



Step-by-Step

D1.3.5 Analysis of Baseline Measurement Data

Baseline Evaluation Report

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Glossary of terms

- **Men's Shed:** Male-centred space, providing a place for men to meet, socialise, work and engage in activities as part of a group or individually.
- **SBS Shed:** A Men's Shed undertaking the SBS Model as part of the SBS Project.
- **SBS Model:** A third-generation delivery model for Men's Sheds, co-created by the SBS Project Partnership.
- **Shed Leader:** Someone who supports the running of the Shed, either on their own or as part of a team. The Leader is the organiser who manages how the Shed operates.
- **Shed Member:** Someone who attends the Shed to engage in activities, and has no managerial hierarchy or status within the Shed.
- **Shedders:** Combination of both Leaders and Members. Refers to all those who attend the Shed, for whatever reason, in order to discuss them collectively.

Summary

- **Demographics:** No differences between Shed roles, with Sheddors typically male, married, from urban locations and travelling to the Shed via personal or public transport. Leaders reported an older average age, by approximately 1 year (L: 58.14 years, M: 56.95 years), and UK Sheds reported an older Shedder-base than other countries.
- **Physical Health:** Sheddors typically self-reported lower functional health than national averages, with those scoring higher tending to be Leaders. Members have a higher BMI than Leaders, and categorised as overweight whereas Leaders were of healthy weight. Few differences between Shed locations. Sheddors highlighted increased physical activity and improvements to physical limitations during interviews.
- **Mental Health:** Leaders tend to score higher for mental wellbeing compared to Members (from WEMWBS), however both average scores categorise as moderate mental wellbeing. Few differences between Shed locations. Sheddors expressed improvements to mental health symptoms and reduced anxiety during interviews.
- **Social Health:** Community asset maps of the Sheds are small and not inter-connected. Members have small and modest networks, of same gender, similar aged contacts. From interviews, Sheddors revealed social interaction and connection as a common benefit of Shed involvement.
- **Employability:** SBS Sheddors appear less concerned about employment but hold confidence in their skills and capabilities. Leaders scored higher on all employability items than Members, and differences were found between Shed locations when assessing employment seeking status.

Introduction

The health status and support-seeking behaviour of men is widely recognised as falling below that of women, and this discrepancy can be observed in various health statistics, clearly requiring further attention. According to a 2018 European Commission report, 77% of suicides across Europe are completed by men, whilst the World Health Organisation (WHO) state that the male suicide rate is greater in Europe than in any other continent (WHO, 2019). Similarly, women are twice as likely to receive a mental health diagnosis (Cole & Meghan Davidson, 2018), whilst rates of undiagnosed depression are considerably higher in men (Call & Shafer, 2018). This is typically confounded by men's hesitance to seek professional help (Wendt & Shafer, 2016), as women are twice as likely to visit their doctor than men (Wang, Hunt, Nazareth, Freemantle & Petersen, 2013), whereas men often believe that they are an unwanted patient having been labelled as 'hard to engage' (Addis, 2011). Male hesitancy to seek health-related help is often attributed to concepts of masculinity, which discourage men from seeking help through fear of mockery and scrutiny, and subsequently inhibits health further due to delayed detections and intervention (O'Brien, Hunt & Hart, 2005). The natural decline of men's health with advanced age challenges the masculine narrative (Marshall, Clarke & Ballantyne, 2001), with the transition from employment to retirement triggering personal vulnerabilities (Moffatt & Heaven, 2017).

Retirement often provokes feelings of guilt and shame amongst men, as they are no longer contributing to the household income (Waling & Fildes, 2016). Men's views of their personal masculinity are threatened, and they can begin to experience a feeling of loss with regards to their identity, income, autonomy, companionship and social support (Crabtree, Tinker & Glaser, 2017; Lefkowich & Richardson, 2016). This can contribute to more serious problems for men,

such as loneliness, isolation and even depression (Reynolds, Mackenzie, Medved & Roger, 2015), which are exacerbated due to men's reluctance to seek help for these issues.

In recent years, gendered initiatives have come to the fore to address these issues, promoting social inclusion and health enhancing activities. One such initiative is the concept of Community Men's Sheds, originating from Australia in the 1970's. Men's Sheds provide an alternative male-centred space for men to work, allowing them to engage in traditional DIY activities and share skills (Ayres, Patrick & Capetola, 2017). The Men's Sheds movement has evolved since its Australian inception, promoting social interaction, reducing isolation (Milligan, Payne, Bingley & Cockshott, 2015), and spreading to areas such as New Zealand, Canada, Ireland and the UK. Nationally and internationally recognised associations have also emerged, facilitating social (Anstiss, 2016), physical (Culph, Wilson, Cordier & Stancliffe, 2015) and mental health benefits (Cosgrove, 2018). These initiatives provide opportunities to learn new skills (Foster, Munoz & Leslie, 2018), develop existing skills (Misan & Hopkins, 2017), and create a new routine (Fisher, Lawthom, Hartley, Koivunen & Yeowell, 2018).

There is a growing body of literature exploring the perceived benefits of Men's Sheds involvement for attendees (who refer to themselves as Shedders), the majority of which cite physical health improvements for Shedders from attendance. To date, only Hlambelo (2015) has provided objective evidence for the health benefits of Men's Sheds involvement, namely sympathetic and parasympathetic reactions indicative of reduced psychological stress. More typically, researchers have adopted self-reported measures indicating subjective physical health improvements (Cosgrove, 2018) and increased physical activity levels (Misan, Ellis, Hutchings, Beech, Moyle & Thiele, 2018), often associated to physically exerting Shed activities (Hansji, Wilson & Cordier, 2015) and active travel to the Shed (Crabtree et al., 2017).

Likewise, wellbeing and quality of life improvements are commonly identified, catalysed by reductions in depressive symptoms and suicidal ideation (Foster et al., 2018; Lefkowich & Richardson, 2016), increased happiness, (Taylor, Cole, Kynn & Lowe, 2017), enhanced emotional mood (Fisher et al., 2018), and generating feelings of self-worth (Daly-Butz, 2015). Shed involvement provides opportunities to develop Shedders' self-confidence via the completion of projects and engagement in new activities (Waling & Fildes, 2016), plus a sense of identity established by community-contributions and routine similar to working life (Cavanagh, Shaw & Bartram, 2016).

Social benefits of 'Shedding' are most commonly reported, such as the opportunities for increased social interaction, and developments of friendships and camaraderie. Men often first access a Shed in their community to meet like-minded people and seek out social connections (Daly-Butz, 2015). A Shed that provides a supportive environment (Misan & Hopkins, 2017) and opportunities for collaborative working (Anstiss et al., 2018), are more appealing. The social nature of the Shed often facilitates health related conversations to ensue, which indirectly encourages increased help-seeking behaviour (Ford, Scholz & Lu, 2015). Misan and Hopkins (2017) refer to this approach as '*health by stealth*', whereby enjoyable activities and reciprocal exchanges stimulate health changes. Similarly, men often experience connections to their wider community (Sunderland, 2013), support and mentorship (Wilson, Stancliffe, Gambin, Craig, Bigby & Balandin, 2015), and, in some cases, improvements to family life from Shed attendance (Fisher et al., 2018).

To date, the Men's Shed literature has been dominated by evaluations of single or small numbers of Sheds (Milligan et al., 2016), relying upon qualitative, retrospective accounts from older/retired Shedders. This fails to capture the diversity of the current members who regularly

engage in Men's Sheds. In the late 2000's, the Irish economic downturn led to vast unemployment and a more diverse socio-demographic membership of Irish Men's Sheds, including those out of work (Carragher & Golding, 2015). Currently, Sheds in Ireland are recognised nationally and across Europe for their contribution to citizenship (IMSA, n.d.). The inclusion of a wider demographic of Sheddors within the research has only begun in recent years, where studies explored the impacts of Men's Sheds on younger adults as part of intergenerational mentoring programmes (Rahja, Scanlan, Wilson & Cordier, 2016), and those with intellectual disabilities (Wilson et al., 2017). In these instances, similar health and social benefits were reported to those involving older adults. Currently, few studies provide detail of Shed creation, structure, operational processes, or experiences of those managing a Shed. There continues to be a strong representation in the literature of Australian Sheds, with fewer that explore other regions, such as the UK, Ireland, New Zealand, and Canada, or to newer Sheds in areas of Europe and the USA. Indeed, in order to strengthen the case for Men's Sheds as an intervention benefitting men, studies including the holistic account of the Shed story with wider populations and cultures are required.

Therefore, taking the findings from the literature to date, our evaluation strategy for the Step-by-Step (SBS) Project will be multi-level (Shedder and Shed Leader) and multi-method (quantitative and qualitative), assessing the impacts of this multi-national European project, encompassing the implementation of a newly co-created model for Shed structure and delivery.

The Step-by-Step Project

The European Union Interreg funded (2 Seas, Social Innovation) Step-by-Step (SBS) Project is a cross-border partnership between 10 organisations, including 7 delivery partners from the UK (Hampshire County Council and Kent County Council), France (Association for the Development of Citizen and European Initiatives, ADICE, Roubaix; Association Community, Arques; and Association of the Social Centres of Wattrelos, ACSW), Belgium (Bolwerk, Kortrijk) and The Netherlands (De Mussen, The Hague), and 3 other UK partners (Health and Europe Centre, lead partner; Wellbeing People, health technology partner; and University of Chichester, evaluation partner).

The SBS aim is to empower men to move from poor health and/or isolation to healthy social participation or active engagement in the labour market. The expected implications include improved health amongst individuals, families, communities and workforces; plus, increased labour market activity. The SBS project targets men who may be socially isolated, suffering from poor mental health or poor wellbeing, however is also open to women. In order to achieve this, the project has adapted the Men's Sheds concept by developing a new, third-generation Men's Sheds delivery model (known as the SBS Delivery Model).

The SBS Delivery Model incorporates the concept of peer-to-peer support in the form of Champions to encourage healthy conversations and holistic coaching in the areas of health, wellbeing, and employment. Driven by autonomy, the model connects Shedders, Champions and Organisers (Shed Leaders) together, to contribute to the shared purpose of the Shed, and aims to build a strong external network with public, private, and third-sector organisations (see Figure 1 below).

The model was co-created through a series of cross-border workshops and evidence gathering activities with involvement from all partners and community members from these organisations.

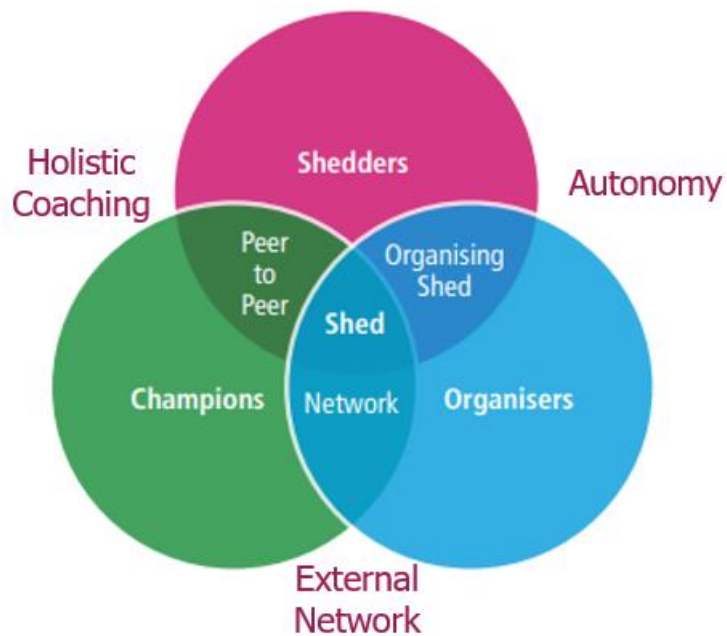


Figure 1. Diagram illustrating an overview of the SBS Delivery Model for Men's Sheds



The Evaluation Method

The SBS evaluation is being conducted with all levels of the SBS delivery. This baseline report consists of the perspectives of Shed Leaders and Shed Members, with data and information gathered between May 2019 and June 2020.

A mixed-method, multi-level approach was adopted, data was gathered via a quantitative survey (consisting of a variety of validated health, wellbeing and employability questionnaires), and a qualitative, semi-structured interview process (involving a social mapping task and a role-specific interview). These baseline measures were taken at the set-up of the SBS Shed, or at the start point of an already existing Shed's involvement in the SBS Project. All Sheds agreed to be a part of the evaluation process when registering with the SBS project.

Sampling

The sampling method used was a combination of opportunity and snowball sampling. Shed Leaders personally volunteered and gave access to their Members who were either approached indirectly by the Shed Leader or during Shed visits for interviews with others. Members were asked by the researchers, Shed Leaders, and/or Delivery Partners to participate in the voluntary web-based survey (paper copies were provided on request). All participants provided informed consent to participate within each element of the evaluation. Figure 2 demonstrates the number of Sheds, Leaders and Members participating in each element of the evaluation.

Survey	Social Asset Mapping	Personal Networks	Interview
<ul style="list-style-type: none"> • 45 Leaders • 188 Members 	<ul style="list-style-type: none"> • 37 Leaders 	<ul style="list-style-type: none"> • 67 Members 	<ul style="list-style-type: none"> • 37 Leaders • 68 Members
<ul style="list-style-type: none"> • 32 Sheds <ul style="list-style-type: none"> • 26 <i>UK</i> • 4 <i>FR</i> • 1 <i>BE</i> • 1 <i>NE</i> 	<ul style="list-style-type: none"> • 25 Sheds <ul style="list-style-type: none"> • 19 <i>UK</i> • 4 <i>FR</i> • 1 <i>BE</i> • 1 <i>NE</i> 	<ul style="list-style-type: none"> • 19 Sheds <ul style="list-style-type: none"> • 13 <i>UK</i> • 4 <i>FR</i> • 1 <i>BE</i> • 1 <i>NE</i> 	<ul style="list-style-type: none"> • 25 Sheds <ul style="list-style-type: none"> • 19 <i>UK</i> • 4 <i>FR</i> • 1 <i>BE</i> • 1 <i>NE</i>

Figure 2. Number of participants and Sheds participating in each element of the SBS evaluation

Survey

The survey was originally designed to be administered online, using Google Forms, however paper copies were also created to support additional needs. These were either posted to Shed Leaders for distribution amongst Members, or delivered by the researchers when visiting Sheds for interviewing. Survey respondents were asked to create a Participant ID, enabling their answers to be identifiable alongside other elements of the evaluation they completed, whilst also ensuring anonymity. The survey took approximately 15 minutes to complete and was available in the languages of English, French and Dutch. Respondents provided basic demographic and physical health information (see Table 1) and a number of validated measures.

Table 1: SBS online survey question topics

Demographics	Shed Details	Physical Health
Shed role	Shed name	Estimated height
Age	Shed location	Estimated weight
Gender	Mode of travel to Shed	Number of hospital appointments (previous 12 months)
Marital status	Distance of travel to Shed	Number of GP appointments (previous 12 months)
Employment status	Travel time to Shed	Number of days absent from work (previous 12 months)
Current/most recent occupation	Reasons for originally joining the Shed*	
Urban/rural living location	Motivations for returning to the Shed*	
	Frequency of attendance	
	Duration of Shed sessions	

*Open-ended questions

EuroQol's EQ-5D-5L (Herdman et al., 2011)

The EQ-5D-5L is a measure of health and functioning. Respondents select one of five statements, each with varying severity, relating to mobility, self-care, usual activities, pain/discomfort, and anxiety/depression, that best describes their health on the day of completion. Respondents also provide a health score out of 100 reflecting the day of completion (known as the Visual Analogue Scale, VAS). An overall health index is generated from responses, coded in accordance with the level of response given for each item (i.e. level 1 responses coded as 1), creating a profile for each individual, consisting of five numbers (e.g. 11111 would equal no problems in all items, 55555 would mean most extreme problems). Profiles are then converted into the health index value using the EuroQol "Index Value Calculator" (van Hout et al., 2012), generating an index value between 0 and 1. Mean health index values for Shed role, location, and roles within each location, were generated and

assessed against EuroQol's most recent country norm data (Janssen & Szende, 2014). Mean scores were also created for individuals' VAS scores (between 0 and 100), and similarly compared with country norm data. Missing values meant that neither a profile or index could be created, resulting in cases being excluded. In these instances, however, VAS scores remained if present.

[International Physical Activity Questionnaire – Short Form \(IPAQ\) \(Craig et al., 2003\)](#)

The IPAQ-SF gathers information regarding respondents' vigorous, moderate and walking intensities and sitting activity in the last 7 days, specifically the number of days they engaged in each activity, and for how long during a typical session. The total number of days and minutes of activity are calculated for each intensity. The IPAQ-SF values are then totalled and total Metabolic Equivalent Time (METs) are calculated from the number of days and hours per session for each intensity. The number of minutes per session is multiplied by 8 for vigorous, 4 for moderate, and 3.3 for walking; and the resulting figure is multiplied by the number of reported days engaged in that activity, in line with the IPAQ's 2005 scoring protocol. These figures are then categorised into Low, Medium and High expenditure based upon the scoring protocols, and classified by whether each individual had met the World Health Organisation's (WHO) 2011 physical activity guidelines (at least 150 minutes of moderate activity, and/or 75 minutes of vigorous activity per week). Missing cases were removed listwise based on the IPAQ's 2005 scoring protocol.

[Warwick-Edinburgh Mental Wellbeing Scale \(WEMWBS\) \(Tennant et al., 2007\)](#)

The WEMWBS is a measure of mental wellbeing suitable for use in the general population, it consists of 14 wellbeing related statements (e.g. "I have been feeling relaxed"). Participants respond on a 5-point Likert scale, relating to how often they have experienced each

feeling during the last 14 days (ranging from 'none of the time' to 'all the time'). Scores for items are totalled providing a score from 14-70, and categorised into low wellbeing (total score 14-40), moderate wellbeing (41-59), and high wellbeing (60-70). Missing cases were removed listwise based on Stewart-Brown and Janmohamed's (2008) WEMWBS user guide.

Career Adapt-Abilities Scale – Short Form (CAAS) (Maggiori, Rossier & Savickas, 2015)

The CAAS is comprised of 12 employment-based strength and capability items measuring four sub-scales of Concern (e.g. thinking about what my future will be like), Control (e.g. making decisions for myself), Curiosity (e.g. looking for opportunities to grow as a person) and Confidence (e.g. working up to my abilities). Participants indicate their response on a 5-point Likert scale from 'not strong' to 'strongest', items for each sub-scale are then totalled to provide a score from 3-15. Schafer and Graham's (2002) Expectation Maximisation (EM) method was used to estimate missing values, having first used Little's (1988) Missing Completely at Random (MCAR) check (McKenna et al., 2016).

Interview

A semi-structured interview was conducted to gain a more detailed insight of the experiences of SBS Shed involvement. The overall process was separated by role (Leader and Member), and divided into two sections, Social Mapping and follow-up questions.

SBS Shed Community Asset Mapping

Leaders completed a Community Asset Mapping task, exploring the social connections the Shed holds. Leaders provided the names of organisations or services that the Shed made contact with during Shed establishment, followed by names of contact organisations since that point. For each organisation, the Leader was asked to indicate (1) the name of an individual (if known), (2) who made the first contact, (3) how they learnt about that organisation/service to

contact them, (4) the regularity of contact, (5) the mode of contact, and (6) the purpose of this contact. A tick was used to denote any organisations whom they remained in contact with from the establishment of the Shed. The names of these organisations were written on to small sticky paper tabs (one colour representing those from establishment, and another colour representing subsequent contacts), and placed on to a piece of A1 sized paper. The Leader then positioned each tab around the outside of an image representing their Shed, with the strength of relationship being demonstrated by the proximity of the tab to the Shed image (i.e. the closer the tab was placed to the Shed, the stronger the relationship this represented). After this, an arrow was drawn between each tab and the Shed, depicting the direction of support (e.g. an arrow pointing from the Shed to the organisation represented the Shed supplying some form of support or work for that contact, and vice versa). Dual support was demonstrated by a two-headed arrow, with interaction between organisations represented by connecting the tabs with lines. Lastly, the Leader was asked to demonstrate which organisation they felt was the most vital to the Shed in terms of sustainability, existence and operations, by thickening the arrow between that organisation and the image of the Shed. This process created the 'asset map' of Shed contacts, providing an overview of the community connections that exist for each Shed. An example of the paper work for this process and subsequent image is displayed in Figure 3.

[SBS Shed Leader Interview](#)

The interview questions explored the Leader's journey to becoming a Shed Leader, the structural operations that exist in managing the Shed (such as financing, how they gain new Members, and the overall purpose for the Shed's existence), the activities that are on offer, any skill sharing that takes place, and any health changes since attending the Shed (both personally, and that can be seen in Members). Both stages of the interview were audio-recorded (as agreed by the Leaders) to ensure no Shed details were missed from the first stage, which would then

require repeating during the interview questions. Each Leader interview explored an individual Shed, and were completed by either individual Leaders, or multiple Leaders in a group interview.

Participant ID: _____ Shed Name: _____ Date: _____

Number	Who do you know		How did you make contact		Communication		Reason/Purpose of Connection
	Company or Organisation (also Department)	Name of Individual (if known)	Who made the first contact? (i.e. you/them)	How did you learn about them to make contact?	How frequently were/are you in contact	Mode of contact (i.e. email/phone/in person)	
1							
2							
3							
4							
5							
6							
7							

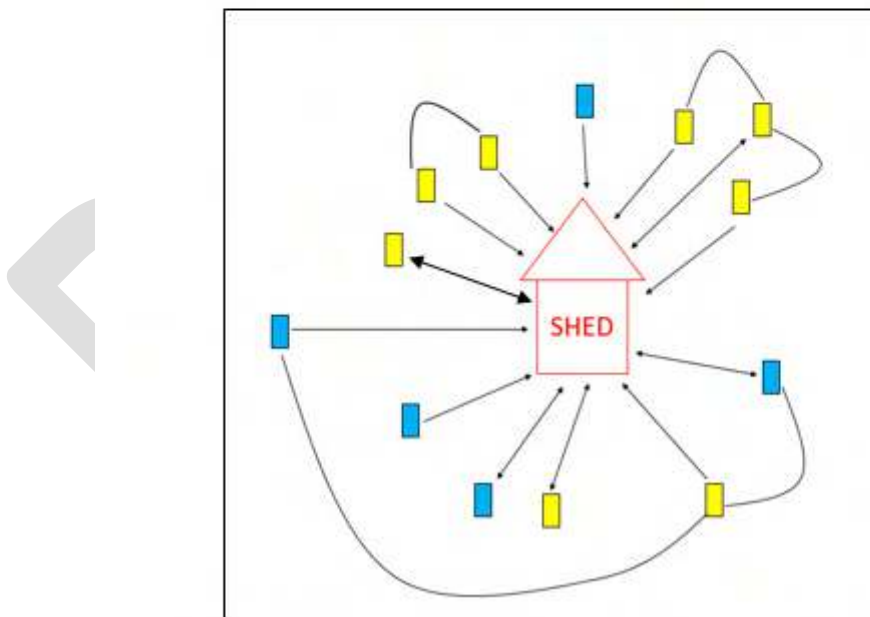


Figure 3. Example of Shed Leader 'Community Asset Mapping' paperwork and map image.

SBS Shed Member Personal Network Mapping

A Personal Social Network mapping visualisation exercise was used to capture the relative social connectedness or isolation of Members. The method used follows that developed by Hogan, Carrasco and Wellman (2007). Members listed names of individuals in their lives they felt 'very close' to (defined as *"people with whom you discuss important matters, with whom you regularly keep in touch, or who are there for you when you need help"*) and 'somewhat close' to (defined as *"people who are more than casual acquaintances but not very close"*). These names were written on to small sticky paper tabs (one colour for 'very close', and another colour for 'somewhat close'), and placed on to an A3 sized chart. Once the Member believed they could not think of any other individuals, a series of prompting statements were read out to try and elicit more names that may have been forgotten. There were *"Is there anyone additional who is important, influential, or supportive, in any way to your involvement in the Shed?"* and *"Is there anyone additional who has hindered or hampered your level of involvement in the Shed?"*. Lastly, Members were asked to look through their mobile phone contacts list and recent messages (if they owned one) to see if any other names had been missed. Once all individuals had been listed, details (including age, gender, job role, and relation to the Member) were recorded for each, before the tabs were moved onto a large A2 sheet of paper. On this paper, Members were asked to place the tabs under 4 categories of closeness: *'Immediate'*, *'Very Close'*, *'Close'*, and *'Less Close'*. Whilst doing this, Members were asked to also place tabs in proximity to those individuals who knew each other or were part of the same contact group (e.g. family members). Members then demonstrated these groups by circling three or more individuals, or connecting pairs with a line. Weaker relationships between individuals were depicted via a dashed line rather than a solid line. This process continued until

connections were drawn between all individuals who the Member believed knew each other. An example of this, and the preceding paperwork, can be seen in Figure 4.

SBS Shed Member Interview

For the second stage, the interview, Members answered questions relating to their motivations for attending a Men's Shed, what activities they engage in, any skills they have learned or shared with others, any impacts Shed attendance has had on their health, and the impact they believe the Shed has on the local community. Interviews lasted between 20 and 60 minutes, and took place typically in or near the Shed. Much like the Leaders, all Members agreed for the interview to be audio-recorded, however only the interview questions required recording as all relevant details provided during the personal network task would be recorded on the paperwork.

The figure displays three forms used for the 'Personal Network Task'.

The first two forms are 'VERY CLOSE' relationship grids. Each grid has a header with 'Participant ID', 'Shed Name', and 'Date'. The first grid has columns numbered 1 to 18. The second grid has columns numbered 19 to 36. Both grids have rows for 'Name', 'Age', 'Gender', 'Job', and 'Address'.

The third form is the 'Personal Network Task' grid. It has a header with 'Participant ID', 'Shed Name', and 'Date'. The grid is divided into two main columns labeled 'YOU' and rows labeled 'Immediate', 'Very Close', 'Close', and 'Less Close'. The grid contains a network diagram with yellow and blue boxes connected by red lines. The diagram shows a central node (yellow box) connected to several other nodes (yellow and blue boxes) in the 'Immediate', 'Very Close', and 'Close' rows. The nodes are connected by red lines, indicating relationships between individuals.

Figure 4. Example of Shed Member 'Personal Network Task' paperwork visualisation.

Data Collection

Shed Leaders were contacted via their delivery partners, asking them to complete the survey and disseminate to their Members. A number of different Sheds registered for the projects throughout the data collection period, and delivery partners were asked to encourage the survey to their Sheds as their involvement commenced. The researchers prompted delivery partners to encourage the survey at numerous times throughout the baseline stage, in order to maximise survey uptake and interview involvement. Shed Leaders and Members completed the survey in their own time, or during a Shed session whilst a researcher was in attendance. Receipt of completed paper-copies of the survey was arranged via the Shed Leader. Survey data was collected until data saturation was believed to have been found, deeming the continuation of data collection redundant.

For the interview process, the research team arranged dates to visit the Sheds via the Leaders, who were asked to discuss the interview process with Members so that those who had volunteered to take part would be ready to engage upon the researchers' arrival. Some Sheds actively encouraged Member involvement, whilst at others it was down to the researchers to 'recruit' Members upon visiting. Sheds were visited at least once by the researchers, with a variety of Sheds being visited on multiple occasions, with varying levels of engagement between Sheds and visits. Baseline qualitative data collection ceased once data saturation was found.

Data Analysis: Quantitative

Scoring protocols for each questionnaire were followed in order to total and categorise each participant's responses.

Body Mass Index (BMI) was calculated from participants' reported height and weight (using the 2019 NHS BMI formula $\text{weight(kg)}/\text{height(m}^2\text{)}$), and subsequently categorised into Underweight (score below 18.5), Healthy Weight (18.5 to 24.9), Overweight (25 to 29.9), and Obese (30 and above) using NHS BMI guidelines (2019).

Demographic Data

To determine patterns within the data, interactions were explored between demographic variables (refer to Table 1) and Shed roles (i.e. Leader versus Member), Shed locations (UK – Hampshire, France – Wattrelos, etc.), and Shed roles within each location (i.e. Leaders versus Members in each location). Initially, a chi-squared goodness of fit analysis was conducted with Shed role data, in order to confirm there to be a similar ratio of Leaders to Members in each location.

To assess if there were any interactions between the demographic variables and Shed role, an exhaustive CHAID was conducted using Shed role as the dependent variable, and the demographic variables as independent variables. A Bonferroni equivalence adjustment was applied to ensure the overall type I error rate did not exceed 5% for any individual variable, with any additional levels grown in the CHAID tree to meet a more stringent significance level. This was to see whether there were any demographic differences between individuals managing the Sheds as Leaders, and attending the Sheds as Members.

Next, each variable was assessed individually via a chi-squared goodness of fit analysis to explore whether the data followed a pattern across the project (e.g. are there more males or females across the entire participant pool?). Interactions were assessed between each variable and the Shed roles, Shed locations, and roles within the locations, via a number of chi-squared test of independence analyses. This was to determine whether there was an association

between the demographic category variables and the Shed roles or locations. For example, is there a greater percentage of males or females within the Leader category or the Member category?

Health Data

Similar analyses were then conducted using participants' health data, to determine whether there were key differences between Leaders' and Members' health status. EQ-5D index, WEBWMS total (reversed), BMI scores, doctor visits, and hospital visits were compared using BCa bootstrapped t-tests, with 2000 resamples being chosen at random.

A chi-squared goodness of fit analysis was also conducted with BMI categories, physical activity in line with WHO guidelines, and mental wellbeing, before chi-squared test of independence analyses were conducted between these health variables and the Shed roles, locations, and roles within the locations. For variables where a total score was provided (i.e. mental wellbeing from WEMWBS, and energy expenditure from IPAQ), independent t-tests were conducted to determine whether differences existed between total scores and Shed roles (equal variances assumed), to check for patterns within these scores, rather than simply exploring a limited number of categories within each variable.

Employability Data

A similarly bootstrapped t-test examined the differences between CAAS variables and the Shed role. A one-way Analysis of Variance (ANOVA) was conducted to examine the differences between all of the CAAS variables within the delivery locations. A Bonferroni Correction was used to account for the high number of comparisons being performed.

The reported employment status of each participants was converted into their job-seeking preference (e.g. someone who was employed was considered not needing to look for work,

whereas someone who was retired was considered not wanting to). The current or most recent job roles reported were categorised using the European Skills/Competences Qualifications and Occupations (ESCO) job categories (European Commission, 2020), with the addition of voluntary/training roles. A chi-squared goodness of fit analysis was conducted using job-seeking preferences, and job category variables, before chi-squared test of independence analyses were conducted between these variables and the Shed roles, locations, and roles within the locations.

Shed Attendance

In order to assess Shed attendance, a similar independent t-test was also conducted to evaluate the differences between the Shed role and the days-a-week each participant reported they attended the Sheds, and the time spent at each Shed session. A one-way ANOVA was also conducted to examine these responses in relation to delivery locations, with the same Bonferroni Correction added.

To assess for differences between Shed roles and distance and travel time, two bootstrapped t-tests were performed. Bootstrapping was performed due to both Shed distance and travel time displaying positive skew. A BCa bootstrap was therefore utilised with 2000 resamples being chosen at random.

The data from the two qualitative survey questions (exploring Sheddors' reasons for originally joining a Shed, and their continued involvement) were coded and grouped into similar categories. The frequencies of these coded responses are presented below.

Data Analysis: Qualitative

Qualitative data was analysed using the Braun and Clarke (2006) 15-point guidance on Thematic Analysis, providing meaning to the data by developing codes and themes that are

directed by identified patterns. Firstly, all interviews were manually transcribed verbatim to ensure data familiarisation, and then translated into English where necessary. Transcripts were re-read, with key extracts highlighted, before a comprehensive coding process was undertaken. Codes were generated by creating an overview of each extract to provide a 'headline' for each, and an interpretation of what the extract is saying. These codes were then categorised into wider themes, with the relationships between each code within the themes explored. Comparable codes were grouped together to form a set of visual mind-maps under each heading, generating a set of sub-themes within each theme. These are discussed below.

Data Analysis: Social Network Analysis

To analyse the information provided by Members who completed the Personal Social Network analysis a visualisation was created using matrices of the connections between the people listed by the Members (refer to Figure 4 for examples). Shed Leaders were asked to provide information on organisations and individuals that the Shed was connected to. These networks were coded and analysed in the same manner as the personal networks of Members. A number of network measures were calculated on each network matrix. *Network Size* is simply the total number of people in the network. *Number of Components* refers to the number of separate structures in the network, commonly referred to as groups or cliques that are not connected the other elements of the network. *Density* and *Average Degree*, these measures are used to describe the number of connections between individuals within the network, with average degree accounting for the density whilst taking into account the size of the network. The final measure presented is *Efficiency* which provides an indication how non-redundant the connections of the Member are within their network taking into account network size. This measure provides an indicator of the amount of control or impact the Member has within their

network, the higher the value for efficiency, the less impact or control the Member has over their network.

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Findings

The SBS Sheds

Shed structure and operational information was gathered via the Shed Leader interviews. Shed information is detailed below in Table 2. In Table 3, more specific information is provided regarding the operational structures of each Shed.

Table 2: SBS Evaluation Shed Sampling Details

Total Number of Sheds		25
Location	UK	19
	France	4
	Belgium	1
	Netherlands	1
Existence	Newly created for project	4
	Pre-existing (and adopting model)	18
	Yet to open	1
	No information given	2
Facilities	Own base	6
	Shared with community organisation	13
	<i>A part of a social centre</i>	5
	No fixed location	1
Management	Independently managed	14
	Managed alongside outside group	10
	No information given	1
Shed Type	Woodwork	15
	<i>Traditional DIY</i>	8
	<i>Social Shed (workshop under construction)</i>	3
	<i>Boat maintenance only</i>	1
	<i>Furniture restoration only</i>	1
	<i>Woodwork/Allotment</i>	1
	<i>Woodwork/Horticulture</i>	1
	Social (plus occasional activities)	1
	Social and sports	1
	Health and fitness	1
	Music	1
	Multiple activities offered	6

Table 3: SBS Shed by Shed operational structures

Shed	Type of Shed	Shed Story	Activities offered	Regularity of Opening	No. of Members per session (average)	Gain new Members/Advertise	Shed Purpose	Finance
Shed 1 PP3	Social meet ups in a pub plus organised activity	Been open 25 years. Leader and another man expressed a need for a men's social group in the area	Social. Organised activities include Kick Rugby, Axe Throwing, Go Karting, Archery, Off-Roading, Quad Biking, Brewery Tour, Golf Days, Shooting	Social: Monthly Activities: Quarterly	15	Social media and website advertising	Social - provide men with a support network	No fees or funding required. Members pay for their own attendance at activities
Shed 2 PP3	Meeting in local Community Association whilst workshop building preparation takes place	Community Association committee member suggested starting a Men's Shed	Community projects and car boot sale. Formal and informal drop-ins	Steering Group (SG): Monthly, Meetings (MM): Monthly, Drop-ins (DI): Weekly	Steering Group: 5-6 Meetings: 20-25 Drop-ins: 23	Events and Facebook	To help men socialise	Financed by variety of donations
Shed 3 PP3	Community Café and competitive Cricket Teams	Shed Leader previously managed community cafes and implemented similar venture within the cricket club to promote physical activity and health benefits.	Competitive Cricket, Bat & Banter, Social get-togethers, outside games and board games, quiz nights, activities from outside organisations	Café: Weekly, Fridays	Café: 20 Other: 8	Leaflets, Facebook/Twitter, website, local councillor	Social, health and wellbeing	Café: sales and start-up grant. Cricket: Membership fees, training fees, bar sales
Shed 4 PP3	Fitness sessions at local park	Shed becoming a Grandfather prompted a desire to get fit. Started by posting videos to inspire others, then began sessions	Fitness sessions, fitness and wellbeing videos, walking, running, boot camp	Weekly, Wednesday 18:30 (Winter), 19:30 (Summer)	15	Social media and t-shirts. Plans to advertise via posters/leaflets in GP surgeries	Health and fitness	No fees or funding required. Local health insurance companies might be interested to sponsor
Shed 5 PP3	Social meet ups at local Football Club whilst workshop being built	Steering committee set up by local council and Residents Association involving a number of different local organisations started the Shed	Social. Community projects.	Weekly, Social: Fridays. Workshop will be most days of week	Committee: 10 Social: 25	Local newspaper, info day, website, leaflets, publicity officer exploring media possibilities	Provide a safe environment for men to come together	£15 a year membership fee. Donations from charities and organisations. Bid for local funding. Initial grant from Residents' Association

Shed 6 PP3	Woodworking Shed based within Scouts facility. Previously based in private garden	Shed Leaders put in touch with each other via UKMSA to form Shed. Originally met in pubs to plan. Currently in 6th year of opening	Woodwork, metalwork, welding, electrical work. Community projects.	2x Weekly, 09:00-15:00	12	Website and local magazine, however unable to expand further due to time commitments	Time away from spouse. Social.	£25 a year membership fee, £1 per session. Donations and sales
Sheds 7-10 (4 Sheds in 1 - all run by one committee of 6 trustees) PP3	Shed 7 - woodworking Shed in a school	Been running for 3 years. Membership at one offers membership to all three Sheds. Sheds started from a public meeting where a committee was formed	Woodwork, metalwork, electronics, IT. Access to two school workshops. Community projects.	2x Weekly, Mon & Weds, 14:00 - 19:00	12-15	Advertise through local volunteering agency for volunteers to run marketing. Attract 1 new member a month via social media, website and word of mouth. More trustees and members required.	Doing things for the community. Provide the things that Members really enjoyed about work	£5 a month membership fee. 50p per session. No bills to pay. Receive grants from local supermarkets. Received a £10,000 community fund from the Lottery. Receive other grants for tools and donations from other Sheds
	Shed 8 - woodworking Shed in a college		Woodwork, metalwork, electronics, IT. Community projects.	2x Weekly, Mon & Thurs, 14:00 - 18:00	2-4			
	Shed 9 - located in school music room		Music	Fortnightly, Every other Weds, 18:00 - 20:00	3-6			
	Shed 10 - Travelling Shed on a bus	Development stage	Plans for woodworking area and social area	N/A	N/A	N/A	To prove the need in the area and provide Sheds for those without current access	Local Mayor gave £1000 grant for bus and other grants for tools. Raised £17,000 for bus by donations. Plans in place for sustaining Bus Shed expenditure
Shed 11 PP2	Woodworking Shed based within old Elephant House in park.	Began under local county council, borough council, and countryside partnership. Been running for 5 years. Was originally at a previous location and moved to Elephant House after 18 months	Woodworking specifically, and community projects	4x Weekly, Mon, Tues, Thurs, Sat, 09:00 - 13:00	9-10	Attend local fayres to sell goods and promote Shed. Four visit trial for new Members. Advertise via local magazine/newspapers	Provide a safe environment where like-minded people can meet	£1 per session, capped at £2 per week. Membership form but no sign-up fee. Sell products on stall outside of Shed to become self-sustaining. Raised £1500 last year.
Shed 12 PP2	Woodwork Shed based at the back of Community Centre	Shed open since Feb 2015 via local social enterprise and county council. Received grant from local county partnership and permission from borough council for premises in return for clearing the area	Woodworking specifically, and community projects	2x Weekly, Tues & Thurs, 13:00 - 16:00	6-10	Advertise via social media and local town forum. After 4 visits, receive a polo shirt.	Social interaction, combating loneliness, improving self-esteem	Receive a variety of grants, including £100 start-up. Earn from Community projects (material costs). No Members fees, no bills to pay.

Shed 13 PP2	Social Shed that use a youth centre building next to the Village Centre, with a plan to build a workshop next door.	Shed started with the Leader and the Community Warden. Began February 2017. Plans to have small DIY Shed, Shed for projects, Shed for 'Youth' (25-40), and Saturday Shed.	Community projects, social meet-ups, board games, pool, darts, guest speakers and talks. Work parties created for the community projects.	Weekly, One day a week, 10:00 - 14:00	15-19	Advertise via newspaper articles and leaflets. Members join via word-of-mouth. Retain Members via interest days and speakers.	To have fun, be social together	Receive £1000 grants for start-up and from Landlord Agency. First year was free to use space, now pay contribution to electricity costs. Members reimbursed £5 fuel money for each community job. £1 a month membership fee. Funded by commissioned work.
Shed 14 PP2	Woodwork Shed based in a room at the back of a furniture warehouse	Local district council started the Shed in 2016. Council liaised with local Housing Association for premises. UKMSA helped with set-up. Now have a Chairman, Treasurer and a Secretary.	Woodworking, community projects	2x Weekly, Tues & Thurs, 10:00 - 13:00	Max. 10.	Advertise via council leaflets, website, and at community events. New members via word-of-mouth. Induction process before using machinery. Small waiting list.	1 - produce things 2 - have a good time doing it	Repair furniture for the warehouse and get a % of sales. No bills to pay. Sell products via warehouse, earn from community projects, now self-sustaining. Received grant from Royal Voluntary Service and supermarkets. £1 a session, no start-up fee. Pay for Insurance and PAT Testing annually.
Shed 15 PP2	Boat maintenance Shed for the local Regatta society	Regatta society existed since 1846. The maintenance crew were approached by local enterprise to become a county council Men's Shed.	Boat maintenance	2x Weekly, but often someone there 5-6x weekly.	3-4	Don't actively advertise for Members	Social purpose	Received initial £5000 grant from local county council.
Shed 16 PP2	Horticultural/woodwork Shed based within Nature Reserve	Shed started in Feb 2019 and opened April 2019. Nature Reserve advised by local Shed to attend social enterprise meeting. Shed still being built, but open.	Woodwork and horticultural learning	1-2x Weekly, Tues 11:00 - 16:00 + one other day	6	Advertised Shed via leaflets attracting 10 members, also via business cards	Opportunity to improve mental health	Hoping for some funding from local parish council. Local town council interested in providing a grant. Council worker trying to link Shed with funders. No outgoing costs.
Shed 17 PP2	Woodwork Shed based within Community Garden.	Shed began under local Shed initiative, now run by local social enterprise. Community Garden manager was part of initial shed set-up with 2 Leaders. Previous Leaders left after falling out with garden manager and new Leader appointed in Dec 2018. Been open 4-5 years.	Woodworking and green wood working. Tues and Sat specific to teaching. Mondays - green wood. Thurs - general work	4x Weekly, Tues & Thurs, 10:00 - 14:00; Mon, 17:30 - 20:00; Sat, am	12	Attract new members via word of mouth. Had waiting list in past. Induction process where Members make 3 basic things.	Teaching people to do woodwork, and association with other people	Community Garden controls the bank account, not allowed own bank card so have to submit invoices to garden. £10 one-off membership fee, £2 a session. Had various grants in the past.

Shed 18 PP2	Shed based within local Community Garden	Garden targeting difficult to reach and people with learning difficulties. 'Happiness Café' for social chat, and Shed for activities. Originally for people with health problems, now open to all. Disabled toilets added.	Woodworking, cooking, gardening. Happiness Café as a social hub	6x Weekly, 10:00 - 14:00	12	Nobody is turned away	Build friendships, happiness and a safe environment	Received an initial community fund from the Lottery. Received grant from supermarkets to have jackets made and donations (£1000). Want to make Shed available for those who can't afford it via donations.
Shed 19 PP2	Woodwork Shed and Allotment based within Community Centre.		DIY and gardening	2x Weekly, Mon & Thurs	4			
Shed 20 PP6	Shed based within social centre	Started by the social centre	Garden, Repair Café, Cookery, social outings	Daily, 08:30 - 12:00 & 13:30 - 18:00	Workshop = 5 Garden = 7	Advertise via website, Members join via word-of-mouth	Social interactions	Funded by grants
Shed 21 PP6	Shed based within social centre	Started and managed by the social centre. Leaders do not have full autonomy over the Shed.	Cookery, gardening, IT skills and computer building, woodwork	5x Weekly, Mon-Fri, 08:30 - 18:00. Sometimes weekends	3-15			Financed by FEDER, SBS, and the city's politics
Shed 22 PP6	Shed based within social centre	Started and managed by the social centre. Originally mostly women attending centre. Shed opened to attract men	Cookery, gardening, Repair Café	Daily, Mon-Fri, 08:30-12:00 & 13:30-18:00	5-10	No formal advertising, word-of-mouth	Learning in a relaxed way, meeting local people	Financed by local region
Shed 23 PP8	Shed based within social centre, but separate from the rest of the centre	Started by the social centre 12-18 months ago. Leader approached the centre and the town hall with a plan to make a 'biodiversity refuge'. Members stay for 6 months and can then join another social centre	Biodiversity refuge for birds and natural environments, employment advice from specialist, computer workshop, hairdresser/self-care, teaching children, creation of nesting boxes, social outings		15	Social centre website	Introducing members to the community. Share skills and learn from each other	Funded by European Fund. Want to make Shed self-sustaining by increasing sales
Shed 24 PP5	Furniture restoration Shed offering young people an alternative to complete	Shed created 6 years ago for young adults via Leader's contacts with community centre and local thrift shop. Various previous locations, now moving to official site. Members sent via social services,	Repair and re-sell used furniture	2x Weekly, Mon & Tues, 08:30 - 17:00 or 18:30. Sometimes	3-4	No advertisements, Unable to join unless referred.	To get men 'back on track'	The funding for the Shed comes from local city government. Sell refurbished furniture to become self-sustained

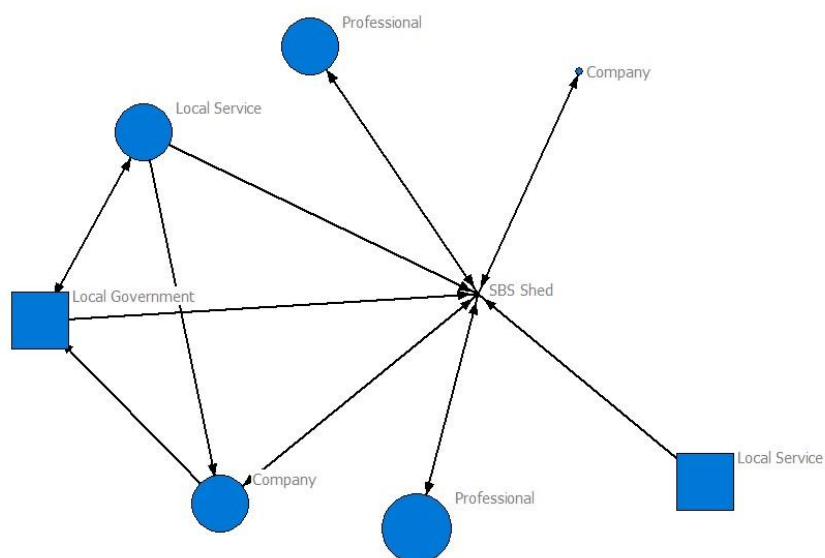
	community service sentence	courts, job centres as part of community service sentence.		other days and weekends				
Shed 25 PP9	Social centre Shed with a variety of activity classes plus social meet- ups	Shed began at different location 5 years ago, to help local men. Plans to create an international exchange project. Job roles offered to Members under reintegration scheme, paid for by Local Authority.	Gardening, cooking, knitting, sport and fitness, Dutch language courses, employment support, board games, social activities, bike repair, games nights, social meet- ups for live football matches	Daily, 10:00 - 17:00 and some days 15:00 - 22:00	30-40	Outreach and word of mouth	Connect with others, live healthier lives	Receive funding from local funders, Interreg and the city. Members pay €15 for 3 months of sport using a local discount card

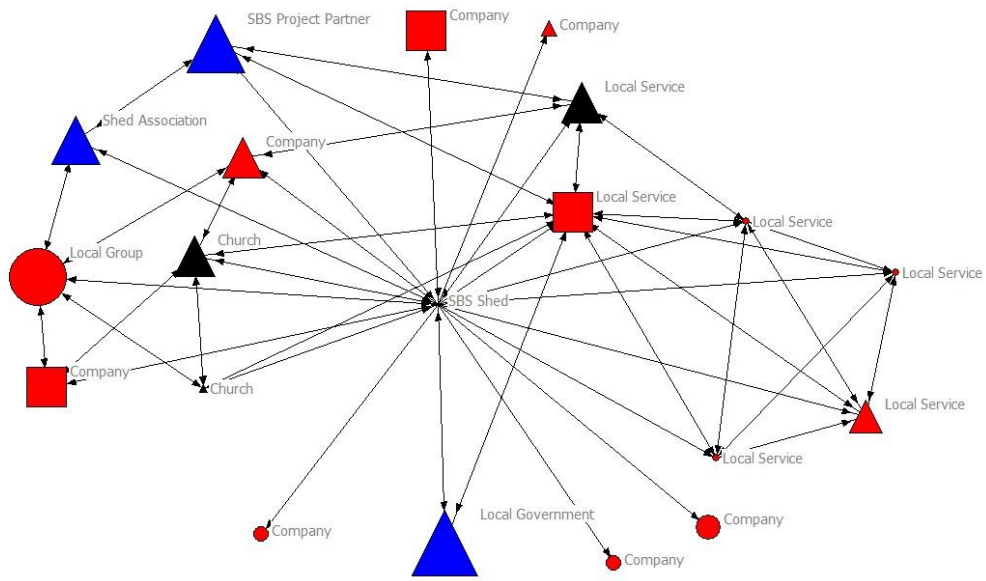
To assess the extent to which the Sheds are embedded within their communities, a Community Asset Mapping visualisation was conducted with Shed Leaders. Table 4 contains network measures that describe the relative simplicity or complexity of the Shed community assets, Figure 5 contains 5 asset maps that illustrate different network sizes and features. On average, Sheds had made 15.9 (+ 7.81) connections with assets, the smallest having 3 connections and the largest being 30. There was a modest, non-significant trend that the larger asset networks were for those Sheds that had been in existence longer. When density was considered in relation to network size, there was little difference between the Sheds. That is, the Shed Leaders represented few interconnections between the organisations and individuals they cite as important to the running of the Shed. Average degree is less susceptible to network size and it can be seen that Figure 5b and 5c have the highest average degree despite 5d having more assets listed in their network. This is also mirrored by the similarity of the high efficiency scores. Efficiency provides an indicator of the amount of control or impact the Shed has within their community network, the higher the value for efficiency, the less impact or control the Leaders perceive they have over their network. In this case it would indicate that Sheds are forming relationships with individual groups, organisations, services and companies but either there are no links between these community assets or the Shed Leaders are not aware of certain link. An example of this is where some Shed Leaders have not included the SBS Project Partner or where they have, they have not reported the relationship that the Project Partner has with other Sheds, charities or areas of government.

Table 4: Network measures for the SBS Shed Community Asset Networks ($N = 21$).

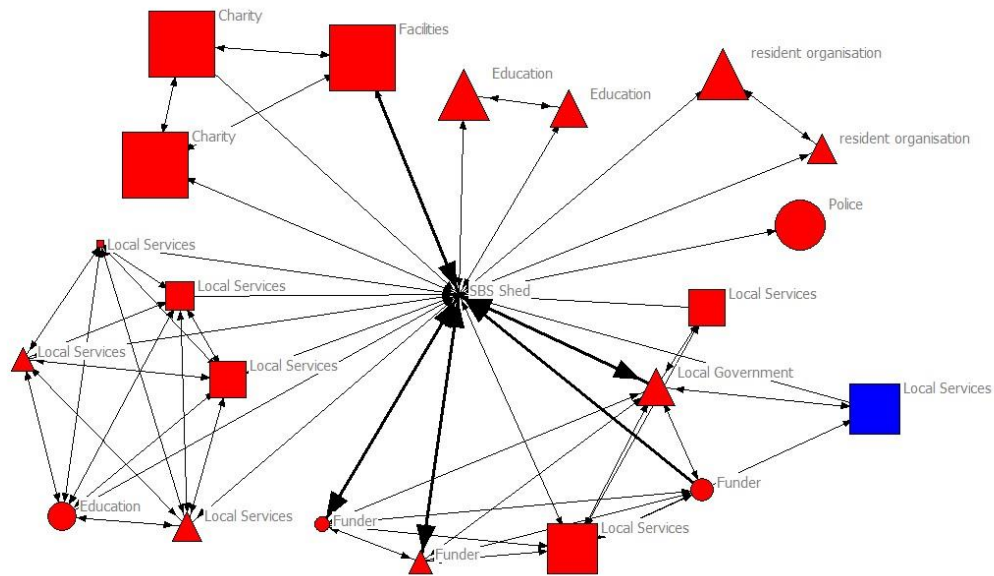
Shed	Network Size	Network Density	Average Degree	Efficiency	Years Established
Shed 1 (b)	19	0.15	1.37	0.93	25
Shed 2	16	0.08	0.63	0.96	2
Shed 3	22	0.10	1.09	0.95	1
Shed 4	7	0.19	0.57	0.92	2
Shed 5	25	0.07	0.88	0.96	1
Shed 6	30	0.05	0.73	0.98	5
Sheds 7-10	17	0.06	0.47	0.97	3
Shed 11	25	0.11	1.28	0.95	5
Shed 12 (d)	28	0.02	0.29	0.99	5
Shed 13	13	0.09	0.54	0.96	3
Shed 14	18	0.14	1.17	0.94	3
Shed 15	7	0.14	0.43	0.94	Not provided
Shed 16	12	0.15	0.83	0.93	1
Shed 17	20	0.02	0.20	0.99	5
Shed 18	10	0.00	0.00	1.00	4
Shed 19	17	0.14	1.12	0.93	Not provided
Shed 20	3	0.33	0.33	0.89	1
Shed 21	5	0.00	0.00	1.00	1
Shed 22	4	0.17	0.25	0.94	1
Shed 23 (a)	7	0.10	0.29	0.96	2
Shed 24 (e)	13	0.08	0.46	0.96	6
Shed 25 (c)	21	0.16	1.62	0.92	5
<i>Mean</i>	<i>15.41</i>	<i>0.11</i>	<i>0.66</i>	<i>0.95</i>	<i>4.05</i>
<i>St Dev</i>	<i>7.97</i>	<i>0.08</i>	<i>0.45</i>	<i>0.03</i>	<i>5.23</i>

a

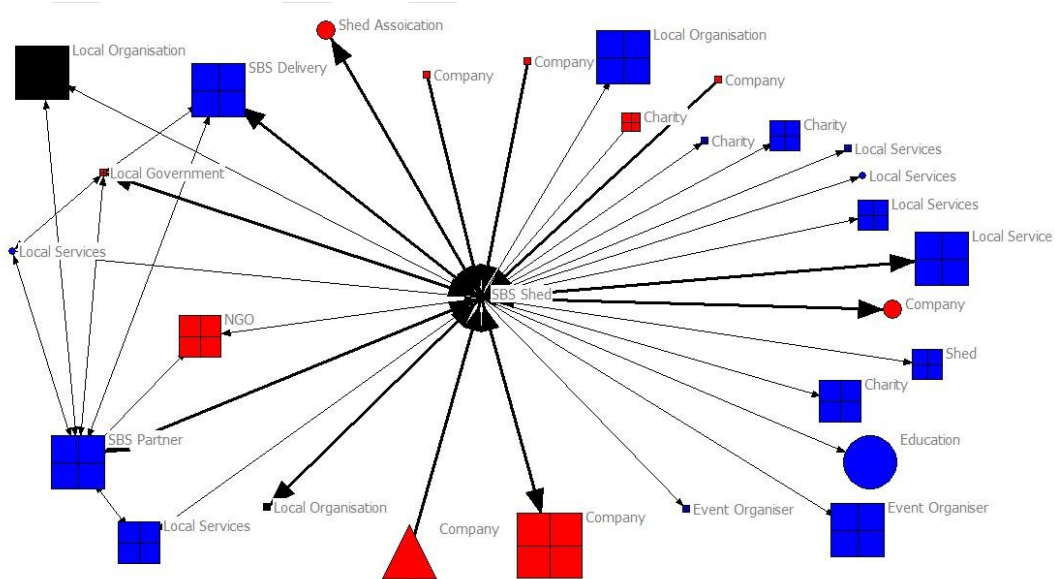




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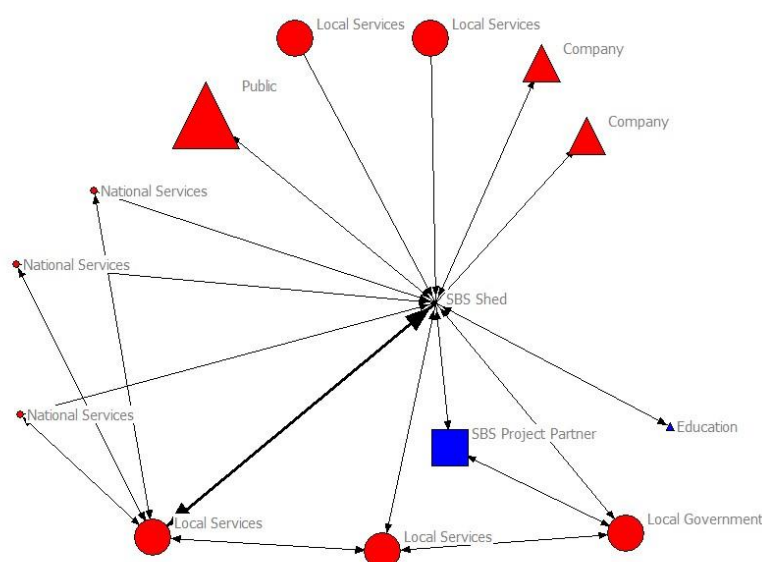


Figure 5: SBS Shed Community Asset Maps. Key – First Contact = Colour (Blue=Shed; Red=Asset; Black=Mutual); Mode of Communication = Shape (Circle=Email; Square=In Person; Triangle=Phone; Square=Mixed); Frequency of Communication = Size of Shape; Strength of Relationship = Thickness of line (Thick=Strong; Thin=Weak).

Figure 5a represents a French Shed that reports a small number of connections with the community and with a low number of connections between these organisations. All of the assets are reported as contacts that the Shed has made with other organisations and most of the communication with these is via email. In addition, this Shed appears to have mainly reciprocal relationships (double arrow head) with these assets. Local government and services are resources for the Shed (arrow head pointing into the Shed).

Figure 5b is a Hampshire Shed that has been in existence of circa 25 years. It serves as a social hub and the connections listed tend to reflect organisations and companies that are used for social activities and gatherings. The local services accessed by this Shed are almost exclusively health related. Again, communication appears to be either via phone or email. As stated previously, the Leader of this Shed depicted a number of inter-connections between the assets, it can be seen that these are grouped by function or service (i.e. SBS management, funding, health referral and social facilities).

Figure 5c is the Shed from the Netherlands and whilst it is not the largest asset map depicted, this Shed has the highest average degree (i.e. the greatest density whilst controlling for size). It is clear from this network, that strong relationships have been formed with the SBS project partner where the Shed is accommodated. In addition, strong ties have been formed with funders. For this Shed, most of the communication takes place either over the phone or face-to-face and these contacts were first initiated by the assets (with the exception of one).

Figure 5d is a Kent Shed, whilst it is one of the larger Asset maps, the average degree is quite low and the efficiency very high. It is clear from the visualisation that the Shed has initiated (blue) a number of individual contacts with the community face-to-face (square). This contrasts with the other networks visualised in Figure 5.

Figure 5e is the Belgium Shed and here the asset network is 13. Looking at this map, most of the contacts with assets were initiated by the assets rather than the Shed and communication appears to be via email or phone. In this network, the Shed has a strong relationship with the local Social Services and this organisation appears to be connected to a number of other organisations within the local community or at a national level.

At baseline, it would appear that the community asset maps of the Sheds are small and not inter-connected. There is a variety to the contacts Sheds are making with their community, i.e. members of the public, other Sheds, local government, local health services (reciprocal referral, training), employment services (reciprocal referral, training), companies (for materials, social activities, funding, insurance), voluntary organisations, schools (for work), local charities (for work and referral) and national charities (for funding and referral). Most Sheds have made contact with these assets via personal contacts from Shed Leaders or Project Partners. At this stage, contacts appear to be via non-face-to-face communication such as the

phone or email and there are fewer strong contacts with assets than weak ones. That said, the majority of relationships formed between assets and the Shed are currently described as reciprocal. At this stage, these types of networks are to be expected and it would be anticipated, that networks will grow in size, density and quality when assessed at the second time point.

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Who Attends an SBS Shed?

Demographic information representing a blueprint for a typical SBS Leader and Member is displayed in Figure 6. This data provides an overview on the gender, marital status, employment status, living location, and method of travel to the Shed for both roles; as well as an overview of the common health status for both roles, including mental wellbeing, BMI, and meeting WHO physical activity guidelines. Leaders and Members were similar with regards to demographic descriptors, with the typical SBS Shedder reporting as married, retired, males, travelling to the Shed by car from urban living locations. Likewise, SBS Sheddors reported similar health information, including moderate wellbeing, and meeting physical activity guidelines, however Leaders' BMI was generally of healthy weight, whilst Members were overweight.

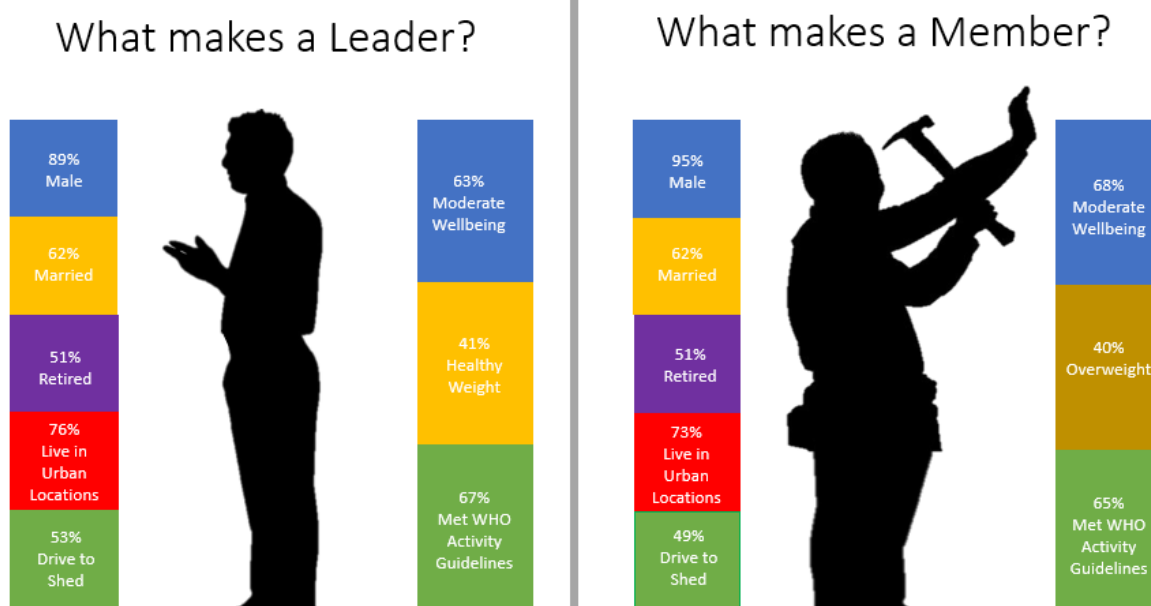


Figure 6. Demographic and health status overview for the typical SBS Leader and Member

Demographic Data

The results of the exhaustive CHAID support the above overviews of Leaders and Members, by indicating that there were no significant interactions between any of the

demographic variables (all $ps > 0.05$) as there were no levels grown in the CHAID tree. This indicated that SBS Leaders and Members were similar in respect to all demographic variables.

On average, there was little difference between Leaders and Members in terms of ages (Leaders 58.14, Members 56.95). The UK Sheds have older Sheddors (Hampshire 66.27, Kent 67.91), each above state pension age (65 years). By contrast, Arques had the youngest average age of Sheddors (30.06), and all Sheddors from France, Belgium and the Netherlands were, on average, within working age (see Figure 7 for average ages across the Shed locations).

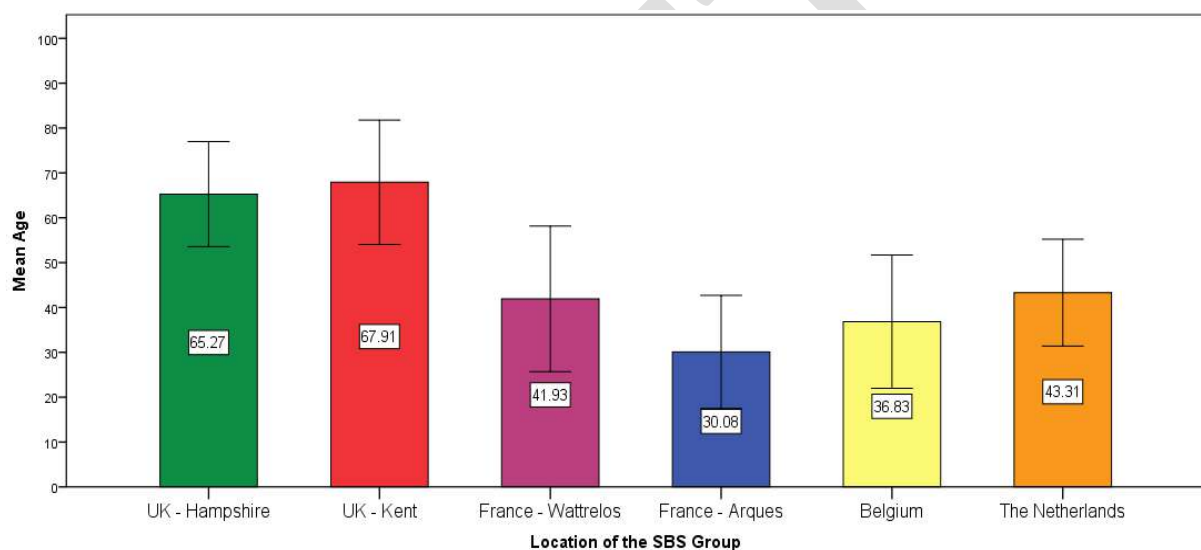


Figure 7. Mean ages across Shed locations

Across the project, each Shed location showed a similar ratio of Leaders to Members within their Sheds, $\chi^2(5, N = 233) = 1.84, p = 0.87, \phi_c = 0.09$, with significantly more Members ($N = 188$) than Leaders ($N = 45$), $\chi^2(1, N = 233) = 87.76, p < 0.001, w = 0.78$. For every Leader, there are approximately four Members.

Comparisons between Sheddors' demographic data across the project, and between Shed roles, locations, and roles within locations, are summarised in Table 5. Those highlighted in grey represent comparisons where a significant difference between variables were found. No

comparisons were conducted between Leader data and Shed locations as the number of Leaders was too low to conduct the analysis.

Table 5: Chi-squared comparisons of Shedder demographic data

	<i>All Participants</i>	<i>Vs. Shed Location</i>	<i>Vs. Shed Role</i>	<i>Vs. Members in Location</i>
Gender	$\chi^2 (1, N = 232) = 182.91, p < 0.001, w = 0.888$	$\chi^2 (5, N = 232) = 5.36, p = 0.37, \phi_c = 0.15$	$\chi^2 (1, N = 232) = 3.20, p = 0.074, \phi_c = 0.117$	$\chi^2 (5, N = 187) = 7.80, p = 0.17, \phi_c = 0.20$
Marital Status	$\chi^2 (1, N = 231) = 14.01, p < 0.001, w = 0.246$	$\chi^2 (1, N = 231) = 54.25, p < 0.001, \phi_c = 0.485$	$\chi^2 (1, N = 231) = 0.00, p = 0.986, \phi_c = 0.001$	$\chi^2 (1, N = 231) = 42.92, p < 0.001, \phi_c = 0.480$
Living Location	$\chi^2 (1, N = 233) = 52.88, p < 0.001, w = 0.476$	$\chi^2 (5, N = 233) = 29.92, p < 0.001, \phi_c = 0.358$	$\chi^2 (1, N = 233) = 0.087, p = 0.768, \phi_c = 0.19$	$\chi^2 (5, N = 188) = 27.33, p < 0.001, \phi_c = 0.381$
Travel to Shed	$\chi^2 (1, N = 227) = 4.23, p = 0.04, w = 0.138$	$\chi^2 (5, N = 227) = 54.71, p < 0.001, \phi_c = 0.491$	$\chi^2 (1, N = 227) = 1.03, p = 0.310, \phi_c = 0.067$	$\chi^2 (5, N = 183) = 54.13, p < 0.001, \phi_c = 0.529$

Table 5 demonstrates that demographic data did not differ between Leaders and Members, but differences could often be seen between Shed locations. Significantly more Sheddors across the project reported being male, married, living in urban locations (such as cities or towns), and travelling to the Shed via personal or public transport (such as driving, trains, buses, taxis, mobility scooters, or car sharing).

Significantly more Sheddors from UK Sheds reported being married, with significantly more from Belgium and France reporting being single (including those widowed and divorced). This was replicated when removing Leaders from the analysis. When comparing Shed roles, it was found both Leaders and Members reported exactly the same ratio of married (62%) to single (38%). To determine whether marital status difference were down to the average age of Shed locations, a hierarchical logistical regression was conducted, with Shed locations coded as UK and Europe. Age was included in the first step of the regression, and countries included in the

second step. Age significantly predicted marriage status in block one, but adding in country did not significantly improve the prediction model, suggesting that there is no significant country effect on Shedd's marital status, and the variance found from chi-squared analyses can be explained by the differences in age in these locations.

Significantly more Shedd's from both UK locations, as well as Members only from Kent, came from rural locations, whilst Shedd's from both French locations and the Netherlands came from urban areas ($\text{adj } \chi^2 > 1.96$). This was also the case when comparing Member data only.

Significantly more Shedd's across the project used personal/public transport to attend the Sheds, whereas significantly more in Belgium, France and the Netherlands used active travel ($\text{adj } \chi^2 > 1.96$). This was also the case when assessing Member data only in these locations.

Figures 8a-d show the spread of demographic data for all Shedd's across the project.

To summarise, no differences were found between Shed Leader and Member demographics, however differences did exist between locations for all variables except gender.

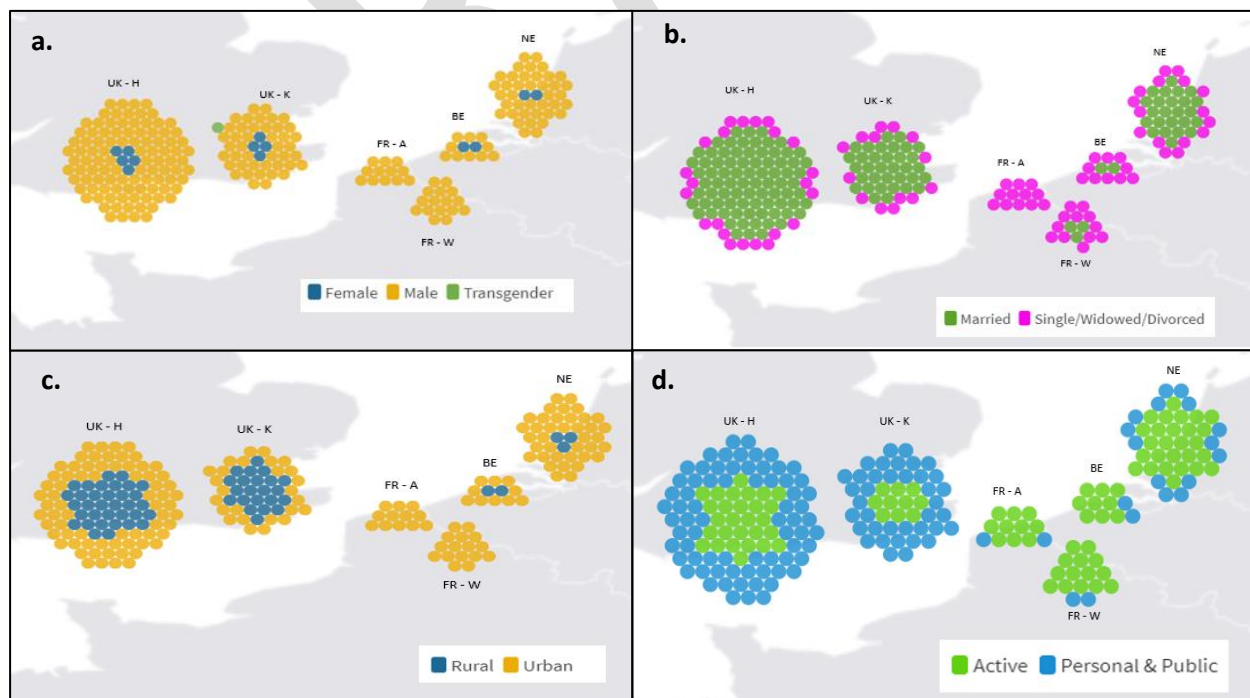


Figure 8. Spread of demographic data across the project, including gender (a), marital status (b), living location (c), and mode of transport to the Shed (d).

Shedders revealed that they visit their GP more frequently than the hospital for medical appointments. In Wattlelos, Shedders reported a greater number of medical appointments than other locations, whilst in Belgium, Shedders visited the hospital the least regularly, but the GP more regularly than other locations. Overall, little differences were revealed between Leaders' medical appointments (GP 3.16, Hospital 1.88) and Members' (GP 3.01, Hospital 2.02), which was supported by the findings of the BCa bootstrapped t-test, revealing no significant differences.

Comparisons between Shedders' health data across the project, and between Shed roles, locations, and roles within locations, are summarised in Table 6. Similarly, those highlighted in grey represent comparisons where a significant difference between variables were found, and no comparisons were conducted between Leader data and Shed locations as the number of Leader was too low to conduct analysis.

Table 6: Chi-squared comparisons of Shedder health data

	<i>All Participants</i>	<i>Vs. Shed Location</i>	<i>Vs. Shed Role</i>	<i>Vs. Members in Location</i>
BMI	$\chi^2 (3, N = 226) = 4.84, p = 0.089, w = 0.15$	$\chi^2 (10, N = 225) = 26.42, p = 0.003, \phi_c = 0.24$	$\chi^2 (2, N = 226) = 1.49, p = 0.48, \phi_c = 0.08$	$\chi^2 (10, N = 181) = 27.152, p = 0.002, \phi_c = 0.27$
Meeting WHO Physical Activity Guidelines	$\chi^2 (1, N = 195) = 17.85, p < 0.001, w = 0.303$	$\chi^2 (5, N = 195) = 7.71, p = 0.173, \phi_c = 0.199$	$\chi^2 (1, N = 195) = 0.12, p = 0.729, \phi_c = 0.25$	$\chi^2 (5, N = 158) = 8.54, p = 0.129, \phi_c = 0.233$
Mental Wellbeing (WEMWBS)	$\chi^2 (2, N = 216) = 112.69, p < 0.001, w = 0.722$	$\chi^2 (10, N = 216) = 8.37, p = 0.059, \phi_c = 0.139$	$\chi^2 (2, N = 216) = 4.24, p = 0.120, \phi_c = 0.140$	$\chi^2 (10, N = 173) = 9.70, p = 0.467, \phi_c = 0.167$

Table 6 demonstrates that few significant interactions were found from comparisons of participants' health data. Similar to demographic data, health data did not differ between Leaders and Members.

Whilst there were no significant differences when comparing BMI categories across all participants, a significant interaction was found across Shed locations. Significantly more Sheddors in Belgium and Kent were of healthy weight, and Sheddors in Hampshire were overweight. In Wattlelos, Sheddors were found to be of healthy weight, whereas in Arques, more Sheddors than expected were obese (close to statistically significant). These same interactions were found when exploring Members' responses only, as well as a significantly higher number of Hampshire Members being classified as obese. To see if age was a possible explanation behind these interactions, a two-way ANOVA was performed (using BCa bootstrap on 2000 resamples), showing no interaction between BMI and age, $F(10, 196) = 1.32$, $p = 0.22$. Figure 9a shows the spread of BMI data across the project for all Sheddors. However, the results of the BCa bootstrapped t-tests revealed a significant difference between BMI scores ($p = 0.044$), with Leaders having a 1.5-point lower BMI than Members. This would support the findings displayed in Figure 5, that Leaders are typically of healthier weight than Members.

A significantly higher number of Sheddors reported meeting WHO physical activity guidelines than not, but there were no significant interactions between Shed locations or Shed roles. Physical activity data was also compared against national averages of those meeting physical activity guidelines. From these comparisons, only Sheddors from Wattlelos (9.5% lower than France average) and Belgium (137% higher than Belgium average) were significantly different from their national averages. The spread of Sheddors meeting physical activity guidelines across the project can be seen in Figure 9b.

Significantly more Sheddors reported moderate mental wellbeing when comparing all participants, as measured by the WEMWBS, but no interactions were seen between Shed locations or Shed roles. However, when comparing WEMWBS total scores, a significant

difference was found between Shed roles ($p = 0.049$) with Leaders scoring 2.6 lower (reversed) compared to Members, indicating a better mental wellbeing status for Leaders. Figure 9c demonstrates the categories of mental wellbeing data across the project.

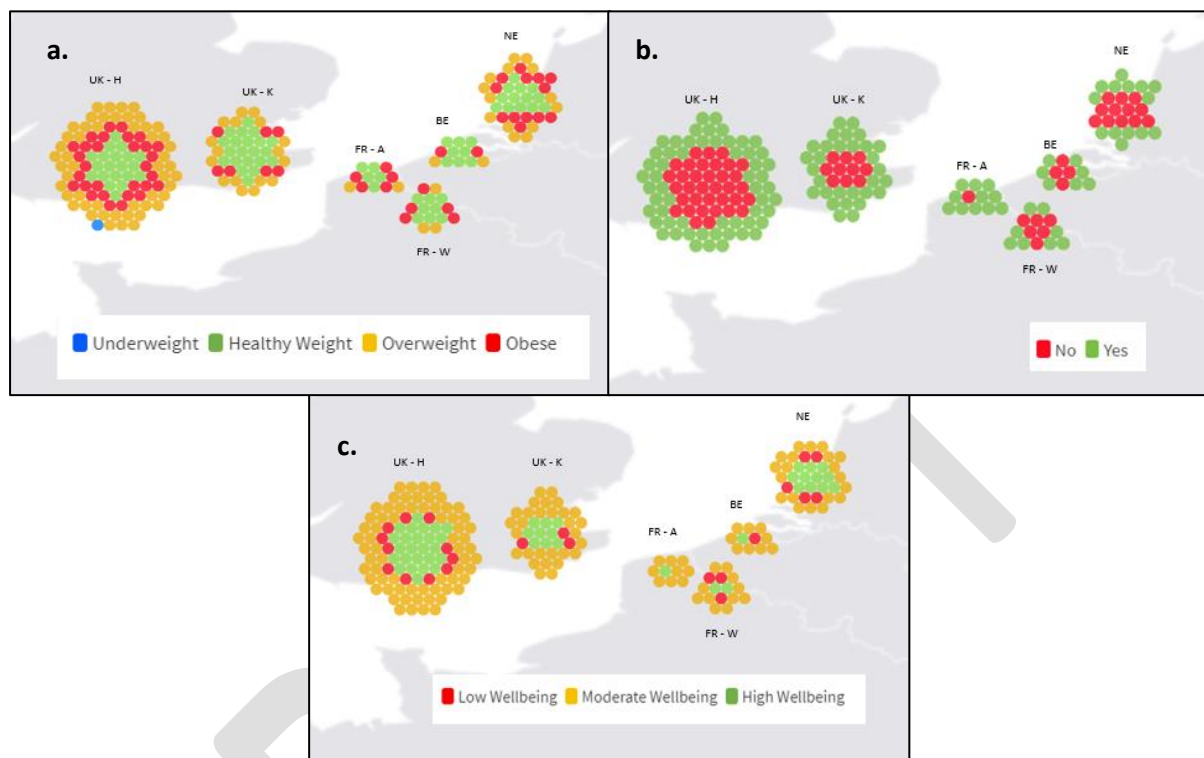


Figure 9. Spread of health data across the project including BMI (a), meeting WHO physical activity guidelines (b), and mental wellbeing, taken from WEMWBS scores (c)

When compared against national norm values, all SBS Sheddars, with the exception of two regions (Arques Sheddars, and Belgium Leaders), scored lower health index than national norm values. Similarly, when assessing health today VAS scores, only Arques and Belgium Sheddars scored higher than national norm values. The largest difference between Shedder and national norms were in Kent, where Leaders scored on average 15.4% lower, and in Belgium where Leaders scored on average 19.5% higher than the national norm health index and VAS scores respectively. There were small differences between Leaders and Members across the regions for both index and health today VAS scores, with Leaders scoring only

marginally higher than Members (Leaders 0.818, 77.76; Members 0.811, 75.39). However, the BCa bootstrapped t-test revealed this difference did not reach significance. The largest Leader-Member difference was in Belgium, where Leaders scored 7.2% above national norm index, whereas Members scored 11.3% below. Figures 10a and 10b depict the differences between Leaders and Members in each Shed locations and national norms, 10a depicting index and 10b depicting health today VAS scores. In general, the majority of Sheddors self-report lower functional health than national averages, with those scoring higher tending to be Leaders. BMI is the only health variable where differences were found between locations.

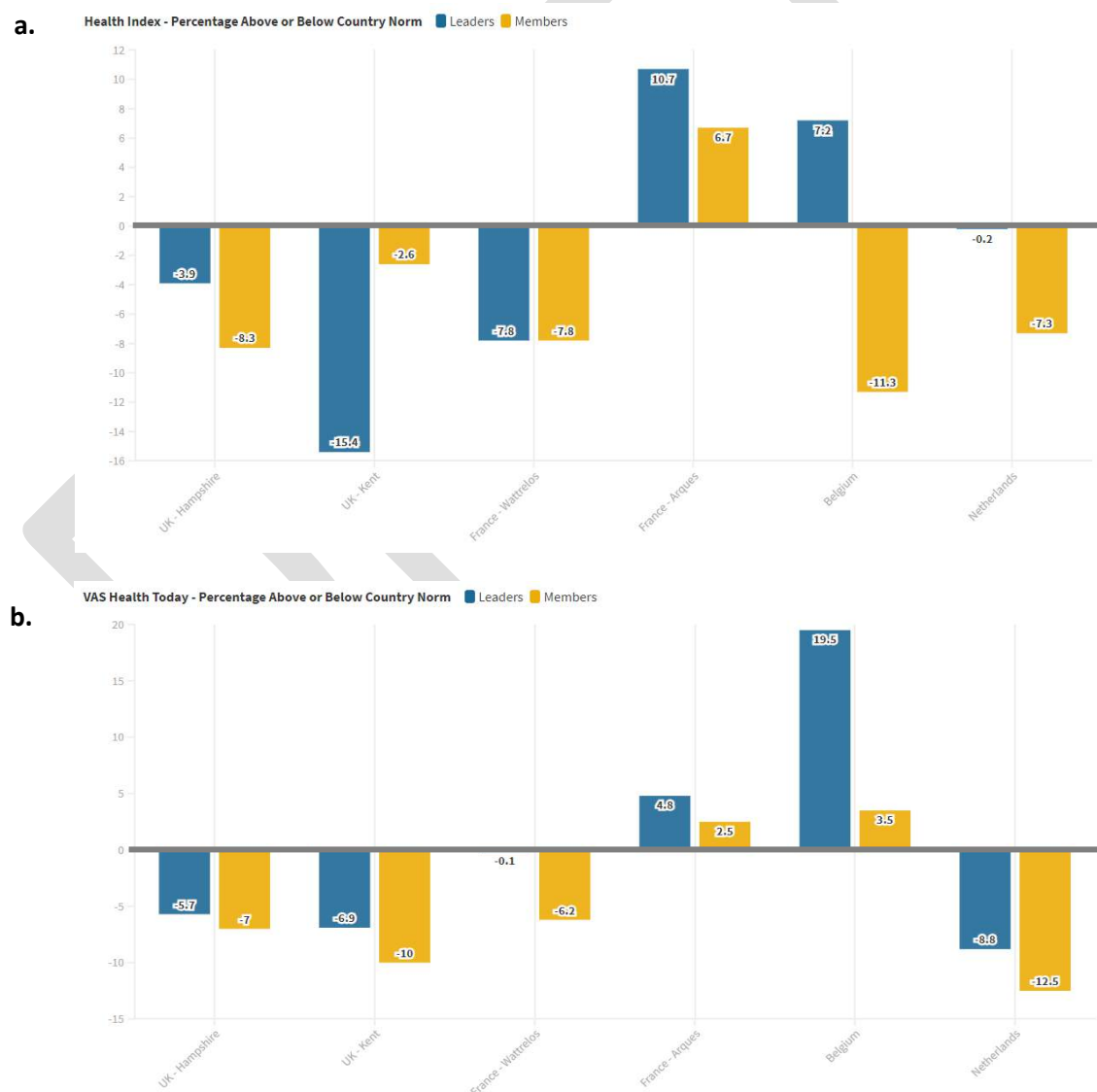


Figure 10. Comparisons of Leader and Member health index (a) and VAS health today data (b) against national norm values

Comparisons between Shedders' employment data across the project, and between Shed roles, locations, and roles within locations, are summarised in Table 7. Those highlighted in grey represent comparisons where a significant interaction between variables were found, and no comparisons were conducted between Leader data and Shed locations as the number of Leaders was too low to conduct the analysis.

Table 7: Chi-squared comparisons of Shedder employability data

	<i>All Participants</i>	<i>Vs. Shed Location</i>	<i>Vs. Shed Role</i>	<i>Vs. Members in Location</i>
Employment Seeking	$\chi^2 (2, N = 233) = 58.05, p < 0.001, w = 0.499$	$\chi^2 (10, N = 233) = 170.48, p < 0.001, \phi_c = 0.605$	$\chi^2 (2, N = 233) = 4.92, p = 0.085, \phi_c = 0.145$	$\chi^2 (10, N = 233) = 146.82, p < 0.001, \phi_c = 0.624$
Most Recent Job Category	$\chi^2 (9, N = 177) = 104.07, p < 0.001, w = 0.767$	$\chi^2 (45, N = 177) = 102.28, p < 0.001, \phi_c = 0.340$	$\chi^2 (9, N = 177) = 7.66, p = 0.569, \phi_c = 0.208$	$\chi^2 (45, N = 143) = 81.196, p = 0.001, \phi_c = 0.337$

Similar to demographic and health data, there were no Shed role interactions with employment seeking or most recent job category. Across the project, significantly more Shedders reported not wanting to look for work (meaning they are retired, or are unemployed but not seeking work), whereas significantly more Shedders reported not needing to look for work in Netherlands (i.e. currently employed). Significantly more Shedders do not want to look for work in both UK locations. By contrast, those who do want to find work were from the Belgium, Arques and Wattrelos (adj es ± 1.96) Sheds. This pattern was replicated when Leaders were removed from the analysis. More Leaders reported not needing to find work, whereas more Members reported wanting to, but neither of these were significant. Figure 11a depicts the spread of SBS Shedders' employment seeking preferences across the project regions.

Significantly more Shedders reported Professional (N=52) or Skilled Trades (N=33) as their most recent job roles across the project, with significantly more Skilled Trades job roles in Wattlelos, Sales & Customer Service and Admin/Secretarial roles in Netherlands, and Voluntary/Training roles in Belgium (adj es > 1.96). More Shedders reported Professional roles in UK locations, Caring/Leisure/Other Services in Netherlands, and Voluntary/Training roles in Arques, and Netherlands, but these were not significant. Similar trends were found when removing Leaders from the analysis. At this stage, employment seeking is not of primary concern for those joining SBS sheds, with the exception of France and Belgium, who have a younger demographic. Figure 11b presents the job category data across the project regions.

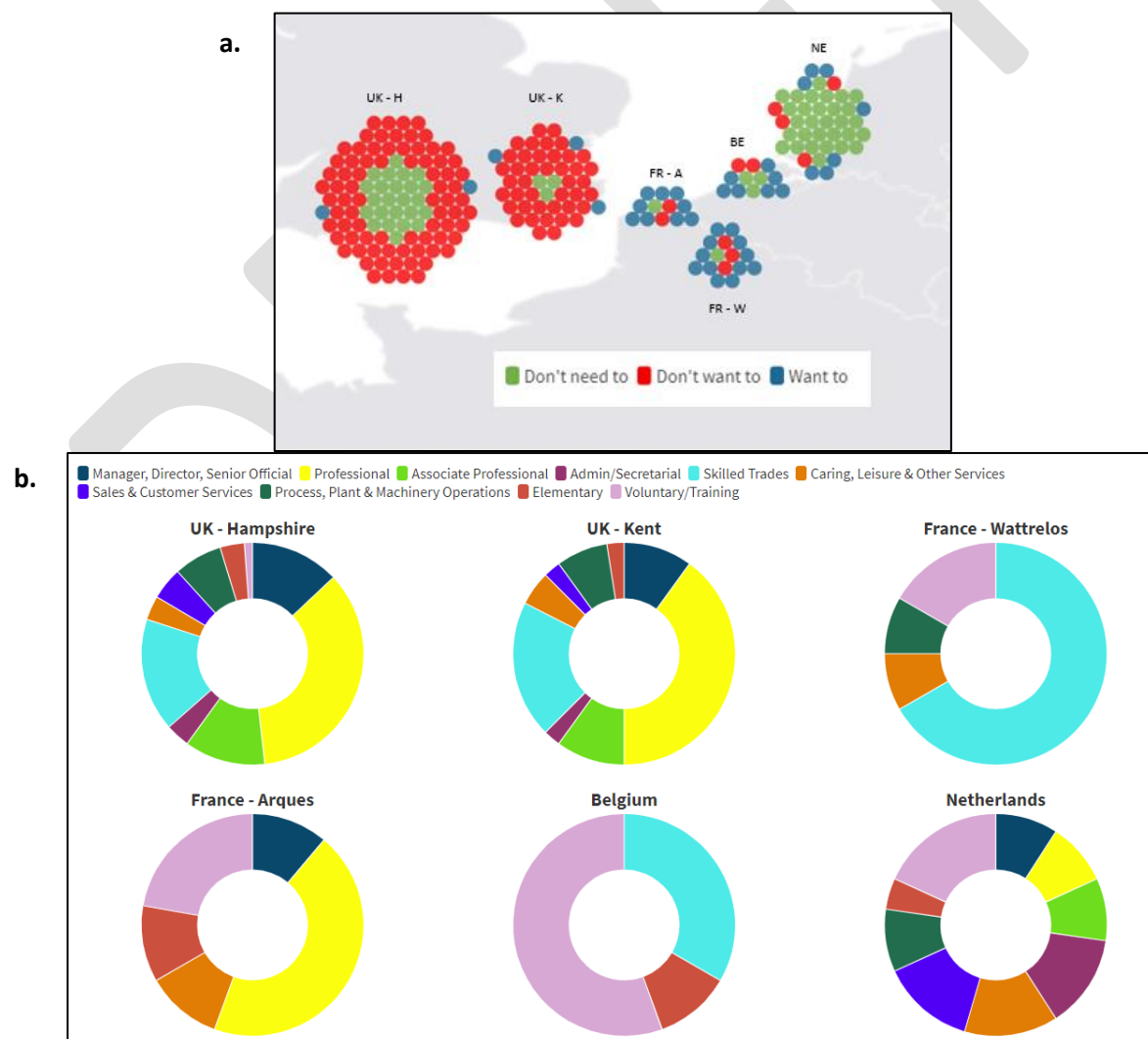


Figure 11. Spread of employment seeking (a) and job category (b) data across the project

From the CAAS data, BCa bootstrapped t-tests showed Shed Leaders scored significantly higher ($p = 0.002$) than Members CAAS total scores (5.5 points). The individual items (Concern, Control, Curiosity, and Confidence) were tested for significant effects via Mann-Whitney U tests, due to the ordinal nature of the data. Leaders scored significantly higher in all items at 0.05, but if controlling for the increased type I error rate ($\alpha = 0.013$) then three of the subscales reached significance (all $ps < 0.003$) except for Confidence ($p = 0.020$). Across Shed locations, the one-way ANOVA revealed Curiosity to be the only item where a significant difference was found, scored highest in the Netherlands and Hampshire. Overall, it appears SBS Sheddors are less concerned about employment but hold confidence in their skills and capabilities. Figure 12 visualises the CAAS scores between Shed roles (a), and Shed locations (b).

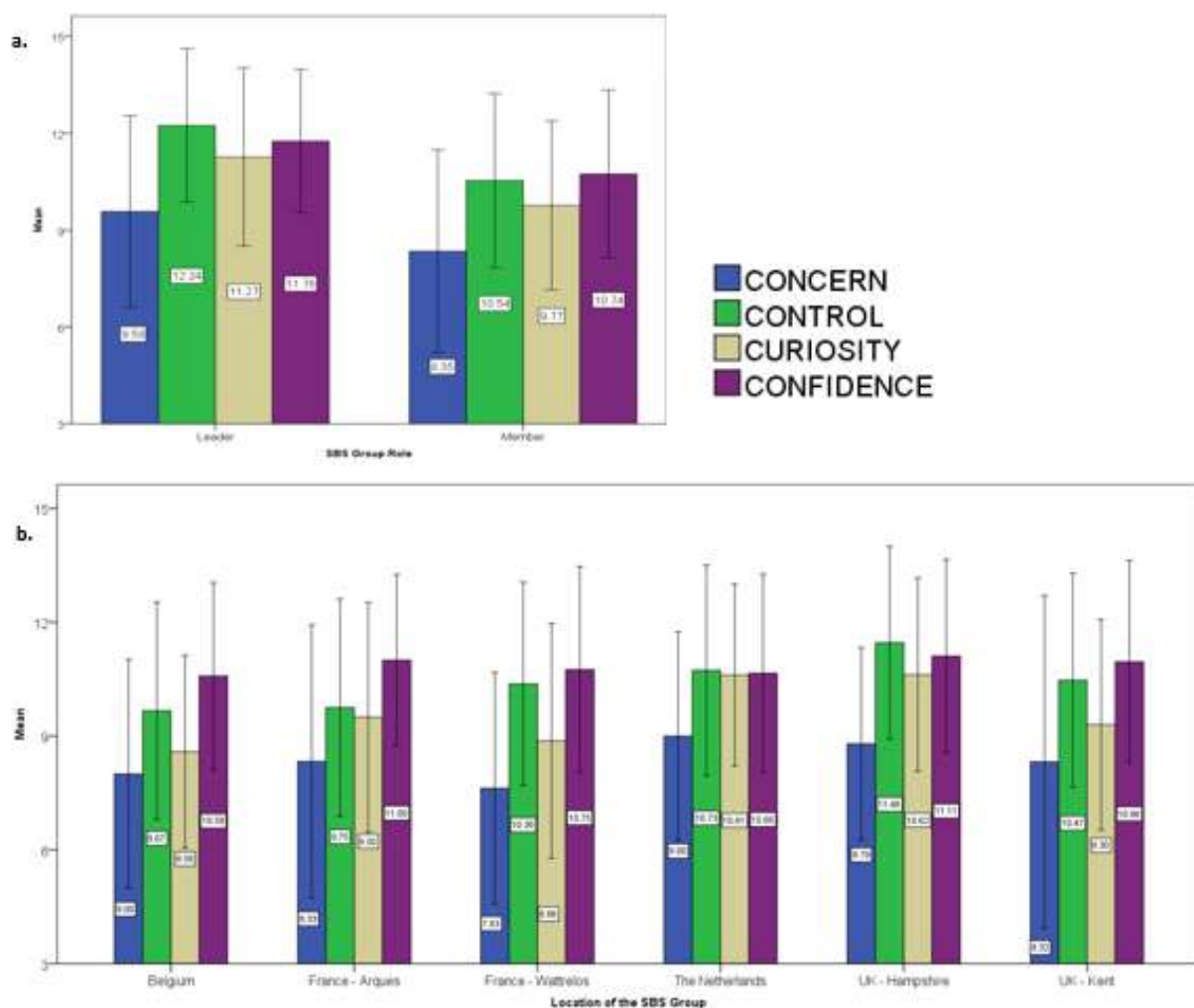


Figure 12. Mean CAAS scores between Shed role (a) and locations (b)

Social Isolation

Shed Members visualised their personal social networks to illustrate the number and type of social connections they have in their lives. Table 8 contains network measures that describe the relative simplicity or complexity of these networks, Figure 13 contains 6 personal network diagrams that illustrate different network features.

On average, 15 ($M = 14.69 \pm 10.39$) personal contacts were reported by the Members in their personal networks (Figure 13b and 13c). There were some Members who named considerably more than 15 as can be seen in Figure 13d and 13f, whereas, Figure 13a represents one of the smallest networks reported. Members were also asked to visualise how linked their named connections are. The number of components, sometimes referred to as cliques, depicts the separation of the social connections into different groups that the person belongs to. The number of components was relatively low ($M = 2.67 \pm 2.19$) suggesting that Members generally did not consider their networks to be disparate with most of the Members networks being known to each other directly or connected through a bridging connection or 'broker'. This broker was typically a very close connection such as a spouse. A density score of 1 would indicate that all individuals named by the Member know each other, whereas 0 indicates a network where no named individuals know anyone else in the network. Of those Members interviewed, there were examples of both very dense and very sparse networks, however an average of 0.4 (± 0.21) or 40% of individuals in the network are linked, suggesting that the personal networks of Members are less inter-connected. Average degree is a measure similar to density in that it represents the connectedness of the network but is less influenced by the network size, Figure 12e clearly demonstrates a network of individual connections with few links between them and has the lowest average degree score by comparison, Figure 13f network has the same density score but a much higher average degree score of 11.4.

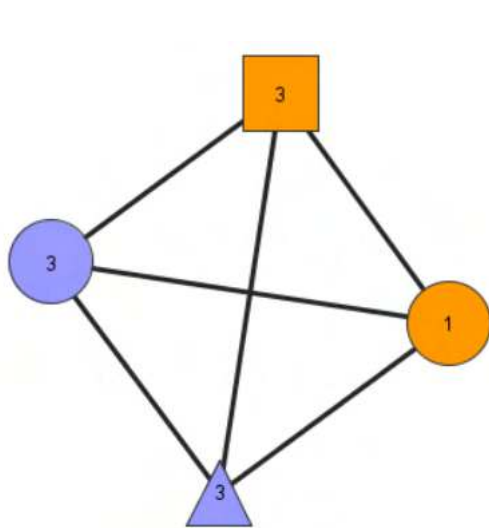
Efficiency provides an indicator of the amount of control or impact the Member has within their network, the higher the value for efficiency, the less impact or control the Member has over their network as typified by Figure 13e. Efficiency was positively related to network size ($r_s = .266$, $p = .034$) and components ($r_s = .507$, $p < .001$) indicating that larger networks and networks with more components were less efficient. By contrast density ($r_s = -.909$, $p < .001$) and average degree ($r_s = -.538$, $p < .001$) were negatively correlated with efficiency (i.e. the networks were more efficient when the people in the network knew more people in it), therefore the Member has to put in less effort to have influence and feel supported. There were no significant differences in the network structural measures between Members in each country or comparing them in terms of relationship status. When comparing the networks of Members according to their location, Members from Urban locations have significantly denser networks (as measured by average degree) compared to those living in Rural locations ($U_{(41)} = 80$, $p = .044$), there was a trend towards less efficiency of Rural networks but this was not significant.

There was no difference in terms of the network measures between Members based on their employment status. This indicates that those who have retired (i.e. Figure 13c) or who are not working and not looking for work (i.e. Figure 13f) have networks of equivalent size and structure as those who are in work or education and training (i.e. Figure 13b). Finally, an examination of the people named in the network revealed that members tended to include a greater proportion of men than women in their network. When women were cited, these tended to be spouses and relatives. The average age of the network was positively correlated ($r = .697$, $p < .001$) with the Members own age which suggests that the Members tend to socialise and find support from people their own age.

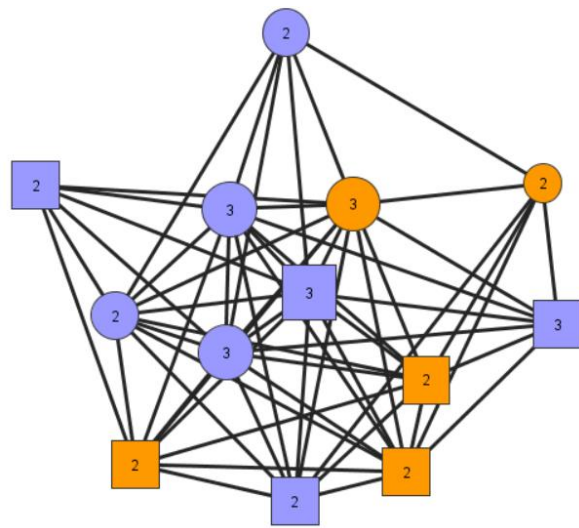
In summary, the measures taken to assess the relative social isolation or conversely embeddedness of Members would suggest that the majority of Members interviewed have small and modest networks. Their networks tend to be constituted of same gender, similar aged contacts. By measuring the efficiency of the networks, it can be observed that those Members who were surrounded by large networks, had less power and control, compared to Members who had modest sized networks. These less efficient networks require greater effort on the part of the individual to maintain relationships and can be a cause of additional stress. A small number of Members reported very small networks with few contacts that are not particularly close, suggesting greater risk of isolation.

Table 8: Network measures for the Sheddars Personal Networks (N=64) and Network Similarity measures (N=39)

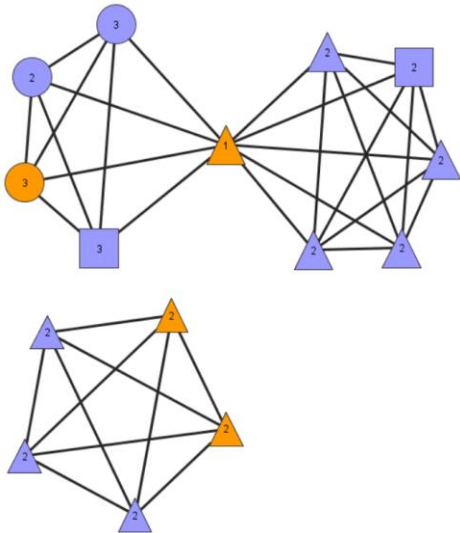
	Network Measures					Network Similarity	
	<i>Network Size</i>	<i>No of Components</i>	<i>Network Density</i>	<i>Average Degree</i>	<i>Efficiency</i>	<i>Average Network Age</i>	<i>Proportion of Men in Network</i>
Mean	14.69	2.67	0.40	5.01	0.62	46.99	0.59
Std. Deviation	10.39	2.19	0.21	3.48	0.19	12.34	0.20
Minimum	4.00	1.00	0.06	0.55	0.08	21.57	0.14
Maximum	69.00	12.00	1.00	19.54	0.95	70.50	1.00



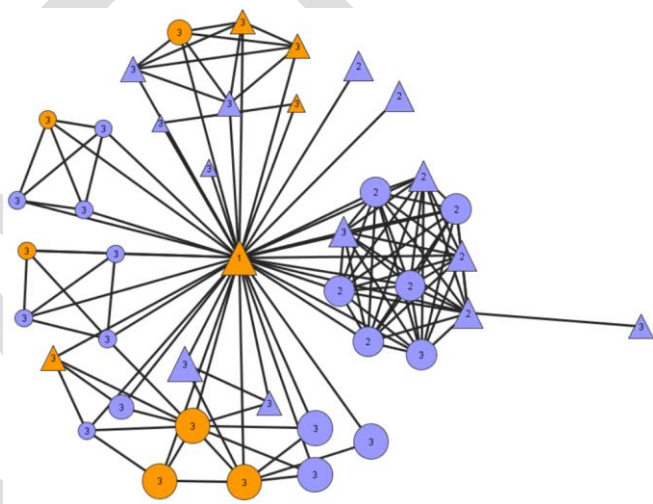
(a) Network Size = 4; density = 1; Average Degree = 3; Number of Components = 1; Efficiency = 0.3



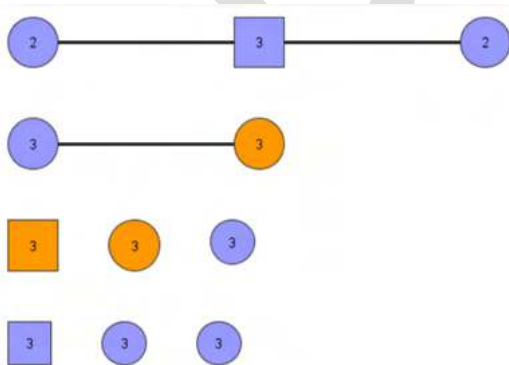
(b) Network Size = 13; Density = 0.8; Average Degree = 9.1; Number of Components = 1; Efficiency = 0.3



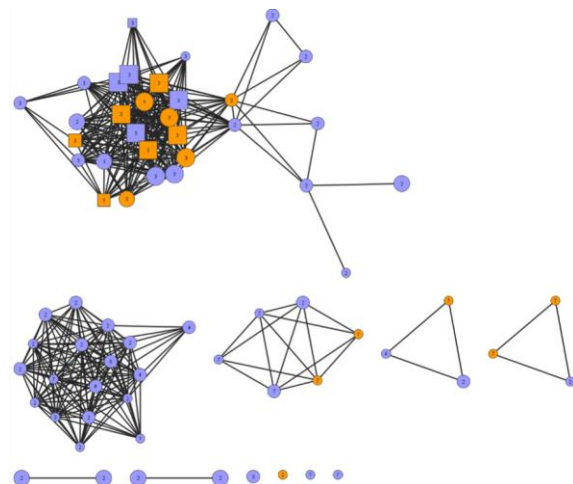
(c) Network Size = 15; Density = 0.3; Average Degree = 4.7; Number of Components = 2; Efficiency = 0.7



(d) Network Size = 41; Density = 0.2; Average Degree = 6.4; Number of Components = 1; Efficiency = 0.8



(e) Network Size = 11; Density = 0.2; Average Degree = 0.5; Number of Components = 8; Efficiency = 1



(f) Network Size = 69; Density = 0.2; Average Degree = 11.4; Number of Components = 12; Efficiency = 0.8

Figure 13. Personal network diagrams illustrating the different network features.

Shed Attendance

Shed Leader interviews revealed that Sheds with their own base typically open between 1 and 4 days a week, whilst those in social centres are open daily. The number of Members in attendance also varied between Sheds, with some attracting 3 to 4 Members per session, and others hosting 10 to 15. In the Netherlands, Shed sessions typically host between 30 and 40 Shedders.

From the survey data, independent t-tests showed no significant differences between Shed roles for Shed attendance, but the one-way ANOVA revealed a significant difference between Shed location and Shed attendance (both days-a-week and hours-per-session $ps < 0.001$). Belgian and Dutch Shedders attend their Sheds more regularly, on average, during the week than other locations. Leaders from these Sheds attend 4.5 and 4.0 days a week respectively, with Members attending 2.4 and 3.1 days a week also. In the UK and France, Shedders typically attend around two days a week, with UK Leaders attending more frequently than UK Members. In France, this is reversed, where Members attend 1.8 (Wattrelos) and 2.1 (Arques) days a week, whilst Leaders attend 1 (Wattrelos) and 2 (Arques) days a week. Wattrelos and Belgium Leaders spend the longest time per session in their Sheds (average of 5 hours). Belgian Members attended for the longest per session (average of 6 hours and 12 minutes) whereas Arques Members attended for the shortest (average of 2 hours and 7 minutes).

The distance travelled to the Sheds varied between locations, and between Shed role. Bootstrapped t-test results showed that neither distance nor travel time were significantly different between Leaders and Members (both $ps > 0.05$). Shedders in Wattrelos typically travel the shortest distance to attend the Shed (average of 0.88 miles) and Shedders in Netherlands travel the furthest (average of 6.24 miles). This is because Dutch Leaders travel an average of 15.13 miles to attend the Shed, the furthest distance of all SBS Shedders. UK

Shedders travel between 3.92 miles (Hampshire) and 5 miles (Kent), on average, whereas French Shedders travel much shorter average distances (1.52 miles, Arques; 0.88 miles, Wattrelos). In Hampshire and Belgium, Leaders and Members travelled a similar distance to each other in order to attend the Sheds, whereas in Kent and Arques, Leaders travelled twice the distance to attend than Members.

Why Join a Shed? Survey and Interview Findings

Figures 14a (Leaders) and 14b (Members) provide word clouds depicting the reasons cited by SBS Shedders as to why they originally joined the Sheds, gathered from survey data. More commonly cited reasons are presented as larger text.



Figure 14a. Word cloud demonstrating the reasons for joining a Shed as reported by SBS Leaders



Figure 14b. Word cloud demonstrating the reasons for joining a Shed as reported by SBS Members

Both Leaders and Members reported being encouraged to attend by somebody else, and predominantly reported social reasons for doing so. These were typically the pursuit for social interaction, to build bonds and connections with others, and to help other people. Members, specifically, were attracted by the activities that were available, and the opportunity to learn new skills.

From interview data, Leaders either reported being a part of the initial Shed creation or joining subsequently. Those involved in establishing the Shed perceived there to be a local need for

a male-centred group, or started the Shed to support their own health journey. One Leader disclosed that he was no longer able to work due to ill-health, and was invited to be a part of the set-up, whilst another was triggered by a significant life-event which encouraged him to get fitter, leading to the start-up of the group. One Shed was started specifically to support young people in the local area due to the Leader's background in youth centre management, whilst other Leaders reported starting a Shed based on their own interests and hobbies. A few Leaders contacted the UK Men's Shed Association (UKMSA) to discuss becoming involved in a Shed, and were subsequently put in contact with one another; whilst others reported being invited to join local committee meetings and to take on the role. Some Leaders reported already managing community-based groups, and therefore became a Shed Leader when their group became an SBS Shed. Other Leaders originally joined the Shed as a Member, and latterly undertook a Leadership role. Thus, Leaders emerged from a variety of pathways including self-selected, invited, and as part of developing an existing role.

As well as being suggested to join by loved-ones, both Leaders and Members reported being advised to join by a health professional (including a mental health coordinator, psychiatrist, and GP), whilst some Members were referred to the Shed by a social care professional as part of a reintegration programme or community service sentence (criminal justice).

"I had to come because of my judicial past, was sent by the court, and after a while I thought the work here was good and not too stressful and good contacts with the others and so I wanted to stay. I now come of my own accord." (JPV2204)

Members also discussed a fear of becoming isolated since retirement, and so specifically sought out a Shed to meet new people. They were attracted to the Shed as the available activities matched their interests (such as woodworking and general DIY), the specific projects

showed similarities to their working background, and the Shed was located close to home. This fear was typically encouraged by spending large amounts of time alone.

“Joined because I was just spending too much time on my own, I have got a workshop at home, so apart from seeing the wife I would be out in the workshop in the day, so I was spending too much time on my own.” (PAJ1904)

Table 3 provides information on how Sheds attract new Members, including advertising on social media, local media, distributing leaflets, and attending local events. Members themselves reported learning about the Shed from these sources, as well as seeing the Shed on television programmes, and operating locally in the community.

Why Continue Involvement in a Shed? Survey and Interview Findings

Leaders and Members’ motivations for their continued involvement in the Shed, as reported via the survey, are depicted via word clouds in Figures 15a (Leaders) and 15b (Members). The data is arranged into categories, with more commonly cited reasons presented as larger text.



Figure 15. SBS Leaders' (a) and Members' (b) motivations for continued attendance at their Sheds

Whilst Leaders' motivations were varied, particular motivations were more common for Members within each category. For example, the majority of Members cited 'Social Interaction' as a motivator for continued attendance, whereas Leaders' responses were more diverse. Both Leaders and Members typically cited enjoyment from the activities as motivating factors for continued involvement, whilst Members were also encouraged to return by the learning opportunities available, as well as the friendly atmosphere of the Shed.

During the interviews, Leaders expressed that personal investment in the Shed's creation was a motivator and the desire to focus on the structure and routine of the Shed maintained their involvement. Other Leaders expressed a sense of purpose, self-awareness, and general health benefits, which reinforced their continued involvement. Leaders typically felt the Shed was mutually valuable, highlighting increased social interaction and the development of friendships as key outcomes from involvement, as well as gaining personal satisfaction from Shed development and connections within in the community.

Members were motivated to remain busy and expressed their desire to stay involved to complete started projects. Members also expressed that their involvement had become a habit, and their original reasons for joining were being fulfilled; whilst one Member stated that he viewed the Shed as his workplace and he needed to return to continue his 'job'. The location of the Shed was also a motivating factor, as some Members were pleased the Shed was local to them, which meant it was easy to access and encouraged them to return. This, coupled with the provision of a place to go to that enabled Members to leave the house, was reported as a key motivating factor.

"I enjoy the fact that it is extremely close to my place, but it feels like a completely different world." (DT0710)

The Shed Experience – Interview, Personal and Community Network Findings

Leader and Member experiences were explored in greater depth during the interview. Thematic Analysis produced a series of sub-themes, categorised under the wider themes of ‘Community & Social’, ‘Activities & Learning’, ‘Health’, and ‘Personal Shed Journey’. These are depicted in Table 9.

Various elements emerged as mutually agreeable for both Leaders and Members, whilst others were unique to each role. The overall components of the SBS Men’s Shed experience are summarised within each theme, to highlight the key Shed ingredients.

Table 9: Themes and sub-themes from Shed Leader and Member interviews

Community & Social	Activities & Learning
<i>Mutual</i>	<i>Mutual</i>
Socialising with Others	Practical Activities
Shed Visibility in Local Area	Skill Learning
Community Engagement	Skill Sharing
<i>Leaders</i>	Community Projects & Social Outreach
Facilities & Environment	Pleasure from Activity
<i>Members</i>	<i>Leaders</i>
Family & Friend Reactions	Shed Organisation
Health	Personal Shed Journey
<i>Mutual</i>	<i>Leaders</i>
Mental Health	The Shed Leader Role
Physical Activity	Previous Experiences
Benefits of Shedding	Challenges of Leading
Health Conversations	<i>Members</i>
Lifestyle Changes	First Impressions
<i>Leaders</i>	What is a Shed?
Health Focus of Shed	Negatives of Shedding
<i>Members</i>	
Peer Support	

Community & Social

Five sub-themes create the theme of Community and Social, which are: *Socialising with Others*, *Shed Visibility in Local Area*, *Community Engagement*, *Facilities & Environment*, and *Family & Friend Reactions*. This theme encapsulates Shedders' social interaction opportunities and connections developed at the Shed, as well as their perceptions of the Shed impact on the local area, and the Shed visibility within the community. Leaders' views on successful partnerships with other organisations, and how a community-focused Shed philosophy supports Member uptake are also explored. Lastly, this theme outlines the reactions of Members' friends and family regarding their Shed involvement.

Socialising with Others

Shedders described how involvement in SBS Sheds provided opportunities for social interaction and discussion to take place, something which was a key factor for both Leaders and Members when joining their Sheds. Social interaction was typically a by-product by virtue of the group-based activities on offer, and the like-minded nature of fellow Shedders. In other Sheds, social interaction became the core activity, either down to a lack of workshop or Leaders classifying their groups as 'Social Sheds'. These Sheds engaged in social activity only, via board games, darts/pool, or simply conversations over a cup of tea. Away from the Shed, some social outings were organised; visiting museums, going for barbeques, arranging meals and gatherings in pubs, and joining together for a Christmas dinner. Members voiced the importance of the social activity on offer, and how interaction in this manner helped them.

"...it keeps people socially in touch. It's a good thing, you get retired people and they go home and watch the television in an armchair and, for some of them, that is going to be the rest of their life." (EPP0108)

Social interaction was often facilitated by the welcoming nature of the Shed environment. Shedders commented that there was no obligation to be actively involved in any of the structured activities, with the Shed described as a “safe environment”. This helped Leaders and Members to feel a social connection with like-minded men, encouraging group identity through friendships and feelings of comradeship. A number of retired Members stated that camaraderie with other men was something they had experienced during their working lives, which had subsequently diminished since retirement. The Shed provided them opportunities to rekindle that sense of comradeship with others.

“It’s all about forming a new network of friends or acquaintances or contacts. There was a big thing on the radio about middle-aged men and they have very few friends, because we all go from working, and then you stop working, your network changes. So, I have nothing but praise for what they are doing here.” (CM0905)

This friendship amongst Shedders was often one of the reasons men chose to continue their Shed involvement, with connections typically bonded via male-centred humour or ‘banter’, which the men felt was an important element of their Shed experience. This was particularly evident in the UK based Sheds, where well-natured fun and joking was often the norm.

“There’s a really, really good atmosphere. A lot of joking, a lot of bloke chat and, you know, which is great, I love that! It’s having a bit of banter, just, nice blokes really. All got different backgrounds, its good, very good place.” (TJ0908)

Shedders experienced a sense of togetherness within the Sheds, described as a “fellowship” and a “core”. In some Sheds, attendees were given a polo-shirt or jacket displaying the Shed logo, reinforcing group identity and belonging. This was summarised by one Leader who believed Shed unity generated a feeling of family.

“I think we have a sort of family relationship, you know, as the Shed we are a family, and one looks after the other. So, I think it is the sense of belonging, we belong to the Shed.” (AL1706)

The culmination of inclusivity and a sense of belonging facilitated the emergence of peer-to-peer support, as Leaders described the reciprocal support Shedders offered one another with their projects. Members advocated this by commenting that they often received encouragement from their peers, whilst they themselves gave practical tips and help to other Shedders in need. One Member stated that the Shed provided an opportunity for emotional support *“if you have got any woes”*, whilst Members with physical health limitations were supported in their transport to the Shed, where they otherwise would not have been able to attend.

“I’m taking [name] on this trip because he needs transport... it’s nice to do it for somebody without imposing. Because I know he likes his independence, but I don’t like to see him struggle, you know, and I’ll do that for you.” (SW2001)

Socialising with others, and connecting in this way, helped Shedders to overcome issues such as isolation and loneliness. According to the Leaders, the SBS Sheds enabled men to *“get off their settee, away from daytime television, and involved in [local] events”*, whilst other Sheds specifically aimed to support isolated men. Leaders believed this to help isolated individuals alleviate boredom, feel better about themselves, and support their mental health. Sheds were believed to provide local people with opportunities to be active, socialise, and learn as Shed Members. This was believed to bring the community together, and help local people make changes to their lives.

“[The Shed] is good for the community. Lots of people come here have a stressful life. They can come here in a safe environment and they can relax and socialise. Time for the men, we can drink coffee together.” (AB0101)

Shed Visibility in Local Area

Leaders and Members discussed the positives of Shed visibility within their local communities, how this impacted signposting to/from the Shed, and methods used to advertise the Shed to would-be Members and local services.

Each Shed undertook a number of different approaches to promote Shed activities, as previously listed in Table 3, utilising links with media outlets, existing connections with organisations, or simply their knowledge of social media. Most Sheds had a website in which they publicised their work and the benefits of attendance for Members. Leaders suggested that word-of-mouth was a successful strategy to gain new Members, whilst others directly advertised via local newspaper/magazine articles, leaflets, posters, and displaying work at local civic events. Sheds also branded their work with their logo, to promote that items made for the community were created at the Shed. One Member, with a background in upholstery, explained his plans to promote the Shed via the offering of community work within his local hospital.

“I took a friend to the hospital, and when we went into the interview room, all the chairs, well you wouldn’t believe it, they were all in bits, they were terrible, yeah disgusting. Perhaps I can get in touch with the NHS and do some work because they say they haven’t got any money.” (HW2604)

Sheds who had developed stronger relationships with community organisations were unsurprisingly those that had been in existence for longer. These Sheds often engaged in

signposting to/from particular services, including local health services or community professionals. Leaders expressed links they had developed locally in order to signpost Members, if needed.

“I mean that’s what I’ve been doing for the last year, connecting with mental health organisations, so that if I’m going to be signposting people to them, I want to be able to do that with confidence.” (GF0711)

Some Members were either signposted or sent to Sheds, from services including local courts, reintegration programmes, GP surgeries (or other health services), befriending services, vulnerable persons charities, support groups, schools, and colleges. One Leader expressed plans to encourage local health services to directly signpost to their group sessions from male-specific health check-ups. In contrast, other Leaders felt that they did not need to approach services looking for signposting arrangements; rather these Leaders perceived that the Shed had sufficient visibility with local organisations.

“We don’t have any sort of arrangement where we have said ‘if there are people interested, please send them along’, it’s just something that they know that we do and they have suggested to their clients as it might be a good idea.” (AA2404)

When asked about the strength of the Sheds’ visibility in the local area, both Leaders and Members gave a mixed response, with some believing that the Shed had gathered a recognition in the community as something worthwhile, drawing in Members from afar and steadily growing in reputation. Some Members were often encouraged by how they themselves learned about the Shed, whereas others believed their Shed’s visibility could be improved, with the local public aware of the centre in which the Shed resides, but not of the Shed itself.

Members' perceptions of local public opinions of the Shed often reflected the Members' feelings towards Shed visibility. If visibility was considered strong, then public Shed perceptions were often believed to be positive. In these circumstances, Members attributed this perspective to positive feedback from projects, awareness of community work, and new Members being attracted from afar. Similarly, when visibility was believed to require improvement, Members felt that the public responded negatively to the Shed due to a lack of understanding. One Member explained that neighbours had complained about noise during Shed events, and another described his experiences when trying to promote the Shed in a local doctor's surgery.

"...asked to put a notice up at the doctor's surgery, and the doctor said 'no, I don't want that in here'. And I cannot for the life of me understand how he can pass that comment when that could, in theory, could save somebody's life." (RA1105)

Negative impressions of Shed visibility were often considered to be a product of public misunderstanding of the Men's Sheds concept. Members reported hearing local people describe the Shed as being specifically for *"men with mental difficulties"*, whilst others cited that the public had heard of the Shed, but did not know what it offered. In contrast, some Leaders expressed caution regarding the growth of Shed visibility, fearful that an overzealous approach could expand the Shed beyond its capacity.

"If we expand much more we would need to be open on a third and fourth day [a week], and for most of us that is impractical." (AS0610)

[Community Engagements](#)

Leaders commented on the connections their Shed held within the community, how they connect with these organisations, what they provide for the local area, and what their

place in the community offers them (both intrinsically and extrinsically). When discussing the qualities key to creating a successful partnership with these organisations, Leaders regularly focussed on their own interpersonal skills and how they and the organisation interact. Leaders typically believed communication to be the most important factor, as well as an amicable demeanour, often acquired during Leaders' previous job roles and their Shed management.

"Communication, 100%, that's the main thing, everyone has to know if they're on the same page. If they are not on the same page, it is not going to work." (JVE2102)

Other Leaders reported that successful partnerships were built on mutual benefits for both parties (*"we do things for them, they do things for us, so it's sort of win-win"*), professionalism (*"we tend to make things to a standard"*), and a willingness to help (*"anybody that has got a problem we will do what we can for them"*).

Some Sheds were originally established in order to help the local community, with a central philosophy of 'giving back to the community'. Community connections were developed through links with local services (such as schools, employment groups, and the police), associations (such as residents and housing associations), community centres, trade suppliers, and local charities. Sheds were also connected with other local Sheds to share ideas, support with set-up, and gain advice. Leaders were often put in touch with local organisations by local government staff, or used their personal knowledge of the local area to engage with other services. Some partnerships resulted in organisations giving talks to Sheddors (on topics such as health and first aid), offering facilities for Shed sessions, and raising money to help support the Sheds. In return, Sheds have shared facilities with other groups, delivered sessions, supported local events, and, in one case, assisted the Shed with a world record attempt.

The overriding purpose for a Shed's connection with local community was typically to undertake some form of work, whilst ensuring they do not take work away from local businesses. Sheds regularly undertook local community projects such as restoration, renovation, repair, decorating or building work, as well as making requested items (such as furniture, garden planters, and wooden toys). Services supported in this manner included local schools, parks, charities, supermarkets, drama groups, train stations, hospitals, military cadets, Women's Institutes, councils, boat clubs, and allotments.

"[Name] famously fixed [the school's] air conditioning for them after they'd had County Council contractors in to do it, and they couldn't!" (MB0308)

Sheds undertook similar work for individual members of the public, often restoring broken artefacts, or building items to order. Some Sheds sold products to the community at stalls or events, whilst others were directly contacted by individuals with a request.

In return for work completed, organisations often helped to advertise the Sheds, whilst both organisations and individuals typically offered donations for the work they had received. Sheddens expressed that they do not 'charge' for community work, but instead ask for the cost of materials to be covered.

Intrinsically, Sheddens reported a rewarding gratification from supporting their local community, often described as a "buzz" and a "satisfaction in helping my fellowman". Work in this manner offered Sheddens the opportunity to engage in groupwork, which facilitated social interaction and connection. For some, this is why they continue their involvement with the Shed, which provides a benefit to the individual as well as enhances the standard of the finished product.

“...it’s a bit like even that tombola, you know we work on it collectively and share ideas and brainstorming, almost the best way of achieving the desired picture” (TJT1208)

Similarly, this reinforced group unity amongst Shedders, who felt they were giving back to the community. Members believed Shed involvement had helped develop a community spirit, suggesting that Sheds should exist in every community, because they bring the local people together.

“I can only describe it as positive [impact on the local area], um, I’m quite pleased that we’ve been able to do things for the community...and helping individuals, yeah, it gives me a buzz.” (IS1407)

When asked about the Shed impact on local communities, Shedders typically felt that, by engaging in community-based work, they were helping to maintain the local heritage and taking pride in the area. Shedders reported this as a positive influence, which helped them feel a part of the community, and, on one occasion, was recognised by the Shed receiving awards for community work.

“...we can see that there is a link with the neighbourhood, a link with the people who visit the centre. These links, if we didn't come to the centre, we would never have them.” (JL0906)

In Sheds with different philosophies (such as those focussing on sport, employment, or social activity), community outreach was not reported out beyond the inclusivity of the Shed. Similarly, delays in creating a physical workshop meant community projects and group activities were more difficult to organise, provoking beliefs amongst Members that they had been limited in their community impact. In these instances, Members recognised potential

for greater community engagement when the workshop was ready, and believed that, in the future, their Sheds could *“be fantastic for the community”* and *“really good for the people”*.

Facilities & Environment

Leaders discussed how community-based Shed spaces helped provide a welcoming environment and a relaxed atmosphere to new Members, enabling them to feel comfortable in the Shed. Similarly, community settings, as opposed to clinical or formal spaces, were reported to be a catalyst for Member engagement in activities and services on offer.

“it's easier for a future member to come here rather than at the Employment Centre, here he can talk, it's a sort of contract of trust. We're on a first-name basis already.”

(DF1402)

Leaders believed that the facilities available attracted Members to attend, as it enabled them to engage in activities they enjoy, that would otherwise be unavailable to them without the Shed. In woodwork-based Sheds, Leaders recognised that many Members have their own workshops at home, but these spaces were not as well-equipped as the Shed, and offer far less social engagement.

Likewise, Leaders saw the male-centred component of Men's Sheds, in which Shedders work alongside other men, as a key attraction. This type of environment was reported as particularly important, as it afforded men the opportunity to interact socially with other men, and share reciprocal experiences and interests. It was believed that a female presence might discourage male-focused conversations, which the Shed aimed to facilitate. In contrast, other Leaders were happy to mix-genders and allow female Members to be involved, which generated varied responses from Members. Some Leaders suggested that a working

environment without female company was alien to them, and that female Members gained similar benefits to attending as male Members.

Family & Friend Reactions

Members discussed conversations they had with others regarding their Shed involvement, and what reactions these conversations generated. Shed conversations typically took place with family and friends, where Members often boasted the projects they had been involved in and what they had achieved.

"Yeah, I usually tell my wife, we drove past the other day, I said 'there's my railings' and that kind of thing. Yeah, she's all for it." (BM0805)

Members stated that loved ones often reacted in amazement when they saw completed projects, occasionally encouraging orders to be placed for individual items to be made. Family members typically believed the Shed to be a positive activity, as it provided companionship and stopped the Member sitting at home alone. Members felt they had inspired others by discussing Shed activities and demonstrating what they had achieved through their involvement.

"I brought my 39-year-old son along and he said 'wow, now I can see why you go, it is so easy going'." (PAJ1904)

Shed involvement also offered a form of family respite, as it allayed fears from family members that the Member was staying at home, becoming isolated and lonely, meaning they no longer felt compelled to worry about their loved one.

"...my daughter definitely thinks it's a good idea because it means I'm not sitting in the home because that's been her worry. When I told her about the friendship, she said

‘Dad, [you have] been twiddling your thumbs for two years at home, I’m glad you found somewhere to go’.” (RM0112)

In contrast, some Members explained that the reactions they received from family and friends were slightly mixed, which were often reported as misconceptions as to what the Shed offered. Some Members reported being “mocked” for attending, whilst others said their friends thought it was “mad that I come and enjoy playing with drills and saws”. Others stated that their loved ones felt the Shed was taking too long to finalise the workshop, whereas Members of working age were told by their family and friends that they should consider “finding a real job”. However, when recounting these reactions, Members believed their loved ones still thought the Shed was a “good idea”, whilst also having their concerns. Members endeavoured to provide greater clarity to loved ones whose beliefs did not correspond with the true Shed philosophy, or their own experiences.

[Community and Social – Summary of Key Messages](#)

Shedders’ responses demonstrated that social contact and connectivity, as well as community cohesion, are important components of the Men’s Shed concept. From this theme, participants responses provided essential ingredients as to what SBS Sheds offer their attendees relating to community and social experiences. Shedders are afforded the opportunity to interact with others, which subsequently helps them avoid and/or overcome isolation and loneliness. The Sheds offer opportunities to create friendships, through male-centred bonding and camaraderie, which Shedders believe to be key to their experience and promotes a feeling of family and togetherness. Peer-to-peer support, helping fellow Shedders when needed, and giving back to the community were also vital experiences of Shedders, enabling them to create a sense of community cohesion and generate a rewarding sensation.

Activities & Learning

This theme outlines information on the specific activities available at each Shed, and the associated learning opportunities Sheddors encountered. This produced the following sub-themes: *Practical Activities, Skill Learning, Skills Sharing, Community Projects & Social Outreach, Pleasure from Activity, and Shed Organisation*. Participants discussed the individual and community projects they engaged with, what they enjoyed doing at the Shed, and the benefits they experienced from participation. Leaders experiences undertaking management specific duties, are also explored.

Practical Activities

As can be viewed in Table 3, the more practical-based Sheds offered DIY related activities such as woodworking, metalwork, and plumbing, with some including day-to-day activities such as cookery and gardening. These Sheds typically engaged in building, renovation and repair work for either personal or community use. Other Sheds had a separate focus, such as health and fitness (offering healthy walks, running, and circuit training), competitive sports (including cricket, table-tennis, football and kick-rugby), and social interaction (offering a social space, or social gatherings). Less frequently available activities included IT skills, music, self-care/hygiene, crafts, formal learning sessions (such as Dutch language and first aid training), and employment support. The prospect of engaging in these activities, and their similarities to individual interests, was often cited as a reason for Sheddors to originally join a Shed, particularly sharing these experiences with like-minded people.

“if it was just a group of old men sitting down having a cup of coffee chatting, I probably wouldn’t have gone. But because it is something we have a mutual interest [in], the woodwork is all-important” (AA2404)

Members highlighted additional activities that they would like to become available at the Sheds, including those that had been proposed to Leaders and/or peers, and those that had only first been considered when responding as part of the interview. Predominantly, additional DIY-based activities were suggested, including metalwork (in those that did not already provide it) and electrical engineering. Sports and fitness related activities were also suggested, either as something additional for Sheds already offering sports, or as a completely separate form of activity in other Sheds. Members recommended football, badminton, basketball, cycling, and organised walks, whilst one Shedder proposed building a swimming pool. One Member stated that he would like to visit other SBS Sheds in different countries *“to see what is going on out there, to see how their projects work in relation to us, [and] to give ideas and inspire”*.

Skill Learning

The application of the above activities provided the opportunity for skill learning. In most cases, Sheddors learned informally from one another, however, some Sheds offered formal learning sessions facilitated by outside providers. Leaders reported that, in DIY-based Sheds, practically-experienced Sheddors could utilise their skillset, develop new techniques, and share these with others. Leaders believed that potential Members would be attracted by the plethora of experience and ability available at the Shed to learn from.

“If you want to learn a new practical skill, then there’s people here that can teach you.

[Name] can teach you about plumbing, he also does electrics, um, as well as being a good general purpose DIYer, so you can learn woodturning as well if you wish.”

(JM0704)

Members supported this notion, reporting various ways in which Shed involvement offered the circumstances to learn from their peers, often referred to as “*professionals*”. Experienced Members cited developing new techniques, working with new tools, and enhancing their overall skillset. Novice Members reported learning new skills relating to activities they had never engaged in before, allowing them to independently take part in Shed projects, as well as receiving tips and advice from those more experienced.

“I couldn’t make a bird table when I first came here, and now I just make them. And I take more care, I think to myself ‘that’s not right, take it off, do it again’. I’ve improved.”

(TJ0908)

Similarly, in sports and fitness specific Sheds, Members learned exercise techniques to improve their fitness, specific sport skills, how to use sports equipment, the appropriate clothing for fitness sessions, healthy eating information, and affordable cooking tips. One Leader also learned about himself and the physical limits of his body when engaging in exercise.

“I have learnt that your body will do pretty much anything you ask it to do, it’s all up here [points to his head]! You know, if you want it to run 5K, it will run 5K.” (SJ2903)

When focussing on employment, Members discussed learning IT skills and job-searching tips. One Shed reported working alongside a local employment service, who offered their expertise within the Shed space, whilst also providing some voluntary jobs within the centre the Shed resides. Similarly, Members reported learning interpersonal skills that transferred into daily life, helping to support their employment searches and overall wellbeing. The improvement of social skills, such as communication, listening, and dealing with others, was considered a key outcome for Members, whilst Leaders reported seeing others improve their self-worth,

self-esteem, and confidence. Shedders with anxiety related health conditions felt the learning of social skills helped them to feel more comfortable interacting with others. Within Sheds that had a greater diversity of backgrounds, learning about culture and heritage helped Members to interact socially.

Some Leaders had undertaken their role without a leadership background, but had learned about people and project management 'on the job', including skills such as delegation, organisation, and dealing with problems. More typically, Leaders had developed project management experience from previous job roles, but had subsequently enhanced these skills and learned how to apply them within a Shed environment.

"I'm learning an awful lot on how to manage people, I've managed people for most of my life, in one way or another. And I'm learning, I guess patience is the word. Um, I'm learning to make what they do a lot more positive, rather than just dismissing them."
(CDCOM70)

Skill Sharing

Sheds afford Leaders and Members the opportunity to regularly engage in activities that utilise existing skills acquired over their working careers, or that had been dormant since leaving school. Leaders expressed that informal skill sharing was a key element of the Shed philosophy, whilst the opportunity to pass on practical knowledge to others was often an important motivating factor for both Leaders and Members to join. Within Shed projects, Members provided specific tips to others, supported with projects more suited to their expertise, and provided more formal teaching via classes. This generated a mutual benefit, both to the learner and the teacher, with Shedders feeling a sense of satisfaction, enjoyment and Shed unity from teaching.

“I mean the one thing about Men Sheds that I have learnt that there are so many people out there with amazing skill set, and once they retire, they feel they can’t use their skills any more. Whereas something like this, they can have the opportunity to come and pass their skills onto other people which is great and it is good for the people who are learning new skills.” (IL0103)

New Sheds that were still in the preparation of their workshop, had plans to encourage the teaching of skills amongst their Members. As part of their meetings in preparation for the workshop, Leaders learnt about Members backgrounds and experiences, as well as what they would like to learn at the Shed, allowing for informal teaching to emerge. Other Sheds utilised their meetings to host teaching classes, with Sheddors demonstrating a skill or technique to the group.

Away from Shed activities, Members reported assisting their peers by sharing skills related to home projects, IT related issues, and tips to help manage individual health and wellbeing. One Member expressed helping another use Microsoft PowerPoint, another reported assisting his peers to make videos on the computer, whilst another shared stress management techniques similar to Mindfulness.

[Community Projects & Social Outreach](#)

As mentioned, Sheddors regularly engaged in community work for local individuals and organisations, including maintenance, repair work, and making requested items. Figure 16 displays examples of the types of community projects and social activities available at the Sheds.



Figure 16. Examples of community work and social activities undertaken, as reported by SBS Shedders

Pleasure from Activity

Shedders typically discussed how the Shed group gained enjoyment from the activities available, which encouraged them to continue their involvement. Shed activities generated a collective sense of pleasure and fun, often portrayed as a “buzz”. Members felt this was down to realising previous interests through the activities, whilst Leaders attributed this to the management tasks, providing a new-found sense of purpose.

“I help make this place work, you know, and I get enjoyment from that. Not from earning money from it. It gave me a purpose for being here so, that’s how it’s helped me.” (JM0704)

Leaders found a sense of satisfaction from their role in the Shed, as well as a feeling of achievement when their Members learn something new or start to express themselves. Leaders felt enthusiasm from leading the Shed, often derived from helping other men, and seeing change in others. Similarly, Members experienced a sense of achievement from successfully completing tasks and projects which previously appeared out of reach. Some felt shocked that they had been able to make something tangible, whilst others received reactions of amazement from loved ones when displaying their finished product. The greatest reward for some Members came from seeing their products sell, as it generated a sense of personal pride, but also benefitted the Shed.

“I think I probably get the biggest kick out of making something and then it selling. When it sells its like ‘Yeah! Somebody’s bought something I’ve made!’ It gives you a real sense of achievement, and also you know that the money’s coming back into the Shed to buy new screws or whatever.” (MF2103)

Members reported a number of other personal benefits from engaging in Shed activities, including mental health improvements, developing a sense of enthusiasm, and enhancing self-confidence within particular skills.

As many Sheddors were retired tradesmen, the Shed often afforded them an experience similar to their working life, one that had been lost since retirement. It was often this similarity that helped to attract Leaders and Members to the Shed, as the activities on offer and the male-centred environment reminded them of positive experiences from their working lives. The Shed provided an environment free from the stresses and pressures of the workplace, and allowed Sheddors the autonomy to work in their own time.

“...giving the members a base where they can carry on doing the things that they used to love... if what you did as a job was leadership, it gives you an opportunity to carry on doing that, without a boss breathing down your neck.” (MB0308)

Shed Organisation

One of the main activities discussed by the Leaders was their involvement in managing the Shed, including organising Shed activities, promotional campaigns to attract new Members, and the plans they had for the future of their Shed.

Leaders reported listening to Members’ suggestions for existing and future Shed activities, events or projects to take place, and structured the Shed on the interests of the group. Typically, a variety of activities were on offer, with no pressure for Members to be involved in anything specific. This sense of autonomy was evident both in Members’ choice to involve themselves with group-based, community projects, or engage in personal projects.

“You don’t have to make things to sell, you can do your own project if you want to.”
(AL1706)

In new Sheds waiting for workshops to be built, issues arose when attempting to attract Members, as there were few practical activities to offer. To provide alternatives, Sheds arranged specific events (such as seated exercise classes, informal and formal drop-ins, and concerts held at the Shed), or, as mentioned previously, began community-based work and social gatherings in the meantime.

“So, I try to organise as many things as possible whilst we’re planning to build the Shed, to get people involved, and we’re doing a little bit of community work, as much as we can and that gets people involved.” (CDCOM70)

Leaders discussed plans they had for future activities to ensure continued engagement in the Sheds. This included new evening opening times, physical activity focussed sessions, and introducing formal first-aid training. One Shed was still in its development stage, with a plan to become a 'Shed in a bus', designed to travel to areas of the country without accessible Sheds, and to highlight the need for a Shed in that area.

"The idea is to take it to communities, because it's great if you live sort of within 5 miles of this, or any of the other 500 sheds in the country, but if you don't you're stuffed, really. So, the idea is that it'll run for 6 months, and prove the need in that area."

(MB0308)

Activities and Learning – Summary of Key Messages

A number of different elements to Shed activity were considered important by both Leaders and Members, which added to the list of essential ingredients to what makes an SBS Shed. Sheds offer a variety of activities, which allows Sheddors autonomy of choice to engage in which ever activity they desire, and activities that would otherwise be unavailable without the Shed. Sheddors believe the opportunity to make things for themselves, others, or to sell, to be an important component of the Shed experience, as well as communal projects and group-work. Social activity via interaction with others, peer support with projects, or specifically organised gatherings is also a key opportunity provided by Sheds, which encourages Sheddors to return, and enhances social contact.

Health

This theme encapsulates the mental health, physical activity, and personal benefits gained from Leaders and Members attending SBS Sheds. Furthermore, the opportunities for

health-related conversations to arise, lifestyle behaviours to change, and Members' to experience peer support, are also explored. Plus, an overview of the attention Sheds focus towards health as part of their philosophies comes from the perspectives of the Shed Leaders. Seven sub-themes emanated from the data, including *Mental Health*, *Physical Activity*, *Benefits of Shedding*, *Health Conversations*, *Lifestyle Changes*, *Health Focus of Shed*, and *Peer Support*.

Mental Health

Mental health benefits were a common outcome experienced for both Leaders and Members from Shed involvement, be it general improvements to mood and wellbeing, or reduced symptoms of specific mental health symptoms. Improvements to particular mental health problems were more typically reported by Members, whereas Leaders generally cited overall wellbeing improvements, whilst noticing mental health changes in their Members. Leaders' own mental health improvements were attributed to a positive feeling from helping other people, seeing the Shed thrive in the community, and the role providing a commitment and a sense of purpose.

"I'm sure it's helped me with my depression. Probably once upon a time, if I was going to go somewhere and I was feeling particularly depressed, I probably would have thought 'I don't feel well enough to face other people'. But [at the Shed] I've gone, so it's made me realise I've got a commitment to them." (AA2404)

Leaders discussed Members who had either been signposted to them by mental health services or had revealed underlying mental health issues. Members were seen to develop social skills that helped with anxiety disorders, engage in activities where they had previously refused, appear to improve overall happiness, develop a stronger outlook on life, and build

confidence to make changes to their own lives. Moreover, two Members expressed to the Leader of their Shed *“that they wouldn’t be here today if it wasn’t for the Shed”*, suggesting that Shed involvement had saved their lives. Similarly, months of engagement at one Shed encouraged a Member to gain a part-time job, where his depression had previously stopped him.

“...he had a lot of mental health issues, depression mostly, but quite severe. Within 3 to 4 months of working with us, he’d been out and got himself a part-time job. He had improved, his outlook had improved a lot!” (IS1407)

Members openly discussed ongoing mental health problems, often prompting them to originally access the Shed as a means of support. Their involvement had helped them to overcome these problems, or begin their recovery journeys, resulting in reductions to prescribed psychiatric medication, as well as reduced suicidal ideation.

“I was suicidal to be quite honest... and I look back now, yeah trying to get back into it and I know I’m old and I am retired, not as fit as I used to be, but work is still there and I need to do that to blackout or block out. I would say I am getting a fair bit out of the Shed, you know.” (SW2001)

Shed involvement was reported to also help Members suffering with stress and anxiety symptoms. This was either expressed as a stress reduction, wellbeing improvement, increased relaxation, or the Shed itself described as *“therapeutic”*. Members reported improvements to social anxiety, subsequently feeling more able to engage with others and more comfortable within the Shed environment. Members learned of their peers’ reciprocal experiences and difficulties, as well as developed stress management techniques which helped to reduce their symptoms or feel more at ease with them. Additionally, Members reported elevated mood,

life satisfaction, and happiness, as well as overcoming issues resulting from bereavement. Shed involvement allowed Members to feel that they had grown as a person with a new sense of positivity, something which, for one Member, had been absent for a long period of time.

“Let’s see the positive in life and not all the negative. Nobody has been as bad as me seeing the negative. The Shed is changing me a little bit to thinking ‘it is not a problem’... don’t go looking for the fault, look for the pleasure in it.” (SW2001)

In contrast, some Members described experiencing increased stress from their Shed involvement, which negatively impacted their general wellbeing. These Members attended the same Shed, and attributed this experience to the problems they, as a Shed, had experienced in planning the building of their workshop, and the delays these problems had caused. One Member reported recently taking on a more managerial role, which he suggested was causing his stress levels to increase due to the increased commitment and involvement in the Shed progress.

“I’ll be honest, I almost walked away at one point but I thought ‘no, I am going to stick with this’ so, yeah, it hasn’t been that positive as yet, but hopefully once things are up and running.” (IL0103)

As mentioned, a number of Sheds had arranged for local mental health services to signpost clients/patients to their Shed, as a means of supporting their recovery, as well as connecting with local health services in order to signpost their Members, if necessary. Some Members originally visited the Sheds with a mental health worker, for support to leave their homes, and subsequently saw Shed attendance as a part of their recovery plan. This was attributed to a person-centred atmosphere within the Sheds, compared to more clinical settings.

“You can go to the doctor and get your needs medically, [but] they are not going to be really involved because they have millions of people to see. But, here, you can actually be a person.” (JH1912)

Physical Activity

The Sheds with a sport and fitness focus, some offer organised competitive sports or provide fitness training sessions. To that end, Leaders and Members of these Sheds typically attended with a common goal in mind, to improve their physical fitness, health, and physical activity. Leaders from more traditional DIY-based Sheds recognised similar physical activity improvements, without necessarily targeting this as a Shed outcome. The physically demanding activities undertaken within the Sheds helped to keep Sheddors active and mobile, with some Members commenting that they felt more active simply from being on their feet for hours of the day.

“We have got guys in their 80’s and they come in and they hump and dump and they, you know, get stuck right in don’t they. The activities keep me active.” (AS0610)

This helped Sheddors develop a more active lifestyle, which some Leaders continued in their everyday lives away from the Shed, engaging in sports, organised events, and active travel. Continued activity in this manner enhanced Sheddors’ physical capabilities since they began attending, reporting a greater capacity to engage in physically exerting tasks. Members attributed increased fitness, improved stamina, and reduced frequency of headaches, to learning fitness management techniques at the Shed, whilst others believed that engagement in activities had led to increased weight loss.

“I feel much better because I’ve lost a stone, and I don’t lie on the couch watching the telly in the afternoon, I find some activity in the garden, because I feel much better I want to get out there and do it.” (TJ0908)

A number of Shedders also disclosed a variety of illnesses and injuries that they suffer with, including Parkinson’s Disease, Diabetes, Dementia, plus various types of Cancer. Others described issues such as ongoing heart troubles, physical disabilities, and neurological problems. The impacts on Shed involvement were also discussed; some only able to engage in limited activities, others could not visit as regularly as they would like, and others engaged mostly in social activities rather than practical projects. In many cases, however, Shed activity had helped improve the illness/injury, allowing the Shedder to become more physically active and, in one example, recover from an operation.

“It is critical to me, as I have got a neuropathy in the legs, being able to be here on my feet all day twice a week. You often see me perching on a bench or whatever because I need to but, you know, it is keeping me moving. It is the best exercise I get, without the Shed I would probably be struggling.” (AS0610)

[Benefits of Shedding](#)

Shedders reported experiencing a number of other personal benefits from their Shed involvement, expressed predominantly as a sense of enjoyment and a *“feel good factor”*, gained from activities, interaction, and belonging to a group. Members regularly described the Shed as an *“excellent group”*, as something they *“love”*, and as *“my happy place”*, often demonstrated by continued regular attendance. For many, pleasure manifested as a feeling of enthusiasm and pride in the Shed, speaking passionately about their involvement, excitement when they first joined, and subsequently looking forward to attending.

“I find it so exciting, people say to me ‘you’ve always got a smile on your face when you talk about the Shed’ and I have every reason to have a smile on my face. It keeps me happy.” (DE1105)

As well as personal benefits mentioned previously, Shedders felt they had improved as a person, and subsequently experienced heightened motivation and interest in day-to day life. This was described as feeling *“much more myself again”*, whilst others reported developing a sense of purpose and meaning, a reason to get up in the morning, and feeling refreshed and reinvigorated.

“It gives me a chance to change my life a little, because it's nice to sit at home twiddling your thumbs and playing the console, but that's not life, life is getting up in the morning. It's rejuvenating, it takes out all the bad in me.” (OD2212)

Cognitively, the Shed provided attendees the opportunity to keep their brains stimulated via activity engagement and alleviating fears of becoming *“mentally sterile”*. One Leader suggested that the processes involved within Shed activities helped with memory training, as Shedders were regularly needing to memorise projects, remember dimensions, and calculate measurements.

Similarly, Shed involvement provided an opportunity to help others, be it fellow Shedders or members of the community, developing a rewarding sensation from *“creating something tangible for others”* and from helping people less fortunate or in need. This enabled Members to feel included, validated and a part of something meaningful.

“...it's fun, you feel worthwhile, you feel like you're producing something for others.” (TR2310)

Health Conversations

Leaders believed that, within their Sheds, men's attitudes towards talking about their health, particularly mental health, were improving. Leaders discussed how opening up about their own mental health issues had not only helped them, but also encouraged their Members to do the same. This prompted Members to either speak privately with Leaders, or discuss more openly with others.

"One of the lads came around started opening up about his situation, some of them know about my personal circumstances that they asked me questions, so it has a knock-on effect." (IH0106)

Similarly, Shedders felt encouraged to discuss issues regarding their physical health, including general discomfort, more serious concerns, or ongoing diagnosed conditions. Members learned that other Shedders had similar illnesses/injuries as them, providing a platform for suggestions of coping mechanisms to be shared. For many, simply realising that they were not alone with their health concerns, and that others had experienced similar ailments, meant the illness felt easier to manage and less of a burden.

"Men do talk about the illnesses amongst the lads. So, we can have a little banter. When you can see 'it's not just happened to me', they have got over it. Tell the lads that they'll be okay, 'I've done it, I've been there, nothing to worry about'." (SW2001)

Regular attendance was considered a key factor in Members' willingness to share health concerns and stories, facilitating an overall sense of togetherness and naturally developing an open environment. Likewise, being around like-minded men also helped Shedders feel more comfortable discussing health issues. With the majority of Shedders aged over 50 years, a lot of the conversations focused on ageing, and the frailties and health difficulties that come with

it. This manifested as general aches and pains, deprivation of physical health compared to younger years, or more serious issues.

“It is quite open, I mean people seem to open up with what’s wrong with them...when you [attend] regularly, it gets better and better, you know. Sort of, people tend to reveal more, you know.” (TW0206)

In general, conversations between Sheddars created a more supportive environment of mutual understanding. Leaders discussed assisting Members to attend the Shed who were unable to due to their illnesses, helping amputee Members with housework, assisting disabled Members to use the toilet, and supporting Members with medical appointments.

Lifestyle Changes

Changes in lifestyle implemented by both Leaders and Members were also discussed, often learned from educational classes or physical activity engagement at the Sheds. Sheddars reported introducing healthier habits, such as reduced addictive behaviour and improved diet, as well as experiencing better sleep from Shed activity.

Those who highlighted a reduction in their alcohol intake, stated that Shed involvement provided an alternative activity to visiting the local pub, offered a distraction from alcohol, and taught them about healthy living and self-care. This behaviour change transferred to home life also, where Sheddars planned to maintain alcohol reduction by continuing the skills and activities learned at the Shed.

“One of my failings in life is alcohol. But, coming here, it’s given me motivation to drink less and, you know, ... because the two don’t mix, [alcohol and] sharp tools. Also, I’ve been trying to set up my own Shed at home, so if I’m doing that at home, I’m not drinking alcohol at home.” (DM0206)

In contrast, one Member suggested that attending the Shed had increased his alcohol consumption, as the Shed sessions were taking place in a social bar whilst awaiting their workshop to be built. This Member suggested that he would not ordinarily visit a pub or bar, so the Shed's social activity, for which was his primary reason for attending, provided an alcohol-centric environment. Smoking cessation was also attributed to Shed involvement, with a few Members reporting either reducing the frequency of smoking, or quitting entirely. Improvements in diet were a common lifestyle change in Shedders, particularly for those engaging in cooking classes and healthy living sessions. Members reported learning to cook healthier meals with cheaper ingredients, which also provided a benefit to their family and those they cooked for. A change of lifestyle in this manner, coupled with alcohol reductions and increased physical activity, resulted in Shedders experiencing weight loss which improved their capabilities in the Shed. One Member reported that, by losing his "beer belly", his mobility had improved and he could engage more with the Shed garden. For others who were previously undereating, healthy diet information enabled them to increase their food intake, whilst providing a new focus for Members who previously did not look after their health.

"Diet has changed, like I stopped eating sugar. Focusing on like healthy foods and raw vegetables and fruits and like how to get my calories each day, how many calories I burn" (SF2805)

As a result, Members expressed improved sleep patterns since engaging in the Shed, often linked to the changes made to their lifestyles, and facilitated by the physically demanding activities and new-found structures.

"I used to drink lots of Coca-Cola and that makes it harder to sleep. Now I drink less than before, drink more water and I think this makes me sleep better now." (GS0308)

Health Focus of Shed

Leaders commented on their Shed's philosophy, and how this accommodated health in general. As expected, Sheds with a sport and fitness structure were developed with the enhancement of attendees' health and wellbeing as the focal aim, whereas, in other Sheds, Leaders believed their original philosophy had a more social and community emphasis. In terms of their reasons for joining a Men's Shed, some Leaders themselves expressed a desire to help other men, occasionally attributing this to their own health journeys, and subsequently encouraging a health focus.

"In four months, I didn't leave the house I was so depressed. So, I came up here. I had no friends, I had no money. But, I am no longer lonely or isolated, and that is because I've made friends here, so I want to give that opportunity, that's my motivation, to give what I was given to other people like me in my position." (JVE2102)

Other Leaders reflected this notion of helping others in their responses, with a desire to provide opportunities for Members to improve their health, whilst also ensuring that the Shed is accessible for people with ongoing health conditions. One Shed was established specifically to support people with mental health problems, whilst another voiced improving health and wellbeing as their 'key mission'. A way of promoting that message was, for some Sheds, to organise specific health education talks and events, in order to ensure health continued to be on the minds of their Members.

"We've done a Heart Start [Emergency First-Aid] course a little while ago, we did an Alzheimer's course. Supposed to be setting up a Prostate Cancer talk, so occasional talks like that... it will bring more of a focus and get some people attuned and looking out for these things." (MB0308)

Other Sheds have introduced a focus on first aid, healthy eating, and self-care, whilst all SBS Sheds have been invited to use the SBS Health Kiosks that provide a health 'MOT' for Leaders and Members, and offer simple advice for any stand-out concerns.

In contrast, some Sheds chose not to focus specifically on health, but instead had found that the absence of a health-focus allowed attendees to concentrate on the activities they engaged in, and not on their health concerns. Sheddors expressed pleasure in being distracted from their health issues, whilst one Leader was hesitant in branding his Shed with a health focus, as he believed this would discourage men from attending.

"...if we said it was about men's mental health and wellbeing, that this group, that's what it's about, then blokes wouldn't get involved. So, that's why we go 'it's a social group'." (GF0711)

Peer Support

As discussed, involvement in the Sheds provided men with an opportunity to meet new people, interact socially, and create social bonds with others. In doing so, Members reported an improvement to their health, as engaging with others was reported to facilitate improvements in overall wellbeing and feelings of inclusivity. Members discussed previous feelings of isolation and loneliness, described as *"a terrible thing"*, and the difficulties this had on their mental health. Shed involvement helped Members to overcome this feeling, and to re-engage socially.

To that end, the connections developed within the Shed allowed peer-to-peer support to emerge, enabling Members to feel comfortable discussing their health with others, and supporting them to either engage in services, offering health advice for shared ailments, or

simply providing a listening ear. Members felt supported by others, which promoted feelings of recognition and acceptance from their peers.

“I am treated like a normal person. I was outside painting on my own because I didn’t want to make a mess inside and [name] came out and said ‘how are you doing?’ you know, he didn’t want to leave me outside on my own.” (MF2103)

Health – Summary of Key Messages

When discussing health impacts of the Sheds, participants’ accounts offered a variety of perspectives of how Shed involvement and activity influenced their health, and the health of others. A key learning points from this theme was the opportunity to discuss health concerns in a safe and welcoming environment. The Sheds facilitated health related conversations to take place, which supported healthy lifestyle changes and help-seeking behaviours. This had a positive impact on the general health of Sheddors, and offered the circumstances for them to be supported by their peers, as well as to offer informal support to others. Overall, these Shed components subsequently allowed improvements to mental health symptoms and general wellbeing, plus, increased physical activity leading to enhanced physical health to emerge as Shed outcomes.

Personal Shed Journey

Shedder accounts within this theme provide greater insight into participants’ Shed stories, leading to the following sub-themes from Leader perspectives: *The Shed Leader Role*, *Previous Experiences*, and *Challenges of Leading*; plus, the following from Member narratives: *First Impressions*, *What is a Shed*, and *Negatives of Shedding*. Details of the Shed Leader role, the backgrounds that encouraged Leaders to take-up the role, the challenges/negatives of

Shedding, Members' first impressions of attending, and their views on what a Shed offers them, are explored.

The Shed Leader Role

Leaders began their role either as part of the initial set-up, or at a later date, (either voluntarily or by vote). They described the role in a variety of ways, each expressing different approaches that they, as a Shed, took to establishing a management team. A number of management structures were described by the Leaders, (1) the Leaders took sole responsibility for the operation, (2) a management group that a chairman, secretary and treasurer, (3) shared leadership role amongst a number of Sheddors, and (4) a 'Shed Head' structure where 'senior' Shed Members were given managerial duties. Typically, in Sheds based within a social centre, Leaders did not see themselves as holding any managerial hierarchy, they simply saw themselves as one of the Sheddors. In a number of these Sheds, Leaders were often supported with some of the managerial duties by centre staff.

Leaders suggested that the role incorporated managing finances, facilitating workshops, supporting Member wellbeing, and sharing their own journey with others. This often gave the Leaders a sense of satisfaction and fulfilment, as well as a feeling of routine. The Shed provided an alternative to employment for those of working age, whilst retired Leaders recognised similarities between Shed routines and their working lives. Leaders retired from work voiced difficulties transitioning into their retirement, however Shed Leadership provided them with a similar focus and mindset, but in a different environment.

"I started with 'this has got to be so much better', yeah and I hadn't been long retired, I stopped working about 5, 6 months before, and I hadn't really got into the thing of what retirement was." (NS1312)

Other Leaders believed the Shed gave them a similar role to their working life, but without the pressures of management. Leaders described taking on volunteer or part-time roles after retiring, which incorporated similar, unpleasant stressors as their previous jobs. The Leader role also gave a sense of structure compared to their working lives, particularly for those who used to work abroad or away from home, as the Shed provided a single fixed base. One Leader, unable to work due to ill-health, stated that the role was his replacement for work, which provided freedom and autonomy, unavailable at his previous employment.

“I still don’t go to work, but this is the equivalent. So, I can do this at my pace, it’s not so physical, if I am in pain I don’t have to do anything. But, if I was [at] work, they would expect me to work from 8 until 5 all day long” (JVE2102)

Previous Experiences

Many Leaders reported coming from a managerial background in their previous jobs, which either encouraged their interest in the role, or prompted others to suggest them for the role. Some reported having project management and business ownership experience, whilst others had experience leading committees and charities.

“I am now more or less doing what I did running a business, you know, I am organising people with whatever they are making, I make sure they have got materials that they need and have asked me to get. So, I am almost doing the same job all my life really!” (AA2404)

Similarly, Leaders often expressed skills in administrative tasks that were cognisant of the Shed Leader role (e.g. accountancy), as well as practical skills that benefitted the Shed (e.g. carpentry). One Leader described how his computer skills gained from previous employment helped the Shed with advertising and equipment safety.

"I do all the sort of computing stuff, because that was my trade. Um, you know Facebook, website, err, access database, the PAT Testing." (JM0704)

Likewise, previous experience in management often developed a skillset in managing individuals and groups, plus hiring and training employees for suitable tasks. This meant that the Shed Leader role felt familiar to them, particularly overseeing the activities and wellbeing of the Members, as they could utilise previously developed interpersonal skills.

"...got the advantage that the day-to-day is dealt with by the committee. They, as I say, pay all the bills, it's just dealing with people, and I'm a people person." (IS1407)

Challenges of Leading

A number of challenges experienced from managing the Shed were discussed by the Leaders, focussing on problems with the organisation of the Shed, the Shed structure, issues with Members, and the role itself. Leaders of Sheds that had been waiting for a workshop to be built had become frustrated by the delays, and found difficulty in providing enough activities for Members. Others had experienced challenges negotiating with the host organisation in which their Shed resides, in terms of finances, insurance, and their use of social media. This was described by one Leader as their host organisation *"wanting control"* over the Shed.

"That's just the way it is. We have a continuing conflict with them, they're not, they're not very easy to get on with to say the least." (AA2404)

Whilst difficulties with Members were rare, Leaders told stories of individual Members they had to turn away because of their behaviour. One Leader described how a Member had taken small amounts of cash from the money tin, whilst another reported a Shedder saying things to upset others. These were described as *"minor"* instances that had been dealt with,

prompting one Shed to implement a trial system for potential Members in order to remove “troublemakers”. As mentioned, many Leaders reported previous experience in dealing with people, but others found this more of a challenge, particularly when leading the Shed on their own. Other challenges involving Members revolved around gaining commitment to events, introducing change within the Shed, dealing with unwell Members who were having an ‘episode’, and making the Shed accessible for disabled people. Leading on the Shed was described as “a learning curve”, particularly when separating from others’ problems.

“...talking to a few of the people again with mental health issues, that is challenging, you have to, sort of, not take on too much of what they are telling you. So, you have to separate that out.” (BC1910)

Additionally, a few Leaders conveyed their initial reluctance to take on the Shed Leader role, with some still regarding the role as somewhat unwanted. One Leader believed he had been “lumbered” with the role, whilst another felt compelled to volunteer as nobody else had done so, suggesting he had been “dragged in”.

“Because the two guys... they left. Well, [the Leadership role] needed to be filled, but, otherwise, there was no-one to run it. I said I would do it, but, not under duress, but I, I’d rather not.” (AA2404)

First Impressions

Members discussed the impressions they felt when first attending the Shed, with some suggesting they originally felt nervous and apprehensive, and others enjoying it from the beginning. Many Members were encouraged to attend by others, and so felt daunted by the prospect of their first visit, with one stating he was “sceptical” about the idea. During those first impressions, some Members described the Shed as “chaotic”, “not my thing”, and

“intimidating”. However, continued attendance meant those initial impressions subsequently grew, with some attributing this to the efforts of the Shed Leader, and becoming engaged in the activities.

“Well I thought ‘what kind of a place is this?’ I thought it was not my thing and wanted to leave by lunchtime, was lots of wood filing going on and sanding. But now that is my favourite activity, it is good now.” (JPV2204)

Some Members believed their first impression exceeded their original scepticism of what the Shed would be like, whilst others were pleased to see community-based activities and projects available. For many, however, first impressions of the Shed were positive and they have remained the same since. Members reported seeing potential within the Shed, and described it as *“relaxed”*, *“happy”*, and *“a nice place to be”*, and were attracted by the autonomy and pressure-free environment.

“I loved it actually, because we were up in the other site up at [place name], the fact that there were facilities available, you could just sit down and talk and relax and have a coffee, lunch.” (RR2203)

[What is a Shed?](#)

Members provided an overview as to what they would say to somebody enquiring about joining the Shed, which created an overview as to what they believed the Sheds offer, and prompted them to discuss their perceptions of the Sheds’ best attributes. Firstly, what came from these responses was the notion of opportunity. Members believed that the Shed provided opportunities for people to socialise with others, be active, and work independently or as part of team. The Shed was often described as *“something to do”*, providing an opportunity for people to get out of the house and occupy their minds. An important factor,

it seemed, was the warm and welcoming environment that typified the Shed experience, with the availability to work in a pressure-free, spacious setting.

For a number of Members, the Shed was a work environment similar to their previous employment, either through the activities available, or the structure and routine that the Shed afforded. For some Sheds, the focus was to support Members with employability by helping them to return to work, or offering them part-time roles that supported Shed management. Members from these Sheds believed their involvement helped them prepare physically and mentally for a return to full-time employment, becoming re-accustomed to a working pattern, arriving at the Shed on time, and working for a whole day. Others highlighted specific employment support workshops where Members could learn the local language, or receive assistance with job searches.

“...there is also a consulting area for like work and what you need, like you can get your CV checked out and see what you need to change or put on there.” (TR2310)

The Shed was also described as *“important”* for many men, particularly for those who had retired. As mentioned, some Members disclosed difficulties transitioning into retirement, with inactivity leading to isolation, loneliness, and, in some cases, mental health difficulties. In this regard, Members believed the Shed was important for men in particular, because women were traditionally more comfortable socialising with others, had more opportunities to do so, and typically *“run the home”* meaning their days were occupied with some form of activity. Others suggested that the Shed was good for everyone, and was available for all to join.

“I can’t think of a reason why not [attend]. You could be a guy sitting at home, lost his partner and lost the will to live, watching the TV. Absolutely everyone can have their own place.” (BM0805)

To that end, some Members explained how their Shed involvement provided benefits for their family, particularly a mutual respite for the Member and their spouse. It was regularly reported that either retirement or ill-health had meant that Members and their spouses spent a lot of time together each day, meaning a break for both parties, as well as a different activity to engage in, was deemed important. The Shed afforded partners their own time as Members could *“get out from under their wife’s feet”*, plus provided an avenue of conversation once Members had returned. Likewise, Members reported a break from other family members, such as children and grandchildren, provided them a similar respite. This also gave some family members fresh ideas for birthday and Christmas gifts.

“It’s encouraged my family to buy me tools rather than a jumper or a tie or a shirt. To me now, a box of drills is terrific, or a set of spanners or whatever. I mean they bought me a really nice set of chisels for Christmas and I use them.” (TJ0908)

Furthermore, a key element with regards to Shed involvement was a feeling of freedom and autonomy. As discussed, an essential element of Shed activity was the freedom to choose between practical projects, community work, social conversation or any other of the various activities on offer. However, Members also expressed pleasure in the autonomy to attend as and when they wanted, as opposed to having to attend regularly, meaning there was no pressure to return if they did not want to, or to attend on days where they were unable to.

“I am a free man, I am free to come and go, you can talk to people, there is no pressure.” (JPV2204)

Negatives of Shedding

As well as the various benefits attending SBS Sheds afforded Members, elements of their Shed experience which were less positive were also discussed. Predominantly, the issues reported by Members attending Sheds related to their workshop not yet being available. As mentioned, some of these Sheds engaged in community activities, social meet-ups, and regular meetings as an alternative, however some Members felt frustrated by the lack of progress, and “disappointed” that the workshop was not yet available.

“I think since the group has been running we haven’t really got anywhere. We have had quite a lot of people disappear. I think even some of us are getting a bit fed up, we don’t really see any progress.” (LB0511)

Similarly, some Members expressed issues regarding the Shed space, including concerns about changing premises, the location of the Shed and the difficulties travelling to it, plus the cold temperatures in the Shed during the winter. One Member believed the Shed required greater numbers to keep up with Shed work, whilst another suggested the Shed did not meet the standards of Sheds he had seen elsewhere.

“Well, my son sent me some pictures of some magnificent barns in New Zealand and Australia and this place is somewhat less glamorous, but you must start somewhere, and we are slowly getting there.” (CM0905)

Lastly, minor problems with Shed hierarchy were described by a few Members, which had subsequently been resolved. According to these Members, a “previous chairman” had caused difficulties due to his authoritative methods of leading the Shed, and a lack of communication to the Members. This led to a change in chairman, via the Shed committee, which Members

were pleased with. One Member expressed that these challenges almost encouraged him to leave the Shed.

“We have had our ups and downs with personalities, you know, which, it happens and people don’t always agree with each other, but they are not insurmountable. So, it hasn’t made me walk away, although on occasions I have felt a bit like it!” (IL0103)

[Personal Shed Journey – Summary of Key Messages](#)

The responses from both Leaders and Members as part of this theme provided greater insights and awareness of what the SBS Shed Experience entails. Shedders reported the importance of working routine similarities, particularly for those retired, but without job-related stresses. Employment support for those of working age was also deemed important, supported by the opportunities for skill learning to take place. Sheds offer respite away from family members (and vice versa), as well as freedom of choice regarding the regularity of Shed involvement. Key learning points from this theme highlighted that Sheds are not always perfectly managed or delivered, and that challenges and difficulties can arise. Thus, Sheds provide “*opportunity*”, and are “*important*” for both individuals and communities.

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Appendices

Appendix A: Online Survey – Paper Version

How does attending an SBS Group impact health?

* Required



Participant Information Sheet

**Conducted by Chichester Institute of Sport, University
of Chichester**

Step By Step Project Evaluation

**Please take time to read the following information carefully as it will
inform you as to why the evaluation is being completed and what it
would involve for you, should you wish to take part.**

What is the purpose of the study and how will the evaluation be carried out?

As part of the funding secured by the Step by Step (SBS) project from the EU's Interreg fund, an evaluation of the project has been planned. This will enable the partners to know how effective the SBS project has been for those involved and their communities.

What will you be asked to do?

Members will be asked to complete this survey which should take up to 20 minutes to complete.

This survey will ask for:

- demographic information (age, gender, occupation, and location)
- self-rated views of your physical & mental health and wellbeing
- views regarding work related strengths and capabilities

You will also be asked to complete this survey again in one years' time. This is completely optional and you are not duty bound to complete the survey again.

What are the anticipated benefits of participating in the evaluation?

We hope that you will have gained an insight into your own health, wellbeing, connections to others, employability skills and motivations for involvement in the project by completing this survey.

Are there any risks associated with participating in the evaluation?

There are no anticipated risks associated with involvement in the SBS evaluation.



Do you have to take part?

No. It is up to you whether you would like to take part in the SBS evaluation.

Deciding not to take part, or leaving the study, will not influence your involvement in the SBS project and the project partners will not be made aware that you are not involved in the evaluation.

Who can you contact if you have any questions about the project?

If you have any queries about the evaluation, then please feel free to contact the SBS project team at Chichester: **sbsproject@chi.ac.uk**

The lead researcher is Dr Ruth Lowry: **r.lowry@chi.ac.uk**

What happens if you change your mind and want to withdraw?

You can stop being involved in the evaluation whenever you choose, without telling the researcher team why.

Retrospective withdrawal of your data is possible up to **4 months after** it has been collected.

What will happen to the information collected as part of the evaluation?

Anonymity

We use an identification number to track your involvement during the project.

Your responses will be kept separately from your name or other any details that could identify you.

Information Use and Circulation

The information you provide will not be shared with other organisations or researchers outside of those involved in or funding the Step By Step project.

Reporting

An anonymised summary of findings will be reported in a final written report by University of Chichester.

This will be presented to partners, funders and related organisations and presented at meetings at the conclusion of the project. The findings will also be reported in scientific journals and presented at a research conference.

We can provide you with a summary of the findings from the study if you email the researcher at: **sbsproject@chi.ac.uk**

Storage of Personal Data

All paper and electronic documents will be kept securely for a **maximum of 4 years** after the completion of the project (up until 2025).

All data will be stored in accordance with the University of Chichester Privacy Standard and data protection legislation.

Your Personal Data Rights

For any further queries relating to how the University of Chichester manages personal data you may contact the Data Protection Officer by email: **DPOfficer@chi.ac.uk**.

Who can you contact if you have a query or complaint about the SBS evaluation?

If you wish to raise a complaint about the project then please contact **Dr Rosana Pacella**, Head of Research: **r.pacella@chi.ac.uk**

If you are dissatisfied with the University's processing of personal data, you have the right to complain to the Information Commissioner's Office.

This project has been approved in accordance with the University of Chichester Research Ethics Policy by the University of Chichester's Research Ethics Committee

Thank you for your time

Ref: 1718_58
Date of approval: 03/08/18

1. I have read and understand the information sheet for this evaluation project. I have had the opportunity to consider the information, ask questions if required and have had these answered satisfactorily. *

Mark only one oval.

- ☐ Yes
☐ No

2. I understand that my participation in the evaluation is voluntary and that I am therefore free to withdraw my involvement at any stage, without giving a reason. *

Mark only one oval.

- ☐ Yes
☐ No

3. I am aware of the timescales in which I can withdraw my data (as indicated on the Information Sheet above) *

Mark only one oval.

- ☐ Yes
☐ No

4. I understand that all published information will be anonymised and that my personal information will not be released to any third parties. *

Mark only one oval.

- ☐ Yes
☐ No

5. I agree to participate in this research. *

Mark only one oval.

- ☐ Yes
☐ No



About you

6. Please create your Participant Number by writing your first and last initial, followed by the numbered day and month of your birth (e.g. Joe Bloggs, born 1st September = JB0109)

7. Please select which best describes your involvement at the SBS Group
Mark only one oval.

- ☐ Group Leader
☐ Member/attendee

8. Age

9. Gender
Mark only one oval.

- ☐ Man
☐ Woman
☐ Transgender
☐ Prefer Not To Say
☐ Other: _____

10. Marital Status
Mark only one oval.

- ☐ Single
☐ Married
☐ Divorced
☐ Widowed

11. Employment status
Mark only one oval.

- ☐ Employed full-time
☐ Employed part-time
☐ Not employed but looking for work
☐ Not employed and NOT looking for work
☐ Retired
☐ In Education or training

12. Current or most recent occupation

13. What best describes where you live?

Mark only one oval.

- ☐ City
- ☐ Town
- ☐ Village
- ☐ Farm/Countryside

14. Name of the SBS Group you attend

15. Location of the SBS Group

Mark only one oval.

- ☐ Belgium
- ☐ France - Arques
- ☐ France - Roubaix
- ☐ France - Wattrelos
- ☐ The Netherlands
- ☐ UK - Hampshire
- ☐ UK - Kent

16. How do you travel to the SBS Group?

Mark only one oval.

- ☐ Walk
- ☐ Cycle
- ☐ Drive
- ☐ Lift from someone
- ☐ Bus
- ☐ Taxi
- ☐ Train
- ☐ Mobility Scooter
- ☐ Other: _____

17. How far from the SBS group to do you live,
and therefore have to travel to attend?
(Please give an estimate in either miles or
kilometres).

18. Estimated journey time to SBS group

Physical Health

19. Estimated Height in imperial (feet and inches) ...

20. OR... Estimated Height in Metric (centimetres - cms)

21. Estimated Weight in imperial (stones and pounds) ...

22. OR... Estimated Weight in Metric (kilos - Kgs)

23. Number of hospital appointments attended in last 12 months

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10+

24. Number of Doctor (General Practitioner) appointments attended in last 12 months

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10+

25. Number of days absent from work due to illness in last 12 months

Mark only one oval.

- ☐ N/A - unemployed/retired
- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10+



Your Health and Mobility

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Under each heading, please select the ONE box that best describes your health TODAY.

26. MOBILITY

Mark only one oval.

- ☐ I have no problems in walking about
- ☐ I have slight problems in walking about
- ☐ I have moderate problems in walking about
- ☐ I have severe problems in walking about
- ☐ I am unable to walk about

27. SELF-CARE

Mark only one oval.

- ☐ I have no problems washing or dressing myself
- ☐ I have slight problems washing or dressing myself
- ☐ I have moderate problems washing or dressing myself
- ☐ I have severe problems washing or dressing myself
- ☐ I am unable to wash or dress myself

28. USUAL ACTIVITIES (e.g. work, study, housework, family or leisure activities)

Mark only one oval.

- ☐ I have no problem doing my usual activities
- ☐ I have slight problems doing my usual activities
- ☐ I have moderate problems doing my usual activities
- ☐ I have severe problems doing my usual activities
- ☐ I am unable to do my usual activities

29. PAIN/DISCOMFORT

Mark only one oval.

- ☐ I have no pain or discomfort
- ☐ I have slight pain or discomfort
- ☐ I have moderate pain or discomfort
- ☐ I have severe pain or discomfort
- ☐ I have extreme pain or discomfort

30. ANXIETY/DEPRESSION

Mark only one oval.

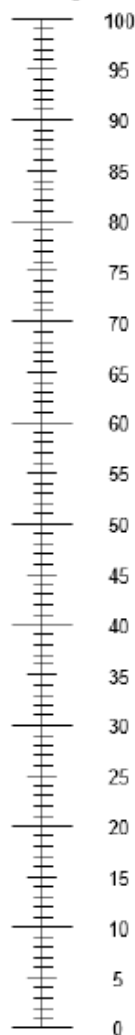
- ☐ I am not anxious or depressed
- ☐ I am slightly anxious or depressed
- ☐ I am moderately anxious or depressed
- ☐ I am severely anxious or depressed
- ☐ I am extremely anxious or depressed

Your Health and Mobility cont...

- We would like to know how good or bad your health is TODAY.
- This scale is numbered from 0 to 100.
- 100 means the best health you can imagine.
- 0 means the worst health you can imagine.

31. Please type the number that best indicates your health TODAY

The best health
you can imagine



The worst health
you can imagine

How vigorously active are you?

We are interested in finding out about the kinds of physical activities that people do as part of their everyday lives. Please answer each question even if you do not consider yourself to be an active person.

Please think about the activities you do at work, as part of your house and yard work, at the shed, to get from place to place, and in your spare time for recreation, exercise or sport.

Think about all the **VIGOROUS** activities that you did in the **last 7 days**.

Vigorous physical activities refer to activities that take hard physical effort and make you breathe much harder than normal (i.e. heavy lifting, digging, sport or fast cycling).



32. During the last 7 days, how many days did you do VIGOROUS activities for at least 10 minutes at a time?

Mark only one oval.

- ☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7

33. In minutes, how much time did you typically spend doing VIGOROUS physical activities on one of those days? (write 0 if you have not spent time being VIGOROUSLY active)

How moderately active are you?

Think about all the **MODERATE** activities that you did in the **last 7 days**. Moderate activities refer to activities that take moderate physical effort and make you breathe somewhat harder than normal (i.e. light lifting, household chores, recreational cycling and hiking – not walking!).



34. During the last 7 days, how many days did you do MODERATE activities for at least 10 minutes at a time?

Mark only one oval.

- ☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7

35. In minutes, how much time did you typically spend doing MODERATE physical activities on one of those days? (write 0 if you have not spent time being MODERATELY active)

How much time do you spend walking?

Think about the time you spent **WALKING** in the **last 7 days**. This includes at work and at home, walking to travel from place to place, and any other walking that you have done solely for recreation, exercise, or leisure.



36. During the last 7 days, how many days did you WALK for at least 10 minutes at a time?

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7

37. In minutes, how much time did you typically spend WALKING on one of those days?
(write 0 if you have not spent time walking)



How much time do you spend sitting?

Think about the time you spent **SITTING** in the **last 7 days**. Include time spent at work, at home, and during leisure time. This may include time spent sitting at a desk, visiting friends, reading, or sitting or lying down to watch television.



38. In minutes, how much time did you typically spend **SITTING** on a week day, during the last 7 days?



Your Wellbeing

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Please select the box that best describes your experience of each over the last 2 weeks.

39. Mark only one oval per row.

	None of the time	Rarely	Some of the time	Often	All the time
I've been feeling optimistic about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling interested in other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've had energy to spare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been dealing with my problems well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been thinking clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling good about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling close to other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been able to make up my own mind about things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling loved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling interested in new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Your Strengths and Capabilities

(Maggiori, Rossier & Savickas, 2015 – Journal of Career Assessment)

Different people use different strengths in their lives. No one person is good at everything, each of us can highlight certain abilities as strengths whereas others may highlight something separate.

Please rate how strongly you have developed each of the following abilities through your working career, using the scale below.

40. Mark only one oval per row.

	Not strong	Somewhat strong	Strong	Very strong	Strongest
Thinking about what my future will be like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming aware of the educational and vocational choices I must make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making decisions for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibilities for my actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counting on myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looking for opportunities to grow as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigating options before making a choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observing different ways of doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking care to do things well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning new skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working up to my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Your involvement in the SBS Group

41. Please describe your motivation for JOINING the SBS group. Consider why you joined initially (activities offered, to socialise etc.), and whether there was anybody that assisted you with this decision?

42. Please describe your motivation for your CONTINUED INVOLVEMENT in the SBS group. Consider your current favourite activities, what aspects work most successfully and why you continue to return?

43. How many days a week do you attend the SBS group (use the other option to tell us about less frequent attendance)?

Mark only one oval.

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ Other: _____

44. How many hours do you spend at the SBS group in a typical session?



Please read the Debrief Sheet before clicking 'Submit' at the bottom of the page.

Thank you for your time!

Participant Debrief Sheet

Thank you for participating in Step by Step member questionnaire and we appreciate the time you have taken to be involved.

The Purpose of the evaluation

We hope that the evidence gathered as part of the evaluation will benefit organisations involved, individual groups and group members as they look to the future beyond the end of the current funding.

On a personal level, we hope that by being involved you have gained an insight into your own health, wellbeing, connections to others, employability skills and motives for involvement in the project.

What next?

Member Interviews

As an SBS shed member, we are inviting you to take part in a Member Interview. You will be contacted within the next few weeks by the research team to discuss this.

The purpose of these interviews is to obtain a more detailed view of what aspects of life change and why, as a result of involvement in the SBS project.

Interviews can be either individual or group based, and will be broken into two parts including an activity. Interviews will last approximately 1 hour, and the location and time will be agreed with you.

These interviews will explore:

- Views about the reasons for initial and continued involvement with the group
- What skills you have acquired through involvement and what the benefits of these have been
- What activities have been successful or not and why
- What changes have you observed in terms of health behaviours
- What changes to family and community life have you observed as a result of involvement

You are not required to be involved in the Member Interview stage. You are welcome to turn down the invitation if you would like, without giving a reason.

Sources of Support

If any of the questions today led to any upsetting feelings, or if you are concerned about your health in general, there are some organisations listed below that you can contact to discuss personal issues relating to your health and wellbeing.

NHS 111 Service	The Samaritans
<p>If you are worried about an urgent medical concern, you can speak to a fully trained advisor.</p> <p>Call 111</p> <p>For less urgent health needs, contact your GP or local pharmacist.</p>	<p>Whatever you're going through, you can speak to an impartial expert on a free, 24-hour helpline</p> <p>Call 116 123</p> <p>Email: jo@samaritans.org</p>

What happens if you change your mind and want to withdraw?

Retrospective withdrawal of your data is possible up to **4 months** after it has been collected.

Who can you contact if you have a query or complaint about the SBS evaluation?

If you wish to raise a complaint about the project then please contact **Dr Rosana Pacella**, Head of Research:
r.pacella@chi.ac.uk

If you have a query regarding the data and information that has been collected from you as part of this evaluation, then please contact the University Data Protection Officer:
dpofficer@chi.ac.uk

This project has been approved in accordance with the University of Chichester Research Ethics Policy by the University of Chichester's Research Ethics Committee

Ref: 1718_58

Date of approval: 03/08/18

45. I have read and understood the Debrief Summary above and am happy to submit my responses as part of the SBS Project Evaluation. *

Mark only one oval.

☐ Yes

☐ No





Participant Information Sheet – Shed Leader Interviews

Conducted by Chichester Institute of Sport, University of Chichester Step By Step Project Evaluation

Please take time to read the following information carefully as it will provide you with information regarding the Shed Leader Interviews, why this part of the evaluation is being completed and what it would involve for you, should you wish to take part.

What is the purpose of the Shed Leader Interviews?

The purpose of these interviews is to obtain a more detailed view of the group's experiences of being involved with the SBS Project. Conducting interviews allows the researchers to gather a greater understanding of the effectiveness of the SBS Project and how these projects can help people.

To achieve this, we envisage speaking with a small selection for an individual interview.

What will you be asked to do?

Should you choose to be involved, the interview will explore:

- How to engage new members and retain existing members.
- Any successes experienced in the SBS group.
- Any less successful activities.
- Any changes observed in terms of member's health, wellbeing and social behaviours as well as employability.
- How the group is led and managed.

The interview will be conducted within 6 months of the groups starting and then 1 year later, and will last approximately 1 - 1 ½ hours. A voice recording of the interview will be used to ensure the researcher records what is said accurately, with your consent.

The location and time will be agreed with you.

What are the expected benefits of participating in the Shed Leader Interview?

We hope that completing the interview will assist you in reflecting upon the group's operation and connection to members and the community.

As mentioned above, participating in the interview will also help the researchers gain a greater understanding of the effectiveness of the projects. This will help provide information to Government

agencies, funders and other community organisations who want to know if projects provide value for money in terms of the benefits of the funds invested.

Are there any risks associated with participating in the Shed Leader Interview?

There are no anticipated risks associated with involvement in the SBS evaluation. The information asked is of your own opinion and records kept. You can choose what you disclose or the level of detail you provide in your answers.

Do you have to take part in the Shed Leader Interview?

No. It is up to you whether you would like to take part in the SBS evaluation. There is no obligation for you to be involved and your participation is entirely voluntary.

Deciding not to take part, or leaving the study, will not influence your involvement in the SBS project and the project partners will not be made aware that you are not involved in the evaluation.

Who can you contact if you have any questions about the project?

If you have any queries about the evaluation, then please feel free to contact the SBS project team at Chichester: sbsproject@chi.ac.uk
The lead researcher is Dr Ruth Lowry: r.lowry@chi.ac.uk

What happens if you change your mind and want to withdraw?

If you do decide to be involved in the Shed Leader Interview, you can stop being involved whenever you choose, without telling the research team why.

Retrospective withdrawal of your data is possible up to 4 months after it has been collected.

What will happen to the information collected as part of the evaluation?

Confidentiality – We use an identification number to track your involvement during the project. Your responses will be kept separately from your name or any other details that could identify you. Your name will not be recorded on any reports, documents or interview notes resulting from this study. Reports may contain direct quotations of the interview, but participant's names will not be used. If you tell us something that indicates you, or someone else, are at serious risk of harm, we would discuss this with you before talking to a local Safeguarding worker, if necessary.

Information Use and Circulation – The information you provide will not be shared with other organisations or researchers outside of those involved in or funding the SBS Project. Your personal details will only be used to contact you regarding the evaluation of this project and will never be shared outside of the SBS research group.

Reporting – An anonymised summary of findings of the evaluation will be included in a final written report by University of Chichester. This will be presented to the partners, funders and related organisations and presented at meetings at the conclusion of the project. We can provide you with a summary of the findings from the study if you email the researcher at: sbsproject@chi.ac.uk

Storage of Personal Data – All paper and electronic documents will be kept securely for a maximum of 4 years after the completion of the project. All data will be stored in accordance with the University of Chichester Privacy Standard and Data Protection Legislation.

Your Personal Data Rights – You have the right to ask for a copy of the personal data we hold about you, and to ask for any inaccuracies to be rectified. To find out more about your rights as a data subject and how the University complies with data protection legislation please visit: <https://www.chi.ac.uk/about-us/policies-and-statements/data-protection>. For any further queries relating to how the University of Chichester manages personal data you may contact the Data Protection Officer by email: DPOfficer@chi.ac.uk.

Who can you contact if you have a query or complaint about the SBS evaluation?

If you wish to raise a complaint about the project then please contact Dr Rosana Pacella, Head of Research: r.pacella@chi.ac.uk

If you are dissatisfied with the University's processing of personal data, you have the right to complain to the Information Commissioner's Office.

This project has been approved in accordance with the University of Chichester Research Ethics Policy by the University of Chichester's Research Ethics Committee

Thank you for your time

Ref: 1718_58
Date of approval: 03/08/18

If you are happy to take part in the Shed Leader Interview, please now complete the Participant Consent Form with the researcher to agree to take part.



Participant Consent Form – Shed Leader Interviews

Conducted by Chichester Institute of Sport, University of Chichester
Step By Step Project Evaluation

Please read the following statements carefully before responding.

I have read and understand the information sheet (<i>Version 26 November 2018</i>) for this evaluation project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	Yes	No
I understand that my participation in the evaluation is voluntary and that I am therefore free to withdraw my involvement at any stage, without giving a reason.	Yes	No
I am aware of the timescales in which I can withdraw my data (as indicated on the Information Sheet)	Yes	No
I understand that all published information will be anonymised and that my personal information will not be released to any third parties.	Yes	No
I agree to take part in this research	Yes	No

Name (Please Print)	
Signed	
Date	
Researcher's Name (Please Print)	
Signed	
Date	

Next Stage

If you are happy to continue to be a part of the evaluation, please inform us of your consent to be involved in the next stage by responding to the statements below.

After agreeing to be contacted regarding the next stage of the evaluation, you are not duty bound to be involved. You are welcome to turn down the offer once contacted, without giving a reason.

I agree to be contacted regarding the follow-up survey	Yes	No
I agree to be contacted regarding the follow-up interview	Yes	No
Email		
Telephone		
Preferred contact method	Email	Telephone
		Either
Signed by Participant		Date
Signed by Researcher		Date

Your contact details will only be used to contact you regarding the next stage of the evaluation.

Community Asset Mapping of the Shed

Stage 1 – Name Generator from Establishing the Shed

- Using the tabs provided, write the names of the companies, services, organisations or individuals whom you, as a shed, have been in contact with when you were **establishing the shed**, and add these on to the table. These can be individuals, companies etc. whom you or others in the shed have sought advice or services from, referred people to, made links with, or offered services to.

Please note there is no right or wrong number of people or partners to nominate.

- Go through the questions listed on the sheet with the Shed Leader for each connected organisation.
- Discuss what each connection means to them. What is the purpose of the connection? What benefits do they/the organisation get? Why do they make contact? Any unexpected outcomes?

Stage 2 – Name Generator from Current Shed Network

- Now we would like you to list the names of the companies, services, organisations or individuals whom you, as a shed, are **currently** in regular contact with. If they are the same as those listed previously then provide a tick (✓) next to their name. Add them to the list using a different colour tab.

Please note there is no right or wrong number of people or partners to nominate.

- A photograph is then taken of the table before all tabs are moved onto large flip-chart paper surrounding drawn image of the shed as the focal point. This will represent closeness of the organisation to the shed.

Stage 3 – Alter-to-Alter Connections

- Now we would like you to think about the connections that exist between the companies, services, organisations or individuals you have listed. Please draw a line between two companies, services, organisations or individuals to show a connection. These connections may be services that are branches of the same government structure. Another connection might be individual(s) that communicate/work with an organisation in the local community.
- The arrowhead direction will suggest the direction of supply/support. E.g. A → B suggests A provides B with something.
- Write the frequency of contact on to the arrows

- Add how important/vital the connection is by enlarging the size of the arrowhead to indicate for important connection.
- A photograph is then taken of the complete network image

Stage 4 – Discussion about the Shed’s Network

Here we are looking for illustrations of the ways these people or organisations assist rather than an exhaustive list of every interaction. Also if some offer the same support as another company/organisation/individual then record this and move onto the next. These questions relate to how the Shed’s network interacts with the Shed.

- Have you sought advice specific to the Shed’s operation or Shed members from this company/organisation/individual?
 - If yes, what was sought, what was the outcome, how frequent is the contact?
- Have you sought other assistance or support specific to the shed’s operation or shed members from this company/organisation/individual?
 - If yes, what was sought, what was the outcome, how frequent is the contact?
- Have you used this company/organisation/individual to refer shed members to for further assistance, advice or support?
 - If yes, what was the referral, what was the outcome, how frequent is the contact?
- What impacts do you think the Shed has on the local area/community?
 - Examples of activities/projects?
 - Visibility of the Shed in the area
- How do you connect with these other organisations and services?
- What makes a successful partnership with these other organisations and services?
 - What enhances these relationships
- Discuss the importance of the connection and the purpose/benefits of these if not done so in Stage 1/Stage 3

Participant ID: Shed Name: Date:

Number	Who do you know		How did you make contact		Communication		Reason/Purpose of Reason/Purpose of Connection
	Company or Organisation (also Department)	Name of Individual (if known)	Who made the first contact? (i.e. you/them)	How did you learn about them to make contact?	How frequently were/are you in contact	Made of contact (i.e. email/phone/in person)	
1							
2							
3							
4							
5							
6							
7							

Appendix E: Shed Leader Interview Questions

Shed Leader Interview Questions

The Shed

Activities & Learning

- How did the Shed begin/evolve?
- What are the Shed's regular opening hours during the week?
- How many shedders usually attend per week?
- What activities do the Shed offer?
 - What activities are the most popular?
 - Any external activities, such as social outings?
- Are there opportunities for learning? (formal or informal)
- Have you learned any new skills?
 - Leadership?

Structure

- What is the main purpose of the Shed?
 - i.e. Learn employability/transferrable skills
 - Provide health support
 - Social interaction
 - Aimed at certain demographic?
- How do you gain new members and retain existing members?
 - Marketing adverts (newspaper, local magazines, radio, web ads?)
 - Leaflets
 - Word of mouth
 - Do you have a Website?
 - How successful are these?
- How is the Shed financed?
 - How is it kept sustainable?

The People

Shed Leader

- Tell me about your journey to becoming a Shed Leader
- What are your experiences of leading/managing the Shed?
- What motivated you to originally join the Shed?
 - What was the trigger to your action?
 - Was a particular person involved?
 - What drew you in?
- How did you first hear of the Shed?
- What were your first impressions of the Shed?
 - What was it that encouraged you to come back?
- How different is your opinion of the Shed now?
- Have there been any difficulties with running the Shed?
 - Examples
 - Conflicts/resolutions

Health

- Have you noticed any discussions around health amongst shedders?
 - Examples
 - What do they talk about?
 - Has this changed from the start to now?
- Have you noticed any changes in health behaviour amongst shedders?
 - Examples
- Have there been any changes in your physical health or general wellbeing?

Closing Questions

- What relationship do you have with the SBS partner?
 - What do they provide that is effective, less effective?
- If someone were to ask you about joining the Shed, what would you tell them?
 - How would you promote the Shed to them?
- How would you summarise the impact the Shed has?



Participant Debrief Sheet – Shed Leader Interviews

Conducted by Chichester Institute of Sport, University of Chichester Step By Step Project Evaluation

Thank you for participating in the SBS Shed Leader Interviews, we appreciate the time you have taken to be involved. Please take time to read the following information carefully as it will provide you with extra information about the evaluation and what happens next.

The purpose of the evaluation

The information that we have gathered from you as part of the evaluation will benefit the organisations, individual groups and group members involved in the project as they look to the future beyond the end of the current funding. We hope this information will demonstrate the effectiveness of this type of project.

On a personal level, we hope that being involved has assisted you in reflecting upon the groups operation and connection to members and the community.

Sources of support

If any of the topics discussed today led to upsetting feelings, or if you are concerned about your health in general, there are a number of organisations listed below that you can contact to discuss personal issues relating to your health and wellbeing.

NHS 111 Service	The Samaritans
If you're worried about an urgent medical concern, you can speak to a fully trained advisor. Call 111 For less urgent health needs, speak with your GP or local pharmacist.	Whatever you're going through, you can speak to an impartial expert on a free, 24-hour helpline Call 116 123 Email: jo@samaritans.org

What happens if you change your mind and want to withdraw?

You can stop being involved in the evaluation whenever you choose, without telling the researcher team why. Retrospective withdrawal of your data is possible up to 4 months after it has been collected.

Who can you contact if you have a query or complaint about the SBS evaluation?

If you wish to raise a complaint about the project then please contact Dr Rosana Pacella, Head of Research at the University of Chichester: r.pacella@chi.ac.uk

If you are dissatisfied with the University's processing of personal data, they have the right to complain to the Information Commissioner's Office.

What next?

In approximately 1 years' time, we would like to ask you to complete a second interview. We will make contact with you at this time to see if you are happy to be involved in either or both of the next stages.

Please complete the 'Next Stage' section of the Participant Consent Form to consent to being contacted at this time.

Consent to include responses

I have read and understood the Debrief Summary above and am happy to submit my responses as part of the SBS Project Evaluation.	Yes	No
---	-----	----

This project has been approved in accordance with the University of Chichester Research Ethics Policy by the University of Chichester's Research Ethics Committee

Thank you for your time

Ref: 1718_58

Date of approval: 03/08/18



Participant Information Sheet – Member Interviews

Conducted by Chichester Institute of Sport, University of Chichester Step By Step Project Evaluation

Thank you for completing the Online Survey. Please take time to read the following information carefully as it will provide you with information regarding the Member Interviews, why this part of the evaluation is being completed and what it would involve for you, should you wish to take part.

What is the purpose of the Member Interviews?

The purpose of these interviews is to obtain a more detailed view of people's experiences of being involved with the SBS Project. Conducting interviews as well as completing surveys allows the researchers to gather a greater understanding of the effectiveness of the SBS Project and how these projects can help people.

To achieve this, we envisage speaking with group members for an individual interview.

What will you be asked to do?

Should you choose to be involved, the interview will explore:

- Your reasons for initial and continued involvement with the group.
- What activities have been most/least successful, and why.
- Any skills you have acquired through involvement and what the benefits of these have been.
- Any changes you may have observed in terms of health behaviours.
- Any changes to family and community life you have observed as a result of involvement.

The interview will last approximately 1 hour, and will be broken down into two parts; firstly a paper and pencil activity to map out events and connections with others; and secondly answering questions posed by the researcher. A voice recording of the interview will be used to ensure the researcher records what is said accurately, with your consent. The location and time will be agreed with you.

Upon completion of the interview, you will be invited to take part in a second interview in a years' time. You do not have to take part in the second interview and are not duty bound to do so if you agree to take part in this interview.

What are the expected benefits of participating in the Member Interview?

We hope that you will gain an insight into your own health, wellbeing, connections to others, employability skills and motivations for involvement in the project by completing the interview.

As mentioned above, participating in the interview will also help the researchers gain a greater understanding of the effectiveness of the projects. This will help provide information to Government agencies, funders and other community organisations who want to know if projects provide value for money in terms of the benefits of the funds invested.

Are there any risks associated with participating in the Member Interview?

There are no anticipated risks associated with involvement in the SBS evaluation. However, whilst discussing topics regarding your own health and wellbeing, it is possible that conversation topics may arise that can lead to some upsetting feelings. If this was to be the case, you will be welcome to stop the interview at any time and cease the interview altogether without giving a reason.

Do you have to take part in the Member Interview?

No. It is up to you whether you would like to take part in the SBS evaluation. There is no obligation for you to be involved and your participation is entirely voluntary.

Deciding not to take part, or leaving the study, will not influence your involvement in the SBS project and the project partners will not be made aware that you are not involved in the evaluation.

Who can you contact if you have any questions about the project?

If you have any queries about the evaluation, then please feel free to contact the SBS project team at Chichester: sbsproject@chi.ac.uk

The lead researcher is Dr Ruth Lowry: r.lowry@chi.ac.uk

What happens if you change your mind and want to withdraw?

If you do decide to be involved in the Member Interview, you can stop being involved whenever you choose, without telling the research team why.

Retrospective withdrawal of your data is possible up to 4 months after it has been collected.

What will happen to the information collected as part of the evaluation?

Confidentiality – We use an identification number to track your involvement during the project. This was created during the Online Survey stage. Your responses will be kept separately from your name or other any details that could identify you. Your name will not be recorded on any reports, documents or interview notes resulting from this study. Reports may contain direct quotations of the interview, but participant's names will not be used.

If you tell us something that indicates you, or someone else, are at serious risk of harm, we would discuss this with you before talking to a local Safeguarding worker, if necessary.

Information Use and Circulation – The information you provide will not be shared with other organisations or researchers outside of those involved in or funding the SBS Project. Your personal

details will only be used to contact you regarding the evaluation of this project and will never be shared outside of the SBS research group.

Reporting – An anonymised summary of findings of the evaluation will be included in a final written report by University of Chichester. This will be presented to the partners, funders and related organisations and presented at meetings at the conclusion of the project. We can provide you with a summary of the findings from the study if you email the researcher at: sbsproject@chi.ac.uk

Storage of Personal Data – All paper and electronic documents will be kept securely for a maximum of 4 years after the completion of the project. All data will be stored in accordance with the University of Chichester Privacy Standard and Data Protection Legislation.

Your Personal Data Rights – You have the right to ask for a copy of the personal data we hold about you, and to ask for any inaccuracies to be rectified. To find out more about your rights as a data subject and how the University complies with data protection legislation please visit: <https://www.chi.ac.uk/about-us/policies-and-statements/data-protection>. For any further queries relating to how the University of Chichester manages personal data you may contact the Data Protection Officer by email: DPOfficer@chi.ac.uk.

Who can you contact if you have a query or complaint about the SBS evaluation?

If you wish to raise a complaint about the project then please contact Dr Rosana Pacella, Head of Research: r.pacella@chi.ac.uk

If you are dissatisfied with the University's processing of personal data, they have the right to complain to the Information Commissioner's Office.

This project has been approved in accordance with the University of Chichester Research Ethics Policy by the University of Chichester's Research Ethics Committee

Thank you for your time

Ref: 1718_58

Date of approval: 03/08/18

If you are happy to take part in the Member Interview, please now complete the Participant Consent Form with the researcher to agree to take part.



Participant Consent Form – Member Interviews

Conducted by Chichester Institute of Sport, University of Chichester
Step By Step Project Evaluation

Please read the following statements carefully before responding.

I have read and understand the information sheet (<i>Version 26 November 2018</i>) for this evaluation project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	Yes	No
I understand that my participation in the evaluation is voluntary and that I am therefore free to withdraw my involvement at any stage, without giving a reason.	Yes	No
I am aware of the timescales in which I can withdraw my data (as indicated on the Information Sheet)	Yes	No
I understand that all published information will be anonymised and that my personal information will not be released to any third parties.	Yes	No
I agree to take part in this research	Yes	No

Name (Please Print)	
Signed	
Date	
Researcher's Name (Please Print)	
Signed	
Date	

Next Stage

If you are happy to continue to be a part of the evaluation, please inform us of your consent to be involved in the next stage by responding to the statements below.

After agreeing to be contacted regarding the next stage of the evaluation, you are not duty bound to be involved. You are welcome to turn down the offer once contacted, without giving a reason.

I agree to be contacted regarding the follow-up survey	Yes	No	
I agree to be contacted regarding the follow-up interview	Yes	No	
Email			
Telephone			
Preferred contact method	Email	Telephone	Either
Signed by Participant		Date	
Signed by Researcher		Date	

Your contact details will only be used to contact you regarding the next stage of the evaluation.

SBS Personal Network Method

Step 1.

Ensure Participant ID, Shed Name and Date are written on to each sheet.

Participants are given two pads of mini post-it tabs in two different colours (100 pcs., size 1cm x 3cm).

They are asked to write the names of people that they know under two categories:

- **Very Close** - people with whom you discuss important matters, with whom you regularly keep in touch, or who are there for you when you need help.
- **Somewhat Close** - people who are more than casual acquaintances but not very close.

Each category is represented by a tab colour, and each tab is put onto the A3 sheet under the appropriate category. After participants have exhausted this list of names, the researcher uses prompts as a way of encouraging participants to remember other names:

- “Is there anyone additional who is important, influential, or supportive, in any way to your involvement in the Shed?”
- “Is there anyone additional who has hindered or hampered your level of involvement in the Shed?”
- Finally, participants are asked to look through the contact list on their mobile phone to check that nobody had been omitted.

Step 2.

Participants then write the tab number (displayed above on the ‘No.’ row) on to the tab. This allows the researcher to know where the tab was originally when later moved. Participants are asked to indicate the following characteristics on the sheet:

- Age
- Gender
- Occupation
- Role in relation to them within the network (family, friend, Health Professional).

A photograph is then taken of the sheet with each tab and details written on.

Step 3.

Participants are presented with an A2 sheet of paper marked with four rows representing four types of closeness (Immediate, Very Close, Close, Less Close), demonstrating participants' 'social network'. They are then asked to move the named Post-it tabs from the first table, on to the sheet according to how close they feel to that person. Tabs are to be placed on the lines and grouped so that people that know each other are in roughly the same proximity.

Step 4.

Participants are then asked to indicate relationships that exist by:

- Drawing lines around groups of three or more tabs to represent cliques that exist within the network
- Relationships between two people are indicated simply by drawing a line between the two tabs.
- Participants are advised that if they feel there is a contentious or weaker relationship within a group or between two people, they should use a separate coloured pen.

Participants are encouraged to move and adjust the tabs on their network until they are satisfied. The generation of sociograms should take approximately 20-30 minutes to complete.

A photograph is then taken of the final sociogram.

Participant ID Shed Name Date

VERY CLOSE

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Sticker																		
Age																		
Gender																		
Job																		
Rotation																		

No.	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Sticker																		
Age																		
Gender																		
Job																		
Rotation																		

No.	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Sticker																		
Age																		
Gender																		
Job																		
Rotation																		

Participant ID Shed Name Date

SOMEWHAT CLOSE

No.	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
Shedder																		
Age																		
Gender																		
Job																		
Location																		

No.	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
Shedder																		
Age																		
Gender																		
Job																		
Location																		

No.	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108
Shedder																		
Age																		
Gender																		
Job																		
Location																		

YOU	Less Close	Close	Very Close	Immediate

YOU	Less Close	Close	Very Close	Immediate

Participant ID _____ Shed Name _____ Date _____

Appendix J: Shed Member Interview Questions

Shed Member Interview Questions

Opening Questions

- What motivated you to originally join the Shed?
 - Prompts ... what was the trigger to your action...
 - Was a particular person involved?
 - Were you drawn by the activities?
- How did you first hear of the Shed?
- What were your first impressions of the Shed?
 - Follow up ... what was it that encouraged you to back?
- How different is your opinion of the Shed now?
- What encourages you to continue attending the Shed?
 - Prompts ... Is it ...
 - The people involved?
 - The activities?
 - The space?
 - Have you brought anyone else along?

Activities & Learning

- What activities do you engage in at the Shed?
 - Prompt ...
 - Would they have been possible without the shed?
- What activities would you like to do that are not currently catered for?
 - Prompts ...
 - Have you discussed these with other shedders?
 - How do your or other member's ideas/changes get raised currently?
- What do you enjoy?
 - Prompt ...
 - What works particularly well?
- What new skills have you learnt?
- What existing skills have you been able to put into practice?
- Have you shared this knowledge with other members?
 - Prompts ...
 - How did this make you feel?
 - What were the benefits of this?

Health

- Have you noticed any changes in your physical health or general wellbeing since attending the shed?
- Have you made any changes to your lifestyle?
 - Prompts ...
 - Exercise
 - Smoking
 - Alcohol

- Diet
 - Sleep
- Has Shed involvement shaped any of these lifestyle changes, how you view yourself and the world?
 - Prompts ...
 - Have the Shed activities had an impact?
 - Impact of others on your behaviour or vice versa?
 - Has the Shed environment/space had an impact on you?

Social & Community

- Who do you talk to about what you get up to at the Shed?
 - Prompts...
 - What is their response to this?
 - What are their perceptions of the Shed?
- What impacts do you think the Shed has on the local area/community?
 - Prompts ...
 - Examples of activities/projects?
 - Visibility of the Shed in the area
- If someone was to ask you about joining the Shed, what would you tell them?
 - Prompt ...
 - How would you promote the Shed to them?



Participant Debrief Sheet – Member Interviews

Conducted by Chichester Institute of Sport, University of Chichester
Step By Step Project Evaluation

Thank you for participating in the SBS Member Interviews, we appreciate the time you have taken to be involved. Please take time to read the following information carefully as it will provide you with extra information about the evaluation and what happens next.

The purpose of the evaluation

The information that we have gathered from you as part of the evaluation will benefit the organisations, individual groups and group members involved in this project as they look to the future beyond the end of the current funding. We hope this information will demonstrate the effectiveness of this type of project.

On a personal level, we hope that by being involved you have gained an insight into your own health, wellbeing, connections to others, employability skills and motives for involvement in the project.

Sources of support

If any of the topics discussed today led to upsetting feelings, or if you are concerned about your health in general, there are a number of organisations listed below that you can contact to discuss personal issues relating to your health and wellbeing.

NHS 111 Service	The Samaritans
<p>If you're worried about an urgent medical concern, you can speak to a fully trained advisor.</p> <p>Call 111</p> <p>For less urgent health needs, speak with your GP or local pharmacist.</p>	<p>Whatever you're going through, you can speak to an impartial expert on a free, 24-hour helpline</p> <p>Call 116 123</p> <p>Email: jo@samaritans.org</p>

What happens if you change your mind and want to withdraw?

You can stop being involved in the evaluation whenever you choose, without telling the research team why. Retrospective withdrawal of your data is possible up to 4 months after it has been collected.

Who can you contact if you have a query or complaint about the SBS evaluation?

If you wish to raise a complaint about the project then please contact Dr Rosana Pacella, Head of Research at the University of Chichester: r.pacella@chi.ac.uk

If you are dissatisfied with the University's processing of personal data, they have the right to complain to the Information Commissioner's Office.

What next?

Having completed the Member Interview, you will have already completed the Online Survey stage of the evaluation.

In approximately 1 years' time, we would like to repeat both the Online Survey and Member Interview. We will make contact with you at this time to see if you are happy to be involved in either or both of the next stages.

Please complete the 'Next Stage' section of the Participant Consent Form to consent to being contacted at this time.

Consent to include responses

I have read and understood the Debrief Summary above and am happy to submit my responses as part of the SBS Project Evaluation.

Yes

No

This project has been approved in accordance with the University of Chichester Research Ethics Policy by the University of Chichester's Research Ethics Committee

Thank you for your time

Ref: 1718_58
Date of approval: 03/08/18

Appendix L: Frequencies of Reasons Why SBS Shedders Join a Shed

<i>Leaders</i>		<i>Members</i>	
Community & Social	25	Community & Social	92
Social Interaction	8	Social Interaction	54
Mix with like-minded people	1	Friendship/Connections	9
Overcome Isolation/Loneliness	5	Mix with like-minded people	3
Help others	7	Overcome isolation/loneliness	6
Connect with/help the community	4	Help others	7
		Connect with/help the community	8
		Work with others	5
Activities & Learning	9	Activities & Learning	66
Interest in activities on offer	2	Interest in activities on offer	27
Learn new skills	4	Learn new skills	18
Share own skills/Teach others	1	Share own skills/Teach others	3
Develop existing skills	1	Develop existing skills	5
Educational Workshops	1	Engage in individual/community projects	3
		Facilities/Access tools	5
		Build Qualifications/Help find a job	4
		Creative Experiences	1
Health	7	Health	27
Support own mental health	2	Support own mental health	5
Support others mental health	2	Support other's health generally	5
Overcome bereavement problems	1	General health improvement	3
Engage in Sports	1	Become more active	4
Improve confidence	1	Engage in Sports	2
		Keep active	1
		Keep fit	1
		Overcome bereavement problems	2
		Improve attitude	1
		Feel useful	1
		Be supported by others	2
Encouraged by Others	5	Encouraged by Others	22
Asked/Invited to join	2	Asked/Invited to join	3
Carer suggested joining	1	Wife suggested joining	8
Employer suggested joining	1	Brother suggested joining	1
Another Shed Leader suggested joining	1	Daughter suggested joining	1
		Friend suggested joining	5
		Employer suggested joining	3
		Neighbour suggested joining	1
		Others suggested joining	1
		Sent via welfare service/Job seeker's agreement	2
Other Personal Reasons	9	Other Personal Reasons	18
Set up Shed	3	Fill time/Keep busy/Get out of house	7
Support Shed management	2	Curiosity	2
Family Respite	1	Add structure	2
Looked a good idea	1	Relaxed/Friendly atmosphere	2
Attracted by an advert	1	Start and Contribute to the Shed	2
Self-improvement	1	Previous Shed experience	1
		Attracted by an advert	1
		Self-improvement	1
		Support Shed management	1
		Find sense of value	1

Appendix M: Frequencies of Motivations for SBS Shedders' Continued Involvement in a Shed

<i>Leaders</i>		<i>Members</i>	
Community & Social	14	Community & Social	29
Social Interaction	5	Social interaction	15
Friendship/Connections	2	Friendship/Connections	5
Connect with/help the community	2	Mixing with like-minded people	1
Helping others	4	Helping others	2
Working with others	1	Working with others	5
		Diversity	1
Activities & Learning	13	Activities & Learning	33
Enjoyment in activities	7	Enjoyment in activities	15
Learning new skills	1	Learning new skills	10
Sharing own skills/Teaching others	2	Develop skills	5
Applying knowledge	1	Apply knowledge	1
Engaging in individual/community projects	1	Facilities/access to tools	1
Facilities/Access to tools	1	Help return to work	1
Health	11	Health	22
Helping others' health	2	Support own mental health	2
Helping vulnerable people	1	General health improvement	1
General health improvement	2	Fun/Enjoyment	4
Feel good factor	1	Becoming active	1
Keeping active	1	Engaging in Sports	5
Engaging in Sports	1	Increased fitness	2
Satisfaction	2	Relaxing	1
Sense of achievement/reward	1	Sense of belonging	1
		Talking about problems	2
		Support others' health	3
Other Personal Reasons	11	Other Personal Reasons	20
Support Shed progression	3	Support Shed progression	2
Enjoy management tasks	1	Gained management role	1
Shed job role	1	Belief in the Shed	1
Belief in Shed	1	Fill time/Keep busy/Get out of house	4
Making a difference	1	Make a difference	1
Pleasant company/environment	2	Pleasant company/Environment	7
Acknowledgement	1	Pressure-free	1
Self-improvement	1	Self-improvement	1
		Interested in results of research	1
		Learn about self	1

The University of Chichester is a long-established, ambitious institution with a heritage of supporting local/regional skills, from foundation (1839) to launch of its Tech Park (2018). Chichester is recognised for providing high-quality, student-centred Higher Education within a supportive community, actively encouraging those with barriers to HE to participate, succeed and contribute to West Sussex's economy as graduates.

Our University Strategy sets out our vision to be 'an outstanding University with a strong external-facing focus', including the aim to 'increase external academic engagement, meeting regional needs'. Our vision states, 'as the only university in West Sussex, we recognise the economic, social and cultural importance of 'place' and the need to meet both local and global challenges'.

The University is committed to undertake world-class research in all areas it is engaged with as an integral part of its mission to both create knowledge that is of societal and / or economic benefit - and to inform and to lead its learning and teaching pedagogies. As the only University in West Sussex, we are committed to play our full part in being a regional centre for economic development working in conjunction with the local enterprise partnership (Coast to Capital), local and national businesses from SMEs to global companies – and working in line with the Government's industrial strategy so as to play our full part in contributing to the national economy. This mission will encompass the training of graduates, knowledge transfer activities and other third-stream activity for the benefit of our students, graduates, alumni, employers within the region, entrepreneurs and wider business community for the economic benefit of all stakeholders aligned with the University.



UNIVERSITY OF CHICHESTER

Institute of Sport

Contributions to SBS

Professor Mike Lauder	University of Chichester	Overseeing management of the research team and finances.
Mrs Alison Davies	University of Chichester	Project support and administration.
Katherine Bellinger	University of Chichester	Project support and administration.
Mr Andy Wood	University of Chichester	Day-to-day management of evaluation delivery; data collection, collation, transcription and analysis; report writing.
Dr Ruth Lowry	University of Essex	Management of evaluation as Lead Researcher; data analysis; report writing.
Dr Henriette Hogh	University of Chichester	Data analysis; report writing.
Dr Matthew Sitch	University of Gloucestershire	Data analysis; report writing.
Dr Melissa Day	University of Chichester	Data analysis; report writing.
Mr Christopher Heaney	University of Highlands & Islands	Data collection.
Mr Carl Bescoby	University of Bath	Data collection and transcription.
Miss Agathe Isbled	University of Chichester	Data collection, translation and transcription; translation of materials.
Miss Josien van der Kooij	University of Chichester	Data collection, translation and transcription; translation of materials.
Ms Saskia Commerman	University of Chichester	Data collection, translation and transcription; translation of materials.
Miss Kesewa John	University of Chichester	Translation of materials.