



THE SAHLGRENSKA ACADEMY

A QUALITATIVE STUDY OF YOUNG PEOPLE'S EXPERIENCES WITH THE STREET GAMES ACADEMY PROGRAM

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Abbreviations

AP: Academic Performance

ASP: After School Program

HRBA: Human Rights-Based Approach

MCAS: Massachusetts Comprehensive Assessment System

PA: Physical Activity

SDG: Sustainable Development Goals

SDH: Social Determinants of Health

SES: Socio-economic status

SVA: Selective Visual Attention

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PART I: LITERATURE REVIEW

1.Introduction

Education has a strong association with life expectancy, healthy behaviour, and wellbeing (Wu et al., 2020). It plays an important role in providing good conditions for health through widening opportunities for better employment and income (Parker et al., 2020). However, the disparities in educational attainment and performance by income, race, ethnicity, and immigrant status, are prevalent in all countries including high-income countries such as Sweden (UNESCO, 2016). Educational performance refers to “children’s academic performance as measured through school grades and teachers’, parents’, and children’s ratings of children’s academic performance” (Murray et al., 2012). Gottfried (2018) describes Educational attainment as the amount of education a person reaches across the lifespan and has an important implication for life opportunities and wellbeing.

Students’ educational performance predicts their adult educational attainment. Therefore, implementing interventions that maximize students’ aspiration and educational performance will motivate them to reach their highest educational attainment (Gottfried, 2018). Physical activity (PA) and academic interventions such as tutoring have been implemented for socioeconomically disadvantaged students in different contexts to reduce the disparities in educational performance (Verhegen et al., 2019; García-Hermoso et al., 2019; Dietrichson et al., 2017). Scientific evidence has demonstrated that PA, including aerobics for good motor skills, is important for improving the general health and educational performance of children (Ericsson, 2019). However, the association between PA and academic performance has been inconsistent (Donnelly et al., 2016). For example, the study by Verhegen and colleagues suggest that even though there may be a positive effect of PA on educational outcomes the result cannot be generalizable (Verhegen et al., 2019). This is because the educational benefits of PA are

dependent on context, pedagogic variables, psychological factors, active participation, commitment, and time which influence how much physical activity promotes educational performance (Ericsson et al., 2019). Therefore, interventions that utilize PA for improving educational performance must employ a comprehensive multi-factorial approach to yield reasonable results (Ericsson et al., 2019).

Findings from previous research on the effectiveness of academic interventions such as cross-age tutoring, and after-school programs for students from low-income families in elementary and middle school also show mixed results (Robinson et al., 2005; Zief et al., 2006; Dietrichson, et al., 2017). Therefore, this literature review aims to give insight into the current evidence on tutoring and physical activity (PA) as academic interventions aiming to bridge education disparities for low SES students. The review also includes understanding the relationship between education and health, the effect of SES on educational performance, and relevant scientific theoretical frameworks that relate to the topic. The literature review will play a fundamental role in defining and clarifying the main ideas and theoretical framework that will be used in the empirical study of this thesis (Nakano & Muniz, 2018). Furthermore, the knowledge gained from the review can be used to relate to the finding of the empirical study to generate an understanding and possible course of action (Hart, 2018: p. 31).

2.Previous Literature

A review of the literature was conducted to generate an understanding of concepts, theories, and evidence from previous research in the field of education, with a focus on approaches and factors that influence educational performance among underprivileged young people. This section of the paper discusses some of the important concepts and approaches considered and used in enhancing learning in children, emanating from previous literature. The Section highlights the available literature-driven evidence about physical activity and education, and

some of the approaches that have documented effectiveness when implementing academic interventions targeted at students from low SES backgrounds. The following sub-headings are used: educational attainment and health; socioeconomic status and educational performance; and the human rights-based approach to educational inequality. The section will conclude with a review of “Physical activity and tutoring as interventions for students from low socioeconomic backgrounds” by examining the existing literature about physical activity and tutoring as interventions for improving educational performance among low SES students.

2.1. Educational attainment and health

This subsection looks at the evidence available indicating the association between educational attainment and health by placing education as a determinant of health. Social determinants of health (SDH) have been identified to be the important contextual factors in conceptualizing the existence of high inequality in health both between and within countries (Marmot, 2005). The SDH are a range of factors that affect health through the circumstance or environment where people are born, live, work, and age (CDC, 2020). Education, as one SDH, plays an important role in the health and wellbeing of individuals and communities, including vulnerable children from low-socioeconomic status (SES) households. Berkman (2014) describes SES as a term used to refer to how groups and individuals differ in resource possession leading to observable disparities. Research has shown that ensuring equity in education helps to combat the social and health inequalities faced by vulnerable groups (Mock-Muñoz et al., 2020). Education has also been identified as a cross-cutting factor central in addressing a plethora of global issues including environmental preservation, sustainability, and human wellbeing and quality of life (UNESCO, 2016).

Quality education is one of the sustainable development goals (SDGs) and has a link to other SDGs, where all the other goals have targets that include learning, training, educating, and raising awareness (UNESCO, 2016). Therefore, ensuring that every child receives a good

education, as a basic human right, will improve outcomes in other sectors such as health in the long run. The importance of education for children should also be understood from the life course perspective that postulates that early life situations influence adult health and resources (Solar & Irwin, 2010). Therefore, childhood engagement in education is a strong determinant of future employment and income (Solar & Irwin, 2010).

It is also important to note that the association between education and health can be influenced by other factors such as childhood health, household SES, and community factors that may affect the learning patterns and educational attainment. Having better education, in turn, can lead to better health outcomes due to better labor chances and opportunities (Conti et al., 2010). Illnesses experienced during childhood such as asthma, poor vision, under-nutrition, obesity, and disabilities that limit physical activity and self-efficacy, have been shown to reduce students' motivation and educational performance (Michael, 2015; Castelli et al., 2014). Having established the importance of education for a person's life opportunities, health, and wellbeing by placing education as one SDH, it is now possible to explore how a person's SES affects educational performance.

2.2. Socioeconomic status and educational performance

This subsection focuses on evidence from the available literature that explains the role of socioeconomic status (SES) on educational performance. The following sub-headings are used: social origin; neighborhoods; peers; SES and educational performance in Sweden.

The disparities in SES are observable in the domains of education level, income level, and occupational rank (Berkman, 2014). The effect of these domains on health could be different but they are interrelated (Berkman, 2014). Research has also shown that SES is a major predictor of educational performance (Dietrichson et al., 2017). Other researchers have also argued that students from socioeconomically disadvantaged backgrounds are more likely to

drop out of school (Battin-Pearson et al., 2000); repeat a class (Ikeda et al., 2014); have lower educational performance, and finish studies with poorer grades. The standardized assessment program for International Student Assessment (PISA) (OECD, 2018) also compliments this evidence. Furthermore, students from higher SES backgrounds are more likely to undertake higher education than those from socioeconomically deprived backgrounds with similar grades (Lavrijsen & Nicaise, 2015).

2.2.1. Social origin

Social origin is described as a person's inherited social status, which is characterized in the context of birth, property, economic and social position (CESCR, 2009). Social origin affects student performance and regulates the desire to pursue higher education (Lavrijsen & Nicaise, 2015). The primary effect of social origin can be, having low educated parents that cannot help with schoolwork, being economically restrained to have school materials (Burger, 2016). The secondary effect of social origin refers to how social background affects the educational decisions of students (Lavrijsen & Nicaise, 2015). Evidence from the European Union (EU) countries shows that having a well-educated family reduces the likelihood of dropping out of school while being foreign-born increases the chances to drop out (Nygård, 2017). It has been argued that the student may have the right attitude and drive towards schooling, but that would be altered by the SES (education and income level) of the parents or guardians (Nygård, 2017). Family SES affects children's growth and development (Ming et al., 2020). The relationship between household SES and child school performance is premised on the fact that a child's family can transmit school-related knowledge and skills that are needed for educational motivation and opportunities (Burger, 2016).

2.2.2. Neighbourhoods

The neighbourhood or community in which a child lives is crucial in determining children's health and educational outcomes. Children growing up in deprived neighbourhoods can become vulnerable to vices such as substance abuse and crime (Bjorklund-Young, 2016). Such children also show worse health outcomes and experience lower educational attainment than children growing up in well-resourced neighborhoods (Bjorklund-Young, 2016). The effects of the neighbourhood on children can be explained in different ways. Zhang et al. (2017) suggest that the direct effect of the neighbourhood on children's education capacity could be explained through the availability and accessibility of resources like libraries, schools, play parks, health facilities, and child care centers. The indirect effects could be explained by the nature of social capital or cohesion available, usually mediated by family processes (Zhang et al., 2017). This is because peers in school can influence the learning environment by being role models or creating aspirations for their cohorts (Burger, 2016). Children also tend to align with friends of their kind such that those from similar backgrounds would have the propensity to become friends and learn from each other, thereby influencing each other's academic performance (Burger, 2016). Additionally, Chiu and Chow (2015) convincingly posit that in the general population social capital has a positive effect on educational performance however, Social capital in disadvantageous neighbourhoods can negatively influence the academic attitude or behavior of children.

2.2.3. Socioeconomic status and educational performance in Swedish young people

In Sweden, despite a well-developed education system, major differences in educational performance are visible (SCB, 2019: p. 41). A report from the Swedish National Agency for Education has shown that family background, increased school segregation, and the school's SES composition all play a role in students' results, leading to the difference in achievement

(Skolverket, 2018: p.11). Moreover, the health disparities due to educational attainment are high; differences within regions are larger than between regions (Makenzius et al., 2019).

Yang and Gustafsson (2016) suggest that the choice competition model of the market-like education system in Sweden has led to greater school segregation based on social and ethnic background and that this has led to educational performance differences. The model allows school choice based on student's preference rather than residential areas (Fjellman, et al., 2019). There have been several arguments whether school choice has contributed to school segregation or not in Sweden. However, a report from The Swedish National Agency for Education indicates that the school choice model has led to segregation such that the highly educated and wealthy families take advantage of the situation leading to homogeneity in schools. (The Swedish National Agency for Education, 2003). Furthermore, educational systems can influence the attitude of students in designing whom they meet and interact with, a phenomenon that is important in polarizing learning (Nygård, 2017). Additionally, students from immigrant backgrounds in Sweden face several challenges related to language, ethnicity, and low SES that adversely affect their educational performance compared to students who are natives (Toran, 2016).

The challenges have motivated the development of initiatives like web-based courses and guiding materials for school principals, teachers, and counsellors at different levels of education to help cater to the needs of students from low socioeconomic backgrounds. In addition, schools are required to provide special support to students who have difficulty meeting the knowledge requirement (Swedish National Agency for Education, 2021). According to the Swedish Higher Education Act (1992:1434) chapter one, section five; "Higher education institutions shall also actively promote and widen recruitment to higher education". Despite the above-stated Swedish government programs to cater to the educational needs of socioeconomically disadvantaged students, major differences in educational performance are visible (SCB 2019, p. 41). This is

an implication for the need to further strengthen the existing support system for socioeconomically disadvantaged students and take additional effective measures to address educational performance gaps.

2.3. The human rights-based approach to educational inequality

This sub-section of the chapter discusses the importance of drawing on guidance from international policies and regulations when designing programs for low SES communities, from a literature-driven perspective. The human rights-based approach (HRBA) is a useful United Nations (UN) tool for governments and institutions to engage and streamline human rights in policy- and decision-making processes for development and poverty reduction (UN, 2003). The HRBA is instrumental in designing programs aimed at providing quality education among low SES learners. The approach pronounces access to quality social services as basic human rights. It is premised on the following principles: the rule of law, equality, non-discrimination, transparency, accountability, participation, and empowerment (UN, 2006: p.8). The HRBA helps to focus attention on disadvantaged individuals and communities through empowerment and participation in decisions that affect their lives (UN, 2006: p.8). The robustness of the HRBA lies in the fact that it is not only used to evaluate health outcomes but also looks at the process and mechanisms of how those health outcomes come to exist (UN, 2006: p.8). Therefore, the HRBA can also be applicable in the evaluation of educational programs and interventions.

A subsection of the HRBA is the human rights-based approach to education (HRBA-E) (Moriarty, 2017). HRBA-E as a conceptual framework aims to ensure the right to education and issues that are centered around SDG4 are implemented into action. It is an approach that encourages states to address discrimination and take targeted actions beyond getting disadvantaged children to school (Moriarty, 2017). Getting children into school is only enough when all stakeholders (such as governments, civil society organizations, families, teachers,

communities) in a given society work together to ensure that children are safe in schools as they acquire knowledge, skills, and values to become responsible and active citizens (UNESCO, 2007). The right to education should be used to address the inequalities that exist in the education sector globally. The HRBA-E is, therefore, important in formulating policies and interventions that aim at halting discrimination and bridge education disparities (WHO, 2005).

2.4. Physical activity and tutoring as interventions for students from low socioeconomic backgrounds

Several interventions have been implemented to improve the academic performance of students in low economic settings. This subsection highlights the successes and failures of two types of interventions (physical activity & tutoring) based on the evidence from previous literature.

2.4.1. Physical activity and academic performance in low-socioeconomic students

The World Health Organization (WHO) defines physical activity as “any bodily movement produced by skeletal muscles that require energy expenditure. Physical activity refers to all movements during leisure time, for transport to get to and from places, or as part of a person’s work. Both moderate- and vigorous-intensity physical activity improve health” (WHO, 2020). The WHO (2010) further recommends that children and young people should accumulate 60 minutes of exercise daily to improve fitness levels and reduce symptoms of depression and anxiety.

The lack of physical activity, poor or lack of recreational facilities, and consumption of less nutritious food are common in economically deprived communities (Dai, 2019). The above factors expose children to a high risk of chronic diseases such as cardiovascular diseases, growth stagnation (stunting), and poor cognition (Dai, 2019). Evidence from previous research suggests that PA is a crucial component of children’s health (Kall et al., 2014; Ericsson, 2019). Specifically, PA has been found to benefit mental health, cardiovascular, and bone health

(Strong et al., 2005; Vander et al., 2014). Several other researchers have documented evidence in support of PA for its role in improving both the physical and cognitive health of school-aged children (Davis et al., 2011; Basch, 2011; Tine, 2014). Furthermore, Kirk and colleagues suggest that when a PA program is integrated into academic lessons for children from low socioeconomic schools the children's literacy levels would improve (Kirk et al., 2016). A more recent but similar study also found significant improvements in literacy, numeracy, and overall academic performance among participants (García-Hermoso et al., 2020). Participation in extracurricular structured sports activities is also found effective in reducing dropout rates and disparities in educational attainment for low-income students. (Im et al., 2016; Crosnoe et al., 2015).

However, some studies did not find beneficial effects of physical activity on cognitive health and academic performance (Singh, 2019; Donnelly, 2016; Syväoja et al., 2013; Savina et al., 2016). Furthermore, several researchers argue that PA interventions that are implemented to improve the academic performance of disadvantaged students do not result in significant improvements (Efra, 2011; Mullender-Wijnsma et al., 2015; Garber et al., 2018; Aske et al., 2018). The foregoing position is supported by the Norwegian Active Smarter Kids (ASK) cluster-randomized controlled trial where Resaland et al. (2016) did not find sufficient evidence to conclude that physical activity could improve educational performance in schools. Garber et al. (2018) convincingly state that SES confounds the PA-academics association such that students from high-SES schools have at their disposal committed and supportive families, engaged communities, healthy nutrition, and a safe and positive school environment. On the contrary, students from poor communities do not have much support at their disposal (Peralta et al., 2019). Therefore, efforts to improve academic performance that solely depend on increasing PA without the inclusion of the SES-based variables (nutrition, household and

community support, improved income, etc.) most likely fail to achieve the objective (Garber et al., 2018).

2.4.2. Tutoring interventions and academic performance in low-socioeconomic students

This sub-section concludes the literature review by evaluating evidence about the role played by tutoring in improving student academic performance. Tutoring is defined as “a set of activities where an instructor gives pedagogical support to students”. (Dietrichson, et al., 2017). Research suggests that tutors who are trained and are aware of the life situations of low-SES students can bridge the performance gap by providing tailored support in schoolwork (Nelson-Royes, 2018). Several study findings have shown positive outcomes for tutoring programs when conducted by trained tutors (Ritter et al., 2009; Topping et al., 2012; Jacob et al., 2016; Bayless et al., 2018; Hickey & Flynn, 2019; Parker et al., 2020).

It is also suggested university student tutors who are trained, received supervision, and had structured tutoring material were successful in improving the educational performance of students from low-income families (Lindo et al., 2018, Greene et al., 2018). Study findings also suggest that after-school programs (ASP) that include tutoring can play a significant role in boosting student performance among low-income students (Bayless et al., 2018; Jenson et al., 2018). Students' academic gain from ASP depends on the type of program (Ward et al., 2015). Moreover, it is suggested educational performance of students improves when the wider community volunteers, including families of vulnerable students, are participating in the educational support programs (Puigdemívol et al., 2017; McIntosh & Curry 2020). The partnership between schools and universities for tutoring and giving students the motivation for joining higher education through mentors has also shown positive educational outcomes in students (Somers et al., 2016; Delacruz & Guerra, 2018; Ljungblad & Berhanu, 2021).

However, a limited number of studies recorded weak significant effects of tutoring program on academic performance. According to Shenderovich et al. (2016), the evidence about the effectiveness of tutoring interventions is not strong. The failure to find a significant effect of tutoring could be due to contextual issues relating to program design, lack of tutor training, supervision, and amount of tutoring (Ritter & Maynard, 2008, Nichols et al., 2020). All these findings suggest tutoring programs have the tendency to maximize the educational performance of students from low-socioeconomic backgrounds if provided by trained tutors.

3.Theoretical Framework

3.1. The socio-ecological model

A large body of theories and frameworks that attempt to generate an understanding of people's behavior and environment exist. Behavioral frameworks not only pinpoint determinants of behavior but also assist in identifying potential points of intervention in social and developmental programs (McKee et al., 2002). This study adopts the socio-ecological model to explain the factors that underlie and underpin childhood education. The socio-ecological model, first proposed by Bronfenbrenner, directs attention not only to individual behavior but also to the environmental determinants behind those behaviors (Bronfenbrenner, 1977). This model is cardinal in understanding and explaining the factors that influence the prospects for a child's educational performance and the model is discussed in detail elsewhere (Härkönen, 2007). According to Härkönen (2007), the model offers five explanatory levels (see fig. 1) for understanding educational outcomes: The Chronosystem which is global and is seen as an overarching structure over the systems that lie beneath the other levels. It is a change in time, history, and development in the life course.

1)Macrosystem: Espouses national beliefs and values enshrined in the constitution, legislation, policies, and programs.

2)Exosystem: Is broader and looks at the contextual issues, for example, the public health, education, and economic system.

3)Mesosystem: Is more structural and includes schools, workplaces, safety, neighborhood service delivery, and communal norms and beliefs and practices.

4)Microsystem: looks at individual personal relationships, which among other things include friends, familial issues, and household factors.

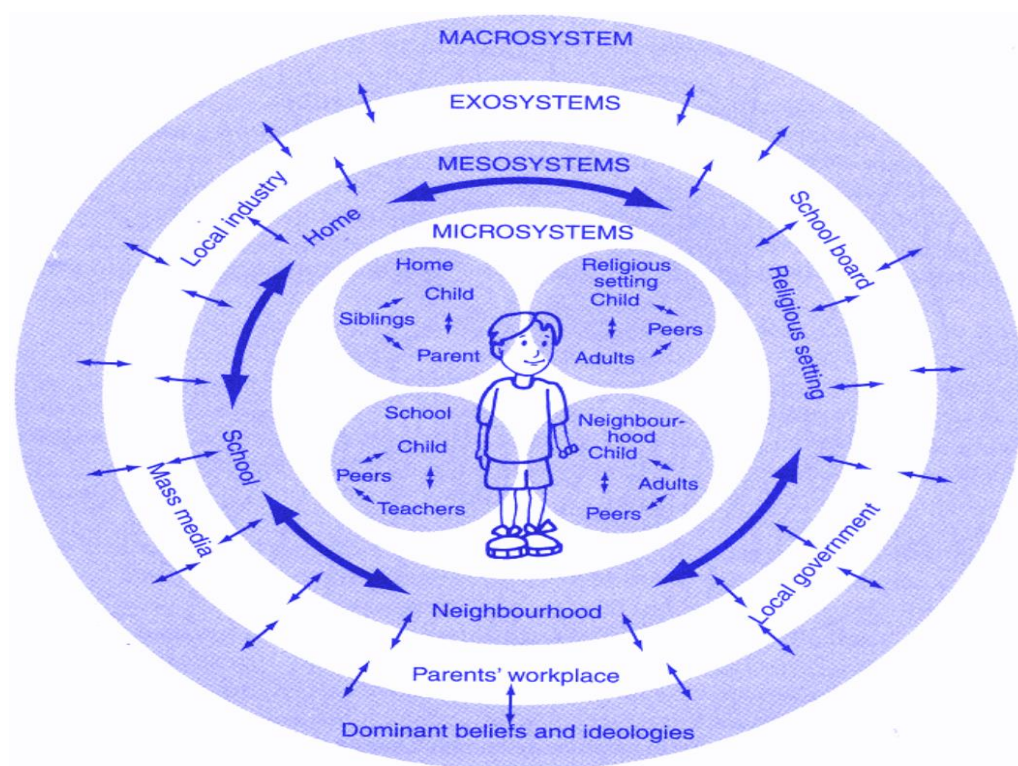


Figure 1. *The socio-ecological approach, which hypothesizes the layers of influence on a young child's development. taken from (Härkönen, 2007: p. 15)*

The model helps the thesis by enhancing the understanding of the complex factors that influence the educational performance of students from low socio-economic backgrounds. (such as social origin, neighbourhoods, peers). The socio-ecological model recognizes that no single factor alone accounts for the disparities in educational performance among young people. Therefore, the model can be used to guide and evaluate the different strategies used by programs and

interventions (Mckee et al., 2002). The model will also be presented in the empirical part of the thesis to discuss the results of young people's experience with “*Street Games Academy*”: a program promoting physical activity and academic learning in disadvantaged neighbourhoods of the Western Götaland region, Sweden.

4.Ethical consideration

Some of the ethical issues that need to be considered in evaluating the experiences of young people from low SES communities include framing age-appropriate research questions, being sensitive to the history and contexts of the participants to avoid exacerbating their situation and respecting their cultural inclinations. One way this is done is to avoid using socially exclusive and stigmatizing terms (Barbarin, 2009). It is also important to bear in mind that vulnerable groups may be denied services and opportunities due to inaccurate assessment reports. Therefore, truthfulness in generating evaluation reports ensures that the right information about the situation of low-income communities is given high attention. Furthermore, due to the lack of resources (representation, political power), low-income populations may not be able to challenge incorrect reports. For this reason, researchers and evaluators must eliminate the power difference between them and the participants by correctly reporting findings (Bledsoe & Hopson, 2009).

5.Relevance to public health science

Part A of this thesis has a large volume of literature on the link between physical activity and educational performance, the role of education as one of the social determinants of health has been evaluated as well. While there is still no consensus on the effectiveness of using physical activity and tutoring as an intervention to improve academic results among low SES students, substantial evidence has shown a strong association. The literature-based evidence has also

demonstrated the importance of considering a wide range of strategies and approaches if interventions aimed at reducing inequalities among underprivileged populations are to have success (Coombes, 2010). Furthermore, the public health relevance of this study area is anchored on the fact that education has a direct and indirect impact on health outcomes, and that it is a crucial element of SDG goals, where the path to creating a sustainable world requires knowledge, skills, values, and attitude for empowering individuals towards upward socioeconomic mobility (UNESCO, 2017).

6. Conclusion

The review has looked at the role, educational attainment plays on health, and how disparities observed in education, income and occupational rank play an interrelated role in health and wellbeing. The review on both physical activity (PA) interventions and tutoring has shown that there is still a gap in understanding the effectiveness of interventions aimed at improving educational performance among low SES students. Although the available evidence shows a positive association between PA and academic achievement, it is counteracted by numerous other research findings that suggest otherwise. The findings from previous research on the effectiveness of tutoring for low SES students also show mixed results indicating the need for further research in the study area.

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A QUALITATIVE STUDY OF YOUNG PEOPLE'S EXPERIENCES WITH THE STREET GAMES ACADEMY PROGRAM

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1. Abstract

Disparities in educational attainment and performance by income, race, ethnicity, and immigrant status are prevalent in all countries including high-income countries like Sweden. Despite the available research on the potential of physical activity (PA) and tutoring interventions for improving educational performance among low-income students, it is countered by other research findings that suggest otherwise. This study aims to explore young people's experiences with the “*Street Games Academy*”: a program promoting physical activity and academic learning in disadvantaged neighbourhoods of the Western Götaland region, Sweden. Convenience sampling was used to recruit 29 participants to three focus group discussions. The discussions focused on the participants’ experiences with the program and how physical activity and tutoring contribute to their study motivation. Thematic analysis was used as it allows to organize and describe the data in a rich manner. The NVivo qualitative data analysis software; QSR International Pty Ltd. Version 12, 2018 was used to process the data and generate themes. Based on the findings, “*Street Games Academy*” plays an important role in improving the students’ study motivation and their educational aspirations through physical activity promotion and homework help. The study found that physical activities result in better self-reported sleep and improved focus on studies. The tutoring provided by the program has resulted in improved self-reported educational performance. The findings indicate physical activities and tutoring can be used as strategies for improving educational performance among minority students from low socio-economic contexts in Västra Götaland Region of Sweden.

Keywords: *educational performance, physical activity, tutoring, homework help.*

2. Introduction

Education has a strong association with life expectancy, healthy behaviour, and wellbeing (Wu et al., 2020). It plays an important role in providing good conditions for health through widening opportunities for better employment and income (Parker et al., 2020). However, the disparities in educational attainment and performance by income, race, ethnicity, and immigrant status, are prevalent in all countries including high-income countries such as Sweden (UNESCO, 2016). In Sweden, despite a well-developed education system, major differences in educational performance are visible (SCB, 2019: p. 41). A report from the National Agency for Education has shown family background, increased school segregation, and the school's SES composition all play a role in students' results, leading to the difference in achievement in the country (Skolverket, 2018: p.11). Additionally, children of migrants in Sweden face several challenges related to language, ethnicity, and low SES that adversely affect their educational performance compared to those of the natives (Toran, 2016). Educational performance predicts adult educational attainment. Therefore, implementing interventions that maximize students' aspiration and educational performance plays an important role in leveling out disparities in educational attainment (Gottfried, 2018).

Physical activity (PA) and other academic interventions have been implemented for socioeconomically disadvantaged students in different contexts to reduce the disparities in educational performance (Verhegen et al., 2019; García-Hermoso et al., 2019; Dietrichson et al., 2017). Scientific evidence has demonstrated that PA, including aerobics for good motor skills, is important for improving the general health and educational performance of children (Ericsson, 2019). However, the suggested association between PA and educational performance has been inconsistent (Donnelly et al., 2016; Verhegen et al., 2019; Ericsson et al., 2019). This is because the educational benefits of PA are dependent on context, pedagogic variables,

psychological factors, active participation, commitment, and time which influence how much physical activity promotes educational performance (Ericsson et al., 2019). Findings from previous research on the effectiveness of tutoring suggest that tutoring programs could result in positive outcomes when conducted by trained tutors (Ritter et al., 2009; Topping et al., 2012; Jacob et al., 2016; Bayless et al., 2018; Hickey & Flynn, 2019; Parker et al., 2020). However, a limited number of studies recorded weak significant program effects of tutoring on academic performance. (Shenderovich et al., 2016), The failure to find a significant effect of tutoring has been suggested to be due to contextual issues relating to program design, lack of tutor training, supervision, and amount of tutoring (Ritter & Maynard, 2008; Nichols et al., 2020). The implication is that interventions that utilize PA and tutoring for improving educational performance must employ a comprehensive multi-factorial approach to yield reasonable results (Ericsson et al., 2019; Nichols et al., 2020).

3. The street games academy program

Considering the uneven distribution of sports activities for the young people across the city of Gothenburg, Sweden, the “*Street Games*” program was established in 2015 by “RF-SISU Västra Götaland” to promote healthy lifestyles in low socioeconomic areas. The purpose of “*Street Games*” is to create inclusive, energetic, and enjoyable meeting places in sports-weak/disadvantaged areas so people become more physically active. This will in turn make more people become leaders and role models and be strengthened in their leadership, and that more associations develop their activities in collaboration with others. In this way, “Street Games” will be established in more areas and inspire people to make a difference in their own lives and for others. Sports activities include basketball, handball, soccer, taekwondo, volleyball, parkour, and wrestling. In 2019, a branch was developed into “Street Games Academy” under the umbrella project “*Street Games*” that harnesses the power of sport to

create positive change. The transformation was necessitated by the observed differences in educational attainment due to socioeconomic inequalities in the country. Different stakeholders in the Western Götalands region collaborate in the program, including the University of Gothenburg, Chalmers University, and other higher education institutions. They work with the program in broadening their recruitment and work with volunteer university students. Volunteer university students help young people by offering support in homework and promoting participation in higher education. The young people meet with university students once per week and homework is done for two hours before the sports training. Due to the occurrence of the coronavirus pandemic, there was a need to adjust the program activities and the number of participants.

“Street Games Academy” combines PA and academic support to motivate learning and improve academic performance among participants from low economic settings. However, previous research on the effectiveness of PA and tutoring interventions for students’ educational performance shows mixed results (Robinson et al., 2005; Zief et al., 2006; Dietrichson, et al., 2017). Further research is needed to better understand the relationship between PA and tutoring interventions and educational performance among low SES students – especially from the young peoples’ perspective. Therefore, this study aims at exploring the educational benefits of tutoring and sports activities among participants in the *“Street Games Academy”* program. The study, based on the participants’ experiences of the program, will contribute to the literature.

4. Aim and research questions

This study aims to explore the experiences of young people participating in the *“Street Games Academy”* program. The aim will be fulfilled by answering the following research questions

- 1) How do young people perceive *“Street Games Academy’s”* contribution to their view on school and future studies?

- 2) How do young people experience physical activity and homework help offered by “*Street Games Academy*” in relation to their study motivation?

5. Theoretical framework

5.1. The socio-ecological model

This study relates participants' perception of the “*Street Games Academy*” program on their educational performance and future studies to the socio-ecological model. Although the primary focus of “*Street Games Academy*” is to motivate learning and improve academic performance among participants from low economic settings, the levels of the socioecological model are essential in meeting the educational needs of participants. The “*Street Games Academy*” fits in the socio-ecological model at different levels including the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

At the microsystem level of the socio-ecological model, the “*Street Games Academy*” program aims at improving individual personal relationships that include, among other things, friends, familial issues, and household factors. The program bridges the family gaps in homework help, while physical activity is a means to develop the students' social skills. This study generates an understanding of how the participants perceive “*Street Games Academy*” activities: academic support through sports activities and tutoring.

The “*Street Games Academy*” is also an initiative that provides a better learning environment for students of immigrant backgrounds from low-SES communities. At the mesosystem level, the study evaluates how the “*Street Games Academy*” improves the schooling experience, delivers better academic services, and ensures the active engagement of neighborhoods in the development of the participants. The study also generates important findings that can form a basis for improvements of the broader contextual issues such as public health, education, and economic systems situated at the exosystem, as well as positive reforms in the constitution,

legislation, policies. The finding from young peoples' experience of the "*Street Games Academy*" program can also generate a tool for policy and programming about service provision for low SES children by programs situated at the macrosystem level of the socio-ecological model.

6. Methodology

6.1. Study design

This is a qualitative focus group study. Focus groups were chosen to explore the experience of young people with the "*Street Games Academy*" program. "A focus group is a form of qualitative research performed in a group interview format" (Salkind, 2010). A focus group is best suited for this study because it leads to the generation of in-depth information about the participants' experiences and viewpoints of what they thought of the "*Street Games Academy*" and its contribution to improving their study motivation (P. Gill, 2008).

6.2. Data collection

This study was conducted in the Western Götalands region at three program locations. For anonymity and ethical reasons, the sports clubs will be labeled as A, H, and T. Convenience sampling was used to recruit participants to three focus groups. The participants' selection criteria included both males and female children with an immigrant background, aged between ten and sixteen, and from the Western Götalands region of Sweden. Sport club leaders were contacted to inform program participants about the focus group discussion and obtain a parental consent form (see appendix 1). The teenagers also signed a teen declaration form (see appendix 2). The information provided in the consent forms included the purpose of the study, why they are invited to participate, what will take place during the study, the benefits and risks of the study. Emphasis was placed on the fact that participation was voluntary and that they could refuse or withdraw at any point. Participants were also assured that refusal to participate would

not affect their access to the services they received from the “*Street Games Academy*” program. The participants were informed that the focus group discussions would be recorded, and anonymity and confidentiality would be maintained throughout the study. Consent to audio-record was obtained before the start of the focus group discussion.

The study used focus group discussions to get the participants’ experiences because it created a safe peer environment for the children (Adler, 2019; Barbour, 2010). The moderator used a focus group discussion guide that was developed and tested initially. The guide included an opening statement, open-ended questions on the following four themes: Joining the “*Street Games Academy*” program, life changes due to participation in the program, experience of physical activity and tutoring concerning study motivation, and “*Street Games Academy’s*” role on the view of school and higher education (see appendix 3). The focus group discussions were conducted in March 2021 across three-sport clubs. The children knew each other and the environment. Some characteristics of participants are presented in (Table 1). In sports clubs A and T, ethnic diversity was visible. The focus group discussion conducted by a single moderator assisted by a non-academic native Swedish translator lasted for 35-40 minutes. To reduce the introduction of bias, the translator was informed about the purpose of the project.

6.3. Data analysis

The audio recordings were transcribed verbatim. This involved transcribing and translating the audio records with the help of the non-academic translator who was initially involved in the focus group discussion. Thematic analysis was used as it allows to organize and describe the data in a rich manner (Braun & Clarke, 2006). The NVivo qualitative data analysis software; QSR International Pty Ltd. Version 12, 2018 was used in the process of coding, categorizing, and generating themes. (QSR International Pty Ltd, 2020). The whole process involved an ongoing back-and-forth reading of the data. When reviewing there was a need to merge some

themes because there was not enough data to support them. In the first step, an inductive approach that involved a close reading of the transcripts and initial coding of the content of the entire data set was used. The initial coding process resulted in codes that capture the reason for joining the “*Street Games Academy*” program, students' acknowledgment of the challenge to study at home, codes that capture the value of peer support in study motivation, the benefits of “*Street Games Academy*” program, the benefit of physical activity for study motivation, the benefit of tutoring for study motivation, sharing program experience with friends, and educational performance changes due to participation. The codes were then categorized into groups to generate seven meaningful themes presented in (Table 2). The themes emerged from the responses to the questions of how the participants’ experiences tutoring and physical activity concerning their study motivation, and what role the “*Street Games Academy’s*” played in participants' view on school and higher education. Through the interpretation of the findings, this study provides an insight into the young participants’ perceptions of “*Street Games Academy*”.

7. Results

This section presents the seven themes obtained from the focus groups. The themes are divided into two sections in relation to the research questions. The themes describe the perspectives of the young people who participated in the “*Street Games Academy*” program.

7.1. Themes related to program contribution to views on school and future studies

Meeting the need for an active, supportive learning environment

The respondents were asked to describe the reasons why they joined the “*Street Games Academy*” program. They gave a variety of reasons. However, when those reasons were

composed, they demonstrated the respondents' desire to be involved in a supportive and motivating learning environment demonstrated to be central. The following quotes illustrate that the program provided a better study environment that supported their aspirations to do better in their academic work.

"It is easier to get stuck with your phone at home but it is easier to focus here." (girl1, club T)

"You can get help here. At home, you have to do everything on your own." (girl 3, club T)

"Same as my friend, yes, I like to study with my friends and the surroundings of the court and the bouncing makes me more comfortable. And we have a lot of good students who help us with our studies too." (girl 2, club H)

"Even though we are new here, we know for a fact that when you get help from experienced people who know more about the subject, it's much easier to learn. And it's not as easy if you're at home watching YouTube clips, or asking your parents who don't know that much. It really helps when you come here. For example, here we have people who know about what I'm talking about and they can understand the questions. So, it makes a big difference." (boy 3, club H)

The responses above demonstrate that the participants felt that the learning environment created by the "*Street Games Academy*" is supportive of their studies as compared to their homes. These reasons were mainly raised by participants in club H and club T. The respondents talked about how much they got distracted while studying at home and that they could not get enough help from their parents. For those reasons, they were motivated to join the program. According to the above findings, the experience of working together with friends to find solutions to academic problems encouraged most of the students to join the program. This supported their learning process as they could get help from their peers and university students. One participant described the benefit they get from interacting with peers and getting help in their schoolwork as follows:

“I came to this program because I thought it was better. So, if I have someone with me, like my friends, and have something that I don't know in my studies which I want to know, then I have someone to talk to about it and I get help.” (girl 2, club H)

Other respondents said that the reason why they joined the “*Street Games Academy*” was that the program engages them in fun and challenging activities. For example, several students from club A gave the following responses:

“It is fun, you get to do a lot of different things, play football and play floorball” (girl 1, club A).

“It is fun. Instead of being home and just looking at the phone.” (girl 3, club A)

“If it had not been for this program, everyone would have been lazier than they are. Lie at home and do nothing.” (girl 5, club A)

The responses above acknowledge the role that the sporting activities provided by the “*Street Games Academy*” keep the students active. This, according to the findings above, transformed schooling to be more fun and enjoyable, and the environment challenged the students to be better at what they do.

Academic changes due to participation

This theme describes, in general, the changes that the participants have experienced as a result of their participation in the “*Street Games Academy*” program. The responses were based on questions if they observe changes in their life due to their participation in the program.

“The math has gotten better and I have learned new things.” (girl 4, club T)

“We learned something the school didn't teach us. It helped in the national test.”(girl 5, club T)

“Here we have people who know about what I'm talking about and they can understand the questions. So it makes a big difference.” (boy 3, club H)

However, one participant from club H felt that due to the coronavirus pandemic, the program had been closed resulting in not much change. This position is mainly attributed to the failure of the “*Street Games Academy*” program to positively impact some students primarily due to the Corona Virus restrictions on public gatherings. Therefore, the position below may be understood in that context.

“For me, it hasn't changed that much. It's basically the same because it started like last week because of Covid. It has been like we haven't had it. So, it hasn't affected me in any way.” (girl 2, club H)

Attitude towards higher education

This theme describes student attitudes on how participating in the program has shaped their view on higher education. The participants appreciate the role that volunteer university students(tutors) have in motivating future education prospects. This finding is based on the cited responses below:

“It feels good that there is help here from those who go to university. It's increasing. It provides motivation.”(girl 2, club T)

“I think it is cool to meet people from universities as well. I have seen people joining. So, I would say it's cool to see people because you hear a lot that's very hard. Of course, it may not be easy, but it is like if he can do it, I can do it.” (girl 7, club H).

“It has gotten easier at school, which makes me want to go to high school.” (girl 5, club T)

The above study finding shows that most students felt motivated and curious about higher education because of the university students who volunteer to help them with their homework.

However, some students feel they are more focused on their studies at hand. The findings are highlighted in the response below:

“I'm thinking about studying the years I have left.” (girl 5, club A)

“We are supposed to be honest, yes. I don't really think that far. I just come here and study at night like this.”(girl 2, club H)

Sense of satisfaction

This theme describes the participants' attitude towards program improvement. Most participants stated that the program is good as it is even though things are different due to the coronavirus pandemic, the program was just good as it was. When asked how the program could be improved, most participants said that they were happy with the way the program was. An example is of respondents who stated as follows:

“I do not think that you can improve something more because I think it is good as it is. Although sometimes there are very few students who come here. Yeah. So, I don't know. It is good as it is.” (girl 5, club H)

“It is good the way we have it.” (girl 1, club T)

7.2. Themes related to physical activity and homework in relation to study motivation

Significance of balancing PA and studying

This theme describes how the “*Street Games Academy*” program served as an important tool in balancing PA and study. The respondents in club H felt that the “*Street Games Academy*” created a balance between studying and training, making it easy for them to participate in sports activities. This finding was highlighted by the following responses:

“Yeah, same with the food and if you like to have a hard time coming to training, you do not have time because you need to study. You can come here. And that is a great tool for people who really need to study and get to train at the same time.” (girl 5, club H)

“It is a great opportunity for us to do it like it is up to you to balance the sport and studying.” (girl 6, club H)

Importance of getting help from others

This theme describes student attitudes on how getting help with their homework through tutoring relates to their study motivation. The findings show that being helped with homework by university students motivated them to get things done and that it was easier to study if one gets help. These findings are reflected in the following responses:

“It gets easier to finish them (homework) because I have someone like him who helps us. It's easier to finish the school homework and we are motivated to get things done. So, as I said, you're not stressed during practice, as usual, because you know that when you go home, you don't have to do studies.” (girl 4, club H)

“Doing homework is much faster.” (girl 2, club A)

The participants generally appreciated the role of tutoring and helping with the homework. They also talked about how they have reduced the use of their mobile phones. These findings are based on the responses cited below:

“Oh! I think it has made it easier for me. Like, I hate studying at home. It just distracts me, and I do not like being home when I study. So, I like being able to be here with my friends. I like to get help from others. It is a great opportunity, and I am really happy that we're doing this.” (girl 7, club H)

“In my opinion, things have gotten better. I do not use my cell phone as much.” (girl 3, club T).

The study findings above show that getting tutorial help with homework has improved students' academic work. The program has given them a safe and supportive environment where they are motivated to work hard and complete their targets and do better at their schoolwork. This, according to the results above, is because getting help with homework has made school a little easier.

Importance of movement

This theme describes students' experiences on how sports activities affect their study motivation. The respondents were asked to give their opinions about the role of the physical activities provided in the sports clubs for their study motivation.

The findings from this question indicate that the sports activities helped the students to have a better focus on schoolwork and help them to have better sleep leading to adequate rest. Some of the participants from different clubs stated as follows:

“I focus better after practice.” (girl 5, club T)

“If I run off here, it'll be easier to fall asleep instead of just running around at home. I fell asleep easier.”
(girl 5, club A)

“When you run off here, it feels easier than just going to school. You fall asleep easier and wake up brighter. It feels like a long day when you're just going to school.” (girl 6, club A)

In general, the responses above add to the study's findings which indicate a positive rating of physical activity's role in focusing better on studies, resting better, having a clearer mind, and feeling better. The respondents also felt that the “*Street Games Academy*” created a balance between studying and training. This finding was highlighted by the following responses:

“Yeah, same with the food and if you like to have a hard time coming to training, you do not have time because you need to study. You can come here. And that is a great tool for people who really need to study and get to train at the same time.” (girl 5, club H)

“It is a great opportunity for us to do it like it is up to you to balance the sport and studying.” (girl 6, club H)

Additionally, the participant’s response cited below (boy 3, club H) shows that the physical activities provided by the “*Street Games Academy*” are supported by some parents and the student is happy to adhere to them because of the value they add to one’s academic performance is confirmed by the parent.

The participant stated as follows:

“Um...well...uh...when I practice running and doing physical activities, it is like I first rest my mind. So, it is easier for me to think and focus on, for example, studies now. And my dad has always pushed me to start a physical activity because when he was young that helped him. So, he helped me to know that it is easier for me to study and to remember stuff that I could not remember earlier if I exercise.”

8. Discussion

This study explored the experience of young people participating in the “*Street Games Academy*” program. Based on the findings, students have reported physical activity and homework assistance helped them with their study motivation. The participants have reported that they use their phones less, sleep better, and it is easier for them to go to school due to the program's sports activities. The study findings confirm evidence from previous research demonstrating that lifestyle behaviours such as physical activity, sleep, and screen time are strongly associated with student academic performance (Faught et al., 2017). The findings are also in tandem with previous research indicating that inadequate sleep leads to more daytime

sleepiness, inattention, and cognitive impairments (Schmidt & Van Der Linden, 2015). Therefore, the sports activities provided by the “*Street Games Academy*” are perceived to benefit the participating students, resulting in being more active within and outside school as well as improved focus after training. This finding is in line with the study by Tine (2014), where acute aerobic exercise was found to improve focus on important visual inputs while repressing other irrelevant inputs. On the contrary, the result about improved focus on studies due to involvement in physical activities contradicts the findings by García-Hermoso et al. (2020). The differences may be explained by the methodological approach and the amount of physical activity intervention.

The study findings also show that receiving help on homework from university students motivated the participants to get things done and that it was easier to study. Consequently, participants reported better academic outcomes, attributed to their involvement in the “*Street Games Academy*”. The study finding is supported by evidence from a similar study performed in the US; using community-based ASP including academic tutoring and homework help for 45 minutes at least once per week, located in low-income and racially segregated neighborhoods. The community-based ASP study, just like the current study, found improved outcomes in participants' educational outcomes in subjects like mathematics (Jenson et al., 2018). Additionally, the findings of the current study show that the students were ambitious about improving their academic performance but did not get much help with homework from their parents/guardians at home. Therefore, they were motivated to participate in the “*Street Games Academy*” because now they had academic help at their disposal and that they did not have to worry about the phone and home distractions. It has been argued that students may have the right attitude and drive towards schooling, but that would be altered by the SES (education and income level) of the parents or guardians (Nygård, 2017). Based on the findings of this study, the “*Street Games Academy*” program has filled the gap by providing an environment

where participants feel supported by peers and volunteer university students. The findings are in line with evidence by Ljungblad & Berhanu (2021) showing that a supportive environment for immigrant youth, where they received mentorship and homework help from volunteers improved their academic engagement levels and enhanced social inclusiveness.

Despite few respondents expressing neutrality about the significance of the “*Street Games Academy’s*” contribution to their view on school and future educational aspirations, most participants commended the program. The participants appreciated the role that volunteer university students (tutors) have in motivating future education prospects. Based on this finding, “*Street Games Academy*” plays an important role in improving the students’ study motivation and their educational aspirations through PA and homework help. In addition, the program has provided the participants an environment that helps them to focus by limiting mobile phone distraction and finding a social circle that encourages them in studying and fun sports activities.

Viewing the results of the study using the socio-ecological model exhibits the way the program has affected the participants and their environmental conditions at the different levels of the model (microsystem, mesosystem, exosystem, macrosystem) which interact and depend on each other. At the micro-level, the “*Street Games Academy*” program, using physical activity and homework help as a tool, has developed participants’ educational and social skills by creating a supportive environment. The program also bridges the family gaps in homework help faced by immigrant students from low-SES communities. At the mesosystem, the program as a community project ensures the active engagement of neighborhoods by creating partnerships with sports clubs and local universities to improve the schooling experience of the participants. The program has created future educational norms and aspirations among young people through their interaction with university students. At the exosystem level, the participant’s experience has shown the need for improvements in schools located in low-SES communities. The findings

can also serve as tools for other programs and policymakers at the macrosystem level in initiating services like “*Street Games Academy*” in disadvantaged neighbourhoods of the country. The “*Street Games Academy*” program is contributing to participants’ study motivation and future educational aspiration by addressing gaps in the microsystem, mesosystem, and exosystem levels of the socio-ecological model.

9. Strength and Limitations

The current study can fill the gap in the field of educational interventions providing physical activity and tutoring for low-SES students. The findings can be a resource to program leaders, schools, universities, and other community members, in providing information about how the program “*Street Games Academy*” affects the lives of students living in disadvantaged neighborhoods. However, the study has its limitations. First, the introduction of potential bias because of the use of translators. The use of a translator on some questions might have led to the framing of leading and straightforward questions for easy translation, resulting in the introduction of bias. In addition, the convenience sampling technique used led to the enrollment of a few study participants and imbalance in terms of gender involvement. Finally, the researcher is of immigrant background, a factor that contributed to the strength of the study in building relationships with the youth in the interviews and with their experiences. However extra reflexivity needed to be exercised in the interpretation of its findings.

10. Conclusions and implication

There is enough evidence to show the impact of social determinants of health and how health promotion as a discipline helps improve the health of the population. Nevertheless, for every context, there is the need for evaluation at all levels, also we can use different sources to justify if our interventions that aim to level out inequality have been effective (Coombes, 2010). The study findings have shown that participation in the “*Street Games Academy*” program which includes physical activity and homework assistance improves study motivation and the desire to pursue future higher education. The study has found that physical activities result in better sleep and improved focus on studies. The tutoring and homework help provided by the “*Street Games Academy*” has resulted in supporting students achieving their school goals. Most of the students are also motivated by the university volunteer tutors to aspire for higher education in the future. The perspectives of young people as informants and social actors with their own identity in a specific context is an important element. It is in this stage that they deal with important questions about their life, principles, future occupation or career, and goals. (Buckingham, 2008: p. 2) Therefore, the findings of this study form a strong basis for educational program designers, policymakers, and research.

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Tables

Table 1: Description of the participants in the clubs

Name of club	Age range	Boys	Girls
Sports club A	10-13	3	10
Sports club H	15-16	2	6
Sports club T	12-15	0	8

Table 2: Themes generated from focus group Street Games Academy

Nodes\\Nodes

Name	Description	Files	References
Significance of balancing PA and studying	A theme describing students feeling towards the offer of both Physical activity and homework help	1	5
Academic changes due to participation	A theme describing observed shift because of participation in the program	2	5
Importance of getting help from others	This theme describes and contains sub-themes about what student feel about receiving homework help	3	25

Appreciate help	A sub-theme describes acknowledgment about the need for homework help	3	16
Easier to study	this sub-theme describes student feelings on getting homework help	3	8
Sense of satisfaction	A theme describing how students feel towards improving the program	2	3
Importance of movement	This theme describes students' attitudes on what benefits physical activity brings towards their study.	3	10
Meeting the need for an active, supportive learning environment	This anchor theme contains themes that describe student reasons for participating in the program	2	19
Being able to focus	A sub-theme describing student attitude towards studying at SGA environment	2	8
Difficult to study at home	This sub-theme describes how students feel about studying at home	2	8
Study with friends	A sub-theme describing peer support in the SGA environment	2	3
Attitude towards higher education	This theme describes students view on higher education after joining the program	3	9

Appendix

Appendix 1: Parental consent form



UNIVERSITY OF GOTHENBURG THE SAHLGRENSKA ACADEMY

Föräldrars samtycke för föräldrar till unga studenter som deltar i studien "Ungdomars erfarenhet av" Street Games Academy ": en kvalitativ studie

Syftet med studien

Denna studie kommer att utvärdera ungdomars uppfattning i förhållande till "Street Games Academy", ett program som främjar fysisk aktivitet och akademiskt lärande i kulturellt olika delar av Göteborg, Sverige. I den här studien kommer vi att prata med pojkar och tjejer som deltar i "Street Games Academy" om sina erfarenheter. Med tanke på att ungdomarna är de främsta mottagarna av den tillhandahållna tjänsten är deras åsikt mycket viktigt för att förbättra programmens kvalitet. När en studie involverar barn ombedes föräldrarna ge tillstånd. När du har läst mer om studien och om du godkänner kommer jag att be ditt barn att underteckna en samtyckesförklaring. Det innebär att barnet väljer själv att delta oberoende av vad förälder vill.

Deltagande i studien

Det är ert val om ni vill låta ert barn delta i denna studie. Om du samtycker till att ditt barn deltar, skriv på bifogat formulär om samtycke. Du måste inte godkänna att ditt barn kan prata med mig. Du kan välja att säga nej och de tjänster som hon/han får från programmet ändras inte. Jag vet att beslutet kan vara svårt när det handlar om dina barn. Du kan ställa så många frågor du vill och jag tar mig tid att svara på dem.

Vad ska ditt barn göra?

Vi kommer att utföra en fokusgruppsdiskussion så att det finns en säker miljö för barnen. Din dotter/son kommer att delta i en diskussion med 6 andra ungdomar, projektledaren för "Street Games Academy" och jag själv. Flickorna och pojkarna kommer att intervjuas i separata grupper. Diskussionen styrs av mig och Hanna Johansson från RF-SISU Västra Götaland och den kommer att pågå i cirka 45 minuter.

Gruppdiskussionen börjar med att vi ser till att deltagarna är bekväma. Vi kommer också att svara på frågor om studien de kan ha. Under de första tio minuterna för att lugna barnen låter vi dem skriva namn på namnetiketter och vi kommer alla att presentera oss själva och vad vår favoritsport och favoritämne är och hur länge de har deltagit i SGA. Vi fortsätter sedan med att fråga dem om deras erfarenhet av "*Street Games Academy*", vad de gillar och inte gillar med det. Nästa fråga kommer att vara om varför de bestämde sig för att gå med i programmet och deras erfarenhet av fysisk aktivitet och handledning i förhållande till deras studiemotivation och hur detta har påverkat deras studieliv. Vi kommer också att fråga om hur de ser på högre utbildning och vilken roll "*Street Games Academy*" spelade i deras syn. Till slut kommer vi att fråga dem om de kan berätta för oss vad vi kan göra för att förbättra programmet och om det finns något annat de vill diskutera.

Finns det några risker?

Vi ansvarar för att skapa en trygg och säker miljö för barnen. Vi kommer inte att be dem att dela personliga berättelser eller något som de inte tycker om att dela.

Finns det några fördelar?

Ditt barns deltagande kommer sannolikt att hjälpa oss att ta reda på mer om programmets styrka och svaghet. Förhoppningsvis också vilken typ av stöd ungdomar behöver för att motiveras till ökade studieresultat.

Sekretess

Vi kommer att be ditt barn och andra i gruppen att inte prata med personer utanför gruppen om vad som sagts. Vi kommer med andra ord att be varje deltagare att hålla det som sagts i gruppen konfidentiellt. Du bör dock veta att vi inte kan stoppa eller hindra deltagare som var i gruppen från att dela saker som borde vara konfidentiella. Hela diskussionen kommer att spelas in, inspelningen kommer att förvaras hos mig. Den inspelade informationen är konfidentiell och ingen annan än personerna i rummet får lyssna på inspelningen. Inspelningen kommer att förstöras efter att studien är klar. I slutet av studien kommer vi att dela det vi har lärt oss med deltagarna och med samhället. I slutrapporten kommer jag att citera några viktiga punkter från deltagarna men ingenting kommer att tillskrivas med namn. En skriftlig rapport kommer också att ges till deltagarna som de kan dela med sina familjer. Programmet "*Street Games Academy*" och Göteborgs universitet ansvarar för ditt barns personliga information

Annan information

Studien kommer att utföras av Megdelawit Ayele Shomoroo, en folkhälso student vid Göteborgs universitet. e-post: gusshomme@student.gu.se tel: 0724492353.

Om du har några frågor angående studien, vänligen kontakta

- Hanna Johansson från RF-SISU Västra Götaland, projektledare för ”Street Games Academy” E- post: hanna.johansson@rfsisu.se tel: 0709-265882.

Fyll i formuläret nedan om du ger ditt samtycke till att ditt barn ska delta i studien. Även om du ger ditt samtycke kan ditt barn när som helst dra sig tillbaka utan att ange en anledning. Du kommer att få en kopia av samtycke formuläret och informationsbladet.

Tack för att du överväger vår begäran!

SAMTYCKEFORMULÄR

Här godkänner du ditt barns / barns deltagande

Läs följande text för att säkerställa att du har fått viktig information om studien.

- Jag har informerats om att mitt barns deltagande är helt frivilligt. Mitt barn har friheten att när som helst dra sig ur studien utan att ange skäl. Att välja att inte delta i studien har inga negativa konsekvenser för mitt barn.
- Jag har läst informationsbladet och forskningsstudien har förklarats för mig. Jag har haft möjlighet att ställa frågor om studien. Om jag har fler frågor vet jag vem jag ska kontakta.

Jag bekräftar min vilja för mitt/mina barn att delta i studien. Ja ☐

Fyll i din personliga information:

Förnamn: _____

Efternamn: _____

Ditt barns namn: _____

Telefon nummer: _____

Gatuadress: _____

Lägenhet nummer: _____

Postnummer: _____

Stad: _____

Signatur: _____

Datum _____

Appendix 2: Teen declaration form



UNIVERSITY OF GOTHENBURG THE SAHLGRENSKA ACADEMY

Försäkran om samtycke för barn i studien "Ungdomars erfarenhet av" Street Games Academy ": en kvalitativ studie

Om det finns något du undrar över i denna text, be dina föräldrar att förklara det för dig innan du går med på det.

1. Jag har informerats om att i denna fokusgruppsdiskussion kommer jag att dela min erfarenhet om "Street Games Academy", detta kommer att inkludera varför jag bestämde mig för att gå med i programmet, min erfarenhet av programmets aktiviteter och dess relation till min studiemotivation. Även vilken roll programmet har haft på min uppfattning om hur jag ser på skolan och högre utbildning.
2. Jag har informerats om att mina personuppgifter kommer att samlas in, fokusgrupps diskussionen kommer att spelas in och den information som spelas in är konfidentiell. Ingen annan än personerna i rummet får lyssna på bandet och inspelningen kommer att förstöras efter att studien är klar.
3. Jag har informerats om att i slutet av studien kommer informationen från fokusgrupps diskussionen att delas med samhället men ingenting kommer att tillskrivas med namn.
4. Jag har informerats om att data från fokusgruppen kan utvärderas tillsammans med andra fokusgrupper i studien.
5. Jag är medveten om att jag deltar i fokusgrupps diskussionen frivilligt. Jag vet att jag kan gå ur studien när som helst utan att ange någon anledning. Om jag väljer att inte delta kommer det inte att påverka hur jag behandlas i programmet på något sätt.

Ditt namn _____ Underskrift _____

Datum _____

Appendix 3: Focus group guide



UNIVERSITY OF GOTHENBURG THE SAHLGRENSKA ACADEMY

Focus group guide

Opening statement: Hello and welcome. Thank you for participating in this focus group. My name is Megdelawit Ayele, I am a student at Gothenburg university I'll be leading you through this session today and Hanna Johansson will help me with the translation. You probably already have a good idea of why we asked you here, but I am going to go over it again briefly.

We want to talk to you about your experiences with "Street Games Academy". Your opinion is very important for us in order to improve the quality of the program. Remember, your answers are confidential, no one outside this room will know what you, in particular, said because your name will not be associated with your responses. The conversation will be audio recorded so that i dont miss anything you say for transcribe it later. The recording will be kept safely with me. The transcribed notes of the focus group will contain no information about specific personal information about you. Remember, your participation is voluntary and you are free to stop participating at any time. Does anyone have any questions so far?

Question Guide

INTRODUCTORY QUESTION	Can you please tell us about your experience(how it feels like to be part of) “ <i>Street Games Academy</i> ”? <i>What do you like and do not like about it?</i>
TRANSITION QUESTION	Can you tell us briefly about what made you decide to join, and what you talk about when you tell your friends about “ <i>Street Games Academy</i> ”?
FOCUS QUESTIONS	<p>In what way has your life changed because of your participation in “<i>Street Games Academy</i>”?</p> <p>What is your experience with physical activity and tutoring in relation to your study motivation?</p> <p>How do you view school and higher education? Can you tell us what role “<i>Street Games Academy</i>” played in your view?</p>
SUMMARISING QUESTION	We want to improve the program to assist more young people, think back on your experience and our discussion today and tell us what we can do to improve our program “ <i>Street Games Academy</i> ”
CONCLUDING QUESTION	Is there anything else that anyone feels that we should have talked about but didn't?
REMARKS	Thank you so much for your participation