consistently to having no one there can make a big difference, trust me. Buy yeah, do you know what, honestly, when I first moved away from home at 16, that (the CWTSH) would have been ideal for me, I would have loved that! It probably would have sorted my life out. I'd be in a better position than I am now, definitely.

Me: Is there anything that you'd be worried about living there?

Jake: Financial situation, potentially, because

Sara: Financial situation in what way?

Jake: Like trying to get people to manage their money when they are younger, I think its more down to their personality traits, is what it comes to. Because you try telling them don't spend your money on that, don't spend your money on this, but its all down to their personality traits in my opinion, so you need a good plan in place to teach people how to use their money well, that's what I would do. Because, I'm shocking with money, I'm terrible with it, I'm awful with it, I just think it's a great idea to go and buy this, and I'm sat there thinking I'm starving now!

Me: So maybe that is some kind of training you could have here (the CWTSH), some kind of budgeting training?

Trevor: Like life skills

Mike: I'm really interested in this concept of traits, when I met Sara, I had no idea that garages charged different prices for fuel, no idea, honest to god. And Sara says to me, how much is that, and I'm like I have no idea. I remember getting a pay packet, which was a pay packet with money, notes and change.

Trevor: I remember that

Mike: And I knew exactly how much I'd got for the week. When they put it into a bank account and gave me a bit of plastic, I had no idea how much prices cost because I'd be like I'll have that and I'll have that, and I got into serious, well I used to, I'm a lot better now because I have to be. But I got into serious trouble with that, and as you say, its just your personality traits.

Jake: Its an easy concept to grasp if its explained well as well, These things aren't as crazy hard to think about

Mike to Lily: How are you with money?

Lily: Not good

Trevor: I was crap with money, nobody taught me how to look after my money. I was hopeless

Mike: My bank manager taught me, he just said no, you can't have anymore money.

Trevor: When I was a kid, when I first started work, you'd get paid in a pay packet, so my bank was the top shelf in my wardrobe, that's where I out my money, and then I'd say right, I've got so and so, so and so, so and so, and work out how much to give myself a day

Sara: Its easier to budget though if you've got it in your hand

Jake: Your in a shop right, and its like a premier, you need all the necessities you need to get, you need, you know, maybe you need sponges and washing or what not. I'm just remembering a few days ago and have to refresh my memory, but I was in the shop and I was like, yeah yeah, I need all this, its all good stuff, none of it was crap, I mean, I bought an energy drink or something, which is crap, but I like them, so they are not crap to me. So, I bought all this stuff and I was like yeah landed, I got what I needed, it cost be 11 quid, I had like 4 things, it cost me 11 quid. I nearly fainted in the shop, he was like you alrights, and I was like yeah, its just a bit warm in here. Incredible like, I bought a pack of sponges, coffee, milk, energy drink and maybe something else, but I can't even remember what it was now, it cost be 11 quid mate, mental, so when haven't got much money and you don't live next to Aldi, your kind of in the deep end.

Mike: Barry, what are you like with money?

Barry: Depends what is in the shop

Mike: Tom, how are you with money?

Tom: Quite bad

Sara: It's a life skill isn't it

Mike: What other life skills do we need?

Tom: Hygiene

Trevor: Laundry

Jake: When I moved into my house and they told me I was having a washing machine, it was the greatest feeling in the world man, I don't care what you say.

Sara: So lifeskills, laundry hygiene, budgeting

Jake: Oh, financial budgeting, big time. I think that's one of the biggest things but its probably not spoken about enough, I think

O'SHEA S. [REDACTED] Right balance between independence and support
Reply

O'SHEA S. [REDACTED] CWTSH would be ideal
Reply

O'SHEA S. [REDACTED] Positivity towards the CWTSH
Reply

O'SHEA S. [REDACTED] CWTSH could sort lives out
Reply

O'SHEA S. [REDACTED] CWTSH: Financial concerns
Reply

O'SHEA S. [REDACTED] Need for budgeting support
Reply

O'SHEA S. [REDACTED] Discussion: Being bad with money
Reply

O'SHEA S. [REDACTED] Discussion about life skills support
Reply

Lily: Yeah

Mike: How tidy are you, or how messy are you?

Lily: I'm tidy

Mike: Do you have a wardrobe or a floorrobe?

Lily: Both, but I've got too much clothes

Mike: When was the last time you cleaned the toilet?

Jake: Ah, every day, every day. I have a massive pet peeve when it comes to people using my toilet.

Sara: What other life skills then? Budgeting.

Mike: Just talking about chaos, because I live in chaos

Trevor: Cooking

Mike: Who can change a light bulb

Lily: Me!

Me (to Lily): So you know you mentioned earlier about having visitors over. So why is that important, just so I can feed that back to the Wallch.

Lily: Because I don't want to be alone!

Trevor: And you've got friends that might not live on that project, like if you lived anywhere like normal, you'd have your friends come and visit, wouldn't you?

Jake: Its being segregated isn't it, do you know what I mean, its like being held hostage, I know its like a government thing going on right Covid, but even when its not, I can out and go the pub and I can see 12 people as it is now, but if I lived somewhere where I was only allowed one person over, when I wanted to have someone else over at an particular time, do you know what I mean, or whatever, to have visitors

Trevor: Its a normal thing having visitors visit you, isn't it?

Jake: Its like being locked away, do you know what I mean. It's a horrible feeling to have definitely, I didn't really have that problem before, but obviously, when I was in (name of project), it was awful

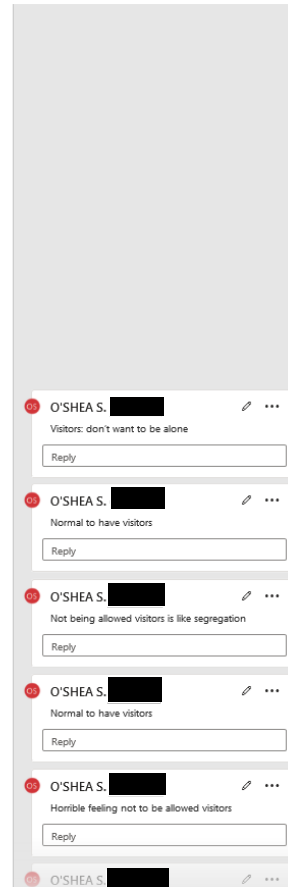
Sara: So this is your home, so you want to feel like this is your home

Lots of agreement!

Jake: Yeah, I want to have whoever I want there

Trevor: Well you would if you'd bought your own home wouldn't you! You don't think twice about inviting friends round, so why should it be any different for these?

Me: So basically you want to have the freedom to have who you want over, and is that like sleeping over as well?



Lily: Yeah, it would be nice to have people over!

Mike: So what would be the downside, what would be the negatives, what would be the difficulties on a place like this (The CWTSH)

Jake: Did you say it was quite rural?

Me: Yeah, its gonna be out of town but on a public transport route?

Jake: Well yeah, well maybe that then, cos I know a lot of people who don't particularly like the countryside. I grew up in the countryside but I can't stand it. I'm a city person all day long. I'm a city person because I grew up in the countryside, it was awfully boring, simply because I loved being out and about and doing stuff

Trevor: And when you are a certain age, there's not a lot to do!

Jake: Exactly, so, I'd say the out in the sticks part of it maybe, not for me, I'd be okay with it and get on with it, but other people might feel completely different!

Me: I don't think its going to be completely out in the sticks, but its not going to be right in the middle if town. So it will be somewhere where you can easily get into town but its not like your just walking out of your front door and you are there

Jake: Well there, you have the financial situation because the bus would cost money!

Me: Yeah, that's true

Jake: And buses do tally up, especially these days and how much they cost, you know, travel has gone up quite a bit. Train tickets go up every year on January the 1st and stud like that so yeah!

Me: So do you think there is anything the Wallch could do to make that easier, do you know, is there anything they could put in place?

Jake: Refundable bus tickets, they used to do that, I don't know if they do it anymore, they used to do it for like when you go to a job centre. So that would probably be a (helpful) thing

Sara: And maybe with this kind of focus on renewable energy and things, I don't know, maybe there could be an electric car or an electric minibus that is going back and forth

Jake: Some inaudible chatter but suggest electric scooter, which Lily agrees with, some people use that (electric scooter) as transport

Jake: and obviously cycling and stuff, they could provide bikes, as long as people look after them and bring them back

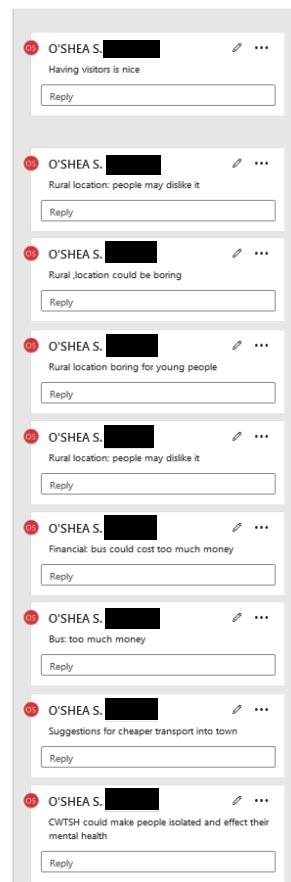
Mike: Ah, communal bikes, what a good idea

Lots of agreement!

Jake: Wow, I'm so smart, look at me

Mike: Tome, we're talking about difficulties (of living somewhere like the CWTSH). What do you think?

Tom: It could like affect someone's mental health, being in like an isolated place and that, so say now they don't allow visitors or something, it could like affect someone's mental health, cos your alone and isolated!



Trevor: Visitors are a big deal then

Agreement

Jake: You always want to have someone around, don't you, do you know what I mean, I get it, I get it

Mike: What about if we had rain for 40 days and 40 nights?

Trevor: We'd need an arc then

Jake: I'd love that, I love rain

Lily: I'd stay inside sleeping all day

Mike: well if its out in the sticks, fields

Jake rugby match every day

Jake: Yeah, I don't know, seems like a cool idea (the CWTSH) to be fair, but I don't really know what bothers people these days. Like, I'm not that much older, but like seven years is a bit of a generational gap, I'd say

Mike: So you are a whole different person to what you were seven years ago

Jake: Ah yeah, massively, huge

Sara: So, do you think the fact that you've got these communal areas, like the gym and the shop, it might be an opportunity to kind of make friends on site? Cos there's quite a lot of houses aren't there. It's a community

Jake: There'd be loads of people there wouldn't there

Trevor: You could have like a farm shop

Me: So I think the plan is about 16-25 (age group living at the CWTSH)

Jake: I think that would be good, yeah

Mike: How do you think it would be for a 16 year old and a 25 year old?

Jake: What do you mean, I'm (age mentioned)

Mike: Would it work for that age group?

Jake: I think that would be like the end of your (inaudible. I think if I went there now, um where I'm at directly now, that in my opinion would be a step back from where I've gone, but tat is because of where I'm at at the moment. About two months ago I would of jumped at that (living at the CWTSH)

Trevor: 6 months ago you would have jumped at that

Jake: 6 months ago I would have crawled to it. Do you know what I mean, things change, people change. I think a 16 year old that is brand new, you've just finished school for a start

Mike: so what about falling out?

Jake: Well I don't know about that man

Mike: Could that be a difficulty

Jake: Of course it could. It's the same s a relationship right, you spend so much time together, could be your friend, could be your mother, could be your partner. Their personality traits start getting on your nerves a little bit and you just clash and argue

Mike: How often do you get on your own nerves?

Jake: What me? Oh I hate myself, I'm well annoying

Mike: Coz we do, we really fall out with ourselves

Mike: I find it difficult living with me 24-7

Sara to Jake: But you were saying earlier that you think it would be easier because people would have their own homes

Jake: Well yeah, cos, say you argue with the guy next door, well he's next door in he, problem solved, byed

Lily: Yeah, close the door

Me: Do you think it would be easier to get on with people in that (the CWTSH) compared to say the more traditional supported housing?

Jake: Oh massively, I don't particularly like the idea of supported housing but that's because my experiences

Lily: Will there be staff the 24 hours, yeah?

Me: Yeah

Mike: Is that good?

Lily: Yeah, that's good

Trevor: Its nice to know there is a bit of support there if you need it, buy you don't want it in your face like

Jake: You want to be able to have your own privacy and be able to do the things you want to do, but as long as there is people in the office like, you know scheduled appointments, you know, let you know before they come round, you know, everyone's got a phone these days, its not hard to give them a quick ring

I think it's (the CWTSH) is a good idea personally, you know if I was younger I'd go for it man

Sara: So you've got your own privacy but you've got support when you need it

Lots of agreement that this was a good idea

Me: Is there anything that you'd want to see there that we haven't talked about already. Any kind of activities or facilities. I mean we've got a gym, is there anything else you can think of that would be good there?

Trevor: The idea is that it's a small kind of little village thing?

Me: Yeah

Trevor: What about like medical facilities?

The screenshot shows a vertical list of comments in a mobile application. Each comment card contains the following elements from top to bottom:

- A red circular profile icon with the name 'O'SHEA S.' and a blacked-out area.
- A title for the comment.
- A 'Reply' button.
- A three-dot menu icon.

The comments and their titles are:

- Visitors important to prevent isolation
- Visitors: Having people around prevent isolation
- CWTSH: good idea
- Facility suggestion
- Step backwards for some
- Desire to live in the CWTSH
- Falling out with people possibility
- Arguments resolved easier at the CWTSH
- Easier to get on with people at the CWTSH
- Supported housing: Bad experience
- Staffing 24/7 good
- Balance between support and independence
- Privacy is important
- CWTSH good idea

Me: I don't know whether there'd be first aid training there

Trevor: Most staff are

Sara: I suppose that is also something that could be offered as training there

Jake: I'd definitely work in a place like that. I'd love that, it would be a hell of a laugh. Obviously I'd be there for a good purpose, of course, but you know, I think I'd like to do something like that. Like what I say to myself is you go through it and then you sort of recycle yourself, you become the guy who helps the other people

Sara: Yeah, like a mentor?

Jake: Yeah that's exactly what I mean

Sara: What do you think then Tom?

Tom: Yeah

Me: How would you feel about working somewhere like that then Barry?

Barry: Yeah, I'd enjoy working there

Mike: What would be your best bit about it?

Barry: Getting more hands on with clients rather than being in an office

Jake: Would the staff live there as well?

Me: I don't know whether the staff would live there, I'm not sure exactly how they plan to staff it. What do you think would be best in that situation?

Jake: Depends on what the staff say? I mean I can't say anything about that really

Trevor to Barry: Do you guys do like waking nights?

Barry: Yeah

Me: I imagine it would probably be staffed like that

Me to Lily: You know you said about animals, I just wondered what animals would you want to see there, because you said they'd be therapeutic, is there any in particular that you'd like to see there

Trevor: Would you like pets or would you like farm animals?

Tom: Horses

Lily: I don't really care

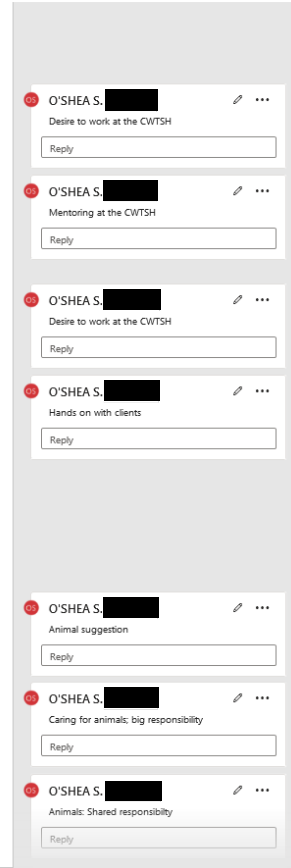
Me: What do you think about chickens cos they've spoken about chickens

Lily: It might be too much of a responsibility though

Barry: They'd be communal animals though, so they wouldn't just be your responsibility

Sara: Maybe like your own little community farm where you can have chickens where you can get your own eggs

Lily: Yeah



Tom: These things: (points to pyrography)

Jake: Making things you can take home with you see

Mike: Barry, how's it been for you?

Barry: 10

Mike: Because

Barry: Because we got to listen to people's opinions about what they'd like to see from support, gives us a better idea and I've enjoyed the activities

Mike: Barry, best bit about everything?

Trevor: The whole day

Jake: Good answer

Mike: Hard say at work today

Barry, not too bad, not too bad for a Friday

Mike: Trevor, how's it been for you

Trevor: Oh, a solid 10 man

Mike: Because?

Trevor: Watching the guys getting involved and contributing

Mike: And the best bit?

Trevor: Planning the village, I really enjoyed it

Mike: Would you be involved in something like this again?

Jake: Oh I would, I would, just because I feel as though I've given a little, you know, a little bit of an insight

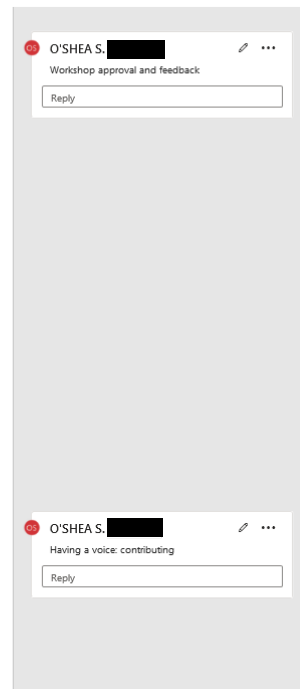
Sara: What do you think Lily, would you like to be involved again?

Lily: Hmm (positive response)

Sara: Tom?

Tom: Yeah

Mike: Anything you would like to add or any last minute thoughts or ideas or suggestions?



Me: Do you like that idea?

Lily: Yeah, a chicken run up my leg once when I was on holiday

Sara: Maybe it was a cockerel, they can run up your legs but chickens are usually really friendly, when you sit in the garden they usually go to sleep around your feet, their really funny

Lily: ~~Wow~~

Maybe ducks, chickens then?

Tom: Yeah

Mike: Jake, how's it been for you between 1 and 10

Jake: To be fair its been a long time since I've done anything like this and its been quite nice to do something again, so I'd give it a solid 8, it would have been a 10 if I wasn't so grumpy when I woke up to be honest 143.53

Mike: And so because?

Jake: Because, (inaudible) but I used to do stuff like this all of the time when I was younger so,

Mike: Best bit for you out of everything?

Jake: I'm not going to say the food obviously, although that would be funny. I duooo, I mean I made a rat and I didn't think I'd be in a workshop making a rat ever, its got a top hat too, its banging isn't it. I'll send it to Babsey now

Mike: Lily, how's it been for you?

Lily: Yeah good

Mike: 1-10?

Lily: 10

Mike: Because

Lily: Doing these (points to pyrography)

Mike: And your best bit?

Jake: Doing them? (Pyrography)

Lily: Yeah

Mike: Tom. How's it been for you?

Tom: Its been alright

Mike: 1-10?

Tom: 10

Mike: Because?

Tom: Coz of these things (points to pyrography)

Mike: Best bit?

The screenshot shows a vertical list of four posts from a user named O'SHEA S. Each post includes a profile picture, a name, a title, and a 'Reply' button. The posts are:

- Post 1: Title "Positivity toward the workshop", with a "Reply" button.
- Post 2: Title "Pyrography popular", with a "Reply" button.
- Post 3: Title "Workshop approval/feedback", with a "Reply" button.
- Post 4: Title "Pyrography popular", with a "Reply" button.

Codes

<ul style="list-style-type: none"> • Activities and interests. • Discussion about designing the village and its houses. • Village facilities, people would like • village transport options. • Training courses. • Best bit of Workshop pyrography • positive workshop feedback. • Importance of visitors being allowed • CWTSH would be better • Companionship • Having a voice, contributing • Being part of the community • Belonging. • Positive experience of living in residential project. • CWTSH good idea • having a voice. • Having a voice: importance. • Outdoor element of CWTSH is good • learn new skills. • Independence • career prospects • living skills • enjoy working at the CWTSH • Animals would be good for mental health. • Right balance between independence and support. • CWTSH would be ideal • Desire to live in the CWTSH • CWTSH could sort lives out. • CWTSH: financial concerns • need for budgeting support. • Discussion: being bad with money. 	<ul style="list-style-type: none"> • Discussion about life skills support • Visitors don't want to be alone • Normal have visitors • Not being allowed visitors is like segregation • horrible feeling like you're not allowed visitors. • Rural location: people may dislike • rural location could be boring. • Financial: Bus cost too much money. • Suggestions were cheaper transport into town. • CWTSH can make people isolated and affect the mental health • visitors are important to prevent isolation. • Facility suggestion. • CWTSH: step backwards for some • falling out with people, a possibility • arguments result easier at the CW TSH • easier to get on with people at the CW TSH • staffing 24 seven good • balance between support and independence. • Privacy is important. • Balance between privacy and support. • Desire to work at the CWTSH • mentoring the CWTSH • hands-on with clients. • Animal suggestions • caring for animals: responsibility. • Animals: shared responsibility. • Community farm suggestion. • Positivity towards the workshop. • Pyrography popular • workshop approval feedback. • Having a voice contributing
--	--

Themes

Theme	Sub Themes	Codes
Isolation	<ul style="list-style-type: none"> • Semi-Rural Location • Visitors 	<ul style="list-style-type: none"> • Rural location: people may dislike • rural location could be boring. • CWTSH can make people isolated and affect the mental health • Importance of visitors being allowed. • Companionship • Visitors don't want to be alone. • Normal have visitors • Not being allowed visitors is like segregation • horrible feeling like you're not allowed visitors • visitors are important to prevent isolation. • Financial: Bus cost too much money.
Positivity towards the CWTSH	<ul style="list-style-type: none"> • General Positivity • An improvement on standardised models 	<ul style="list-style-type: none"> • being part of the community • belonging. • Positive experience of living in residential project. • CWTSH good idea • Outdoor element of CWTSH is good • learn new skills. • Independence • career prospects • living skills • enjoy working at the CWTSH • animals would be good for mental health • Animal suggestions • Caring for animals: responsibility. • Animals: shared responsibility. • CWTSH would be ideal • Desire to live in the CWTSH • Desire to work at the CWTSH • mentoring the CWTSH • Hands-on with clients. • Falling out with people, a possibility • Easier at the CWTSH • Easier to get on with people at the CWTSH • CWTSH would be better • CWTSH could sort lives out.

Ideas & suggestions	<ul style="list-style-type: none"> • Activities, Facilities and Training • Transport • Ensuring the right balance between support & Independence 	<ul style="list-style-type: none"> • Activities & Interests. • Village facilities people would like • Discussion about designing the village and its houses. • Training courses. • Suggestions for cheaper transport into town. • village transport options. • Facility Suggestion • CWTSH: financial concerns • need for budgeting support • Discussion: being bad with money. • Discussion about life skills support. • Right balance between independence and support.
Coproduction process		<ul style="list-style-type: none"> • Having a voice. • Having a voice: importance • Best bit of Worksop pyrography • positive workshop feedback. • Having a voice contributing