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Acknowledgments

I would like to extend a message of thanks to everyone who assisted in this thesis’ completion, especially the personnel from basketballscotland, We Play Together, The University of Edinburgh and the broader Scottish basketball community. Another mention is for my fellow doctoral candidates, JunJay Lin and Kaitlin Simpson, for their friendship, hype, and knowledge exchanges along the way. I would also like to acknowledge Gillian Savory, my former high school English teacher, whose time and energy proved invaluable in completing this thesis.

A special note of thanks is reserved for Professor Dr Grant Jarvie for his ongoing advice, belief, encouragement and support together with the opportunities he has provided for career and personal development. A second round of thanks goes to Dr Davies Banda for his comments and understanding. Most of all, I would like to thank Davies and Grant for the general banter, positivity and stories shared during our catch-ups and meetings. While these two individuals were regarded as my supervisors, I personally consider these gentlemen above all else to be my good friends, with whom I hope to stay in touch and continue the comradery which has existed since our very first meeting and endured until our last. Another mention goes to Emeritus Professor Wray Vamplew for his conversations and insights with our regular discussions making the overall process all the more enjoyable. Lastly, my gratitude is also extended to Dr Gavin Reid, Dr Jung-Woo Lee and Professor Joseph Maguire, who in assuming the role of chair and examiners for the viva, provided a valuable discussion around the thesis whilst offering helpful considerations for the future.

I would also like to express my utmost appreciation to my family as without them I would not be where I am today. My family have helped open doors that were beyond my wildest dreams, and which I thought were out of my capabilities. For that, I am eternally grateful. Firstly, I would like to thank my parents, Bruce and Shona Walker. Without their support over the last three years, this PhD would not have been possible. I would like to acknowledge my brother, Scott Wilson-Walker, who not only introduced me to basketball but came with me to my first ever training session. Ever since, Scott has continued to encourage and prompt me to remain involved in basketball. My gratitude is also given to my grandparents, particularly Douglas Spence, who, although no longer with us, motivated me to pursue
education and sport to the highest level possible. My last mention goes to my guide daughter and niece, Anna Wilson-Wilson, alongside any other future nieces and nephews who I hope will likewise pursue what makes them happiest in life.

My greatest, heartfelt thanks is reserved for my mother, Shona Walker. Had it not been for her dedicating more than a decade to being my basketball team’s voluntary club secretary, my personal driver and biggest fan, then I would never have achieved everything that I hold most dearly in life. Nor would the future that lies ahead be possible. The resultant thesis is a testimony to all who have helped me in my life’s journey to date, especially that of my family’s countless sacrifices and overall diligence.
Abstract

This thesis investigates the potential of basketball as a tool for development in Scotland. It provides an original conceptual synthesis of knowledge that offers a critical narrative concerning the evolving relationship between basketball, development, and society alongside the limits and possibilities of basketball in Scotland. The study adopts the interpretivist paradigm alongside qualitative methodology. It consists of an exploratory mixed-methods approach which utilises audio-visuals, documents and reports alongside semi-structured interviews and embeds a case study design. The research comprises four empirical chapters: The Development and History of Basketball in Scotland; Grassroots Basketball in Scotland: basketballscotland; Community Basketball in Scotland: Blaze Basketball Club; and Professional Basketball in Scotland: Caledonia Gladiators Basketball Club. Findings indicate that basketball helps develop people, communities and nations through capability building processes. To generate optimal developmental outcomes through basketball, a collaborative, democratic, intentional, person-first, community-driven, needs-motivated, ground-level led system bound by connections alongside relationships, underpinned by passionate people is required. The earlier people are introduced to basketball and the longer they remain in basketball environments, the greater the potential for developmental outcomes. To maximise results, basketball in Scotland must address its main limitations: funding; lagging opportunities; participatory barriers; Scottish basketball’s disjointed community, nature, positionality, and system; alongside Scotland’s sporting culture.

Key Words: Basketball; Capability; Culture; Development; Scotland; and Society.
Lay Summary

Coronavirus has afforded the world a one-off opportunity to reassess and restructure the future in more egalitarian ways. Evidence suggests that Scotland’s inequality gap, alongside other prevalent social issues, is worsening, and that sport can play an important role in helping address societal problems. With basketball currently underutilised in Scotland, this thesis prompts society to reflectively consider basketball’s position. Compared to other sports, basketball is unique because it was invented with the intentions of being a sport to positively transform people’s lives to the point that, since inception, it has been employed for that reason and has proven effective in generating developmental outcomes worldwide. To outline this rationale and understand the sport itself, the investigation seeks to determine basketball’s capabilities as a tool for development in Scotland.

The research questions facilitate an original investigation of the relationship between basketball, development, and society alongside the limits and possibilities of basketball in Scotland. The three case studies represent Scottish basketball’s core components surrounding community, grassroots and professional basketball. Through a series of individual elements alongside collective factors, this thesis provides a basis for understanding what is currently happening in Scottish basketball and how it can move forward. While the investigation provides an original conceptual synthesis which provides an understanding of research and knowledge that focuses on basketball in Scotland, results can be applied to individuals, groups, and countries universally.

With limited existing research regarding basketball in Scotland, this study draws upon four fields of research: development; sport-for-development; basketball-for-development; and sport in Scotland. Whilst incorporating the various subject matters, the thesis is grounded in Sen’s (1999) capability theory. One of the original contributions to knowledge afforded by this thesis is that it has applied capability theory to sport in Scotland for the first time. It has also expanded on what is a small body of work surrounding basketball-for-development whilst introducing a new sub-field regarding basketball within sport in Scotland. Despite this thesis providing an in-depth investigation, there remains the need for further research into these three components.
The findings suggest that basketball is a tool for development which enables individual, community and national potential. To generate optimal developmental outcomes through basketball, basketball environments require a collaborative, democratic, intentional, person-first, community-driven, needs-motivated, ground-level led system bound by connections alongside relationships, underpinned by passionate people. To heighten results, basketball in Scotland must address its main limitations: funding; lagging opportunities; participatory barriers; Scottish basketball’s disjointed community, nature, positionality, and system; alongside Scotland’s sporting culture. The earlier people are introduced to basketball and the longer they remain in basketball environments, the greater the potential for developmental outcomes. Basketball is most optimally implemented and delivered through educational institutional networks and partnerships. The extent to which capabilities are built through basketball in Scotland depends on seven factors: the individual and community; participatory opportunities; the opportunities’ environment; environmental consistency; environments’ developmental intentionality; other stakeholders (coaches/fellow participants); and follow-up mechanisms. Given basketball’s value to Scotland, the findings highlight the need for greater funding and support for basketball.
Abbreviations

ABAS – Amateur Basketball Association of Scotland
APPG – All-Party Parliamentary Group
ASN – Additional Support Needs
BBC – The British Broadcasting Corporation
BFC – Basketball-for-Change
BDP – Basketball for Development and Peace
BFD – Basketball-for-Development
BBF – British Basketball Federation
BBL – British Basketball League
BLL – Basketball League Limited
CA – Capability Approach
CPGHI – Cross Party Group on Health Inequalities
BFD – Basketball for Development
EU – European Union
FIBA – International Basketball Federation
GB – Great Britain
GCC – Glasgow City Council
GDP – Gross Domestic Product
GVA – Gross Value Added
IBF – International Basketball Foundation
IMF – International Monetary Fund
IOC – International Olympic Committee
IYMATS – International Young Men’s Association Training School
MBE – Member of the British Empire
MDG – Millennium Development Goals
MIM – Murray International Metals
MLB – Major League Baseball
MT – Microsoft Teams
NACWG – National Advisory Council on Women and Girls
NBA – National Basketball Association
NFL – National Football League
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>NCAA</td>
<td>National Collegiate Athletic Association</td>
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<tr>
<td>NGB</td>
<td>National Governing Body</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organisation</td>
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<tr>
<td>NRS</td>
<td>National Records of Scotland</td>
</tr>
<tr>
<td>OBE</td>
<td>Order of the British Empire</td>
</tr>
<tr>
<td>OLY</td>
<td>Olympian</td>
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<tr>
<td>OSC</td>
<td>Official Supports Club</td>
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<tr>
<td>PPS</td>
<td>Places for People Scotland</td>
</tr>
<tr>
<td>POW</td>
<td>Prisoner of War</td>
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<tr>
<td>RDO</td>
<td>Regional Development Officer</td>
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<tr>
<td>RITC</td>
<td>Rocks in the Community</td>
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<tr>
<td>SAMH</td>
<td>Scottish Association for Mental Health</td>
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<td>SCPR</td>
<td>Scottish Council for Physical Recreation</td>
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<tr>
<td>SDG</td>
<td>Sustainable Development Goals</td>
</tr>
<tr>
<td>SDP</td>
<td>Sport for Development and Peace</td>
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<tr>
<td>SFC</td>
<td>Sport for Change</td>
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<tr>
<td>SFD</td>
<td>Sport for Development</td>
</tr>
<tr>
<td>SIMD</td>
<td>Scottish Index of Multiple Deprivation</td>
</tr>
<tr>
<td>SME</td>
<td>Small-medium Enterprises</td>
</tr>
<tr>
<td>SNP</td>
<td>Scottish National Party</td>
</tr>
<tr>
<td>SSF</td>
<td>Scottish Sport Futures</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
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<tr>
<td>UNGA</td>
<td>United Nations General Assembly</td>
</tr>
<tr>
<td>UNODC</td>
<td>United Nations Office on Drugs and Crime</td>
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<tr>
<td>WBBL</td>
<td>Women’s British Basketball League</td>
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<tr>
<td>WPT</td>
<td>We Play Together</td>
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<tr>
<td>YMCA</td>
<td>Young Men’s Christian Association</td>
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Key Terms

Capability – An approach towards development which concerns expanding opportunities and possibilities which people can do and be via recognition of an existing inequality gap within different capabilities worldwide that has prompted uneven development.

Community – A social-based network of interacting individuals who are usually located in one specific area or a human association where members share ideologies and strive to realise common objectives.

Culture – The collective inherited beliefs, ideas, knowledge, and values which form the shared bases of social action.

Development – A multi-dimensional process whereby there is a change from a less desirable state to a more desirable position.

Freedom – A state of living which entails being developed through having the ability to live the desired life that people choose for themselves.

Government – A distinct set of political institutions whose primary focus is organising and governing, under perceived shared common interests, a delimited territory.

Nation – A body of people united by commonalities who inhabit a particular state.

Society – The social relationships among organised groups of humans or animals.

Sport – Various forms of physical activity whether that be casual, competitive, organised, or indigenous, and thus expresses or works towards improvements within physical fitness, mental wellbeing, social relationships, and performance results.

Sustainability – The development procedures which meet the needs of the people presently without compromising that of the future generation’s abilities to likewise meet their own requirements.
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The Context (Part A): Scotland, Scene Setting and Existing Literature

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“It’s my hope that this report provides the necessary spark for a radical rethink about what outcomes we want to see from the money we invest in sport, the value we invest in each and, therefore, how sport funding is allocated. Gold medals are nice ... but changing someone’s life for the better – that’s a real slam dunk.” - Sharon Hodgson, Member of Parliament (APPG, 2014a: 1)

Introduction

In an era of low-cooperation and low-growth, society today faces both new and familiar challenges which threaten human, community and societal development alongside future resilience and security (World Economic Forum, 2023). Coronavirus (Covid-19) has provided an opportunity to reflect, re-imagine, redefine, and reshape the world in ways more equitable and just for the future (Schwab and Malleret, 2020). Research by Congreve (2021) alongside the Scottish Government (2022) displayed Covid-19’s impact whilst McCrone (1992; 2002; 2017) flagged Scotland’s worsening inequality gap alongside other prevalent social issues requiring intervention and Riddoch (2014; 2017; 2020; 2023) highlighting how Scotland must embrace change to flourish. With evidence showing that culture and society alongside Covid-19 created inequality, society must help resolve it. A window currently exists to think reflectively about sport’s position and role in Scotland. This thesis addresses the situation by promoting basketball as a tool in enabling Scotland’s potential. Sen’s (1999) capability theory grounds the research, assessing, informing, and rationalising conceptual and empirical content whilst reflecting Scottish basketball’s current endeavours. In this investigation, the term field refers to an inter-disciplinary accumulation of research which combines broad ranging sources from diverse bodies of knowledge. This breadth helps hone the study, making it analytical, original, and substantive.

Existing as a social good and bad, the author recognises sport’s complexity and multifaceted nature. Sport is conceived as a living example of Bourdieu’s (1977) habitus; a subjective, non-individualistic system comprising internalised structures and schemes surrounding action, conception, and perception common among all group members. Sport as a site of community and public affairs reflects Putnam’s (1994) findings regarding how features of social organisation (networks/norms/trust) promote coordination and cooperation for mutual
benefit, producing social capital whereby successful applications can lead to social mobility. These conceptualisations are important to development through sport because as Coleman (1988) established, social capital is a resource for action, helping introduce social structure into rational action paradigms. Sport can be a key facilitator for social good because it reconstitutes relevance whilst providing bases for purposive action through enabling movement from different levels of individual actions to macrosocial functionings in relation to system behaviours (Coleman, 1986). Sport is an environment for equality of opportunity to people across the social spectrum, existing as a popular representation of rational choice which supports developmental processes (Coleman, 1968; Coleman and Farraro, 1992; Sen, 1999).

Despite sport’s benefits, a dark side exists. Literature advanced social capital as a social good for individuals and groups, yet mobilising actions and resources to support someone can be harmful to another through catalysing social exclusion or increasing social inequality (Bourdieu, 1980; Field, 2008). Sport’s social networks are also utilised for non-altruistic purposes including commercialisation, control, monetisation, and power with sport used as a vehicle for and of corruption (Andreff, 2019). However, this should not detract from sport’s ability to achieve the common good (Jaede, 2017). In this thesis, the researcher highlights moments when basketball reflects sport’s dark side, however, through analysing basketball in Scotland, it proposes basketball as a social good with the positives outweighing the negatives. The investigator describes basketball as an alchemy; a process of combination, creation, and transformation. Among many ways, this is achieved through creating and improving social capital (Putnam, 1994). However, this study does not leverage basketball as a nostrum, but rather a tool which can help produce prosocial outcomes when applied conjunctively alongside other developmental mechanisms. Having introduced the thesis rationale, this chapter discusses the research’s background, originality, argument, and outline.

Background

Development has a longstanding history with Collier (2007), Horner (2019), Nutt (2011), Pieterse (2010), Rawls (1971), Rose (1999), Seers (1963) and Sharma (2008) advancing knowledge. Sen (1999) reminds us how people worldwide suffer variational unfreedom with more developed countries having disadvantaged people lacking basic opportunities. This includes Scotland (McCrone, 2017). These disadvantaged groups’ longevity resembles third world nations with social inequality afflicting individuals and
communities’ lives by restricting or ending substantive freedoms (Sen, 1999). These deprivations are repressive handicaps impeding human and societal freedom. The solution requires more freedoms, not less (Sen, 1999). Like Sen (1999: 36), this thesis views freedom’s expansion as development’s primary end and principle means, and the “constitutive role” and “instrumental role” of freedom in development via enriching people’s and communities’ lives. In this research, development is defined as “the process of expanding human freedoms” (Sen, 1999: 3). People and communities’ “capability” are alternative feasible combinations necessary to reach desired lifestyles (Sen, 1999: 75). A “capability set” comprises multiple functioning vectors (individual capabilities) people select when needed (Sen, 1999: 75). Functionings are components people place value upon being or doing, including active community participation or being healthy (Sen, 1999). The evaluative focus is “realized functionings” (what people can do) or the capability (people’s real opportunities) (Sen, 1999: 75).


While this study acknowledges authors who advanced development, it recognises contributions to sport through culture and society by Maguire et al. (2002) alongside Jarvie, Thornton and Mackie (2018) with Jarvie et al. (2000) reflecting sport in Scotland. Brunner and Watson (2015) supplement these texts, denoting capability and Scotland. These materials provide foundations for thinking with and against traditional sports conceptualisations. The gap in literature concerns basketball, development, and society within the Scottish context. This requires consideration collectively. Only Amara et al.’s (2005) investigation into asylum
seekers and refugees’ social inclusion through sports including basketball alongside Coalter’s (2013c; 2016) sport-for-change (SFC) programmes’ observations and Reid’s (2016) discussion of social enterprise in basketball exist. Multiple studies mention basketball within Scottish schools Physical Education (PE) curriculum (Boyce and Quigly, 2003; Gray and Sproule, 2011; Gray et al., 2018; Gray, Sproule and Wang, 2008; Horne et al., 2011; 2014; Kirby, Levin and Inchley, 2012; Kirby, Levin and Inchley, 2013; Knowles, Niven and Fawkner, 2011; Laird, Fawkner and Niven, 2018; Lamb, Oliver and Kirk, 2018; Levin and Inchley, 2013; Nicholls et al., 2015; Niven, Henretty and Fawkner, 2014; Roberts, Gray and Miñano, 2020; Teraoka and Kirk, 2022; Wallace, Buchan and Sculthorpe, 2020; West et al., 2002). Yet, no paper focuses on basketball in Scotland. Having introduced the thesis’ background, its originality succeeds.

**Originality**

Originality constitutes three forms: empirical; methodological; and theoretical. This thesis contributes empirically with further offerings in proposition and synthesis. It supplies an original body of evidence and theory in two parts, becoming the first study to investigate basketball in Scotland, but also through a development-capability lens. No study of Scottish basketball has been grounded by this approach. While basketball has been examined before, the study establishes current, new, and significant knowledge. Given this investigation’s basketball orientation, the field is called BFD. Situating the research’s themes of basketball, development, and society within Scotland’s devolved context, this thesis provides insights and arguments which progress a BFD agenda. It helps answer the research questions guiding this thesis through supplementing pre-existing knowledge about basketball’s developmental capabilities. Through establishing a theoretically informed analysis of Scottish basketball, this thesis makes a small but valuable contribution to this lacuna.

Within development theory, since Covid-19’s advent, basketball in Scotland began increasingly positioning itself as a social good to render societal impact. Yet, the argument for BFD in Scotland requires advancing through bridging theory and practice. Neither the Scottish context, nor current literature has grasped its possibilities or defined its purpose. This thesis fills this gap in literature. Like Sen (1999), it studies underlying motivation points to important aspects of development’s processes through basketball, promoting basketball as a tool which expands people, communities, and nations’ freedoms. It contributes to comprehensions of development through basketball in Scotland whilst introducing a new body of work around
Scottish basketball, assessing its capability building and developmental abilities. By reviewing basketball’s evolution, contemporary space and future in Scotland, the study offers insights into basketball, development, and society. The thesis is an inter-disciplinary study on Scottish basketball and society, informed by capability and developmental notions. Having offered the originality, the thesis’ argument follows. The proposition’s five constellation points heighten the study’s uniqueness.

**Argument**

Scotland’s sporting systems are outdated. They require upgrading to reflect people, communities and society’s needs (Actify, 2020a). This thesis proposes greater utilisation of BFD and capability building in Scotland. To enable this proposition, it requires a rethink about basketball in Scotland’s offering and position by viewing it as a contributory solution to prevailing demands and issues. Such transformative possibilities rarely happen. Yet, basketball exists within international sport’s broader system. This supplies international mandates to support outcomes related to the 2030 SDG’s, Covid-19’s backlash and Scotland’s societal problems. Mandates helping deliver universal change sustain arguments within this investigation that assist BFD in Scotland and worldwide. With basketball functioning as a staging post, it connects local-global elements, helping enable Scotland to achieve domestic and international objectives. For Scotland, London 2012 Olympics, 2018 Gold Coast and 2022 Birmingham Commonwealth Games basketball legacy, alongside wheelchair basketball’s ongoing successes, substantiate a specific context and time where openness to change exists. This means Scottish basketball making evidenced contributions that can help Scotland build back better from Covid-19 by co-creating an improved wellbeing economy sustainably. The thesis argues five points.

Firstly, the study leverages basketball as a prism, refracting and representing prominent domestic, cultural and social topics (Hollander, 2023). Basketball is conceived as a tool which helps society address existing challenges through having transformational potential. Basketball can fuel people, communities and nations beyond perceived and lived confinements, revealing how they see and present themselves to optimise their potential. It is a driver of social capital, innovation and mobility, a vector of change, humanitarianism, principle, solidarity, and value which offers plurality of viewpoints for individual, group, and societal progression (Hollander, 2023). In establishing a new consciousness, like Hollander (2023), this study champions
basketball as a belief system and cultural form. When applied with non-sporting applications, it can deliver developmental outcomes in and for Scotland. This premise is explored throughout, appraising, and evaluating basketball’s capability building potential via different Scottish bodies.

Secondly, the research proposes a paradigm shift within Scottish sport from the traditional system surrounding sport-for-sport’s-sake towards a sport-for-all mentality embedding capability approach (CA) and intentionally prioritising people alongside community’s needs. Amongst some Scottish policymakers and sports practitioners, this sentiment rests uneasily with mindsets driven by five components (competition/elitism/medals/technical performance/winning) (Jarvie, 2006). This mentality strains sport’s governing bodies’ relationships with communities. While elite sporting sentiments enable some, the process sacrifices the majority (Marriot and Lasker, 2020). Scotland must measure success differently from sports with medal winning potential to ones developing individuals and groups. The gold medal equivalent nowadays concerns improving people, communities alongside society’s life chances and opportunities (APPG, 2014a). Scotland must embrace a twin tracked approach, merging competitive elements with participative, person/needs-centred, community-driven approaches (Collins et al., 2012). Outcomes (sporting/non-sporting) can be attained en masse and accrued simultaneously from basketball. However, non-sporting outcomes require prioritisation because to heighten sporting results, non-sporting skills need instillation first.

Thirdly, a new way of thinking towards basketball in Scotland via CA is applied. Scottish basketball to date followed an SFC agenda (Coalter, 2013c; Research Scotland, 2017; SportScotland, 2020c). In this thesis, SFC is acknowledged, but discarded given its individualistic, local, and narrow insight which is disassociated from people’s living patterns and society nowadays (Coalter, 2015). SFC components build towards capability and development. Without SFD, SFC becomes redundant because its efforts have limited value, addressing certain groups’ issues individually, providing it is successful, meaning with each new generation, societal problems reappear (Coalter, 2015). This does not resolve root causes regarding people’s environmental entrapments, hence development’s value to assist circumstantial alleviation. CA provides an international outlook whilst SFD has proven usages surrounding community and nation-building (Brunner and Watson, 2015; Kidd, 2008; Levermore and Beacom, 2009). SFD via CA can extend its impact beyond SFC’s reach with
CA helping people understand and frame SFD practices. Like Banda and Gultresa (2015), this thesis actions lessons from the global south to the north’s similar circumstances.

Fourthly, Scottish basketball’s current developmental approach, knowledge, practices and stance is assessed through stakeholder’s eyes. Whether basketball and developmental actors recognise and understand the needs of those requiring aid alongside issues participants and communities face is determined. Basketball in Scotland, as Bairner (2001) and Reid (2016) stated, is a white middle-class sport. Yet, as the APPG (2014a) displayed, domestic basketball is most popular among black, Asian and minority ethnic (BAME) communities. This thesis deciphers who represents basketball in Scotland, how it helps communities and society, particularly Scotland’s excluded and struggling members. It also evaluates basketball’s administration to different demographics (adults/youth, males/females, and handicapped/non-handicapped people) in relation to social problems like poverty and mental health alongside its purpose. The processes and mechanisms surrounding how clubs and organisations provide developmental outcomes through basketball in response alongside the impact is detailed. To optimise outcomes, a clear, structured and nationally unified development system whereby decisions are evidence-based and theoretically led is required.

Lastly, this thesis advances an argument for the current cash flow direction within Scottish sport to be more equally distributed between sports, but also development and elite environments. Money should be invested in sports like basketball which can deliver social impact *en masse* (APPG, 2014a). An unjust imbalance within sporting investments currently exists, prioritising individual over team sports with basketball marginalised, receiving £102 in funding per adult participant since 2009, less than half of netball’s £205 (UK Parliament, 2018). Increased funding is not lobbied as Scottish basketball’s resolution nor is basketball presented as a panacea for Scotland’s societal issues. The research proposes basketball as a tool which features more prominently within policies to help assuage national problems by generating development. Basketball is advanced as a catalyst for expediting non-sporting outcomes when collaboratively applied alongside community/national and non-mainstream/mainstream partners. Results could be augmented with greater financial backing, but the evidence and proposition require crafting to justify such support. Having presented the argument, the final section details the thesis’ outline.
Outline

The study’s ingenuity resides not in one chapter’s strengths and weaknesses, but the overall investigation’s synthesis alongside the author’s ability to connect conceptual and empirical elements. Throughout the thesis, basketball’s cultural and societal position is reflected, determining whether it warrants greater recognition as a development tool in Scotland. If so, the question of how we should think about this conceptually, pragmatically, and substantively is contemplated. As in CA, basketball is positioned as a means to an end, rather than an end in and of itself, asking how basketball can enable capabilities and selected outcomes (Sen, 1999). This links with the thesis’ objective which is to answer the following research questions:

RQ1: How should we explain the relationship between basketball, society, and development?
RQ2: What are the limits and possibilities of basketball in Scotland?

To answer the questions, this thesis comprises ten chapters. Chapters two and three are reviews of literature. These chapters were separated to evenly focus on the study’s four germane domains: basketball; development; Scotland; and sport. Existing research is discussed under relevant themes. Chapter two considers the main concepts and theoretical frameworks grounding this study (Nussbaum, 2011; Robeyns, 2017; Sen, 1973; Sen, 1999; Sen, 2017). Context of the field of research is delineated (Coalter, 2013c; Darnell, Field and Kidd, 2019; Jarvie and Sikes, 2012; Jarvie, Thornton and Mackie, 2018; Kidd, 2008; Lindsey and Chapman, 2017; Sachs, 2005). Containing an element of consistency, the same style is applied to chapter two’s sections: development, capability, and culture; sport for development, peace, change and capability; and the limits and possibilities of basketball for development. The chapter concludes by combining the three components’ collective observations.

Chapter three contextualises Scotland, Scottish sport, and Scottish basketball, drawing upon empirical evidence and literature which explains the thesis’ context. Different bodies of research provide the investigation’s background (Maguire, 1988; Reid, 2016). Like chapter two, chapter three employs continuity across three sections: Scotland, scene setting and existing literature; Scottish Sport, scene setting and existing literature; and Scottish basketball, scene setting and existing literature. Through conducting a scoping review, chapter two and
three’s goal deciphers what we know, what we do not know and what we need to know from this study. These strategic choices cover necessary background information, enabling more in-depth empiricism in chapters five-eight. Chapter three culminates by merging chapter two and three’s literature reviews’ findings, highlighting overall gaps in knowledge which this thesis addresses before emphasising its originality and offering concluding remarks.

Chapter four delineates the research processes, methodologies, and methods. It details how and why the investigation was conducted. Through explaining the research analysis, approach, design, protocols, questions and strategies, the study’s positionality is clarified. To produce an analytical synthesis detailing basketball’s developmental capability in Scotland, the thesis adopted the interpretivist paradigm, qualitative methodology, and a case study approach (Creswell, 2003; Creswell and Creswell, 2017; Creswell and Poth, 2016; Denzin and Lincoln, 2011; Gerring, 2004; Gerring, 2016; Hammersley, 2013; Stake, 1995; Stake, 1998; Yin, 2012). This is supported by multiple frameworks: audio-visuals (Billups, 2019); data analysis (Braun and Clark, 2006; Flick, 2013; Thomas, 2006); documents and reports (Creswell, 2012; Frey, 2016); ethics (Hammersley and Traianou, 2012; Richards and Kirchhoff, 2019); involvement-detachment (Elias 1956; Elias, 1987; Elias, 2007); semi-structured interviews (Leavy, 2014; Silverman, 2020); and triangulation (Denzin, 2017; Flick, 2018a; Flick, 2018b). The chapter concludes by discussing research phases, processes, and limitations.

Chapter five marks the first of four empirical chapters which form the thesis’ substantive research base. Through supplying a broad sweeping overview, it contextualises the study by chronicling Scottish basketball’s historical development. Expanding upon reflective accounts from Johnston (2013), Kaye (2002) and O’Hara (2018), it denotes the sport’s transformation. This helps understand Scottish basketball today through recognising its evolution. It offers insight into how basketball can progress by learning lessons from the past whilst identifying historic issues and recurring trends. The chapter is structured around four historical periods: the origins of basketball and its foundations in Scotland (1891-1946); the formation of organised basketball in Scotland (1946-1967); the commercialisation and ‘Golden Era’ of Scottish basketball (1967-1989); the modernisation of Scottish basketball (1989-2022). It covers seven themes: amateurism; commercialisation; gender; identity; internationalisation; participation; and professionalism. Chapter five summates through discussing basketball in Scotland’s current positionality before providing key observations and concluding remarks.
Chapter six forms the thesis’ first case study. Learning from Jarvie, Thornton and Mackie (2018), it focuses on national grassroots basketball in Scotland through evaluating how basketballscotland (national governing body) and the Jr.NBA (mainstream partner) youth participation programme, the Jr.NBA basketballscotland League, builds capabilities. Spotlights on individuals, local communities and schools’ experiences and outcomes are considered to assess basketball’s broader influences and impact. The chapter comprises four sections: basketballscotland – case study context; Jr.NBA; Jr.NBA basketballscotland league; and case studies. It reflects five themes: development; engagement; equality; inclusivity; and participation. Chapter six finishes by detailing the chapter’s key observations and concluding remarks.

Chapter seven embodies the second case study. Expanding upon Reid (2016), it concentrates on Blaze Basketball Club, a community team seeking social impact via improved wellbeing. Case study vignettes of people alongside the local community experiences and outcomes are provided to gauge basketball-related outcomes. The chapter constitutes six areas: Blaze Basketball Club – case study context; ‘fit minds’ - wellbeing; coaching philosophy; training mechanisms; measuring, monitoring and benchmarking; and case studies. It unearths five themes: connections; diversity; equality; inclusivity; and relationships. Chapter seven ends by offering its key observations and conclusions.

Chapter eight is the third case study. Supplementing Banda and Gultresa (2015), it considers how professional men’s basketball club, Caledonia Gladiators’ community operations generate developmental outcomes. It includes an assessment of the franchise’s former flagship school programme, Jump2It, which was undertaken alongside partners Scottish Sport Futures (SSF). Examples of individuals’ alongside groups’ experiences are provided to assess basketball’s impact. Chapter eight has four components: Caledonia Gladiators – case study context; Caledonia Gladiators community work; Jump2It; and case studies. The chapter reveals five themes: community; development; education; engagement; and role models. It ends by outlining the chapter’s key observations and concluding thoughts.

Chapter nine is an analytical discussion of the thesis’ findings surrounding the research questions. Results are collated whilst the study’s overall original contribution to knowledge is advanced. CA is employed to help analyse and conceptualise basketball in Scotland. It comprises two parts: the relationship between basketball, development, and society; the limits
and possibilities of basketball in Scotland. A conclusion is presented to summarise the chapter’s key points.

Chapter ten is the thesis’ last chapter. It concludes by detailing the empirical chapters and overall study’s key findings and messages before supplying recommendations for future investigations alongside a new research agenda surrounding Scottish basketball. Having introduced the thesis, chapter two entails a review of literature.
Chapter Two – Literature Review: Development, Sport and Basketball

“If freedom is what development advances, then there is a major argument for concentrating on that overarching objective. Viewing development in terms of expanding substantive freedoms directs attention to the ends that make development important, rather than merely to some of the means that, inter alia, play a prominent part in the process.” - Amartya Sen (1999: 3)

Introduction

Chapter two reviews existing knowledge and research informing this thesis. Key concepts and theories are highlighted through outlining ideas of capability, culture and development whilst reflecting upon literature supporting SFD. Work around basketball operating as a development tool that can help societies achieve outcomes is also considered. To survey available sources, a scoping review is employed to formulate a view upon what we currently know, do not know, and need to know about basketball’s capabilities as a development tool. The strategy adopted to find research reflects the rationale for the selection of included literature in chapter two and exclusion of others which intends to delineate formative theoretical conceptualisations, prioritising seminal and relevant sources to the study’s context.

Chapter two contains three parts. The aim: to form a limited number of research questions underpinning an original framework and sustain a thesis focusing upon basketball, development, and society. It begins by discussing the approach and structure taken towards the literature review alongside the role of theory. Part A is conceptual and foundational, engaging with development literature whilst drawing upon notions of capability and capacity building as potential approaches to permeate problematics about development, capability, and culture. Part B resembles applied analysis, evaluating what we know about SFD research, how knowledge developed, identifying current states of play whilst maintaining consistency through denoting papers which discuss CA. Part C examines documents discussing how basketball can impact culture and society. Having surveyed three of the literature review’s four germane themes, the last segment concludes.
Scoping Review

To examine literature, this thesis adopts a scoping review framework. Scoping reviews are a modern approach to evidence synthesis. Through categorisation processes, literature is grouped based on extent, features, nature, size, and volume, acting as available documents preliminary assessment (Grant and Booth, 2009). Scoping reviews provide an overview of available literature without producing a summary answer to a discrete research question by laying forth prevailing frameworks instead (Sucharew and Macaluso, 2019). This approach was selected to: clarify concepts; confirm inclusion criteria’s relevance; help devise research questions; highlight knowledge gaps; inform practice; investigate research conduct/context; and survey existing bodies of knowledge (Munn et al., 2018). To conduct this approach, Arksey and O’Malley’s (2005) five stage process is followed: identify the research question(s); pinpoint relevant publications; document selection; chart data; and collate, summarise, and report results.

Scoping reviews have limitations. The investigator accepts the consequences: generalised criteria process rather than specifically defined; greater bias susceptibility; increased emphasis on sleuthing; multiple structured investigations; non-appraisal of material’s quality; requires copious quantities of citations for screening; and time-consuming (Arksey and O’Malley, 2005; Levac, Colquhoun and O’Brien, 2010). Despite these drawbacks, a scoping review was utilised due to the extensivities of the thesis’ overall contexts which require mapping allied to lacking comprehensive contextual accounts considering basketball, development, society, and Scotland (Pham et al., 2014). This method offers broader purviews, including documents from assorted designs and methods rather than specific study types, allowing topic label attachments based on location, origin, source, and time (Sucharew and Macaluso, 2019). This links to theory’s role.

The Role of Theory

The role of theory differentiates depending on the investigation’s nature. The common purpose attempts to condense and store knowledge having discovered general patterns before expressing them succinctly (Shoemaker, Tankard and Lasorsa, 2003). In social studies, theory explains phenomena through processes whereby longstanding thoughts align under one tenet (Mngadi, 2018). Different theoretical levels exist with knowledge derived from single thoughts
whilst others adapt to the ever-evolving world (Mngadi, 2018). Theories guide research, helping provide grounding whilst preventing projects from becoming arbitrary expeditions, forcing authors to contemplate future works’ practicality due to its relationship with other field-related literature (Shoemaker, Tankard and Lasorsa, 2003). Theory informs research questions, leading to overarching issues of how to reflect upon theory and evidence (Jarvie, Thornton and Mackie, 2018).

Within sports studies, theory is not a formula to describe instances but rather simplify propositions, establishing what information matters to generate a basis which details why sport is a fundamental aspect of social life (Jarvie, Thornton and Mackie, 2018). In this thesis, theory is a tool which aids sport, culture, and society’s analysis, highlighting crucial facets which augment originality and provide a defence against presenting a descriptive story. When working with theory, researchers must go against the grain of academic orthodoxy and national parochialism, taking advantage of intellectual freedom’s greater levels (Jarvie, 2006). In this research, theory is utilised to locate literary gaps, heightening the report’s uniqueness and value. Having outlined theory’s importance, the succeeding section explains the literature review’s structure.

**Literature Review Structure**

This thesis embeds development and capability theory. It rejects other frameworks including critical pedagogy and hegemony. Having conducted initial research into basketball in Scotland, whilst discussing the environment’s practical contextual concepts, the issues facing Scottish basketball became clear. Stakeholders criticise the role of dominant perceptions linked to hegemony theory, believing it produces unhealthy ecosystems; hence development and CA’s value (Wright, 2021b). Given Scottish basketball’s practical experiences and evolution, they contradict theoretical applications like SFC which historically informed the system. Preliminary conversations and investigations revealed that Scottish basketball’s current standpoint and future direction reflects development alongside CA.

Later data collection methods (audio-visuals/documents/interviews/reports) and phases consolidated this decision with stakeholders stating that basketball in Scotland is contemporarily missing a key component: capability theory. In this thesis, theory and practice reflect each other and are bridged. By applying CA, lessons can be learned whilst acquiring an
improved understanding of Scottish basketball to augment possibilities of generating heightened capability building outcomes (Sen, 1999). As preliminary discussions elucidated, SFD via CA is the future of basketball in Scotland and potentially all Scottish sport. The succeeding sections entail the apropos bodies of literature.

**Literature Review (Part A): Development, Capability and Culture**

Part A details development, capability, and culture. It delineates seminal frameworks concerning propositions and theories regarding development, capability, and culture. With the main body reviewing basketball in Scottish culture and society through a development and capability lens, these three facets underpin this thesis. Before commencing this study, research regarding development, capability, and culture must be assessed to gain field-related understanding. This section has seven sub-structures: the idea of development; critique of development; the idea of capability building; critique of CA; the idea of culture; critique of culture; and development, capability, and culture. To summate, an overview of Part A is provided.

**The Idea of Development**

Development, although an international axiom, is a polyvocal term embedding multifaceted ideologies and theories which remain sensitive to prevailing circumstances, contexts, environments, and periods (see table 2.1). This thesis follows Sen’s (1999: 36) definition of development: “a process of expanding the real freedoms that people enjoy”. This segment details development’s premise. To date, literature has covered: Covid-19 (McCann, Mishra and Carmody, 2022); critical theory (Ziai, 2019); democracy (Gerring et al., 2021); development theory (Carmody, 2019); development in Africa (Decker and McMahon, 2020); developmental geographies (Potter et al., 2019); local economic development (Malizia et al., 2020); post-development (Esteva and Escobar, 2020); poverty reduction (Zheng and Qian, 2019); social change (McMichael and Weber, 2020).

<table>
<thead>
<tr>
<th>Period</th>
<th>Perspectives</th>
<th>Definitions of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800s</td>
<td>Classical Political Economy</td>
<td>Remedy for progress, catching up</td>
</tr>
<tr>
<td>1850 &gt;</td>
<td>Colonial Economics</td>
<td>Industrialisation, catching up</td>
</tr>
</tbody>
</table>
From the developmental notions in table 2:1, many ignore international inequalities and were represented by characterisations: developed/developing/underdeveloped; global north/south; and rich/poor (Horner and Hulme, 2017). Sparking developmental shifts, Seers (1963), Sachs (2005), and Collier (2007) advocated more equal divisions of wealth alongside poverty’s end. Current terminology talks not of the third world, but low, middle, and advanced economies or states of development with conceptualities surrounding southern convergence with the north, building towards global development (Horner and Hulme, 2017; Horner and Hulme, 2019). While Büscher (2019) and Fischer (2019) believe these simplistic binaries and trends need replaced with comprehensive definitions, development’s contemporary premise remains globalisation and regionalisation, not nation-states. Today’s emerging theme sees southern countries establish economic and political relations with neighbours alongside non-western partners to enhance modernisation and reduce northern dependencies, catalysed by embracing northernised standardisations (Pieterse, 2010; Hopper, 2018; von Hauff and Kuhnke, 2017). Another regards Covid-19 reshaping processes in international development whilst generating increased challenges such as increased health service demands (Papyrakis, 2022).

Like this thesis, common development practices take the middle-ground, adopting contextual approaches by embedding political and social dispositions to explain human behaviours impacted by external factors and determine life’s choices, opportunities, and

<table>
<thead>
<tr>
<th>Year</th>
<th>Era</th>
<th>Description</th>
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<tbody>
<tr>
<td>1870</td>
<td>Latecomers</td>
<td>Resource management, trusteeship</td>
</tr>
<tr>
<td>1940</td>
<td>Development Economics</td>
<td>Economic growth – industrialisation</td>
</tr>
<tr>
<td>1950</td>
<td>Modernisation Theory</td>
<td>Growth, political and social modernisation</td>
</tr>
<tr>
<td>1960</td>
<td>Dependency Theory</td>
<td>Accumulation - national, auto centric</td>
</tr>
<tr>
<td>1970</td>
<td>Alternative Development</td>
<td>Human flourishing</td>
</tr>
<tr>
<td>1980</td>
<td>Human Development</td>
<td>Capacitation, enlargement of people’s choices</td>
</tr>
<tr>
<td>1980</td>
<td>Neoliberalism</td>
<td>Economic growth, structural reform, deregulation, liberalisation, and privatisation</td>
</tr>
<tr>
<td>1990</td>
<td>Post-development</td>
<td>Authoritarian engineering, disaster</td>
</tr>
<tr>
<td>2000</td>
<td>Millennium Development Goals</td>
<td>Structural reforms</td>
</tr>
<tr>
<td>2015</td>
<td>Sustainable Development Goals</td>
<td>Structural reforms (expanded)</td>
</tr>
</tbody>
</table>

Table 2.1: Definitions of Development (Adapted from Pieterse, 2010).
realities (Sen, 1999). Development’s main feature is knowledge and power’s relationship (Sachs, 1992). Whereas discourse analysis alongside postmodern knowledge apprehensions main premise is that every truth obtains claims to power and vice versa (Peet and Hartwick, 2015). Diverging knowledge attributions generate separate ideas with development’s philosophy symbolising national growth and social engineering alongside humanistic factors of citizenship, freedom, identity, and justice (Esteva, 1992; Esteva, 2010; Esteva and Escobar, 2020; Hettne, 1995; Hettne, 2013; Rawls, 1971; Rose, 1999; Sen, 1999; Sharma, 2008). Development can subsequently be viewed as activities, goals or ideas which are usually interconnected and ambiguous (Horner, 2019). Having recorded progressive terms alongside development’s contemporary standpoint, development’s concept remains challenged (Greig, Hulme and Turner, 2007). Developmental critiques follow.

Critique of Development

Development has been hotly contested. This section provides some criticisms. Until now, scholars censuring development’s traditional sense critiqued: development (de Oliveira, 2020); economics (Obeng-Odoom, 2018); geography (Sultana, 2018); institutions (Stephen, 2018); international aid (Tan, 2020); labour (Nowak, 2021); materialism (Flatschart, 2022); pluriverses (Kaul et al., 2022); neo-colonialism (Guichon, 2021); postcolonialism (Ziai, 2020).

Development’s overarching dispute questions its applicability, capability, and effectiveness (Karahan, 2020; Nutt, 2011; Selwyn, 2016). Seldom has international aid made itself redundant, especially concerning communities’ or countries’ self-sustainability which Collier’s (2007) bottom billion thesis alludes to and is more searingly stripped bare in Nutt’s (2011) international aid and development critique. Both assert that developmental practices to date are failing. Escobar (2011) and Schmitt (2020) observed how poor people from Asia, Africa and Latin America are targets of North American and European experts with development policies utilised as control mechanisms, resembling colonial ancestors, sparking widespread hunger and poverty. Countless intervention projects contribute to developmental declinations stemming from world-order regimes opting for westernised ideologies and orthodoxies over indigenous knowledge (Jakupec, Kelly, and Makuwira, 2020; Li, 2018; Rodney, 2018). Nowadays, having failed to render improvements, development interventions cease, notwithstanding the world’s diversity and inequality growing larger (Labadi, 2019).
Twenty-first century Davos discussions expose developmental debates further, pushing for shared and sustainable value creation to prevent greater underdevelopment (Schwab, 2019a; Schwab, 2019b). The World Bank proliferated how the world’s poor are falling behind with weaker global economies making resolutions harder, necessitating requirements for action as thirty-four low-income countries’ inhabitants currently earn below $995 annually with forty-seven percent living on less than $2.15 daily (Pazarbasioglu, 2019; World Bank, 2022). The World Bank also revealed that 1 in 10 people live in low-income nations and poverty nowadays with Covid-19 worsening impoverishment, disrupting the global economy, estimating that 7% of the world’s population will remain impoverished by 2030 (Fleming, 2020; World Bank, 2022). Scotland, although a middle-income country, has 1 in 4 children and 1 in 5 adults living in poverty with society’s poorest families surviving on £192 weekly (national median is £595) (Congreve, 2020; Scottish Enterprise, 2021). Covid-19 allied to the increasing cost of living broadened Scotland’s inequality gap (Scottish Government, 2021e; Scottish Government, 2022). A paradigm shift would benefit the north and south through acknowledgment and comprehension of common hardships alongside vulnerabilities allied to effective resolutions (Horner and Hulme, 2019). Having delineated development’s critiques, the idea of capability building follows.

**The Idea of Capability Building**

CA arose from Sen (1999; 2017) who introduced development as freedom. Since Sen’s (1973; 1980; 1987; 1990; 1992) preliminary denotations, Nussbaum (1992; 1995; 1998; 1999; 2000b; 2002; 2006) proposed a social justice theory focusing upon capabilities and human development. Whereas Robeyns (2003; 2005a; 2005b) expanded the field’s boundaries, collectively and consequently influencing conventional wisdom and thinking surrounding development. This segment details CA’s conceptual grounding. Literature supplementing CA knowledge to date investigated: capability (Chiappero-Martinetto, Osmani, and Qizilbash 2020); CA (Comim, Fennell and Anand, 2021); city-making/human development (Frediani, 2021); empowerment (Clark, Biggeri and Frediani, 2019); freedom (Zimmerman, 2018); inequality (Burchardt and Hick, 2018); social policy (Yerkes and Javornik, 2019); sociology (Gangas, 2021); sustainability (Crabtree, 2021); well-being (Nayal, Pandey and Paul, 2022).

Posing an alternative to human development, Sen’s (1999) framework connects welfare economic theorisations to inequality studies, prioritising two core principles: the importance of
attaining freedom alongside understanding people’s capabilities and opportunities in attaining freedom; essentially, broadening individuals’ choices. Sen’s (1999) system evaluates policies based on people’s access to necessities and human rights like clean drinking water, education, food, medical care, and political registration, covering individuals’ equality, health, and well-being. This enables accurate insight and representations of people’s freedom which contrasts narrower views of development such as focusing on personal income or social modernisation (Sen, 1999). Whereas Nussbaum (2000a; 2011) established a universalistic partial theory, campaigning for lucid lists containing central human capabilities and individual’s constitutional rights. Nussbaum’s (2011) rigid inventory, although susceptible to evolutionary changes, comprises ten rudimentary composites: affiliation; bodily health; bodily integrity; control over individualistic environments; different species; emotions; imagination, sense and thought; life; play; and practical reasoning. Diverging from Sen’s ideology, Nussbaum (2011) entrenched three capability classifications: basic capabilities; internal capabilities; and combined capabilities.

CA embeds a broad ranging normative structure which evaluates people’s social arrangements, welfare and social cost-benefit analysis alongside policy designs and proposals regarding societal changes (Robeyns, 2005c). The main proposition examines individuals’ equality, justice, life qualities and well-being alongside communities’ or countries’ development stages without concentrating on mental states or resources, but prevailing opportunities available to people to live their best life (Robeyns, 2006). The interdisciplinary nature and multi-dimensional focus on capability’s main characteristics pinpoints differences between means and ends of development alongside welfare, underlined by individuals’ functionings and capabilities to achieve freedoms (Robeyns, 2017). CA is not a panacea or paradigm to explain factors like development, justice, or poverty, but is a mechanism for scrutinising and understanding phenomena, rejecting standardised theories like Rawlsianism and utilitarianism (Robeyns, 2011). CA’s main strengths: flexibly applicable to different contexts and phenomena; compliments and supplements other frameworks/theories; allows procedural and tailored approaches to selecting capability criteria; developmental evaluations can identify different capability weighing’s alongside unfreedoms root causes, helping understand social issues alongside resolutions; and although theoretically driven, is practical and operational for empirical purposes (Chiappero-Martinetti and Roche, 2009; Frediani, 2010; Robeyns, 2003). Despite Sen’s CA grounding the 1990-2017 and 2022 United Nation’s

**Critique of the Capability Approach**

While CA is supported by academics, international agencies, and non-government organisations (NGO’s), there remains literature critiquing theoretical aspects. This section denotes some overarching issues. Research until now criticised: CA (Garza-Vázquez and Deneulin, 2018); Nussbaum’s CA (Meier, 2021); Sen’s CA (Arun, 2018); collectivism (Leßmann, 2020); individualism (Ibrahim, 2020); justice (Richardson, 2020); lists (Claassen, 2020); political liberalism (Arneson, 2020); resources (Oosterlaken, 2020); universalism (Yaffe, 2020).

CA has been debated internally by capability theorists Nussbaum and Sen but also externally by Dworkin (1981; 2000), Rawls (1999), Roemer (1996) and Sugden (1993; 2006). Other informative works and critics include Alkire (2005; 2008; 2015), Crocker and Robeyns (2009), Deneulin (2006), Gasper (2002), Holland (2014), Lessmann and Rauschmayer (2016), Menon (2002), Pogge (2010) and Stewart (2005). Robeyns (2017) provides ten seminal critiques: are all capabilities identified genuine capabilities; should capability theorists endorse capability lists; should CA use basic needs approaches and philosophical theories of needs; should we understand CA as a government addressed theory; is CA too individualistic; does CA sufficiently document groups, institutions, norms and social structures; should CA acknowledge political economy whilst including notions of power and choice; is CA a liberal theory and can it be anything else; is human development and CA similar; and can CA change welfare economics? Further key weaknesses: equality of capability regarding gender injustice; individuals/groups continually adjust capability/freedom preferences; complex and vague theory; lacks empirical backing and evidence; limited conceptions of people and agency; requires more adequate meanings of culture; not easily measured or translated into policy; and fails to explicitly address limitations, concealing them within implicit frameworks (Alkire, 2013; Clark, 2005; Comim, Qizilbash and Alkire, 2008; Gasper, 1997; Martinetti, 2006; Qizilbash, 1997).

In this thesis, capability helps consider opportunities for groups and individual human capabilities (Sen, 1999; Sen, 2017). For Scotland, Brunner and Watson (2015) propose a six-
stage process: acknowledge prevailing social injustices for specific groups; recognise drivers behind unjust outcomes; develop change theories at structural, local and/or national policy level; apply conversion factors; evaluate impact rates overtime; and use research/policy methods promoting sustainability. Applying CA to public service reform could produce the criterion shift Scottish communities and society requires to flourish, achieved through redefining individuals and groups from objects to subjects (Brunner and Watson, 2015). A flexible CA’s value asks about communities, countries, policies, and sport, not just about sport’s role in building individuals, groups and nations’ capabilities, but also its influence and knowledge concerning Scottish policies. Having discussed CA’s criticisms, culture is detailed next.

The Idea of Culture

Culture or cultural theory was established by social theorists including Durkheim, Marx and Weber who created social reform typologies which aligned with classification categorisations (Namenwirth and Weber, 2016). This section highlights culture’s foundational components alongside its contemporary circumstances. Seminal works shaping understandings of culture to date examined: culture (Williams, 1958; Williams, 2022); cultural capital (Bourdieu, 1986; Bourdieu, 1998); decolonisation (Fanon, 1961); humanism and class structures (Thompson, 1963); identity politics (Haraway, 1985); massification (Hoggart, 1957); multiculturalism (Žižek, 1997); politics and race (Gilroy, 1987); power, knowledge and westernisation (Foucault, 1966; Foucault, 2002); structuralism (Lévi-Strauss, 1949).

Culture epitomises what being human means (Eagleton, 2016). It refers to: bodies of artistic and intellectual work; processes of conceptual or spiritual development; beliefs, customs, etiquettes, power dynamics, rituals, symbolisms, and values people live by, typically at local, national, and comparative levels; and entire ways of life (Eagleton, 2016). Culture holds ideological premises, not just for epistemic purposes, arising from connections between individuals and the social world, defining distinctive social categorisations: class; ethnicity; gender; race; and sexuality (Wagner, 2016). Each characteristic’s long-term dynamics are determined by respective laws and regulations experiencing constant change (Namenwirth and Weber, 2016). Culture is a powerful factor impacting society’s every domain from people’s morality to religious beliefs alongside interpersonal relationships and interactions (Fiske and Markus, 2012).
Humanity is intrigued with identity (Hall, 2018b). Contemporary culture alongside culture’s future discourses are conceptualisable through understanding the self (Hall, 2018b). Today’s prevailing cultural trends cover: common culture (Graham, 2022); cultural studies (Hall, 2018a); cultural wars (Smith, 2018); ethnicity and race (Hall, 2018b); gender variability (Halberstam, 2011; Halberstam, 2017; Halberstam, 2019; Halberstam, 2022); human-nonhuman complexities (Haraway, 2016a); individualism (Trueman, 2020); participatory and popular culture (Jenkins, 2019); relativism (Hoggart, 2020); twenty-first century identity politics (Eberstadt, 2021). Through interpreting identity, Hall (2018b) established two definitions: the idea of the one true self where people with shared ancestries and heritages have commonalities; and a notion of who we really are and what we have become. Accepting ourselves and learning to coexist helps generate capabilities to construct more liveable and sustainable futures (Haraway, 2016b). Having conceptualised culture, criticisms are reviewed next.

Critique of Culture

The term ‘culture’ remains questioned. Cultural critiques developed here are not exhaustive but entail some cultural criticisms. Cultural criticism was influenced by political thinkers: Gramsci, who defined cultural hegemony; Babbitt, who established the new humanism movement; Benjamin, who catalysed cultural revolution; and the Frankfurt School, who spawned the culture industry’s critique (Adam and Allan, 2015). This section proposes some cultural criticisms: colonialism (Igbino, 2019); culture (Surber, 2018); cultural theory (Barry, 2020); illiberalism (Sajó, Uitz and Holmes, 2021); multiculturalism (Anderson-Connolly, 2019); nationalism and populism (Reno, 2019); popular culture (Fishwick, 2021); representational politics (Thomassen, 2017); self-delusion (Tolentino, 2020); totalitarianism (Joodi and Tavassoli Roknabadi, 2021).

Seminal texts guiding knowledge of cultural criticisms documented: identity (Hall and Gay, 1996); imperialism (Said, 1993); interculturalism (Meer, 2016); mass communication and empire (Schiller, 1992); materialism (Bordo, 1999; Bordo, 2004); modernism and postmodernism (Jameson, 1991); Orientalism (Said, 1978); politics (Manent, 2007; Manent, 2013); popular culture (Hall, 2018c); social order (Rieff, 2006; Rieff, 2008a; Rieff, 2008b); technology (Postman, 1992). The unanimous proposition concerns hegemony and mass
Westernisation’s overbearing control, dominance and power which currently dictates global culture and shapes world ideologies, order, and views (Said, 1993). Western processes have become standardised nowadays, conceived as the cultural norm and status quo (Hall, 2018c). Before any individual or society can acquire complete freedom, these mechanisms require resisting (Sen, 1999).

Within this thesis, culture holds significance through its relationship with sport which to date rested upon certain arguments: culture has been defined through specific categorisations like the arts which exclude sport; sport as a site of popular struggle between different social groups; sport’s influence on particular sub-cultures’ lifestyles; sporting consumption and involvements kudos surrounding cultural capital’s production and reproduction; sport’s contribution to cultural identity; sport as one form of body culture’s broader notion; and sport’s meanings, rituals and traditions evolution being understood from an anthropological approach to culture (Jarvie, 2006; Jarvie and Thornton, 2013; Jarvie, Thornton, and Mackie, 2018). Sport is its own cultural form whilst culture itself includes sport (Jarvie, Thornton and Mackie, 2018). Having lobbied cultural critiques, the final section examines development, capability, and culture. Collectively, they provide a synthesis of conceptual thinking that supports this thesis.

Development, Capability and Culture

Development, capability, and culture combined can steer positive outcomes for future generations (Sen, 1999). This segment situates these three facets within Scotland and sport. To date, research binding development, capability and culture embodied: government policy (Cairney and St Denny, 2020); human dignity (Becchi and Mathis, 2019); human liberty (Daniels, 2019); human rights (Gilabert, 2020); inclusive growth (Thomas and Hedrick-Wong, 2019); inequality (UN, 2020); political economy (Ravenhill, 2020); social justice (Midgley, 2020); structural injustice (Powers and Faden, 2019); sport (Donnelly, 2008).

Within Scotland, development, capability, and culture can be conceptualised as inclusive growth, illustrated by the International Monetary Fund (IMF) (2021), Royal Society (2017), Scottish Enterprise (2019), Scotland’s Centre for Regional Inclusive Growth (2018), Statham and Gunson (2019) alongside Waite, McGregor and McNulty (2018). These sources recognise that high inequality levels weaken economic performance and by addressing inequality through growth, more people can live improved lives. In 2015, the Scottish
Government (2021b) introduced this new strategy which combines increasing prosperity with tackling inequality, creating opportunities for all, and distributing increased prosperity’s dividends fairly. Getting it Right for Every Child (GIRFEC) exemplifies the Scottish Government’s (2021a) action plan, aiming to make Scotland the optimum environment for raising children. GIRFEC is Scotland’s approach to improving all children’s well-being, ensuring proper nurturement, protection, and respect, helping them realise their life’s full potential (Scottish Government, 2019b). As contemporary global consensus’ entail, inequality is not solely about social cost, but economics and social development, meaning societal progress occurs when both improve simultaneously without relying on government intervention.

Sport is an ambassador and tool for development, capability, and culture. As The Commonwealth (2020a), CSHR (2018), IOC (2018) and UN (2016) declared, access to and participation in sport is a fundamental human right. Sport’s core principles of equality, respect and societal good will align with global development, capability building and cultural processes through proliferating fair play, human dignity protection, human right preservation, international harmony, solidarity, and universal humanitarian values (CSHR, 2018). The Commonwealth’s (2018; 2020b) papers, States’ Obligations Under International Human Rights and The Commonwealth Consensus Statement on Promoting Human Rights in and Through Sport, outlines how countries, governments, individuals, institutions, and organisations can utilise sport. Given sport’s capability and developmental potential, these frameworks argue for it’s strategic employment. Having highlighted development, capability and culture’s value, part A’s overview follows.

Overview

Today’s most pressing challenge is perpetuating the widening gap between rich and poor. Contemporary capability, cultural and developmental notions concern sustained inclusive growth whereby those in need receive compassion and inclusion in determining their lives from the beginning. Future discourses require solidarity with downtrodden demographics (Collier, 2007). However, strong silences exist nowadays, expediting the political will’s necessary reinvigoration to proliferate culture, democracy, engagement, freedom, and justice as development. Going forward, society must be sensitive to the axes of inequality, power, and social injustice’s sheer diversity. Despite CA’s weaknesses, many of which this thesis
addresses such as further details of culture, alongside its critiques surrounding breadth and vagueness which are strengths for this research, helping connect basketball, development and Scotland, it is a beneficial theoretical framework to underpin this study alongside Scottish basketball’s repositioning. Part A demarcated the idea and critiques of development, capability, and culture whilst part B explains sport and development further.

**Literature Review (Part B): Sport for Development, Peace, Change and Capability**

**Introduction**

Part B contemplates sport as a tool for development. The section examines research around SFD, its evolution and application alongside sport’s developmental role whilst pinpointing the contemporary circumstances. Sport as a resource for capability, culture and development is paramount to this study as the empirical chapters examine one individual sport: basketball. Prior to conducting this investigation, existing literature about sport, development, and capability require surveying to understand sport’s potential to achieve positive developmental outcomes. This section contains eight substructures: sport, culture, and society; historical background to sport-for-development-and-peace (SDP); the idea of sport for development; the idea of sport for peace; sport and the sustainable development goals; the idea of SFC; the idea of sport and capability; alongside current issues and debates about sport for development, peace, change and capability. To conclude, an overview of Part B is provided.

**Sport, Culture and Society**

Contemporary culture and society can only be fully understood by acknowledging sport’s place. Key works include Bale (2003), Carrington (2010), Field (2015), Giulianiotti and McArdle (2005), Gruneau (1999), Hill (2003) alongside Hoye, Nicholson and Houlihan (2010). Given sport, culture and society’s exhaustive body of literature, this section discusses different analytical levels. To date, research documenting sport, culture and society denoted: Covid-19 (Frawley and Schultenkorf, 2022); environment (Lehénaff, 2016); esports (Hayday, Collison-Randall and Kelly, 2022); globalisation (Maguire, Liston and Falcous, 2021); history (Philips, Booth and Adams, 2022); leisure (Adams and Harris, 2022); management (Pedersen, 2021); modernity (Gruneau, 2017); politics (Bairner, 2016); social justice (Trussell and Jeanes, 2021).
Sport, culture, and society cannot be conceptualised without recognising the field’s context and broader sensitivities. Major themes relevant to this thesis: sport and communities; sport, body, and health; sport, development and peace; sport, economics and wealth; sport and education; sport, gender, and sexuality; sport, history, and social change; sport, lifestyles, and alternatives; sport, poverty, and homelessness; sport, social capital, and civil society; sport, politics, and culture; sport, racisms, and ethnicity; sport and social inequality; alongside sport, violence, and crime (Jarvie, 2006; Jarvie and Thornton, 2013; Jarvie, Thornton and Mackie, 2018). Minor themes: global sport and globalisation; global sport in a de-globalising world; sport and disability; sport, law, and governance; sport, the public intellectual, and universities; alongside sport, media, technology, and television (Jarvie, 2006; Jarvie and Thornton, 2013; Jarvie, Thornton and Mackie, 2018). The themes overarching message concerns how regardless of circumstances, everyone worldwide can identify with sport.

A message echoed throughout world culture and society is that, for many, sport remains a resource of hope (Jarvie, 2006; Jarvie, 2008a). Despite sport’s cultural and societal benefits, sport has changed (Houlihan and Malcolm, 2015). Nowadays, sports, sports organisations and sports practices are central to social issues, either individual values such as ethnic/racial equity, gender equality and social involvement or as government policy instruments for diplomatic prestige, international status, and urban regeneration (Houlihan and Malcolm, 2015). Sport is ingrained within society’s cultural and social fabric, possessing powers, making it a potent world force for good and bad (Jarvie, Thornton and Mackie, 2018). Today, global society unites to recognise sport’s capabilities in rendering improvements across diverse issues. This premise is scrutinised in succeeding substructures. Having explained sport, culture and society, SDP’s history succeeds.

Historical Background to Sport for Development and Peace

SDP’s history is well-documented. Records chronicle evolutionary changes and trends, denoting how history shaped future discourses. This segment introduces SDP’s background. Knowledge depicting SDP’s history to date observed: athlete ambassadors (Bardocz-Bencsik, Begović and Dóczi, 2021); development (Collison et al., 2018); environment (Giulianotti, 2021); foundations (Baker, Esherick and Baker, 2021); goals (Sharififar et al., 2022); international relations (Svoboda and Šafaříková, 2021); milestones (Gadais, Favier-Ambrosini
and Rioux, 2022); NGO’s (Suzuki, 2018); professionalisation (McSweeney, Millington, Hayhurst and Darnell, 2021); social innovation and entrepreneurship (Hayhurst, McSweeney, Safai and Svensson, 2022).

SDP was established in the nineteenth century (Kidd, 2008). Gruneau (2015) and Collison et al. (2018) attribute its creation to working and middle-class movements for rational recreation and muscular Christianity, initially conceptualised as a sporting ideology for cultural, individual, and social advancement. Amateur sports organisations and physical educators later adopted these principles, becoming heavily embedded in Olympic philosophy, sparking the Games’ revival whilst underpinning the modern Olympics’ intentionalities (Kidd, 2008; Spaaij and Burleson, 2016). Drawing on quintessential western traditions, Pierre de Coubertin’s foresight is responsible for catalysing this resurgence, envisioning the Olympics as a pacifist force of education, global harmony, and social development (Green, 2009; MacAlloon, 2013). During the early-mid twentieth century inter-war period, sport as a comprehensible tool for social improvement held major precedence (Giulianotti and Darnell, 2016). From the 1980s onwards, organisations like the Mathare Youth Sport Association transformed sport from a popular pastime into an internationally renowned humanitarian tool (Giulianotti and Darnell, 2016).

SDP emerged in the 1990s, sparked by jubilant neoliberalism, spawning new entrepreneurial opportunities including commercially driven sports (Kidd, 2008; Andrews and Silk, 2012). When NGO’s, including the IMF and UN alongside international sports federations started leading development approaches during this period, this added greater legitimacy and financial support (Gruneau, 2015). The twenty-first century saw SDP rapidly grow, becoming institutionalised and one of sport’s most researched fields with over 1000 organisations worldwide (Coalter, 2010b; Collison et al., 2019; Darnell, Field and Kidd, 2019). These entities originally worked towards achieving the UN’s 2015 MDG’s, but currently focus on delivering the 2030 SDG’s as the UN (2003; 2005a; 2005b; 2017a; 2017b) outlined. Recently, Giulianotti et al. (2019) redefined SDP as ‘Sportland’, advocating new, critical, and more wide-ranging agendas given international development’s contextual shift, necessitating requirements for research into global inequality and political instability alongside environmental and technological changes. The idea of SFD is detailed next.
The Idea of Sport for Development

SFD’s maturation is reflected by recently published reviews examining the field’s evidence and literature (Bruner et al., 2016; Bruner et al., 2021; Bruner et al., 2022; Darnell et al., 2019; Gardam, Giles and Hayhurst, 2017; Hermens et al., 2017; Holt et al., 2017; Langer, 2015; Whitely et al., 2019a; Whitely et al., 2019b). This section highlights SFD’s background and purpose. To date, knowledge informing conceptualisations of SFD covered: SFD (Welty Peachey, Schulenkorf and Hill, 2019); boundary spanners (Van der Veken et al., 2022); gender (Seal and Sherry, 2018); governance (Lindsey, 2017); health (Schulenkorf and Siefken, 2019); HIV/aids (Banda, 2017); management (Raw, Sherry and Schulenkorf, 2022); organisational capacity (Clutterbuck and Doherty, 2019); research frameworks (Schulenkorf, Edwards and Hergesell, 2020); youth (Hoekman, Schulenkorf and Peachey, 2019).

SFD is a community intervention tool used to communicate and achieve non-sporting goals within life’s cultural, educational, health-related, psychological, and social aspects (Schulenkorf, Sherry and Rowe, 2016a). Sport is intentionally utilised to exert positive influences upon people’s lives and generate development which includes, but is not limited to, economic growth, education, employment, gender empowerment, human socialisation, intercultural exchanges, life skills and public well-being (Bailey et al., 2010; Gould and Carson, 2008; Kay, 2009; Lyras and Peachey, 2011). Sport is employed in development practices because it attracts mass quantities of individuals, stemming from people’s interest in sports alongside civil society importance (Coalter, 2010a). SFD project’s aims, purposes and processes: connect with change agents or role models; embed participatory approaches in programme foundations and evaluations; extend intervention engagement; integrate sporting activities into development proceedings; establish safe spaces; and empower local communities to continue programmes after initial completion (Schulenkorf, Sherry and Rowe, 2016b).

Nowadays, SFD features in sport policies and politics, receiving private and public investments for domestic and international initiatives (Darnell et al., 2019). With community development references central to the thesis, Spaaij, Magee and Jeanes (2014) encourage sport practitioners to embrace community development approaches informed by critical pedagogy in daily practices because it helps improve sporting developmental environments through practitioners acknowledging problematic areas including social exclusion/inclusion.
Since 2000, SFD acquired traction from government organisations, NGO’s, sports academies, and practitioners (Kidd, 2008). These groups assess sport’s potential contribution to societies worldwide whilst advocating its capabilities for international development (Coalter, 2013a; Jones et al., 2017). Schulenkorf, Sherry and Rowe (2016b) discovered that 90% of SFD research is conducted in the global north (America/Australia/Britain/Canada). Svensson and Woods (2017) found that most SFD programmes are implemented in Africa, identifying how education and football are initiative’s most popular mechanisms, followed by basketball and livelihoods. An overbearing quantity of international practitioners from high-income countries establishing schemes in low and middle-income countries exists (Levermore, 2008; Levermore, 2009). SFD is optimally aligned with the broader development movement, operating among more extensive actors and stakeholders (Darnell et al., 2019; Hartmann and Kwauk, 2011). Having detailed SFD, sport-for-peace follows.

The Idea of Sport for Peace

Sport-for-peace is not new. The Commonwealth Secretariat, International Labour Organisation, International Olympic Committee (IOC) and UN are but four major multi-lateral international organisations recognising sport’s change agencies importance. Clarke, Jones and Smith’s (2021) scoping review of literature delineated the field. This section contemplates sport-for-peace’s aims and functionalities. Until now, literature denoting sport-for-peace documented: sport-for-peace (Schulenkorf, Sugden and Sugden, 2016); sport-for-peace (Collison et al., 2018); entrepreneurship (McSweeney, 2020); gender empowerment (Oxford and McLachlan, 2018); institutional hybridity (Dixon and Svensson, 2019); leadership (Kang and Svensson, 2019); marketing (Webb, 2019); peacebuilding (Dart, 2022); social exclusion/inclusion (Collison et al., 2017); social innovation (Svensson et al., 2020).

Nowadays, universal claims contend that sport can improve the world (Keys, 2019). Sport-for-peace refers to sport programmes’ mobilisation and organisation to meet international development and peacebuilding goals such as gender empowerment, securing human rights and post-conflict reconciliation (Darnell, 2018). Sport is utilised to facilitate harmony through developmental forms, combating prevailing local and global issues including ethnic and national pacifications alongside poverty and war (Massey and Whitely, 2018; Sugden and Tomlinson, 2017; Young and Okada, 2014). Sport-for-peace is employed to build international relationships for cultural, diplomatic, economic, humanitarian, and political
purposes, improving co-operation through legislative and trade agreements whilst striving to remove hostilities between historically adversarial nations (Esherick et al., 2017; Ubaidulloev, 2018). While literature argues that sport should remain politically untainted, politics is central to sport and vice versa, meaning sport-for-peace acts as the intermediary in bridging political and civil society (Bairner, Kelly and Lee, 2016; Johnston, 2017).

Sport-for-peace draws upon different multi-disciplinary perspectives, making it a praxis-based endeavour (Sugden, 2018). Broad ranging sources are crucial because sport-for-peace occurs in unique social settings, meaning sporting initiatives and participation cannot be conceptualised in isolation from other prevailing conditions as these factors determine sport’s successfulness in certain environments (Kidd, 2008). Giulianotti (2011) identified three sport-for-peace models: technical, which assumes societies encounter easily identifiable and realistic social problems that are best resolved by external agencies; dialogical, which recognises conflicts as socially constructed strained relations lacking contact, mediation, and trust; alongside critical, which pursues relationship transformations between divided communities through long-term learning experiences among self-directed individuals. Where applicable, sport-for-peace employs a bottom-up, shared ownership approach whereby external agencies collaborate with internal groups who provide localised knowledge so resources are adapted to suit targeted demographic needs (Giulianotti, Hognestad and Spaaij, 2016). Having contextualised sport-for-peace, the SDG’s are evaluated next.

Sport and the Sustainable Development Goals

In 2015, the United Nations General Assembly (UNGA) set the 2030 agenda for sustainable development (UN, 2019). Sport’s organisations including the IOC (2015) reinforced it. Sachs et al. (2020) summarised the seventeen goals contemporary status for 193 countries alongside 11 groups of countries. This segment discusses the SDG’s and how sport, as the UN (2017a) argues, contributes significantly. Until now, texts discussing sport and the SDG’s embodied: sport and SDG’s (Campillo-Sánchez et al., 2021); sport and SDG 5 (Chong et al., 2022); PE and SDG’s (Baena-Morales and González-Víllora, 2022); academia (Ličen and Jedlicka, 2020); developing countries (Sapkota and Neupane, 2018); health (Dai and Menhas, 2020); lifelong environmental processes (Lundvall and Fröberg, 2022); policy coherence (Lindsey and Darby, 2019); sustainable development (Millington et al., 2022); sustainable developments contemporary status (Carlsen and Bruggemann, 2022).
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<tr>
<th>Number</th>
<th>Sustainable Development Goals</th>
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<tbody>
<tr>
<td>1</td>
<td>End poverty in all its forms everywhere</td>
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<tr>
<td>2</td>
<td>End hunger, achieve food security and improved nutrition and promote sustainable agriculture</td>
</tr>
<tr>
<td>3</td>
<td>Ensure healthy lives and promote well-being for all at all ages</td>
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<td>4</td>
<td>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</td>
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<td>5</td>
<td>Achieve gender equality and empower all women and girls</td>
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<tr>
<td>6</td>
<td>Ensure availability and sustainable management of water and sanitation for all</td>
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<td>7</td>
<td>Ensure access to affordable, reliable, sustainable, and modern energy for all</td>
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<td>8</td>
<td>Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all</td>
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<td>9</td>
<td>Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation</td>
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<td>10</td>
<td>Reduce inequality within and among countries</td>
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<tr>
<td>11</td>
<td>Make cities and human settlements inclusive, safe, resilient, and sustainable</td>
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<tr>
<td>12</td>
<td>Ensure sustainable consumption and production patterns</td>
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<tr>
<td>13</td>
<td>Take urgent action to combat climate change and its impacts</td>
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<tr>
<td>14</td>
<td>Conserve and sustainably use the oceans, seas, and marine resources for sustainable development</td>
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<tr>
<td>15</td>
<td>Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss</td>
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<tr>
<td>16</td>
<td>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels</td>
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<tr>
<td>17</td>
<td>Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development</td>
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</tbody>
</table>

Table 2.2: 2030 Sustainable Development Goals (Lindsey and Chapman, 2017).
Table 2.2 displays the UNGA’s (2015) global advancement vision which balances sustainable development’s three dimensions: economic; environmental; and social. Prioritising issues like global poverty, the SDG’s strive to advance the least developed and small island nations, especially among poorer, younger, and more vulnerable demographics (UNGA, 2015). Making future generations realise their capabilities can further augment sustainable development beyond 2030 (UNGA, 2015). The aspiration: to unite the world (Lemke, 2016).

Within, the UNGA alongside other international agencies acknowledges SDP’s contribution with MDG’s and SDG’s being achieved through sporting practices (Beutler, 2008; Darnell, 2012b; Donnelly et al., 2011; Hayhurst, Kay and Chawansky, 2015; Kay and Dudfield, 2013; Lindsey, Chapman and Dudfield, 2020). This represents a crucial milestone for sport’s entities and practitioners to build upon previous organisation’s efforts like the Commonwealth Secretariat (2015; 2016; 2018; 2019) and personnel including Dudfield (2014; 2018) who advanced sport’s role in sustainable development.

Sport can make inexpensive yet effective change to six SGD’s (3/4/5/8/11/16) (Lindsey and Chapman, 2017). *The Routledge Handbook of Sport and Sustainable Development* outlines how sport contributes to each SDG. Sport could make greater progress if global governments implement policy improvements for communities, countries and individuals which are disadvantaged or marginalised, especially in cultural and material terms (Lindsey and Chapman, 2017). Sport’s international mandate within the SDG’s gave rise to different countries, organisations and sport’s bodies weaving SDG’s into local, national, and international plans alongside sport proposals (Lindsey, Chapman and Dudfield 2020). The *Contribution to International Development Report: 2018-2019* frames how Scotland is currently supporting the SDG’s fulfilment. Among many action initiatives domestically and globally, this involves capacity-strengthening initiatives, commercial investment programmes, development assistance schemes, and donor collaborations albeit without incorporating sport (Scottish Government, 2021b). Yet, different countries, like Scotland, capabilities to develop additional leverage for sport remains an open and uneven question. Capacity and knowledge surrounding the new agenda’s utilisation to produce social change is geo-politically uneven. Having discussed sport and the SDG’s, SFC succeeds.
The Idea of Sport-for-Change

Critical theoretical discussions surrounding SFC’s capabilities rudimentary composites include: Spaaij, Magee and Jeanes’ (2014) work around social exclusion through De Luca’s evolutionary view of inclusion; Morgan and Parker’s (2017; 2022) emphasis on sport organisations’ role in delivering informal inclusion; Coalter’s (2007b) investigation of sports clubs, social capital, and social regeneration; alongside Kidd (1996) who elucidates SFC’s journey. Diverse literary themes emerged: at-risk youths and anti-social behaviour (Coalter, 1996); crime prevention/reduction (Coalter, 2005); design and structure (Bruening et al., 2015); managing SFC (Sherry, Schlenkorf and Chalip, 2015); social and cultural relations (Jarvie, 2014); change and the public intellectual (Jarvie, 2007); social inclusion (Trussell, 2020); sports coaches/youth workers implications (Haudenhuyse, Theeboom and Coalter, 2012); sport for social change (Welty Peachey, Schlenkorf and Spaaij, 2019); youth perceptions (Cunningham et al., 2020).

SFC is where sport is intentionally used to deliver social impact by generating changes from less desirable states to improved ones (Jarvie, Thornton and Mackie, 2018). Sport’s cost-effectiveness helps remedy, reducing and/or resolve social issues for individuals and communities (Jarvie, Thornton and Mackie, 2018). However, SFC’s existence indicates governments ignore sport’s social value (Jarvie, Thornton and Mackie, 2018). Although SFC concepts often appear in sport’s policy documents like SportScotland’s (2020), they are rarely theorised. To use SFC, Coalter (2007a; 2010) offers three approaches: provide participatory sports opportunities because sport through participation can achieve positive outcomes; the ‘sport-plus’ model which positions sport at a programme’s centre where it is adapted or aligned with non-sporting objectives to render results; alongside the ‘plus sport’ system which utilises sport to attract people and provide alternative change/development possibilities. Incorporating Coalter’s (2013b) programme theory shows how people’s responses to programme activities can augment strategies. Nine fundamental roles required to establish successful SFC programmes: community agents; financiers; innovators; leaders; networks; resource developers; socially responsible promoters; strategic sustainability organisers; and trust builders (Schulenkorf, 2010).

Scotland’s SFC programme stems from reports and studies emanating from community sport funders, Scottish Parliament, and sports think-tanks. The Robertson Trust (2012; 2014;
2017) summarises Scotland’s approach: develop skills for life, learning or work; engage hard-to-reach groups; increase confidence/self-esteem; get people active and healthier; reduce antisocialism/crime; and tackle isolation. The Robertson Trust (2017) recommends connecting funding opportunities, having driven leadership, networking, supporting effective delivery and discussing SFC. SFC’s barriers: demonstrating/evaluating outcomes; funding/resource competition; joint working challenges; SFC’s perceived low priority; and staff (volunteer) fragility (The Robertson Trust, 2017). Scotland focuses on sport’s development/policy politics, grappling with aspects including austerity, community sport, and local government. Sports organisations are afforded opportunities to fill welfare gaps by embracing a ‘Changing Lives’ agenda which employs sport to intentionally generate positive changes for people and communities (SportScotland, 2017c). However, SFC’s sentiment among some Scottish sports practitioners and policymakers is unwelcome with preferences towards elitism (Jarvie, 2006). Having detailed SFC, sport and capability follows.

The Idea of Sport and Capability

Sport and capability work is progressing. This section exemplifies how they work together. To date, research detailing sport and capability examined: SFD and capability (Dao and Darnell, 2021); sport and capability (Norouzi et al., 2018); at-risk youth (Zipp, 2017); austerity (Rossi and Jeanes, 2018); gender (Zipp and Nauright, 2018); high performance athletes (Adams and Kavangh, 2020); politics and the environment (Jarvie, 2012); poverty (Edwards et al., 2015); physical activity (Silva and Howe, 2012); sport-for-all (Javier, 2014).

CA is employed within sport as a theoretical framework to explain, explore and promote positive social change whilst expanding development ideologies and practices including SDP and SFD (Dao and Smith, 2019; Zipp, Smith and Darnell, 2019). Jarvie and Sikes (2012) first applied Sen’s (1999) development as freedom, proposing that comprehending sport from a capability perspective provides insights into sport’s capacity and place in broader international development. Svensson and Levine (2017) added that Sen’s (1999) model offers a pliable normative framework which enhances conceptual clarity of sporting practices from epistemological, methodological, and theoretical perspectives, forcing considerations of how institutional, legislative and policy relationships affect an individual’s capabilities and freedoms. Darnell and Dao (2017) also advocated utilising CA, enabling politically engaged and practical methods which align with Nussbaum’s (2011) capabilities list.
to advance sporting interventions by providing more holistic and instrumental systems which improve underprivileged communities and people’s lives. The author agrees with these statements and adopts CA accordingly in this thesis.

Among research, CA via human capabilities is gaining traction regarding its potential to improve sports-based development (Dao and Smith, 2019). Ahrens (2016) alongside Jarvie and Ahrens (2019; 2020) supported the postulation that sport is a mechanism of hope which develops human capabilities through impacting life chances and choices, constructing the common good whilst fostering politically smarter cultural relations. Sherry (2010) and Suzuki (2017) also accredited sport’s power to bolster human capabilities and social capital through its socially inclusive and re-engaging nature. Overall, sport unites people from opposing cultural, economic, political, and religious backgrounds whilst serving social justice through overcoming inequalities and marginalisation, especially surrounding issues of disability, gender, race, and sexuality (Watson, Jarvie and Parker, 2020). Having discussed sport and capability, SDP’s current arguments and complications are flagged next.

Current Issues and Debates about Sport for Development, Peace, Change and Capability

Despite SDP being welcomed, ongoing debates and issues exist. This section discusses some disputes surrounding SDP. Until now, SDP criticisms targeted: development capabilities (van Ingen et al., 2020); decolonisation (Henhawk, 2022); funding (Straume, 2022); management (Giulianotti, Collison and Hognestad, 2022); postcolonialism (Saavedra, 2018); practitioner’s motives (Peachey et al., 2018); programmes (Cohen, Taylor and Hanrahan, 2020); research gaps (Chawansky, 2021); research methods (Massey and Whitley, 2018); social reproduction (Darnell, Smith and Houston, 2021).

Jeanes and Lindsey’s (2014) title summarises SDP literature’s main issue: Where’s the “Evidence?”. Sizeable gaps between theory and practice alongside practical applications and theoretical legitimacy remain (Cornelissen, 2011; Lindsey et al., 2017). More research does not produce better insights or outcomes (Darnell et al., 2018). Quality is better than quantity (Sherry, 2013). Lacking evidence discourses stems from monitoring and evaluation research shortcomings, misunderstanding how and why projects operate alongside inadequate robust and empirically based results which verify sports outcomes (Adams and Harris, 2014; Sugden, 2010; Edwards, 2015; Engelhardt, 2018; Kay, 2012; Nicholls, Giles and Sethna, 2010; Smith
and Leach, 2010). Documentations forming most sport’s advocacy claims basis is poor, derived from extensive methodological constraints surrounding sport’s precise contribution in different environments, identification and isolation (Whitley et al., 2019b). An example is neoliberalism’s looming dominance and one-size fits all applicability to legitimisation and quantification measures (Hall, Massey and Rustin, 2013). Linking to neoliberalism is sporting organisations requirements to meet predetermined participation targets, encourages entities to use the most efficient means possible to maximise initiative numbers which retracts from programmes developmental intent alongside susceptibilities to prove operational successes via high numbers (Morgan and Costas Battle, 2019). Another is sporting organisation’s unsatisfactory recruitment and retention strategies for sport programmes alongside their necessities to meet predetermined participation targets, encourages entities to use the most efficient means possible to maximise initiative numbers (Morgan and Costas Battle, 2019).

Another problem regards SDP’s insecure, isolated, and unorganised nature. Scepticism arose over sport’s transformative social potential, contradicting the solo remedy classical theorisation with sport becoming a contingent variable (Coalter, 2010b; Collison and Marchesseault, 2018; Harris and Adams, 2016; Mwaanga and Adeosun, 2020). Desires have emerged for a collective definition of SDP in unison with consistent language delineating research and hypothesised outcomes alongside all stakeholders presenting an organised and united front (Coalter, 2013a; Darnell et al., 2018; Kidd, 2008; Whitley et al., 2019c). Darnell et al. (2019) substantiated these claims, disclosing a paucity of high-quality studies denoting SFD’s effectiveness. Similarly, Whitley et al. (2019a) flagged the lacking grey literature and scholarly papers with enough methodological details for critical appraisal. Having detailed SDP’s main problems, part B’s overview follows.

Overview

Sport and social inequality’s relationship exists on three levels: capability; condition; and opportunity. Notions of community building and individualism appeared during this section. Community building through sport is a live agenda with cultural and societal development being its greatest humanitarian contribution, especially for regions like Scotland which require social change. Human and community buildings’ processes advocate individualism within choices, cooperation, and solidarity. Individualism and collectivism indicates that people with resources like access to sport and literacy, enables them to contribute
to communities having personally used sport to enhance human development through building capabilities. Part B highlighted the idea and criticisms behind sport’s development potentialities, suggesting it can play a role in influencing and improving people, communities and nations’ lives. Through examining basketball organisations and programmes, part C denotes basketball’s position within, and contribution to, development practices.

**Literature Review (Part C): The Limits and Possibilities of Basketball for Development**

**Introduction**

Part C considers basketball’s developmental capabilities, focusing on smaller but specific bodies of literature surrounding basketball’s developmental limits and possibilities. Since the study’s core premise examines basketball in Scotland, basketball as a tool for development is important to this thesis. Before empirical elements commence, what we already know about basketball and what current research into basketball, development, and society can tell us about basketball’s potential to deliver desired outcomes and be an agent of change is critically reviewed. Part C obtains seven substructures: basketball, culture and society; basketball for development and peace; basketball for business/economy; basketball for change; basketball and capability building; critique of basketball for development, change and capability; and the limits and possibilities of basketball for development. To summate, an overview of Part C is offered.

**Basketball, Culture and Society**

Basketball, culture and society underpins this study. This section details basketball in world culture and society. Literature influencing comprehensions of basketball, culture and society until now discussed: basketball’s cultural revolution (Lane, 2007); basketball’s origins (Rains, 2011); American basketball (Aiello, 2022); Asian-American basketball (Franks, 2016); black masculinity/popular culture (Boyd, 1997a; 1997b; 2008a; 2008b); European basketball (Ryan, 2019); National Basketball Association (NBA) (Croatto, 2020); Olympics (Cunningham, 2006); pick-up basketball (Chaplin, 2015); street basketball (Woodbine, 2016).

Basketball is woven into global culture and society, capably cutting across economic, political, racial, and social boundaries (Boyd and Shropshire, 2000; Hoffmann, Batchelor, and
Manning, 2016). To date, studies denoting basketball, culture and society documented: Australia (Logue, 2019); China (Song, 2020); France (Sudre, Joncheray and Lech, 2019); Lithuania (Cingiene and Laskiene, 2004; Evans and Piggott, 2016); and the Philippines (Antolihao, 2015). For millions world-wide, basketball represents individuals’ and nations’ identities, forming beliefs, feelings, and values alongside different ways of connecting and moving, creating a rich, extensive cultural community which adopts habits and inclinations, shaping people’s bodies and minds (McLaughlin, 2008). Basketball not only holds cultural and societal meanings; individual players or teams also provide engagement points between athletes/clubs and followers by symbolising prevailing affinities (Colás, 2015).

In the 1990s, Michael Jordan catalysed basketball’s transformation into a worldwide cultural and societal phenomenon. Jordan became a household name, accepted within everyday life (Kaufman, 1997). Jordan not only represents black culture, but symbolises global society’s broader segments, illustrating achievements and human possibilities’ devoid of race alongside the concurrent contradictory societal impulse for consumption and commodification (Dyson, 2001). Jordan’s legacy revolutionised sport, changing basketball’s meaning in culture and society through exemplifying basketball’s developmental capabilities, represented by the universal idiom: “be like Mike” (Porter, 2007: 101). Jordan remains the only basketballer with a substantial literary basis comprehensively examining his cultural, economic, political, and social relativity (Andrews, 2001; Andrews and Mower, 2012; LaFeber, 2002; Lazenby, 2015; Markovits and Rensmann, 2013; McDonald, 1996; Naughton, 1992; Smart, 2005). Having introduced basketball, culture, and society, BDP follows.

Basketball for Development and Peace

BDP is utilised depending on its attractiveness to targeted individuals or groups. This segment details BDP’s contribution. Until now, texts influencing BDP covered: coach perceptions (Collet et al., 2019); community integration (Mitchell, Gudgeon and Kim, 2021); conflict transformation (Tuohey and Cognato, 2011); economic/social development (Nauright and Zipp, 2021) gender equality (Meyer and Roche, 2017); peacebuilding (Habimana and Tian, 2022); poverty alleviation (Smith, 1995); social capital (Djobova, Borukova and Kirilova, 2020); social cohesion/integration (Abdalamer, 2021); superdiversity (Callaghan, Moore and Simpson, 2018).
BDP is a community interventionist strategy, developed to allow conversations and implement solutions to achieve positive social impacts through responding to localised problems (Banda, 2015). Examples of BDP programmes exist in: Colombia (Gomez-Suarez, 2017; Sobotová, Šafaříková and González Martínez, 2016); Cyprus (Kobayashi, 2018); Israel (Rosen, 2017: 10; Stark, 2017); Northern Ireland (McCluskey and Bell, 2013; Walsh, 2015); and South Africa (Means, 2007; PeacePlayers International, 2016). Each programme constitutes its own miniature culture and encourages cooperation, creativity, and social orderliness (Callaghan, Moore and Simpson, 2018). Outcomes are crucial for post-conflict environments, sparking social integration whilst fostering tolerance, helping solidify lasting and sustainable peace through reducing tensions whilst creating opportunities for dialogue and helping heal trauma (Alrashid, 2017). Basketball is utilised to promote peace and reconciliation whilst preventing conflict altogether both practically in local communities and symbolically world-wide, existing as an international language which crosses cultures to bridge ethnic and social divides (Alrashid, 2017).

Athletes and celebrities recently became BDP initiative’s backbone, operating as intermediaries or spokespeople for communities and countries (Darnell, Field and Kidd, 2019). They help deliver, organise, and fund programmes worldwide, especially when obtaining personal connections to the cause and country (Bairner, Kelly and Lee, 2016). In 2001, Vlade Divac and Toni Kukoč (NBA players) implemented basketball camps throughout former Yugoslavia to prompt peace and harmony among society following the 1992-1995 Bosnian War (Nuñez and Lyras, 2018). Similarly, Steve Nash’s (former NBA player) eponymous charity oversees efforts to ameliorate conditions for children, communities, and families globally (Darnell, 2009; Darnell, 2012a; Jeffreys and Allatson, 2015). PeacePlayers International (PPI) exemplifies BDP’s potentialities. Through basketball-led connections, they guided over 75,000 youths worldwide towards new, self-created norms, embedding community cohesion over antagonism (Hillyer et al., 2013; Tuohey and Cognato, 2011). Having abridged BDP, basketball for business/economy is detailed next.

**Basketball for Business/Economy**

Basketball, like most industries and sports, is dictated by resource accessibility, meaning business/economics supports any decision-making process and organisational activity’s foundations. This section typifies basketball’s business/economic valuableness.
Research documenting basketball for business/economy to date recorded: brand equity (Shuv-Ami, Papasolomou and Vrontis, 2018); city marketing (Sánchez-Fernández and Campo, 2012); colleges/universities (Johnson, 2017); engagement and social media (Achen, 2016); EuroBasket (Povilanskas and Kontautienė, 2017); localisation (Cianfrone et al., 2020); mega-events (Baumann and Matheson, 2018); player value (Humphreys and Johnson, 2020; Kaplan, 2020); social value (Leiñena and Merino, 2021); tourism (Salgado-Barandela, Barajas and Sánchez-Fernández, 2018).

Most of basketball’s business/economic research was conducted in America (Baade, Baumann, and Matheson, 2008; Baade, Baumann, and Matheson, 2011; Lertwachara and Cochran, 2007; Lopez et al., 2021; Matheson, 2002; Matheson and Baade, 2004; Propheter, 2012). Although, numerous case studies of basketball teams and competitions’ corporate benefits, economics and strategies exist worldwide. Clubs include Akita (Kato and Yeh, 2009), Bayern Munich (Heck, 2021), LA Lakers (Bai, Jin and Yang, 2013) and Twarde Pierniki (Oczki and Pleskot, 2020) alongside leagues in America (Jozsa, 2010; Keiper and Barnes, 2020), Asia (Thanh, Thuan and Tu, 2016), China (Luo, Dai and Huang, 2015) and Australia, Europe, and Japan (Chiba, 2015). Basketball is beneficial for corporations and economies, offering opportunities to revitalise communities through distributing commercial rights, gathering visitors, increasing employment demands, marketing local areas and the overall nation alongside urban regeneration possibilities (Kirov, 2020). For example, from 1992-1994, Chicago Bulls helped transform Chicago’s historically blighted downtown area through equitable revitalisation, constructing a brand-new stadium and turning the city into a new leisure capital (Dinces, 2018). Alternatively, 2020s March Madness’s despite cancellation was expected to earn local businesses and host city, Atlanta, $106 million whilst television advertising revenues estimated losses were $1.32 billion (Cianfrone and Kellison, 2020; Cooper and Alderman, 2020).

Amidst a competitive and uncertain leisure market, many clubs nowadays, both amateur/community and professional embrace social entrepreneurship. Being an outcome of flawed power relations between clubs, NGB’s, organisations and states, social entrepreneurship’s distinctive sporting feature is innovation existing as resources and sources of identity (Ratten, 2019). It represents new organisational forms reflecting societal change periods by emphasising social issues which albeit generating benefits including greater
autonomy, incurs problems surrounding club’s abilities to unite communities whilst receiving support for new programming deemed contrastive to traditional approaches (Bjärsholm, 2017). Social enterprises are becoming increasingly popular in Scottish sport, with reputations as happening places for social policy innovation alongside solutions to social problems (Reid, 2016). Having flagged basketball’s business/economics, basketball-for-change succeeds.

**Basketball for Change**

Basketball is used by organisations including FIBA (International Basketball Federation), IBF (International Basketball Foundation) and the NBA to help address societal issues (FIBA, 2019b; FIBA, 2020a; NBA Cares, 2016; NBA Cares, 2022). FIBA’s 2019-2023 mission employs basketball to address numerous educational, humanitarian, and social problems in deprived communities alongside countries where resources are deemed insufficient (FIBA, 2019). This section deliberates basketball-for-changes’ (BFC) objectives. Until now, sources outlining BFC discussed: BFC (Nuñez and Lyras, 2018); at-risk youths (McCann and Peters, 1996); basketball’s change capabilities (McNutt, 2002); black masculinities (Atencio and Wright, 2008); civic engagement (Pitter, 2004); community development (Jacobs, Castañeda and Castañeda, 2016); crime policy (Hurwitz and Peffley, 2005); inner-city girls (Jones and Jones, 2002); lifestyle changes (Derezotes, 1995); value creation (Hellison and Georgiadis, 1992).

BFC or basketball-for-good is employed to render positive social change (FIBA, 2020a). It delivers social impact by hooking and diverting targeted individuals away from undesirable behaviours or prevailing problems into environments aiming to improve people’s attitudes, circumstances, and social demeanour (Green, 2009; Hills, Gomez Velasquez, and Walker, 2018). BFC is utilised to teach people, especially from disadvantaged communities, skills, and values such as discipline, friendship, respect, and teamwork (Didier and Lyras, 2018). The objective is to provide safe spaces for people to be themselves, feel at home and be temporarily freed from life’s daily problems to allow personal flourishment through forming social bonds while obtaining love and care (Nols et al., 2019). The main goal: to help people forget about problems, motivating continual evolvement and pursuing improved lifestyles (Claude, Nzyeyimana and Didier, 2020). BFC-SFC’s critical link as Coalter (2013b; 2013c; 2015) denoted is participation’s social processes (experiences/relationships) allied to asset
accessibility, availability, and control, which determines outcomes effectiveness and magnitude.

Midnight Basketball is the earliest and most researched BFC initiative (Schwery and Cade, 2009). Launched as an accessible alternative to counter America’s inner cities’ growing criminalisation, some participating cities reported: a 30% crime drop whilst others found juvenile delinquencies decreased by 78%; youth reprimanding expectations lowered from 92%-20%; adolescents concerned over violent victimisation attacks lessened from 66%-5%; and 50% reductions in juvenile incidents (Hartmann, 2016). Midnight is an inexpensive, simplistic programme requiring minimal expertise and resources whilst having broad-ranging social impact, typifying change programming, shaping neoliberal social policy whilst representing basketball’s transformational possibilities (Hartmann, 2016). However, ‘hoop dreams’ arguments offer scepticism of basketball’s ability to achieve developmental outcomes worldwide (Berger, 2010; Brooks, 2011). For example, social, cultural and political consequences of basketball/basketballers promoted glamour, personality and “bad boy” behaviour, becoming the game’s hallmarks (Banet-Weiser, 1999: 403). Thus, the sport’s use in responsibilising ‘troublesome youth’ within neoliberal urban policy regimes of social control is problematic whilst it incurs racial stereotypes (Cole and King, 1998; Thangaraj, 2015). Having detailed BFC, basketball and capability building follows.

**Basketball and Capability Building**

Basketball and capability building is a new concept comprising limited research. This section highlights how basketball builds human capabilities. To date, literature investigated: capability building (Kelly, 2015); academic performance (Olushola et al., 2013); inner-cities (Carrillo, 2020); knowledge development (French and Thomas, 1987); NBA (Means and Nauright, 2006; Means and Nuaright, 2008); social-emotional competence (Vallis, 2020); social participation (Fiorilli et al., 2013); social/motoric skill (Supriyadi, 2021); trauma treatment (D’Andrea et al., 2013); wellbeing (Bates et al., 2019).

Nussbaum’s (2011) main capability is life itself. For handicapped individuals, life is inhibited. Nowadays, institutions and organisations customise learning experiences through employing basketball to build capabilities (Afrouzeh et al., 2020). Using basketball training exercises, studies discovered that basketball produces positive results, improving motor skills,
socialisation, verbal/non-verbal communication skills, white matter integrity and working memory capacities whilst providing social and emotional therapy (Alp and Akin, 2019; Cai et al., 2020; Mittleman, Iuchtman and Yatzker, 2018). This augments individual’s possibilities through having greater capabilities. Basketball also increased civic identity and voluntary desires to work with disabled people through shared feelings of enjoyment (Altenburger and Wilson, 2017). Through participation, these frameworks propose that basketball improves capabilities.

A prominent facet within SFD alongside Sen’s (1999) CA is education’s importance in building capabilities. With 43.6% of British basketballers studying in American universities failing to graduate, this stems from substandard academic preparedness, coach satisfaction rates, financial support constraints alongside minimal professional opportunities and aspirations (Lloyd, 2019). Yet, basketball was the motivational factor for initially pursuing higher education (Lloyd, 2019). As children age, academic interests decrease, but those involved in education related basketball initiatives are more committed, recognising education’s importance in furthering their lives (Canli and Günay, 2016). Basketball produces short and long-term results through quickly improving academic performances whilst motivating participants to pursue higher education which increases people’s future employability (Volskis, Hunt and Beale, 2020). These outcomes connect to effective coach-athlete relationships, helping render attitude and behavioural alterations alongside academic appreciation, focus and respect (Volskis, Hunt and Beale, 2020). Having highlighted some capability building possibilities, the adjacent segment discusses basketball for development, change and capabilities critiques.

Critique of Basketball for Development, Change and Capability

Despite basketball having creditability for aiding development, change and capability, it obtains criticisms. This section raises prominent critiques. Until now, sources pinpointing basketball’s flaws critiqued: challenges (Tufa, 2015); dark side (Arias Padilla and Barriola, 2022); development strategies (Wigfield et al., 2019); gender inequalities (Hancock, Lyras and Ha, 2013); grassroots outreach (Guest, 2009); initiative designs (Banda and Gultresa, 2015); place branding sports (Rein and Shields, 2007); racial logic (Thangaraj, 2012); societal influence (Kawashiri, 2020); structured programmes and female’s experiences (Wilkes and Côté, 2010).
Basketball interventions nowadays face challenges such as responding to external political change and securing sustainable funding (Tuohey and Cognato, 2011). Local/national institutions and organisations must do more to increase available facilities and funding whilst proliferating participatory incentives, so more people reap basketball’s benefits (Singh and Kumar, 2017). Greater priority is needed for females with males receiving greater attention and getting access to more sessions per week than females who have shorter and less frequent experiences (Maciel et al., 2020). Since basketball schemes are often introduced with politics, power, and monetisation objectives, basketball, although widely played, is not apolitical or neutral, containing hidden agendas (Vest, 2014). Given basketball’s developmental literary documentation is new, more ongoing initiative assessments and evaluations are required.

Current basketball development, change and capability trends witness northern NGO’s implement projects in the global south (Kidd, 2008; Levermore and Beacom, 2012). This presents links with historical empire-building efforts (Guest, 2009; Richelieu and Webb, 2019). Millington (2010) argued that NBA programme, Basketball Without Borders, symbolises neoliberal globalised tendencies allied to discursive and historiographical discourses, demonstrating capitalist motivations and imperialistic characteristics. Conglomerates like the NBA alongside individuals who implement or participate in programmes obfuscate intentions, embarking on practices under developmental umbrellas, albeit prioritising commercialisation over making social change, producing hegemonic and neo-colonial outcomes (Millington, 2010). Some basketball interventions serve the already empowered and privileged, imposing further domination through commodification and westernisation, creating additional power imbalances, promoting themselves alongside partners (Millington, 2010). Having highlighted critiques, BFD’s limits and possibilities are delineated next.

The Limits and Possibilities of Basketball for Development

Basketball’s developmental potential is unknown, remaining undetermined. This section discusses some overarching hindrances alongside existing capabilities. Texts denoting basketball’s developmental limits and possibilities to date investigated: achievements (Keys, 1999); at-risk urban youth (Headly, 2002); community (Lansford, 2006); crime prevention (Hartmann and Wheelock, 2002); cultural politics (Hartmann, 2001); incarceration and
Given that initiatives’ lack resources and scheduling, allied to declining government support and poorly aligned business objectives, basketball interventions often fail or are not taken seriously, despite advanced engagement and organisational methods (Hartmann, 2003). Basketball does not automatically procure prosocial results and is often unsuccessful if operating alone, requiring non-sporting partnerships and financial sponsorships alongside self-consciously designed and orchestrated programming (Hartmann and Kwauk, 2011). Like all development practices, basketball’s limitations and possibilities are restricted by social inequality and will only be resolved through increased investments towards basic services for impoverished demographics (Gruneau, 2015). This necessitates Collier’s (2007) proclamation to tackle the world’s bottom billion with economicsimpeding development. Basketball’s challenge: convincing communities it holds universal value (Schwery, 2003).

According to basketball’s governing bodies and influential personnel, basketball’s development possibilities are endless (FIBA, 2018; NBA, 2021). Basketball is a universal language, meaning people engage as equals, seeing each other’s humanity and building positive relationships having changed attitudes and behaviours (FIBA, 2018). Basketball reaches diverse and isolated groups or societies otherwise marginalised, inspiring and uniting people where few constructs can, communicating with youth by conveying hope for those desiring an improved life through basketball (FIBA, 2018; Wanninger, 2017). FIBA (2018) concluded that basketball is more than a game: basketball transforms lives. The British House of Commons (2018) believe basketball obtains unique and unrivalled qualities which make achieving global, laudable social objectives more effective. Overall, basketball offers a positive developmental context and setting (Harrist and Witt, 2012). Having highlighted basketball for development’s limitations and possibilities, part C’s overview follows.

Overview

Basketball contributes to holistic human, community, and national development. It has a difficult task to achieve its developmental desires, especially when facing ongoing changes to environments, governments, and policies, but especially basketball’s increased demand. Substantial work is required for basketball’s sporting barriers to be overcome and basketball-
for-all becomes an international reality and not an aspiration. Part C explored BFD’s limits and possibilities, epitomising how basketball can represent a new order in global politics and society through symbolising compassion and human possibilities in today’s world. However, other resources are needed for basketball to acquire further freedoms. Having encapsulated basketball’s developmental limits and possibilities, chapter two’s conclusions follow.

**Concluding Remarks**

From chapter two’s review of literature, the main issue which emerged in relation to this thesis entails how a space and role exists within development and society for basketball to fill. The researcher agrees because chapter two has evidenced how basketball can and has made evidenced contributions to individuals, groups, and countries’ development. Materials outlined in chapter two are relevant for the later research because this study employs these approaches and theories to understand human, communal, and societal behaviours alongside external forces impacting and shaping social realities surrounding basketball in Scotland. The author believes that the capability, cultural, developmental, and sporting concepts discussed are crucial to this investigation as Scotland’s challenges nowadays depend upon inter-disciplinary lenses rather than one rigid problematic. This belief is reflected in this thesis’ utilisation of an inter-disciplinary scope. Given the substantial body of knowledge, not every source was included in chapter two’s literature review. Rather, some existing and seminal themes were proposed. Having undertaken the first review of literature, chapter three offers a contextual discussion of Scotland, Scottish sport, and Scottish basketball. It frames Scotland, binding sources to evidence sport’s importance to Scotland.
Chapter Three – The Context: Scotland, Scottish Sport and Scottish Basketball

“Sport sits within the health portfolio but there is an argument to be made for it to be at the heart of a global narrative about Scotland … It is about acknowledging that sport has the potential to do much more than what is captured … Scotland should catch up with other parts of the world … This is a game that Scotland can win – imagine if, like France, sport was prioritised.” - Grant Jarvie (Jarvie, 2020a)

Introduction

Chapter three concentrates on the Scottish context. It outlines who and what is Scotland and the Scots. Through merging empirical information with existing literature, it contextualises the subsequent study, establishing a narrative of Scotland, Scottish sport, and Scottish basketball. It highlights key concepts, details and moments which explain Scotland, sport, and basketball’s current positionality. This chapter provides knowledge of Scotland’s devolved environment in which this thesis is situated, providing foundations to ground and understand the overall investigation. A scoping review was adopted to survey existing literature whilst sleuthing was embraced to fill literary gaps with empirical data. The strategy, where possible, selected the most seminal materials for inclusion whilst prioritising relevant sources to the thesis’ context with the aim of generating a holistic depicture of Scotland to underpin the subsequent investigation. As the Scottish history section highlighted, literature with no major connection to this study was only included to fill thematic gaps. Materials were otherwise excluded.

This chapter comprises three parts: Scotland, scene setting and existing literature; sport, scene setting and existing literature; basketball, scene setting and existing literature. In conjunction with chapter two, they collectively help form a limited number of research questions which support an original synthesis whilst sustaining a thesis focusing on basketball, development, and society in Scotland. Part A is rudimental, considering areas which collectively provide a holistic depiction of Scotland via cultural, diplomatic, economic, historical, political, and social discourses alongside these component’s relationship with sport. Part B determines what we know and what knowledge reveals about sport in Scotland whilst identifying sport’s current positionality nationally and internationally. Part C examines basketball in Scotland before placing it within the international basketball landscape. Having

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critically evaluated these facets’ content, the final sections flag key literary gaps from chapter two and three before detailing the thesis originality and concluding.

The Context (Part A): Scotland, Scene Setting and Existing Literature

Introduction

Part A details Scotland. Given this thesis is situated within Scotland’s devolved environment, this section sets the scene. With the main body reviewing Scottish basketball through a development and capability lens, this context underpins the research. Before the study commences, information detailing Scotland is outlined to gain field-related understanding. Where possible, basketball is discussed. This section has twelve sub-structures: Scottish history; Scottish sports history; Scotland’s economy; Scottish sports economic contribution; Scotland’s demographics and social background; Scottish sporting demographics and social background; Scottish culture; Scottish sport and culture; Scottish foreign policy/international cultural relations; Scottish sport and foreign policy/international cultural relations; Scottish politics; and Scottish sport and politics. To summate, an overview of Part A is provided.

Scottish History

Understanding contemporary Scottish culture and society requires acknowledging Scotland’s past. This section details Scotland’s historical highlights. Literature detailing Scottish history to date covered: Scotland (Magnusson, 20003); Scotland before history (Moffat, 2005); history of Scotland (Oliver, 2009); early Scottish history (Moffat, 2015); black Scotland (Jackson, 2020b); the Scots (Moffat, 2011); Scottish people: 1830-1950 (Smout, 1986); Scottish people: 1560-1830 (Smout, 1969); Scot’s invention of modern world (Herman, 2001); mapping Scotland (Fleet, Wilkes and Withers, 2012).

Further knowledge of Scotland’s history denoted influential events, lifestyles, and people: Act of Union 1707 (Devine, 2008); clanship (Newton, 2020); Culloden (Prebble, 2002); the Declaration of Arbroath (Cowan, 2020); everyday life in Scotland 1000-1900 (Cowan and Henderson, 2011; Foyster, 2010; Morton, 2010); the industrial revolution
(Whatley, 1997); Mary Queen of Scots (Fraser, 2010); William Wallace (Morton, 2014); World War I (Royle, 2011b); World War II (Royle, 2011a).

Seminal Scottish history denotations include: Scottish history (Devine, 2001); Scotland’s modern history (Devine, 2012; Devine and Wormald, 2012); independence/Union (Devine, 2016); Scotland and the British Empire (MacKenzie and Devine, 2017); Scottish clearances (Devine, 2018b; 2022); Scottish diaspora and empire (Devine, 2011a; 2011b); Scottish Highlands (Devine, 2018a; Devine and Orr, 1988); Scotland’s immigrant communities (Devine and McCarthy, 2022); Scotland’s rural transformation (Devine, 1994); Scotland’s slavery past (Devine, 2015). These individuals and events shaped Scotland’s ongoing cultural and social development, offering insight alongside an explanation which details Scottish culture and society’s contemporary underpinnings. Scottish sports history follows.

Scottish Sport’s History

Scotland has a longstanding sporting background. Research contextualising Scottish sports history until now documented: clubs and societies (Whatley et al., 2020); football economics (Vamplew, 1982); middle-class women (Tranter, 1989a) organised sport (Tranter, 1989c); regional sporting patterns (Tranter, 1990); colonisation (McDowell, 2017); industry (Vamplew, 2016); sports governance (Cormack, 2016); university sport (Anderson, 1987); women in sport (Osborne and Skillen, 2023).

Cultural and societal studies reflecting historic sporting affairs in Scotland include: ancient sporting traditions (Jarvie, 2003b); émigrés and America (Jarvie, 2000); émigrés and parish life (Jarvie, 1998); Highland Games (Jarvie, 1988); Highland gatherings and Balmorality (Jarvie, 1992); Highland gatherings and social class (Jarvie, 1986); religion and the church of Scotland (Jarvie, 2017b); Scottish sports history (Jarvie, 2004); sporting estates (Jarvie, Jackson and Higgins, 1997); sporting estates and the aristocracy (Jarvie and Jackson, 1998).

Scottish sports history’s formative texts detail: sport and Scotland (Holt, 1990); sport in Scotland (Thomson, 2003); sport in early-modern Scotland (Burnett, 2000); sport and economy (Tranter, 1998); sport and history (Polley, 2003); sport, history and economics (Vamplew, 2018); sport and society (Polley, 1998); Scottish football (Mitchell, 2012); Scottish
professional sport (Vamplew, 2004); Scottish sporting icons (Phillip, 2011). All sources revealed sport’s history’s vitality, providing a basis for comprehending Scotland’s communities, identities, people, and places. These frameworks present historical factors which determined how sport in Scotland is conducted, participated, perceived, popularised, and remembered nowadays. Having highlighted Scottish sports heritage, Scotland’s economic context follows.

Scotland’s Economy

Scotland’s economy is constitutional and public policy debate’s cornerstone, dictating Scotland. This part details Scotland’s economy’s current positionality. To date, knowledge guiding comprehensions of Scotland’s economy discussed: Scottish economy (McNulty et al., 2017); economic propositions (Trebeck and Kerevan, 2017); economic history (Devine, Lee, and Peden, 2005); financial capital (Perman, 2021); future considerations (Hassan and Gunson, 2017); future preparations (Gardner, 2020); independence (McCrone, 2022); independence and currency (Donnelly and Vlcek, 2021); regional disparities (Newlands, 2019); tourism (Durie, 2017).

Scotland’s 2021 gross domestic product was £166.8 billion, equating to £30,530 per person whilst obtaining one of Europe’s lowest unemployment rates at 4.2% with 74.8% employed and 50% in further education (Scottish Enterprise, 2021). Prior to Covid-19, Scotland’s economy was slowly increasing annually, however, by 2020, the economy endured a rapid decline, falling by 21.9% (Scottish Government, 2020c). Scotland’s most prominent exporting industries today: food and drink (£6.3 billion, £4.7 billion from whiskey alone); refined petroleum (4 billion); professional, scientific, and technical activities (£3.4 billion); finance and insurance (£2.2 billion); alongside mining and quarrying (£1.9 billion) (Scottish Government, 2020b). In 2020, 364,310 private sector enterprises comprised of 361,875 small-medium enterprises (SME) provided around 1.2 million jobs (Scottish Government, 2020a).

Aside from exports, Scotland’s main long-standing industry is tourism. Tourism generates £12 billion for Scotland’s supply chain, adding £6 billion (5%) to Scottish GDP (gross domestic product) whilst supporting around 217,000 jobs (8% of total national employment) (Scottish Government, 2021f). Nowadays, six of Scotland’s top ten international markets are America (18%), Germany (9%), France (6%), China (5%), Spain (4%) and Canada
America alone accounted for 28% of the total tourism spending alongside 16% of long-term staycations in 2019 (Visit Scotland, 2020). Having summarised Scotland’s economy, sport’s economic contribution succeeds.

**Scottish Sport’s Economic Contribution**

Sport offers broad-ranging economic opportunities. This segment concerns sport’s remunerative benefits. Until now, research apprising understandings of sport’s economic contribution considered: destination development (Butler, 2007); destination sustainability (Butler, 2019); economic and social regeneration (Shibli and Gratton, 2001); football’s value (Jarvie, 2020c); public spaces (Smith and McGillivray, 2020); regular season competitions (Allan, Dunlop and Swales, 2007); tourism (Whigham et al., 2021); urban infrastructure (Gogishvili, 2021); urban regeneration (Coalter, Allison and Taylor, 2000); visitor attractions (Durie, 2013).

Tranter (1989b) and Pieda (1991) flagged Scottish sport’s economic valuableness. From 1998-2016, sporting employment grew by 40% to its record highest (64,800 positions, 2.7% of total national employment); sport’s consumer spending totalled £2,669 million (41% increase since 2010 and 22% growth in real terms); sport-related GVA (gross value added) amassed £2,749 million (50% increase since 2010 and 30% in real terms); and sport’s overall economic contribution rose by 105% from 1.5%-2.1% (Gorman, 2016). Today, the three highest Scottish sport’s revenue streams are commercial non-sports like gambling and television (£1,348 million/49%), commercial sports including professional sports and retail (£650 million/24%) and public/voluntary sectors (£751 million/27%) (Gorman, 2016). In 2015, sport generated £2,688 million (3% of total national income) in GVA (Gorman, 2016). Compared to other industries, sport ranked higher than accommodation (£1,695 million), agriculture (£1,138 million) alongside food and beverage (£2,546 million) (Gorman, 2016). Gorman (2016) forecasted that sport’s figures will keep growing.

Supplementing Gorman (2016) and the Scottish Government (2021f), Visit Scotland (2020) showcased that 46% of Scotland’s tourists come from America and China with these demographics influencing the fastest growing tourist attraction in attending live sports (12.6 million trips/+13%) alongside leisure activity/hobby participation (10.7 million trips/+20%). Sports related tourism contributes significantly to the Scottish economy (Wise and Harris,

Scotland’s Demographics and Social Background

Scottish society is undergoing social transformation. The nation’s demographics and societal background are delineated below. Studies detailing Scotland’s demographics and social background to date examined: drug-related deaths (Scottish Government, 2021c; Sweeney, 2020); education (McKinney, Hall, and Lowden, 2020); excess mortality (Gruer et al., 2016; McMinn et al., 2022); gang membership (Deuchar et al., 2020); housing (Gibb and James, 2021); income and health inequalities (Richardson et al., 2020); obesity (Keaver et al., 2020a; 2020b); sectarianism (McBride, 2022; Morrow, 2017); social citizenship, social policy and refugee integration (Mulvey, 2018); violence (Deuchar, McLean and Holligan, 2021).

In 2019, Scotland’s population was 5,463,300 (51.5% female/48.5% male) (NRS, 2019). 16-64-year-olds amass 67%, over-65s 17% and under 15s 16% (NRS, 2019). With 4.9 million born domestically, 84% identified as white Scottish with 3% representing the Asian community and 1% from African, Black, and Caribbean groups (NRS, 2019). Scottish society is white dominated. Of the 4 million people aged 16-74, 69% (74% active males and 64% active females) were economically active with 51% reporting minimum 38 hour working weeks (NRS, 2019). However, clear gendered employment differences remain as 90% of skilled trade occupations were male, whereas 82% working in care, leisure, or service positions were female (NRS, 2019). Educationally speaking, 26% obtain a university degree whilst 27% had no qualifications and 47% are situated in-between (NRS, 2019). Recognising these statistics helps characterise who and what is Scotland, typifying Scottish society’s slow diversification.

Within these demographics, Scotland is facing challenges surrounding inequality, poverty, and power. McCrone (1992; 2002; 2017) discovered that the balance of resources and power shifted, currently favouring the wealthy and upper classes. Putting Scotland’s contemporary sociology into perspective, annual income disparities between the top, middle
and bottom deciles are £44,300, £23,000, and £11,500 whilst the richest 10% own almost 50% of all financial, pension, property, and physical wealth (McCrone, 2017). Throughout Scotland’s demographics, those most at-risk of deprivation are younger households, especially single-adults and single-parents on low wages who cannot secure property whilst the cost-of-living increases and opportunities decrease (McCrone, 2017). Society nowadays prefers policies enabling improved equality and income redistribution, particularly from political classes (McCrone, 2017). Overall, the rich are getting richer, the poor are getting poorer and the people in the middle are losing ground, meaning Scotland’s inequality gap broadens. National sporting demographics succeeds.

Scottish Sporting Demographics and Social Background

Scotland has approximately 900,000 sports participants, 195,000 volunteers, 90,000 coaches, 13,000 clubs, 130 governing bodies, local councils, and associate organisations alongside 30 colleges/universities (Scottish Sports Alliances, 2022). Investigations observing Scotland’s sporting demographics and social background until now examined: adult participation (SportScotland, 2008a); females (NACWG, 2018); female participation levels/sporting media representations (Laird et al., 2019); LGBT (Smith, Cuthbertson and Gale, 2012); regional participation variations (Coalter and Dowers, 2006); SFC (Research Scotland, 2017); sport-for-everyone (Scottish Sports Association, 2017); sport-for-life (SportScotland, 2020c); sports benefits (Davies, 2018); sports social role (Coalter, 2007a).

Regarding Scottish basketball’s demographics, West et al. (2002) revealed: education system’s importance for basketball accessibility with it mostly undertaken within schools’ PE curriculums; massive gender preferential differences for basketball over football in females; and basketball’s participation rates reduce by 18 unless targeted early, with females losing sporting interests altogether while males opt for football which offers increased participation opportunities. Amara et al. (2005) discovered basketball is popular among ethnic minorities, asylum seekers and refugees, typified by programmes where 66.66% of participants represent fourteen different countries which span three continents with 33.33% being Scottish. Whereas Strain et al. (2016) showcased an equal gendered ratio with 1% of males and females playing basketball, however, with age, basketball interest levels decrease, replaced by less strenuous activities. Out of 252 university sports students, 2% of students listed basketball as their favourite sport whilst having high team identification rates with football (77%), rugby (10%)
and basketball equal to cricket (2%) (Parry, Jones and Wann, 2014). Scottish basketball is currently a middle-class sport requiring modernising and greater accessibility to progress (Reid, 2016).

Connecting Scotland’s societal background to sport through sport’s social benefits, Coalter (2005) argued that sport advances societal issues by: advocating and enhancing education alongside life-long learning; improving people’s physical/mental health and well-being whilst augmenting individuals, groups, and communities’ life qualities; promoting active citizenship and social inclusion; providing programmes to combat anti-socialism, crime, gangs and violence alongside substance/alcohol abuse; raising people’s confidence and self-esteem, widening Scottish inhabitants’ horizons; and rendering economic development. Coalter (2005) promoted sports, including basketball, to help resolve Scotland’s social problems whilst assisting in achieving local/national governments, institutions, and organisations’ policy objectives. However, sport alone cannot solve Scotland’s issues and must work alongside agents, partners and Scotland’s current donors domestically and internationally including Comic Relief alongside Sport Relief (Coalter, 2005). These groups work collaboratively to eradicate social issues through sport with poverty being the biggest barrier to sport in Scotland (Kay, 2020). Disparities between participants and spectators link to wealth with sport’s popularity rising among those capably affording fees, strips and travel and declining for those who cannot (Kay, 2020). Having detailed Scottish basketball’s demographics, Scottish culture succeeds.

Scottish Culture

Scotland is internationally renowned for: bagpipes, ceilidhs, highland dancing, and kilts (Gardiner, 2022); folklore (Buchan, 2015a; 2015b); Gaelic (O’Hanlon and Paterson, 2019); the Highlands (Newton, 2019); historic traditions (Milne, 2010); poetry (Sassi, 2016); tartan (Brown, 2010); and general Scottishness (Craig, 2009; Craig, 2018). The Scottish identity is most salient within those engaging in cultural practices and traditions (Crane, Hamilton, and Wilson, 2004). This segment discusses Scottish culture. To date, literature shaping knowledge of Scottish culture covered: art (Coltman, 2019); enlightenment (Broadie and Smith, 2019); film (Murray, 2015); Gaelic society (Withers, 2015); literature/philosophy (Barlow, 2017); language (Chhim and Bélanger, 2017); music (McKerrell and West, 2018); religion (Fergusson
and Elliott, 2019a; 2019b; 2019c); Scottish culture (Crawford, 2021); society (Leith and Sim, 2020b).

Since devolution in 1998, Scotland’s cultural policy changed, occupying a larger space within the Scottish Government’s remit (Leith and Sim, 2020a). Scotland seeks distinction from UK culture through greater visibility with Scottish culture championed for intrinsic value and existing as a public good (Orr, 2008). This transformation reflects successive Scottish governments’ desires and views whereby culture is deemed a rudimentary human right, representing national identity alongside Scotland’s ongoing individualised perspective (Orr, 2008). Scotland’s cultural outlook leverages arts capabilities to revolutionise how Scotland characterises and defines itself, propelling itself from a provincial backwater to globally reputable through articulating human condition (Maxwell, 2012). These beliefs were contested by those proposing that culture should be measured through its economic impact which generates £3 billion annually and 63,000 employees (Archer, 2014).

Scottish culture today has elitist connotations surrounding debates of high/low culture, particularly the arts which are affiliated with notions of entitlement, exclusivity and perceived intellectual superiority (Jarvie, 2006; Leith and Sim, 2020a). Scottish culture centres on high cultures which do not recognise proletarian cultural representations including sport alongside intellectual growth within narrow classical activities such as theatre (Jarvie, 2006). Cultural policies are introduced to: enable culture to flourish; encourage international cultural exchange and relations; ensure equal access to life and cultural activities; help citizens achieve individual creativity; preserve and utilise cultural heritage; promote active citizenship, cultural diversity, and pluralism; and safeguard free speech (Jarvie, 2006; Bonnar, 2014). Art’s cultural dominance stems from Scotland’s small demographic and geographic size with creative and cultural industries alongside Scotland’s government having greater connections (Leith and Sim, 2020a). Scottish culture and society remain classist. Yet, sport’s positionality within culture which follows, is not exempt from prejudice.

Scottish Sport and Culture

Notwithstanding Scottish sport’s symbolism of culture and nationhood, it remains peripheral to Scotland’s cultural outlook. This part details Scottish sport and culture’s relationship. Until now, texts examining sport and culture in Scotland documented: Scottish
sport and culture (Thomson, 2003); Scotland’s sporting promise (Jarvie, 2008b); sport and leisure in social thought (Jarvie and Maguire, 2002); government expenditure on sport (Jarvie and Birnbacher, 2018); identity (Smout, 1994); national identity and public policy (Houlihan, 1997a); policy and politics (Houlihan, 1997b); sporting celebrities (Bairner, 2021); sport policy and culture (Ruiz, 2004); voluntary sports clubs (Reid, 2012).

Scottish culture resembles elitism, marginalising sport from critical culture because sport’s working-class nature does not ideally mix with Scotland’s artistic desires (Jarvie, 2006). Sport’s cultural presence is not neutral, influenced by attitudes prioritising the arts, nationality, political ideologies alongside personal values, making sport’s challenge about access and place within culture (Jarvie, 2006). Many Scottish cultural policies excluded sport from portfolios unless elite or leisure classes, devaluing proletarian and traditional activities whilst un-acknowledging cultural, economic, human, and social capital forms (Jarvie, 2006; Leith and Sim, 2020a). Sport policy is class blind with social mobility defined by middle-class lifestyles downplaying working-class embodiments (Coalter, 2013a). Sport in Scotland as popular culture is currently enduring practical social struggles sparked by sport, power, and culture’s ongoing relationship (Jarvie and Thornton, 2013).

Sport adds to culture through elitist ideals and manifestations surrounding arts, film and literature alongside the public’s vested interests which are reinforced by multiple political and social groups (Jarvie and Thornton, 2013). Scotland has historically pioneered world sport, organising competitions, corporate benefits and welfare services, earning reputations including the ‘Home of Golf’ (Vamplew, 2008). Events like the Highland Games impacted Scottish history and contemporary culture regarding identity, Scottish dependency, and social development (Jarvie, 1991). Yet, among Scottish political leaders, sport enables health and physical activity rather than being a cultural component, explaining its cultural portfolio omittance (Jarvie, 2006). Having discussed Scottish sport and culture, the adjacent section presents Scotland’s foreign policy/international relations.

Scottish Foreign Policy/International Cultural Relations

Under Britain’s political unity, Scotland is a sub-state. While foreign policy is proscribed, it does control external affairs (House of Commons, 2013). This segment focuses upon Scotland’s foreign policy/international cultural relations. Work enlightening
comprehensions of Scotland’s global affairs to date discussed: Scottish foreign policy (Gethins, 2021); early Scottish foreign policy (Jeffery, 2010); Brexit (Hughes, 2017); customs and borders (Austin and Henderson, 2017); European relations (Salamane, 2019; Salamane, 2020); European Union and secessionism (Bourne, 2014); global participation (Hartmann, 2020); home rule (Thomson, 2020); the Scottish Affairs Committee (Torrance and Evans, 2019); security (Neal, 2017).

Scotland’s external engagements function via policy papers: Arctic Connections: Scotland's Arctic Policy Framework; Global Citizenship: Scotland's International Development Strategy; Scotland: A Trading Nation; Scotland’s Economic Strategy and Scotland's Place in Europe. Scotland’s International Framework is the government’s cornerstone, pinpointing four strategic aims: build international attractiveness; bolster external relationships; enhance global outlook; alongside safeguarding Scotland’s EU and European interests. These reports outline Scotland’s intentions for domestic flourishment, global proliferation and international development which para-diplomacy alongside a devolved sub-state panoply helps achieve (Criekemans, 2010). Scotland’s five overarching engagement strategies with America, Canada, China, India, and Pakistan epitomises this notion (Scottish Government, 2017c). Furthermore, the International Development Policy supports partners Malawi, Pakistan, Rwanda, and Zambia whilst Scotland and the Sustainable Development Goals endorses the UN’s SDGs through action plans entailing capacity-strengthening initiatives, commercial investment programmes and development assistance schemes.

As of 2021, Scotland has eight offices worldwide in Beijing, Berlin, Brussels, Dublin, London, Ottawa, Paris, and Washington DC (Scottish Government, 2017c). These are utilised for engaging in international cultural relations whilst promoting and expanding Scotland’s influence, innovation, investment, networks, partnerships, profile, and trade (Scottish Government, 2017c). These are not official embassies. Despite desiring greater influence and global involvement alongside a larger role in international affairs regarding devolved matters, Scotland’s foreign policy must operate cautiously or else violate Britain’s constitution (McLean, Gallagher and Lodge, 2014). Following Brexit, Scotland’s global intent grew, demanding further powers from Westminster whilst seeking to forge global agendas, deals and strategies diverging from Britain’s and involving themselves in international affairs including human rights (Bort, 2016; Mills, Birdsall and McAuliffe, 2021). Understanding Scotland’s international relations provides insight into Scotland’s global potential through having world-
wide connections. Moving forward, Riddoch (2017) recommends Scotland should learn from the Nordic countries, seeking diversity of relationships with Europe. Having denoted Scotland’s foreign policy, sport’s diplomatic role succeeds.

Scottish Sport and Foreign Policy/International Cultural Relations

Sport as diplomacy is gaining traction within evidence, practice, and theory, utilised by nations to generate influence and enhance proliferation through global affairs. Scottish sport’s foreign policy aptitude is detailed below. Until now, knowledge permeating Scottish sport and international cultural relations discussed: Brexit (Jarvie, 2022); diplomacy (Jarvie, 2020b); early sports diplomacy (Polley, 2006); foreign policy and international cultural relations (Jarvie, Murray and MacDonald, 2017b); internationalism (Reid, 2022); international engagement (Jarvie, 2020a); international influence (Jarvie, 2021); soft power (Jarvie, 2014b); sports international power (Jarvie, 2014a); a united Scotland (Jarvie, 2019b).

Outlining Scottish sport and diplomacy, Jarvie, Murray and MacDonald (2017a) assert that Scotland should use its sporting identity, heritage, and prowess to bolster international relations. As exemplified above, Scotland has global interests, meaning foreign policy requires distinctive Scottish approaches including domestic sports actors, organisations and teams as ambassadors whilst utilising Scotland’s global allure (Jarvie, Murray and MacDonald, 2017a). Sport could help the Scottish Government realise international objectives whilst establishing global relationships via sport’s existence as a universal language, offering nations opportunities to create influence and status (Jarvie, Murray and MacDonald, 2017a). By merging Scottish sport with Scotland’s brand, culture, and values, sport can deliver international outcomes like increased investment, tourism, and trade (Jarvie, Murray and MacDonald, 2017a). Scotland has not grasped sport’s global currency’s advantages and opportunities. To use sport, the Scottish Government must locate funds from somewhere else within Scotland’s budget (Jarvie, Murray and MacDonald, 2017a).

Sport as internationalism can help make nations (Jarvie, 2003c). Contemporary debates discuss how sport: aids national identity and patriotism construction; builds national consciousness; contributes to civic and ethnic forms of nationality (invented/mythical/selected); embodies cultural nationalism; functions as a replacement for political nationalism; exists as a natural reaction to subsidise pressures emerging from global
and international sport; assists with national reconciliation; offers emotional energy outlets for exasperated countries, groups and individuals; provides opportunities for states denied national sports representation to attribute nationalistic sentiments to activities and teams; and supplements colonialism and cultural imperialism’s politics (Jarvie, 2003c). Comprehending sport’s applicability to international affairs helps clarify basketball’s potentialities. Despite being a secondary sporting culture in Scotland, basketball connects Scotland worldwide through shared commonalities, making it a useful instrument for building global relationships with countries where basketball is mainstream (Jarvie, 2003c). Having abridged Scottish sport and foreign policy, Scottish politics is detailed next.

Scottish Politics

Since 1707, the UK Government operates as Britain’s central government, overseeing the Home Nations (England/Northern Ireland/Scotland/Wales). This section denotes Scottish politics’ major events and current standpoint. To date, texts discussing Scottish politics covered: politics of Scotland (Keating, 2017b; 2020); Scotland’s parliament (Johnson, 2019); Scotland’s political landscape (McTavish, 2016); devolution (Wright, 2019); ethnic minorities (Hill and Meer, 2020); identity and voting intentions (Abrams et al., 2020); independence (Jackson, 2020a); political systems (McGarvey and Cairney, 2017); SNP (Hassan and Barrow, 2017); voice, class and Scotland (Hames, 2020).

In 1998, Westminster introduced the Scotland Act, establishing the Scottish Government and Parliament whilst transferring some powers (Hassan, 2019). In 2014, 85% of Scotland voted in the Scottish independence referendum with 55.3% voting against over uncertainty of Scotland’s future self-governing stability (Brennan, 2020; Keating, 2017a). In 2016, Britain debated leaving the European Union (EU) with 62% of Scots voting to remain, however, 52% of Britain opted for withdrawal, epitomising the phrase, ‘Brexit was made in England’ (Anderson and Keil, 2020; Henderson et al., 2017). Britain left in 2020. That year, the Scottish Parliament introduced the Referendums (Scotland) Act 2020 to enable future Scottish independence forums (Clarke, 2020a). Literature and society’s contemporary themes subsequently represent Scotland and England’s political divide with Scots expecting empowerment despite no clear independence mandate whilst Westminster remains reluctant to negotiate although lacking a clear Brexit mandate (Clarke, 2020b; McGarvey, 2012; McTavish and Garnett, 2020; Mitchell, 2020; Riddoch, 2017; Thompson, 2019).
After the 2021 Scottish General Election, the Scottish National Party (SNP) were re-elected to form the Scottish Government, having been in power since 2007. As of 2021, the SNP remain Scotland’s largest political party with sixty-four seats in Holyrood and forty-eight in Westminster whilst having over 400 local councillors and 125,691 members nationwide (SNP, 2021). The SNP’s main political competition comes from the Scottish Conservative Party, Scottish Green Party, Scottish Labour Party, and Scottish Liberal Democrats. Embedded in the SNP’s political agenda is Scottish nationalism and independence which post-Brexit resurged and popularised (Harvey, 2020; Lloyd, 2020; McCrone and Keating, 2021; Rioux, 2020). Studies by Curtice and Montagu (2020) alongside Heaney (2020) display a strong alignment between Scotland’s political leaders and grassroots followers, discovering that society’s majority is now pro-independence. Further sovereignty manoeuvres are inevitable, meaning the 2020s could be defined by independence campaigns albeit ones incurring profound consequences for Scots (Hassan and Gunson, 2017; McCrone, 2019; McTavish, 2020). However, Scotland’s current position is difficult, it is a social democracy stuck in a Conservative state, suspicious of European relations yet against Brexit and reluctant to provide public assets to Westminster who control Scotland albeit are preoccupied with regaining its lost imperial status (Riddoch, 2023). Having elucidated Scotland’s political stance, Scottish sport’s impact upon politics follows.

**Scottish Sport and Politics**

Sport and politics are interlinked in Scotland. Sport’s role in politics is detailed below. To date, research recording sport and politics detailed: 2014 Glasgow Commonwealth Games (Whigham, 2017a); gender and national identities (Harris and Skillen, 2016); identity and constitutional crisis (Boyle, 2020); political discourses (Whigham and Bairner, 2018); political narratives (Whigham, 2017b); political representations and symbols (Black and Whigham, 2020); nationalism (Vaczi, Bairner and Whigham, 2020); Scottish parliament (Jarvie and Thomson, 1999); small states (Houlihan and Zheng, 2015); submerged nations (Whigham, Lopez-Gonzalez and Ramon, 2019).

Across Scottish society, sport, primarily football, creates political separations, particularly sectarianism, sparked by Catholicism and Protestantism’s ethnoreligious split which affects constituent’s political allegiances, identities and voting intentions (Bradley,
2004; Bradley, 2015; Murray, 1994). For example, Rangers Football Club’s (F.C) followers are associated with conservativism, Orangeism, and unionism, whereas Celtic F.C. supporters align with republicanism (Whigham, 2020). Sectarianism is one of Scotland’s most publicly debated issues, previously negating sport’s potentialities for binding secessionist nationalist sentiments (Flint and Kelly, 2013). Strong shifts from UK unionism to Scottish independence reduced these sporting-political divides and social barriers through nationalistic unification (Whigham, Kelly and Bairner, 2020). As Bairner (1996) alongside Whigham and Black (2018; 2020) recorded, sport’s connections to nationalism in Scotland are evident with sport representing Scottish nationalism’s political symbolism.

With independence being Scotland’s prevailing political debate nowadays, Whigham and May (2017) recognised sport’s aptitude for helping acquire political power given its over-utilisation in the 2014 referendum with the ‘Sport for Yes’ campaign aiding political mobilisation. Jarvie (2017a) added how sport encourages hosting major sporting events to influence outcomes and is central to government white papers whilst athletes and reputable figures endorse yes/no movements. In the 2021 Scottish General Election, parties promised to advance domestic sport’s circumstances by doubling annual funding to £100 million (Conservatives/SNP) or appointing a Minister for Sport (Greens) (Jarvie, Widdop and Xu, 2021). Scottish political parties recognise sport’s value whilst these papers highlight how sport and politics impact each other. If Scotland becomes independent, this research can supplement the 2014 McLeish Report which unacknowledged basketball’s operations in a self-governing Scotland. Having elucidated sport’s effects on Scottish politics, the succeeding segment entails an overview of part A.

Overview

Scotland is undergoing social reformation whilst encountering complex strategic issues. None are more important than independence. Self-governance could transform culture, economics, foreign policy, politics, society, and sport. Research indicates that Scotland is slowly deriving its own agenda, individuality and intentions. A central element remains sport allied to its national importance. Yet, if sport’s domestic value was measured by its current cultural and political platform, then it is unimportant. Scotland’s future remains unclear; however, Scotland’s government and parliament have established themselves as civil society’s most valuable components. However, Scotland’s context is problematic for enabling its
development for two reasons: Scots self-identification must change for Scotland to blossom independently or as a strongly devolved state; whilst limited access to security and wealth leaves Scots feeling like outsiders in their own country (Riddoch, 2020). While literature points towards Scot’s available capability sets being buffeted by forces emanating from Westminster alongside global processes, in a middle-class-led country and a conservative ‘insider Scotland’, given the SNP’s search for ‘missing Scotland’ through their arts and independence centralisation, these factors combined contribute to hindering society’s opportunities. Context two delineates Scottish sport further.

The Context (Part B): Scottish Sport, Scene Setting and Existing Literature

Introduction

Part B considers sport in Scotland. This section examines research around Scottish sport whilst detailing its contemporary circumstances. With the empirical chapters examining basketball in Scotland, conceptualising sport in Scotland alongside its background and current landscape provides a basis for understanding circumstances and experiences. This section compiles four substructures: sport in Scottish culture and society; Scotland’s sporting landscape; sport’s international landscape; and Scottish sport’s business. To conclude, an overview of Part B is provided.

Sport in Scottish Culture and Society

Sport is woven into Scottish culture and society. This segment depicts sport’s meaning to Scotland. Literature informing understandings of sport in Scotland until now denoted: culture (Coalter et al., 2006); Celtic culture (Jarvie, 2000); culture of winning (Coalter, Taylor and Jarvie, 2006); ethno-symbolism (Whigham, 2022); media representations (Black and Whigham, 2020); national identity (Whigham and Gibbons, 2018); patriotism (Bradley, 2002; 2003); primordialism (Bairner and May, 2021); traditional sports (Prabucki, 2022); women (Reid, 2004).

Scotland is best understood through recognising its sporting culture within society. Sport has significantly impacted social development and organisation alongside sport’s evolution (Jarvie and Walker, 1994). It reflects and shapes culture and society through
manifesting Scottishness, epitomising what being a Scot means (Jarvie and Burnett, 2000). Sport in Scotland subtly exhibits past and present imaginaries alongside indices of cultural, political, social diversity and civil society (Dennehy and Reid, 2018; Dennehy, 2022). Places like Scotland lacking autonomy are passionate about national (football) and regional sporting variations (shinty) (Jarvie, 1999). Additional sports including bowls, cricket, curling, golf, and rugby have and will always be engrained in Scottish popular culture, representing Scotland’s cultural anchor (Jarvie and Burnett, 2000; MacLennon, 1998). As Scotland showcases, sport is not only an integral part of global order but also individual, communal, and national identities (Maguire et al., 2002).

Within Scotland and sport, a distinctive Scottish national identity surrounding nationalism and patriotism exists, separating itself from Britain, providing belonging to the individual nation or imagined community of Scotland (Jarvie and Reid, 1999). Depicting Scotland’s sporting identity, this devolved context heightened internal rivalries which British autonomy catalysed: Scotland versus England (Maguire, 1994; Whigham, 2014). Scottish sport’s touchstone is operational individualism, evidenced by professional football’s independent associations, leagues, and national teams, whereas basketball exists within the unified British Basketball League (BBL), represented internationally as GB albeit amateur-youth competitions are undertaken domestically (Bairner, 2001; Leith and Sim, 2020c). Having discussed sport’s meaning to Scotland, Scotland’s sporting ecosystem succeeds.

Scotland’s Sporting Landscape

Scotland’s sporting landscape is complex, functioning in an environment and world constantly changing, threatened by external and internal stimulus, forcing sport to adapt simultaneously. This segment reviews Scottish sport’s landscape. To date, knowledge detailing Scotland’s sporting ecosystem chronicled: sport in Scotland (Nauright and Keech, 2017); Scotland’s sporting landscape (Shibli, 2019); community sport (Reid, 2017); female leadership (Brown et al., 2021); national sports (Bairner, 2009); performance management practices (Winand, Steen and Kasale, 2021); sports geographies (Reid, 2010); sport’s legacies (Cleland, 2020); television coverage (Ramon and Haynes, 2019); women’s sport (Reid, 2018).

Scotland’s sporting environment is explained through Reid (2008), the Scottish Association of Local Sports Councils (2015), Scottish Women and Girls in Sport Advisory
Board (2019), and SportScotland (2008; 2019a) while the Scottish Government (2014; 2019d) typify Scotland’s future intentions. Seven trends prevail: sport’s participation remains static and non-progressive; sport’s frequency, preferences and type differs between regions; a direct correlation between increasing age and decreasing participation; more men (58%) partake than women (49%); deprived areas are less likely to play sport than less deprived (65%); an increased number of people indulge in multiple sports (9-12%); and traditional sports’ (bowls/boxing/golf/tennis) popularity is decreasing with football currently experiencing greater dropout rates whilst non-traditional activities expand (Davison and Cowan, 2020; Rowe, 2019). Scotland’s next generation could incur health and well-being deteriorations unless action encouraging sporting activity occurs (Rowe, 2019).

The Jarvie Report identified Scottish sport’s main issues: capability; capacity; equality; funding; leadership; organisation; and strategy. Going forward, Scotland must establish equality for disabled people, ethnic minorities, those aged over 45 and women, who remain marginalised (Postlethwaite et al., 2020). Scotland must focus upon six prevailing challenges: coaching and volunteering; culture and attitudes; involvement and partnerships; learning; pathways and club development; alongside systems and monitoring (Postlethwaite et al., 2020). Jarvie (2019a) believes opportunities exist for Scottish sport to be more coherent, collaborative, and effective, but require strategic investment alongside clear, common agreed purposes and visions which are shared across Scotland’s sporting-government spectrum. Scotland is yet to acknowledge its sporting cultural, economic, and social potential allied to its ability to successfully deliver national outcomes alongside new international aspirations (Jarvie, 2019a). This research strives to contribute to this realisation. Having demarcated Scottish sport’s landscape, sport’s international ecosystem follows.

**Sport’s International Landscape**

International sport nowadays is hostile and volatile. Every club, league and sport competes for money. This section puts sport’s international climate into context. Research investigating sport’s international landscape until now embodied: business (Westerbeek and Karg, 2022); complexities (Nauright and Zipp, 2018); corruption (Ordway, 2021); Covid-19 (Pedersen, Ruihley and Li, 2020); economy (Hautbois, Desbordes and Aymar, 2020); governance (Tiell and Cebula, 2020); integrity (Harvey and McNamee, 2020); marketing (Seymour and Blakey, 2020); media (Duncan, 2020); technology (Schmidt, 2020).
Sport’s global ecosystem currently engages with prevailing trends like content rules, distributor disruption, Esport’s evolution, sponsorship to partnership transformations and sport’s role in changing societies (Nielson, 2018c). These changing societies contemporarily experience unprecedented rates and scales of environmental, geo-political, socio-economic, and technological change, including global shifts surrounding climate change, population growth alongside ageing, rapid urbanisation, and resource scarcity (ASOIF, 2019). ASOIF’s (2019) blueprint encourages sport to adapt, embracing opportunism from today’s disrupted and competitive sport environment, necessitating quality governance’s importance allied to advocating greater entrepreneurialism. The Nielson (2020) report proposed associations, institutions, and organisations acknowledge and respond to sports hyper-competitive attention economy, evolve from media landscape interferences, look beyond millennials, promote more new content creators, and adjust to sport’s marketing contemporary strategies. Whereas Deloitte (2021) advised leveraging digital tools to augment revenue streams, actively addressing inequalities and injustices surrounding gender, LGBTQIA+ and race whilst exploring modern methods to fuel fan engagement year-round.

A prominent issue within sport’s international landscape concerns corruption and integrity. Today’s sport’s industry faces ongoing accusations and scandals involving bribing, bullying, doping, gambling, match-fixing, money laundering and tax evasion (McNamee, Parry and Phelps, 2020). Britain has the second highest corruption cases (15) in Europe, with football (5) identified as the worst, followed by athletics, tennis and cycling whilst basketball had none (Manoli, 2019). To resolve these issues, increased transparency regarding misconduct manifestations, an international systematic monitoring system which shares proven techniques, continuous evaluations of corruption responses and monitoring corruption’s less documented branches (Manoli, 2019). Within Britain, McNamee, Parry and Phelps (2020) proposed forming a UK-wide sport integrity forum, devising practice-sharing agendas and partnerships whilst establishing a national sport’s integrity definition and integrity education strategy.

Having conceptualised global sport, Scottish sport’s business is highlighted next.

**Scottish Sport’s Business**

Scotland’s sporting marketplace is overcrowded. Papers guiding comprehensions of Scottish sport’s business to date covered: accountability and finance (Morrow, 1999); corporate
social responsibility (Hamil and Morrow, 2011); Covid-19 (Morrow, 2021); financial crisis (Morrow, 2004); financial fair-play (Maclean, Cordina and Gannon, 2022); football (Morrow, 2006); football management education (Morrow and Howieson, 2022); organisational forms (Adams, Morrow and Thomson, 2017); ownership and governance structures (Morrow, Adams and Thomson, 2015); power and logics (Morrow, 2015).

General assumptions regarding sports entities’ business affairs regard profit maximisation intentions. Nowadays, Scottish sports clubs’ corporate agendas depend on four revenue streams: broadcasting and television; commerce; gate receipts; and sponsorships (Morrow, 2016). Brand monetisation helps incur finances as team’s marketability reflects consumer desirability, social standing, and status (Maguire, 2020). In Scotland, non-profit-maximisation behaviours are common with teams operating in weak economic environments, enduring long-running insolvencies with organisations requiring subsidies from owners and donations from supporter clubs or risking bankruptcy (Goddard and Sloane, 2014; Morrow, 2016). Scottish sport’s primary limitation regards critical size as, like most demographically and geographically small countries, Scotland suffers issues of minimum efficient scale (Dobson and Goddard, 2017). This catalyses dwindling spectator and television interests, producing revenue declinations as competition for aegis, facilities, finance, and grants is high; albeit in Scotland’s case, unbalanced with modest income (Morrow, 2003).

Throughout the twenty-first century, Scottish sports’ entities experienced financial difficulty. Sport witnessed record indebtedness alongside sustained losses with sides like Rangers F.C. entering administration and liquidation (Goddard and Sloane, 2014; Morrow, 2014). Although Scottish sport has multiple business problems, the overarching factors involve changes to sporting economics such as broadcaster relationships and substandard internal financial management (Morrow, 2006). Organisations’ corporate objectives and proceeds are determined by overall league revenue, player distribution and salaries, ticket prices alongside regulatory impacts, constituting salary caps or split revenue with many entities prioritising growth maximisation over profit (Goddard and Sloane, 2014). Teams’ performance-based successes are dictated by organisation’s corporate agenda’s effectiveness and vice versa as the two are interlinked. Having set forth Scottish sport’s business environment, context three considers basketball specifically.
Overview

Part B depicts a narrative where sport is vital to Scotland and its inhabitants. It showcases sport’s important role in and for Scotland alongside its position within culture and society. It reveals multiple complexities surrounding problems associated with overcrowded environments and markets. Despite apparent issues, sport prevails as a prominent representation of Scottishness. To progress, limitations require attention to help sport in Scotland realise and achieve its potential. Having discussed Scottish sport, Scottish basketball succeeds.

The Context (Part C): Scottish Basketball, Scene Setting and Existing Literature

Introduction

Part C contemplates basketball in Scotland. It embeds smaller but specific sources concerning Scottish basketball whilst situating it within basketball’s broader landscape. Since the study examines Scottish basketball, what we already know about basketball in Scotland and what current research into basketball, development, and society tells us about basketball is critically reviewed. Given Scottish basketball falls under British basketball’s umbrella, this section embeds sources denoting Britain as they are applicable and indicative of Scotland’s circumstances. Part C comprises four substructures: basketball in Scottish culture and society; Scottish basketball’s landscape; basketball’s international landscape; and Scottish basketball’s business. To summate, an overview of Part C is provided.

Basketball in Scottish Culture and Society

Little is known about basketball in Scotland. Until now, literature discussing basketball in Scottish culture and society observed: basketball, home and belonging (Faulkner, 2020); basketball migrants, information and communication technology deployment (Faulkner, Molnar and Kohe, 2019); basketball heritage (Kohe, 2018; Kohe, Smith, and Hughson, 2021); black identity (Romyn, 2022); fans and local identities (Falous and Maguire, 2010); mood and performance relationships (Lane and Chappell, 2001); self/body work (Samie, 2013); sporting heroes (Kemp and Orr, 2011); student experiences (Cheng et al., 2018); wheelchair basketball’s socialisation (Williams and Kolkka, 1998).
Basketball is one of Britain’s most popular sports, especially among 11-15-year-olds, men under 23 and BAME communities (Faulkner, 2022). Insufficient documentation stems from basketball’s early administrative amateur nature alongside its sporting marginality, spurned by the 1980s American-led growth which saw literature concentrate on commercial imperatives, consumption practices and labour migration (Kohe, 2018). Given basketball’s prominence within Scotland’s PE curriculum, it plays a key cultural role as through playing basketball, pupils develop effective decision-making skills, whilst staying healthy (Gray, Sproule and Wang, 2008; Gray and Sproule, 2011; Horne et al., 2011; Teraoka and Kirk, 2022). Alongside football and rugby, basketball is the main and most popular school sport (Boyce and Quigley, 2003; Nicholls et al., 2015). Around 99.2% of Scottish schools have on-site multipurpose halls to play basketball, making it the most reported sport aside from football whilst countless outdoor council facilities exist (Kirby, Levin and Inchley, 2012; Kirby, Levin and Inchley, 2013).

Within schools, girls are more active and enjoy basketball, especially in single-gendered classes due to five factors: boys excluding girls in mixed-gender classes; embarrassment/body image; less male intimidation; competitive climate; perceived competence; and lack of confidence (Gray et al., 2018; Wallace, Buchan and Sculthorpe, 2020). Negative experiences catalyse less effort and/or reluctance to partake whilst female basketball sits secondary to males in Scotland (Roberts, Gray and Miñano, 2020). Yet, girls are more interested in playing basketball than males due to opportunities for activeness alongside friends and for different experiences to Scotland’s traditional sports with basketball perceived as relaxing whilst scoring increases self-satisfaction (Kirby, Levin and Inchley, 2013; Knowles, Niven and Fawkner, 2011; Lamb, Oliver and Kirk, 2018; Niven, Henretty and Fawkner, 2014). Most people get into basketball in Scotland through PE departments alongside passionate family members but stop due to lacking time, facility accessibility and opportunities alongside alternative commitments such as education or work (Laird, Fawkner and Niven, 2018). Having highlighted basketball in culture and society, Scotland’s basketball’s ecosystem follows.

Scottish Basketball’s Landscape

Scottish basketball remains peripheral compared to traditional activities, football, and rugby. To date, documents expanding knowledge of Scottish basketball’s current environment
discussed: anti-corruption (BBF, 2020a); basketball’s future (Pepin, 2018); basketball’s decline (Woodbridge, 2015); disability basketball (Scottish Disability Sport, 2017); scholarships (Allison, 2014); school basketball (basketballscotland, 2018e); integrity (BBF, 2020b); regulations and sanctions (BBF, 2020c); structure (basketballscotland, 2017e); student performance basketball (University of Edinburgh, 2018).

In 2007, The Mallin Basketball Review revealed five issues: investment (funding not allocated optimally and under-funded generally); participation (limited club bases alongside geographically inconsistent, inadequate competition, lagging coach capacity and capability; limited school presence, minimal player pathways, facility accessibility); performance (high performance national team barriers and weak professional league); strategic direction (under-supported vision); alongside structure and governance (disparate governance, unsuitable organisation and weak execution). Swanson (2016) believes basketball stagnated for seven reasons: officials promote basketball as a tall person’s sport; the weather blocks outdoor accessibility; steep competition for hall hire with other indoor sports; schools have basic basketball facilities and were not constructed for basketball; netball is favoured among women within Commonwealth countries; geographical, contextual and cultural components; alongside basketball’s internationalisation was not incorporated during British colonisation. Buckner (2019), Bishara (2018), Faulkner (2022) and Skinner (2018) also flagged: national sporting culture; football’s absorption of youth talent; basketball’s non-existence within elite private schools; few domestic basketballer’s competing internationally and professionally overseas; insufficient professional and youth financial backing; lack of public funding; no secured long-term television contracts; politics; minimal exposure to high-level live action; talent retention; reduced presence of elite athletes; poor infrastructure; alongside bad management. With funding the main issue, basketball must grow internally (Miller, 2018).

Having evaluated basketball’s sporting climate, Bairner (2001) believes traditional Scottish activities like cricket, football, golf, and rugby will lose domestic impetus alongside vital international sporting profile and national identity aspects because of world sport’s ongoing structural changes allied to humanity’s continuous evolution. During this process, Bairner (2001) thinks basketball can capably replace and become more successful than certain traditional pastimes. Despite occupying a small but growing following, basketball can supersede primary sporting culture through transcending Scottish society’s divisions (Bairner, 2001). Falcous and Maguire (2005b) found Britons prefer local basketball over global, opting
to support BBL teams through attending games, buying merchandise, and watching on television. Domestic fans also favour indigenous competitors over non-nationals rather than succumbing to the NBA’s domineering influence and fashionably heterogeneous nature (Falcous and Maguire, 2005a). These proclivities reflect local/national sporting identities that embed community cultural stereotypes within British basketball such as desires for entertainment, rivalries, and success (Falcous and Maguire, 2005a). They further epitomise civic and player affiliations alongside cohesion, pride, and team loyalty which is achieved through having an emotional attachment and strong sense of patriotism (Falcous, 2002). Having delineated Scottish basketball’s landscape, basketball’s international environment is next.

Basketball’s International Landscape

Basketball’s global ecosystem continually changes, adapting to the world’s evolving status with 11% of humanity playing basketball (Harmer, 2005). Reports detailing basketball’s international landscape until now covered: basketball’s international landscape (FIBA, 2019a); activities (FIBA, 2017); ambitions (FIBA, 2015); analytics (FIBA, 2020b); FIBA’s economics (Herber and McMullin, 2016); general statutes (FIBA, 2021a); NBA’s growing popularity (Nielson, 2018b); player migrations (FIBA, 2022); safeguarding basketball (FIBA, 2021b); structure (FIBA, 2014).

FIBA estimate around 450 million people play basketball worldwide whilst having 213 national basketball federations from 5 zones: Africa; Americas; Asia; Europe; and Oceania (FIBA, 2020b). The annual NBA Playoff Finals (seven-game series) attract up to 24.5 million global viewers per match (Wang, 2017). From 2018-2019 (pre-covid-19), the NBA generated $8.76 billion with teams valued around $2.12 billion (Badenhausen, 2020a). Franchise values are increasing sixfold and are outgrowing every other American sports competition with the Golden State Warriors, Los Angeles Lakers and the New York Knicks worth exceeding $4 billion (Badenhausen, 2020a; 2020b). 2020’s top three lucrative sports leagues worldwide: NFL (National Football League/$12 billion); MLB (Major League Baseball/$4.5 billion); and NBA ($8 billion) (Badenhausen, 2020b). The three most valuable teams constituted: Dallas Cowboys ($5.5 billion/NFL); New York Yankees ($5 billion/MLB); and New York Knicks ($4.6/NBA) (Badenhausen, 2020b). FIBA and the NBA’s intentions are to make basketball the most popular community sport world-wide (FIBA, 2019a).
Given the NBA’s fandom increases by 4% annually within America, this makes basketball the fastest growing international and professional sport worldwide (Nielson, 2018b). During the 2017-2018 season, the NBA had over 1.5 billion fan interactions with numbers increasing yearly (Nielson, 2018a). Swanson (2015) believes basketball’s current international landscape offers impelling advantages over other sports: the NBA’s worldwide presence; competitive and non-competitive global NBA matches; over 100 foreign NBA players representing thirty-seven different countries; FIBA (213) has more global members and federations than FIFA (211); and basketball’s long-standing Olympic inclusion. Despite basketball’s importance to sport’s global order allied to its international presence and quickly expanding popularity, Scotland is yet to embed basketball into sporting culture. Having discussed basketball’s international landscape, Scottish basketball’s business succeeds.

Scottish Basketball’s Business

Scottish basketball currently competes for advertisements, fans, government funding, media privileges, sponsorships and venues whilst maintaining market shares in crowded sporting environments with more populous, successful, and traditional activities (Hoye et al., 2018). Sources explaining Scottish basketball’s business to date encompassed: coach-athlete relationships (Owen-Pugh, 2007; Owen-Pugh, 2013); communities of practice (2002); development opportunities (Owen-Pugh, 2006); globalisation (Maguire, 1999; Maguire, 2011; Maguire, 2015); labour migration (Elliot, 2006; Elliot and Maguire, 2008; Maguire, 1994; Maguire, 2004; Maguire, 2013); local-global mediascapes (Falcous and Maguire, 2006); NBA’s presence (Maguire and Falcous, 2007); race and integration (Chappell, Jones and Burden, 1996); race, ethnicity and gender (Chappell and Karageorghis, 2001); spectator characteristics (Crawford, 2001).

British basketball continually increasingly commercialises, emanating from constant internal power balance fluctuations alongside amateur and professional control declinations, culminating in consequences allied to transformational changes within diversification processes (Maguire, 1988). Nowadays, professional organisations employ free market approaches, dependent on marketing strategies surrounding community engagement and social media to enhance three primary revenue streams: game day merchandise/ticket sales; media rights (most profitable); and sponsorships (Hoye et al., 2018). Despite professional basketball
not receiving public funding, in 2021, to combat financial losses during Covid-19, Glasgow Rocks was given a one-off £300,000 bailout from SportScotland who are supported by the British and Scottish Governments (Rocks, 2021d). Although greater income opportunities are required, domestic basketball is situated to become more established and profitable in the future due to its longstanding community engagement, grassroots activities and niche nature (Gregg and Sweeney, 2015). In 2021, the BBL received a £7 million investment from American corporation, 777 Partners, who seek to elevate domestic basketball (Neter, 2021).

Community basketball in Scotland involves interdependent relationships between basketballscotland who supply funds and basketball organisations which deliver preordained objectives in return. Grassroots and youth performance pathways within Scotland are supported via a £280,000 stipend (£120,000 from the Lottery Fund and £160,000 supplied by the Scottish Government) from SportScotland which basketballscotland utilise for domestic operations (SportScotland, 2008b; SportScotland, 2016). This is less than 1.71% of SportScotland’s annual investment budget which is split between fifty-four national sport’s (SportScotland, 2020c). Alternatively, amateur/community/youth teams can apply for government grants. For example, the Dundee Madsons received £16,000 from SportScotland (2019b) in return for doubling club membership, trebling female participation while transitioning 20% from school activities into regular attendees from 2019-2023. Basketball’s business reflects an environment functioning within operational insecurity allied to the overly politicised nature associated with community sport evaluations. Having detailed Scottish basketball’s business, the subsequent sections bring Part D together.

Overview

Basketball might be marginalised within Scottish sport and Scotland’s outlook, but, like other social elements, it augments feelings of Scottishness, uniting people across societal spectrums whether ethnically, gender-wise or social standing. This ability represents how sport carries national culture alongside sport’s capabilities whether in business, politics, or society. Peripheral sports like basketball are engrained within who and what is Scotland. Having encapsulated Scottish basketball, key literary gaps from chapters two and three are pinpointed next.
Key Gaps in the Literature

Research identified economic, financial, and social inequalities existing between people, communities, and countries. These observations were made by high income nations about low-income countries despite global society’s growing resistance to westernisation. At present, development and sport is plagued with generalisations, futuristic hypotheses, and recommendations for how results can be attained, rather than examples which demonstrate successful initiatives. Contemporary practitioners and researchers are advancing basketball, but more is required as the sport’s developmental capabilities remain undocumented. Gaps necessitate an examination of the global north’s experiences of unevenness and how circumstances can be improved. Requirements exist for balanced appraisals of sports like basketball’s potential contribution to development alongside social factors explaining growing interests in basketball as a change mechanism and capability building tool. Key gaps: research on BFD in the global north; longitudinal evaluations of BFD programmes; and localised knowledge applications of domestically implemented BFD initiatives. No study has been undertaken in Scotland, meaning this thesis’ four areas of investigation require documentation: Scottish basketball’s history; Scottish basketball’s governing body; Scottish community basketball; and Scottish professional basketball. Falcous and Maguire (2005a) evidenced this lacuna, advocating empirically grounded case studies inspecting respective internal British community’s basketball consumption and popularity in relation to broader sports associated wider socio-political-economic patterns. Having showcased literary opportunities, the thesis originality follows.

Originality

The research surrounding culture, society and sport acknowledges that inequalities in capabilities, development and freedoms exist. Within literature, development and sport are examined generally rather than specifically whilst predominantly considering youth within underdeveloped/developing countries. BFD initiatives have been observed and implemented worldwide, albeit primarily in the global south for global north actors. Few studies are undertaken within middle-income nations like Scotland. Knowledge is obfuscated by conceptualisations that Scotland is a developed nation which does not require further development. With the country’s inequality worsening. No research exists surrounding BFD in Scotland, it is arguably needed now more than ever. This thesis’ originality is rooted within the
Scottish context and is unlocked by investigating basketball in the global north within an area excluded from development and sport’s research scope. It also introduces BFD to Scotland, helping educate the nation as to how and why basketball should be used as a development and capability building tool. This thesis becomes the first conceptual synthesis documenting basketball in Scotland, but also through a development and capability lens. The study shapes knowledge of basketball by informing society of Scottish basketball’s history, structure, and value. Having explained this study’s originality, the final section offers concluding remarks.

**Concluding Remarks**

Chapter three chartered Scotland’s discourse from its historical highlights to present day alongside its potential future. The content covered is relevant to the study because it typifies who and what is Scotland, Scottish sport and Scottish basketball. The dominant issue which emerged from the chapter showcases that Scotland is currently evolving and expanding at both ends of the social spectrum. Regarding Scotland’s context, CA provides greater appreciation of existing cultural and societal power dynamics which link to the roots of people’s lack of capabilities whilst influencing what they have reason to value and how they should live. The materials outlined alongside the prevailing issue are building blocks for the later research because they necessitate how Scotland requires a paradigm shift regarding sport’s role as it currently stands underrepresented and underutilised within Scotland’s cultural and political portfolio despite its possibilities. Given basketball’s developmental potential, which was outlined in chapter two, the author agrees with the statement and believes Scotland must decide whether they will embrace these trends or forego the opportunity and be left behind. Yet, basketball is constrained by Scotland as not only is the context different, but so too is national culture, economics, history, politics, and society. Due to the substantial body of literature and empirical options, not every source was included in chapter three. Instead, the researcher provided some existing and seminal themes. Having chronicled the Scottish context in chapter three, chapter four highlights the research processes and strategic decisions taken to guide this study.
Chapter Four – Research Processes, Methodologies and Methods

“The aim is to make known something previously unknown to human beings. It is to advance human knowledge, to make it more certain or better fitting.” - Norbert Elias (1986: 20)

Introduction

Chapter four outlines the research processes, methodologies and methods. The approach, design and matters alongside the epistemological and ontological notions underpinning each framework are also explained. This chapter was continually restructured as the thesis progressed to ensure accuracy and relevancy. Given this thesis’ core premise surrounds basketball’s developmental capabilities, to examine this proposition, the investigation embeds interpretivism, qualitative methodology and a case study approach. It accepts any ramifications which ensue. The strategy taken towards streamlining this investigation stems from the researcher’s knowledge of Scottish basketball. Given the researcher’s insider involvement, a reflexive positionality was adopted to allow data to speak for itself whilst avoiding subjectivism.

This chapter charts the research processes to help establish basketball’s capabilities as a development tool in Scotland. It comprises four areas representing the study’s strategic decisions. Part one discusses the research approach which guides the subject matter’s critical narrative construction. Part two details the research design and questions. Part three highlights the mixed methods incorporated to collect data: audio-visuals; documents and reports; alongside semi-structured interviews. Part four details the research’s access, data collection phases, data analysis, ethics, and limitations. The final section concludes chapter four.

Research Approach

The thesis’ first strategic decision chose the interpretivist paradigm. Interpretivism embeds naturalistic methodology, relativist ontology and subjectivist epistemology (Denzin and Lincoln, 2011). In epistemological and ontological terms, interpretivism indicates that no single truth exists (Creswell, 2003). Interpretations manifest knowledge, meaning investigators allow theory to develop as research grows rather than starting with hypotheses (Creswell,
With little written about Scottish basketball, theory developed from four empirical chapters. Like this thesis’ argument, theory development links to interpretivism’s belief that people’s realities are socially constructed (Willis, Jost and Nilakanta, 2007). This study rejects objectivism’s notion of knowledge existing solely for collection and identification purposes. Interpretivism was adopted because it allows findings to manifest from individuals and groups personal experiences, expectations and ideas which align with investigators subject-related knowledge (Creswell, 2003). However, researchers must remain impartial, sensitive to diverging relationships and viewpoints.

Interpretivism’s key component contemplates wider contexts, questioning future possibilities. Truths arise from participants’ insights and are determined by researchers’ argumentative capabilities with sound reasoning informing final verdicts, achieved through collating diverse data to explain single phenomena’s complexities and multi-dimensions from diverging angles (Cryer, 2006). The issue surrounds individualised conceptualisations of reality which are shaped by personal backgrounds, circumstances, and environments, meaning independent philosophies dictate knowledge construction, encoding and communication (Bhattacharya, 2017; O'Donoghue, 2018). Knowledge reflects moments and instances, procured from cultural, historical subjective, and temporal facets existing in diverse lived actualities representations (Levers, 2013). Interpretivism’s objective narrates and recognises human behaviours alongside experiences of phenomena (Fossey et al., 2002). For instance, basketball in Scotland. When developing theory, the thesis encompasses interpretivism’s five core factors: context; depth; interpretation; local knowledge; and multiplicity (Creswell, 2003).

This thesis’ second strategic decision adopted qualitative methodology. Qualitative research reflects the social world’s nature (ontology), knowledge of how it is possible (epistemology) and overarching paradigms including interpretivism (Hammersley, 2013). Creswell and Creswell (2017) describe it as detailing human and social facets including beliefs, norms, problems, and values through undertaking, encountering, and observing first-hand experiences to comprehend meanings attributed to phenomena. Qualitative research involves studying ourselves and others alongside groups and individuals’ relationships within naturalistic environments, settings, and situations along with new or un-researched areas while making macro-micro linkages (Leavy, 2014). Incorporating inductive yet flexible styles which consider non-traditional approaches whilst being descriptive and interpretive in nature, qualitative research cuts across different disciplines, fields, and topics, encapsulating
interconnected assumptions and concepts (Denzin and Lincoln, 2011). Nevertheless, qualitative research has criticisms for lacking rigour whilst being unscientific (Leavy, 2014).

Creswell and Poth (2016) listed qualitative information gathering opportunities: case studies; ethnographies; historical; interactional; introspection; life stories; observations; personal experiences; and visual text. Multiple non-numerical data collection methods exist: archival records; artefacts; audio-visuals; documents; field/participant observations; focus groups; interviews; questionnaires; reports; and unstructured/semi-structured/structured interviews (Creswell and Poth, 2016). Each strategy derives conclusions from participants’ social viewpoints. These practices allow themes to emerge early in research processes, meaning themes are reflexively explored to greater extents and consolidated in later data-collection phases (Hesse-Biber and Johnson, 2015). This study utilises audio-visuals, documents and reports alongside semi-structured interviews. Trends arising from audio-visuals alongside documents and reports are expandable and verifiable during interviews.

Interpretivism and qualitative methodology help undertake sports’ studies by augmenting research environment descriptions whilst enhancing investigated phenomena’s interpretations (Cleland, Dixon and Kilvington, 2019; Gratton and Jones, 2014; Sparkes and Smith, 2016). These frameworks provide depth and focused explanations alongside diverse information gathering and data analysis options (Thomas, Nelson and Silverman, 2015). Qualitative methodology is aptly partnered with interpretivism through augmenting precise elucidations regarding each investigated aspect of Scottish basketball whilst interpretivism guides knowledge discoveries (Mason, Andrews and Silk, 2005). As identified in chapter two, criticisms of developmental and SFD studies employing similar methodologies concern failure to bridge theory with practice, lacking ecological validity. Practitioners have subsequently not engaged with and applied scholarly findings. The subsequent thesis was constructed with these critiques in mind by reducing the overly scientific and sociological traditional approach to academic writing, making it more conducive with different stakeholders needs and thereby have greater susceptibility for enactment. Having established this study’s approach, the research design follows.
The research design was selected to deliver outcomes, generating broad ranging depictions of Scottish basketball’s developmental capabilities whilst sustaining the critical narrative supporting this thesis conjecture. This section covers three areas: research questions; previous research implications and other researchers’ work; alongside research design.

Research Questions

The research questions combine how and what as they merge with the research approach and design. These questions assist in analysing, detailing, and typifying the thesis’ purpose which answers the following:

RQ1: How should we explain the relationship between basketball, society, and development?

RQ2: What are the limits and possibilities of basketball in Scotland?

The researcher recognises the broad questions and nuances associated with ‘development’. However, breadth is central to the study’s overall rationale. Extensivity opens greater possibilities for this thesis, offering heightened flexibility and inclusivity opportunities. The study encounters multiple intertwined developmental facets including, but not limited to, cultural, economic and social. To examine one area, all domains require consideration; hence, the generalised research questions and terms importance over one problematic whereby failing to acknowledge prevalent factors entails narrow research. Given question two’s contrastive nature surrounding limitations and possibilities meaning, upon offering answers, it is split into two parts: what are the limits of basketball in Scotland and what are the possibilities of basketball in Scotland? Due to Scottish basketball’s limited documentation, these questions were chosen as they address pressing concerns whilst creating opportunities for future researchers to investigate further. How the questions developed from previous research succeeds.
Previous Research Implications and Other Researchers’ Work


Research concerning basketball in Scotland to date has been quantitative or mixed methodology, highlighting participation levels within certain contexts and demographics rather than nationally (Coalter and Dowers, 2006; Strain et al., 2016; West et al., 2002). Amara et al. (2005), Coalter (2013b; 2013c) and Reid (2016) mentioned basketball in Scotland. Yet, these texts fail to situate it within Scotland’s overarching basketball and sporting context. In these papers, basketball is an underlying facet evidencing central themes, not the primary focus. Likewise, basketball was acknowledged in articles discussing Scottish schools PE curriculum, but never prioritised (Boyce and Quigly, 2003; Gray and Sproule, 2011; Gray et al., 2018; Gray, Sproule and Wang, 2008; Horne et al., 2011; 2014; Kirby, Levin and Inchley, 2012; Kirby, Levin and Inchley, 2013; Knowles, Niven and Fawkner, 2011; Laird, Fawkner and Niven, 2018; Lamb, Oliver and Kirk, 2018; Levin and Inchley, 2013; Nicholls et al., 2015; Niven, Henretty and Fawkner, 2014; Roberts, Gray and Miñano, 2020; Teraoka and Kirk, 2022; Wallace, Buchan and Sculthorpe, 2020). While Scottish basketball research lacks, texts substantiating basketball’s role in society exist (Banda, 2015; Hartmann, 2016; Hollander, 2023). However, none build around normative propositions that basketball can build capabilities and generate development in ways CA to development proposes.

By fixing capability and development around the research questions, this thesis contributes knowledge emanating from a unique synthesis of conceptual and empirical materials concentrating upon basketball, development, and society in Scotland. Such a
postulation is reflected and supported by the gaps evidenced in chapters two and three. The points outlined justify the study’s originality. Current empirical works reveal four literary opportunities requiring consolidation: research’s overarching evaluation of elite/professional basketball over community/grassroots level; strongly orientated business/economic outlooks without developmental/social contemplations; no studies engage community members, provide feedback, or make recommendations for Scottish basketball’s future; and no sources analyse Scottish basketball qualitatively through case studies. Having settled on the research questions, the following design emerged.

Research Design

The researcher’s field-related knowledge honed the study’s design. To examine basketball’s developmental capabilities, the third strategic decision chose a case study approach. With this thesis examining basketball in Scotland first, it cannot document every aspect but using this design helped provide preliminary insight. Case studies were constructed through incorporating diverse bodies of people from within Scotland’s basketball communities, stemming from the author’s subject awareness. This was coupled with links to businesses, clubs, franchises, and organisations who operate within Scotland’s basketball system such as basketballscotland, Caledonia Gladiators and We Play Together (WPT). The study is organised accordingly to permeate the identification and navigation of Scottish basketball’s social environment.

Cases are conceptualised as spatially and temporally delimited phenomena of theoretical significance (Gerring, 2016). Stake (1995) and Gerring (2004) define case studies as explorations capturing observed marvel’s complexities situated within social constructivism. Despite representing numerous epistemological and ontological orientations, Yin (2012; 2015) believes they reflect post-positivism. Case studies were selected because benefits surround investigating communities through generating in-depth, multi-faceted knowledge of multiple issues and variables within group, institutional, organisational, political, and social-related real-life phenomena (Johnson, 2006). Anchored in real-life situations, they allow researchers to evaluate and observe holistic alongside meaningful characteristics of contemporarily existing events and programmes including community changes, managerial processes alongside sporting and social developments (Yin, 2017). They offer readers experiences to be illuminated with findings construed as tentative hypotheses which help inform future policies, practices,
and research; hence, case studies play important roles in advancing under researched fields like Scottish basketball (Yin, 2017). Case studies’ offer flexibility enabling case specific designs to suit research questions whilst gathering information from bottom-up and top-down actors (Stake, 1995).

Case studies three distinct forms: intrinsic (single cases); instrumental (issue comprehension and theory refinement); and collective instrumental (multiple cases individually or combined to establish a singular theory) (Stake, 1998). The objective: to examine one single unit before generalising across multiple units with the case study’s purpose defining phenomena, not analysing, or modelling casual relationships (Gerring, 2004). Successful case studies incorporate one-seven examples, making them the ideal tool for direct comparisons, helping inform and amalgamate findings to establish a final theory (Gerring, 2016). As case numbers increase, attention devoted to each decreases with investigators assuming the decision-maker role, taking responsibility for analysing, assessing and appraising cases (Hancock and Algozzine, 2017). Given the tightly controlled conditions, case studies influence policies, procedures, and future research whilst predicting behaviours (Merriam, 2001). However, qualitative case studies’ consequences constitute inability to reconcile conflicting interpretations, lacking generalisability, reliability, representativeness, rigour, validity, potential researcher bias and replication difficulties allied to a time-consuming nature (George and Bennett, 2005; King, Keohane and Verba, 1994; Stake, 2005).

Within this research, collective instrumental case studies were undertaken to generate findings derived from four empirical chapters comprising three individual cases. These include: basketballscotland (governing body); Blaze (community basketball team); and Caledonia Gladiators (professional basketball club). These cases represent Scottish basketball’s three main domains (grassroots/community/professional) and are built through a sequentially ordered approach. Chapter five contextualises the remaining empirical chapters alongside each individual case by narrating Scottish basketball’s historical development. Chapter six (case study one) focuses on basketballscotland’s developmental outcomes through the Jr.NBA programme. Chapter six (case study two) examines Blaze Basketball Club’s social impact. Chapter seven (case study three) investigates Caledonia Gladiators’ community engagements. Three case studies provide a thorough and diverse picture of Scottish basketball’s landscape and is the optimal number for triangulation, helping identify underlying connections underpinning basketball in Scotland (Yin, 2012).
The cases’ selection criteria: history; influence; and reputation. Basketballscotland govern amateur basketball in Scotland and determine the sport’s future. The Jr.NBA is Scotland’s and one of the world’s largest basketball initiatives whereby, operating in partnership with the American entity who provide aid, backing, personnel and resources, permeates its success in Scotland. Blaze are one of Scotland’s longest standing basketball clubs, currently pioneering social change within the sport and Scotland. Caledonia Gladiators are Scotland’s only professional franchise with twenty-five-year’s community experience. These cases are unified by the cultural, developmental, and social impact on Scottish society and vice versa. Basketball in Scotland is dictated by these facets but contributes to each individually and collectively. The logical progression between chapters surrounds Scottish basketball’s past, present and future which is conceptualised as an evolutionary process. It represents Scottish basketball’s developmental pathway: grassroots/youth; amateur/community; and professional. Having discussed the research design, research methods follow.

**Research Methods**

The fourth strategic decision selected mixed methods. This section details each data collection mechanism. Through similarities in nature, this made direct comparisons easier whilst the methods’ diverse functionalities such as audio-visuals adding voices where documents do not, enabled more comprehensive understandings. With research ethics granted amidst Covid-19 and data collection undertaken during lockdown, limited choices for appropriate data collection methods existed. For example, field observations risked public health. Using a sequentially ordered approach, this study employs three practices: documents and reports; audio-visuals; and semi-structured interviews.

**Documents and Reports (Documentary Analysis)**

Documents (autobiographies/biographies/blogs/memoirs/newspaper articles) and reports (annual reviews/government manuscripts/organisational reports/research papers) were the thesis’ backbone. Document analysis embeds ontological and epistemological approaches associated with interpretive analysis whilst employing systematic procedures surrounding data extraction (Frey, 2016). This is an efficient mechanism for chronicling relationships between
individuals and groups (Frey, 2016). With sources shaped by authors’ background, experiences and values, documents alongside reports are published in beholder’s language and words (Creswell, 2012). Although beneficial, all texts were screened for personal bias. These sources aided phenomena’s elaboration without requiring extra transcribing compared to interviews whilst helping inform data accuracy.

Documents and reports were employed as secondary data throughout each empirical chapter. They proved useful when constructing Scottish basketball’s historical narrative with most information gleaned from newspapers. When documenting history, the notion concerns historiography (Hester, 2018). Embedding historical research methods encourages investigators to think creatively about applications, asking questions about intuition and utilisation (Faire, 2016). Incorporating historiographical perspectives helped critically reflect upon materials’ authenticity, authority and subjectivity whilst illuminating collective or dominant periods, recognising changes or progress before placing sources in cultural, economic, political, and social force’s broader contexts (Given, 2008). The number of documents and reports utilised in this thesis are outlined in table 4.1:

<table>
<thead>
<tr>
<th>Source</th>
<th>Autobiography/Biography/Memoirs</th>
<th>Blog Entry</th>
<th>Government Manuscript/Parliament Debates</th>
<th>Newspaper Articles</th>
<th>Online Source</th>
<th>Organisations Reports/Annual Reviews/Texts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>51</td>
<td>196</td>
<td>35</td>
<td>292</td>
</tr>
</tbody>
</table>

Table 4.1: Number of Documents and Reports Utilised in Thesis.

This thesis used 292 documents and reports dated from 1891-2023. The case study organisations shared 11 sources: basketballscotland (5); WPT (2); and Caledonia Gladiators (0). Materials were acquired through a sleuthing approach via archives, databases, online search engines (google) and case study organisations’ websites for sources denoting basketball in Scotland. This meant materials utilised in empirical chapters which formed the thesis’ foundations already publicly existed. Information was grouped to aid analysis of other research methods. The selection process involved consulting every relevant and accessible source relating to empirical chapters’ content before determining its relevance and either including or discarding. Key words forming the inclusion criteria included “basketball” and “Scotland”. Given similarities, “England” and “netball” were excluded to avoid disinformation. Documents
and reports incorporated were categorised and triangulated with semi-structured interviews and audio-visuals. The latter succeeds.

Audio-Visuals

Audio-visuals (basketball footage/documentaries/online interviews/podcasts) were used throughout the thesis. These materials allowed the researcher to hear and see Scottish basketball through reliving experiences. Supplementing documents and reports, they provided new and further insight with settings’ visual representations supporting written documents content whilst adding voices to case studies (Billups, 2019). Accessing audio-visuals meant vast information was gathered from individuals and organisations alongside inaccessible entities and personnel. This enabled greater empirical depth alongside comparisons between historical and contemporary viewpoints, showcasing how basketball in Scotland transformed. An individualistic interpretation was then produced to further understand each case alongside people involved. The audio-visuals incorporated in this study:

<table>
<thead>
<tr>
<th>Source</th>
<th>Basketball footage</th>
<th>Documentaries</th>
<th>Online Interviews</th>
<th>Podcasts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3</td>
<td>1</td>
<td>62</td>
<td>76</td>
<td>142</td>
</tr>
</tbody>
</table>

Table 4.2: Number of Audio-Visuals Utilised in Thesis.

This thesis utilised 142 audio-visuals from 2012-2023. With this thesis undertaken during Covid-19 and almost all Scottish basketball’s operations ceasing, this necessitated creative and innovate research methods. Online interviews, podcasts and videos became key to investigating basketball communities. Data required was publicly available with audio-visuals’ criteria covering this thesis’ content. Given the investigator’s Scottish basketball associations, audio-visuals allowed the author to employ involvement-detachment, removing bias, personal input, or influence upon outcomes. With Scottish basketball having significant participant dropout and high personnel turnover rates, audio-visuals enabled access to larger quantities of data from exact periods and individuals rather than relying on people’s memory during interviews. This increased data accuracy and reliability. Podcasts were the main audio-visuals utilised from 44 providers:
Table 4.3: Podcasts Utilised in Thesis.

Links to incorporated audio-visuals are cited in the references. To acquire materials, an online sleuthing process was adopted whereby case study organisations’ websites were scoped for sources detailing Scottish basketball. These organisations’ social media platforms (Facebook/Instagram/TikTok/Twitter) were also investigated. The selection process and inclusion/exclusion criteria mirrored documents and reports. Applications including Actify, BackTracks, iTunes, ListenNotes, PoddToppen, SoundCloud, Spotify and YouTube alongside organisational and sporting websites were checked for sources covering basketball in Scotland. The audio-visuals incorporated were grouped and triangulated with documents and reports alongside semi-structured interviews. Having detailed audio-visuals’ usage, semi-structured interviews are discussed next.
Semi-Structured Interviews (Online)

Online semi-structured interviews were employed to supplement audio-visuals alongside documents and reports. Interviews are defined as verbal exchanges where interviewers extract information from interviewees about people’s circumstances, experiences, and lives (Mishler, 2009; Silverman, 2020). Semi-structured interviews were implemented as they ask open-ended, theoretically driven questions which allow topic deviation (Elliot et al., 2016). In this thesis, they were applied to acquire data for empirical chapters, probing matters requiring new or further explanations from audio-visuals alongside documents and reports. Within, participants discuss ideas and instances from personal perspectives, frame of references, meanings and in their own words (Edwards and Holland, 2013). The aim: to elicit empirically grounded data from lived experiences and first-hand knowledge of subject matters with interviewers interested in the interview’s content and context alongside how interviewees understand topics and convey views (Galletta and Cross, 2013). Successful semi-structured interviews are flexible, adapting to newly emerging trends whilst staying on task (Edwards and Holland, 2013).

Before and after each interview, an unstructured interview was undertaken. This is a two-way discussion between interviewers and interviewees where questions and information are freely exchanged (Leavy, 2014). This procured more honest answers, stemming from greater authenticity and socialisation. During recordings, participants gave more diplomatic answers, but amidst informal moments, candid statements were given. Interviewees discussed private matters in interpersonal environments rather than formal and structured circumstances. The most beneficial sessions linked to themes of duration, frequency, relationship quality and time. Prioritised topics were flagged whilst explaining the agenda, meaning engagements proceeded naturally within the framework but also in the interviewee’s own direction without interruption. To ensure all inquiry lines were addressed, interview discussions were sequentially ordered and thematically recorded. This aided time management and kept sessions flowing, lasting between 50-90 minutes. Interview breakdown:
| Chapter | Chapter Five  
|---------|----------------------------------|
|         | Chapter Six  
|         | Chapter Seven  
|         | Chapter Eight  
|         | Total             |
| Interviewees | (History of Basketball in Scotland) | (basketballscotland) | (Blaze) | (Caledonia Gladiators) | 6 |
| Kenneth Johnston | Amy Kirkhouse  
|                   | Kieran Lynch  
|                   | Tina Gordon | Alistair Reid  
|                   | Hebatallah Shoukry |  |

Table 4.4: Interviews and Interviewees.

Six interviews were conducted. Fewer interviews were used compared to audio-visuals alongside documents and reports because this thesis’ first two-years were completed during Covid-19. With Scottish basketball stopping and numerous personnel finding new occupations due to furlough and redundancies, under the circumstances, interviews were not the best method. When Scottish basketball started restabilising between January-April 2022, interviews became more viable whereby five interviews were undertaken to compensate for prior inabilities. Given the depth of information acquired from audio-visuals alongside documents and reports, few interviews were required. The number of interviews conducted depended on the quantity and quality of available data for each chapter. More audio-visuals alongside documents and reports were available in chapters five, seven and eight, meaning additional interviews were conducted for chapter six to compensate. With most data collated by Covid-19’s decline, interviews filled gaps and provided triangulation, verifying materials and information’s accuracy and relevancy.

Interviews were successful because of the researcher’s pre-established Scottish basketball connections. The investigator’s knowledge identified how, when, why and who to interview. These relationships made accessing personnel and extracting information easier. Having a background in Scottish basketball removed awkwardness or discomfort, assisting in acquiring information without issue. This opportunity may not have been afforded to externals. Appendices 1-4 entail the interviews’ guiding questions and a sample transcript. Aside from case specific changes to questions, questions remained constant across case studies to enable direct comparisons between empirical chapters. Of the three methods utilised, interviews were the least effective approach, lacking specific details whilst offering generalised outlines. Documents and reports offered greater accuracy and reliability regarding information and specific details. Despite internal involvement offering more benefits than limitations, the
researcher employed relational and subject detachment, upholding professionalism and respect during data collection. Having detailed the research methods, research matters follow.

**Research Matters**

Building upon the research approach, design and methods, research matters regarding overall procedures concerning information gathering require documentation. This section covers six segments which encapsulate the data collection process: access; involvement-detachment; ethics; data collection phases; data analysis; and limitations.

**Access**

Access to Scottish basketball stems from the researcher’s internal connections. Since 2003, the researcher operated within Scotland’s basketball environment as an ambassador, coach, hall of fame panelist, official and referee. The pinnacle moment was representing Scotland internationally as a player. Being an insider, the investigator experienced the system first-hand, amassing extensive environmental knowledge. These opportunities provided valuable insights surrounding Scotland’s basketball policies, programmes and structures whilst identifying strengths and weaknesses.

Prior experiences allowed interpersonal relationships with Scotland’s basketball community members to be formed, enabling this thesis to effectively answer the research questions. They permitted the investigator to consider Scottish basketball from different angles and perspectives, generating more diverse and thorough portrayals of Scotland’s basketball nexus whilst incorporating greater originality. Acknowledging involvement-detachment issues exist and that this involvement classifies the author as an insider, the researcher employed Qin’s (2016) guidance for reflexivity to consolidate validity. Detachment mechanisms were regularly employed to prevent potential ramifications surrounding insider associations.

**Involvement-Detachment**

The author’s internal positionality within Scottish basketball necessitates requirements to incorporate involvement-detachment. The investigator follows Elias (1956) alongside Elias and Scotson’s (1965) involvement-detachment theory. Given the thesis’ incorporation of
reflexivity, data triangulation and interpretivism among other sensitising mechanisms, these frameworks provided an objective understanding of basketball in Scotland. The detachment concept links to Elias’ (1956; 1987) nature of scientific enquiry which outlines removing oneself from the field of studies importance to re-evaluate phenomena more open-mindedly, devoid of internalised consciousness. The aim: to allow materials and sources’ empirical data to emerge freely. However, total detachment or complete value freedom are non-existent because detachment must align with groups’ interests, structures, and values through involvement (Elias, 2007). Implementing Elias’ (2007) detour via detachment helped situate oneself in positions where involvement does not impede investigator’s capabilities to establish detached forms and reality-congruent knowledge.

The researcher’s relationship with Scottish basketball was balanced through the research methods. Interviews were offset and outweighed by documents and reports alongside audio-visuals, removing dependencies on personal opinions alongside viewpoint prioritisation, helping prevent interpersonal biases which could have altered results stemming from pre-established connections. This ensured construction of broad critical narratives without relying on personal affiliations or one research method, meaning case studies were evaluated fairly. It was the author’s responsibility to remain cautious of intellectual commitments which can equally incur attachment/involvement and decay analytical results (Bloyce and Murphy, 2007). Throughout the study, the investigator was conscious about insider involvement, functioning as a detached outsider and researcher. Using audio-visuals alongside documents and reports created by externals and which were publicly available ensured involvement-detachment. The researcher approached all sources identically with a detached rhetoric.

Involvement-detachment supported the investigator’s scepticism around stakeholder’s views regarding potential bias within research methods and individual sources. While triangulation across different actor’s opinions assisted in resolving degrees of uncertainty by reinforcing empirical data’s reliability, moments remained where being an insider was advantageous. If sources were taken at face value, truths would have been obfuscated. For example, basketballscotland’s sole developmental desire when increased participation is a key driver underpinning many actions. Alternatively, Caledonia Gladiator’s community initiatives appear altruistic albeit the programme’s commercial value is public knowledge. The franchise’s reputation entails being a caring, community organisation, yet this serves monetary benefit. Involvement-detachment allowed bias mitigation whilst ensuring overall accuracy
through improved objectivity and criticality. Before gathering information, ethical approval was required.

**Ethics**

Prior to commencing data collection, ethical approval from the University of Edinburgh’s Moray House School of Education and Sport was acquired. Investigators have legal, moral, and professional obligations to act ethically through showcasing the right intentions by respecting people’s autonomy, dignity, privacy, and rights (Wiles, 2012). Ethics protects participants and researchers by preventing backlash through receiving informed consent via voluntary participation (Richards and Kirchhoffer, 2019). Ethical manuscripts and statements were shared to ensure individuals willingly contributed and that researchers followed a code of conduct (Ibbett and Brittain, 2020). This safeguarded prominent issues surrounding accountability, anonymity, confidentiality, participant equality and safety alongside transparency (Ibbett and Brittain, 2020). The foremost ethical application was ensuring and reminding people that they could stop, leave, and request withdrawal from the study anytime during or after data collection’s completion. These procedures were implemented throughout the research. Prior to interviews being undertaken, interviewees were emailed participant consent forms and information sheets to ensure they understood the interview process whilst outlining factors necessitating ethical considerations including anonymity (see appendices 5-8).

Ethic’s starting point concerns intrinsic values and the commitment to knowledge construction (Hammersley and Traianou, 2012). By following ethical processes, existing power dynamics between participants-researcher were removed, making environments more comfortable and less intimidating or pressurised, enabling and encouraging people to discuss personal affairs through building rapport (Miller *et al.*, 2012). Given participants’ diverse backgrounds, opportunities for disclosure and recognition were paramount. Incorporating ethical procedures permitted greater security. This permeated successful discussions and valuable information extraction, expediting the research’s potential. With most data incorporated publicly available, they upheld this investigation’s ethical standards alongside each organisation’s own requirements. The inconsistency regarding people’s anonymity links to each individual source’s own restrictions whereby all organisations worked with children whilst some people opted to remain anonymous. Where people within public documents
desired anonymity, to ensure consistency, all names were removed. Depending on the available information, content and chapter’s nature, anonymous participants were given gender assignments to inform analysis and enable comparisons. Having explained the research ethics, data collection phases are now detailed.

Data Collection Phases

This thesis’ data collection lasted twenty-one-months (June 2021-March 2023), involving one nine-month and two six-month periods. In April 2021, basketballscotland permitted the researcher to join the organisation’s Slack group chat to stay updated with Scottish basketball’s affairs. Where possible, the author was provided full access to people and resources. All data collection was conducted online. Participants were contacted via email which was either publicly accessible online or disclosed via case study organisations. For online data collection, informed and voluntary consent was given during all data collection phases, either verbally or written. At every opportunity, the investigator provided the study’s full details alongside the research method’s intentions to reach agreements regarding operational parameters. Given the study’s sequentially ordered structure, the information gathering process comprised three different phases: pilot; main; and follow-up.

Pilot Phase

Phase one (June 2021-December 2021) collated audio-visuals alongside documents and reports. These methods were employed throughout each data collection phase to monitor facets evolution whilst extending opportunities for unearthing new sources upon publication. Forming empirical chapter’s basis, this enabled themes to emerge early whilst showcasing knowledge gaps requiring interviews to resolve. With the BBL and Scottish basketball calendar year commencing in August/September, preliminary inspections permitted ongoing evaluations and re-evaluations of materials alongside case studies throughout the entire information gathering process. This allowed the researcher to see how, when, and why trends emerged, progressed, or remained constant, providing greater results through enhanced accuracy, consistency, legitimacy, and reliability. The first phase formed every empirical chapter’s foundational narrative.
The pilot phase provided direction for conducting interviews regarding approach, discussion topics, participants, structure, and style. Prior to commencing interviews, potential candidates were grouped into categories best reflecting knowledge bases relating to chapters content. Having trialled one interview in December 2021, this consolidated these aspects whilst permitting interviews to be honed prior to the main phase when most interviews were undertaken. Given the applications recording clarity and transcription service (see appendix 4), Microsoft Teams (MT) was the best platform for conducting online interviews. By undertaking these methods first, it enabled the investigator to make the thesis’ intentions known within Scottish basketball. Through early communications, this encouraged people and organisations to share sources whilst making individuals more inclined to participate through improved relationships. This initial step meant issues which arose could be addressed and necessary changes made prior to later phases. The pilot phase ended with chapter six’s first draft being completed in December 2021. The main phase follows.

Main Phase

Phase two (January 2022-June 2022) collected further empirical information. In January 2022, semi-structured interviews supplemented audio-visuals alongside documents and reports findings from phase one. Discussions, interviews and meetings were held with stakeholders: former administrators, coaches, officials, players, spectators and basketballscotland operatives (chapter five); basketballscotland’s chief executive officer, club development officers, communications officer, head of operations, performance logistics and events coordinator, social impact officers, social impact lead and wheelchair development officer (chapter six); Blaze Basketball Club’s coaches, chairman, club development officers, former players, trustees and the wellbeing manager (chapter seven); alongside Caledonia Gladiator’s general manager and former players (chapter eight). Following a conversation with Gladiator’s general manager in June 2021, it was communicated that staff lacked time and resources to contribute to the thesis, hence no interviews being conducted and the reliance on alternative research methods. After an internal Blaze Basketball Club trustees meeting in January 2022, some members declined being interviewed but willingly shared information, whereas basketballscotland, were fully supportive.

Interviews were used to explore rich data gained from audio-visuals alongside documents and reports. Depending on data’s depth, empirical chapters comprised between 0-3
interviews to ensure equilibrium and help contrast case studies. Less depth necessitated more interviews. All interviews were conducted on MT. One was undertaken on Zoom as the interviewee experienced technical difficulties with MT. The main phase was undertaken from January 2022-June 2022 when basketball competitions and initiatives restarted with Scottish society emerging from Covid-19 and restrictions easing. This was the optimal opportunity to gather information as stakeholders (new/former) had developed enough knowledge and acquired sufficient experiences to make informed contributions. Results were more accurate and authentic as they were obtained during Scottish basketball’s calendar year’s main operational period. Where possible, information was cross-referenced and triangulated with audio-visuals, documents and reports alongside semi-structured interviews to acquire broader perspectives whilst painting more exact pictures. Gaps were pinpointed and remedied in the follow-up phase. The main phase’s summation was represented by chapters six and seven’s completion which directed the follow-up phases tasks.

Follow-Up Phase

Phase three (July 2022-March 2023) was implemented to re-evaluate data collected from earlier stages whilst identifying missing components or areas requiring further exploration. All research methods were utilised to ensure precise data was extracted while affording flexibility without digressing. The follow-ups were undertaken during the summer and winter months as basketball leagues and programmes ceased, meaning gaps could be filled and reflective information obtained. The offseason meant people had more availability to engage with the researcher. These reflections enabled more effective data gathering compared to mid-season due to stakeholder’s broader contemplations. However, both opportunities were equally valuable when considering the unique insight associated with different contexts and moments.

This thesis utilised 440 empirical sources overall. These materials facilitated triangulation, highlighting inconsistencies and trends alongside the research’s strengths and weaknesses which needed addressed in each phase. They permitted construction of broad, critical, and original accounts. The follow-up phase enabled data to be substantiated and understood before final examination. With Glasgow Rocks changing ownership and rebranding to Caledonia Gladiators in August 2022, the follow-up phase was extended from its initial December 2022 summation to March 2023 to ensure all necessary materials were gathered.
Sources obtained were recently published, keeping case studies updated. This phase’s summation concluded with the thesis’ submission. Having detailed the data collection phases, data analysis is discussed next.

Data Analysis

Following the information gathering process, data organisation followed. Information was held confidentially and securely within an encrypted system to uphold ethical standards. The researcher saved copies on the University of Edinburgh’s One Drive system. Files were created for each category, content, empirical chapter, and method. Handwritten notes were transcribed into Microsoft Word documents. Dictation software converted speech from interviews into text, offering the fastest and most efficient process. This permitted the author to continue researching without delay whilst keeping within allotted schedules. As data was collected, it was scrutinised and categorised according to pre-established trends which evolved themselves and were reclassified upon changing. Any data requiring withdrawal would have been destroyed immediately upon request, but none was necessary. Having collated data, information analysis followed. This involved two strategic decisions regarding historical and contemporary narratives. This thesis incorporates three forms of analysis: narrative; thematic; and triangulation.

Historical Analysis

Narrative analysis helped scrutinise historical information and answer the how questions. In narrative analysis, investigators explore how people cohere and story their lives within changing sociohistorical contexts (Flick, 2013). These narrativised novels unveil cultural and social perspectives about humankind and reality (Herman and Vervaeck, 2019). This helps researchers understand individual development in society (Lightfoot, 2004). Investigators then make diverse, meaningful, and substantial interpretations by focusing on different elements of these accounts, asking four key questions: how the story is structured; what function does the story serve; what is the story’s substance; and how is the story performed? (Allen, 2017). These questions served as this thesis’ historical cross examination’s cornerstone with incentives to acquire knowledge about each person, organisation, or team through considering all variables. From here, the investigator tells the story by creating order
and writing based upon narratives’ sequential and structural features which provide context (Riessman, 1993).

Narrative analysis was used throughout the thesis but predominantly in chapter five which denotes Scottish basketball’s historical development via oral and written histories from audio-visuels, documents and reports alongside semi-structured interviews. When engaging with oral histories, the researcher limited discussion to first-person accounts by respondents chronicling their own experiences, putting aside other options such as the investigator’s personal knowledge, positioning themself as an outsider. Through a narratological, post-classical approach, this prioritised narratives’ circumstances and contexts including cultural, geographical, historical, and social layers (Herman and Vervaeck, 2019). Seeking new tentative levels of meaning, this scope helped scrutinise primary sources like autobiographies, memoirs, and newspaper articles. Having a background in historical research analysis and methods, this practice facilitated the investigator’s strengths. Narrative analysis was selected as under social constructivism’s umbrella, it compliments interpretivism because it incorporates similar tendencies (Creswell, 2003). However, it was utilised alongside thematic analysis.

Contemporary Analysis

Thematic analysis examined contemporary data. It helped identify information’s explicit and implicit trends. This practice analysed audio-visuels, documents and reports alongside semi-structured interviews through processes of coding and categorisation to pinpoint differences alongside similarities between accounts and chapters. Thematic analysis was chosen to aid comparison of sources and case studies through using ciphers, improving patterns, and establishing themes whilst synthesising data, building towards answering the research questions by providing contextual meaning (Harding, 2018). Thematic analysis did not restrict any disciplines or theoretical frameworks through offering extensive flexibility which enhanced basic interpretations by informing greater depths of information extraction (Terry et al., 2017). Flexibility facilitated the research questions to be answered whilst generating findings through presenting consistent patterns of underlying meanings (Braun and Clarke, 2006). Since Scottish basketball had never been examined before, the methodological approach permitted more explorational analysis while naturally developing themes.
The thematic analysis procedure followed Braun and Clarke (2006) alongside Thomas’ (2006) six-step process: familiarisation; coding; generating themes; reviewing themes; defining; and naming themes; and writing up research. The information’s accuracy and reliability were reflected by implementing frequentative analyses processes. This helped answer the what questions through compiling prominent trends within Scottish basketball. Thematic analysis commenced during the pilot phase when preliminary codes started appearing and were grouped into categories, becoming more recurring with each phase. An example of coding is We Play Together which is abbreviated to WPT. Patterns were found in each section and across all chapters. Common themes appearing from individual chapters constituted: commercialisation; identity; internationalisation; and professionalism (chapter five); equality; inclusivity (chapter six); connections; diversity; equality; inclusivity; relationships (chapter seven); education; and role models (chapter eight). Themes in every chapter included: community; development; engagement; gender; participation. As new and repetitive characteristics arose, this provided direction and potential avenues to investigate. Overall, thematic analysis helped defend data analysis’ validity. Once data was analysed, triangulation followed.

**Triangulation**

After analysing, data was triangulated to bolster reliability. Triangulation systematically harnesses multiple (traditionally three) methods, perspectives, sources, or theories to establish creditability, enhance quality and provide validity, augmenting the overall story (Flick, 2018a; Flick; 2018b). Triangulation’s four basic types: data, person (aggregate/collectivity/interactive), space, and time; investigator (single versus multiple people observing same item); theory (multiple versus single perspective surrounding one object); and methodological (between-method triangulation and within-method triangulation) (Denzin, 2017). These principles expedite knowledge and theory development, preventing personal biases arising during single method investigations by generating certainty, generalisability, and neutrality (Karim, 2013). This study’s triangulation supplements the case study design and mixed method approach, utilising multiple actors alongside models to provide comprehensive grounding.

Conceptual understandings are attained by triangulation prioritising participants’ viewpoints and voices, understanding people’s opinions through personal viewpoints while
acquiring numerous opinions on one subject matter (Seale, 1999). This strengthens the thesis’ overall argument. Triangulation helped analyse methods, permitting data’s utilisation collectively or individually, averting premature conclusions, one-sidedness and over-reliance’s on single methods or sources (Salkind, 2010). The opportunities available were crucial as this research merged multiple applications, individuals, and sources. Despite criticisms of naturalistic security and reliability allied to epistemological doubts surrounding ethnomethodological and philosophical issues, triangulation remains a valuable component compatible with interpretivism alongside qualitative methodology (Seale, 1999). Having scoped triangulation, research limitations follow.

**Research Limitations**

In completing this thesis, the investigator encountered minimal challenges. Case study organisations were generally helpful and provided full support whilst a vast quantity of materials existed publicly online, enabling any otherwise perceived problems to be overcame. This final segment contemplates the overarching issue posing difficulties: Covid-19. The aforementioned statements mitigated the issues described below.

**Covid-19**

Since the PhD commenced, from October 2020-January 2022, Covid-19 presented issues impacting the thesis’ completion, namely closure of public/private buildings, travel restrictions and social distancing. Government restrictions introduced overall impeded society’s daily lives and subsequently this thesis. From the beginning, research was conducted remotely and online. Commuting to and from Edinburgh was limited, relocation unadvised whilst face-to-face consultations, data collection methods and resource accessibility restricted, dependent upon online accessibility and availability. Obligations concerning immediate family welfare, with many considered ‘vulnerable’ and some hospitalised, meant safety precautions were maintained throughout. Given Covid-19’s ongoing uncertainty, precautions remained after January 2022 for safety reasons surrounding family wellbeing. When restrictions eased, most empirical information was collected. Notwithstanding, this thesis was only permitted for completion online by the University of Edinburgh. It would have otherwise been postponed indefinitely. The investigator acknowledges Covid-19’s impact to raise awareness of obstacles which were overcome throughout this thesis. These details provide brief insight into Covid-
19’s side-effects which challenged the researcher, entailing multiple setbacks and time delays, alongside numerous lost opportunities for personal and research-related advancement from in-person conference attendances to data collection.

**Concluding Remarks**

This chapter set forth the thesis’ overall process. The study’s approach embeds interpretivism and qualitative methodology whilst the design is case studies. This theoretical grounding situates itself within a framework that builds upon three key aspects: research questions; previous studies’ implications; and other researchers’ work. The sequentially ordered mixed methods incorporate three techniques to collect empirical data: audio-visuals; documents and reports; alongside semi-structured interviews. By triangulating the study’s findings, an original conceptual synthesis depicting basketball’s capabilities as a tool for development in Scotland was provided. The resultant project contributes to Scotland’s sporting nexus through documenting Scottish basketball’s social environment. Having detailed the research processes, methodologies and methods in chapter four, chapter five forms the first empirical chapter, narrating Scottish basketball’s history.
Chapter Five: The Development and History of Basketball in Scotland

“While basketball was born in Massachusetts, the Naismith name was born in Scotland. My great grandfather, John Naismith, was the last of a long line of Scots in the family. My Grandad was very proud of his Scottish roots, but our family heritage is not the only tie basketball has to this country. There are countless other untold stories of how my grandad’s invention and Scotland are intertwined.” - Jim Naismith, Dr James Naismith’s grandson (Halliwell and Kershaw, 2019)

Introduction

Chapters one-four laid the thesis’ foundations. Chapter five marks the first empirical chapter, constituting the investigation’s substantive base. Contextualising the entire study, it provides a broad sweeping overview of Scottish basketball’s development and history. Research showcases lacking knowledge of Scottish basketball’s heritage (Kohe, 2018; Kohe, Smith and Hughson, 2021). Many British-Scottish sport’s history documentations fail to denote basketball’s history altogether (Cox, 2003; Holt, 1990; Polley, 1998; Polley, 2003; Tranter, 1998). Sources documenting basketball’s heritage are through British or English lenses and attribute these contexts to Scotland (Bale, 1982; Cox, Vamplew, and Jarvie, 2000; Mandel and Kohe, 2018; Nauright and Parish, 2012). Although commonalities exist, Scotland has its own experiences. Scottish basketball’s historical preservation is requested by indigenous aficionados, dedicated fanatics and hobbyists including former coaches, officials, players, and volunteers who maintain nostalgic items including newspaper articles and photographs (Kohe, 2018). The only texts discussing Scottish basketball entail two online blogs and a memoir written by former administrators, coaches, officials, and players (Johnston, 2013; Kaye, 2002; O’ Hara, 2018). The remainder is gleaned from newspapers. While Howell and Leeworthy (2017) mentioned Scottish basketball’s arrival, a fuller account recording the game’s history remains unwritten.

Chapter five contributes to this lacuna by answering the following research questions: how should we explain the relationship between basketball, society, and development alongside what are the limits and possibilities of basketball in Scotland? This chapter constructs a framework showcasing how, when, and why basketball evolved in Scotland, telling Scottish basketball’s story through milestones. The chapter comprises five discussions representing key
historical periods connecting basketball’s inception to present day. Part one denotes basketball’s origins alongside its Scottish connections before considering the game’s arrival and foundations in Scotland. Part two considers organised basketball’s formation in Scotland through governing bodies, competitions, and teams’ establishment. Part three details Scottish basketball’s transition from an amateur and recreational sport into a commercialised and professional environment. Part four investigates Scottish basketball’s modernisation regarding current infrastructures and systems. Part five delineates Scottish basketball’s current positionality through outlining its participatory numbers and reach. The last sections offer the chapter’s key observations before concluding. These sections form part of chapter five’s broader narrative which is underlined by seven themes: amateurism, commercialisation, gender, identity, internationalisation, participation and professionalism.

The Origins of Basketball and its Foundations in Scotland (1891-1946)

“All the stubbornness of my Scotch ancestry was aroused, all my pride of achievement urged me on; I would not go back and admit that I had failed.” - Dr James Naismith

(Naismith, 1996: 42)

Basketball was invented at the Young Men’s Christian Association’s (Y.M.C.A.) International Training School at Springfield College, Massachusetts, in December 1891 by Dr James Naismith (Naismith, 1996). Hailing from a Presbyterian and Church of Scotland background, Naismith, was the son of Scot, John Naismith and Scottish-extraction, Margaret Young (Dewar, 1965). Naismith’s father’s lineage descends from Glasgow’s Gorbals and Pollockshields constituencies, whereas his mother’s reside in Cambuslang and Johnstone (Dewar, 1965). Despite holding American and Canadian citizenship, Naismith was Scottish by parentage and in nature, described by peers as a “Canadian with a Scottish accent” (Broeg, 2006: 223). Given his family heritage and Scottish upbringing in Canada, he is referred to as a “son of Scotland” (Hughes, 2011: 17). In creating basketball, Naismith accredited his Scottish roots for influencing basketball’s engineering, specifically ‘Duck-on-the-Rock’: “an old Scottish bairn’s game” inspiring basketball’s arched shot alongside the basket’s elevated position; and his Scottish spirit, prompting his persistence in conceiving the sport (Connor, 1933: 135; Naismith, 1996). While basketball is not claimed as a Scottish sport, Scotland has strong links to basketball’s foundations and origins.
The first Scots to play basketball were students at Springfield in 1892 (The Triangle, 1895). Mark Ritchie from Leith, Edinburgh, and Thomas Clarkson from Coatbridge, North Lanarkshire, played organised basketball at Springfield within one of the sport’s first ever leagues alongside the institution’s PE department (Springfield College, 1894; The Triangle, 1892). Unlike other Springfield personnel who transported basketball back home upon leaving, the game delayed reaching Scotland because most Scots, including Clarkson and Ritchie, who attended Springfield opted to stay in North America post-graduation to attain a perceived better life (IYMCATS, 1914). Like Ritchie, many continued to represent the Y.M.C.A., advocating its messages whilst playing basketball, just not in Scotland (IYMCATS, 1895). This squashes Johnson (1979) and Carlson’s (2017) propositions that basketball spread by Springfield-trained personnel alongside its historical reputation as the missionary’s game, travelling only as far as the Y.M.C.A.’s students took it. Basketball penetrated Scotland via a different means from the common actors.

Knowledge of basketball arrived in Dundee and was publicised in the local newspaper on January 1, 1895 (Dundee Evening Telegraph, 1985). During its infancy, basketball expanded in blighted industrial areas, providing a sense of hope in communities stifled by mass outmigration, prompted by economic torment over failing industries (Howell and Leeworthy, 2017). Upon arrival, Dundee’s international jute industry was declining, shifting to India, forcing impoverished and poorly paid millworkers to seek improved opportunities overseas (Dundee Evening Post, 1903). Places like Ludlow, Massachusetts, became chosen destinations. Through Boy’s and Girl’s Institutes which American mill owners started, Scots were introduced to basketball within daily exercise programmes to help people’s bodies and minds (Dundee Evening Post, 1903). Dundonian’s regularly played matches with county teams, gaining a reputation for cultural deportment alongside their playing prowess (Dundee Evening Post, 1903). Knowledge of basketball was shared by returning Dundonian’s alongside those writing home to encourage family and friends’ emigration (Dundee Evening Post, 1903). Such connections enabled Dundee to establish itself as Scottish basketball’s hub, gaining a following upon introduction into the Dundee’s school education system that year (Dundee Courier, 1895). From Dundee, basketball spread to surrounding townships before moving nationwide (Forfar Herald, 1895). Despite basketball acquiring instant traction in Scotland, until WWI, it obtained limited participation (Guttman, 1994). WWI changed society’s view of basketball:
“I can remember the first of the American troops to come across to France starting the craze in the army. They introduced the game to the Headquarters School of Physical Training, and it caught on like wildfire. In fact, a week or two later the first international match between U.S.A. and Britain was played … In a very short time basketball was being played all over.” - Dundee Evening Telegraph (1930: 5)

Upon America entering WWI in 1917, while serving as a chaplain in France (1917-1919), Naismith visited the British sector in Bordeaux, discovering that British forces did not play basketball because it was regarded as a girls’ game (Naismith, 1996). This sparked extensive American-led exhibitions across the Allies’ military bases where US service members directly taught Scottish forces in places such as Lille (The Scotsman, 1919). Given basketball’s surge in popularity, competitions, matches, and leagues were widely held to unite soldiers and cement wartime alliances (Guttman, 1994). One tournament was the Inter-Allied Games on June 22, 1919, where troops from eighteen different nations including Britain competed in basketball among other sports (Guttman, 1994). Basketball equipment and instructors were regularly transferred to Europe from America with courts built and resources exchanged (Tlusty, 2015). Following these moments, more Scots began playing basketball during and post-WWI (Dundee Evening Telegraph, 1930). WWI catalysed Scottish society’s change of attitude towards basketball, helping it further diffuse throughout Scotland during the 1920s:

“When the American students descended upon Dundee and St Andrews last winter, they brought with them the game of basketball. They were not daunted by Scottish ignorance of the sport, and they formed unofficially a club which played several matches with teams from other Scottish universities. This enthusiasm has now borne fruit, and the new sport is rapidly becoming popular among non-American students. There has been a large increase in the membership of the club, and this season it receives the official recognition of the University Athletic Union … The notion that basketball is a soft game will not be held by anyone who has seen the American students.” - Dundee Courier and Advertiser (1930: 6)

In October 1929, American students started enrolling at Scottish universities in great numbers. Upon introducing basketball to these institutions, teams formed with the first competitive university match between Aberdeen University and Dundee Medical College occurring on December 22 (Aberdeen Press and Journal, 1929). This fixture sparked annual
inter-varsity and inter-city-varsity games between Scotland’s five contemporary universities (Aberdeen/Dundee/Edinburgh/Glasgow/St. Andrews) alongside regular intra-university, inter-faculty, and Scotland versus USA matchups (St. Andrews Citizen, 1930; Aberdeen Press and Journal, 1933; Anderson, 1987). Basketball was instantly accepted into the Scottish university sport’s ecosystem because the environment likewise embodied amateurism, prioritising sports with similar mentalities over traditional pastimes such as football which were professionalising (Anderson, 1987). Timing enabled basketball to thrive in Scotland. From 1920-1930, Scottish university sport incorporated a system funding athletic/social activities, maintained facilities, provided resources, introduced compulsory medical exams and levies for athletic domains whilst earmarking Wednesday for sport (Anderson, 1987). Within two years, basketball became one of the student bodies’ most popular activities, cementing itself as a core sport (Edinburgh Evening News, 1932).

Basketball was officially recognised as a sport in Scotland in 1935 when the armed forces declared basketball its chief sport (The Scotsman, 1936). Alongside a Scottish regimental championship which was inaugurated, becoming annual occurrences, basketball was utilised within intra-company training programmes, inter-company games and tournaments (Dundee Courier and Advertiser, 1935; Aberdeen Press and Journal, 1937). This stimulated regimental rivalries whilst providing training purposes at boot camps to bolster health and fitness (Fife Free Press, 1936). Basketball’s success and popularity led to its adoption by the Army Cadets and Territorials alongside Air Raid Precaution Wardens and the Home Guard (Mason and Riedi, 2010). Fuelling this spread was the ongoing hostilities across Europe, necessitating requirements for more athletically demanding sports (Nauright and Parrish, 2012). Unlike WWI, where basketball was trialled in the latter stages, by the mid-1930s, basketball was embedded in anticipation of conflict for physical/mental preparation (Nauright and Parrish, 2012). Throughout conscription, basketball headlined compulsory agendas, meaning thousands of people were introduced to the game (Mason and Riedi, 2010). WWII’s onset strengthened basketball’s legitimacy and position in Scotland.

WWII transformed basketball in Scotland. Armed forces’ accounts show Scots played basketball worldwide from Burma to Germany (Aberdeen Press and Journal, 1944; Spiller, 2015). Basketball featured within Prisoner of War (POW) camps’ daily activities, proving popular whilst sparking motivation to continue post-liberation (Aberdeen Press and Journal, 1941; Motherwell Times, 1945). Scots integrated with basketball fanatics from countries such
as America, Canada, France, Poland, and Yugoslavia where they organised regular matches including Scotland versus England (McDowall, 1941). In Scotland, the influx of allied forces (Canadian/French/Polish), mainly Americans, with three million US personnel arriving between 1942 and 1945, augmented basketball’s prevalence (Nott, 2015). Initially a recreational activity within US barracks, basketball was later employed for socialisation to unite American forces with Scottish society by expediting comradeship (Bloyce and Murphy, 2008). Overall, Americans instilled a grounding and enthusiasm for basketball which transferred to Scottish communities, leading to locals forming basketball clubs (Cox and Physick, 2012; O’Hara, 2018). The Allies’ impact was fourfold: popularising basketball within Scottish sporting culture and society; spreading and affirming accurate basketball-related knowledge through first-hand interactions and American-based literature such as newspapers/magazines; generating higher playing standards with some service members being former collegiate athletes; and prompting local competitions creation which they joined (Carlson, 2010; Cox and Physick, 2012; O’Hara, 2018; Taylor, 2020). WWII changed basketball in Scotland’s trajectory. Having outlined the origins and foundations of basketball in Scotland, organised basketball’s formation is detailed next.

The Formation of Organised Basketball in Scotland (1946-1967)

“A Scottish Basketball Association was formed at a meeting in Edinburgh last night. Mr J. F. Uphold, National Council of Y.M.C.A, was elected chairman. R. Allen (Aberdeen) and R. Lawrie, (Aberdeen) were appointed committee members.” – Dundee Courier and Advertiser (1946: 2)

Organised basketball in Scotland was catalysed with the Amateur Basketball Association of Scotland’s (ABAS) formation on November 1, 1946, in Edinburgh (Dundee Courier and Advertiser, 1946). The Scottish Council for Physical Recreation (S.C.P.R.) were co-opted as the National Governing Body (NGB) to support the ABAS (Dundee Courier and Advertiser, 1946). Following the ABAS establishment were the Scottish Women’s Basketball Committee, operating autonomously whilst solely focusing on promoting basketball for females in Scotland (Johnston, 2013). These organisations’ arrival onto the Scottish sporting landscape sparked sustained growth for domestic basketball due to acquiring official governance and structuring (Elliot, 2006). WWII’s demise prompted cyclical shifts between politics and sports relationship with the Labour government’s raison d’etre, ‘the Welfare
State’, underpinning this political transformation (Henry, 2001). From 1946-1967, Scottish basketball moved through three definitive periods of focus: mass community participation; physical education and school sport; and elite sport (Henry, 2001). Such elements were reflected and helped support the ABAS’ inaugural constitution’s fundamental objective which sought development of “basketball as a major game” in Scotland (The Scotsman, 1946b: 7).

As Scottish basketball’s first interim report stated, the ABAS’ initial targets were fourfold:

“The interim report on the progress of the Amateur Basketball Association of Scotland, states that direct committees are now being set up. It is intended to establish basketball centres and leagues early in the New Year, and, if possible, play off district championship. The Scottish committee will endeavour to run a tournament in the late spring, and a Scottish team will be selected to play England in Glasgow on May 10. When international teams are to be picked to represent Great Britain, it is hoped that an understanding will be arrived at with the England and Wales Association, whereby Scottish players may be selected. Scotland will seek direct affiliation to the International Federation of Basketball Associations.” - The Scotsman (1946a: 7)

The ABAS met the initial objectives instantly. With Glasgow earmarked as Scottish basketball’s starting point, the first organised league commenced on January 31, 1947, incorporating seven teams (Evening Citizen, 1947). Afterwards, local competitions for adults and youth began countrywide across cities (Aberdeen/Dundee/Edinburgh/Perth/Stirling) before spreading to smaller townships and villages (Arbroath/Falkirk/Hawick) (Aberdeen Press and Journal 1947; Dundee Courier and Advertiser, 1947). Localisation and regionalisation underpinned basketball’s growth with consistent national set-ups not logistically possible due to petrol rationing and transportation costs (O’Hara, 2018). The inaugural leagues culminated in the first men’s Scottish Amateur Basketball Association Championship on May 3 at Kelvin Hall, Glasgow where the University of Aberdeen defeated Pleasance Basketball Club of Edinburgh 34-15 (O’Hara, 2018). While amateur in nature, Scottish basketball incorporated a traditional European sporting hierarchical system comprising multiple divisions (four in larger cities like Glasgow) with winners, promoted and losers, relegated (O’Hara, 2018). Undertaking this system meant Scottish basketball depended on players/ex-players to administer and organise games (Maguire, 1988). The core component comprised inherent values alongside a pay to play system (Maguire, 1988). Such undertakings reflected basketball’s amateur model which comprised three key characteristics: part-time
administrators, slapdash organisation and uneven playing standards (Philips and Tomlinson, 2004). Like most non-indigenous sports, basketball was not currently subject to widespread adoption albeit popularising (Falcous, 2002).

Scotland’s inaugural basketball season marked Scotland’s introduction to international basketball. On May 10, 1947, Kelvin Hall, Glasgow, hosted Scotland’s first international basketball match versus England, resulting in a 14-42 loss (O’Hara, 2018). In achieving the ABAS’ second goal, Scotland’s international journey was beginning whereby on February 24, 1951, Scotland claimed their first international victory (27-22) against Ireland at Waverley Market, Edinburgh (Evening Express, 1951; Irish Press, 1951). While international fixtures were sparsely played during the mid-twentieth century due to lacking opportunities, from 1955 onwards, Home Nation clashes were regularly nationally televised throughout Britain on the BBC (Dundee Courier and Advertiser, 1955). The 1950s marked the last decade when spectator sport was produced for live consumption and was based on what broadcasters deemed popular demand (Holt and Mason, 2000). Basketball’s recurring appearances on television reflects basketball’s position within consumer society and popular culture, becoming one of urban milieu’s most practised sports (Collins, Martin and Vamplew, 2005; Hargreaves, 1986). Despite these developments, Scottish basketball remained under-funded, lacking adequate facilities and coaching personnel (Maguire, 1988). With broadcasted matches and thriving popularity, this catalysed Scotland’s Home Nation’s dominance:

“Schools and clubs all over, are accepting basketball as the major game played indoors and this shows a healthy sign for the future of the game. Those of you who have seen basketball on T.V. or who have seen that amazing … team “Harlem Globetrotters” will agree that this is the fastest, liveliest and most scientific game played on two feet. Team Coach Ernie Glass has been putting Scotland through their paces and hopes to follow up last season’s success against England with another win. Scotland’s resounding win over Ireland earlier this year brought home the fact that Scottish standard is high indeed.” - Fifeshire Advertiser (1956: 5)

With Britain lacking competition, Scotland sought international opportunities to help elevate Scottish basketball’s standards. Preliminary tournaments included: 1948 London Olympic Games British team qualifiers (semi-finals); 1951 men’s European Basketball Championships (sixteenth/eighteen); 1956 women’s European Basketball Championships
(sixteenth/sixteen); 1957 men’s European Basketball Championships (fifteenth/sixteen); 1960 pre-Olympic qualifiers (first/four) with five Scots selected to represent GB at the 1960 Rome Olympics pre-qualifying tournament (The Scotsman, 1948; Johnston, 2013; Małolepszy, 2013). While Scotland/Scottish representatives failed to qualify and receive podium finishes, regarding the European Championships specifically, Scotland became the first Home Nation to compete continentally (Belfast Telegraph, 1951). Considering WWII’s aftermath, this achievement was significant because competing in Europe was an ambitious undertaking entailing expensive and long journeys (O’Hara, 2018). The men’s and women’s teams also broke new ground, mixing with Europe’s top basketball nations whilst structured basketball in Scotland was still developing (O’Hara, 2018).

Expediting organised basketball’s growth in Scotland was the Scottish National Basketball League for men and women’s establishment in 1958. The men’s system incorporated Scotland’s “basketball ‘Big Six’”: Elite (Glasgow); Hornets (Edinburgh); National Cash Register (Dundee); Outram Press (Glasgow); Rebels (Dundee); and Redford (Edinburgh) (Edinburgh Evening News, 1960). Whereas the women’s comprised four teams: All Blacks (Edinburgh), Auld Reekie (A/B) (Edinburgh), and Shooting Stars (Edinburgh) (Edinburgh Evening News, 1960). These founding clubs were amateur and voluntary organisations which, aside from Elite, were unsponsored (Maguire, 1988). With only three cities initially represented, it showcases how basketball during the mid-1900s remained participation oriented with small pockets of interest nationwide existing (Falcous, 2002). Most teams resided in Scotland’s central belt due to basketball’s increased accessibility, facilities, opportunities, and publicity (Johnston, 2013). Given the team number imbalances, basketball was a male dominated sport with more recreational than competitive focuses (Elliot, 2006). Basketball was contemporarily a sport for enthusiastic, home-grown players, obtaining minimal spectator following and media coverage with only national team games providing some exposure (Maguire, 2002). The first National League’s commencement catalysed a second sustained period of growth for Scottish basketball, putting other imports like ice hockey into decline (Elliot, 2006; Maguire, 2010).

With Scottish basketball developing, the men’s national team toured North America. Starting a twenty-one-day people-to-people tour of America and Canada’s East coast on January 10, 1967, Scotland played against: Carleton University (Ottawa); Mount Allison University (New Brunswick); Nova Scotia Teachers College (Nova Scotia); St. Francis Xavier
University (Nova Scotia); Cape Breton University (Nova Scotia); St. Francis College (Maine); Rhode Island High School Select (Rhode Island); Bryant College (Rhode Island); and Babson Institute (Massachusetts) (The Scotsman, 1967; Kealy, 1967; O’Hara, 2018). One special exhibition was against Springfield College where Scotland celebrated their Scottish kin: Dr James Naismith (Monahan, 1967). While the tour ended with four wins and nine losses, Scotland gained new basketball knowledge which they implemented upon return to heighten Scottish basketball’s standards (Bryant College, 1967). The tour’s summation saw Scottish basketball broadcast to millions on national American television programme, The ED Sullivan Show, on January 29 (Halliwell and Kershaw, 2019). Throughout 1967-1968, the show was broadcast to 13,147,440 homes when only 56,570,000 American households had televisions (Classic TV Hits, 2022).

Scottish basketball sought further elevation. Having recently become British and Scottish champions, Boroughmuir entered the European Champions Cup; the highest level of European club basketball (Edinburgh Evening News, 1966a; Edinburgh Evening News, 1966b). Drawn against Real Madrid, the first-round fixture was undertaken before 2,700 attendees at Murrayfield Ice Arena, Edinburgh, on October 29, 1967, with Boroughmuir losing 108-69 (Aberdeen Press and Journal, 1967). Entering the second leg on November 16 at Madrid’s Pabellon de la Ciudad Deportivo live on national Spanish television and before a capacity 7000 crowd, Madrid emerged victorious, winning 126-43 (FIBA, 2022). The match’s significance: Boroughmuir became the first British basketball team to compete in a European club competition, comprising a team of 19-year-olds on average (Johnston, 2013). Proving a major turning point for Scottish basketball, Scotland was now officially on the international basketball map (Aberdeen Press and Journal, 1967). Such events reflect how the 1960s transformed domestic basketball, sparking the separation from its foundational amateur ideology whilst diverging from historical continuity (Dunning, 1975; Bale, 1982; Maguire, 1988). Boroughmuir catalysed Scottish basketball’s ‘Golden Era’. Having discussed Scottish basketball’s beginnings, the sport’s commercialisation follows.

**The Commercialisation and ‘Golden Era’ of Scottish Basketball (1967-1989)**

The 1970s marked a shift within Scottish basketball. By the 1973-1974 season, 150 clubs and 2,0000 people played basketball regularly whilst Scotland won the British title five times in six years with three different club teams (All Blacks (women)/Boroughmuir
(men)/Hornets (men)) entering European competitions (The Scotsman, 1973). Motivated by Scottish basketball’s growth, marketing opportunities and success, Clarks Men’s Shoes sponsored what became the Clarks Men’s Shoes Scottish Men’s National League with £2,500 (Johnston, 2013). This moment exemplifies how the amateur system was withering with basketball becoming increasingly professionalised and commercialised (Dunning, 1975). For example, Clarks Men’s Shoes simultaneously offset Paisley Penilee’s European match-up with a £500 stipend whilst The Barr’s Soft Drinks Group agreed to sponsor Boroughmuir, subsequently rebranding as Boroughmuir Barr’s (The Scotsman, 1973). These early sponsors sparked Scottish basketball’s commercial transformation, catalysing its growth whereby national and international corporations superseded local sponsorships (Falcous, 2002). Sponsorship provided necessary commercial bases to elevate basketball, incorporating more elements of professionalism such as player recruitment (Maguire, 1988). Investment enabled Scottish basketball to escape its amateur and disorganised foundations previously constraining development (Elliot, 2006).

Monetary influxes changed Scottish basketball’s entire landscape. Seeking to increase basketball’s commercial appeal whilst raising domestic playing standards, Paisley signed the first international and American player, Chuck Chambliss in 1976 (Johnston, 2013). That season, Chambliss helped Paisley defeat Boroughmuir in the Scottish Cup final 82-80 at Meadowbank (O’Hara, 2018). Recognising gaps in Scotland’s market for basketball, entrepreneurs began investing the following year. Sponsoring Pentland Glencraig with £1,000, David Murray rebranded the club as Murray International Metals (MIM) before merging with fellow Edinburgh team, Hornets (Edinburgh Evening News, 1977). Likewise, Craigroyston acquired support from George Thomson, subsequently becoming GT Dynamo (Johnston, 2013). Sparking this transformation was sport’s advertisement allied to increased television channels broadcasting sports programmes, begetting improved exposure whereby organisations started realising that basketball aided monetisation (Neter, 2019). Basketball went from a participatory-recreational game to high-level spectator sport (Bale, 1982). These investments sparked a windfall:

“Many of their main rivals for the Scottish title have gained sponsorship and are following Paisley’s example of two seasons ago when they introduced American basketball star Chuck Chambliss to Scotland. He is no longer with the club now, but the introduction of foreign players has spread through the top basketball teams. Murray
International will field two top Americans this season, Bruins from Bearsden introduce two Yugoslavs and G.T. Auto Electrics have one American … Bannerman, who changed their name from Elite to Vikings after a local sports firm stepped in with sponsorship have made several new signings for their big new season.” - Michael Hildrey (1978: 4)

From 1977 onwards, basketball’s American-led globalisation drove player-labour migration, intensified consumption practices and cemented commercial imperatives, sparking considerable growth in Scottish basketball (Falcous and Maguire, 2005a; Maguire, 1994). These facets reflect Scottish basketball’s transformational figurational dynamics: Americanisation; commercialisation; and nationalism (Maguire, 1988). These changes facilitated an identifiable basketball community in Scotland, revealing aficionados whose innate love for basketball helped connect local to global factors (Kohe, 2018). While commercialisation benefitted Scottish basketball, it also created ramifications. The increased international players’ presence reduced domestic athlete’s opportunities, raising issues of development/underdevelopment (Maguire, 1994). Commercialisation marginalised women’s basketball, creating an inequality gap where despite some team’s sponsorships and American recruits, they remained under-funded and supported with men’s basketball deemed essential for attracting revenue (Maguire, 1988). Given ownership patterns of interdependence, this eroded and undermined NGB’s power and sovereignty with team’s owners exercising control over clubs and basketball (Maguire, 1988). Owners desired to monopolise on basketball by providing an instant commercial product, whereas NGB’s sought to safeguard basketball’s newfound environment’s longevity and sustainability (Maguire, 1988). Commercialisation had two standpoints:

“Coasters Arena held five thousand people. We had a skylight bar, laser lights, instant replay screens. I don’t think the NBA had instant replay screens at the time, but we were doing this in 1982 in Scotland … Back then, we got to a level that we could compete in Europe, but it always came down to the funding. The foundation for any sport there is, if you don’t have the funding, you can’t get the players or the advertising that you need to promote the game.” - Bobby Kinzer, former Team Solripe player (Halliwell and Kershaw, 2019)

As basketball in Scotland gained momentum, growing emphasis around marketing products that society considered ‘good television’ resulted in basketball becoming a
commodity (Maguire, 1988). The 1984 Scottish Cup final between Team Solripe and MIM at Coasters Arena reflected this statement, amassing a record-breaking Scottish basketball crowd with 5,000 attendees and the game aired live on national television channels Scotsport (Scotland) and Channel 4 (Britain) (Mackenzie, 1984; Sutherland, 1984a). With Solripe winning 86-71, this marked MIM’s first domestic loss in five years, displaying how commercialisation led to hierarchal dominance for financially backed teams (New and Cadle, 2016; Sutherland, 1984b). Channel 4’s figures revealed that 862,000 homes and 1.4 million people throughout Britain watched the final (Falkirk Herald, 1984). From 1980-1988, televised basketball coverage increased from 4-30 hours, helping spread basketball nationwide (Barnett, 1990). When Channel 4 began featuring basketball from 1982 onwards, the sport represented the “fall of enthusiasm”, involving forms of coverage that were purposefully manufactured for television (Whannel, 1992: 81). These statistics showcase how basketball became fully ingrained within Scottish society with basketball no longer a marginal and peripheral game, but one of primary Scottish sporting culture (Hargreaves, 1986). Scottish basketball’s feats continued:

“There were people who said you all are going to get slaughtered. That night at the Forum in Livingston ... we played them even ... It just showed how far Scottish basketball had come.” - Alton Byrd, former Murray International Metals Player (Halliwell and Kershaw, 2019)

Despite commercialisation’s drawbacks, it enabled Scottish basketball to become competitive in European tournaments. In the 1986 European Champions Cup first round, MIM played Italian champions, Tracer Milano, ending 83-83 before losing the second leg 101-83 with Milano winning the overall competition (Dundee Courier and Advertiser, 1986). This bout solidified Scottish basketball’s presence and reputation, proving themselves as a basketball nation (Halliwell and Kershaw, 2019). These changes’ overarching consequence was that Scottish basketball became an increasingly spectacle-centred sport (Maguire, 1988). This meant prioritising basketball’s structural characteristics to meet consumers, media and sponsors’ needs over upholding the sport’s foundational values (Maguire, 1988). Basketball became a marketable commodity following a business criteria surrounding ‘spectactularisation’, reflected through Scottish clubs adopting American marketing strategies and entertainment mechanisms (cheerleaders/half-time shows) (Maguire, 1988). Basketball became disconnected and distant from its sporting roots but also Scottish sporting culture,
leading to audiences declining when the sport was still expanding, forcing increased commercialisation to ensure basketball’s survival (Whannel, 1992).

The British Basketball League’s (BBL) formation in 1987 altered Scottish basketball’s dynamics. The competition was created following dissatisfied English club owners having grievances with basketball’s domestic commercial development stalling as it prompted alternative monetisation strategies (Falcous, 2002). An initial AGM decision from the Scottish authorities opposed MIM joining the league or any governed by another NGB, requesting they remain within the Scottish system. Owing to MIM’s competitive dominance (seven Scottish National League Championships and seven Scottish Cups between 1979-1987), eleven Scottish teams helped overturn this verdict (Johnston, 2013; O’Hara, 2018). Incorporating a Scottish team initially proved problematic:

“We were negotiating with England Basketball, so they had no authority over Scotland or Wales or Northern Ireland. So, the fact that we wanted Murray in ... was a problem. The only way we could get them in was to take the league as the BBL .... and bring in a team from Scotland with the approval of the Scottish federation.” - Bob Hope, former British Basketball League Commercial Director (Neter, 2020)

With MIM were recognised as Scotland’s best team alongside the commercial value, they were absorbed into the Carlsberg League (Richardson, 2020). Upon joining, MIM moved residences from Meadowbank Arena, Edinburgh, to the newly built, 3000 capacity Forum Arena, Livingston (Gaunt, 2011). This was the first purpose-built basketball stadium in Scotland, marking Murray’s desire to create a team which could win the European Champions Cup whilst resolving facility ownership issues (Gaunt, 2011). MIM quickly asserted themselves by winning the Carlsberg League Play-offs 81-72 and the NatWest Trophy 96-91 against Portsmouth in the first season (Richardson, 2020). Breaking away from the current British system, the league adopted all American commercial sports model’s characteristics, focusing on commercialisation rather than mass participation or grassroots development (Falcous, 2002; Elliot, 2006). Operating collectively as equal shareholders on a franchise basis, the teams circulated the most lucrative markets; a concept contemporarily alien to Scottish sport (Falcous, 2002). Murray exemplified these characteristics in 1988 upon purchasing London franchise, Kingston Basketball Club, for £100,000 before relocating them to Scotland,
renaming them as Glasgow Rangers Basketball Club albeit based at Falkirk’s Coasters Arena (New and Cadle, 2016; Smith, 2012).

The 1988-1989 season was Scottish basketball’s most successful year. Rangers won the Carlsberg League Play-offs beating MIM 89-86 whilst finishing first in the Championship (18-2) with Livingston (16-4) as runners-up once again (New and Cadle, 2016). In Europe, Rangers reached the European Cup Winners’ Cup second round, although losing 89-116 and 135-91 to Real Madrid, who eventually won the entire competition (New and Cadle, 2016). Whereas MIM entered the twelfth World Invitational Club Basketball Tournament at Crystal Palace which was considered the largest single club tournament worldwide (Rumsey, 2012). Beating Brazilian champions, Monte Libanao (Sao Paulo) alongside the Soviet Union’s 1988 Olympic gold medal winning team, MIM defeated the competition’s 1986 winners, Bayern Leverkusen (West Germany), 71-62 in the finals and were crowned world champions (Dundee Courier and Advertiser, 1989; Evening Express, 1989). These accomplishments epitomise Scottish basketball’s competitiveness and the sport’s quick development. Despite both franchises’ successes, Scottish basketball struggled with prevailing commercial, market, and media pressures:

“We were ahead of the pack, but we also knew that for basketball to be any good, there had to be a competitive landscape … How do you monetise and commercialise the game? That’s why basketball has struggled in the United Kingdom. It’s not because of the players, there’s plenty of players. If you can’t monetise and commercialise it, you’re going to struggle.” - Alton Byrd (Halliwell and Kershaw, 2019)

Such constraints forced Scotland’s teams to develop new strategies amidst a cash crisis. Following an unsuccessful proposal to the Scottish Basketball Association which sought MIM and Rangers play home games at the Forum on alternate weekends as a response, Murray announced his funding’s withdrawal during the 1988-1989 season (Gaunt, 2011). Sparking professional Scottish basketball’s demise, Rangers were sold, relocating back to Kingston-upon-Thames whilst MIM re-joined the Scottish Championship becoming Livingston Bulls (Smith 2012). Scotland’s basketball environment proved fragile and volatile just like England’s where multiple teams disappeared, and sponsors withdrew (Elliot, 2006). While increased commercialisation contributed to basketball’s rapid development, problems associated with the game’s quick commercialisation such as sustainability, catalysed Scottish basketball’s demise.
Basketball’s failure surrounded too rapid growth. In Scottish basketball, “there has been a tendency in the past to run before we can walk” (Elliot, 2006: 100-101). Whilst interest in basketball showed promise throughout the 1980s, commercial failures among other present forces highlighted the limited success of selling basketball to Scottish audiences (Falcous, 2002). Basketball’s overly Americanised system generated an unstable operational base, resulting in popularity fluctuating in unpredictable ways (Elliot, 2006). Overall, basketball struggled to maintain its existence. Having delineated Scottish basketball’s commercialisation, the sport’s modernity succeeds.

The Modernisation of Scottish Basketball (1989-2023)

Following professional Scottish basketball’s collapse, the game returned to its amateur roots with Scotland’s domestic leagues and national team become recentralised. Amidst this shift, globalisation processes exerted powerful influences upon Scottish sport’s political economy with other sports (athletics/cricket/football/golf/horse racing/rugby) experiencing basketball’s prior corporate and entrepreneurial investment (Falcous, 2002). Basketball found itself within a complex sporting political economy in Scotland with these sports replacing basketball in the sporting landscape (Falcous and Maguire, 2005a). In creating an increasingly competitive and crowded marketplace, basketball in Scotland declined throughout the 1990s, reverting to its prior marginal and peripheral sporting status which represents Scottish basketball’s modernity.

Professional Scottish basketball returned in 1998 through new franchise, Edinburgh Rocks. Due to professional basketball’s lagging exposure since MIM and Rangers’ decline, Scottish society, alongside basketball, needed reinvigorating to gain sufficient support to ensure survival (Bairner, 2001). Two ‘glocal’ elements were invoked: the first witnessed Edinburgh play upon Scotland’s sporting national identity and “anti-Englishness” through competing against England’s best whilst being Scotland’s only representation; the second saw Rocks introduce a core spine of Scottish players to showcase the team’s culture alongside multiple international athletes, predominantly Americans, to help raise performance standards, entertainment spectacles and commercial value (Bairner, 2001: 68). Failing to make recognisable impacts, prompted by greater commercial prospects, Rocks relocated to Glasgow in 2002, rebranding as the Scottish Rocks to help connect to broader society (Smith, 2012). Rocks’ first of two competitive success to date came in the 2002-2003 season upon winning
the BBL Playoffs against Brighton Bears 83-76 (BBC Sport, 2003). Today, Rocks, now known as Caledonia Gladiators, exist as Scotland’s longest serving professional basketball team.

Scottish basketball’s pinnacle moment occurred at the 2002 NBA Draft on June 26 at Madison Square Garden. With the thirty-second overall pick in the second round, Robert Archibald from Paisley became the first Scottish born and raised player to make the NBA (Bradley, 2013). Selected by the Memphis Grizzlies, Archibald’s NBA career spanned four teams (Phoenix Suns/Orlando Magic/Toronto Raptors) across two seasons (2002-2004), recording forty-four appearances (Halliwell and Kershaw, 2019). Archibald’s draft had larger significance for Scottish basketball:

“He was a ... trailblazer and an inspiration to others. Robert ... demonstrated what can be achieved through hard work and the right attitude. Throughout his extraordinary career he always played with pride and determination, and was always a credit to his country, whether representing Scotland or GB at home or abroad. The basketball community has lost a great role model.” - Kevin Pringle, basketballscotland Chief Executive Officer (Collier, 2020)

Archibald’s selection and NBA presence changed people’s conceptions of basketball in Scotland. It rejuvenated Scottish basketball, helping instil messages of hope for future generations of aspiring Scottish basketballers (Riordan, 2020). Archibald took Scottish basketball to the world’s biggest stage, putting it on the global map (Vallance, 2020). For a Scotsman playing basketball in America, Archibald’s achievements cemented his place in Scottish sporting history, becoming one of Scotland’s greatest ever athletes and Scotland’s best all-time basketball player (Vallance, 2020). Archibald remains the only Scot to reach the NBA.

In 2006, basketballscotland entered negotiations to get GB basketball into the 2012 London Olympics. This required England, Scotland, and Wales to sign a temporary arrangement with FIBA where the British Basketball Federation (BBF) become an umbrella organisation (Dugdale, 2011). Despite FIBA’s concerns over GB’s competitiveness, future post-2012 and potential domestic legacy, in 2011, FIBA’s executive committee automatically entered Britain in the 2012 London Olympics following a 17-3 majority vote (Creighton, 2011; Dugdale, 2011). The agreements conditions stipulated that by June 30, 2012, these countries would decide whether to retain this federal structure beyond the 2016 Olympic cycle or
disband, returning to devolvement (Parker, 2012). Prior to the Olympics’ commencement, on July 5, basketballengland and basketballscotland voted to relinquish their independent basketball status and join forces, whilst basketballwales opted to retain autonomy (BBC Sport, 2012). Featuring three Scots (two men/one woman), GB men finished ninth (one win/four losses) whilst GB women placed eleventh (zero wins/five losses) (IOC, 2012). Discussing the decision:

“We all took our decisions independently. We felt that going down the British Basketball route is the best for Scotland and for the future of the sport And FIBA have said they’re comfortable with us and England coming together.” - Kevin Pringle (Hobbs, 2012)

The GB accord was struck on August 12, 2012, the London Olympics’ last day, witnessing basketballscotland and basketballengland sign a contract with FIBA to officially become GB whilst succeeding to the new NGB, the BBF (Parker, 2012). Since 2016, Scotland and England compete internationally as GB, however, they enter respective teams in the Commonwealth Games (Hobbs, 2012). This union links to Maguire’s (1988) statement about how British basketball continually experiences power fluctuations and amateur control declinations as seen with Scotland forgoing its sovereignty over national programmes. The Scottish basketball community remains divided over the decision (Woods, 2020b). The main critique: an absence of deserving Scottish competitors in GB across all levels exists, meaning unity unequally represents various national identities and operates within a disunited Britain (Gibbons and Malcolm, 2017). Scottish basketball’s 2016-2022 GB representation validates this statement, averaging below one player per squad, whereas Scotland formerly selected twelve candidates (see appendix 9). For Scots chosen to represent GB, the counter argument proposes that players compete at higher levels compared to representing Scotland internationally in Europe’s Division C which stagnates the nation’s performance ability (Daily Mail, 2012).

Professional women’s basketball arrived in Scotland in 2016 when basketballscotland were awarded an Edinburgh-based franchise for the Women’s British Basketball League (WBBL). The application’s motive was to: allow more of Scotland’s home-grown talents to forge careers domestically; become a long-term development pathway to help female Scots represent GB; bolster international recognition; and aid preparations for the up-and-coming
2018 Commonwealth Games (Woods, 2016). These manoeuvres cemented basketballscotland’s desire to change Scottish basketball’s culture, making it more performance and professionally orientated; albeit initially on a semi-professional basis (Sutherland, 2016). Pride was also established to help progress female Scottish basketball levels:

“Caledonia Pride was founded by basketballscotland based upon the belief that a professional franchise in Scotland would benefit talented female athletes. It has always been our stated intention that the franchise should one day stand alone, grow, and thrive.” - Stephen Ferguson, Chair of basketballscotland (basketballscotland, 2022a)

Like Rocks, the club’s fundamental feature and foundations are its Scottish roots, existing as Scotland’s national team with foreign reinforcements to augment player progression (Sutherland, 2016). Despite achieving no silverware to date, Caledonia’s WBBL presence provides opportunities and role models for many aspiring young female basketballers in Scotland. The franchise, now called Caledonia Gladiators, continues to successfully fulfil its first three goals having produced eight GB players in seven seasons (WBBL, 2021). Although under new ownership, the franchise remains Scotland’s first and only professional female team in the WBBL.

While Scotland’s women’s team did not compete at the 2018 Gold Coast Commonwealth Games, the men’s appearance was the first since basketball’s introduction in 2006. Owing to Scotland forgoing international status following the GB merger, Scotland entered the competition unranked, seeking to surpass their prior sixth-place finish. Following victories over England (78-65), Cameroon (63-52) and India (81-96), Scotland won Pool B before defeating Nigeria (66-61) to reach the semi-finals (basketballScotland, 2018b; BBC Sport, 2018a; BBC Sport, 2018d; Gold Coast, 2018). Defeated by Australia (103-46), Scotland entered the bronze medal match, losing against New Zealand (79-69) (BBC Sport, 2018b; BBC Sport, 2018c). Scotland finished fourth overall: the highest placing of any Scottish team sport in the Commonwealth Games’ history (Wild Haggis Podcast, 2020). Scotland’s placing was more significant than performance-based results:

“Basketball struggles for financial support and the future existence of the Scotland and Great Britain teams is a regular talking point… all we can do is go out there and show
Scotland and the UK that the game of basketball is growing and that for all sorts of reasons it’s worth getting behind… We’re fighting for the survival of the sport at this level … We don’t know if this is going to be the last we see of Scottish teams and British teams in competitions like this, so we have to … show that we deserve some funding.”  
- Kieron Achara OLY MBE, former Great Britain and Scotland captain (English, 2018)

With Scottish basketball’s existence threatened, Scotland’s presence at the 2018 Commonwealth Games represented Scotland’s entire basketball community with outcomes determining its future and survival (English, 2018). Scotland were expected to finish last with zero victories. Before and during the Games, their expectations were undermined by observers who considered Scotland’s successes fortunate, showcased by newspaper titles such as “Scotland’s ‘Cinderellas’” and many “predicting a train-wreck” in opponents’ favour, stating that they “missed out on a shock bronze” (BBC Sport, 2018c; English, 2018). In Head Coach Rob Beveridge’s words: “What hit me is the influence or legacy of what we did and how it has inspired a nation”, putting “basketball back into the national sporting conversation in Scotland” (Huntsdale, 2018). Scotland’s men repeated this feat at the 2022 Birmingham Commonwealth Games, matching their prior semi-final appearance and fourth place finish in the newly formed 3x3 format whilst the women and wheelchair women finished fifth and fourth respectively (Commonwealth Sport, 2022). Scotland’s consecutive results evidence international competitiveness. With funding in Britain/Scotland allocated based on medal winning potential, Scottish basketball warrants investment:

“The plan is that it is the most technologically advanced sporting facility in the UK, if not in Europe. It’s going to be ground-breaking … revolutionary. It’s going to change the sport … Everything is about adding value … We want to have these outreach camps, these development areas, we want to help the local teams that are already existing … We’re not looking to take over in any way, we need competition. Scotland needs competition. We can’t just have one team that’s wiping the floor with everyone. We want to develop basketball at the grassroots level and the easiest way to do that is with the facility we are looking at … One thing the new ownership is very clear on is that they want this one to be a bastion of British basketball. Two, they want this to be the main places for Americans or indeed any nationality to want to come, stay, and play … make their life here … making that deep connection [with fans].” - Sean Skelly, Caledonia Gladiators General Manager (Young, 2022c)
In 2022, Scottish professional basketball assumed a new trajectory. Seeking to overcome limitations previously impeding basketball in Scotland whilst transforming Scottish basketball’s culture, Caledonia Holdings Ltd purchased Caledonia Pride and Glasgow Rocks (Carmichael, 2022; Gladiators, 2022; Rocks, 2022e). Professional basketball in Scotland currently operates under joint ownership and one franchise: Caledonia Gladiators. In merging, the two teams share expertise with Pride supplying knowledge of youth development and Rocks offering experience of running a professional basketball franchise (Marriot and Lasker, 2022; Young, 2022c). Aspirations include: arena/facility development; entertainment experiences rivalling the NBA; and joint game days (BBC Sport Scotland, 2022; Young, 2022c). In Scotland, where the basketball-sporting environment is volatile, having two teams under one franchise, especially as the only professional teams, is beneficial because connections, personnel and resources are shared (Maguire, 1988). It also safeguards the discrimination, exclusion, and marginalisation of perceived weaker franchises, allowing both entities to grow equally at reduced costs compared to operating individually (Bairner, 2001). This permits increased monetisation which when reinvested, creates a sustainable cycle to ensure continual growth (BBC Sport Scotland, 2022). Through this takeover, Scottish basketball gained security, stability, and long-term sustainability that it historically required to survive and thrive (Young, 2022c). In Gladiators first season, they won the men’s BBL Trophy 73-70 (BBC Sport, 2023). The possibility and viability of more professional Scottish franchises are currently being investigated by BBL operatives (Woods, 2022). Having detailed Scottish basketball’s modernity, the game’s current positionality is outlined next.

The Current Positionality of Basketball in Scotland

“Basketball is the third highest participation sport … in the UK and it’s even stronger in Scotland proportionally than it is in England, Ireland, and Wales. It is a very popular sport at the participation level and it’s getting more professional, it’s getting more exposure and I think you will see over the coming years basketball becoming a more dominant and prominent sport in the UK as it should be.” - Duncan Smillie, former Glasgow Rocks Co-owner (Rocks, 2022)

Basketball in Scotland endures misconceptions. The main misapprehension: basketball is a marginal sport within Scotland’s sporting periphery. Scottish basketball’s current standpoint argues otherwise:
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Membership Figures (Male/Female)</th>
<th>Annual Growth (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>4,161 (N/A)</td>
<td>-</td>
</tr>
<tr>
<td>2014-2015</td>
<td>5,259 (N/A)</td>
<td>+26.4</td>
</tr>
<tr>
<td>2015-2016</td>
<td>6,837 (N/A)</td>
<td>+30.0</td>
</tr>
<tr>
<td>2016-2017</td>
<td>7,423 (4,924/2,367)</td>
<td>+8.6</td>
</tr>
<tr>
<td>2017-2018</td>
<td>8,176 (5,631/2,545)</td>
<td>+10.1</td>
</tr>
<tr>
<td>2018-2019</td>
<td>8,242 (5,556/2,686)</td>
<td>+0.8</td>
</tr>
<tr>
<td>2019-2020</td>
<td>9,595 (N/A)</td>
<td>+16.4</td>
</tr>
<tr>
<td>2020-2021</td>
<td>6,133 (4,395/1,738)*</td>
<td>-36.1</td>
</tr>
<tr>
<td>2021-2022</td>
<td>5,842 (4,280/1,562)*</td>
<td>-4.8</td>
</tr>
</tbody>
</table>

- marks the beginning of statistics being collected
N/A represents information not being available

* The years impacted by Covid-19 when no data was collated

Table 5.1: basketballscotland Membership Figures (Adapted from basketballscotland, 2014; basketballscotland, 2015; basketballscotland, 2016b, basketballscotland, 2017f; basketballscotland, 2018g; basketballscotland, 2019r, basketballscotland, 2020r, basketballscotland, 2021i, basketballscotland, 2022s).

Pre-Covid-19, basketball in Scotland was growing. From 2013-2019, basketball’s participation figures doubled. However, Covid-19 caused rapid declinations by 39.1%. Table 5.1 does not represent basketball in Scotland’s exact annual participatory numbers, but individuals playing basketball within their remit. As basketballscotland’s (2019r) 2018-2019 annual report showcases, based on twenty-six targeted clubs of ninety-six registered, these community teams regularly engaged an additional 4,428 people whilst delivering sessions to another 19,346. While figures are not given, Active Schools (2017; 2018; 2019) reports highlight how basketball is consistently ranked school’s fourth most popular sport (behind football/dance/netball) nationwide, introducing over 300,000 youth (5-18) annually. Scottish Student Sport (2022) revealed that basketball is eighth in popularity within college/universities, comprising between 856-1438 members yearly. These figures do not account for people playing informally recreationally, in public parks or at council/government run basketball classes because, given high turnover rates and participants’ irregularity, it is difficult and costly to attain accurate numbers (Skinner, 2018). Data indicates that at minimum around 330,000 people play basketball at least once annually in Scotland whereby despite inconsistent statistics, participation figures exceed current recordings with three million participators across Britain.
Scottish basketball’s demographic breakdown:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>1,362</td>
<td>1,731</td>
<td>2,453</td>
<td>N/A</td>
<td>N/A</td>
<td>38</td>
</tr>
<tr>
<td>Under 10</td>
<td>643</td>
<td>502</td>
<td>479</td>
<td>N/A</td>
<td>N/A</td>
<td>598</td>
</tr>
<tr>
<td>Under 12</td>
<td>715</td>
<td>708</td>
<td>709</td>
<td>N/A</td>
<td>N/A</td>
<td>708</td>
</tr>
<tr>
<td>Under 14</td>
<td>715</td>
<td>719</td>
<td>682</td>
<td>N/A</td>
<td>N/A</td>
<td>632</td>
</tr>
<tr>
<td>Under 16</td>
<td>665</td>
<td>801</td>
<td>618</td>
<td>N/A</td>
<td>N/A</td>
<td>596</td>
</tr>
<tr>
<td>Under 18</td>
<td>443</td>
<td>470</td>
<td>452</td>
<td>N/A</td>
<td>N/A</td>
<td>506</td>
</tr>
<tr>
<td>Senior</td>
<td>2,337</td>
<td>2,737</td>
<td>2,341</td>
<td>N/A</td>
<td>N/A</td>
<td>2,202</td>
</tr>
<tr>
<td>Volunteer</td>
<td>358</td>
<td>348</td>
<td>314</td>
<td>N/A</td>
<td>N/A</td>
<td>292</td>
</tr>
<tr>
<td>Disability (Learning)</td>
<td>N/A</td>
<td>N/A</td>
<td>42</td>
<td>N/A</td>
<td>N/A</td>
<td>31</td>
</tr>
<tr>
<td>Wheelchair</td>
<td>155</td>
<td>134</td>
<td>138</td>
<td>N/A</td>
<td>N/A</td>
<td>63</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>26</td>
<td>14</td>
<td>N/A</td>
<td>N/A</td>
<td>176</td>
</tr>
<tr>
<td>Total</td>
<td>7,423</td>
<td>8,176</td>
<td>8,242</td>
<td>N/A</td>
<td>N/A</td>
<td>5,842</td>
</tr>
</tbody>
</table>

*N/A represents the years impacted by Covid-19 when no data was collated

Table 5.2: basketballscotland Membership Figures Breakdown (Adapted from basketballscotland, 2017f; basketballscotland, 2018g; basketballscotland, 2019r, basketballscotland, 2020r, basketballscotland, 2021i, basketballscotland, 2022s).

From table 5.1 and 5.2, five key findings prevail: basketball is most popular in Scottish primary schools; basketball is more popular among males than females; disability/wheelchair basketball is popularising; as people age, dropout rates increase; and volunteer rates are decreasing. Linking these outcomes is the accessibility, affordability, availability, and number of participatory basketball opportunities in Scotland. Interest in basketball exists. These statistics reinforce West et al. (2002) findings surrounding basketball in Scotland through showcasing: basketball’s popularity in schools largely because of educational institutions providing free accessibility; a gendered participatory disparity between males and females given less female opportunities; and how basketball’s participation rates decline as people age unless targeted early with females losing significant interest in basketball altogether, whereas males opt for sports like football which offer increased participation opportunities. Alternatively, people choose activities like recreational weightlifting (Strain et al., 2016). These statistics falter through not recording participants’ economic and ethnic backgrounds. While basketball in Scotland is diversifying, it remains a predominantly white middle-class
sport (Amara et al., 2005; Bairner, 2001; Reid, 2016). Similar findings are evident in Scottish basketball’s club infrastructure:

<table>
<thead>
<tr>
<th>Year</th>
<th>Club Affiliation (Total)</th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>95</td>
<td>-</td>
</tr>
<tr>
<td>2011-2012</td>
<td>95</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>92</td>
<td>-3</td>
</tr>
<tr>
<td>2013-2014</td>
<td>89</td>
<td>-3</td>
</tr>
<tr>
<td>2014-2015</td>
<td>92</td>
<td>+3</td>
</tr>
<tr>
<td>2015-2016</td>
<td>96</td>
<td>+4</td>
</tr>
<tr>
<td>2016-2017</td>
<td>100</td>
<td>+4</td>
</tr>
<tr>
<td>2017-2018</td>
<td>98</td>
<td>-2</td>
</tr>
<tr>
<td>2018-2019</td>
<td>96</td>
<td>-2</td>
</tr>
<tr>
<td>2019-2020</td>
<td>94</td>
<td>-2</td>
</tr>
<tr>
<td>2020-2021</td>
<td>96</td>
<td>+2</td>
</tr>
<tr>
<td>2021-2022</td>
<td>97</td>
<td>+2</td>
</tr>
</tbody>
</table>

*- marks the beginning of statistics collection
*N/A represents the years impacted by Covid-19 with no data collated

Table 5.3: Number of Clubs Affiliated with basketballscotland 2010/2011-2021/2022
(Adapted from basketballscotland, 2013b; basketballscotland, 2014; basketballscotland, 2015; basketballscotland, 2016b, basketballscotland, 2017f; basketballscotland, 2018g; basketballscotland, 2019r, basketballscotland, 2020r, basketballscotland, 2021i, basketballscotland, 2022s).

Table 5.3 depicts clubs registered with basketballscotland. It does not represent the total teams (clubs/programmes/schools) existing in Scotland. For example, basketballscotland’s 2018-2019 annual report highlighted that the Scottish National Basketball Championship (113) alongside the Chairman’s and Scottish Cup (128) had a combined 241 entries with 1120 fixtures but 96 clubs that year (basketballscotland, 2019). Teams nationwide play out with basketballscotland’s scope in local/regional leagues alongside college/university competitions. Similarly, countless informal, recreational, and social basketball sessions (running/walking/wheelchair) occur country-wide which are internally coordinated and go undocumented (basketballscotland, 2020m; basketballscotland, 2022i; basketballscotland, 2022j). Some listed and non-listed sides have multiple contingencies for different demographics. This information reflects how basketball established a popular following, competitive league system and domestic management structure (Kohe, 2018). Although, based on table 5.1 and 5.2 figures, Scottish basketball lacks clubs and opportunities to accommodate
participatory figures, catalysing increased dropout rates (West et al., 2002). Scottish basketball’s reach:

<table>
<thead>
<tr>
<th>Year</th>
<th>Social Media (Million)</th>
<th>Website (Million)</th>
<th>Total (Million)</th>
<th>Annual Growth (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>4.3</td>
<td>1.4</td>
<td>5.7</td>
<td>-</td>
</tr>
<tr>
<td>2017-2018</td>
<td>8.2</td>
<td>1.5</td>
<td>9.7</td>
<td>+70.2</td>
</tr>
<tr>
<td>2018-2019</td>
<td>8.9</td>
<td>0.07</td>
<td>9.0</td>
<td>-7.2</td>
</tr>
<tr>
<td>2019-2020</td>
<td>4.6</td>
<td>0.09</td>
<td>4.7</td>
<td>+47.8</td>
</tr>
<tr>
<td>2020-2021*</td>
<td>4.8</td>
<td>0.05</td>
<td>4.8</td>
<td>+2.1</td>
</tr>
<tr>
<td>2021-2022*</td>
<td>5.1</td>
<td>0.13</td>
<td>5.2</td>
<td>+8.3</td>
</tr>
</tbody>
</table>

*- marks the beginning of these statistics collection
** represents the years impacted by Covid-19 with no data collated

Table 5.4: basketballscotland Digital Reach (Adapted from basketballscotland, 2017f; basketballscotland, 2018g; basketballscotland, 2019r, basketballscotland, 2020r, basketballscotland, 2021i, basketballscotland, 2022s).

Based on table 5.4, Scottish basketball’s presence is increasing. Yearly figures reflect either equal to or more than Scotland’s entire population, meaning Scottish basketball has international and global reach. Given basketball’s secondary status, these figures indicate that Scottish basketball has difficulties connecting to and involving peripheral followers who are interested in basketball in Scotland but lack opportunities for involvement. Such observations represent the sector’s current fragilities whilst revealing Scottish basketball’s potential capably generated from fostering greater intellectual, participatory, and pragmatic alliances such as heritage and historical societies (Kohe, 2018). This data also reflects Falcous and Maguire’s (2005a; 2005b) findings regarding how British residents, domestically and overseas based, prefer local (British) over global basketball (NBA), opting to monitor and support their national basketball community alongside its participants. This stems from local/national sporting identities embedding community alongside cultural stereotypes which commonly exist within basketball in Scotland and are tied to a strong emotional attachment and sense of patriotism (Falcous and Maguire, 2005a; Falcous and Maguire, 2005b).

Scottish basketball’s measurement is flawed. This stems from basketball and sporting organisations’ inability to effectively document and monitor people’s involvement, but also basketball’s reach (Skinner, 2018). More precise data could not be attained because
basketballscoland, alongside other basketball entities do not have the funding or resources to record the number of people playing basketball, only people registered within their operational environment. This requires national support. Such shortcomings caused and solidified Scottish basketball’s negative fallacies which continue to marginalise it, partially leading to basketball becoming underfunded and underrepresented (Skinner, 2018). Yet, with a population of 5.4 million people and 900,000 participating in sport, the data indicates that basketball is not a minority sport in Scotland (Scottish Sports Alliances 2010; Scottish Sports Alliances, 2015). Information reveals that interest in basketball exists, but it lacks proper support to capitalise and manifest interest into greater participation and developmental outcomes. Having demarcated Scottish basketball’s current positionality, chapter five’s key observations succeed.

**Key Observations**

“It’s really important to understand the history and as a basketball player from Scotland, I was quite ashamed that I didn’t know anything about our history. Why hasn’t it been talked about? Why haven’t these stories been shared more? … We are a far way behind where basketball used to be and there is a long way to go but there is an optimism there which says this has been done before, there has been a lot of success; we were going places. A lot of it came down to the investment in the sport but when you put investment into something like that it can be successful here. So, that’s promising to know that it has worked in the past, it’s how do we get there now … We have to make sure that we are searching and connecting with the players of old, the old coaches and infrastructures because I believe they will have the answers on how to get to that next stage.” - Kieron Achara (Woods, 2019b)

Basketball, development, and society’s relationship transitioned from intrinsic values to business operations constituting light entertainment. Where aficionados once watched a ‘game’, spectators now consume a ‘show’ (Maguire, 1988). The professional game represents a media-dependent commodified model of sport. Changes revealed an identifiable Scottish basketball ‘community’ whose ethos centres on an inherent passion for basketball, stemming from five facets: basketball nostalgia; club allegiance and loyalty; player/playing affections; social relations; and a desire to see basketball thrive in Scotland. This community embodies Bourdieu’s (1977) habitus. Such passions reflect how the current drive for heritage recognition is derived from individuals within the basketball community who seek to preserve Scottish
basketball’s legacy and memory (Kohe, 2018). This links to how notions of identity, specifically the Scottish identity, is apparent throughout. Basketball, development, and society’s relationship can be situated within the broader narrative about Scotland’s modernisation, identity, and sporting landscape.

Chapter five revealed limitations constraining basketball in Scotland. Despite sustained periods of highs and lows, basketball operates in an insecure environment with its survival constantly threatened. The inability to create a stable environment, especially a commercial one, has proved problematic for Scottish basketball (Elliot, 2006). Many instabilities are interlinked: cost; lacking and substandard facilities; funding; governance and management issues; reduced participatory opportunities; and Scottish sporting culture. Money connects these problems. The perceived relative marginalised nature of basketball links to its smaller funding and support alongside its strong amateur, localised and grassroots development and ideals. Scottish basketball’s marginal nature, individual ideological differences among the community, lack of distinct recognition at domestic and national levels, economic pressures, and multiple stakeholder environment all contribute to constraining basketball in Scotland’s growth (Kohe, 2018). Scottish basketball’s instability since inception was marked by dynamisms and processes constantly fluxing, adding to operational complexities undermining the sport (Maguire, 1988). Scottish basketball primarily underperforms within data collation. With more accurate statistics, greater possibilities could be unlocked.

Scottish basketball’s historical development unearthed possibilities. Chapter five showcases: Scottish professional basketball teams can compete continentally; Scotland national basketball teams can compete internationally; anytime national or club teams are successful it gives the basketball economy a boost; basketball can be an avenue of social mobility and development; and basketball provides role models for society. For basketball to attain its potential, it requires just support (funding/knowledge/resources) (Jarvie, 2019a). Basketball has missed opportunities and currently has unfilled potential which remains untapped whereby in Covid-19’s aftermath, Faulkner (2022) among others believe basketball in Scotland needs mobilising. Having provided some key observations, concluding remarks follow.
**Concluding Remarks**

“I feel like the interest has always been there, it’s just there has to be an avenue forward. Hopefully, there will be someone who comes along who can surpass what I did, and they have all the support and resources they need to do that. The possibility is wide open just now if somebody is willing to go after it.” - Robert Archibald, former NBA and GB/Scotland Basketball Player (Halliwell and Kershaw, 2019)

Chapter five’s argument entails that Scottish basketball is misunderstood. The limitations linked to misconceptions arguably prevent it from achieving its possibilities. Scottish basketball’s history portrays two sides: with recurring strides towards greater popularity and recognition, basketball continually returned to marginal status and, notwithstanding optimistic metrics, the sport remains secondary to traditional Scottish sporting culture; data reveals a sport operating above secondary sporting status but is confined by such parameters. The myth that basketball in Scotland is an underplayed sport has been rendered mute. Basketball might reside within secondary sporting culture due to its non-quintessential or traditional origins, however, it is not marginal. The only marginal component is basketball’s treatment by authoritative personnel and organisations who fail to provide appropriate support. Having documented basketball in Scotland’s historical development, this chapter highlighted the study’s overall context, which is further investigated in chapters six-eight. The following chapter considers grassroots basketball in Scotland through basketballscotland’s youth programme: Jr.NBA.
“Coaching ... should be person first, player second and actually understanding the motivations of an individual or the motivations of a group and trying to help that individual or group achieve what they want to get out of it ... That will change, different groups need different approaches, different players, different athletes, need different approaches. I think the ultimate focus for me is trying to find how I connect with a team or an individual in a professional way that allows them to achieve their goal. That is the challenge of coaching and it’s the one I don’t think you ever get perfectly right, however … hopefully one day we’ll be close.” - Donnie MacDonald, Regional Academy Curriculum Lead/Head Coach (basketballscotland, 2018c)

**Introduction**

Chapter five outlined Scottish basketball’s historical development from inception to today. Chapter six introduces the first case study, investigating how Scottish basketball’s NGB, basketballscotland, generates non-sporting outcomes through basketball. Contemporary sources reveal lagging knowledge regarding NGB’s ability to develop people, communities, and nations (Jarvie, Thornton and Mackie, 2018). Nothing is written about NGB’s usage of BFD via CA. Regarding NGB’s grassroots development, most studies consider youth development for elite sporting purposes rather than youth development through sport (Skille and Houlihan, 2014). Less is said about Scottish sport’s governing bodies (Rusmane, 2021; Winand, Steen and Kasale, 2021). No literature denotes basketballscotland’s grassroots development initiatives or the Jr.NBA basketballscotland League. However, research documenting the Jr.NBA in the Czech Republic and Indonesia exists and is used comparatively (Němec, 2021; Pravenec, 2017; Tutuiha, 2020).

Chapter six reduces this gap in knowledge by answering the research questions: how should we explain the relationship between basketball, society, and development alongside what are the limits and possibilities of basketball in Scotland? Seeking to close this lacuna whilst advancing conceptualisations about how NGO’s produce non-sporting outcomes, chapter six is structured around four discussions. Part one contextualises basketballscotland by outlining factors underpinning operations including the organisation’s background, aims, basketball opportunities and business approach. Part two explains the Jr.NBA’s functioning, origins, and purpose in Scotland. Part three discusses the Jr.NBA basketballscotland League,
determining its impact on participants. This section delves into descriptions concerning opportunities existing and aligning with what this thesis describes as non-sporting outcomes experienced by people. Part four offers case study vignettes concerning four individuals who benefited from the Jr.NBA. The final sections offer chapter six’s key observations before concluding. These sections form part of this chapter’s narrative which is underlined by five overarching themes: development, engagement, equality, inclusivity and participation.

**basketballscotland – Case Study Context**

**Background**

“The Scottish basketball community has already come together brilliantly in these tough times, and it’s been fantastic to see the support being made available for anyone who needs it. Our hope is … everyone who is able to lend a hand and play their part in making the uncertain times ahead as easy as they can possibly be for everyone within our local communities.” - Kevin Pringle (basketballscotland, 2020a)

Basketballscotland is Scottish basketball’s NGB. They govern all basketball in Scotland except professional environments, assuming three main responsibilities: challenging, supporting, and working with athletes, clubs, coaches, officials, partners alongside volunteers; delivering basketball programmes and education; and securing investment (basketballscotland, 2020a). Basketballscotland believe basketball can positively change people’s, communities’ and societies’ lives (basketballscotland, 2021a). Through participative sport, positive support, and network building within Scottish basketball, basketballscotland seek to build individuals’ capabilities through instilling non-sporting outcomes, skills and values whilst creating cohesive communities around a shared passion: basketball (basketballscotland, 2022d). To cement this philosophy’s adoption, implementation, and replication nationwide, basketballscotland offers ongoing club support through ‘At Our Heart’ (basketballscotland, 2022q). Working with people and organisations nationwide, it ensures basketball environments are: well run; good places to play; inclusive; developing people; making differences to people’s lives; supporting player potential; and engaged in communities (basketballscotland, 2022q).

Basketballscotland’s motivations desire social impact outcomes with internal beliefs and values surrounding four principles: equality (open-ended access to basketball); inspiration
(basketball can inspire change); people-focused (people drive positive change); and teamwork (collaboration achieves more results) (basketballscotland, 2022q). These four components reside at basketballscotland’s core, showcased by affiliated groups, Females in Basketball steering group and basketballscotland Foundation, helping drive outcomes (basketballscotland, 2021l; basketballscotland, 2022d). These principles underline basketballscotland’s mission to: harness basketball’s power to change lives; improve communities where operations exist; remove basketball’s participatory barriers; and use basketball to engage people in education (basketballscotland, 2022c). Basketballscotland currently strives to generate new unanimous, collaborative cultures through basketball which accelerates the sports, alongside its participants and communities’ development countrywide (basketballscotland, 2021a). Given these measures, the Scottish Government (2017d) recognises basketballscotland’s developmental work for helping build more resilient and stronger capabilities for people positively impacting each other.

Aims and Objectives

“We do a lot of work with a variety of partners, including the Jr.NBA and CashBack for Communities, with a focus on changing the lives of young people through basketball. This means regular trips to schools and other facilities to share those moments. Diversity, equality, and inclusivity is at the heart of what basketballscotland does too.” – Dominic Gall, former basketballscotland Communications Officer (Glennon, 2020)

Basketballscotland’s two overarching aims: growing basketball in Scotland; and making positive differences in people’s lives. From 2012-2022, basketballscotland’s mission was ‘Make it Happen’ (basketballscotland, 2022b). The aim: transitioning from performance to developmental focuses. The fivefold objectives: align with prevailing British/Scottish landscapes; build on the 2012 London Olympics and 2018 Commonwealth Games legacy; develop key strategy themes surrounding community and individual development through basketball; grasp future opportunities (2024 Paris Olympics/Paralympics and 2026 Victoria Commonwealth Games); and provide increased focus and greater clarity of organisational purpose (basketballscotland, 2022b). Room for improvement alongside openings for new levels of awareness and understanding regarding views to operational change remain.
Subsequently, basketballscotland employ a bilateral, innovative and targeted approach to developmental programming (basketballscotland, 2021a). Desired outcomes:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Increased Confidence and Self-esteem</strong></td>
<td>Players, coaches and volunteers increase confidence and self-esteem through assuming positions of responsibility, overcoming barriers, enjoying success, accepting defeat, and, for marginalised, disadvantaged or disabled participants, finding a positive activity in an inclusive, welcoming environment – often for the first time.</td>
</tr>
<tr>
<td><strong>Increased participation in basketball</strong></td>
<td>Providing people who are disengaged, hard-to-reach, experiencing social and economic deprivation or people with disabilities and other protected characteristics, with more structured and positive opportunities to participate in a team sport.</td>
</tr>
<tr>
<td><strong>Improved Health and Wellbeing</strong></td>
<td>Through regular participation in basketball, people feel fitter, improve nutritional habits, enhance mental health and improve self-reported wellbeing. Becoming more active participants reduces long-term risks of suffering chronic conditions, delaying social care requirements.</td>
</tr>
<tr>
<td><strong>Improved Motivation</strong></td>
<td>By learning new skills and achieving success through teamwork and persistence, people become more motivated to pursue ambitions outside of basketball. For example, in school, work or volunteering. School attendance figures are higher for participants in extra-curricular basketball than for the student population overall.</td>
</tr>
<tr>
<td><strong>Positive Destinations</strong></td>
<td>People enter and sustain positive destinations as a direct or indirect result of participating in basketballscotland programmes such as the Jr.NBA.</td>
</tr>
<tr>
<td><strong>Stronger Communities</strong></td>
<td>Through club membership or associations with a team environment, people feel a greater sense of belonging and self-regard. People experience pride in their local community or through their community of shared interest in basketball. Meaningful and fulfilling participatory opportunities (coaching/playing/volunteering) are created and filled.</td>
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</tbody>
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Table 6.1: basketballscotland’s Targeted Outcomes (Adapted from basketballscotland, 2022d).

Recognising Scottish society’s changes since Covid-19’s outbreak, basketballscotland realised Scotland’s basketball landscape must evolve simultaneously to accommodate modern ecosystems (SportScotland, 2021). Today’s environment demands NGB’s make direct and purposeful social impact on communities needing support (SportScotland, 2021). Previously, basketballscotland followed SportScotland’s Changing Lives (2017) approach, yet upon performance evaluations, admitted this strategy spread resources too broadly, diluting impact, meaning they failed to provide necessary support levels to make significant social changes (SportScotland, 2021). In 2021, basketballscotland introduced ‘Changing the Game’, committing to “Change Lives Positively Through Basketball” whereby this policy contains
intentional focuses on high deprivation where, through using basketball, they manifest progressive change in Scotland’s communities (basketballscotland, 2021a). Upon trialing, basketballscotland noticed outcomes are best accrued through three penultimate areas: intentional staffing; fruitful partnerships; and alternative venues (basketballscotland, 2021a). These facets optimise basketballscotland’s potential impact.

**Basketball Programming**

“My grandfather [Dr James Naismith] intended for his invention of basketball to be a gift to the world. When seeing it used for the joy and benefit of young people, he was delighted. I know he would be very proud to see the opportunities available for the youth in Scotland – a country that he called “home” and cared deeply about.” – Jim Naismith, Grandson of Dr James Naismith (basketballscotland, 2019a)

The new approach aligns with basketballscotland’s culture, objectives, purpose, and future vision, driving continual improvements for beneficiary’s betterment through constantly introducing updated participatory opportunities. Basketballscotland contemporarily uses basketball to build individuals and communities’ capabilities whilst rendering non-sporting developmental outcomes. By engaging people, especially youths who are primary focuses, through basketball, they want to improve individuals’ physical/mental wellbeing via developing impactful relationships (SportScotland, 2021). Basketballscotland recognise that for basketball to help resolve Scotland’s social issues, participatory barriers require overcoming. Non-sporting support basketballscotland provide: drug misuse guidance informing at-risk people about illegal substances; food parcels for the needy; knife crime education to reduce anti-social behaviours; accredited qualifications in subjects participants believe are beneficial such as conflict resolution; and shoes enabling involvement (basketballscotland, 2021a). Basketballscotland also offer participatory opportunities:
These initiatives help achieve organisational aims with opportunities unilaterally available. Staff understand that to attain transformational responses from programming, coaches and volunteers must build rapport and engagement (SportScotland, 2021). Basketball is used to support mechanisms enabling effective connections and relationship construction. BasketballScotland’s regular programming cornerstone sees employees help people be active and learn life skills through basketball (basketballScotland, 2021a). Acknowledging that development is accrued through balancing on and off-court progress, basketballScotland supports everyone’s non-sporting development simultaneously to ensure operations have lasting impacts (basketballScotland, 2021a). By providing opportunities to enhance capabilities, this helps individuals and groups overcome life’s challenges on and off-court, giving people equal chances to develop (SportScotland, 2021). Enabling participants’ positive experiences, basketballScotland intentionally create safe and welcoming environments which allow people to flourish due to people’s “love” for basketball alongside secure and trusting staff-participant connections (basketballScotland, 2021a).
**Business Approach**

“For us, the cost of participation is a big one, whether it’s funding sporting equipment, club membership or the cost of transport between basketball clubs and venues. If families are struggling to heat their homes, then sport and exercise aren’t a priority.” - Adam Szymoszowskyj, former basketballscotland Social Impact and Engagement Lead (Mair, 2022)

Basketballscotland (basketballscotland Limited) is a private limited company by guarantee without share capital. A not-for-profit organisation, they reinvest financial revenue into programming. Basketballscotland currently has six key membership partners (CashBack for Communities/Digby Brown/Joma/Molten/SportScotland/Sportserve) providing sponsorship via finance, equipment, resources and support (basketballscotland, 2022m). They acquire income from running Scottish basketball competitions through outlets including club competition entry, membership and registration fees. The organisation’s annual budget, which varies annually, predominantly comes from CashBack for Communities and SportScotland’s two main contributors: the National Lottery; and Scottish Government (SportScotland, 2022; Youth Link Scotland, 2012). Despite this support, as Covid-19’s effects surfaced, basketballscotland (2021n) reported long-term setbacks, forecasting future challenges.

Basketballscotland has historically experienced financial issues, causing sporadic deficits. Recently, the organisation generated a small surplus which improves yearly (basketballscotland, 2021i; see appendix 10). Helping resolve such issues, basketballscotland added personnel with financial experience to their Board of Directions who determine the organisation’s annual budget (basketballscotland, 2021i). These financial problems link to ongoing debates about whether Scottish basketball is underfunded (UK Parliament, 2018). The problems are attributed to funder’s unconscious bias against basketball’s representees (BAME communities), but also poor understanding from decision-makers (Sky Sports, 2020). This impacts basketballscotland’s programming and ability to generate non-sporting outcomes, operating within constrained budgets. In such operationally insecure environments, as basketballscotland’s ‘The Game Plan for Basketball’ strategy indicates, the sport’s success is determined by financial availabilities, requiring partners to buy-in and contribute towards goals (basketballscotland, 2022f). Having contextualised the background, the subsequent section discusses basketballscotland and the Jr.NBA’s relationship.
**Jr.NBA**

“We are pleased to partner with basketballscotland to promote youth basketball development in Scotland through the launch of our first Jr.NBA league. Together we will offer a program that fosters healthy competition, teaches the values of the game, and provides an opportunity for children to have fun while learning more about the sport.” - Neal Meyer, NBA’s Associate Vice President of Basketball Operations for Europe and Middle East (Tubpodcast, 2017)

The Jr.NBA is the NBA’s international youth participation programme. Hailing from America, it reaches over twenty-six million youngsters in over seventy countries worldwide, offering free membership-based setups for pre-existing basketball leagues and organisations whereby they work alongside clubs and national federations globally (Jr.NBA, 2022b; Kelly, 2020). Through partnering, the Jr.NBA helps promote and support global juvenile basketball involvement by improving children, coaches and parent’s experiences, working towards establishing lifelong basketball passions for boys and girls by instilling basketball’s core values: community; determination; equality; leadership; respect; sportsmanship; and teamwork (Jr.NBA, 2022b). It strives to develop Nussbaum’s (2011) central capabilities which, although not instrumental, have value because without learning these traits, people cannot fully flourish; hence, they are best developed in childhood. This links to the Jr.NBA’s main weakness: a one size fits all human capital approach, leaving non-sporting outcomes to indirectly manifest as participatory byproducts over intentional endeavours that ensure core values are instilled (Dean *et al.*, 2005; Hodgett and Clark, 2011). The Jr.NBA lacks public discussion and involvement in determining these social outcomes, making it a social restraint concealing democratic rights whilst undermining basketballscotland’s developmental intent and potential impact (Sen, 1999). External organisational dependencies are problematic and defeatist, weakening individual efforts, initiative and self-respect, capably sparking losses of motivation whilst degenerating self-knowledge required to enact development (Sen, 1999). Yet, “The perspective of freedom need not be merely procedural.” (Sen, 1999: 285). It can be multi-dimensional:

“The Jr.NBA is a really important initiative for us. It’s about growing the game, getting kids excited and leveraging the partnership with the brand and excitement that it brings to get kids enthused about basketball and hopefully keep them playing the game.” - Kevin Pringle (Sansica, 2019b)
To achieve basketballscotland’s desired outcome, the Jr.NBA’s philosophy spreads nationally. Utilising a holistic approach, core premises teach characteristics, life lessons, skills, traits, values and wellness to help inspire future generations and strengthen youth basketball’s culture by empowering youngsters to pursue active, full and healthy lifestyles (Jr.NBA, 2022b). Basketballscotland, alongside the Jr.NBA, believe that through this mentality, basketball helps produces more complete and well-rounded individuals who develop life-long basketball affiliations (Jr.NBA, 2022b). Accruing these results requires creating fun and positive frameworks where youths are nurtured and supported in safe environments (Jr.NBA, 2022b). Even if participants have pre-established positive value systems, children lack the necessary life skills to undertake behaviours commonly arising from nurturing spaces, becoming susceptible to negative influences (Hills, Velasquez and Walker, 2018). Instilling life and soft skills assist mitigation of damaging vulnerabilities through increasing individual resilience whilst helping ensure participants have every opportunity to live their life in ways reflecting their beliefs (Hills, Velasquez and Walker, 2018). Having positive and rewarding experiences helps prevent Scottish basketball’s high dropout rates by sustaining participation, especially among young females who accredited basketball’s serious and structured environment for stopping continuation (West et al., 2002). Discussing the Jr.NBA’s arrival:

“It was collaborations. I think the Jr.NBA when they first came over, the idea was brought [to their attention] and they didn’t realise just how big the sport already was in Scotland, but I think that just solidified it … It’s just been a lot of conversations over the years, bringing that together, partnering with the Glasgow Rocks, basketballscotland, the likes of the local authority here in Glasgow as well.” – Kieron Achara, former basketballscotland Club Services Manager (The Church of Hoops, 2019)

Following expansions into England, the Jr.NBA learned of basketball’s popularity in Scotland before contacting basketballscotland to inquire about their interest in joining (McKenzie, 2017). Following successful discussions, on June 21, 2017, basketballscotland entered a partnership, creating the Jr.NBA basketballscotland League (McKenzie, 2017). Targeting local primary schools for children aged 11-12, basketballscotland agreed to run the Jr.NBA in Scotland on the NBA’s behalf, albeit with their support alongside Scottish community and professional basketball clubs (basketballscotland, 2017c). Becoming their
main grassroots programme, basketballscotland assigned ten people to oversee the Jr.NBA’s delivery (see appendix 11). As with basketballscotland, children are the NBA’s key demographic with basketball currently ranked the second most played sport worldwide for under eighteens behind football (Fortunato, 2013). A partnership mutually benefits both parties, facilitating joint goals: participatory growth (Fortunato, 2013). Although, the Jr.NBA’s NBA replication in multiple countries worldwide prompts neo-colonial criticisms (Rofe and Krasnoff, 2020). Like Mozambique, basketballscotland cannot embrace the Jr.NBA because they will otherwise continue undertaking programming that stagnates progress through lacking reference points and comparable creditability to the NBA which expedites participatory growth (Rofe and Krasnoff, 2020). Despite conflicting disputes, the Jr.NBA’s partnership enabled new and beneficial programming for basketballscotland:

“This is the first time we’ve had the opportunity to expand the junior side of wheelchair basketball in Scotland. I’ve seen how the Jr.NBA has grown this year and it’s been phenomenal. All of our kids follow the NBA, so to have the opportunity to feel like a part of it is definitely a first and really exciting … First of all, it was to see if it was actually feasible, have we got enough kids. So, speaking to the clubs that we’ve got around Scottish disability sport with their current sport festivals, and we’ve got a big enough number. Then, just putting a case together to the Jr.NBA and explaining to them how valuable it is not just in developing people’s skills on the court but also life skills as well … To see people growing independently and with confidence, having fun through basketball at a younger age is really brilliant. It will definitely have an impact on our national squads in the future.” – Tina Gordon, basketballscotland Inclusion Manager (The Church of Hoops, 2019)

From 2019-2020, the world’s first Jr.NBA Wheelchair Basketball League commenced in Scotland (basketballscotland, 2019q). In a collaborative endeavour to provide equal opportunities and improve inclusivity, the system welcomes children 4-14-years-old (basketballscotland, 2019a). With reduced participatory numbers, the format comprises two rounds of games held at central venues for accessibility purposes, followed by semi-finals and a final with the draft and some training sessions held alongside the regular programme (basketballscotland, 2021h). The league’s introduction complimented Scottish youth sport development programming. Physically impaired youngsters who previously played wheelchair basketball were unable to represent schools or play in such competitions due to decreased opportunities, participants, support and greater needs for prosthesis (Sansica, 2019b). It is
crucial because handicapped people already experience disadvantages in achieving good quality lifestyles despite having identical commodity bundles as non-handicapped people (Sen, 1999). This means opportunities for quality of life within society diverge for handicapped/non-handicapped people, yet the Jr.NBA removes those inequalities and barriers alongside individual’s capability handicaps. Offering opportunities means individuals with disabilities can have larger primary goods (rights and liberties/powers and diverse opportunities/income and wealth/social bases of self-respect) baskets but fewer chances to lead normal lives than abled bodied individuals with smaller primary goods baskets (Sen, 1999).

The Jr.NBA Wheelchair Basketball League aligns with basketballscotland’s (2021a) strategy to embed wheelchair basketball within their grassroots programmes whilst partially addressing Scottish Disability Sports two biggest problems: exclusivity; and opportunity. Becoming more inclusive through creating transformative opportunities contributes to the Scottish Government’s (2016a) mission to create ‘A Fairer Scotland for Disabled People’. Such manoeuvres represent how Scottish basketball is moving towards genuine equality because disabled individual’s prior denial of opportunities was a handicap (Nussbaum, 2009; Sen, 1999). Since introducing wheelchair components, basketballscotland connected with countries worldwide like Slovenia to provide direction, expertise and guidance for adaptation and replication of the Jr.NBA Wheelchair basketballscotland League, becoming a site for international relations (basketballscotland, 2019q). Despite progressing, Covid-19 halted Jr.NBA operations, forcing adaptations:

“We are delighted to collaborate with the Basketball Federations in Scotland to deliver impactful virtual basketball development programming to youth. The program will be widely accessible through the OWQLO App and provide young boys and girls with the tools and resources to stay connected to the game, develop their skills and learn the core values of basketball.” - Neal Meyer (basketballscotland, 2021k)

A key feature differentiating the Jr.NBA from other youth sports programmes is the optional online content. In, 2021, the NBA and basketballscotland launched ‘Jr.NBA Stay Active – Online’ (basketballscotland, 2021k). The aim: to keep children involved in basketball whilst continuing their development through instilling beliefs, characteristics, morals and skills by further preaching basketball’s lessons to equip participants with off-court, transferrable attributes and resources such as leadership (basketballscotland, 2021k).
Development seminars were made available to youths nationwide featuring live question and answer sessions, discussions about prominent societal issues like social justice and practical skill-based classes from home (Adams, 2021). These were led by basketballscotland and NBA operatives alongside former Scottish international and current professional basketball players (Gomes, 2020). Recognising Covid-19’s negative impact on people, online sessions offered mindfulness and wellbeing sessions, helping those struggling physically/mentally (basketballscotland, 2021d; basketballscotland 2021e). Covering these topics provides more beneficial and holistic capability outcomes through developing more well-rounded individuals whilst serving people’s needs and helping them overcome participatory barriers (Sen, 1999). Moving online prevented developmental declinations and underdevelopment occurring (Sen, 1999).

The Jr.NBA offers online instructional curriculums to develop coaches, players and parents. It caters to four different capability levels (rookie/starter/all-star/MVP), offering practice plans and workshops (Jr.NBA, 2022a). Virtual sports programming offers SFD evolutionary possibilities, supplementing capability building opportunities: driving deeper systemic change; harnessing the online world’s reach: and capitalising on people’s preferences for virtual engagement to achieve nuanced developmental outcomes (Loat, 2021). Moving online provides greater levels of accessibility and inclusiveness whilst introducing new communication channels; however, it also marginalises deprived communities who need support and cannot acquire technological items to join online sessions (Straume, 2022). Incorporating digital innovation is SFD programming’s future, appealing to youth by evoking individualised passions tailored to habits and preferences (Collison-Randall, Hayday and Loat, 2022). Having covered basketballscotland’s three (online/regular/wheelchair) overarching components, the Jr.NBA presents seven participatory stages:

<table>
<thead>
<tr>
<th>Step</th>
<th>Stage</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Draft Day</td>
<td>All stakeholders gather at a central venue where schools are randomly assigned to represent one of the NBA’s thirty franchises with players receiving the corresponding team’s strips.</td>
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<tr>
<td>2</td>
<td>Basketball Coaching</td>
<td>Following the Draft Day, schools begin undertaking training sessions before, during or after educational hours. These are led by internal faculty members such as teachers or external volunteers including community club coaches and parents for teams of up to fifteen players (minimum five boys/five girls).</td>
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<tr>
<td>3</td>
<td>Basketball Competitions</td>
<td>Teams are separated into two conferences (East/West) based on geographical location. These conferences contain six divisions consisting of five teams who play a total of eight fixtures across two separate eight-week periods between September-December and January-April.</td>
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<tr>
<td>4</td>
<td>Conference Finals</td>
<td>The top eight clubs qualify for the Conference Finals/Play-offs where they compete against each other to determine the region’s best team.</td>
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<tr>
<td>5</td>
<td>Final Fours</td>
<td>Scotland’s top four teams progress to the Final Fours where the national champion is crowned before a Caledonia Gladiators basketball game. The award ceremony takes place at half-time and the trophy presented by a professional basketball player.</td>
</tr>
<tr>
<td>6</td>
<td>Jr.NBA Europe</td>
<td>After the all-Scotland round, basketballscotland nominate two people (1 male/1 female) to attend the Jr.NBA’s European training camp with the potential to join the Jr.NBA’s European and Middle East team.</td>
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<tr>
<td>7</td>
<td>Jr.NBA Global</td>
<td>If selected for the Jr.NBA’s European and Middle East team, players compete in the annual Jr.NBA Global Championships.</td>
</tr>
</tbody>
</table>

Table 6.3: Jr.NBA Programme Stages (Adapted from basketballscotland, 2019c; basketballscotland, 2019g; basketballscotland, 2019h; basketballscotland, 2019i; basketballscotland, 2019k; Kelly, 2020; McKenzie, 2017).

The Jr.NBA’s format reflects the NBA’s system. It is purposefully designed this way because different demographics experience basketball differently (Fortunato, 2013). Considering children’s desires and needs, the Jr.NBA implements tailored content to effectively connect with youths worldwide via their best interests (Fortunato, 2013). Within one programme, the Jr.NBA appeals to kids wanting to play basketball socially and for fun alongside those interested in competition and skill development (basketballscotland, 2021b). However, both groups must learn the programme’s baseline life skills to flourish in their life’s chosen pathway (Brunner and Watson, 2015). The Jr.NBA serves double value and is best implemented for the targeted age group because upon reaching adolescence in Scotland, youth must traditionally specialise in one sport (West et al., 2002). Balancing these components enables the Jr.NBA to be implemented en masse with everyone capably indulging (Fortunato, 2013). The programme’s accessibility is key because people’s backgrounds do not determine their capability-building ability nor the freedoms or functions they can acquire (Sen, 1999). For example, children hailing from richer environments are no more guaranteed to develop under these circumstances than poorer youth (Sen, 1999). The Jr.NBA to date has had eight (4 male/4 female) players selected for Jr.NBA Europe and one female coach for Jr.NBA Global (basketballscotland, 2022k). To participate, clubs/schools commit to certain responsibilities:
Jr.NBA Criteria

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Club’s work alongside basketballscotland Regional Development Officer’s (RDO) to run division(s), but assume responsibility for its weekly running</td>
<td>• Fifteen x NBA branded team kits</td>
</tr>
<tr>
<td>• Club’s choose five schools they already work with or would like to work with to join their division</td>
<td>• One x Jr.NBA polo shirt per coach</td>
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<tr>
<td>• Club’s provide a venue, fixtures, and officials for games</td>
<td>• Two x Jr.NBA basketballs</td>
</tr>
<tr>
<td>• Club’s send weekly results to basketballscotland RDO’s</td>
<td>• Jr.NBA Draft and Final Fours invitations</td>
</tr>
<tr>
<td>• Club’s enforce the league’s rules, particularly the 50% gender split rule that must be adhered to in all games</td>
<td>• Coaching guides and templates</td>
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<tr>
<td>• Club’s must ensure that schools have sent player lists and waivers to basketballscotland before the programme begins</td>
<td>• Opportunities to attend at coach/player Jr.NBA clinics</td>
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<tr>
<td></td>
<td>• Meet and greets with current/ex-BBL/WBBL players alongside Scottish Wheelchair Basketballers at events</td>
</tr>
<tr>
<td></td>
<td>• Meet and greets with ex-NBA/WNBA players at Final Fours</td>
</tr>
<tr>
<td></td>
<td>• Public exposure on basketballscotland’s social media and website</td>
</tr>
<tr>
<td></td>
<td>• Supplementary training to become Jr.NBA League coaches/referees/table officials</td>
</tr>
</tbody>
</table>

Table 6.4: Jr.NBA Criteria (Adapted from basketballscotland, 2019j; basketballscotland, 2021b).

Table 6.4 outlines the Jr.NBA’s baseline criteria to operate a division. Rules are adaptable to reflect a club/school’s situation, however, they must predominantly align with the Jr.NBA and basketballscotland’s demands (basketballscotland, 2021b). In return, each club/school receives free opportunities, resources and support, enabling rudimentary participatory barriers (accessibility/cost/equipment) previously inhibiting youths to be overcome (Vidinova, 2019). Upholding these rules creates environments which remove Scotland’s gendered and inequality gaps, ensuring every participant receives equal opportunities to develop via properly organised and structured systems (basketballscotland, 2022p). Understanding groups’ mistreatment and previous neglect helps improve programming through implementing direct resolutions (Sen, 1999). Using the Jr.NBA, basketballscotland target marginalised groups’ pervasive constraints and culturally neglected needs by removing financial constraints whilst providing opportunities, believing them to be worthy participants and equals (Sen, 1999). Creating fair and level grounds where nobody has external advantages such as income or gender are vital steppingstones to generating equality within communities.
and society (Sen, 1999). This helps eradicate social inhibitors like misconceptions and stereotypes, allowing people to be understood for their true selves beyond surface level components, capably surpassing their life’s current confinements (Nussbaum, 2009). Having equal participant focuses regardless of backgrounds or current circumstances is crucial because while providing added support helps enable participation, after this point it can militate against equality’s principles (Sen, 1999). The Scottish basketball clubs delivering Jr.NBA divisions:

<table>
<thead>
<tr>
<th>Scottish Basketball Organisations/Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attack Basketball</td>
</tr>
<tr>
<td>• Ayr Storm</td>
</tr>
<tr>
<td>• BasketballPaisley</td>
</tr>
<tr>
<td>• Blaze</td>
</tr>
<tr>
<td>• Caledonia Gladiators</td>
</tr>
<tr>
<td>• City of Edinburgh</td>
</tr>
<tr>
<td>• Dundee Dragons (wheelchair)</td>
</tr>
<tr>
<td>• Dundee Madsons</td>
</tr>
<tr>
<td>• Dunfermline Reign</td>
</tr>
<tr>
<td>• Falkirk Fury</td>
</tr>
<tr>
<td>• Fife Steel</td>
</tr>
<tr>
<td>• Glasgow Fever</td>
</tr>
<tr>
<td>• Glasgow Rens</td>
</tr>
<tr>
<td>• Glasgow Storm</td>
</tr>
<tr>
<td>• Grampian Flyers</td>
</tr>
<tr>
<td>• Grampian Flyers (wheelchair)</td>
</tr>
<tr>
<td>• Highland Bears</td>
</tr>
<tr>
<td>• Inverness Lions</td>
</tr>
<tr>
<td>• Lothian Phoenix (wheelchair)</td>
</tr>
<tr>
<td>• North Lanarkshire Chiefs</td>
</tr>
<tr>
<td>• North Lanarkshire Titans</td>
</tr>
<tr>
<td>• Portlethen Panthers</td>
</tr>
<tr>
<td>• Perth Eagles (wheelchair)</td>
</tr>
<tr>
<td>• Perth Phoenix</td>
</tr>
<tr>
<td>• Rising Stars</td>
</tr>
<tr>
<td>• Stirling Knights</td>
</tr>
<tr>
<td>• Tayside Musketeers</td>
</tr>
<tr>
<td>• West Edinburgh Warriors</td>
</tr>
</tbody>
</table>

Table 6.5: Scottish Basketball Organisations/Teams Delivering a Jr.NBA Division (Adapted from basketballscotland, 2019k; basketballscotland, 2021c).

27 clubs/organisations work with basketballscotland. These affiliations have double benefit. Basketballscotland accesses large volunteer bases to help run Jr.NBA divisions, meaning staff can focus on enhancing and expanding the programme (SportScotland, 2021). Through employing skilled/non-skilled locals, basketballscotland learned that these personnel have heightened regional expertise and relate better to local youth, making for greater positive impacts upon participants’ lives (SportScotland, 2021). Working alongside community basketball teams countrywide provides access points, local connections and knowledge facilitating operations (SportScotland, 2021). This design reflects Giulianotti, Coalter and Collison’s (2019) societal transformation approach which advocates CA. The Jr.NBA’s setup bridges gaps between ‘small development’ (contextual, sustainable programs, using local knowledge to meet local needs, but lack scale) and ‘big development’ (systemic change pursued through cross-national programmes designs, methods and organisations but lack
sufficient context appreciation) (Pritchett, Woolcock and Andrews, 2013). It also embodies Giulianotti, Coalter and Collison’s (2019) empowering and pragmatic approach to practice which champions co-creation. This strategy sees top-down actors engage with bottom-up actors to develop initiatives, programming and strategies, tailoring services to communities and marginalised groups whilst promoting two-way knowledge exchanges which produce more comprehensive understanding (Spaaij and Jeanes, 2013). The programmes broad scale aids the Jr.NBA’s growth:

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Number of Clubs with Jr.NBA Leagues</th>
<th>Participant Numbers (Total)</th>
<th>Growth (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>1</td>
<td>150</td>
<td>-</td>
</tr>
<tr>
<td>2018-2019</td>
<td>4</td>
<td>450</td>
<td>+300</td>
</tr>
<tr>
<td>2019-2020</td>
<td>11 (3 wheelchair)</td>
<td>1,000</td>
<td>+122</td>
</tr>
<tr>
<td>2020-2021</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2021-2022</td>
<td>27 (4 wheelchair)</td>
<td>3,000</td>
<td>+300</td>
</tr>
<tr>
<td>2022-2023</td>
<td>27 (4 wheelchair)</td>
<td>3,000</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 6.6: Jr.NBA basketballscotland League 2017-2022 (Adapted from basketballscotland, 2017d; basketballscotland, 2018b; basketballscotland, 2019k; basketballscotland, 2019q; basketballscotland, 2021b).

Due to increased demands, the Jr.NBA grows and spreads nationwide yearly. Expediting the Jr.NBA’s progression is the programme’s expanding boundaries which following monitoring and evaluations are adapted whilst introducing new opportunities to render more effective outcomes. To increase activity levels amongst females without being sidelined by males (dominant participants), greater emphasis is given to ‘Her Time to Play’ and ‘Stay Active’ which prioritise females (Jr.NBA 2022). In introducing girls-only opportunities, the initiative’s effectiveness was showcased with sessions attracting over 80 females compared to previous practices obtaining less than half that (basketballscotland, 2022g). Such manoeuvres enhance the Scottish Government’s (2021d) and SportScotland’s (2005) ongoing national drive to improve females’ sporting involvement. Adopting female lenses is key because females are one of development’s most neglected demographics despite...
being development analysis’ central domain (Sen, 1999). Female development extends beyond general developmental concepts through having some different trajectories compared to males whereby increased capabilities can help promote future child survival whilst reducing fertility rates (Sen, 1999). In today’s political economy, female development falls within gender equality’s broader umbrella (economic/political/social participation) alongside female empowerment and leadership with its effectiveness residing within females’ agency and wellbeing (Sen, 1999). Establishing female-only sessions advances these areas, creating equal gendered developmental states (Sen, 1999).

Based on table 6.6, the Jr.NBA’s biggest possibility is its main issue: sustaining rapid growth through continually improving club cooperation and support (Němec, 2021). However, the Jr.NBA’s developmental spectrum is not solely confined to playing opportunities, offering tailored sporting/non-sporting orientated programmes including Jr.NBA Coaches and Jr.NBA Referees (basketballscotland, 2021k). The two organisations provide alternative and further opportunities alongside training for anyone wishing to extend their basketball education, stay involved post-Jr.NBA or partake without playing (basketballscotland, 2021k). A systemic and holistic approach to development helps build individuals’ capabilities more extensively whilst making freedoms more operational, serving more active and effective purposes in people’s lives through regularly applied applications (Kleine, 2009; Sen, 1999). Having detailed basketballscotland’s and the Jr.NBA’s relationship, the succeeding section explains how the Jr.NBA basketballscotland League helps generate some non-sporting outcomes.

**Jr.NBA basketballscotland League**

“Before you can really develop the person or develop the basketball player, you’ve got to engage them first … You try to let the kids improve and then once you feel like you’ve engaged them, then you can start to challenge them and bring in some of the technical teaching.” – Darryl Wood, basketballscotland People and Pathway’s (McGinley, 2018)

Basketballscotland realise that generating non-sporting outcomes starts with developing interests in basketball. Basketball is the hook, serving two key purposes: attracting people to programmes and offering core social services such as counselling and tutoring (Green, 2009; Hartmann, 2016). Captivating target audiences leads to increased participation, providing platforms and opportunities to recurrently engage attendees on more developmental and
interpersonal levels through heightened enjoyment and desirability for further experiences (Hills, Velasquez and Walker, 2018). Increased participation leads to regular attendances which are crucial to successfully building people’s capabilities as long-term impactful outcomes cannot be accrued from few instances, but rather frequent attendances over extended periods alongside pathways aligning with people’s personal development (Sen, 1999). The more time spent in developmental environments, the greater the possibility of having a lasting, in-depth impact (Sen, 1999). While participation is prioritised over developmental outcomes, participation’s role must not be undermined, enhancing development and capabilities because participatory methods democratise CA’s application from a developmental perspective (Frediani, Clark and Biggeri, 2019). Unlike SFD programme’s engagement methods involving different stakeholders (coaches/parents/teachers/volunteers) as the main actors, the Jr.NBA includes former NBA players:

“It’s brilliant for all the kids involved to have a former NBA player coming along to offer support. We had Vladimir Radmanovic last year and that was a fantastic experience for all the players, so it’s really exciting to be able to have a professional player there again to share the day with them. Boštjan had an incredible career, and the young players will all be able to learn from that.” - Amy Kirkhouse, basketballscotland Social Impact Lead (basketballscotland, 2019c)

One unique engagement method is utilising NBA/WNBA alongside BBL/WBBL players as mentors/role models. NBA/WNBA Ambassador’s from Boštjan Nachbar to Marko Milič annually visit Jr.NBA divisions, integrating with participants and practitioners through taking basketball drills, question-and-answer sessions and general conversations (basketballscotland, 2019d). The programme’s online component allows NBA/WNBA coaches and former players to share inspirational guidance and positive messages (see appendix 12). Youth benefit most from exposure to high profile athletes who have important implications for learning educational programming (Midgley et al., 2021). The Jr.NBA’s gendered balance approach to role models helps catalyse impact, especially for females because: it evidences that success in sport and life is attainable; better represents possible future selves; offers equal playing fields with males who have more role models and females less likely to find a sporting figure to idolise; and counteracts negative gender stereotypes (Midgley et al., 2021). NBA initiative results highlight that player involvement increases influence on participants’ attainment whilst helping shape perspectives and experiences (Giannoulakis and Drayer,
As previous NBA players’ statements informed, the issue remains that some athletes apply an uncontentious minimalist approach to social initiatives, failing to fully apply themselves which has negative impacts on attendees (Lynch, Adair and Jonson, 2014). From thirty (sixteen female/fourteen male) participants’ systematically and thematically grouped viewpoints on the Jr.NBA, the information’s analysis revealed six themes:

<table>
<thead>
<tr>
<th>Participants’ Opinions (number of shared viewpoints)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fun (18)</strong></td>
<td><strong>Friendships (8)</strong></td>
</tr>
<tr>
<td>“It’s a fun sport to do.” - Female</td>
<td>“I think it's really good because you get to make new friends and have lots of fun and its equal.” - Female</td>
</tr>
<tr>
<td>“I wish you done it in high school.” - Male</td>
<td>“It's really fun and you get to meet new people.” - Female</td>
</tr>
<tr>
<td>“I like that we play lots of fun games” - Female</td>
<td>“It’s really fun and you get to make new friends” - Female</td>
</tr>
<tr>
<td>“I love playing basketball; it’s great fun and the whole team can’t wait for the next game.” - Female</td>
<td>“Playing against other schools because we don’t really do that and always talking to people and making new friends” - Female</td>
</tr>
<tr>
<td>“It’s fun and it keeps you fit.” - Male</td>
<td>“Some of my friends are in the other schools … so I like seeing them as I don’t really see them that much” - Male</td>
</tr>
<tr>
<td>“It’s great and you get to play basketball” - Female/Wheelchair</td>
<td></td>
</tr>
<tr>
<td>“Just playing basketball in general, it's really good.” – Male</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Through Basketball (5)</th>
<th>Competition (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It’s a great opportunity and you can learn a lot from playing basketball.” - Male</td>
<td>“What I like about the Jr.NBA is that the competitiveness is fun, but sometimes you go against the good teams, but you still have fun playing.” - Male</td>
</tr>
<tr>
<td>“I like probably everything. The games are really fun and entertaining too. You learn a lot when playing.” - Female</td>
<td>“The games are really fun to watch and it's really competitive.” - Female</td>
</tr>
<tr>
<td>“It’s a brilliant opportunity for me to learn new skills, meet new people and just have fun really. We have had opportunities like this, but we haven’t had this major opportunity. So, it’s been really good to experience it with the NBA. It’s such an honour to be the first to have a wheelchair Jr.NBA.” - Male/Wheelchair</td>
<td>“I would say getting out more because we’re always stuck in the gym hall. So, playing this, we get to play against other schools and make more friends anyway” - Male</td>
</tr>
<tr>
<td>“[I’ve learned] the rules of basketball as I didn’t know them before I got into it. I used to do heaps of contact before but now I’m fine.” - Male</td>
<td>“I would say making new friends and representing your school and just playing other schools” - Male</td>
</tr>
</tbody>
</table>
• “When I started, I had never played basketball, so I didn’t have a clue but when I started doing trials, I just tried different things and learned that if we keep working together as a team and giving other people opportunities to grow then we can win.” – Male

<table>
<thead>
<tr>
<th>Equality/Inclusivity (3)</th>
<th>NBA Connections (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “There are loads of girls and no one's too tall so we can play it in our own way.” - Female</td>
<td></td>
</tr>
<tr>
<td>• “I think it's fun because no one's too old or too tall so were all the same height so everyone can have fun!” - Female</td>
<td></td>
</tr>
<tr>
<td>• “I like that you can be terrible at basketball, but you can still play and have fun like me.” - Male</td>
<td></td>
</tr>
<tr>
<td>• “I’m excited to play for the Boston Celtics because there coming here to London later this year to play a basketball game.” - Male</td>
<td></td>
</tr>
<tr>
<td>• “It’s so fun, I love the strips. I don’t know why; I really like the strips.” - Female</td>
<td></td>
</tr>
<tr>
<td>• “I like the Jr.NBA because you get to play basketball and also you get to wear strips.” - Female</td>
<td></td>
</tr>
</tbody>
</table>

Table 6.7: Participants’ Opinions on the Jr.NBA Programme (Adapted from basketballscotland, 2017b; basketballscotland, 2018a; basketballscotland, 2018f; basketballscotland, 2019e; basketballscotland, 2020f; basketballscotland, 2022g; City of Edinburgh, 2022).

The theme’s ranking order is: fun; learning from basketball; friendships; competition; equality/inclusivity; and NBA connections. Sub-themes entail how: the Jr.NBA provides opportunities to play basketball; helps youth stay healthy and fit; and with coaches being the pupil’s teachers, this facilitates on and off-court outcomes through heightened relationships whilst expediting enjoyment and skill transferral to broader aspects of life. Where total viewpoints exceed the number listed under each theme, this represents ambiguous opinions. These themes align with Sen’s (1999) CA, whereby optimal development environments are, fun, equal, educational, supportive and social. Male participants prefer competitive elements and opportunities to learn new skills, whereas females value equality/inclusivity, friendships and NBA connections. Both enjoy the programme equally. Attendees enjoy the Jr.NBA because they deem basketball a fun sport they can play with peers whilst acquiring new traits and being affiliated with professional franchises. Participants dislike the programme’s condensed nature and refined age category with most children wanting more opportunities to play basketball post-involvement. With competition being a dominant theme, organisers must find and maintain the appropriate balance between competition and participation to prevent ramifications (DiFiori et al., 2017). An overemphasis on competitive success limits
participatory benefits and increases burnout risks, disengagement from basketball and injury (DiFiori et al., 2017). The age-specific recommendations for sustained basketball involvement are achieved through providing healthy and positive experiences (DiFiori et al., 2017). Like Indonesia, where basketball is a non-traditional sport, the Jr.NBA’s popularises basketball, especially among disinterested youth (Tutuiha, 2020).

From thirty-five systematically and thematically grouped stakeholder (coaches/funders/organisers/parents/partners/teachers) viewpoints, the information’s analysis unearthed five key themes:

<table>
<thead>
<tr>
<th>Stakeholders’ Opinions (number of viewpoints)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growing Domestic Basketball (14)</strong></td>
</tr>
<tr>
<td>• “Just seeing the kids’ faces going out and collecting their jerseys knowing that they're going to get to play and represent their school and represent an NBA club I think is a huge thing for basketball … Growing the game nationally is the priority for us at basketballscotland. So, actually spreading it out nationally and getting to represent different regions I think will inspire so many different people to play the game.”</td>
</tr>
<tr>
<td>• “I think the whole Jr.NBA is a sort of package which has added excitement to the sport. It’s engaged with kids in a different way. I think the image is important for young people and I think that has helped and support them and encouraged participation. We are seeing even more kids involved in basketball, in the club and in programmes we are putting on whether that be via some of our partnership programmes. Just even things like the kit and the extra balls and the association with the NBA, not only have the kids bought into that but I think the coaches that we are involved with have bought into that process as well.”</td>
</tr>
<tr>
<td>• “It’s exciting to increase the geographical spread of the Jr.NBA in Scotland, with teams from Ayr to Inverness, and to see new schools getting involved with the</td>
</tr>
<tr>
<td>• “For them to come and experience something like this has been phenomenal. To feel a part of something as well like a big programme makes them feel a wee bit special and I just think generally it will really raise their confidence as an individual.”</td>
</tr>
<tr>
<td>• “The Jr.NBA programme was a huge success with 5 schools taking part ... I really enjoyed watching pupils being given the chance to compete, develop skills and enjoy playing basketball. It is fantastic that we now have a sustainable pathway from schools’ delivery into club opportunities through working in partnership with Panthers Basketball Club.”</td>
</tr>
<tr>
<td>• “It was fantastic to have Robyn [Love] and Hannah [Peacock] come in and visit the children ... It was brilliant for the children to see two inspirational sportswomen and get to find out about what they do and how they made it to the top of their sports. The gifts provided by Basketball Scotland were great and you</td>
</tr>
</tbody>
</table>
programme. As always, we hope that the players participating in the programme are inspired to join their local club, helping to develop and grow basketball across all of Scotland.”

- “Basketball has been a growing sport in Clydebank for the last five years through the Active Schools and Glasgow Fever basketball club partnership. We hope having the Jr.NBA will continue to raise the profile of basketball within our community, as well as encouraging more children to try and love the sport.”

NBA Connections/Partnership (5)

- “Basketballscotland are both humbled and excited by the opportunity to partner with the NBA to deliver their Jr.NBA programme here in Scotland. The team is looking forward to engaging with local kids who will benefit from this inspiring programme. The partnership will enable us to use the brand recognition behind the NBA to raise the profile of basketball in areas of Scotland not synonymous with or familiar with the sport. It is also a ringing endorsement for us as an organisation, and a federation, to be given the prestige of running the Jr.NBA basketballscotland League.”

- “It’s a really exciting new partnership and it was a brilliant way to start it, with so many smiles on all the children’s faces … It was brilliant to promote grassroots basketball in Scotland.”

- “This is a great opportunity for local pupils to take part in a tournament that will be replicated in many countries around the world … The young people were very excited to eventually find out which of the professional American basketball teams they would be playing as. And it got even better when they were presented with their tops that are exact replicas of the ones the American superstar players wear.”

- “The Jr.NBA that they’ve got going on around the world I think is really good because it exposes people with the brand could tell from the smiles on the children’s faces how much it meant to them.”

Equality/Inclusivity (5)

- “It means a lot to have the first wheelchair basketball in the Jr.NBA in Scotland because it just shows how inclusive our sport really is. That’s something we have been preaching a lot in basketball in Scotland because we really believe it’s a sport-for-all. So, this is a chance to highlight that, really expand the game, raise the awareness and offer everyone the chance to experience it.”

- “This for wheelchair players in Scotland is going to be a massive opportunity for them to play as part of the Jr.NBA, especially with it being one of the first things in the world. There’s going to be a lot of coverage for it. So, I mean it’ll give them a lot of exposure, a lot of things they might not have experienced before while meeting a lot of new people as well and this will just allow them to develop their skills as basketball players … It’s always a good laugh watching them playing against each other. They always have good fun as it’s a good friendly environment.”

- “The chance to pilot a wheelchair basketball league in Scotland and expand to new regions is a fantastic opportunity to reach more children and ensure the programme is fully inclusive.”

- “I’m always impressed by how inclusive basketball is, with male, female, running and wheelchair games. The Jr.NBA programme in schools provides
of the NBA. So, they get excited about it.”

opportunities for children who might otherwise not have had the chance to try basketball.”

<table>
<thead>
<tr>
<th>Enjoyment (4)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• “The kids seemed to be really into it and hopefully it will be a good programme.””</td>
<td></td>
</tr>
<tr>
<td>• “My son had a fantastic day! Thank you so much for this opportunity. He came home with the biggest smile, saying it was awesome.””</td>
<td></td>
</tr>
<tr>
<td>• “I see a lot of enthusiasm for basketball.”</td>
<td></td>
</tr>
<tr>
<td>• “These leagues allow us to reach even more children around the country, providing them with a fun, competitive environment in which to engage with the sport and learn about the values the Jr.NBA embodies like teamwork, respect and community.”</td>
<td></td>
</tr>
</tbody>
</table>

Table 6.8: Stakeholders’ Opinions on the Jr.NBA Programme (Adapted from basketballscotland, 2017b; basketballscotland, 2018a; basketballscotland, 2019l; basketballscotland, 2019m; basketballscotland, 2019q; basketballscotland, 2019q; basketballscotland, 2020b; basketballscotland, 2020f; basketballscotland, 2020g; basketballscotland, 2020h; basketballscotland, 2021f; basketballscotland, 2021h; Clarke, 2017; Duncan, 2017; Falkirk Herald, 2019a; Kelly, 2020; Mason, 2020; Murphy, 2020; The Church of Hoops, 2019).

The themes in order: basketball’s growth; learning from basketball/basketballers (sporting/non-sporting outcomes); NBA connections; equality/inclusivity; and enjoyment. Sub-themes showcase how stakeholders recognise why participants like the programme and relish seeing kids enjoying basketball via acquiring strips, making friends, staying healthy and having fun alongside how the Jr.NBA offers youth another developmental opportunity and pathway. Appendix 13 entails further voices. From these insights, it affirms notions that the Jr.NBA’s main priority in Scotland is growing basketball’s participation rates. Social impact falls secondary. Like the Czech Jr.NBA League, the programme’s strengths are the participatory opportunities allied to the NBA’s unique components (draft day/finals/former professional basketballers) (Němec, 2021). Limitations include the total schools involved allied to the highly competitive game requirements restricting playing opportunities (Němec, 2021). All stakeholders out with basketballscotland accredit the programme’s effectiveness and success to basketballscotland’s Jr.NBA operatives provide significant help and support
everyone involved, providing additional information, resources and training when required (basketballscotland, 2017a; basketballscotland, 2021g; Pravenec, 2017; Woods, 2021b). Given responses, the Jr.NBA in relation to basketballscotland’s controllable components have been collectively praised:

“The programme has been a massive success. The learning aspect of it is fantastic. Kids learn about respect and teamwork, something which is bigger than basketball. These are key life skills that the Jr.NBA is teaching kids. Of course, it’s important for developing a lifelong love of basketball from a young age. The more youngsters we can get to support their team, the more they will get involved.” - Anita Reca, former basketballscotland Regional Development Officer (basketballscotland, 2019g)

Skills learned through basketball are derived from both on and off-court. The Jr.NBA’s on-court sessions enhance basic physical literacy such as catching, jumping and running alongside improvements in confidence, coordination, decision-making, resilience and teamwork whilst providing valuable lessons in handling failure and success, setbacks and obstacles (basketballscotland, 2021b). The off-court side reinforces diligence, promotes honesty and fairness whilst encouraging participants to always give their best notwithstanding the environment (basketballscotland, 2021b). Both components are underpinned by having fun and socialising. The aim: to develop happier and healthier people who, through participation in basketball, accrue a greater sense of community belonging and educational attainment alongside improved lifestyle commitments (basketballscotland, 2021b). While not every participant wants to learn lessons and skills, opportunities to acquire them are important so they are available if required whilst determining whether they are something pursuable or rejectable (Sen, 1999). Interviews with basketballscotland employees corroborated these findings. Passive developmental approaches whereby outcomes are accrued as participatory byproducts has benefits:

“There is little evidence that coercion works faster than what can be achieved through voluntary social change and development.” - Amartya Sen (1999: 225)

People must take responsibility for changing their lives, developing at their own pace and of their own accord rather than relying on external actors providing unwanted encouragement (Sen, 1999). Schools involved praise the Jr.NBA with teachers noticing that all
pupils learn new skills, make friends and stay active through voluntary choice (basketballscotland, 2019c). Convenors observed how the Jr.NBA’s values of fun, hard work, sportsmanship and teamwork are regularly displayed at sessions (basketballscotland, 2019f; basketballscotland, 2019i). Footage of Jr.NBA events substantiated these findings with participants showcasing these traits (basketballscotland, 2019s; basketballscotland, 2020l). Multiple observers testified that the Jr.NBA builds social capital amongst youth in deprived Scottish communities (basketballscotland, 2021b). While outcomes reinforce views that sport participation teaches valuable attitudes and skills applicable to daily life, it also reflects false representations of basketball (Papacharisis et al., 2005). This epitomises Gould and Carson’s (2008) research linking sport participation to life skill development rather than intentionally designing the Jr.NBA to develop life skills. Through purposefully tailoring programmes, outcomes can be heightened and broad ranging (Hills, Velasquez and Walker, 2018). To fully grasp the Jr.NBA’s impact, stakeholders’ (coaches/parents/participants/schools) experiences require consideration:

<table>
<thead>
<tr>
<th>Pentland Primary School, Edinburgh (Indiana Pacers)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year of Interview</strong></td>
</tr>
<tr>
<td>2017</td>
</tr>
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</tbody>
</table>
| | • “The children weren’t as interested in basketball before as our school is very football orientated, but actually, basketball has really come on and the whole school is cheering us on and wishing us good luck and they’re getting so much more into it. So, it’s been a great thing for them and actually going in and playing and doing all these games and winning or losing it doesn’t matter, but being in a league like this and having your own kit and the basketball, it’s been really good for them … We got so into it, the children got so into it and every day they practice at breaktime. So, we’re their teachers and every day at breaktime they come to us so they can practice and their knocking on our doors if we forget and then at
lunchtime, at one o’clock for ten minutes, we go outside and shoot hoops and that’s what we do every single day.” - Coach/Teacher 2

- “This has been an amazing experience for all of the children involved at Pentland ... They have loved every minute. My son has now asked for Nike Air Jordans and a new basketball for Christmas.” - Parent 1

2018

- “The Jr.NBA has changed a lot about school life, playing basketball at break time, having games, playing with friends, becoming better friends and making more friends. Since the Jr.NBA has started, I’ve now became a [Indiana] Pacers fan and I’d like to thank them for all the nice stuff we’ve got and the nice kit” - Player 3

- “I liked it when my team, if we lost, then we would all dance off. We couldn’t not have a sad face as our coaches wouldn’t let us. Thank you so much. We all love it and we’re having a party in the other room.” - Player 4

2021

- “It’s been amazing! In my basketball club, I’ve got thirty children and I’ve actually got thirty more on the waiting list as well, so more children are into basketball. Before it was always just football and now our school is talking more about basketball. I feel like it has helped with sportsmanship with the children. It’s just developed great skills for them.” - Coach/Teacher 2

- “It’s huge! The first year we did it, the Indiana Pacers actually sent us a few gifts and we’ve still got them up in school. We also have our winner's trophy up in school. It’s just been a great opportunity for the children.” - Coach/Teacher 2

- “More children are actually in a club. Some that are in my club are also in Blaze [basketball club] and a few others who haven’t had the opportunity to do it in school yet have also joined clubs. So, it’s really opened up opportunities for them.” - Coach/Teacher 2

- “It’s been great! Just seeing the children grow and love basketball more. Some of the children have been doing it for two years now, so this is their second year of being in the Jr.NBA and just seeing them have that love for basketball thanks to the Jr.NBA.” - Coach/Teacher 2

Table 6.9: Jr.NBA’s Impact on Pentland Primary School (Adapted from basketballscotland, 2017a; basketballscotland, 2018f; basketballscotland, 2021g).

As Pentland showcase, the Jr.NBA has immediate and consistent impacts on clubs, communities’ and schools. The programme prompted institutions and teams across Scotland to use basketball more extensively and intentionally due to demand exceeding supply, leading to extra basketball sessions (before/during/after school) being run by schools and teams to accommodate all ages (Liberton, 2017; Kingsford, 2022; Preston Street, 2022; Sciennes, 2022; Sunday Post, 2020). Basketballscotland reported that the Jr.NBA: brings everyone (playing/non-playing) from different backgrounds together; crosses community divides (ethnicity/gender/religion); provides benefits for coaches, players and teachers; fosters community/school spirit; now resides within schools’ daily programming; sparked greater
demands from children for more frequent participatory basketball opportunities; improves teacher-pupil relationships; boosts students’ classroom performances; sparks friendships and socialisation; and reduces exclusivity whilst encouraging inclusivity (basketballscotland, 2017a; basketballscotland, 2021b; basketballscotland, 2021g). The programme’s long-term impact is reflected through more attendees reportedly caring about their school, hoping it prospers (basketballscotland, 2021a). This increased the number of people returning to make their community and the Jr.NBA successful (basketballscotland, 2021a). These findings showcase potential basketball outcomes when more participatory opportunities are supplied (Sen, 1999). In developing schools which double as communities, the Jr.NBA via basketball builds individuals’ capabilities:

<table>
<thead>
<tr>
<th>Participant/Coach Examples</th>
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<tbody>
<tr>
<td><strong>Charlotte’s Story (Balloch Primary School (West Dunbartonshire)/Philadelphia 76ers)</strong></td>
</tr>
<tr>
<td>• “I’m primary 7 at Balloch and I played for the Philadelphia 76ers.”</td>
</tr>
<tr>
<td>• “I got involved in the Jr.NBA through Balloch Primary School as they had a basketball team and our coaches Jenny Alexander and Pamela Ross, they got us into the Jr.NBA, and I loved it.”</td>
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<tr>
<td>• ‘My favourite part about being in the Jr.NBA, I loved all the games, but probably my favourite game was probably against Cradlehall [a rival school] as it was for the second and first place and it was such a close game, but we came out on top. We played really good, just strong in defence and just worked as a team.”</td>
</tr>
<tr>
<td>• “What I’ve learnt is to be really resilient. So, if you're losing a game and stuff, you just need to pick yourself up and carry on. Also, teamwork. You need to work with your team to win games. I really loved it.”</td>
</tr>
<tr>
<td>• ‘My favourite NBA player is definitely Lebron James. He is in the team; the LA Lakers and he is amazing. I just look up to him and he inspires me. He’s just really strong and really skillful.”</td>
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| | • Coaching has enabled Ben to develop new skills whilst improving others:
• “I love basketball so much and I’m excited to move up to the under 14’s with the [Highland] Bears and play with different people. You should all definitely go for it because basketball is a sport where you go and make friends and have loads of fun and just get really fit and strong from it and I enjoy it.”

emotional intelligence; empathy; leadership; listening; planning; reflection; and time-management

• Such experiences have helped enhance his personal development off-court via his education, adding to his knowledge of subject matters relating to his degree in Fitness, Nutrition and Health’ through firsthand experiences and complimented his on-court playing career.

• In 2022, Ben signed a professional contract with UNES FC Barcelona.

Table 6.10: Jr.NBA Participant and Coach Examples of Improved Capabilities (Adapted from basketballscotland 2020d; basketballscotland, 2022g; basketballscotland, 2022h; basketballscotland, 2022i).

Table 6:7 and 6:10 highlight how the Jr.NBA has instant impacts on stakeholders. Basketball affects everyone differently with people developing diverging traits derived from their respective experiences. Through attending, participants have: become more holistically developed; learned key life lessons and skills; improved their physical and mental wellbeing; began transferring attributes to benefit other aspects of life such as education; identified their future life’s pathway; and progressed their basketball journey (basketballscotland 2020d; basketballscotland, 2022g). These outcomes help address deprivations faced by Scottish society, especially inequalities endured by handicapped people and females. Through enhancing someone’s individual agency at a young age, as table 6:10 showcased, it puts people on pathways towards individual freedom by capably learning how to convert lessons into capabilities which can later render more advanced freedoms (Sen, 1999). Individual agency’s core premise, highlighted by Charlotte, instils social commitments to continually expand people’s freedoms which reflects development’s primary and principal means (Sen, 1999). Freedom’s intrinsic value stems from its instrumental effectiveness, promoting and enabling other freedoms successful generation to continue developmental processes, preventing stagnation or unfreedoms returning which previously constrained and confined people’s development (Sen, 1999). Ben exemplifies this premise. While these examples reflect two individuals’ stories, feedback reported how 100% of participants benefit and gain from the programme within some capacity (basketballscotland, 2021a). However, monitoring and evaluative methods investigating benefactors long-term programme outcomes are required before such statements can be confirmed. Figure 6:1 is basketballscotland’s Theory of Change:
Through participating, stakeholders experience and generate different outcomes which tables 6.7-6.10 affirm. These effective transformations stem from coaches being the main developmental actors (see table 6.9/6.10). This links to the initiative’s uniqueness whereby alongside basketballscotland and Jr.NBA coaches, school teams involve volunteer parents and teachers (basketballscotland, 2017a; basketballscotland, 2020d; basketballscotland, 2021g). Utilising these personnel as coaches enhances youngsters’ development due to greater inter-personality levels via pre-established relationships (Dixon and Nussbaum, 2012). These influential operatives’ function in various roles within different environments where skills learned are sometimes transferable, expediting and enhancing capability building processes by helping foster children’s human identity (Comim, 2014; James, 2017). As alluded in table 6.9 and 6.10, the Jr.NBA’s positive impact helps schools connect with community basketball clubs to offer pathways for pupils’ continued development upon leaving the programme or school (Oliver, 2019). The Jr.NBA assists Scottish basketball and graduating participants:

“The Jr.NBA has been great for our club and the game in Scotland. Our women’s pathway has recently just reached over 100 members and many players who play in our U14 squad now got started through the Jr.NBA with their schools. We’re really looking forward to continuing with the Jr.NBA programme this year and giving the

Figure 6.1: basketballscotland - Theory of Change.
players a positive experience.” - Eoghann Dover, Blaze Basketball Club Development Manager (basketballscotland, 2021j)

The Jr.NBA’s successes (participants’ positive experiences and developmental outcomes) increase club memberships for handicapped and non-handicapped teams. Club links extend basketball’s opportunities to enhance individuals’ development by creating sustained pathways from childhood-adolescence through continued involvement. Preventing mass dropouts whilst continuing people’s all-round development through basketball, teams employ previous Jr.NBA players alongside current under 18 National Academy players to coach, officiate and referee at competitions as ‘enablers’, subsequently creating a sustainable volunteer cycle (basketballscotland, 2022h; basketballscotland, 2022s). Extending capability building opportunities, youth are provided opportunities to undertake basketballscotland led courses (coaching/officiating/refereeing) to continue developing, becoming accredited for their contributions. Attaining credentials leads to more advanced voluntary options alongside paid positions. Through feedback and observations, basketballscotland (2022h) found enablers’ confidence continually increases whereas their heightened basketball knowledge and skillset helps create bonds with new participants, providing instant inclusion, safety and security, helping engender positive attitudinal behaviour impacts (basketballscotland, 2022h). Through non-handicapped people working with handicapped participants and vice versa, this broke down stereotypes through providing more holistic and diversified understandings of life (Hedge and MacKenzie, 2012). Volunteering offers broad ranging personal, professional and community benefits, starting with empowering youth as resourceful individuals before contributing to developing citizenship and social capital (Nicholson and Hoye, 2008). Using former participants as instructors promotes local ownership whilst decreasing dependencies on external change agencies over time, improving initiatives’ long-term sustainability (Schulenkorf and Edwards, 2012; Svensson, Hancock and Hums, 2016). Well intended, the Jr.NBA reflects sport’s dark side:

“For us, it’s really working to grow the game globally and get more boys and girls participating. That can lead to future fans of the NBA and things of that nature … From the NBA’s perspective, obviously we want to become the largest sport in the world. And by doing that, and getting more kids globally playing basketball, it is only going to help us reach that goal.” - Neal Meyer (Woods, 2021a)
While the Jr.NBA is a participation programme generating developmental outcomes for people alongside communities, it doubles as a marketing strategy. The NBA uses initiatives to promote the NBA brand to Jr.NBA participants whereby through developing individuals’ interests and capacity, they aim to turn youth into life-long NBA consumers of basketball products (Fortunato, 2013). Replicating the NBA’s system (draft days/final fours) whilst dispensing NBA affiliated resources (basketballs/equipment/strips) familiarises attendees with authentic American cultural commodities, creating emotional attachments and buy-in from participants through simplistic effort (Zhou et al., 2017). The NBA promotes youth programmes with developmental and participatory intent, yet organisational involvement represents broader issues associated with neoliberal globalisation and pursuits prioritising capitalism, commercialisation, and international growth over altruism, reproducing hegemonic ideologies and practices (Millington, 2010). With North America’s marketplace becoming saturated, the NBA now focuses universally, mainly to Africa, Asia, and Europe, to prevent ramifications (Means, 2007). Initiatives like the Jr.NBA exist as model programmes for synergistic approaches to development through basketball whilst simultaneously expanding the NBA’s marketability (Means and Nauright, 2008). These communities are led “by an invisible hand” (Jr.NBA) to “advance the interest of the society” (Scotland) albeit pursuing their own interests, or helping others (Sen, 1999: 256). Having delineated how the Jr.NBA via basketballscotland generate non-sporting outcomes through basketball, the final sub-section offers four case studies highlighting the programme’s developmental outcomes.

**Case Studies**

“The reason why I coach has changed quite a lot over the years. It started off with competition and a competitive outlet within sport and then, really became about what sport could add to my life and the life of those I coach. I now think that my philosophy is very much about person first, player second and trying to help that player achieve their goals, be they sporting, career or academic goals. I think that sport has such a big impact on somebody’s life, it certainly did on my life, that it can actually be a vehicle to develop in ways that go way beyond winning and losing games of basketball.” - Donnie MacDonald (basketballscotland, 2018d)

This comment showcases how non-sporting outcomes are one of basketballscotland’s priorities. As the aforementioned voices corroborate, it is a widespread opinion shared at
basketballscotland alongside those associated with the Jr.NBA. In previous sections, non-sporting outcomes generated through the programme were outlined. How basketballscotland through the Jr.NBA build people’s capabilities and render developmental outcomes requires documentation. Such assessments are best determined through former and current stakeholders’ voices discussing the programme’s effects. The succeeding case studies are a few examples chosen because they cover diverging components and opportunities concerning the Jr.NBA’s transformational outcomes. They showcase basketball’s developmental potential in Scotland from contrasting avenues and pathways. While basketballscotland and the Jr.NBA play crucial roles in people’s development, the subsequent outcomes were influenced and heightened by various present factors whereby basketball was but one key element in the capability building process. Seeking broader understandings of CA in Scottish basketball, the following case study vignettes represent Sen’s (1999) three focal points: their direct relevance to people’s well-being and freedom; their indirect role through influencing social chance; and their indirect role through influencing economic production.

**Case Study One – Andrew Melville (Falkirk)**

“It’s been good, it’s been exciting. We’re learning a lot of different stuff compared to what we’re doing at home but it’s good to be learning new things. I’ve made a lot of new friends that I wouldn’t have had without the camp and a lot of nice people. They’re from all over the place like Turkey and Slovenia. We’ve been working on a lot of skill-based stuff. Three versus three, learning how to space the floor and things like that and giving us different reads to do. It’s great to get all the different coaches’ perspectives.”

- Andrew Melville, former Jr.NBA participant and current Falkirk Fury Player (Sansica, 2019a)

Melville began playing basketball in 2015 aged 10. Starting at Maddiston Primary School, he was earmarked by his coaches as a future talent, soon joining his local community basketball club, Falkirk Fury (Falkirk Herald, 2019c). Progressing through the team’s youth system, Melville led the under-14 team to victory in the 2019 Scottish Cup and was voted Most Valuable Player (Falkirk Herald, 2019c). Following this accomplishment, Melville became Scotland’s only male representative to attend the four-day Jr.NBA Europe training camp for youth aged 13-14 in Bologna, Italy (Falkirk Herald, 2019c). Melville’s coaches believe his performance standards did not impact selection, but his off-court characteristics surrounding
commitment and dedication which enable his on-court ability, allowing him to fully embrace the opportunity (Falkirk Herald, 2019c). From undertaking regular monitory and evaluative observations regarding Melville’s personal development, Fury’s staff attest that these traits were quickly generated through consistent and regular attendances at basketball practices (Falkirk Herald, 2019c).

At the Jr.NBA camp, coaches identified Melville for his basketball capabilities and potential alongside his non-sporting mentality and skills, specifically his attitude and work ethic (Fury, 2019). Melville accredits playing basketball long-term for developing these soft skills (Sansica, 2019a). From this opportunity, Melville was recruited by Italian basketball club, Academy Basket Fidenza, to play in their Euro League fixtures in Bulgaria and Slovakia against Europe’s best youth systems including FC Bayern (Germany) and KK Flash (Serbia) (Fury, 2019; Fury, 2020). Reflecting on his transformation, Melville’s coaches at Falkirk acknowledged that he is stronger and more well-rounded on and off-court due to these experiences (Fury, 2020). Melville has since utilised these lessons to enhance his sporting/non-sporting personal development from education to representing the Scottish National Basketball Youth Team (basketballscotland, 2022o). Melville believes the Jr.NBA was his most valuable and life-changing experience (basketballscotland, 2022o).

Case Study Two – Jenni Torrance (Livingston)

“‘It’s been great. The basketball has been really fun and I’m learning a lot from it from different coaches and players. Off the court it’s also good to socialise with new people. I’ve made friends with some of the Swedish girls, everyone really ... I’ve learnt a lot more names for things. I recognised quite a lot, but the coaches tell you to read the defence in a slightly different way to what you’re used to so it’s really expanding my knowledge.’” - Jenni Torrance, former Jr.NBA participant and Caledonia Pride player (Sansica, 2019a)

Torrance started playing basketball in 2018 aged 14 through joining the West Lothian Wolves Basketball Club. Due to her performances, progress, and behaviours throughout the 2018/19 season, Torrance was one of sixty people selected to attend the 2019 Jr.NBA Europe training camp for children aged 13-14 in Bologna, Italy (basketballscotland, 2019n). As Scotland’s only female representative, the four-day event, led by former NBA players (Boris
Diaw/Vladimir Radmanovic) aimed to provide Europe’s best young talent with opportunities to enhance on and off-court skills in fun and positive environments (basketballscotland, 2019n). Although on-court objectives focused on basketball’s technical and tactical components, the main non-sporting elements centred around instilling three key values: integrity, respect, and teamwork (Carson, 2019b). While this opportunity is only afforded for one boy and girl annually, no other grassroots sports programme in Scotland offers such chances.

Given this opportunity, Torrance’s playing standards elevated and instantly unearthed new possibilities. Prior to the next WBBL basketball season (2019-2020), Torrance signed with Scottish semi-professional basketball team, Caledonia Pride, becoming the youngest player in the league aged 14 (Carson, 2019a). She since represented Scotland and GB’s National Youth team at international competitions (Pride, 2022). Through using her basketball abilities, she aspires to attain an athletic scholarship to acquire a degree from an American university whilst playing college-level basketball (Pride, 2022). Torrance plans to use basketball to catalyse personal growth by developing her off-court attributes, enabling her to flourish in her future career and life whether in basketball or not. While these opportunities are associated with development through elite sporting environments, Torrance, alongside her coaches, noticed these experiences advanced her non-sporting attributes and soft skills (Sansica, 2019a). These have been applied to other life aspects, especially education where, to attain an athletic scholarship, she must excel, alongside her basketball career.

Case Study Three – Cadyn Thomson (Perth)

“I made my first basket and that gave me such a sense of joy. That’s when I started following basketball … I really enjoy this because I get to meet new people while gaining skills … My message to anyone who isn’t sure, is to come down, give it a try, because you never know what you’ll enjoy. I feel like if I can give people the passion I have for sport, I can help support a new generation of athletes. Ultimately, my dream would be to be a professional coach. As a coach, if I can make one person enjoy one thing then it’s a successful day … I would love to be on the sports panel to help bring disability sports into the more rural areas of Scotland. It’s vitally important that we make sport more accessible for people who don’t have the use of transport.” - Cadyn
Thomson, former Jr.NBA participant and current Dundee Dragons/Perth Eagles Player-Coach (Scottish Disability Sport, 2020)

Thomson was born with cerebral palsy in 2003. Forced to stop his first passion (football) in 2012 due to lacking nearby opportunities for disabled participants, this dented Thomson’s confidence, generating feelings of sadness (Perthshire Advertiser, 2020). Having first encountered basketball in 2015 while on holiday in Florida, Thomson was motivated to attend a Jr.NBA taster session in 2019, catalysing his basketball journey (Scottish Disability Sport, 2020). Following this positive experience, Thomson joined Dundee Dragons that year where, alongside his teammates, they emerged victorious in the Wheelchair League’s inaugural season (Perth and Kinross Disability Sport, 2020). This achievement reinforced his passion for basketball with Thomson becoming hooked, transferring skills learned through the Jr.NBA to other aspects of life like volunteering (Scottish Disability Sport, 2020). Since starting basketball, those around him noticed significant changes in his ambition and personality, attesting how “he makes a big impression on everyone he meets” (Scottish Disability Sport).

Thomson showcases that transformational outcomes are achievable from playing basketball. He declared that basketball is important to him, prompting his desires to make the world a better place for people with disabilities through sport (Perth and Kinross Disability Sport, 2020). Since graduating from the Jr.NBA, Thomson joined Perth Eagles where he currently coaches whilst sitting on the Scottish Disability Sport Young Persons’ Sports Panel (Gallagher, 2020). His aim: to help create opportunities for other handicapped people so they can experience sport’s benefits (Scottish Disability Sport, 2020). Initially disheartened by his sporting experiences, basketball reignited his admiration for sport, helping him realise his life’s future pathway. Partaking in the Jr.NBA broadened his horizons. As Thomson’s story reflects, the Jr.NBA provides a new lease of life alongside feelings of confidence, independence, motivation, and self-belief to an excluded demographic in Scotland (Exbulletin, 2020).

Case Study Four – Shannon Torrie (Forfar)

“Basketball means everything to me. I love seeing the people I coach develop and grow. The sport is also my escape when I need some ‘me time’. Basketball has just completely changed my life. It feels like a second family.” - Shannon Torrie, Tayside Musketeers Basketball Club Coach (basketballscotland, 2020j)
Torrie started coaching basketball in 2019 at Tayside Musketeers Basketball Club aged 19. Despite hesitations, having noticed her low confidence and that she needed some positive life experiences, Torrie’s college lecturer convinced her to join (basketballscotland, 2020j). Searching for new experiences to provide said confidence boost, Torrie became the publicity officer whilst leading sessions, primarily for girls, in primary schools linked to the Jr.NBA (Dundee and Angus College, 2020). Through creating a friendly, inclusive, and safe environment based on fun, Musketeers’ staff noticed an increase in basketball activity throughout the region (basketballscotland, 2020i). Noticing improvements in dedication, diligence, and enthusiasm, many of Torrie’s players opted to continue their development and join Musketeers under 10/12/14 girls’ programmes which she also coaches (Dundee and Angus College, 2020). Torrie attests that she learned valuable transferrable career management traits such as adaptability and punctuality alongside organisational and time-management skills (Dundee and Angus College, 2020). She has since applied them to her current Advanced Certificate in Coaching Sports and Fitness alongside her intended future occupation within sport (Dundee and Angus College, 2020).

Torrie was initially anxious and nervous about coaching, reliant on her colleagues (basketballscotland, 2020k). This changed within one-year whereby she now undertakes sessions individually (Dundee and Angus College, 2020). Club members, alongside college lecturers, noticed significant progressions associated with her interpersonal and soft skills stemming from her coaching duties requiring her to interact with external events organisers, fellow coaches, parents/carers, participants, and teachers (Dundee and Angus College, 2020). Reflecting upon the positive impact basketball had on her life and players, she seeks further involvement, taking on greater responsibilities, meeting different people, gaining new skills, and furthering her personal development (basketballscotland, 2020j). The positive responses she receives from participants when coaching generated this desire, providing joy and self-satisfaction through helping others grow (basketballscotland, 2020k). From knowing nothing about basketball, Torrie now coaches or plays basketball daily and intends to continue (Dundee and Angus College, 2020). In 2020, given her dedication to coaching basketball, entailing over 300 voluntary hours that year, Torrie won Dundee and Angus’ College Principal’s Choice Award (basketballscotland, 2020j). Having displayed how basketballscotland use basketball to build Scotland’s residents capabilities through producing non-sporting developmental outcomes, the next segment discusses chapter six’s key observations.
Key Observations

“I knew Scotland was a big football and rugby country, but basketball is so popular with kids, it’s good. [The inclusion of the wheelchair section] is very big, not just for Scotland, but many other countries to start doing it, not just in wheelchair basketball but in helping participants become a better person. It’s a very nice impulse for the kids. Everybody is going to know that this started in Scotland and follow on … Professional basketball is sometimes a very high level without emotions but the Jr.NBA is not about winning or losing but you see kids smiling, kids developing in basketball skills but also friendships on and off the court. I believe that basketball develops them as a person, and I see this as being more important than winning or losing.” - Marko Milič, Jr.NBA Ambassador and former NBA player (basketballscotland, 2019m).

Through basketballscotland’s actions, they embody Sen’s (1999) CA without realising, reflecting CA’s overarching proposition that for people to flourish in life, they must be provided opportunities alongside aid to overcome barriers. To make positive transformations in people’s lives, individuals must first become hooked on basketball with the Jr.NBA fulfilling this role, providing entry points to generate developmental outcomes. Basketball, development, and society’s relationships’ rudimentary step surrounds engagement. The desired result is sustained participation. This creates opportunities to render non-sporting social outcomes long-term. The optimal way involves merging national basketball cohesivity alongside internationally mainstream combined efforts embedding unilateral focuses. Through mixing localised knowledge with international expertise, this helps hone programming towards Scotland’s circumstances whilst alleviating society from financial burdens and social impediments (Sen, 1999). Overall, the Jr.NBA has: helped grow grassroots basketball; implemented opportunities for some of Scottish youth’s most marginalised demographics (BAME groups/females/handicapped people); instilled valuable life characteristics, lessons, morals, skills, and traits in youth; provided teams for individuals and communities where no basketball clubs exist; and worked with some of Scotland’s hardest to reach children through delivering basketball clinics.

As the Jr.NBA showcased, basketball can build people and communities’ capabilities. Impacting people differently, the Jr.NBA contributes to or guides individuals on their life’s path, creating previously non-existent possibilities whilst allowing them to develop via their
own free will. Developing youth earlier in life prepares children for later developmental stages, providing greater possibilities to flourish through supplying opportunities to acquire foundational life attributes necessary to continue life-long development (Dixon and Nussbaum, 2012). This enables youth to reach more developed levels quicker via expediting developmental process and increasing chances of sustainably flourishing long-term (Sen, 1999). Partnering with mainstream basketball conglomerates enables and accelerates Scottish basketball’s growth, enhancing basketball’s potential to build people and communities’ capabilities. Using the NBA’s brand recognition and universal reputation, basketballscotland raise basketball in Scotland’s domestic profile, reaching areas unfamiliar with the sport. The programme encourages individuals and groups to participate who previously lacked opportunities by offering expertise and security unparalleled in Scotland. Overall, the Jr.NBA endorses basketballscotland as an NGB, afforded the prestige of an NBA partnership, helping legitimatise Scottish basketball.

Despite the possibilities, the Jr.NBA suffers limitations. The main issue: developmental outcomes are generated as participatory byproducts rather than directly and intentionally accrued. Within programming, unintended consequences dominate outcomes over reasoned and purposeful advancement, although unintended consequences of “human action are responsible for many of the big changes in the world” (Sen: 254). Likewise, “perhaps most good things that happen are typically the unintended results of human action” (Sen: 255). While non-direct approaches work to certain extents, it does not control outcomes. However, as Ives et al. (2021) highlighted, the wider political economy currently influences the identity and practices of coaches working in this unfamiliar and stressful SFD landscape, necessitating greater coach education around how to achieve and deliver desired developmental outcomes. Where the Jr.NBA basketballscotland’s league underperforms resides within Sen’s (1999: 27) “culmination outcomes” whereby only some final results are recorded without documenting the entire developmental process alongside how freedoms are later exercised. The Jr.NBA also represents basketball’s dark side with intentions underpinned by commercial motivations. Yet, the Jr.NBA is an opportunity and investment which would otherwise not exist without accepting these terms. Based on present circumstances, the social outcomes for Scottish society outweigh the NBA’s commercial intent. Overall, the initiative helps sports deemed peripheral or secondary in host countries with basketball affinities increasing among Scottish youths. Having highlighted chapter six’s key observations, the last section entails concluding remarks.
Concluding Remarks

“I think he [Dr James Naismith] would be exceptionally pleased at the spread [of basketball] because he was trying to raise people and the more the better ... What I really loved about what I’ve been involved in on this trip [to Scotland] is I’ve been involved with a Jr.NBA group that understands the importance of reaching out to young people … talking about the value of hard work … learning … sports … picking a good path in life because he went through the tough parts with that one.” – Jim Naismith (The Church of Hoops, 2019)

Chapter six’s argument promotes basketball as a developmental tool in Scotland. Enhancing individuals’ health and wellbeing, strengthening communities such as neighbourhoods and schools, alongside creating inclusive recreational opportunities to increasing disadvantaged and marginalised youths’ life chances, basketball in Scotland helps build capabilities. Whilst assisting the Scottish Government’s (2021a; 2021b) national developmental agenda through basketball programming aiding people and communities’ development which helps reduce societal inequalities, the Jr.NBA basketballscotland League contributes to eight (1/3/4/5/10/11/16/17) SDG’s (see table 2.2). The Jr.NBA is more than a youth participation programme, it enables attendees to acquire basketball’s core values, aiding participants’ development through instilling non-sporting outcomes from transferrable life lessons to soft skills. Although, intentions need shifted towards intentional developmental emphasis to enhance non-sporting outcomes. Overall, the Jr.NBA is a beneficial grassroots programme for Scotland, representing a more holistic approach towards growing basketball from basketballscotland who historically have been less forward thinking and more concerned with what resources they have to govern the sport as opposed to looking at external stakeholders like the Jr.NBA who have the capacity. This programme offers much more opportunity and potential to create more sustainability and person retention. However, sufficient follow-up evaluations and mechanisms measuring and supporting developmental processes alongside pathways are needed to assess basketball’s long-term developmental impact. Having examined how basketballscotland produces developmental outcomes via basketball in chapter six, chapter seven considers how Scottish community basketball clubs accrue social impact.
Chapter Seven – Community Basketball in Scotland: Blaze Basketball Club

“The future of our sport, sporting organisations, is based on meeting the needs of people in our communities. If we want sport to be relevant to Scottish society going forward, we have to meet the needs of people in our community and stop thinking about our individual sport and how our sport is the solution to all problems and to start thinking about what the needs are of the people that we serve and … who are we not serving.” - Simon Turner, We Play Together Co-founder/Blaze Basketball Club Coach and Trustee (Actify, 2020h)

Introduction

Chapter six assessed how basketballscotland achieves non-sporting outcomes through basketball. Constituting the thesis’ second case study, chapter seven builds upon this premise by determining how community teams like Blaze Basketball Club deliver social impact via basketball. Contemporary sources highlight lagging knowledge surrounding community basketball team’s contributions to developing people, communities, and nations (Reid, 2016). Less has been documented about community sports organisations through CA (Açikgöz, Haudenhuyse and Hacısoftaoğlu, 2020). No research investigates basketball in Scotland or Blaze from this angle with the club’s developmental components requiring investigation. To date, only Reid (2016) appraised Blaze albeit through a social enterprise scope. Chapter seven addresses this lacuna by contributing to the following research questions: how should we explain the relationship between basketball, society, and development alongside what are the limits and possibilities of basketball in Scotland?

To close gaps in knowledge, chapter seven comprises six areas. Part one contextualises Blaze, outlining features underpinning their developmental structure: background; organisational aims; basketball opportunities; and business approach. Part two explains ‘Fit Minds’; Blaze’s approach to improving wellbeing. Part three discusses Blaze’s coaching philosophy which enables the club’s transformational potential. Part four delineates training mechanisms Blaze utilise to generate non-sporting outcomes. Part five demarcates Blaze’s measuring, monitoring and benchmarking strategies, unravelling developmental processes. Part six offers case study vignettes concerning four benefactors of Blaze’s programming. These sections provide descriptions of opportunities supplied, reflecting accredited non-sporting
outcomes participants experienced. The final section addresses chapter seven’s key observations before concluding. These sections form part of chapter seven’s narrative which is underlined by five overarching themes: connections, diversity, equality, inclusivity and relationships.

**Blaze Basketball Club – Case Study Context**

**Background**

“In sport we often talk about developing people ... about the character-building nature of sport and that’s really valuable. We’d just encourage you to ask a second question which is whose character are you developing? If the answer to that question is, we’re developing people if I’m honest who look like me [white, middle-class, male], then somethings not quite right there. What we really need is a diverse range of people growing and benefiting from being involved in sport.” – Simon Turner (Actify, 2020f)

Blaze is an Edinburgh-based amateur-community basketball team. Formed in 1961, Blaze have over sixty years’ experience using basketball to provide people a sense of community belonging through on-court success and off-court development (WPT, 2022). Transforming the club’s developmental capabilities in 2011, Blaze partnered with basketballscotland and Castle Rock Edinvar Housing Association, helping procure a £1-per-year twenty-five-year lease from Edinburgh Council for The Crags Community Centre (Westwater, 2018). Located between Dumbiedykes, Marchmont and Morningside, the area suffers high alcohol/drugs misuse, income deprivation and unemployment (PPS 2019; Scottish Neighbourhood Statistics, 2013). Upon signing, Blaze committed to supporting seven outcome agreements, centralising the community, its residents and their development by shifting the club’s priority from on-court to off-court results (see appendix 14). The main aim is making Crags’ community users key holders, solidifying a community ethos through shared responsibility (Sutherland, 2012). Seeking proliferation of Blaze’s meaning, from 2021-2022, Blaze alongside The Crags united to form ‘We Play Together’ (WPT); a brand providing greater community inclusivity and seeks to broaden Blaze/Crags audiences (Bold, 2022). Today, WPT is an open-access wellbeing hub with success defined through making direct positive impacts on people’s lives (WPT, 2022). WTP’s core tool: basketball. Once
symbolising community failure, The Crags is now a sustainable social enterprise providing thousands of people lifelines (PPS, 2019).

WPT serve two interconnected communities: ‘community of geography’ (south-central Edinburgh residents); and ‘community of interest’ (people desiring basketball participation) (WPT, 2022; see appendix 15). Operating within these groups’ intersection, as public engagement through basketball opportunities, centre use and outreach strategies increase annually, WPT’s internal community expands. Comprising around 350 members, 10 trustees, 5 full-time employees and over 200 additional people attending weekly sessions alongside paid coaches, Blaze is one of Scotland’s largest basketball clubs (Actify, 2020h; Edinburgh Evening News, 2016). Despite Dumbiedykes’ 8.2 average Scottish Index of Multiple Deprivation (SIMD) rating, the team’s composition represents more affluent backgrounds (Blaze, 2021). Notwithstanding 27 registered ethnic backgrounds, with 90.9% of coaches and 65.5% of players of Caucasian ethnicity, Blaze are predominantly white middle-class albeit slowly diversifying (Blaze, 2021; see appendix 16). Yet, the club’s inclusion utopia desires ethnic diversity which reflects societies (Actify, 2020f). WTP’s key policy entails recruiting like-minded people who understand their approach’s importance and aspire to transform people’s lives (Blaze, 2021). In currently driving SportScotland’s (2017a; 2021) ‘Sport for Life’ and ‘Changing Lives’ agenda which resembles Sen’s (1999) CA, WPT via Blaze established themselves as BFD leaders (see appendix 17).

Aims and Objectives

“What I’ve observed over the years is that we tend to treat the impact on communities as a byproduct of what we do. So, we coach great sport, get lots of people playing or we improve performance … and that will also increase the confidence of people and will give young people something to do to make sure they’re not in trouble or that will also bring people together or they will form connections beyond different boundaries. But if we flip that around and place some of those things at the centre of what we do and treat performance and participation as a byproduct of those things, then actually we can achieve both.” – Simon Turner (Wright, 2021b)

Blaze’s initial objective was building preservation via acquiring a permanent home for the club to overcome facility accessibility and affordability (Blaze, 2019a). Realising The
Crag’s capability to generate community empowerment, Blaze recognised their potential for positive community impact (Nerbun and Sanderson, 2020d). To survive, Blaze believed they must implement a culture and ethos transcending participation or winning to attract investment, support, and volunteers (Blaze, 2021). Today’s aim: to transform lives by delivering social impact through basketball. Nowadays, Blaze is leading a step-change for community sport’s role in people’s mental health alongside life chances (Blaze, 2021). Blaze asks what basketball can do for people, communities and society, not what people, communities, and society can do for basketball (Actify, 2020g). Flipping sport’s traditional components, Blaze advocates a person/needs-centred, community driven approach: non-sporting outcomes come first with performance results sitting secondary; connection first, activity-level second, and skills third; alongside prioritising coaching’s who and why factors over sport’s common how and what approach (Actify, 2020b; Actify, 2020i; Actify, 2020g). Separating Blaze from other community clubs are that Changing Lives intentionally creates social results, whereas traditional methods generate outcomes via participatory byproducts (Actify, 2020i). This premise reflects WTP’s ambitions:

![Figure 7.1: We Play Together’s Ambitions: 2022-2025 (WPT, 2022).](image)

WPT’s ambitions were sparked by events (Black Lives Matter/Covid-19) alongside health and life chances correlation associated with socio-economic deprivation levels, leading to Scottish society’s structural disadvantages emerging (Blaze, 2021; see appendix 18). To help, Blaze introduced a Social Impact Subcommittee in 2019, comprising SFC practitioners tasked with enhancing the club’s impacts, learning processes and necessary improvements to
support people/communities’ needs (Blaze, 2019a). Focusing on Edinburgh’s most deprived areas, Blaze advocates inclusivity, desiring a connection-based atmosphere through combining compassionate communication with feelings of security (Blaze, 2021). Blaze seeks to prove that basketball is a sport-for-all through integrating three components: basketball; impact; and sustainability (Wright, 2021b). Functioning via organisational effectiveness, social outcomes and sporting results, this mindset helps sustain basketball’s long-term developmental delivery (Actify, 2020g). Amalgamating these premises enables Blaze’s developmental work, encouraging greater participation whilst devising clear coaching, player, and voluntary pathways. The aim: to prove participation/performance-based results and social outcomes are not mutually exclusive but are attainable simultaneously via structured coaching (Wright, 2021b). This begins through deliberately delivering development-led basketball practices whilst constantly adapting to help address prevailing cultural and societal issues including the increased anxiety/stress Covid-19 catalysed amongst society (Actify, 2020g).

Basketball Programming

“The key message is sport has to adapt … The second is to focus on connections and relationships … If there’s a real human connection involved in being part of your club, then there’s a basis for loyalty moving forward.” – Simon Turner (Actify, 2020g)

Blaze is a development-focussed club prioritising individual and community growth over players and teams. Using direct developmental approaches, the club constantly explore alternative methods to foster and facilitate social connections (PPS, 2019). To connect with hard-to-reach people whilst re-engaging fringe members, Blaze regularly introduce new participatory opportunities to help outsiders become insiders (Blaze, 2021). The motivation: creating an intra-club family environment that offers tailored and unique opportunities for lifelong basketball participation (WTP, 2022). As community feedback surrounding Blaze’s competitive role details, while important to some, it equally deters others from joining, hindering growth (Actify, 2020g). Balance is key. Democratically considering everyone’s requirements makes WTP more inclusive, establishing a caring identity, rather than other Scottish basketball clubs’ one size fits all applicability (Garbelotto, 2021b; Laing, 2020b; Woods, 2019). Providing flexible and welcoming spaces for different groups is achieved through supplying basketball sessions catering to diverse cohorts:
Table 7.1: We Play Together Regular Programming (Adapted from Blaze, 2021; WPT, 2022).

Table 7.1 represents the tailored opportunities Blaze provide to service individuals alongside communities’ needs and best interests. When Scottish basketball stopped during Covid-19, Blaze made 103 personal phone calls to members whilst offering 650 hours of adaptive basketball sessions including household challenges, workouts and outdoor training (Blaze, 2021). Despite missing provisions for members desiring excellence beyond Blaze’s amateur nature, by openly supporting society, Blaze currently works towards complete inclusivity (Blaze, 2021). The fundamental component: WTP’s agreement that everyone is treated equally (Blaze, 2021). Recognising that girls are often overlooked compared to boys, one instance saw Blaze introduce female-only opportunities (Active Schools Edinburgh, 2019). To counteract females’ most off-putting factor preventing females playing sport, Blaze became one of five-hundred Scottish clubs providing free sanitary products (SportScotland, 2019a). Such broad-ranging possibilities enable Blaze to annually deliver basketball to 1,150 people and facilitate 4,296 hours of community group usage (Blaze, 2021). Through expanding participatory (competition/recreational/social) opportunities, Blaze desire 500 members from wider societal demographics through heightening their culture of belonging (WTP, 2022; see
To complete lifelong pathways whilst facilitating performance opportunities, Blaze seek professionalisation by joining the BBL/WBBL, becoming the first professional British franchise embedding a unilateral social purpose which aligns the entire organisation. Funding operations are WTP’s partners/sponsors alongside operational surplus from basketball revenue, facility hire, events and parking permits (WPT, 2022).

**Business Approach**

“In our experience, many people are willing to pay a little bit more if they know it is going towards somebody who is struggling to pay. Really interestingly over lockdown, we’ve had a large percentage of our membership continue to pay their fees which has been really humbling for us that they’ve been willing to do that and that’s because we have a transformational relationship with them, not a transactional relationship. We deliberately in our camps and after school activities model our pricing so that we can afford to give away a certain number of places.” - Simon Turner (Actify, 2020i)

Blaze operates as a charity (SC042676) and social enterprise. Becoming an incorporated association with single-tier Scottish Charitable Incorporated Organisation (SCIO) status allowed staff employment, provided legal protections, rate relief, and removed tax (Actify, 2020i). With experience in community asset transfer and sporting social enterprise, WTP’s business agenda comprises four characteristics (asset lock/income via trade/profit reinvestment/social purposes) (Actify, 2020i). Combining these premises increases WTP’s chances of receiving funding through greater application opportunities and eligibility with grant allocations awarded on Changing Lives bases where positive differences for people and communities are delivered (Actify, 2020i). WTP’s main sources of income are trading (70%) and donations/grants (30%) (WTP, 2022). Funders include SportScotland, the Robertson Trust and NoBro USA (Blaze, 2021; Blaze 2022). Costs are people (60%) alongside operations/overheads (40%) (WPT, 2022). Since securing The Crags, Blaze became financially sustainable whereby 2021-2022s organisational turnover and expenditure was approximately £300,000, meeting all core logistical operations without reliance or incurring debt (WTP, 2022). To ensure survival, WTP have two pre-established internal funds: building maintenance (£31,833); and general reserves (£51,008) (Blaze, 2021). Merging financial sustainability with social impact produces sustainable social impact, enabling long-term plans without
compromising operations through aligning activities with cash flow (Actify, 2020a). WTP’s system:

![Diagram of We Play Together’s Operational Excellence](image)

Figure 7.2: We Play Together’s Operational Excellence (WPT, 2022).

WPT’s business model connects Blaze’s origins to organisational ambitions. Operating at basketball, business, and community’s intersection, WTP merge basketball with business-like approaches to generate sustainable community differences (WPT, 2022; see appendix 20). The model’s foundations are The Crags Centre while Blaze’s unique coaching methodology creates community impact, heightening figure 7.2’s desired outcomes which establish stronger club-customer bonds (WPT, 2022). Loyalty-based strategies render three factors: increased basketball demands; high customer lifetime value stemming from long-term participant retention; low customer acquisition costs because consumers are Blaze’s marketing tool through ‘friend-get-friend’ referrals (WPT, 2022). When these three points combine with marginal costs alongside profit reinvestment, this produces a sustainable model enabling operational longevity, security, and growth capacities (Actify, 2020i). Implementing new operational systems that create positive customer experiences and support basketball’s growing demand underpins this system. For example, helping community members overcome basketball’s participatory cost barrier whilst supporting society’s most financially vulnerable, alongside partners/sponsors including Active Schools, Blaze provides free camp places, coaching, scholarships, and school visits, donating £10,950 in-kind external support annually.

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1 During Covid-19, Blaze transferred their business affairs online, using the ‘ClassForKids’ system, helping community clubs save money by bringing all administrative and management tasks together to decrease costs (Actify, 2020a).
Fifty-three primary and secondary schools across Edinburgh benefit from support (Blaze, 2021). Having provided Blaze’s contextual background, succeeding sections focus on Blaze’s ‘Fit Minds’.

‘Fit Minds’ - Wellbeing

“Our Fit Minds project, it’s a programme and a style of delivering basketball which really focuses on SAMH’s [Scottish Association for Mental Health] five ways to better wellbeing. So, we want to break down each of those concepts and deliver them to primary school aged children and high school aged children in the hope that we can have a positive impact on their wellbeing whilst using basketball as the mechanism.” - Eoghann Dover (basketballscotland, 2020)

Recognising mental health was Blaze’s community’s main social issue, ‘Fit Minds’ commenced in 2017. Acknowledging evidence-based decisions alongside academic research’s value, Blaze collaborated with The University of Edinburgh three times to better understand how coaches can maximise people in high socio-economically deprived areas life chances (Blaze, 2021). Merging results with national findings alongside Blaze’s basketball knowledge, Fit Minds was born. The rationale: wanting youths to feel safe, make friends, have fun, and return (Blaze, 2021). While believing basketball positively changes lives, Blaze realises that not everyone has uplifting experiences with staff actions catalysing chain effects throughout the club and society (Nerbun and Sanderson, 2020d). Accepting basketball can cause mental/physical harm, Blaze minimises issues by implementing a healthy wellbeing club culture. Improved wellbeing not only produces more balanced, happier, and successful athletes, but more extensively and profoundly impacts people and communities’ lives (Kaufman and Pineau, 2021; Mardon, Richards and Martindale, 2016):

“A player with good mental wellbeing is likely to become more confident, more committed, a better decision-maker on the … court and ultimately that will lead to better performance … If you treat people properly then you can retain talent, maintain

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2 To fund these opportunities, Blaze adopted two proactive approaches. The first surrounds a ‘Pay It Forward’ model called ‘Specific Limited Ask’ whereby scholarships are funded by sponsorships from external organisations for particular amounts, people, periods and reasons (Actify, 2020a). The second concerns the Robin Hood Model. Here, Blaze charges more to those who can afford fee prices to enable them to charge less from those who cannot (Actify, 2020i). Both strategies involve working alongside community members (parents/teachers) and partners (Active Schools) to identify families requiring assistance.
performances, and if people are happy and comfortable then they will stay and continue their development further rather than dropping out.” – Simon Turner (Wright, 2021b)

The previously unintended byproducts of basketball practices are now Blaze’s focus. Blaze purposefully designs programmes which simultaneously improve performance while nurturing wellbeing to cultivate a compassionate club culture that spreads into communities and society (Kaufman and Pineau, 2021). The goal: to develop people with outward looking, compassionate mentalities. With its ability to impact compassion, mental health and performance, wellbeing is embedded in programmes alongside the team’s daily operations for members and staff (Kaufman and Pineau, 2021). To achieve objectives, Blaze adopted SAMH’S (2021) Five Ways to Better Wellbeing:

![Figure 7.3: Scottish Association for Mental Health Five Ways to Better Wellbeing (SAMH, 2020).](image)

SAMH’s five points are enacted accordingly: relationship forming through increased communication, engagement, and socialisation within the club (connect); increasing participatory numbers within all programmes (be active); mindful minutes to reflect upon others and yourself (take notice); building sporting and non-sporting skills through basketball (learn); helping others through coaching, mentoring, and volunteering (give) (Actify, 2020g).
Underpinning coaches’ ability to nurture participants’ wellbeing is Blaze’s ‘Fit Minds Playbook’ which was piloted at a 2019 summer camp (Blaze, 2019a). Although implemented pre-Covid-19, wellbeing’s importance heightened during Covid-19 with staff observing that local community members and participants mental health worsened (Actify, 2020g). Upon return, Blaze’s delivery focused on connection and giving back over footwork and free throws (Blaze, 2021). Blaze’s work reflects Mwaanga and Adeosun’s (2020) Ubuntu philosophy (humanity towards others), expressing connection, relationships alongside family approaches importance with communitarianism liberating individuals and societies. Community success stems from all members working for each other (Mwaanga and Adeosun, 2020). Yet, academia and practices issue remains wellbeing’s loose definition (Sen, 1999). WPT’s definitions of impact, success and wellbeing are interlinked:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact</td>
<td>“We define impact as creating a culture and sense of belonging. This results from feeling included and experiencing a sense of wellbeing and making better life choices. We currently do that through coaching, extra support, using our facilities and how we manage our resources.”</td>
</tr>
<tr>
<td>Success</td>
<td>“Success for us is going out and doing the best we can with what we’ve got in the present moment … Did we perform to the best of our ability every moment we could have? Then great, that’s how we’re defining success … We’re chasing the best version of ourselves on a daily basis … off the court … with being a good teammate, being a good communicator.”</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>“The definition we use is that people feel like they’ve got the resources and capabilities to navigate their way through the challenges that they face. We have the resources and capabilities to negotiate with them and navigate some issues that their facing and it’s when that balance is tilted, and they don’t have the resources or the capabilities to manage what’s in their environment, that’s when their wellbeing starts to suffer … I think it’s really closely connected to identity … We’ve got a role as coaches to support the entire person … If we think of them as just an athlete, is it any wonder that they think of themselves as an athlete.”</td>
</tr>
</tbody>
</table>

Table 7.2: We Play Together Definitions of Impact, Success and Wellbeing (Adapted from Toure, 2020; Wright, 2021b; WPT, 2022).

Table 7.2’s definitions correlate with Sen’s (1999) CA. Both parties recognise wellbeing’s multi-dimensionalism, evaluating it through people’s current capabilities and life quality (Sen, 1999). Like Blaze, Sen (1999: 296) outlines provisions, opportunities and supports necessity for development with wellbeing driving individual and communities’ capabilities enhancement and freedoms having “direct relevance to the well-being and freedom
of people”. At Blaze, capability building involves instilling transferrable non-sporting and sporting lessons, skills and traits through basketball, elevating people’s potential whilst improving individual’s lives. The definitions link to Robeyns’ (2017) proposition about putting people first over environmental classifications (athletes/coaches) with focuses not solely concentrating upon how Blaze generates outcomes through basketball but how impact is generated and facilitated beyond basketball. Such interconnectedness exemplifies that Blaze are transitioning from an SFC agenda to SFD via CA. CA offers Blaze pre-existing inter alia and insights for programming: human wellbeing; processes of choice; freedom to act; individual liberty; resources required to help people; foundational analysis and pragmatic use; and with people’s freedoms judged by referencing outcomes and processes (Sen, 1999). Sen’s (1999) freedom-based perspective embodies Blaze’s person/needs-centred approach:

“I didn’t always coach this way, but ... I like to call it a needs-based approach ... It’s effectively, what is the need of the player in this moment. Sometimes the player needs you to give them a solution and you need to give them the answer because it’s critical for them in that moment. Other times we can allow them to fail, to have a voice, to have a choice, all that stuff … It’s a long-term process.” - Alan Keane, Blaze Basketball Club Coach/Coach Developer (Oliver, 2019)

Person/needs-centred approaches begin with individuals (Toure, 2020). Participants assume leadership, ownership and responsibility over experiences and individual journeys, meaning sessions require greater cognition and consciousness about actions, behaviours, and thoughts from participants (Toure, 2020). While the body rests, the mind constantly develops and learns through processes of thinking, reviewing, adapting, adjusting, progressing and repetition (O’Sullivan, 2018). Problems reside with the approach’s dependencies on individual/group dynamics (Nerburn and Sanderson, 2019b). Resolutions require deep, personal connections and relationships with participants based on knowing how people operate, learn, and grow (Norbury, 2021). Coaches scan environments, determining whether people and groups act independently or need assistance. If so, coaches ask themselves: “where are they in their life’s journey? What do they need?” (Poacher, 2021). Operating via a sliding scale, coaches make calculated decisions about interventions by probing, challenging, and encouraging people’s thinking (Oliver, 2019). The success criteria: informing and involving everyone in participants’ lives; investing time in members’ personal journeys; alongside complete transparency (Gromer, 2022b; Toure, 2020). For community clubs, especially those
involving youth, this approach heightens developmental outcomes whilst unilateral buy-in helps people and groups develop quicker because of improved personalised actions (Gromer, 2022b). To evaluate Blaze’s approach, opinions are systematically and thematically grouped based on data patterns. Six themes emerged from twenty-two (fifteen female/seven male) members voices:

<table>
<thead>
<tr>
<th>Members’ Opinions (number of shared viewpoints)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun (6)</td>
</tr>
<tr>
<td>• “It’s fun and everyone's nice here.” - Female</td>
</tr>
<tr>
<td>• “It’s fun and it has always just been fun.” - Female</td>
</tr>
<tr>
<td>• “It’s a really fun environment and high-level basketball.” - Female</td>
</tr>
<tr>
<td>• “We’re just generally there to have fun.” - Male</td>
</tr>
<tr>
<td>• “I love just getting out, running, meeting new people, and actually getting to play and enjoy basketball … and just really participate in the game. So, it's really basketball for all.” - Male</td>
</tr>
<tr>
<td>Supportive Environment (5)</td>
</tr>
<tr>
<td>• “We laugh a lot and it’s incredibly supportive, but you feel like you’re doing exercise. It’s so much more enjoyable than just going to the gym, and actually it feels like far much better exercise than going to the gym as well.” – Female</td>
</tr>
<tr>
<td>• “Everyone’s nice and everyone’s just helpful and kind.” – Female</td>
</tr>
<tr>
<td>• “I really enjoy playing for Blaze. I think it’s a really good community feel. I love that we have the building and that we see all the other teams play. So, we get to see each other all the time” - Female</td>
</tr>
<tr>
<td>• “It’s really supportive and a good community-based environment to get back into the sport that I love, and it’s really cool to see the club developing it’s women’s side.” - Female</td>
</tr>
<tr>
<td>• “I loved the atmosphere of games and the chemistry of the team.” - Male</td>
</tr>
<tr>
<td>Friendships (5)</td>
</tr>
<tr>
<td>• “I got to meet a lot of the people like basically people that are practically my siblings.” - Female</td>
</tr>
<tr>
<td>• “It was really fun ‘cause I got to meet people from different age groups and got to know them as well which made it easier to transition up to some of the older age groups.” - Female</td>
</tr>
<tr>
<td>• “I definitely think that the social side of playing basketball is something that people forget about. If I didn’t play basketball, then I wouldn’t have met … the people that I know through basketball. The amount of friendships</td>
</tr>
<tr>
<td>Learning through Basketball (3)</td>
</tr>
<tr>
<td>• “Blaze, they helped me, they took me in during the summer where I did a few volunteer hours at a primary camp … I get to see them do the same things that I was doing and get more opportunities and get to learn more.” - Female</td>
</tr>
<tr>
<td>• “I have become more confident in making my own decisions and making suggestions to other more experienced coaches around me. I have got much better at interacting with players and parents.” - Male</td>
</tr>
<tr>
<td>• “I was inspired by a coach because of the way I felt leaving sessions” - Male</td>
</tr>
</tbody>
</table>
that I have made is definitely strong.” – Female
• “I loved that it was a team game and making it an experience that I could share with my teammates and then through this I’ve gained a lot of great friendships as well” – Female
• “We’re all really good friends.” – Male

<table>
<thead>
<tr>
<th>Inclusive/Equality (3)</th>
<th>Physical/Mental Health Benefits (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “I feel welcome to play.” – Female</td>
<td></td>
</tr>
<tr>
<td>• “I was inspired when I was recognised for my uniqueness.” – Male</td>
<td></td>
</tr>
<tr>
<td>• “We have such a strong girl’s side now that matches the men’s side. Before it was always the men and now it feels more balanced.” – Female</td>
<td></td>
</tr>
<tr>
<td>• “Before I started the pick-up sessions, I wasn’t doing any exercise. Working full-time and having two children, there just wasn’t time in the week to do it but then a Friday night is quite handy. It stops me falling asleep on the sofa, which is a good thing, and just no matter how tired I am at the end of the week it just gives me that buzz, it gives me a lift. I think it’s definitely benefited my wellbeing and made me feel good.” – Female</td>
<td></td>
</tr>
</tbody>
</table>

Table 7.3: Members’ Opinions on Blaze Basketball Club (Adapted from basketballscotland, 2013a; basketballscotland, 2019p; basketballscotland, 2020n; basketballscotland, 2021m; basketballscotland, 2022r; Blaze, 2018; Blaze, 2021; SportScotland, 2020a).

Table 7.3’s themes in order: fun; supportive environment; learning through basketball; friendships; inclusive/equality; and physical/mental health benefits. Sub-themes: communitarianism competition; opportunities; and socialisation. These reviews reflect Blaze (2021) members’ feedback: participants, especially children ranked basketball sessions 9.4/10 for fun; 76.4% increase friendships; 66% improve self-compassion; 94% feel comfortable communicating with coaches; 100% said coaches are friendly to very friendly. Through observations, staff learned that “being with friends”, “fun”, “having a sense of progress” and “play” were valued above winning (Blaze, 2021: 7). While everyone enjoys basketball and feel they belong, males/females have diverging participatory motivations. Females favour basketball’s recreational side alongside Blaze’s equal, inclusive, and supportive ecosystem underpinning involvement, whereas males prefer basketball’s competitive nature alongside team dynamics. Sen (1999) consolidates these themes, attesting that to build capabilities, optimal developmental environments entail people: enjoy attending; are safely nurtured; develop encouragingly; have opportunities to mix and learn from others; treat everyone equally; and are supported within whatever capacity they require to flourish. This information
informs Blaze’s organisational approach, club culture, coaching methodology and strategy towards improving wellbeing. Consumers’ themes were corroborated by fifteen systematically and thematically grouped stakeholders’ (parents/partners/staff) views:

<table>
<thead>
<tr>
<th>Stakeholders’ Opinions (number of shared viewpoints)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community (5)</strong></td>
</tr>
<tr>
<td>“I think the team environment and exercise is extremely important. You offer an absolutely positive environment for the kids.”</td>
</tr>
<tr>
<td>“I think it's becoming a real community hub for people to bring their friends to … It’s really starting to grow into this thing where girls are excited to come, and they’re excited for their friends.”</td>
</tr>
<tr>
<td>“[Your] club has really shown some amazing charitable behaviours … and what community really means to them.”</td>
</tr>
<tr>
<td>“You guys are situated right next to Dumbiedykes, but you’ve got just around the corner, the Meadows. This is a fairly affluent area of town. So, potentially those people in that affluent area are supporting activity for those who are in that Dumbiedykes area which is classified as economically deprived.”</td>
</tr>
<tr>
<td>“Our kids … play hard for each other.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Enjoyment (2)</strong></th>
<th><strong>Learning through Basketball (2)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m really grateful to be part of this group of ladies - they are wonderful and I think they’re really enjoying it. This is what keeps me going as a coach – I always tell them just to have fun and enjoy it.”</td>
<td>“My daughter had a ball … She wouldn’t miss coming to The Crags for anything. She enjoys herself too much. When [my daughter] came home from her one-to-one or group meetings she was always happy and full of life, she became more confident in herself.”</td>
</tr>
</tbody>
</table>
| “You’ve got to make sure they’re enjoying it because when they enjoy it, they play better they’re more engaged, they’re learning better, they’re learning quicker… especially with the younger players so to keep them in the game … I think we have to go in there with clear lenses that let’s facilitate a session for them to be the best version of themselves.” | “I’m really enjoying this way of coaching because I think it helps our guys off the court as much as it does on the court, and I think also … the skillset we’re giving them of effective communication, how to build relationships, how to interact and get the best out of others, how to scan, how to be patient and how to commit to excellence and be intentional in every moment. Teaching them those skills I
“...think carry into the classroom and hopefully carry into their professional lives, be it on the court or off the court.”

<table>
<thead>
<tr>
<th>Socialisation (1)</th>
<th>Social Good (1)</th>
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<tbody>
<tr>
<td>“I think the big thing that brings people back is the social [side]. They get to keep fit as well and then you meet people who are like minded as well.”</td>
<td>“We’ve picked up some amazing trustees at the beginning of last year and it was really because they bought into our [reasons] why [and] our social purpose.”</td>
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Table 7.4: Stakeholders’ Opinions on Blaze Basketball Club (Adapted from Actify, 2020e; Actify, 2020i; basketballscotland, 2019b; basketballscotland, 2020o; basketballscotland, 2022r; Blaze, 2016; Blaze, 2021; Latif, 2020; Gordon, 2019; SportScotland, 2019; SportScotland, 2020a).

Table 7.4’s themes in order: community; equality/inclusivity; enjoyment; learning through basketball; socialisation and social good. Sub-themes: connections; opportunities; and relationships. Findings align with Blaze’s identified need for greater compassion, communication, and connection through promoting community spirit, diversity, inclusion, joy, and self-expression (Blaze, 2021). Stakeholders support Blaze’s approach, recognising participants acquire non-sporting benefits from basketball and this is the club’s focus. These recognitions establish effective social movements whereby internal and external stakeholders have unilateral understanding alongside individual and community buy-in (Sen, 1999). Developmental outcomes occur when people and groups unite (Sen, 1999). Given Blaze’s successful programming, stakeholders admitted adopting the organisation’s ideas, accrediting Blaze as being a “leader” in Scottish sport (Actify, 2020f). This reputation stems from Blaze’s coach delivery strategies, best practice, and expertise’s breadth alongside how staff actively regularly employ this approach (WPT, 2022). Having these themes mapped out informs Blaze’s Theory of Change:
The Theory of Change begins with determining prevalent societal problems (mental health) from within Blaze’s jurisdiction (see appendix 21). Blaze responds by deciding who requires assistance: community leaders; deprived youths; local adults; and/or minority groups (basketballscotland, 2020p). Through working with these demographics, they establish activities specifically assisting each cohort whilst identifying their developmental role before progressing through the Theory of Change (basketballscotland, 2020p). The objective: to derive short-medium-long-term goals regarding desired impact levels (basketballscotland, 2020p). To measure and monitor effectiveness, Blaze introduced constant evaluative cycles of learning alongside numerous participatory opportunities catering to people’s requirements (basketballscotland, 2020p). This system underpins Blaze’s developmental impact:
Blaze’s developmental impact begins with impactful coaching (see appendix 22). The premise: delivering basketball activities catering to consumers’ capabilities whilst focusing on creating experiences tailored to attendees’ needs (autonomy/connection/fun/safety) (WPT, 2022). Prioritising connections and fun generates social bonds, ensuring Blaze attract and retain members alongside coaches whilst assuaging mass drop-out rates common among Scottish sport (West et al., 2002). Retention enables regular opportunities to maximise people and groups’ development (WPT, 2022). Helping build members’ capabilities, Blaze coaches exemplify WPT’s four change-making attitudes and behaviours: coaching everyone; openness; plan-do-review learning; and positivity (WPT, 2022). Blaze discovered this process achieves their three targeted outcomes: inclusiveness; improved life choices; and wellbeing (WPT, 2022). This coaching style creates experiences which establish a sense of belonging, binding participants-coaches alongside Blaze-community/society (WPT, 2022). Having outlined Blaze’s wellbeing approach, the next section discusses the club’s coaching philosophy.

Coaching Philosophy

“Sport has a unique opportunity to teach young people in particular the value of giving back, giving to others, introducing them to a culture. A basketball player cannot hide on the court, it becomes apparent if somebody isn’t working for the team. If we coach in the way that cultivates the concept of giving to others and which empowers the others and develops decision-making, then they can go out into the community equipped with the capacity to make decisions about all the different pools of their time and energy that they’d have out there and with a willingness to give back. By doing that, you’re
cultivating social awareness which can lead to community impact. Whereas if we are
totally focused on winning, on them as athlete’s and not people, then they basically
create selfish people that aren’t going to go out and have an impact on the community.”
– Simon Turner (Wright, 2021b)

To support members’ wellbeing, Blaze identified how sport nowadays is consumer
centralised, necessitating effective coaches (Blaze, 2021). Despite subject to multiple
stressors, coaches’ needs are often ignored (Olusoga et al., 2009). In Britain, 55% of coaches
experience mental health issues with 44% continually enduring it, the most susceptible being
community/grassroots, with many forgoing assistance over complex organisational and
personal considerations (Smith et al., 2020). As Coalter (2013c) alongside Volskis, Hunt and
Beale (2020) showcased, basketball coaches in Britain have the biggest developmental impact
upon participants. Yet, coaches with poor wellbeing can negatively impact their potential to
support people whilst capably transferring mental health to attendees through interactions
(Thelwell et al., 2016; Kim et al., 2020). Upon emotional states becoming compromised, this
threatens coaches’ abilities to build people and groups capabilities when they obtain
opportunities to prepare people for future life (Poacher, 2021; Wright, 2021a). WPT’s baseline
begins with coaches as they catalyse change through local-ground level interactions (Actify,
2020b). Blaze’s coaching philosophy comprises three stages: how coaches impact others; how
others affect communities; and how community fits into broader society (Nerbun and
Sanderson, 2020d). Coach interventions are blended with SAMH’s Five Ways to Better Wellbeing:

![Blaze Basketball Club example](image)

Figure 7.6: Blaze Basketball Club Approach to Wellbeing for Coaches and Volunteers
(Actify, 2020b).
Figure 7.6 represents Blaze’s heightened support surpassing basketball’s traditional coaching parameters (participatory/social) to bolster wellbeing. From 2019-2020, they gave 105 hours of additional tailored assistance whilst regularly prompting staff to acknowledge coaches’ concerns and stresses, encouraging assistance where needed (Actify, 2020g; Blaze, 2021). Such advocacies contradict Sen (1999: 288) who lobbies how “adults must be in charge of their own wellbeing”. At Blaze, everyone is supported. Recognising community club coaches typically work alone, divergent thinking helps understand coaching contexts, meaning decision-making is based on incomplete environmental comprehensions (Krikorian and Carney, 2022). By operating individually, Blaze believes coaches disservice participants through not providing optimal developmental ecosystems; hence, why Blaze unites coaches (Krikorian and Carney, 2022). Grouping staff provides foundations for supporting participants, staff, and volunteers’ wellbeing (Krikorian and Carney, 2022). To expedite practices, WPT hires coaches who do not think and act like current coaches, seeking people with different life experiences and ideologies (Krikorian and Carney, 2022). While Sen (1999) agrees that people must assume responsibility for respective capability building, development’s rudimentary composites stem from individuals and groups being surrounded by appropriate infrastructures and support mechanisms enabling growth:

“My expectation of our coaches at Blaze basketball club going forward is number one, they are going to keep everyone safe and number two, there are going to have a good time. They’re going to enjoy coaching. I couldn’t care less about winning a basketball game.” – Simon Turner (Actify, 2020b)

Blaze’s efforts spark positive outcomes. Although agreed pre-Covid-19, coaches commit to continually supporting each other through more purposeful and structured means such as attending colleagues’ sessions (Actify, 2020b). Through authenticity, improved relationships and trust, this process builds social agreements and produces oral staff contracts (Krikorian and Carney, 2022). It enables coaches to intentionally create desired coaching environments as, through combining expertise, they collaboratively define team culture and determine its operations via democratic processes rather than head coaches dictating decisions (Krikorian and Carney, 2022). Removing coaching’s traditional hierarchy provided organisational psychological safety, expediting Blaze’s ability to deepen connections and establish safe ecosystems for members contestation (Krikorian and Carney, 2022). The key mechanism: applying person-centred approaches to remove internal coaches’ relationships
power dynamics (Krikorian and Carney, 2022). Moving from isolation to connection helps safeguard people’s wellbeing (Sen, 1999). Like players, coaches’ wellbeing is externally inflicted through results, but also internally impacted through fear of failure, judgements, and identity attacks (Krikorian and Carney, 2022). As interviews with NCAA Scottish coaches (Donna Finnie/Neil Harrow) revealed, Scottish basketball must increase coach education (Garbelotto, 2021a; Laing, 2020a; Mason, 2020). Education elevates coaches’ own personal growth physically and mentally alongside their ability as mentors to transfer knowledge and expand participants’ boundaries (Gorczynski et al., 2020; Jeanes et al., 2019). A rationale leveraging coach education:

“The context that we coach in is rapidly changing. At a time of peace and prosperity, coaches and leaders in general I think could afford in many ways to have a pace setter leadership style … but now everything has changed completely. There’s so much variation in our contexts, so many variables at play that our pace setter, visionary, “follow me” kind of style is completely outdated and doesn’t meet the needs of the young people that are emerging into sport. What we need is an empathetic leadership style that takes on board divergent thinking, seeks out divergent thinking, seeks out the perspective of people from different communities, seeks out challenges because no one of us can possibly fully understand the context that we coach in. Those days are over.”

- Simon Turner (Krikorian and Carney, 2022)

Empathetic leadership’s main component is democratic values which enable participant-coach relationships’ successfulness (Krikorian and Carney, 2022). For example, Blaze found participants are more receptive to embracing feedback when made a two-way process whereby participants/coaches review each other (Nerbun and Sanderson, 2019a). From discussions with children, Blaze discovered “being encouraging” and having “patience” were youths’ favoured coaching attributes (Blaze, 2021: 7). Participants want coaches: who invest time in them as people; help them grow as individuals; who evolve simultaneously; who are in charge but are comfortable with vulnerability rather than traditional approaches where coaches operate autocratically (Pilz, 2020). Such desires epitomise transformational coaching’s importance, serving participants’ needs alongside nurturing and supportive ecosystems (Nerbun and Sanderson, 2019a). This feedback reflects social support’s value in expanding people’s freedoms with development achieved in the middle ground whereby staff operate between allowing complete individual responsibility and “nannying”; over reliance’s on others
The middle ground creates more participatory opportunities for choices and voices in people’s own personal growth, providing bases for reflecting, learning and improvement (Sen, 1999). Informing organisational practices, Blaze follows the MVMT model:

![Figure 7.7: The MVMT Model (MVMT, 2021a).](image)

Combining coaching with impact models guides Blaze towards achieving non-sporting and sporting results with non-sporting catalysing sporting outcomes. Figure 7.7’s core premise represents Blaze’s determination to measure the club’s community difference. Within, coaches are leveraged as community assets (Actify, 2020b). Being difference-maker coaches begins with self-awareness of how personal backgrounds shape people’s coaching mentality (Actify, 2020b). To help participants, coaches first help themselves through self-reflection (Nerbun and Sanderson, 2020c). This strategy becomes optimised when coaches intentionally share reflections with different people from diverging backgrounds, increasing diverse thought (Krikorian and Carney, 2022). Mental preparation whilst acquiring constant feedback helps prevent wellbeing issues (anxiety/depression/stress) (Krikorian and Carney, 2022). Self-assessment, self-awareness and self-reflection are three key processes to establishing authentic leadership which coaches must develop to foster deep coach-participant connections and relationships (Norbury, 2021). The capabilities people depend on are derived from social arrangement’s nature, determining how somebody acts and employs freedoms to impact others (Sen, 1999). Coaches are encouraged to focus on controllable components, recognise their influences and contribute where possible whilst disregarding uncontrollable circumstances,
seeking resolutions elsewhere (Krikorian and Carney, 2022). Blaze’s coaching philosophy balances four-steps:

1. Who I Coach? (Understanding Participants Needs)
2. Why I Coach? (Personal Drivers)
3. What I Coach? (Technical/Tactical)
4. How I Coach? (Communication Styles, Feedback Techniques, Methodologies, etc)

Figure 7.8: Blaze Basketball Club Coaching Framework - The MVMT Model (Part One) (Wright, 2021b).

Figure 7.8 represents four traditional coaching blocks emphasising Blaze’s person-centred, community driven mantra. Problems arise when this system is implemented backwards via coaches replicating elite teams’ playing strategies within community clubs (Wright, 2021b). These win-first coaching environments promote strategies producing faster results, but deter coaches from helping people, insufficiently meeting societal needs (Actify, 2020g; MVMT, 2021b). Prevention measures involve guiding coaches through processes conceptualising “who” and “why” they coach, meaning “what” and “how” becomes clearer, allowing staff to tailor lessons to individuals and groups’ requirements (Wright, 2021b). Ongoing challenges surround recognising how people’s needs are constantly changing and adapting accordingly (Actify, 2020b). The benefit is improved relationships with members and overall wellness because basketball practices are purposely personalised (Sen, 1999). This allows participants and coaches to develop individual responsibility, building both groups’ capabilities simultaneously through teaching environmental control, improving people’s wellbeing (Sen, 1999). “Responsibility requires freedom” whereby the linkage works both ways because “freedom is both necessary and sufficient for responsibility” (Sen, 1999: 284). A rationale:
“In my experiences with coaches, we don’t go far enough with understanding who I coach. So, going beyond the physical and the skill attributes, thinking about the context those participants come from, what are they facing in their daily lives, what are they going back to after our training sessions and what human needs does that generate. Not athlete needs, what human needs does that generate. For example, do they have a strong need for connection?” – Simon Turner (Wright, 2021b)

These strategy’s key point entails intentional and effective practice planning (Nerbun and Sanderson, 2020a). Before basketball sessions commence, coaches pursue participants’ problems whilst identifying group needs (Actify, 2020b). These can be external circumstances (educational/personal) and/or internal factors (injuries/loss of confidence) (see appendix 23). By noting issues on training session plans, coaches pinpoint people to connect with alongside messages to convey and questions to ask surrounding straight-forward wellbeing inquiries: “Hey, what’s going on with you?”; “What’s up with you?”; or “How are you doing? (Wright, 2021b; see appendix 24). These lead to more inter-personal topics: “Hey, university semester is about to start soon, what are you studying this year?” or “What are your plans for the future?” (Wright, 2021b). Discussions entail resolving internal conflicts with participants asked to unpack and explain their feelings (Wright, 2021b). When designing sessions, these factors are considered and reassessed to ensure participants’ wellbeing is improving whilst attending. Having previously avoided conversations over personal fears, staff realised that deliberately planning connections earlier saves everyone unnecessary negative emotions, making positive differences (Wright, 2021b). These actions reflect Van der Veken et al. (2022) boundary spanning coach profile, establishing emotional connectivity with participants whilst working in transprofessional manners and occupying professional hybridity by adapting continuously to contexts. Blaze monitors participants and groups’ respective differences in relational distributions and perspectives within the family, environmental diversities, personal heterogeneities alongside other possible variations in social climates (Sen, 1999). This links to the frameworks second part:
Figure 7.9: Blaze Basketball Club Coaching Framework - The MVMT Model (Part Two)
(Wright, 2021b).

Figure 7.9 encapsulates Blaze’s desired short-long-term impact via coach’s actions chain effects. Coaches are encouraged to remember why they started coaching, asking themselves: “Who am I as a coach?” (Nerbun and Sanderson, 2020d). Blaze coach’s common denominator: helping people (Actify, 2020g; basketballscotland, 2020q; basketballscotland, 2022r; Blaze, 2021; Pilz, 2020). However, staff acknowledge how self-interest views that meet coaches’ own personal needs exist with coaches forgetting motivations, becoming focused on competition, and winning (Krikorian and Carney, 2022). The issue with ‘win win’ rhetoric is it ignores stresses from meeting financial requirements and moral dilemmas from trade-offs between social and business goals (Reid, 2016: 597). Self-interest is a two-way relationship whereby to first acquire help, it must be accepted that self-interest remains, yet without opportunities for assistance, help might not exist (Sen, 1999). Circle one employs a personal-based strength approach, prompting coaches to recognise their strengths, helping personal wellbeing conceptualisations before implementing preservation sub-structures (Wright, 2021b). Coaches can then judge “how things are and what needs to be done” within club environments (Sen, 1999: 283). They also assume accountability and responsibility for their actions, primarily positive and negative impacts on participants through recognising surrounding miseries they can help remedy (Sen, 1999). Not undertaking this task “would be to miss something central about our social existence” (Sen, 1999: 283). Connecting circles one-two is the level of care for people/groups within Blaze’s basketball environment. Provided progression is occurring, it can transcend club boundaries into communities and broader society (Wright, 2021b). Having delineated Blaze’s coaching philosophy, the following section investigates the club’s basketball-related training mechanisms enacted to generate improved wellbeing.
Training Mechanisms

“We can be really intentional about using sport as a hook and for benefits in our communities, but even just within our coaching, we can coach in a way that creates the kinds of behaviours which lead to social cohesion, but we have to be deliberate about it.” – Simon Turner (Wright, 2021b)

Blaze’s coaching methodologies challenge concerns bridging theory with practice via connecting basketball and wellbeing applications. Blaze’s coaching philosophy for improved wellbeing starts with three components: recognising wellbeing is influenced by multiple factors; realising wellbeing’s viable outcomes are often overestimated within refined time frames with Blaze’s average members weekly attendance being one-two times; and coaches acknowledging when they ignite problems (Wright, 2021b). At Blaze, these components occur when coaches prioritise performance results, creating unhealthy environments with people forced to survive sporting systems or drop-out (Wright, 2021b). Equilibrium between phenomena and social elements must exist (Sen, 1999). For example, a non-sporting basketball training mechanism surrounds selecting specific role models to reinforce to participants (Wright, 2021b). Rather than choosing renown players, Blaze advocate all-round, balanced athletes like Lebron James who places himself at social justice’s forefront because these individuals are more relatable to society members facing similar daily issues (Wright, 2021b).

To incorporate everyone, Blaze utilise mindful minutes:

“We’ve been starting with a mindfulness practice at the beginning of every one of our team calls. The guys are talking you through a minute’s meditation or exercise. It’s just amazing! If you’d asked me a year ago, would we be doing that? It’s really hard to imagine. So, now we’ve got groups of coaches meditating for three minutes at the beginning of zoom calls. They’re talking about having this mindful minute at the beginning and/or the end of their sessions.” – Simon Turner (Actify, 2020b)

At Blaze, mindfulness classes run weekly in-person and online. The aim: to help people grow as individuals through improving wellbeing by momentarily forgetting about themselves and life’s issues (Blaze, 2019a). Mindfulness practices are flexible, capably applied to different contexts and throughout live sessions. During seminars, staff educate consumers on important wellbeing topics. One example was learning how to savour moments with discussions centring
on differences between formal and informal practices alongside labelling (Blaze, 2021). Another saw players silently warm-up, focusing on bodily feelings (Actify, 2020g). Blaze discovered how taking notice and self-awareness mechanisms made members, particularly youth, more comfortable talking about growth mindsets (Actify, 2020b). This position is a crucial building block required to build capabilities and generate development (Sen, 1999). Other sports investigations found mindfulness and growth mindsets to be effective and practical interventions, improving non-sporting/sporting traits, helping people excel in both sport and their personal life through acquiring transferable mechanisms (Dweck, 2012; Mardon, Richards and Martindale, 2016). However, positive phenomena (growth mindsets/mindfulness) often reach inflection points where outcomes decline whilst some process under certain conditions have negative effects (executive memory impairments/depersonalisation/asociality/panic attacks/psychotic episodes/addiction to mindfulness/impaired reality testing (Dweck, 2012; Schindler, Pfattheicher, and Reinhard, 2019; Van Gordon, Shonin and Garcia-Campayo, 2017). Middle-ground approaches are optimal for generating benefits whilst safeguarding ramifications (Britton, 2019). Practical basketball applications are purposely designed with developmental intent whilst supporting wellbeing:

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<tr>
<th>Examples</th>
<th>Blaze Basketball Club’s Training Mechanisms – Coaches Voices</th>
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<tbody>
<tr>
<td>Overarching Concept</td>
<td>“Every session involves some form of connection and really explicitly working on people becoming better friends and then working on those soft skills that can lift people’s wellbeing: positive touches; high fives; first bumps; working closely with other people; and then controlling that so it’s really fun and active sessions. The focus is all around connection … and the teaching element … We want everyone to feel included.”</td>
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<tr>
<td>Children</td>
<td>“Instead of playing a warmup game where players would usually tap their teammates to signal it’s their turn to play, they might be encouraged to talk rather than tap which helps improve communication and build relationships. Where kids used to rate being fast and tall as the most important attributes for a good basketball player, they now rate values such as friendship, kindness, and mindfulness as being more important in making a champion player.”</td>
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<tr>
<td>Adolescents</td>
<td>“Any warm-up activity that involves the players being in contact with each other they seem to really enjoy, particularly young men because they’re scared of that. This masculine culture where you can’t hug your … closest friend but not just the guy you see a couple times a week. We do warm-up activities with contact just fun stuff like you have to stand on one foot opposite another person and you’re allowed to push each other with one finger. You’re trying to push the other person off balance with one finger.”</td>
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and there’s contact and the players are literally falling over themselves laughing and meanwhile they’re working … balance.”

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<th>Adults</th>
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<td>“We finish every practice with “Our Usual Walk” [and] by saying: “right guys, grab somebody, off you go”. Maybe we give a topic, maybe we leave it loose sometimes. We literally just walk up and down the court for three minutes or so, baseline to baseline, just having a chat about anything we want ... Last night this young man told me all about the pressures of university and how ... he’s really stressed. The week before one player decided that we should talk about our goals in life, and I had a wonderful conversation with this young man where he told me about his plans for him and his partner and what they want with their futures. It’s literally thirty seconds after an intense, two hours, full on, competitive practice ... I’m learning how powerful this is at creating a culture of ‘we care about people’. There’s a practical example about how to put people first and create connections cause we’re not talking about basketball ... It’s wonderful. You pick a different person after every practice … Our Usual Walk is one of the most enjoyable parts of the practice for me because I’m engaging with people. People are letting me into their lives and they’re making me feel special because they make me feel valued, needed, wanted, respected because they listen to what I asked them to do, but that’s a two-way process … It might sound a bit cliché, but I genuinely mean that it’s down to the relationships that I get to build.”</td>
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Table 7.5: Blaze Basketball Club’s Training Mechanisms for Improved Wellbeing (Adapted from basketballscotland, 2020a; Gromer, 2022b; PPS 2019; Wright, 2021b).

Tailor-made practices cater to demographic’s needs based on people’s current life position, linked through fostering connections and relationship building. Participants learn personal information about alternative members, offering insight into other’s lives, providing bases for understanding (Wright, 2021b). As relationships deepen, Blaze found developmental outcomes heighten, achieved through increased communication and socialisation having intentionally shifted organisational priorities towards social purposes (Actify, 2020i; Krikorian and Carney, 2022). Participant feedback reported that these activities generate positive feel-good factors, helping cement cultures of connectivity and unilateral senses of belonging (Gromer, 2022b). Coaches reported how these methods allow them to properly coach somebody having established the person’s reality before managing those realisations through advancing relationships based on authenticity, transparency, and trust, tailoring sessions to participant’s needs (Gromer, 2022b). This vulnerability via sharing personal information and thoughts allows greater growth capacities because people develop more interpersonally and meaningfully (Sen, 1999). Connections are basic mechanisms capably integrated within sessions without negatively impacting or retracting from technical skills whilst having
wellbeing benefits (Wright, 2021b). Small alterations can render impacts transcending basketball’s boundaries. Reviewing Blaze’s example for children in table 7.5:

“For me, that was really powerful, you’re proactively and intentionally deciding to substitute a physical skill for a social skill. A simple example, but for me that’s the type of thing that we need to be considering, relevant to the person that we’re coaching. We have to think about more of these types of interactions for me. So, more opportunities to get people talking and talking about how they feel, rather than just simply developing these skills in silence.” – James Steel, SportScotland Lead Manager (Actify, 2020g)

These intentional connections and relationships enable greater social capital transfers. Whether through finance, knowledge, life skills, networks or opportunities, Blaze unite people from different age groups, ethnicities and social classes who otherwise would not communicate, providing gateways to capability building (Actify, 2020d; Nerbun and Sanderson, 2020e). When Sen (1999) discusses freedoms, it is likewise about access to possibilities to improve life qualities and knowing they are accessible when required. Blaze’s developmental effectiveness resides in making mechanisms available to all equally whereby support is based on case-by-case bases alongside people’s and communities’ needs over wants (Actify, 2020f). If members choose, opportunities can add value to people’s productivity, allowing more informed life changing decisions (Sen, 1999). Such support underpins safe and secure freedom-orientated approaches and ecosystems (Sen, 1999). Through these means, individuals and groups can achieve more in life with social capital turning into human capital: “an enriching move” (Sen, 1999: 295). The issue: this approach requires supplementation from external forces (Sen, 1999). Blaze’s club environment epitomises Sen’s (1999: 26) ‘market mechanism’:

“A basic arrangement through which people can interact with each other and undertake mutually advantageous activities.”

The market’s effectiveness is contingent on social arrangements existing and the functionality, reinforced by unilateral sets of values binding communities together through trust (Sen, 1999). Problems arise from external sources beyond respective ecosystems, linked to inadequate preparedness, implicit prejudice, unconstrained informational concealment, or unregulated activities (Sen, 1999). Blaze’s market effectiveness is the club’s ability to unify
people through basketball, sparking unlikely friendships which repeatedly manifest social mobility (Actify, 2020f). As Blaze showcase, market concepts are not solely about offering opportunities but providing opportunities for social equity and justice which extend and enhance freedoms (Sen, 1999). The market’s widespread nature enables people’s community participation and society’s expansion, providing “insight into the way the real world operates” (Sen, 1999: 262). Overall, market mechanisms attain efficiency where centralised systems cannot, due to compatibility incentives alongside information economies (Sen, 1999). Blaze must acknowledge “patent inequalities” with decisions based on reasonableness through contemplating circumstantial complexities and diversities or else endanger social cohesion (Sen, 1999: 92). This process’ impact is heightened with diversified landscapes:

“The diversity of the participant for me is critical if you want to achieve the outcome for us because we’re going to develop better people if we give them a more varied experience. Basketball is a team game, it teaches you to work with others, but when you’re working with others that come from different cultural backgrounds, different belief backgrounds, different economic backgrounds, that, for us, just enhances the opportunity to develop the person.” – James Steele (Actify, 2020f)

Given Blaze’s geographical position, they noticed that retaining social benefits within social circles is counterproductive (Nerbun and Sanderson, 2020e). If deprived staff coach deprived participants, each remains subject to prevailing disadvantages, whereas privileged staff coaching privileged people maintain social capital (Actify, 2020d; Nerbun and Sanderson, 2020e). Mixing groups generates developmental impact because keeping individuals and communities in poverty is lacking connections when advantaged people could instil attributes within disadvantaged (Actify, 2020d). When marginalised people are presented opportunities to generate positive interpersonal relationships built upon acceptance, recognition and trust, potential exists for community-based activity interventions to fulfil educational purposes, enhancing employability and incubating social mobility through accruing social capital (Morgan, Parker and Marturano, 2020). Blaze recognises Sen’s (1999: 144) belief: “development is first and foremost an ally of the poor, rather than of the rich”, but through diversification, development can be made unilaterally beneficial. Blaze believes sharing social capital develops people, communities, and society best through improving life qualities (Nerbun and Sanderson, 2020e). Sen (1999; 2017) agrees, arguing human and community development’s benefits are manifest, optimised through adopting more comprehensive
outlooks of overall impact. This strategy achieves WTP’s desire for increased diversity by engaging more people from lower income areas (Blaze, 2021). Such “social developments” are “developmental” because they help people and communities live freer, longer, and improved lives, promoting economic and cognitive growth alongside productivity and individual equity (Sen, 1999: 295). These attitudes are reflected by coaches during basketball sessions:

“Every time I walk into a gym … whether it’s any environment where I’m leading that session, I go in there with the mindset that I’m not the expert in that room … The experts are the people in front of me because I now have to shape that environment, I have to run that practice based on what they’re capable to do, not what I want them to do … because there can be a massive gap in disparity between those two things which often leads to confusion, frustration and ultimately a lack of progress.” - Alan Keane (Norbury, 2021)

This mentality shifts participants’ dependencies from coaches to individuals and groups’ independency (Nerbun and Sanderson, 2019a). According to Blaze, not providing people with valuable non-sporting tools to survive any environment makes development and life more challenging (Nerbun and Sanderson, 2019a). Failure to coach in alignment with people’s current capabilities can stunt growth, spark underdevelopment and wellbeing declinations (Gromer, 2022a). Through attending Blaze’s sessions, among other attributes, coaches try to intentionally develop: confidence; emotional intelligence (self-aware/self-managing/socially aware/socially managing); effective communicators; capable decision-makers; good listeners; motivation; initiative; perseverance; resilience; robustness; and self-sufficiency (Nerbun and Sanderson, 2019a; O’Sullivan, 2018; Pilz, 2020; Wright, 2021a). As in basketball, soft skills support life development (Sen, 1999). For example, to score a basket, people must decide when to shoot the ball, meaning non-sporting traits occur before sporting (Toure, 2020). To develop, people must learn baseline soft skills which enable more complex freedoms needed to live desired lives’ (Sen, 1999). Yet, many components are dictated by people’s emotions, hindering development (Goleman, 1996). Once people develop emotional stability whilst recognising others, they are better equipped to respond to stimulus (Nerbun and Sanderson, 2019a). Whereas inabilities to handle emotions can negatively affect others alongside organisational culture (Latif, 2020). Through Blaze intentionally targeting wellbeing, they proactively help participants bypass major constraints impeding people, communities, and society’s development (Sen, 1999). Blaze coaches utilise the ‘Rule of Three’:
“The Rule of Three brings all of this together succinctly and is the support behind everything... Coaches have to be patient. Step one is can players self-review, self-reflect, problem solve live themselves in the moment ... [ask yourself] “Am I happy with that?” Yes, then continue to do it ... No, what will I change differently next time? Now we should see them change something ... Level two is when [other] players are aware of this process ... and go and correct it ... and help them with that ... Do they correct because of their teammates impact or communication? If it’s a no, then the player is still struggling to find a solution with that problem. Now we get to level three which is the coach stepping in.” - Alan Keane (Nerbun and Sanderson, 2019b)

This strategy reflects Blaze’s person-centred approach. It encourages participants to contemplate themselves and associates through conversations whereas coaches, through open communication, effective practice planning and scanning, allow players to stop, reset and adjust (Latif, 2020). For Blaze, basketball is a problem-solving activity whereby coaches create situations and tasks requiring resolutions (Latif, 2020). This space is where participants learn, and growth occurs (Sen, 1999). The key mechanism: coaches encouraging and facilitating players to support one another by allowing participants to push each other towards individual and group success criteria (Nerbun and Sanderson, 2020b). Coaches do this via positive reinforcement (Blaze, 2019b). Thus, Blaze is modelling a growth mindset (Sen, 1999). Failure to coach in ways enabling people’s growth and to employ the skills coaches instil makes club’s impact limited and actions redundant (O’Sullivan, 2018). Alongside coaches, Blaze found members to be valuable facilitators, meaning participants’ best resource for development is basketball’s club environment (Latif, 2020). Having detailed some practical basketball mechanisms to build capabilities, the subsequent section assesses how Blaze measure, monitors and benchmarks wellbeing.

**Measuring, Monitoring and Benchmarking**

“One of the most interesting things we’ve done over the last three years with the basketball club ... is started to benchmark the collective wellbeing of the members.” – Simon Turner (Wright, 2021b)

To successfully integrate a wellbeing culture, “an appropriate evaluative framework” is required (Sen, 1999: 249). The framework’s foundations are wellbeing surveys. With societal
increases in mental health during Covid-19, surveys became compulsorily undertaken every three-four months (Actify, 2020g). The baseline utilises the Warwick–Edinburgh Mental Well-being Scale, constituting standardised questions to cover various social bases (see appendix 25). Questions surrounding “what do you look for in a good coach?” are included to gather more in-depth data to underpin basketball practices as members’ requirements change (Wright, 2021b). While informative, two weaknesses exist: ineffective for those lacking emotional maturity (people under fourteen); and isolating basketball’s impact on people’s lives when external factors (family/education) are active (Wright, 2021b). Completed by participants/guardians, everyone receives opportunities to confidentially disclose concerns, allowing greater organisational proactivity (Actify, 2020g). Such democratic processes supporting club operations conduces development, consolidating people’s rights whilst providing security for vulnerable groups by helping remove dangers and toxicities to people’s wellbeing (Sen, 1999). This system augments development, instantly instilling participation with members encouraged to employ their rights to liberty and express opinions rather than being passive vassals (Sen, 1999). Resolving impediments:

“We used ping pong balls. We had three buckets and gave everyone a ping pong ball. The three buckets were “I'm happy”, “I'm sad”, “I'm neutral” and when they came in, we said “Here’s a bucket. Throw it in.” and then we count the number of table tennis balls in each bucket and that’s how we get our baseline information at the beginning of the session and then we’d deliver the session and do the same on the way out.” - Simon Turner (Wright, 2021b)

Upon trialling, Blaze discovered total balls post-sessions in the happy and sad bucket increased while neutral decreased (Wright, 2021b). Reinforcing previous ideologies about basketball’s emotional nature, participants leave sessions having endured positive and negative feelings with drills involving competitive alongside performance-based elements generating outcome dependent mood fluctuations (Wright, 2021b). Recognising emotional alterations, coaches react by modifying entire practices, changing activities, or providing positive reinforcement and technical input (Krikorian and Carney, 2022). Blaze match high challenges with high support, involving constant feedback to counteract perceived setbacks. Using ‘positive touches’ (fist pumps/high-fives), coaches establish positive connections leaving participants not feeling criticised or instructed with feedback emphasising positivity (Nerbun and Sanderson, 2019a). In contrast, low support produces arbitrary outcomes, meaning
participants become increasingly susceptible to negativity, causing decreasing satisfaction and increasing dropout rates due to challenging landscapes alongside inadequate support (Wright, 2021b). Only early basketball developers or system survivors experience success with late adopters struggling, losing interest because supply does not meet demand (Wright, 2021b). Through interpersonal connections, Blaze recognises the “sensitivity of social decisions to the development of individual preferences and norms” (Sen, 1999: 253). At Blaze, discussion, engagement, and interactions establish shared commitments and values whilst advancing individual and groups’ capability building through staff’s ongoing support (Sen, 1999). This process challenges coaches to improve themselves while helping others:

“Freedom is central to the process of development for two distinct reasons: 1) The evaluative reason: assessment of progress has to be done primarily in terms of whether the freedoms that people have are enhanced; 2) the effectiveness reason: achievement of development is thoroughly dependent on the free agency of people.” - Amartya Sen (1999: 6)

To measure and evaluate participants’ wellbeing requires tracking self-growth beyond club parameters. To see basketball’s short-term impact, Blaze employ stakeholder surveys. Data is gathered through conducting short conversations or interviews with three-four personnel who regularly interact with members (Nerbun and Sanderson, 2020e). With participants predominantly aged between 5-18 years, staff engage community leaders (employers/teachers/youth workers) (Nerbun and Sanderson, 2020e). At minimum, anecdotal feedback from externals is collated to form holistic perspectives (Nerbun and Sanderson, 2020e). Given individual and groups’ different heterogenetic preferences/values, issues concern self-interest inflictions and coherency with organisational goals (Sen, 1999). Despite Blaze’s person/needs-centred development approach, “unintended consequences” dominate results with measuring/evaluative techniques biggest weakness being dependencies on people’s authenticity and willingness (Sen, 1999: 250). The strategy’s successfulness resides in Blaze’s pre-established local community partnerships, aiding reflection and learning processes. However, success stories need supplementation from accounts of deflections and failures to learn lessons and render improvements (Sen, 1999).

Measuring basketball’s long-term impact involves longitudinal tracking studies. This entails staying connected with former members via alumni networks (email/social media).
Having left Blaze, questionnaires are distributed to ascertain people’s current life’s positionality (Nerbun and Sanderson, 2020e). Blaze recognises feedback is commonly attained from survivors and not drop-outs. From surveys, Blaze seeks information to help turn fringe members into committed participants, preventing unnecessary emotional harm through negative experiences catalysation (Nerbun and Sanderson, 2020e). As Stafford, Alexander and Fry (2013) revealed, 75% of British children experience emotionally harmful behaviour (bullying/disrespected/humiliated) in sport, mainly by peers but also coaches, predominantly males. Listening to contrasting voices helps understand people’s dissatisfaction alongside systems’ failures (Sen, 1999). Dissidents enable an ambiguous “view of the “true nature” of local values”, forcing authoritative groups to adopt a “repressive view of local culture” (Sen, 1999: 247). Without learning, club practices become redundant because staff only coach converted followers. This perpetuates core problems, reinforcing coach-centred mechanisms over participant-driven (Nerbun and Sanderson, 2020e). Negative cultures not only harm people, but communities and societies through hampering collective wellbeing as participants’ presence subverts the “intellectual basis of such univocal interpretation of local beliefs as homogenous thought.” (Sen, 1999: 247). Without appropriate culture, technical and tactical components are futile:

“I have never learnt as much from anybody other than the players. By asking them, “What are you seeing? What are you noticing?” I’m learning so much. Last night … I said, “Guys, have you got anything to share?” A really generic question … but somebody said something and the point he made was really valuable … It was something that I didn’t think of and in hindsight, I’m thinking, I should have thought of that … But the fact that he felt comfortable, and the environment allowed him to say it in front of everybody … A lot of value comes back to the coach when you ask the players questions.” - Alan Keane (Gromer, 2022a)

To supplement data collection, Blaze monitor progress in-between. As Sen (1999: 280) said: “We have to take note of variations-and changeability-in priorities and norms”. The monitoring technique is communication via conversations to inform reasoning (Wright, 2021b). Although simplistic, freedom to exchange words under altruistic onuses “does not need defensive justification in terms of their favourable but distant effects” (Sen, 1999: 6). One crucial outcome is heightened: interpersonal understanding (coach-participant/participant-coach) surrounding personal beliefs, morals, and values (Sen, 1999). Conversations establish
“partial agreements”, separating “acceptable options” from “unacceptable ones” whereby workable solutions are based on people’s needs alongside available provisions without requiring complete social unanimity which makes providing individualistic experiences challenging (Sen, 1999: 253). This allows people to be coached in alignment with personal preferences. Such democracy provides participants the “free choice” to determine who they want to be and how they want to become that person (Sen, 1999: 27). The challenge remains navigating individual’s social interactions which are based on “what they are being offered” and “what they can expect to get”, underpinned by honesty and trust with transparency necessitating openness, disclosure, and lucidity (Sen, 1999: 40). When trust is broken, direct parties and third parties can be adversely impacted, catalysing negative ramifications which damage environments and relationships (Bourdieu, 1980; Sen, 1999). Communicative reasoning remains a powerful means of facilitating capability building whilst it historically transformed people and developed “more acceptable societies” (Sen, 1999: 249).

Blaze’s role: to question, listen, and understand (Actify, 2020g). One strategy sees older members converse with younger participants, fostering cross-age-group friendships whilst training aspiring coaches (Blaze, 2021). At Blaze’s school holiday camps, staff on opening days spend five minutes individually with everyone, asking questions like, “Is there anything you are worried about taking part here?” (Wright, 2021b). While most reply, “No”, some reveal concerns affecting subjective temporary wellbeing (Wright, 2021b). Responses commonly surround worries about making friends or injuries (Actify, 2020g). Private affairs have been discussed such as suitable bathroom facilities for non-binary people with said participant unsure about group reactions (Actify, 2020g). Blaze (2021) found this process helps build rapport, allows participants to be themselves and be better understood by everyone. It also enables wellbeing issues identification upfront meaning through increased awareness, staff operate proactively to aid attendees (Sen, 1999). This method builds relationships based on respect and trust, helping render more inclusive developmental success. Such an approach requires acknowledging unintended effects alongside reasoned attempt to generate social change through improved results (Sen, 1999).

Blaze’s measuring and monitoring process culminates in spreadsheets comprising members’ wellbeing. Utilising a traffic light system (red/yellow/green), participants’ wellbeing is graded accordingly, reinforced by notes documenting said rationale (Wright, 2021b). Staff look for emotional balance alongside behavioural changes (eating habit alterations/reduced
attendance/tiredness) indicating wellbeing declinations (Latif, 2020). Jottings stem from staff members’ conversations and subjective observations of individuals within Blaze’s controlled environment (club activities/games/training sessions) to offset dependencies on people’s openness in discussions and surveys (Wright, 2021b). This links to Sen’s (1999: 254) “reasoned progress” whereby personal observations are advantageous because it records external/internal, intended/unintended consequences. The issue is not rational social choice possibilities but having adequate informational bases for social judgements and decision-making (Sen, 1999). To resolve, contracted staff review spreadsheets monthly, assessing the “reds” and “yellows” alongside people digressing (Wright, 2021b). If multiple adults observe similar negativities, further conversations are held with guardians or professionals to ascertain answers (Wright, 2021b). This procedure helps cement Blaze’s wellbeing culture. Although well intended, modern subjective wellbeing approaches through hyper-individualised practices are becoming toxic and detrimental to desired positive outcomes (Atkinson, 2021). Whilst evidenced predictions are plausible, nothing is guaranteed, but in developmental processes, necessary precautions as preventative measures are essential (Sen, 1999). This forms part of the organisations safeguarding process:

“There also have to be opportunities for retaining and acquiring new skills (for people who would otherwise be displaced), in addition to providing social safety nets (in the form of social security and other supportive arrangements) for those whose interests are harmed.” - Amartya Sen (1999: 240-241)

If situations escalate, Blaze have a referral system. Beginning with team meetings, staff devise documents with all necessary (community leaders’) contact information (addresses/emails/telephone numbers) (Wright, 2021b). It progresses to putting people through mental health, first aid and safeguarding courses (Actify, 2020b). Blaze’s partnerships prove pivotal because situations can be resolved quicker and more effectively when shared. When encountering issues, staff flag wellbeing concerns requiring interventions to the Wellbeing Manager who appropriately signposts people (Wright, 2021b). Staff determine solutions based on individual’s needs ranging from conversations with parents, professionals, schools, or social services (Wright, 2021b). Blaze currently has a councillor that members can access freely (Wright, 2021b). These procedures stem from employing rational behaviour, helping advance personal and organisational objectives whilst promoting justice (Sen, 1999). This system allows unintended yet predictable negative outcomes to be proactively addressed, preventing
situations declining (Sen, 1999). However, Blaze must be sensitive to intentional practice’s side-effects. Even if developmental outcomes are achieved, longevity depends on people’s life consequences and evolutionary processes which threaten freedom; hence safety nets importance whilst the “protective security” provided is an instrumental freedom for survival (Sen, 1999: 184). This pathway solidifies Blaze’s successful wellbeing culture because diverse scenarios resolutions are pre-implemented. Such systems require holistic evaluations:

“In assessing the demands of rational behaviour, it is also important to go beyond the immediate choice of isolated objectives to the emergence and endurance of objectives through their effectiveness and survival.” - Amartya Sen (1999: 272)

Measuring, monitoring and benchmarking wellbeing benefited Blaze. Staff described feedback as “eye-opening” because people regularly divulge personal information (Wright, 2021b). Through evidencing outcomes, Blaze noticed real growth compared to using personal assumptions (UPSHOT, 2022). WTP aim to create a complete support system around members whereby further developments are ongoingly discussed such as quiet rooms for personal reflection and resolution outlets (WPT, 2022). Previously, many stakeholders were wary of such approaches over lacking emotional readiness and educational preparedness, preferring coaching, or playing (WPT, 2022). Blaze recognises that these concepts add value through providing insights and resolutions into problems (WPT, 2022. This stems from putting data behind basketball’s rationale, preventing subjective views and futile efforts (WPT, 2022).

Blaze’s structure adds another layer to coaching and participants’ needs: emotional labour (WPT, 2022). Emotional labour helps people channel and overcome factors negatively impacting people’s wellbeing and stagnating development or sparking underdevelopment (Sen, 1999). Blaze turns anxiety, anger, and arrogance into progressive, positive skills like resilience or self-efficacy which underpins development (Krikorian and Carney, 2022). At Blaze, coaches are ‘boundary spanners’ with their role changing from face-to-face engagements with participants to actors supporting multi-sectoral activities through connecting different agencies to provide support systems for members (Jeanes et al., 2019: 433). Blaze’s work embodies Sen’s (1999: 27) “comprehensive outcomes” whereby they record development’s full process alongside how outcomes accrue. Blaze’s system is geared towards overcoming development’s two main challenges: eliminating persistent, endemic deprivation; and preventing sudden or severe destitution (WPT, 2022). Having delineated how Blaze measure, monitor and
benchmark wellbeing, the final sub-section offers four case study vignettes, highlighting how Blaze generate developmental outcomes through basketball.

**Case Studies**

“We are most proud when we see how what we do here impacts on individual lives ... These may not be world beating basketball players yet, but they stand out because they have been nurtured by The Crags community, developed strong values, and worked hard. We provide spaces and experiences that have enabled their progress and helped them make better choices.” - Sam Parfitt, We Play Together Wellbeing Manager (PPS, 2019)

This statement reflects WPT’s developmental intent which interviews reflected. WTP stakeholders unilaterally share this view. In previous sections, Blaze’s approach and strategies were outlined. The club’s developmental potential remains determinable. The following case studies showcase some of Blaze’s transformations through utilising basketball as a developmental tool. These four were selected because they reveal how basketball can develop and build diverse people and communities’ capabilities. While Blaze plays a crucial role, outcomes were influenced and expedited by multiple factors simultaneously functioning. Basketball was just one key element in the capability building process alongside other factors (education/employment/family/friendships). Seeking fuller CA visualisations in Scottish basketball, the succeeding case study vignettes reflect Sen’s (1999) three main focal points: direct relevance to people’s well-being and freedom; indirect role through influencing social chance; and indirect role through influencing economic production.

**Case Study One: Hugh Walton (Edinburgh)**

“Hugh is an autistic person, and this is the first time in his life that he has ever asked to join a team sport ... It’s been very beneficial for Hugh, not least because he’s brought to school in a taxi, so this is a great opportunity for him to exercise with his peers and with other children from other areas. It’s very difficult for Hugh as an autistic person to understand how to interact with other children and running about and being physically active is a way that he can do that without needing to speak as he can just join in and have fun. I asked him if he’d like to come to other sessions and he's already said, “This is great, I want to come”, and he isn’t put off by the fact it’s early on a
Saturday morning. I know he’ll be up early, and he’ll be raring to go and we’re really grateful for the opportunity” – Jennifer Walton, Parent (Blaze, 2016).

Walton was introduced to basketball through Blaze’s school initiatives in 2016. After joining basketball taster classes for children with Additional Support Needs (ASN), he started attending Blaze’s weekly sessions (Blaze, 2016). Walton has since improved his ability to integrate and socialise with peers amongst the mainstream world, allowing him to grow and flourish in a safe environment that cultivated his development (Blaze, 2016). Basketball helped him understand the world through permitting him to engage with social dynamics he previously found difficult within his comfort zone whilst learning at his own pace (Blaze, 2016). Basketball enables Walton to experience reality where other social world elements cannot, improving his life quality because every session develops his capabilities without him realising while providing a sense of belonging and equality (Blaze, 2016). These included day-to-day skills surrounding human connections and interactions alongside encountering life lessons like sharing and togetherness through basketball’s team nature (Blaze, 2016). Walton’s parents accredited Blaze’s nurturing and supportive environment for enabling his development, especially the coaches (Blaze, 2016). Whilst Blaze helped, basketball was attributed for this transformational impact because Walton fundamentally enjoys it. Overall, Blaze was hailed for supplying opportunities with possibilities in Scotland lacking for ASN youths who are often marginalised within developmental agendas (Active Schools Edinburgh, 2017; MacMillan, 2016).

Case Study Two: Tobi Orowolo (Edinburgh/Nigeria)

“Basketball was a big part of helping me grow. What I really learned was you have to be nice to people, and once you’re nice to people, one day you’re going to help them be nice to someone else. If you think about it, because of The Crags, that's how I got close to Jona and his family. If I didn't get close to his family, I wouldn't have had a solid place to stay, or even found out about my immigration status, so I wouldn't get to go to university, or college, or play basketball overseas. Without The Crags, I would probably be back in Nigeria or living underground with my parents somewhere. The Crags is one thing I'm grateful for every day, because of the connections I've made.” – Tobi Orowolo, former Player (Blaze, 2021)
Orowolo joined Blaze in 2015 aged 13. Initially deterred by his personally perceived substandard ability allied to basketball’s overall cost, he did not return (Blaze, 2021). Upon receiving a scholarship, Orowolo rejoined training before progressing through Blaze’s different age groups whilst regularly practising independently and volunteering, helping coach younger teams and organising kits (Blaze, 2021). Whilst at Blaze, he was evicted from his family home. A team-mate’s family took him in while he finished his education and helped sort his legal affairs (Actify, 2020d). Accrediting staff, team chemistry alongside basketball’s atmosphere for his on and off-court development, Orowolo was selected for basketballscotland’s National Academy in 2019 (basketballscotland, 2019o). Due to Blaze’s support alongside their basketball community, Orowolo currently studies a sports coaching diploma at an English basketball academy with aspirations to pursue education further whilst playing American college basketball (Blaze, 2021). This life changing decision was sparked by his experiences at Blaze. In five years with the club, Orowolo completed 2,990 hours of basketball and contributed 160 voluntary hours, rating Blaze 5/5 for how they improved his wellbeing (Blaze, 2021).

Through Blaze, Orowolo stated: “I started seeing myself as worthy and enjoyed proving myself.” (Blaze, 2021).

Case Study Three: Simon Turner (Edinburgh/New Zealand)

“I knew two people in Edinburgh, neither of them in the sport. I just connected to the basketball club. I showed up, I had no gear, I was literally wearing my trainers, I was living in a dodgy hostel on Princes Street at the time and I just walked into an instant social circle. We all spoke the same language, the language of basketball. My first flat in Edinburgh was living in the spare room of one of my teammates from the club. One of my first full-time jobs in Scotland was working in basketball. It came about because the club secretary, Bill McInnes, he clocked me straight away and he got me into volunteering. I was coaching the under twelves and then that turned into the under fourteen and then I was coaching the under sixteens. I got married in 2007 and all my friends from my wedding were basically all basketballers. So, that’s social capital. I got friendships, a place to live and a job out of a basketball club.” – Simon Turner (Actify, 2020d)

Turner catalysed Blaze’s current developmental journey (UPSHOT, 2022). Alongside coaching responsibilities, Turner upheld posts ranging from Club Development Manager to Trustee (Sutherland 2012). Despite being New Zealand born, Turner was selected for Scotland’s National Basketball Team whilst also coaching youth national squads (Edinburgh Evening News, 2016). Turner’s journey reflects social capital’s transferral from advantaged people to disadvantaged, enabling a person with potential, to flourish. As his involvement grew, so did opportunities and possibilities for personal advancement alongside Blaze’s. Nowadays, Turner connects sport and businesses for social change. From his basketball experiences, Turner: co-founded WPT (a basketball-based wellbeing charity); co-founded MVMT (a mission-driven business for people believing sport is a movement for good); and become an UPSHOT Director (a digital impact measurement system) (MVMT, 2022; UPSHOT, 2022). Turner contemporarily employs his expertise to drive Blaze’s agenda alongside The Robertson Trust and SportScotland’s to help society develop through sport more extensively (Actify, 2020k). Recognising basketball’s impact upon himself and others sparked Blaze alongside Scottish sports paradigm shift from a sport-first to community/person-first focus (UPSHOT, 2022).

Case Study Four: Female Pick-Up Basketball (Edinburgh/Worldwide)

“I just admire the way the girls come to training full of energy, always positive, developing all the way. Even at the women’s pick-up sessions, I can see how they are enjoying it … They are using the basketball skills and I think this helps them to reduce the stress and anxiety that we are living in all the time, not just during Covid. Relieving stress and anxiety for myself and for others, this is one of the main motivations for me to continue coaching basketball and to continue doing what I’m doing.” – Hebatallah Shoukry, Blaze Basketball Coach and Trustee (basketballscotland, 2020q)

Seeking greater female involvement whilst establishing a nurturing environment which cares about women’s basketball, takes it seriously and enables its growth, Blaze launched female-only sessions in 2019 (SportScotland, 2019). The sessions’ premise: getting active; having fun; and socialising within a safe and supportive ecosystem surrounded by likeminded people (SportScotland, 2020a). Since commencing, Blaze enticed new demographics, bolstering organisational diversity. Alongside club members’ mothers, parent’s friends, and local community members, Blaze engage ethnic minorities (Actify, 2020f). Having attracted
one Muslim woman, Blaze welcomed new groups previously not partaking in sport in Scotland (MacMillan, 2016). Blaze previously attempted to connect with marginalised demographics but lacked communication channels (Actify, 2020f). The initiative’s success resides in the wellbeing improvements alongside the newfound community cohesion and integration which was resultant attained through basketball (Actify, 2020f). Greater diversity created new possibilities including broader social capital exchanges, more community-based contacts, diverse insights alongside specialised knowledge (Actify, 2020f). It also increased Blaze’s divergent thinking with multiple members becoming coaches and a trustee (Actify, 2020f). Since inception, sessions provided physical/mental benefits whilst expanding its boundaries and popularity (basketballssection, 2020n). Having offered four case study vignettes, the following section provides chapter seven’s key observations.

**Key Observations**

“Fit Minds. That’s mental wellbeing through all forms of activity and they’re quite clear on that. If you look at The Crags’ website, talk to Simon [Turner] about what The Crags’ vision is, its fit minds and that’s clearly profiled throughout the club … I think that’s what possibly makes The Crags what it is. They’ve got a clear social purpose and it took them time to understand what that social purpose is … You understand what the social need is and the social need in your area is supporting people with their mental wellbeing.” – Adam Szymoszowskyj (Actify, 2020i)

While the club’s agenda started under SFC intentions, it manifested into SFD via CA. Blaze showcase how sporting and non-sporting outcomes can go hand-in-hand through intentional person/needs-centred approaches. The team’s efforts reflect Sen’s (1999: 293) development as freedom by placing “humanity at the centre of attention” because they are concerned with basketball’s role in people and community’s lives alongside accruable capabilities. Success’ yardstick is determined by positive life-changing outcomes, not performance results. Development is about more than providing growth opportunities but safeguarding people and communities from developmentally reclining towards underdevelopment (Sen, 1999). From Sen’s (1999) economics, inequality and poverty concept, Blaze’s support opportunities prevent people experiencing inequalities, neglect and suffering further deprivations (ill health/lack of learning/social exclusion/future unemployment) which can generate underdevelopment (Sen, 1999). As Blaze’s safety nets
showcase, determining individual or groups’ circumstances helps start practical applications because ongoing environments determine people and communities’ development; hence, Blaze’s monitoring, measuring and benchmarking wellbeing emphasis (Sen, 1999). Ultimately, Blaze’s transition to a social enterprise has been beneficial whereby recruiting local youths as workers, developing authentic local, national and international partnerships, and creating a non-judgmental environment delivers positive ripple effects beyond that possible from class-blind sport provision (Reid, 2016). Although, their ‘non-establishment’ nature is partially undermined by emphasising local poverty of aspiration and the psychological thinking within growth mindsets and grit research (Reid, 2016: 597).

To understand development’s challenge, it concerns aggregative and distributive judgements relevance to capability building (Sen, 1999). This links to the club’s evidence grounding which informs actions and recognises what is happening, being neglected and needs done (Sen, 1999). Blaze’s pragmatism within policy analysis and practical evaluation is an overarching motivation also underpinning Sen’s (1999) CA. Prioritising stakeholder’s voices in critical analysis and value formation is “among the most crucial freedoms in social existence.” (Sen, 1999: 287). Like CA, Blaze’s approach is participative, deliberative, and democratic. While Blaze implements strategies and systems, intentions are not autocratic adherence but fluidity whereby recognising communities’ shared humanity, interventions help people navigate and prepare for life (Sen, 1999). Blaze excels through embodying Sen’s (1999: 279) optimal developmental environment, embedding a “complex and sophisticated value system” based on honesty, reliability, and trust. If third sector organisations in Scotland are to operate as intended, like Blaze, they should support those with least personal resources to help conversion into social just outcomes (Brunner and Watson, 2015). Blaze’s endeavours concern communitarianism and legacy; the legacy of helping people to see communities and society flourish. For Blaze, outcomes are enabled by facility control and strategic partnerships whereby transferring public sport facilities to management led by volunteer-based teams increases local needs responsiveness and understanding (Findlay-King et al., 2018a; Findlay-King et al., 2018b).

While community asset transfer generates benefits (empowerment/regeneration) as WPT highlight, several drawbacks exist in Scotland: unavailable for every community organisation; disengage localities members with people still experiencing deprivations; require long-term commitments, funding, management, resources and support, raising doubts about
sustainability whilst facility leases have expiration dates, putting increased pressure on volunteers; current planning policies do not facilitate community ownership; the entire wider community must understand organisational goals, necessitating constant reiterations of shared comprehensions with some locals reluctant to change; and greater patience alongside community buy-in is needed for long-term success (McMillan, Steiner and O’Connor, 2020; McMorran et al., 2018; Sayers and Follan, 2010). These problems highlight Blaze’s endeavours difficulties, reflecting that community ownership cannot provide benefit for all. Aside from these issues, Blaze’s internal limitations: multiple conversations are needed to further define approaches, culture, and methods; lagging knowledge and understanding of theory; closer considerations of human infrastructure and organisation is required; performance retention opportunities; club exposure; leadership diversity (ethnic/gender); white male, middle-class dominated hierarchy; national support; growth capacities; and sponsorship. Overall, Blaze’s focus on individual effort and learning from failure chimes with neoliberal thinking, ignoring how widening societal inequality and politics causes local problems and the need for structural changes for wider social impact (Reid, 2016). What Blaze’s community development approach needs is to identify a community champion (coach/player/volunteer) to complement partnerships and programming (Vail, 2007).

As Blaze showcase, community basketball club’s developmental possibilities in Scotland entail: human and community development through diverse participatory offerings, tailored coaching methodologies and evidence-based decisions; community development via visionary leadership emphasising connection, cohesion, and relationships from the bottom-up; and societal development as upon leaving Blaze’s system, members are more developed than when they arrived, progressing with elevational freedoms to enable growth alongside societal contributions. Blaze demonstrate: an understanding of WTP’s desired social outcomes; commitment to building organisational capacity; community understanding; a person-centred approach; staff and volunteers with appropriate skills and values; collaborative working commitments; and dedication to ensuring quality, inclusion and removing participatory barriers. Through upholding SportScotland’s (2017a; 2021) Changing Lives approach, they also support the Scottish Government’s (2021a; 2021b) national development plans through basketball programming, helping build people and communities’ capabilities through whilst reducing societal inequalities on a small scale. Blaze thus contributes to eight (1/3/4/5/9/10/11/16) SDG’s (see table 2.2). Having discussed chapter seven’s key observations, concluding remarks follow.
Concluding Remarks

“I think it’s common sense really that a player with good mental well-being is much more likely to play with more confidence, to commit more to the decisions they make … and ultimately become better decision-makers because they’re doing it with the freedom to fail and without a fear of failure. I think when you build an environment that puts people first, you really nurture those elements that facilitate growth and development as opposed to putting winning first or the scoreboard first or performance first where sports is a high percentage of mistakes. Putting people first we feel actually improves performance and makes people play better and develop at a better, faster rate.” - Alan Keane (Gromer, 2022a)

Chapter seven proposes basketball as a contributory tool in developmental processes. Community basketball clubs can help build people, communities, and society’s capabilities. The key message is understanding and prioritising stakeholders’ needs beyond basketball before utilising organisational capacities and resources to assist development. This chapter emphasises a paradigm shift from sport’s traditional role to modern requirements surrounding: person/needs-centred, community-driven approaches; specific purposes directing operations; shifts from reactive to proactive; intentional outcomes over participatory byproduct results; and igniting conversations with internal members alongside augmenting communications with external stakeholders. Given Scotland’s political environment, a twin tracked approach merging development and sport-for-sports-sake broadens capability building possibilities whilst satisfying stakeholders (Collins et al., 2012). Developing individuals and communities are preliminary steps to developed societies (Hartmann and Depro, 2006). Mass development is achievable through acknowledging members’ participatory barriers before adapting club functionalities to focus on certain objectives whilst accommodating people’s requirements. Outcomes are heightened by forming partnerships with sporting/non-sporting alongside non-mainstream/mainstream organisations like NGB’s and schools that are better equipped and more contextually knowledgeable. Given WTP currently lead SportScotland’s (2017a) Changing Lives agenda, it is arguable that Blaze’s approach could be Scottish sport’s future. Having evaluated community basketball club, Blaze, in chapter seven, chapter eight investigates professional basketball club, Caledonia Gladiators.
Chapter Eight – Professional Basketball in Scotland: Caledonia Gladiators Basketball Club

“Our reason for acquiring both a men and women’s professional franchise is that we believe both should be viewed on an equal footing. We will invest in a culture that looks at our basketball players and does not see men and women but sees athletes ... We will develop our club with equality of opportunity in our DNA; growing our club together where any individual and club successes will be inextricably bound to the success of our community ... Using our three pillars of ‘Community’, ‘Opportunity’ and ‘High Performance’, we will continue to invest in a pathway that stretches not only in Glasgow, but to every corner of Scotland.” - Steve Timoney, Caledonia Gladiators Owner (Gladiators, 2022e)

Introduction

Chapter seven investigated how a Scottish community basketball team generates non-sporting outcomes via basketball. Forming the third case study, chapter eight assesses how Scottish men’s professional basketball club, Caledonia Gladiators, delivers developmental outcomes through basketball. This chapter was constructed when Caledonia was Glasgow Rocks before becoming Gladiators in 2022. It is discussed through a Gladiators/Rocks lens based on Caledonia’s history chronologically. Contemporary sources highlight lacking knowledge surrounding professional basketball team’s role in developing people, communities, and nations (Banda, 2012). Less is said about BFD’s application in the global north’s professional basketball landscape where CA has not been applied (Banda, 2015; Banda and Gultresa, 2015). Most research investigates professional organisations’ corporate social responsibility, primarily NBA and EuroLeague franchises (Banda, 2012; Chen and Lin, 2020; Lacey, Kennett-Hensel and Manolis, 2015; Lacey and Kennett-Hensel, 2016; McGowan and Mahon, 2009; Schyvinck and Willem, 2018). No research focuses on Scottish basketball or Gladiators. Caledonia’s community work remains undocumented. To date, only Lowden, James and Powney’s (2000) paper denoting Glasgow’s inaugural secondary school visitations surrounding healthy lifestyles prevails.

3 In creating chapter seven, no annual reviews, governance reports or strategic documents which detail the club’s ownership, geographical location or strategic direction were made available by Glasgow Rocks/Caledonia Gladiators. Such sources do not exist with the organisation having poorly documented information or not systematically recorded data altogether. Chapter seven is constructed through collating all audio-visuals, documents and reports publicly available to produce a narrative.
Chapter eight fills this space, contributing to the following research questions: how should we explain the relationship between basketball, society, and development alongside what are the limits and possibilities of basketball in Scotland? In closing some knowledge gaps whilst adding to understandings about how professional basketball teams produce non-sporting outcomes, chapter eight comprises four areas. Part one contextualises Caledonia, outlining factors underpinning Gladiators’ community work through delineating the background, aims, basketball opportunities and business approach. Part two explains how, when, and why Gladiators undertake community operations. Part three discusses Caledonia’s former flagship school outreach programme, Jump2It, in conjunction with partners Scottish Sport Futures (SSF), assessing its developmental impact upon youth. Part four offers case study vignettes concerning four benefactors of Gladiators’ programming. These sections offer descriptions of opportunities provided which fit accredited non-sporting outcomes participants experienced. The final sections delineate chapter eight’s key observations and conclusions. These areas form part of chapter eight’s narrative which unearths five overarching themes: community; development; education; engagement; and role models.

Caledonia Gladiators Professional Basketball Club – Case Study Context

Background

“I think the best thing that happened out of the Rocks for me was the charitable work that we were able to do and the contribution that the Rocks in those days made towards the charity. The players were outstanding, well received and the messages that they put across stuck. The recall of the Rocks messages was very good.” - Ian Reid OBE, former Glasgow Rocks Co-owner (Young, 2020)

Caledonia Gladiators Basketball Club are a professional team based in Glasgow, Scotland. Founded in 1998 as Edinburgh Rocks by a business consortium led by Ian Reid, they compete in the BBL as Scotland’s only male representatives (Bairner, 2001). Since inception, Gladiators balance on-court results with off-court outcomes, becoming known for communitarianism through advocating: “ask not what you can do for basketball, but what basketball can do for you” (MacDonald, 2014). While community is central to Gladiators’ operations, direct intent heightened in 2022 through aligning with SportScotland’s Sport for
Life and Glasgow’s Everyone Deserves a Great Glasgow Life strategy alongside the Changing Lives Through Sport and Physical Activity Movement (basketballscotland, 2022t). Committed to addressing communities’ needs and wants, the franchise aims to: improve health and wellbeing; reduce isolation; support youth in accessing positive activities; help tackle people’s personal challenges; and aid reductions in anti-social behaviour (basketballscotland, 2022t). Building Scotland’s constituents’ capabilities through basketball programming, Gladiators seek long-lasting impact locally and nationally (basketballscotland, 2022t). Caledonia’s community framework embeds Glasgow’s endeavours (Young, 2022d).

Since Gladiators were established, multiple structural changes have occurred. Having relocated from Edinburgh to Glasgow in 2002 for commercial reasons, to make Caledonia more publicly accessible, they changed names four times: Edinburgh Rocks (1998-2002); Scottish Rocks (2002-2009); Glasgow Rocks (2009-2022); and Caledonia Gladiators (2022-present) (Woods, 2002; Leslie, 2009; Gladiators, 2022e; Rocks, 2022e). Spurred by commodification pressures and opportunities, Gladiators moved venue six times: Meadowbank Arena (1998-2002); Braehead Arena (2002-2008); Kelvin Hall (2008-2012); Emirates Arena (2012-present); Playsport (2023-2026); and Caledonia Gladiators Arena (2026-onwards) (Woods, 2002; Behan, 2009; The Herald, 2012; Young, 2022d). The latter becomes the franchise’s first self-governed facility which could transform Gladiators’ community development capabilities through acquiring autonomy over future decisions without external constraints impeding operations (Newlands, 2022). In building a privately owned arena, Caledonia want a sustainable centre for basketball which positively transforms Scotland through basketball beyond current endeavours (Gladiators, 2022e).

Aims and Objectives

“I hate losing. I’m on record from day one as saying that I want us to win silverware ... I haven’t come here not to be successful ... I think that’s the next big thing for us, to start winning stuff and for people to see that as we’ll get good media coverage off the back of that and I think that’s when people start getting more involved: when they see us as not just being a nice club doing the right things, but that we’re actually pretty successful, regularly finishing in the top league places.” - Duncan Smillie (The Edit, 2017)
Caledonia’s mission is competitive success. As a professional basketball team, overarching goals concern winning matches and tournaments (The Edit, 2017). Silverware has been attained upon winning the BBL Playoffs (2003) and BBL Trophy (2023) (BBC Sport, 2003; BBC Sport, 2023). Driving performance results is Gladiators five-year plan: personal arena development; to become Britain’s best team; and assimilation into European basketball competitions (MacDonald, 2017; Woods, 2017; Gladiators, 2022a). To achieve these long-term targets, staff annually set two recurring short-term goals: a top four league finish alongside winning at least one competition (BBL League/Playoffs/Trophy); and consistently increase revenue streams to bolster operations by strengthening playing capacities through signing better athletes to help improve performance outcomes whilst investing in supporting infrastructure (Rocks TV, 2017).

Recognising community value alongside the role Gladiators could play in helping communities, Caledonia desires more direct and intentional communitarianism (Gladiators, 2022e). In conjunction with basketballscotland, a new ethos was introduced behind the new facility’s purpose: to develop a home for basketball and activities that bring the community together; improve social, mental, and physical health; and become a hub for creating positive impact in local community’s (basketballscotland, 2022t). While community and human development are central, moving forward, the onus remains building a culture reflecting what Caledonia represents: Scotland and the people of Scotland (Caldwell, 2021). Through utilising the arena, staff want to create a modern basketball culture for Scotland whilst becoming both Scotland and Britain’s centre for basketball (Rocks, 2022d). Overall, Gladiators’ off-court actions run parallel to on-court results (MacDonald, 2014).

**Basketball Programming**

“There will be employment/volunteer opportunities, accredited training programmes in sport, visits to local schools, basketball camps for all ages, fitness sessions for all abilities and school holiday programmes. Our more mature residents will not be forgotten with body-boosting bingo and walking basketball available. It will truly be a place everyone will benefit from.” - Billy Singh, Caledonia Gladiators Community Development Officer (Rocks, 2022c)
Gladiators offer high-performance basketball entertainment. Since establishment, Caledonia have provided opportunities to develop Scotland’s communities and residents (MacDonald, 2014). They work alongside multiple sport-for-sports-sake and sport-for-good organisations in basketballscotland and SSF, providing expertise alongside assistance within initiatives. Despite ceasing upon Covid-19’s outbreak, two main longstanding programmes were Jump2It (school visitation initiative educating children on healthy lifestyles) and Shell Twilight (diversionary scheme to help disadvantaged youths) (Young, 2020). These partnerships and programmes use “the power of communities working together to create opportunities for everyone” though using “basketball as a tool for social good” (Rocks, 2018). While predominantly targeting children, adolescents and young adults through basketball, Gladiators regularly expand operational boundaries to make the franchises “family” more inclusive (Rocks TV, 2019a; Samson, 2021). Contemporary provisions include:

<table>
<thead>
<tr>
<th>Caledonia Gladiators’ Regular Programming</th>
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<tbody>
<tr>
<td>• Active East</td>
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<tr>
<td>• Additional Support Needs (ASN) Session Visits</td>
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<tr>
<td>• BBL Inspires</td>
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<tr>
<td>• Caledonia Gladiators Basketball Academy</td>
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<td>• Caledonia Gladiators Basketball Club (Under 14/16/18/Seniors)</td>
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<td>• Caledonia Gladiators Wheelchair Basketball Club</td>
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<td>• Caledonia Gladiators Youth Development Programme</td>
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<td>• Educational Workshops</td>
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<td>• Jr.NBA</td>
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<td>• Holistic Community Mentoring</td>
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<td>• School Holiday Camps</td>
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<td>• School Visits</td>
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Table 8.1: Caledonia Gladiators’ Professional Basketball Club Regular Programming  
(Adapted from Gladiators, 2022f; Rocks, 2022b).

Table 8.1 lists some initiatives Caledonia supports and undertakes. To create lifelong basketball participatory opportunities, Gladiators are currently piloting training camps for youths (7-years-old and upwards) and intend to implement master’s basketball for senior citizens with running alongside walking variations to accommodate different demographics’ needs (Rocks, 2022c; Rocks, 2022e). While males, particularly boys, are programme’s dominant benefactors, Caledonia are continually reassessing programming to become more accessible to and popular among females (Samson, 2021). Such endeavours are responses to more girls playing basketball in Scotland whereby, to supplement the current male-only
academy by becoming more gender neutral, the franchise plan to introduce a full female pathway (Jenkins and Russell, 2018). Gladiators strive to be as involved in Scottish basketball and overall society as possible. These intentions are dictated by stakeholders’ investments in time, money and resources which determine developmental capabilities. Operations are underpinned by business transactions regulating community projects’ available funding.

Business Approach

“They’re a great partner. They get basketball. They want to use it for good. They get that we are doing a lot of stuff with communities and stuff like that and that was of interest to them … It’s been a really good deal for us.” - Sean Skelly, Caledonia Gladiators General Manager (Samson, 2021)

Caledonia’s corporate structure employs an American business-like model, rivaling NBA teams (Gladiators, 2022a). Like American-style franchise systems, this is constantly adapted and modified to accommodate prevailing circumstances such as revenue sharing amongst BBL clubs (Hoye et al., 2015). With all profits organisationally reinvested, Gladiators function via three revenue streams: merchandise, sponsorships and ticket/game day sales (Rocks, 2020c). Within the BBL, media rights generate the largest income (Hoye et al., 2015). Despite an ongoing television deal with Sky Sports alongside an internal online channel (Caledonia Gladiators TV), Caledonia lack consistent accessibility and mainstream partnerships (BBL, 2022). This reflects Scottish professional basketball’s financial issues: underfunded and moderate investments (Woods, 2020a). Covid-19 created operational uncertainty by catalysing 30-40% less income, forcing budget cuts (Macpherson, 2020; Rocks OSC, 2020b; Rocks OSC, 2020c). Despite currently recovering from Covid-19, Gladiators’ financial standpoint improves annually (see appendix 26).

Community buy-in prevents Caledonia faltering. Gladiators conduct community work nationwide, engaging society in affordable yet creative ways to spread awareness of Caledonia, Gladiators’ community programming and basketball in Scotland. With eleven partners/sponsors, Caledonia’s marketing excelled via social media: the third most popular Glaswegian sports team behind Celtic F.C. and Rangers F.C. on TikTok; and the most followed
BBL franchise on Facebook and Instagram (Gladiators, 2022g; Samson, 2021). While Gladiators are known nationwide, the issue is societal involvement, especially from males with females being the predominant ticket buyers stemming from basketball’s associated family nature (Jenkins and Russell, 2018; Samson, 2021). Various owners believe the answer is online engagement and competition success (The Edit, 2017; Gladiators, 2022e; Woods, 2020a). Given Caledonia’s business/performance components interconnectedness, determined by Scottish society which actively enables club operations, the corporate/competition results and community outcomes symbolise each other’s successes. Having contextualised Gladiators, the subsequent section assesses Caledonia’s intentions and motivations behind its community involvement through an SFD-capability lens.

Caledonia Gladiators Community Work

“I saw the players interacting with kids and I saw that the young kids were so receptive to these guys. They were sort of larger than life and the Americans in particular were charismatic sort of guys who were able to put across messages to young people. So, we approached Scotland Against Drugs and said I think these guys could do some good in the community with anti-drugs messages. It was kind of born out of that … and in Scotland that’s how the sport for change movement was born.” - Ian Reid (Young, 2020)

Community operations started in 1998, born from Reid’s recognition of basketball/basketballers’ ability to positively impact youths’ lives (Young, 2020). Manifesting this concept, Reid turned to mainstream philanthropy in 2000 establishing SSF; a corresponding charity employing basketball to help encourage youngsters to lead goal-driven lives (APPG, 2014b). Using basketball’s platform to deliver comprehensive SFD approaches, Rocks, in partnership with SSF, began supporting youths’ needs from early interventions to education, employment, training, and volunteering (APPG, 2014b). Such endeavours aligned with Sen’s (1999) key rudimentary principles earmarked as basic requirements for people becoming developed and attaining freedom, putting benefactors on progressive pathways towards living desired lifestyles. Rocks/SSF’s rational for using basketball as a development tool in Scotland:

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4 Data acquired pre-rebranding.
1. ‘Cool’/‘Street’ Image: Basketball is universally known for being ‘cool’ and fast-paced whilst it has strong connections to key components of popular culture (fashion/music/urbanism) which make it attractive to target audiences.

2. First Choice Sport: For many asylum seekers, ethnic minorities, immigrants, marginalised demographics, and refugees, basketball is the primary sport in their country-of-origin. It is also their number one choice in Scotland whereby basketball offers an opportunity for assimilation and integration within a safe and familiar environment.

3. Free from Tribalism: Basketball is free from and does not contribute to the tribalism and other negative aspects of traditional and more popular Scottish sports such as football’s associations with anti-social behaviour, crime, gangsterism, racism, sectarianism, territorialism, and vandalism. This allows basketball to cut across hostile communities alongside racial and religious divides by reducing tensions via promoting harmonious relations.

4. Inclusive: Basketball is enjoyed by males and females whilst it can be adapted to accommodate every demographic from those with physical and mental impairments to people of all ages. This cannot be said for every other sport.

5. Professional Role Models: Using professional athletes (Rocks Players) as role models, basketball can attract diverse cohorts whilst it can engage and motivate some of the Scottish communities hardest to reach and most at-risk youths, especially those residing in the inner cities.

Table 8.2: Glasgow Rocks’ Rational for using Basketball as a Tool for Development in Scotland (Adapted from APPG, 2014a; APPG, 2014b; EU, 2012; Jenkins and Russell, 2018).

Studies’ by Amara et al. (2005) and Coalter (2013a) depict Rocks’ rationale. Investigating asylum seekers/refugees’ experiences in Glasgow’s Red Road Area which was responsible for 48.4% of Scotland’s racial incidents in 2003/2004, basketball became a vehicle for addressing social inclusion (Amara et al., 2005). In one co-ed session involving Rocks, fifteen different nationalities were represented among thirty-three participants, meaning basketball possesses capabilities to unite people from different backgrounds by breaking down barriers including culture, ethnicity and language (Amara et al., 2005). Police Scotland subsequently revealed: district crime diminished overall; reported incidents decreased by 37%; and police presence was no longer required with community members integrating peacefully without hostility (Amara et al., 2005). Coalter’s (2013a) observations of Rocks-associated basketball programming found changes stemmed from players developing social and verbal communication skills, connections and relationships alongside improved usages and...
understanding of English, enabling societal assimilation and integration. Given basketball’s accessibility, malleability, and popularity, it is a valuable developmental component, helping address complex, locally identified issues (Lindsey and Grattan, 2012). Albeit popular, Rocks rationale falters because basketball is not every nation or person’s first-choice sport (see appendix 27). Yet, basketball is an international language and pillar of connectivity:

“I went to see Glasgow Rocks at the Kelvin Hall in the West End and I met Ian [Reid] and he started telling me about what the Rocks did in the community in deprived areas, going in [to schools] teaching good habits to kids: don’t smoke; don’t drink; do your homework. Then, an exotic basketball player from America would do a little bit of the Harlem Globetrotters, hand out some tickets and go on his way. That really struck a chord with me. The other thing that struck a chord with me is it was much more family orientated and much less aggressive than a soccer game. Nobody was shouting or swearing.” - David Low, former BBL Director and Glasgow Rocks Co-owner (Woods, 2020a)

Since inception, Rocks directly and intentionally target disadvantaged people and communities to spark positive change. Utilising basketball’s advantages which distinguish it from other sports in Scotland, the franchise’s aims concern human and community development (MacDonald, 2013; see table 8.2). Yet, development projects fail through not providing strategic frameworks, guidelines, and models to help individuals and groups attain freedoms (Sen, 1999; Schulenkorf, 2012). These are required to inform programme leverage, management and planning whilst contributing to society’s overall sustainable development (Sen, 1999). Basketball alone cannot achieve outcomes, requiring alternative entities to help holistically build capabilities and capacities by providing supplementary opportunities (Hartmann, 2016). Recognising such necessities, Glasgow freely franchised their community model, sharing templates with external organisations about delivering effective developmental initiatives with views of joined-up working (MacDonald, 2013). Such support creates optimal environments for development by generating civic participation, community empowerment, intergroup togetherness, leadership development and social cohesion for individuals and groups through building knowledge, resource, and skill bases (Edwards, 2015). These precedents are synonymous with the franchise’s reputation and image: a club putting people and communities first (MacDonald, 2014; The Edit, 2017). Although a continuum, these values
evolve in response to prevailing circumstances alongside Scottish society’s needs and are organisationally ingrained:

“The community work at the Rocks is a massive part and it is what attracted me. It was part of Ian Reid’s philosophy and is part of the club’s DNA. Throughout charity partners – Scottish Sports Futures – our players will deliver a minimum of six hours community work every single week through coaching, mentoring, fitness, health, and diet to kids. That is an income stream for us too, but when we scout a player, they have to sign up for the community work. It is not an option. It is mandatory. We have walked away from a couple of players who were not prepared to do so, and we will not walk away from those core values. They are entrenched in the DNA of the organisation.” - Duncan Smillie (The Edit, 2017)

Communitarianism is embedded in Caledonia’s philosophy. Upon joining, every employee must support community initiatives, believing basketball can better people and society’s lives (MacDonald, 2017). When Smillie bought Reid’s franchise shares in 2017, Reid interviewed Smillie to ascertain these answers, asserting he would not sell if Smillie did not buy into Rocks’ community aspect (Jenkins and Russell, 2018). The recruitment policy’s main component entails employing “good people”, who are “good characters”, who work diligently on and off-court (Young, 2022c). This is because players and staff are made publicly accessible, undergoing nationwide coaching sessions, officiating at school competitions and sharing personal experiences during school visits to spark positive change within society (Livingstone, 2018; Samson, 2021). Drawing insights from Rocks’ community programming, Coalter (2013a; 2016) discovered participants attend because club personnel capably facilitate attendees’ two basic needs: coaching in ways participants desired; and putting the athlete or person first. Attendees, especially at-risk youths, stated that players rather than coaches and volunteers changed their attitudes, behaviours and values, owing to the athlete’s professional stature increasing respect (Coalter, 2016). Distributing tickets helped consolidate athlete-participant relationships, building rapport and trust whilst creating much-needed family environments, fueling friendships (Coalter, 2013a). Many attested that basketball positively transformed their lives within some capacity (Coalter, 2016). Gladiators’ players views on community operations:
“I think it’s always a good story to have Scottish players on the team … to give the kids an idea that it’s not out of the realms of possibility to be on the team … I think the American players are definitely seen as cool. They’ve come from America and have these accents, but when you are a Scottish player, there’s not many people who know the trials and tribulations of what being a Scottish player involves … We’ve had a lot of community work over the years, and we’ve always tried to make sure that the guys, even though it might be a bit of a pain sometimes … do it professionally … do it well.”
- Jonathon Bunyan, Caledonia Gladiators Team Captain (Woods, 2020b)

Players have mixed feelings about community work. While some understand the value, owners discovered that others hesitate for two reasons: they are uninterested; or they lack self-belief (MacDonald, 2013). To assuage such issues, club partners provide training, giving players sufficient practice before delivering community sessions to instill confidence, knowledge and skills needed to render positive impact (Rocks TV, 2018). The two group’s desires are interlinked. Players offer ‘glitz and glamour’ to entice youths, providing much needed media exposure and programme publicity, whereas partners provide content-related expertise, local knowledge, resources, and support in areas covering education to social work (Banda and Gultresa, 2015; Falcous and Magure, 2005a; Rocks TV, 2018; Scottish Government, 2009). While recipients represent targeted beneficiaries, Rocks reported that multiple players who initially doubted themselves or were uninterested found it, “made them better people”, instilling more appreciative, holistic outlooks on life, prompting further involvement (MacDonald, 2013). In former Rocks player, Rob Yanders, words: “Mentoring has helped me to change lives, but most of all it gives me a purpose for living.” (Scottish Government, 2009). This duty of care resonates throughout the team:

“The three best sports at engaging inner-city youngsters are boxing, football, and basketball. Basketball is by some distance the most effective. I see sports as a platform, the chance to affect an ambush. We do not care too much about producing elite sports people. We do care passionately about creating good people who can help themselves and help the community they live in. That all sounds very grand, but basically kids like sport, you engage them through sport, and you can teach them a lot of other stuff … Initiatives are designed to encourage integration, self-efficacy, healthy lifestyles, and good citizenship.” - Ian Reid (MacDonald, 2014)
Rocks deliver sessions to diverse cross-sections of Scottish youth (APPG, 2014b). With children the primary focus, these initiatives are tailored to youngsters’ needs depending on developmental stages alongside prominent local communities’ social issues (Samson, 2021). While programmes are wide-ranging, basketball unites operations, used to inspire people to lead improved lives (MacDonald, 2014). Community initiatives generate transformational outcomes because basketball’s developmental potential embodies CA’s theory of development, sparking sustainable capability building cycles: people are introduced to basketball; they continue because they feel safe and experience enjoyment; they start to want to help others; they continue their personal development within various sporting/non-sporting disciplines and gain employment; and they return to support individuals alongside communities within numerous sporting/non-sporting ways from coaching to volunteering (Sen, 1999; APPG, 2014b). Outcomes are catalysed through instilling basketball’s values during sessions (MacDonald, 2014). These principles link to freedom because such transferrable skills are capably employed throughout life’s different developmental stages ranging from education to employment (Sen, 1999). The first step to attaining freedom for individuals and groups is through embedding core values which guide and shape people’s life’s journey (Sen, 1999). Basketball was invented to generate better lives for youth (Woods, 2019). The club’s personnel agree:

“As patron founder of Rocks in the Community and a board member … It was all about the growth of the game and making/using basketball as a positive tool to enhance other people’s lives ... I’ll be right in there working on the strategy and making sure that basketball continues to grow within the community. Our main aim is to make sure that more people can access the sport but at the same time grow as people and have a community that flourishes … We want to make the community proud!” - Kieron Achara, former Glasgow Rocks Player and RITC Founder (Rocks TV, 2019c)

The franchise obtains clear developmental desires, embracing creativity and innovation through social entrepreneurship to improve community development. Acknowledging organisational weaknesses, to direct community engagements, four community-driven manoeuvres manifested:
<table>
<thead>
<tr>
<th>Caledonia Gladiators/Glasgow Rocks’ Community Innovations</th>
<th>Year Introduced</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocks in the Community (RITC) CIC (Community Interest Company)</td>
<td>2018</td>
<td>The organisation works with and for the community through using basketball as a vehicle for change.</td>
</tr>
<tr>
<td>Caledonia Gladiators OSC (Official Supporters Club)</td>
<td>2020</td>
<td>A fan run entity assisting with club operations wherever needed, mainly via fan engagement.</td>
</tr>
<tr>
<td>BBL Community Wellness Hub (BBL Inspire)</td>
<td>2021</td>
<td>BBL Inspire covers social issues from depression to racism whilst addressing Covid-19’s mental and physical impact on communities.</td>
</tr>
<tr>
<td>Community Development Officer</td>
<td>2021</td>
<td>This part-time role involves planning, communicating, and delivering a community programme of activity on behalf of the team.</td>
</tr>
</tbody>
</table>

Table 8.3: Caledonia Gladiators/Glasgow Rocks’ Community Innovations (Adapted from Rocks, 2021a; Rocks, 2021b; Rocks, 2021c; Rocks OSC, 2020a; Young, 2022b).

These contingencies were introduced to better organisational developmental capabilities by improving community links. Dates reflect societal change periods which prompted club actions towards more purposeful developmental outcomes (Bjärsholm, 2017). Drawing upon Rocks’ programming, basketball is most effective when combined with programmes addressing wider issues of personal and social development (Jarvie and Thornton, 2013). For example, RITC’s free 2022 digital skills camp led by corporate sponsors (ECS Group) taught over 100 youths about game design and animation (Rocks, 2022f). These groups offer sporting/non-sporting programmes to generate developmental results. CA’s individual and communal level applications mean opportunities like these which enable development through education influence an individual’s substantive freedom to live better (Sen, 1999). They simultaneously improve overall society’s growth by enabling people’s participation in community and national economics alongside political activities (Sen, 1999). Social entrepreneurship assists professional clubs constrained by limited budgets who desire to confront societal issues through facilitating innovative solutions, rendering institutional changes whilst producing social impact (Andersson, Svensson and Faulk, 2022). The issue is heterogeneity (Sen, 1999). Programming must balance diverse opportunities with subject-related expertise without sacrificing one another and diluting impact (Andersson, Svensson and Faulk, 2022). Caledonia’s community development capabilities could be transformed upon
relocating to Gladiators’ purpose-built basketball arena. This forms one component of a larger transformation:

“I look at it as an opportunity to see youngsters from all walks of life getting a chance ... You can see all these kids in communities here in Scotland, they’re talented in so many ways. It’s our duty to provide opportunities to realise that talent — and sport is a great way to do that … I want to see that right across Scotland … Sport keeps kids off the streets, gives them a focus, they learn about team spirit … What has inspired me is the opportunities we can provide to change people’s lives ... We aim to set a standard for other basketball clubs to follow and I think we’ll get success as a result, by inspiring people to get the best out of themselves … We will build a sport that is second only to football in Scotland ... Basketball offers an entirely different experience … There’s an opportunity to do it differently … create an experience beyond sport on the court and when a kid comes along to see players on this court, you … show them what basketball can do for them.” - Steve Timoney (Gladiators, 2022a)

Gladiators’ venue will become a positive benefit for Scotland (Gladiators, 2022a). Through partnerships with basketballscotland, Caledonia will implement sporting and non-sporting initiatives to address people/communities’ needs such as female-only sessions (Gladiators, 2022e). Needs are determined by local knowledge acquired from community-based organisations alongside regionally dispensed surveys via neighbourhood partners (BBC Sport Scotland, 2022). Caledonia’s support mechanisms entail activities, resources and services which assist the area’s wider regeneration whilst fuelling the community’s growth capacity (Gladiators, 2022a). Gladiators will achieve this goal through two pathways: improving access to physical activity to render greater physical/mental health benefits; alongside providing a heightened sense of community belonging by decreasing anti-social behaviour whilst encouraging positive destinations through basketball (GCC, 2022; Young, 2022d). Through addressing Scottish sport’s issues of ownership and stake holding, Caledonia can sustain more impactful civic engagement, communitarianism, and social capital (Jarvie, 2003a; Jarvie and Thornton, 2013). Creating feelings of citizenship and community, Gladiators contribute to civil society (the space between individuals and state authorities) by instilling communitarian philosophies based on mutuality and obligation (Maguire et al., 2002). Recent investments sparked “a new era for Scottish basketball” which could nationally revolutionise the sport (Gladiators, 2022c). A franchise-owned facility helps provide long-term security, stability, and sustainability, giving equal precedence to males and females:
“This is about more than a commercial enterprise for us … If you’re going to be somebody that’s got wealth, you need to use that wealth for common good … We’re not looking to benefit from it or profit from it, all the money that’s made from the basketball will go back into the basketball and the community.” - Steve Timoney (Gladiators, 2022c)

Gladiators’ community work to date has been effective. Caledonia annually reaches 10,000-12,000 youths (Livingstone, 2018). Around 500 attend further extracurricular basketball classes with many progressing to competitive and international levels (Rocks, 2020b). From 1998-present, the franchise engaged between 250,000-300,000 people through basketball with 12,500 extending involvements (Rocks, 2020b; SportScotland, 2016). Considering Scotland’s 5.5 million population, Gladiators introduced basketball to 4.5-5.5% of national demographics. For those continuing involvement, they represent 0.2-0.3% of Scotland’s population. Through basketball, 83% of participants made positive lifestyle changes (APPG, 2014a). For every £1 invested in basketball, the measured social return is £4 (APPG, 2014a). These figures reflect Caledonia’s community efforts, proving that basketball’s developmental contributions are potentially undervalued in Scotland. Gladiators’ off-court operations are more successful than the achievements on-court (APPG, 2014b). Based on the data, Caledonia’s culture and ethos prioritises Scottish society’s development. The team’s “DNA ... is one that’s embedded in working with the community and being close to the fans” (Rocks TV, 2017). Helping transform people’s lives through basketball underpins Gladiators’ actions and has full employee backing (MacDonald, 2013; Young, 2022a). With limited follow-up and evaluative mechanisms conducted by organisations involved such as to discover basketball’s long-term impacts on initiatives benefactors, this raises questions around whether given that basketball in Scotland functions in an operationally insecure ecosystem, organiser’s created positive outcomes through equating total numbers as successes over conducting fair appraisals (Jarvie, 2006). If objectives surround engagement and participation, then this measurement is successful, however, if targets are developmental, this basis is unsatisfactory, requiring greater stakeholder feedback around social impact outcomes (Burnett, 2001). To assess these theories and determine Caledonia’s community work’s impact, the succeeding section appraises Jump2It; one of Rocks’ community initiatives which ceased upon Covid-19’s advent.
Jump2It

“Basketball in Scotland is really good in schools. I always say it’s the most played sport in schools because it potentially is in Scotland … There’s a lot of sport development in basketball going on by ourselves, the Rocks, and other teams. It’s really promoted so kids can see basketball.” - John Bunyan, Falkirk Fury Founder/Head Coach (Garbelotto, 2021b)

School programmes were Rocks first community development initiative. Commencing in 1998 in Scotland’s central belt (Edinburgh/Glasgow) due to larger population sizes and accessibility, they remain the club’s community backbone. Using the franchise’s position for social good purposes through sending players into schools runs alongside competition equally or, depending on seasonal performances, is prioritised (Matkevicius, 2022; The Edit, 2017).

Findings from initial visitations revealed:

<table>
<thead>
<tr>
<th>Edinburgh Rocks’ Pilot School Programme Outcomes</th>
</tr>
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<tbody>
<tr>
<td><strong>Location</strong></td>
</tr>
<tr>
<td><strong>Number of Schools</strong></td>
</tr>
<tr>
<td><strong>Number of Students</strong></td>
</tr>
<tr>
<td><strong>Number of Visits</strong></td>
</tr>
<tr>
<td><strong>Duration of Sessions</strong></td>
</tr>
<tr>
<td><strong>Students Age</strong></td>
</tr>
<tr>
<td><strong>Aim</strong></td>
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<tr>
<td><strong>Underlying Theme</strong></td>
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</tbody>
</table>
| **Key Findings** | • 93% believed that the initiative was relevant to their lives  
• 86% (406) of non-drug users and 43% (28) of current drug users agreed that the programme helped encourage them to avoid or stop taking drugs  
• 32% (21) of current drug users disagreed that the scheme helped encourage them to stop taking drugs  
• 76% agreed that the Rocks’ visit would help other students stay healthy and away from drugs altogether  
• 1 in 5 of current drug users stated that the session was not a good way to learn about drugs  
• Both pupils and teachers believed that the 20–25-minute slots were too short for discussions and was an insufficient amount of time to practise the basketball skills |
From this preliminary investigation, basketball’s developmental potential became evident to Rocks. As discovered, basketball/basketballers can build capabilities with rudimentary composites motivating people to appreciate positive lifestyle choices advantages. This boosts capabilities and individuals’ life potential, keeping and/or putting youths on progressive pathways rather than jeopardising development and future freedoms (Sen, 1999). Expanding these basic educations improves the public realm’s quality (Sen, 1999).

Seeking to harness this opportunity, SSF created Jump2It in 2005 to connect professional basketballers with Scottish youth to have more extensive, positive impacts on youngsters’ lives (EU, 2012). Following consultations with education and health improvement organisations (Active Schools/Alcohol Focus Scotland/Education Scotland/Public Health Scotland/Scottish Government) alongside seventy primary schools, this informed Jump2It’s content whilst pinpointing target demographics (10-12-year-olds in deprived areas) with contemporary statistics highlighting that children were at-risk of experiencing poor health at increasingly early ages (EU, 2012). These groups’ buy-in provided local investment in delivery, funding and resources whilst helping identify pathways and links for sustained activity alongside additional support for those “most in need” (APPG, 2014b). This input reflects an equal and balanced infrastructure whereby the ideas regarding justice’s greatest relevance reside in patent injustices identification (Sen, 1999). Merging local knowledge with national expertise prevented homogenisation and generic frameworks which allowed top-down actors to dictate communities’ and people’s lives rather than letting respective localities determine circumstances (Sen, 1999). Such derivatives depend on feasibility alongside analytical arguments and empirical evidence (Sen, 1999). Table 8.5 highlights Jump2It’s Glasgow focused 2011-2012 investors:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount (£)</th>
<th>Duration (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scottish Governments CashBack for Communities</td>
<td>500,000-1,000,000</td>
<td>3</td>
</tr>
<tr>
<td>Clyde Gateway</td>
<td>10,000</td>
<td>1</td>
</tr>
<tr>
<td>Glasgow City Council</td>
<td>60,000</td>
<td>2</td>
</tr>
</tbody>
</table>
With multiple short-term contracted funding partners, these were ongoingly reassessed, renegotiated and re-signed. Spearheading CashBack for Communities education through sports initiatives system, they became the longstanding and main investor, providing 80% of Jump2It’s annual budget (CPGHI, 2012; Scottish Parliament, 2011). The remainder came from local authority grants and commercial organisations’ sponsorships when programmes were delivered within respective constituencies (EU, 2012). Jump2It was successful because unlike other Scottish sports interventionist projects suffering short-termism and have funding implications, Jump2It’s main sponsor committed to continual investments whilst gathering community support, ensuring longevity (Jarvie and Thornton, 2013). However, through effective organisation, this level of social responsibility actively replaces participants’ individual responsibility which can be counterproductive to developmental outcomes (Sen, 1999). Regardless of age, development programmes must contain personal responsibility elements within capability building processes because a child denied learning opportunities “is not only deprived as a youngster but is handicapped all through life” (Sen, 1999: 284). Although, a person’s ability to exercise responsibility is contingent on environmental, personal, and social circumstances (Sen, 1999). Jump2It operated via joined-up working:

“We work very closely with the Glasgow Rocks within primary schools across Scotland to educate children and young people on various social issues ... We also use the role of the Rocks as positive role models in order to engage the young people ... I think it is a very important factor, especially in the west of Scotland where we find that there isn’t a lot of positive role models, especially sporting role models ... I think it is a very effective means of engaging with them, just talking to the kids, and really getting that message across. The Rocks players, I think they appreciate that the partnership is mutually beneficial for both Jump2It and the Rocks and obviously the Rocks players are very enthusiastic to encourage and educate the next wave of potentially great basketball players in Scotland.” - Alex Hendry, former Jump2It Coordinator (Rocks TV, 2018)
Jump2It was a free, rolling primary school health and citizenship programme delivered nationwide to children, especially at-risk youths from disadvantaged communities, using Rocks players to deliver important lifestyle messages (SSF, 2009). To select institutions, organisers calculated crude metrics, targeting facilities in impoverished areas which applied for free school dinners (Jenkins and Russell, 2018). The aim: to inspire and motivate youths to lead active and healthy lifestyles whilst encouraging participation and good citizenship to lead safe lives through giving kids “a shining light” (APPG, 2014b; Jenkins and Russell, 2018). Such endeavours fulfilled three out of four indicators required to deliver social justice in Scotland: serious offending is linked to broad ranging vulnerabilities and social adversity which Rocks personnel sought to directly address; pathways out of offending are facilitated or impeded by critical moments in early teenage years whereby Jump2It intervened before youths reached adolescence; and diversionary strategies facilitate desistance processes with Rocks providing participatory opportunities (McAra and McVie, 2010). Jump2It’s flaw was that early identification of at-risk children is not an exact science and runs risks regarding stigmatisation (McAra and McVie, 2010). While labelling concerns existed, such actions were circumstantially required depending on individuals and community’s circumstances.

Gaining instant traction, Jump2It became Rocks’ biggest development programme. From an initial pilot of 17 schools, Jump2It from 2007 onwards annually reached between 125-175 institutions (UK Sponsorship, 2022). Each block was delivered to 100 pupils per school maximum, averaging around 900-1300 children overall from 10-20 different schools, engaging between 9,000-12,000 children yearly depending on schools’ cohort sizes (EU, 2012; SSF, 2015a). From 2005-2020, around 200,000 people benefited from Jump2It (APPG, 2014b; SSF, 2020). The Jump2It programme entailed a six-week block constituting six stages:

<table>
<thead>
<tr>
<th>Step</th>
<th>Stage</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Roadshow</td>
<td>Glasgow Rocks players travel to primary schools across Scotland,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>undertaking sessions involving education through basketball to</td>
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<tr>
<td></td>
<td></td>
<td>encourage pupils to live healthy lifestyles.</td>
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<tr>
<td>2</td>
<td>Basketball Coaching</td>
<td>A six-hour basketball coaching block is conducted in each school</td>
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<tr>
<td></td>
<td></td>
<td>within and/or after the curricular programme by qualified coaches</td>
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<tr>
<td></td>
<td></td>
<td>and players. These sessions include key first aid topics and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>techniques delivered in partnership with St. Andrews First Aid.</td>
</tr>
<tr>
<td>3</td>
<td>Basketball Tournament</td>
<td>At the programmes end, all participatory schools within the local</td>
</tr>
<tr>
<td></td>
<td></td>
<td>catchment area meet at a central venue for a tournament. Depending</td>
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on the locality and competitive structure, up to ninety teams can feature in one competition.

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<tbody>
<tr>
<td>4</td>
<td>Finals Event</td>
<td>Following the tournament, the top four placed teams move onto the semi-finals and final which are played at a Rocks’ home game in front of the attending spectators.</td>
</tr>
<tr>
<td>5</td>
<td>Prize Ceremony</td>
<td>During the school day, Glasgow Rocks players accompanied by a community coach distribute prizes to the top four school’s participants before signing autographs and taking photographs with pupils. The winning team relive the final with a video screening afore family, friends and the entire school.</td>
</tr>
<tr>
<td>6</td>
<td>Rocks Clubs</td>
<td>Where demand for basketball exceeds supply, Glasgow Rocks in conjunction with SSF establish community teams to support further involvement. These Rocks Clubs meet weekly after school for regular, fun competitions. For students desiring more competitive basketball, Jump2It works with Active Schools, basketballscotland and the Glasgow Rocks to signpost students to pre-existing community clubs countrywide.</td>
</tr>
</tbody>
</table>

| Table 8.6: Jump2It Programme Stages (Adapted from CPGHI, 2012; SSF, 2015a; Spencer, 2016). |

Rocks’ involvement extended beyond these parameters. To continue educational journeys following Jump2It’s completion, materials utilising player images (cards/posters/videos) reinforced messages throughout schools long-term whilst allowing younger students to become involved and acquire knowledge (EU, 2012). Recognising youth’s dependencies on guardians/parents to make positive lifestyle modifications, Rocks provided additional parental information and pathways alongside ‘goody bags’ packed with leaflets emphasising sentiments (Spencer, 2016). This ensured messages transferred home and could be enacted rather than forgotten, increasing Rocks’ chances of generating impact (Weiss and Williams, 2004; Reeve and Weiss, 2006). However, the issue surrounds whether leaflets successfully transferred home and were enacted as no follow-up mechanisms were conducted by organisations involved. Although, given the cost constrained environment Rocks operated, more impactful resources were unfeasible. Through identifying gaps in provision surrounding participatory sustainability, Jump2It’s conveners created new basketball clubs with local partners to allow long-term involvement (SSF, 2015a). They also established links with community teams like Falkirk Fury who followed-up Rocks’ work with additional coaching sessions (Laing, 2020b). With popularity growing, demand also increased for coaching and teacher development around basketball, leading to supplementary training sessions for educational practitioners (EU, 2012). Jump2It’s operational breakdown:
Jump2It Roadshow Breakdown

<table>
<thead>
<tr>
<th>Part</th>
<th>Stage</th>
<th>Duration</th>
<th>Details</th>
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<tbody>
<tr>
<td>1</td>
<td>Basketball Skill Session</td>
<td>30 minutes (standard programme) or 60 minutes (extended programme)</td>
<td>Players provide coaching and participate in matches to get youths feeling excited and involved. Blending basketball with education, internal ‘educational timeout’ enable opportunities to promote awareness and instil lessons surrounding specific subject matters such as the dangers of alcohol and smoking. This simultaneously allows youths to recognise the need for health and fitness.</td>
</tr>
<tr>
<td>2</td>
<td>Interactive Discussion</td>
<td>30 minutes (standard programme) or 60 minutes (extended programme)</td>
<td>In-depth discussions led by Rocks representatives with pupils on chosen social problems relevant to the demographic and prevalent in the local community, ranging from addiction and obesity to online safety. To conclude, Rocks’ representatives recap the overall session’s main learning points before allowing students to ask questions. Rocks players finally outline up-and-coming fixtures whilst occasionally distributing complimentary tickets.</td>
</tr>
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</table>

Table 8.7: Jump2It Interactive Roadshow Breakdown (Adapted from APPG, 2014b; Spencer, 2016).

Roadshows comprised two sections: basketball skills sessions; and interactive discussions. The first half entailed basketball classes where players provided coaching and participated in games to create fun and nurturing ecosystems, facilitating kids’ engagement having experienced feelings of enjoyment (EIU, 2004). Findings from successful youth sports initiatives reinforce this component’s importance with it: being undertaken in a safe environment permeating youth development; having appropriate structures where children experience stable surroundings; providing opportunities for skill building via accessibility to different sport contexts; delivered in contexts containing small-medium groups of children, increasing participant efforts and involvement; and integrating community, family and school efforts (Côté, Turnnidge and Vierimaa, 2016). Having attained participants’ attention, the second half focused on instilling key lessons, skills, and values (Forrest and Connelly, 2003). Jump2It’s structure was optimally designed to generate successful outcomes whilst providing heightened possibilities for information retention because emphases prioritised participants having fun before establishing a balance between physical activity, psychological wellbeing and lifelong lessons which prepare children for healthy and active lifestyles (Merkel, 2013). As one pilot male participant summarised: “We had fun whilst being taught something
important in life.” (Forrest and Connelly, 2003: 33). Outcomes involved Rocks’ personnel sharing stories:

“When I think about Glasgow Rocks, I think of Jump2It and SSF right alongside there with it ... I like to tell them [participants], show them, our little tricks of the trade, how it’s done, stuff like that and a few tips just to make everything go a bit smoother. Definitely at the start, I maybe thought that it was just part of the job but once you’ve been here for a bit of time and you understand the role that it plays within the programme. I think you start to see it as something that we should be doing for the surrounding areas: Glasgow; Falkirk; Edinburgh; everywhere. It [Jump2It/basketball] is something that the kids are going to get a lot of use of.” - Jonathon Bunyan (Rocks TV, 2018)

While player commitment levels fluctuated, most recognised Jump2It’s roles importance, alongside their own, in generating positive outcomes (see appendix 30). To instil information and lessons, players employed informal learning styles (EU, 2012). Combining classroom learning with active participation, Rocks undertook interactive challenges, discussions, quizzes, and workshops to ensure information was learned and understood in inclusive yet enjoyable ways (Stark, 2015). Naturally generating relaxed settings whereby, through merging basketball with health inputs from external visitors, creates optimal environments for engaging youths whilst aligning with school’s ethos’ and curriculums for excellence (EU, 2012). Jump2It excelled because it embodied a person-first approach prioritising children’s personal development, avoiding traditional youth sport programmes’ pitfalls: athlete development; elitism; and institutionalisation (Côté, Coakley, and Brunner, 2011; Sen, 1999). The programme’s structure embraced Jump2It’s specific age demographic’s ten overarching needs: regulated durational length to maintain motivation; minimal time travel to organised competitions, preventing disinterest with players visiting schools; entailed trying a new sport for many; did not contain selection processes for ‘talented’ children with everyone treated equally; emphasised participation over overemphasising winning; discouraged early sports specialisation; allowed children to play all positions; promoted deliberate play within and beyond the programme; activities focused on short-term rewards; and understood children’s needs without over coaching (Côté and Hancock, 2016). Jump2It highlighted life’s broader picture:
“We try and explain to young children, especially as part of the Rocks’ School Programme as well, is that it’s not just the guys on the court ... or whatever, they are not the only people that allow for a career in sport. If you are interested in sport, then you do not need to be the elite athlete to continue and even if you are the elite athlete, there is plenty of them who become injured and need a fallback plan.” - Catherine Calvert, Caledonia Gladiators OSC Committee Member and former Head Teacher (Rocks OSC, 2020d)

Players’ involvement helped children establish holistic outlooks and understand life. Institutions selected three modules which educated kids on contemporary social issues based on broader communities’ needs and problems from the following: bouncing back (resilience focus); dangers of alcohol; risks of smoking; endangerments of knife crime; importance of healthy eating; mental health; and online safety (SSF, 2020). Additional topics included drug addiction, neglect, obesity, and social deprivation (Swarbrick, 2017). Public participation in selection and valuational processes helps rank public priorities, allowing for explicit focuses on specific social issues requiring solutions and exist as barriers to people’s development (Sen, 1999). Through this system of ranking and weighting topics, it provides a “unique blueprint for “the just society.’” (Sen, 1999: 287). Children’s sport programmes targeting participation in different developmental contexts facilitates long-term benefits, meeting governments and organisations excellence agendas (Comeau, 2013). Within the Scottish Government’s (2017a) strategic framework, Rocks addressed all seven indicators, supporting national processes to deliver rapid rates of health improvement. Glasgow contributed to improvements in physical activity, self-assessed general health and mental wellbeing whilst reducing premature mortality, smoking, alcohol-related hospital admissions and drug-use problems (Scottish Government, 2017a). Rocks used basketball to teach kids in diverse areas valuable freedoms ranging from finance to nutrition, deterring detrimental social issues through acquiring necessary information, prompting positive life pathways (Sen, 1999; Swarbrick, 2017). Player admiration was a key component:

“I think Jump2It is a fantastic programme. I’ve seen it in action myself and how successful it is. We recognise as a government that the sports got a great role to play in keeping kids out of mischief ... healthy ... disciplined and then making them believe in themselves. I think the impact of having a big basketball player coming into the school who’s enthusiastic about the sport but also about delivering the message about alcohol, smoking, the needs for nutrition, have a fantastic matter. They have an influence that
myself in a suit or a police officer in a uniform wouldn’t have. I think a lot of these youngsters look up to these guys, they admire them, they respect them, they listen to them and as I say, I think they also get from the players an enthusiasm that couldn’t be replicated by others.” - Kenneth MacAskill, former Cabinet Secretary for Justice and current Member of Parliament (SSF, 2015a)

Jump2It’s key actors were Rocks players as positive role models. Basketballers were used because SSF believed how and who delivers messages is the difference between youth taking advice, making lifestyle changes or not (EU, 2012). Professional basketballers engage with youngsters in manners few occupations can, sharing relatable life experiences which resonate among participants (Scottish Government, 2009). Professional Scottish basketballers are visible commodities representing conceptual beliefs that regardless of barriers, anything is possible (Jenkins and Russell, 2018). International players, primarily American’s, add value by inspiring youth in ways domestic athletes cannot, especially BAME communities (Owen-Pugh, 2002; Owen-Pugh, 2006). Through improving BAME youth’s current social environments, these sportsmen’s presence helps eradicate discriminatory and racist assumptions alongside constraints and stereotypes which hinder ethnic minorities social mobility (May, 2009). Basketball sessions help minorities acquire openings for societal assimilation via cultural understanding through removing racial consciousness, providing opportunities for acceptance and empowerment (Assibey-Mensah, 1997). By using professional athletes, roadshows strove to inspire youths to reach their life’s full potential whilst making valuable contributions to assist community and peer development (SSF, 2019b). Stakeholder feedback (convenors/parents/participants/partners/teachers) confirmed Rocks players credible and powerful role model capabilities (Lowden, James and Powney, 2000; EU, 2012; APPG, 2014b; SSF, 2015a; Rocks TV, 2019b). Glasgow’s players were effective in achieving developmental aims:

“Jump2It is arguably the most significant project … Feedback and evaluation of the programme have been excellent while the messages have stuck and importantly, Jump2It has been enjoyed by all of those involved: teachers; players; coaches; and of course, the pupils. Jump2It is capable of influencing lifestyle decisions at an increasingly early age by young people. All of us … see this as a meaningful contribution towards a stronger, safer, and healthier Scotland … Positive messages delivered by professional athletes are capable of staying with a young person for a lifetime.” - Ian Reid (SSF, 2015a)
Oral evaluations from stakeholders have been conducted since inception. Teachers informed Rocks personnel that positive messages conveyed by players had noticeable and lasting impacts on pupils, but also broader communities (APPG, 2014b; Rocks OSC, 2020d). Outcomes are person, community, and situation dependent (Sen, 1999). Not everyone has identical experiences. Basketball, Rocks alongside Jump2It was not a panacea for issues root causes and participants’ lived experiences. They are, however, a means of preventing such problems from worsening or stagnating and can therefore reduce social issues impact. Such statements are reflected in eleven participants’ information recall:

### Jump2It Participants’ Information Recall (Anonymous)

- “I can remember an average smoker can take a litre of tar into their lungs a year.”
- “Meat gives you protein, dairy products give you calcium.”
- “Alcohol is a drug and is poisonous.”
- “We had fun and learned about, keeping fit and having a healthy lifestyle.”
- “It was exciting, it teaches you a lot of things and it’s different than anything else that we have done.”
- “We are teaching the P4’s how to play at lunch time now, teaching them the rules and stuff.”
- “It was really exciting and a good thing to be a part of.”
- “The Glasgow Rocks told us that you can take half a jar of tar in you if you smoke, and you can’t buy cigarettes if you are under 18 and smoking and alcohol can give you different types of diseases.”
- “There’s rat poison and nicotine in cigarettes and it’s addictive.”
- “If you drink too much alcohol you can get brain damage.”
- “You should drink 5-8 glasses of water every day.”

Table 8.8: Jump2It Participants’ Information Recall (Adapted from APPG, 2014b).

Table 8.8 shows participants retain key lifestyle messages. When talking about active and healthy lifestyles, over 50% of participants relayed facts learned from sessions, accrediting Rocks players (EU, 2012). This generates legacy frameworks adding life value for positive long-term impact (Glasgow Sport, 2017). The reasons benefactors remember information is best expressed through stakeholder’s direct experiences. With monitoring and evaluation being key reflective learning practices, questionnaires were regularly distributed to stakeholders following programme involvement (EU, 2012). This helped inform Jump2It’s four step (plan-execute-monitor-improve) system (EU, 2012). Given that gathering evaluative statistics was Jump2It’s main challenge, the best resource was stakeholder’s opinions (EU, 2012). Within table 8.9, stakeholders from private, public, and voluntary sectors’ views are systematically
and thematically grouped based on emerging data patterns. Where viewpoints exceed the total number listed under each theme, this represents ambiguous opinions with additional statements available in appendices 28-30. Forty-six collated viewpoints revealed four key themes:

<table>
<thead>
<tr>
<th>Stakeholders’ Views (number of shared viewpoints) (Anonymous)</th>
<th>Health and Wellbeing Benefits (12)</th>
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</thead>
<tbody>
<tr>
<td>Glasgow Rocks Players as Role Models (17)</td>
<td>“Jump2it is an excellent example of how schools and sports organisations can work together to make significant contributions to the health and wellbeing of our young people and increase awareness of the dangers of poor nutrition and addictions.”</td>
</tr>
<tr>
<td>• “The role model aspect is really useful ... The guys come along over six foot and the kids think “wow that’s not Ms. xxxx saying that but it’s a Rocks player.””</td>
<td>• “The programme links in well to our health and wellbeing curriculum. The issues are also part of today’s society. Therefore, children need to be aware of these.”</td>
</tr>
<tr>
<td>• “Never seen my P7’s shut up so quickly ... They think they know it all and they feel they are top dogs in the school, but the Rocks show up and they all switch on.”</td>
<td>• “The engagement of young people at the earliest possible opportunity is vital to influence future health choices. We are proud to be associated with this positive programme and hope we can support and influence the future well-being of school children.”</td>
</tr>
<tr>
<td>• “The experience they have had from your [Glasgow Rocks] input is priceless and memories these children will never forget.”</td>
<td>• “Our partnership with Scottish Sports Futures [and the Glasgow Rocks] has been hugely successful in attracting many more youngsters to play basketball. Such work is part of our efforts to improve the health and well-being of local people and to give them the best opportunities to make the most out of their lives.”</td>
</tr>
<tr>
<td>• “Scottish Sports Futures works in close partnership with the Glasgow Rocks basketball team whose players act as role models and provide a ray of hope for a different way of life.”</td>
<td>• “We are all looking forward to meeting the pupils and encouraging hundreds of young people to lead a healthy, active lifestyle.”</td>
</tr>
<tr>
<td>• “It’s a lot of fun coming in and talking to the kids. We get to play a couple of games, give out some prizes ... It’s quite important because obviously these kids look up to sports players that are huge role models and it’s something that every kid could need. I know when I was a kid, I definitely looked up to footballers and hopefully some of these kids will take the message in just maybe because we’re saying it.”</td>
<td>• “The children will always take in more information if it is done in an exciting way such as Jump2it”</td>
</tr>
<tr>
<td>Education through Basketball (9)</td>
<td>Fun (6)</td>
</tr>
<tr>
<td>• “Overall, I would say the pupils in our school have benefitted greatly from the whole experience. Not only did the message of healthy lifestyles and making smart life choices come across loud and</td>
<td>• “The children will always take in more information if it is done in an exciting way such as Jump2it”</td>
</tr>
</tbody>
</table>
clear but so too did the need for determination and perseverance whatever path the pupils take in future whether it be in sport or academia.”

- “[The programme] encourages children to be ambitious and to think about the things that they can achieve if they work hard and don’t give up when things get challenging. It is very valuable to their learning both in the classroom and in a wider context.”

- “Our involvement with the ... club could make the difference between life and death for a teenager caught in the wrong place at the wrong time. We will be able to reach more than 10,000 children and provide them with the knowledge to react in an emergency.”

- “This kind of exercise, where sport and exercise are combined, helps to reinforce the message that drugs, and alcohol can have a devastating effect on young lives. The fun element of the initiative keeps the children engaged while the competitive nature of the games, and the chance to compete in the Glasgow final, will ensure the advice is not forgotten. Our young people will take in more from people who inspire them – like the basketball pro’s from Glasgow Rocks.”

- “The Jump2It programme takes a creative approach to educating pupils on important issues. The players are really inspiring and talked to pupils about a range of health and social issues such as mental health, anti-social behaviour and healthy eating. The pupils enjoyed the workshops and coaching opportunities and loved meeting the Glasgow Rocks basketball players.”

- “The kids are really engaged in it; they are having a great time. It’s well organised and couldn’t be better.”

- “It’s great fun, very well organised.”

- “It was well organised, educational, and fun. The players interacted really positively with the pupils.”

- “It is great to see the kids having fun playing basketball at our home arena and to offer them encouragement and advice.”

Table 8.9: Stakeholders’ Views on Jump2It (Adapted from Androssan and Saltcoats Herald, 2014; APPG, 2014b; Community, 2020; EU, 2012; Glasgow Evening Times, 2011; Renton, 2020; Rocks TV, 2019b; SSF, 2020; St. Andrews First Aid, 2010; Swarbrick, 2017).

All stakeholders’ comments since establishment entail positive feedback. Four overarching themes stakeholders believe made Jump2It successful: basketball’s fun nature; Jump2It’s health and wellbeing participatory benefits; Rocks players as role models; and
Jump2It’s delivery style (education through basketball). Sub-themes acknowledged Jump2It created new opportunities for participants and schools, basketball’s inclusivity alongside its overall organisation. Stakeholders believe Jump2It was effective because it aligned with school’s syllabuses, re-enforcing health education, increasing information retention and participation levels in physical activities whilst offering competitive elements with other schools alongside having simple yet impactful formats (EU, 2012). The negative: schools could not enroll annually because Jump2It relocated yearly (Active Schools Edinburgh, 2014). This data represents Hartmann and Kwauk’s (2011) radical approach to sport development whereby initiatives are re-theorised in its political engagement and educative practice by contributing to more systemic social changes via transformative and unconventional methods. Jump2It reflects SFD’s two main factors necessary to generating outcomes: prosocial outcomes are not automatically attained through participation but are accrued under conditions requiring sufficient resources alongside self-consciously designed and tailored programming; and if broader developmental goals are to be achieved, sports programming must merge with non-sports programming as sport cannot build capabilities individually (Hartmann and Kwauk, 2011). The key point: the earlier youths are educated on social issues and are taught life skills, the more Rocks actions have greater potential to be effective with messages retained and enacted long-term habitually (Glasgow Evening Times, 2011; Sen, 1999). Jump2It had much broader societal impact:

“The Violence Reduction Unit are very supportive of the excellent work of … Jump2It. Their work in the communities and schools, around health and wellbeing, including work around gangs, complements the work of the Violence Reduction Unit. They tackle some particularly challenging areas and young people who are difficult to engage with. Their current proposition to enhance their work in the East of Glasgow is welcomed. This is an area where we estimate there are around 82 youth gangs and many hundreds of young people involved in very risky behaviour. Their blend of providing good role models with sport and taking the competition into the heart of these areas is unique and there is evidence that providing this type of diversion can reduce anti-social behaviour during key gang fighting days and times.” - Karyn McCluskey, former Director of the Violence Reduction Unit and current CEO of Community Justice Scotland (APPG, 2014b)

As Jump2It showcased, basketball can help assuage social issues if specifically tailored. Embodying the UNODC’s (2010) crime prevention guidelines, Glasgow engaged youths
involved in anti-social behaviour and gangs through utilising basketball to directly target prominent related social issues surrounding inclusion, socio-economic development, racism, and territorialism. Helping change behaviours and perceptions underpinning these issues, Rocks delivered sessions to schools where fourteen different nationalities and multiple religions featured (MacDonald, 2013). Glasgow employed basketball’s neutrality to connect youth in divided communities, providing bridges and talking points to eliminate barriers, aiming to eradicate associated misconceptions fuelling such social issues (MacDonald, 2013). In asylum seeker/refugee communities, basketball was popular and became the key tool enabling societal assimilation and community/school integration (MacDonald, 2013). Basketball was also utilised to help resolve problems (sectarianism) football expedited, uniting youth, showcasing similarities over differences via successfully creating opportunities for open communication and socialisation (Deuchars, 2009). Police Scotland testified that programmes helped tackle gang-related issues like knife crime whilst reducing anti-social behaviour/youth disorders (Police Scotland, 2016; Rocks TV, 2018). Living in crime-free communities enables people’s capability building possibilities because having nearby opportunities is a significant freedom unlocking other freedoms (Sen, 1999). Within Jump2It’s quality management approach, to assess the programmes effects on pupils, an external evaluator discovered:

<table>
<thead>
<tr>
<th>MP Consultancy’s Findings on the Impact of Jump2It</th>
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<tbody>
<tr>
<td><strong>Location</strong></td>
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<tr>
<td><strong>Year(s)</strong></td>
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<tr>
<td><strong>Duration of Study</strong></td>
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<tr>
<td><strong>Evaluation Methods</strong></td>
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<tr>
<td><strong>Number of Schools</strong></td>
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<tr>
<td><strong>Number of Students</strong></td>
</tr>
<tr>
<td><strong>Age of Students</strong></td>
</tr>
<tr>
<td><strong>Jump2It Stages Completed</strong></td>
</tr>
<tr>
<td><strong>Aim</strong></td>
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</table>
| **Underlying Session Themes** | • Alcohol awareness  
| | • Dangers of smoking  
| | • Importance of nutrition  
| | • Value of exercise |
• 100% of participants showed a significant increase in knowledge across the four topics (alcohol/diet/exercise/smoking)
• Students regularly referred to the Jump2It programme without prompt when discussing healthy lifestyles in class whilst drawing upon facts and figures during ‘circle time’ that were provided by Rocks players
• Pupils showed an increase in physical activity levels
• Non-active and less-active children participated in the basketball sessions and stated that they enjoyed themselves and were proud to represent their school at the final’s tournament
• Students displayed an increase in after school activity during their free time and evenings in both the short-medium post-programme period
• Staff and teachers believed that Jump2It aligns with the national curriculum requirements
• Teachers spoke positively about the programme, noting that it was of great value to the educational and school curriculum
• Both pupils and parents got more involved in formal after-school sessions
• Rocks players were the key component in rendering outcomes with basketballers being a distinct and well-liked feature of sessions


Jump2It generates non-sporting and sporting outcomes simultaneously with the main products being increased knowledge and physical activity. Successful transfer and information recall are accredited to initiatives delivery which merged basketball with information provision via utilising Rocks players as enablers (CPGHI, 2012). Session’s effectiveness stems from basketball’s ability to enable at-risk, marginalised youngsters of all ages and ethnicities to seek positive goals by discouraging antisocialism, gangsterism and social capital depletion through engaging those disenfranchised by academic failure, obesity or poverty via civic participation, reciprocity, socialisation, and trust (Deuchar, 2009). Basketball was employed as a diversionary hook to divert youths from negative behaviours like crime or get youngsters’ periodically out of detrimental environments such as deprivation which constrain development (EIU, 2004; Sen, 1999). Basketball’s developmental potential and Rocks direct impact is reflected through schools’ direct experiences:

<table>
<thead>
<tr>
<th>Community/Schools’ Examples</th>
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<tbody>
<tr>
<td>St. Benedict’s Primary School</td>
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<tr>
<td>(Glasgow)</td>
</tr>
<tr>
<td>St. Columbkille’s Primary School</td>
</tr>
<tr>
<td>(Rutherglen)</td>
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<tr>
<td>In 2014, St. Benedict’s Primary School won the Jump2It programme, qualifying for the</td>
</tr>
</tbody>
</table>
Scotland versus England final at the Copper Box Arena in London before a GB basketball game. In preparation, the team undertook coaching sessions with guest coaches from basketballscotland, Glasgow Rocks and SSF. To raise money, the school had a money collection day at The Forge Shopping Centre.

Talking of the experience:

- “To me personally, it was an opportunity of a lifetime for her … I’m a one parent family so to have that opportunity for her to have that weekend was just brilliant.” - Jane Polland (Legal Guardian)
- “I think it was brilliant, all those people who helped and sponsored them … I thought that was just an absolutely brilliant experience for them.” - Sandra Dyer (Legal Guardian)
- “It was a good experience.” - Player 1 (female)
- “It was a big experience, and it was quite enjoyable.” - Player 2 (male)
- “During the visit to London, the pupils saw many sights including the London Eye, BBC Studios, and the HMS Belfast which none of these Jump2It participants had experienced before. The main event, however, was held in the Copper Box and St. Benedicts showed great determination and effort during the game, forcing the match to overtime but unfortunately losing the match to their northern counterparts … This has been an experience that will stay with these young people throughout their lifetime.” - Teacher 1
- “For our children to travel into Glasgow, it would be a big experience … To travel into Glasgow by bus, it would be a massive experience … To travel to London, it’s a once in a lifetime opportunity. Sometimes I think we’re all in danger of critically evaluating to make things better and that’s okay, but when something works, don’t break it. It’s absolutely perfect.” - Tony Byatt (Depute Head Teacher)
- “Jump2it has been running here for several years now, and the kids just love it. They don’t just get to play basketball, they also learn all about healthy living, a message which definitely seems to have more of an impact when it’s being delivered by professional athletes rather than their parents or teachers.”
- “Last year we had 28 kids taking part … Jump2it has been incredibly effective in re-enforcing the school’s own health and well-being curriculum, and in getting the children to increase their physical activity levels. The children were so excited to be getting coaching from the Glasgow Rocks, and particularly loved the opportunity to compete with other schools at the inter-school tournaments. The end of season basketball festival at the Emirates Arena was a particularly memorable day for everyone involved.”
- “The report on last year’s programme showed that 40% of the children made a positive change in their eating habits as a result of the lessons they learned, and six of them got the basketball bug and now play regularly. The majority have also been inspired to try out other sports like gymnastics, football, or netball. Just about everyone involved was determined to drink more water.”
- “As well as the physical benefits, so many of the pupils who have been involved in Jump2it tell us about the positive thinking they have taken from it, such as learning never to give up, working as part of a team, and not to say “I can’t do that” but to say, “I can’t do it yet, but if I practice, I will finally achieve my goal”. One child even reported that he now sees failure as an opportunity to fix mistakes and learn. That’s an achievement in itself.”

Table 8.11: Jump2It Community/Schools’ Examples of Improved Capabilities (Adapted from SSF, 2015b; Glasgow Evening Times, 2017).
In developing schools which also exist as communities, Jump2It via basketball builds individuals capabilities:

<table>
<thead>
<tr>
<th>Example 1 – Female Participant</th>
<th>Example 2 – Male Participant</th>
<th>Example 3 – Female Participant</th>
<th>Example 4 – Male Coach</th>
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<tr>
<td>A 10-year-old girl who found sport a challenge due to her weight and lack of fitness. She often used excuses to avoid ‘normal’ PE classes</td>
<td>An 11-year-old boy from a Black/ethnic minority background who found it challenging to integrate with classmates at his new school</td>
<td>An 11-year-old girl who moved from Cameroon to Scotland in 2010 and started a new life</td>
<td>A 20-year-old former player who joined Jump2It’s coaching staff in 2017. He lacked confidence and was deterred from pursuing basketball further due to occupational misconceptions</td>
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<tr>
<td>A teacher noticed she was enthusiastic when the Jump2It programme was on: “For ******, it was an eye opener. She seemed to really enjoy the games and got a lot from the tournament. For her, it was the first time I think she’s been involved in sports in that way. I really thought she opened up and saw an increase in her self-esteem.”</td>
<td>The teacher was aware he showed enthusiasm for basketball and through success gained respect from his peers: “I think for him the big thing was showing his classmates that he could do things – he’s found it difficult to sometimes at first communicate and this opened a door.”</td>
<td>She was introduced to basketball through Jump2It before joining Lady Rocks</td>
<td>“Going there gave me a lot of confidence - before that I hadn’t really thought about coaching that much … I think I’ve realised over the last couple of years that basketball and sport are things I should look more into. I always thought about it as a hobby before, but it is turning into something that can definitely be my future.”</td>
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<td>From her perspective, she surprised herself with how much she enjoyed the sessions: “They are really good. I</td>
<td>From his perspective, he enjoyed the sessions and was amazed at meeting the players: “Getting to see the players was good … I scored ... and won some</td>
<td>The team became a family to her with her teammates and coaches providing support on and off-court with transport, advice and schoolwork</td>
<td>Coaching provided him with a level of satisfaction non-</td>
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had a go and at first you think you’re going to look daft, but everyone had a go and it got really exciting as we won some games in the tournament ... It was great to win against the other schools.”

• Basketball’s inclusive and caring ecosystem helped her improve her time-management skills whilst becoming more determined, diligent and mentally stronger
• Basketball pinpointed her life’s future pathway; undertaking a university sport science degree
• “I love the fact that the game and sport has changed me for the better and has made me a better person.”
• Since Jump2it, she represented Scotland and played professionally for Caledonia Pride

Table 8.12: Jump2It Participant and Coach Examples of Improved Capabilities (Adapted from APPG, 2014b; SportScotland, 2017b; SportScotland, 2018).

Basketball generates developmental outcomes in Scotland. From Rocks players inspiring initial basketball engagements, schools communicated that participants apply Jump2It’s lessons, achieving success in life short and long-term (Carnduff, 2020; Highland Council, 2009; Falkirk Herald, 2019b; Falkirk Herald, 2020; Stark, 2015). Short-term impacts included behavioural changes linked to Jump2It’s desired outcomes: 75.6% increases in physical activity levels which participants continue throughout life; and improved citizenship with 90% of stakeholders reporting that youths behaved better in local communities’ (CashBack, 19; CashBack, 2020; Rocks, TV, 2018). Long-term results entail non-sporting
components via transferring lessons and skills to education and employment or attaining sporting success within basketball domestically, internationally, and professionally (Falkirk Herald, 2019b). By learning through basketball, 91% of participants and 94% of stakeholders (parents/teachers/staff) reported an increase in concentration, confidence, commitment, communication, goal setting, leadership, resilience, respect, self-esteem, social skills, team building and teamwork (EU, 2012; Spencer, 2016; SSF, 2018; Stark, 2015; Swarbrick, 2017). Jump2It helped empower youth, instilling ambition towards self-achievement through providing knowledge, skills, and values to start that journey (EIU, 2004; Sen, 1999). While Jump2It successfully helped some people, Glasgow’s involvement reflects sport’s dark side:

“I think the potential will always be there. Whenever you hear people talking about basketball, it is a massively played sport across the whole of Britain. It’s generated in school interests for sure. I’m not sure how well we do at retaining players and retaining interest as they grow up so hopefully, we can improve on that and if we do, that’s when we’ll start to see it payback in terms of sponsorships and money and a general kind of interest in basketball.” - Jonathon Bunyan (Wild Haggis Podcast, 2020)

Rocks’ voices echoed that community operations have commercial underpinnings (The Edit, 2017; Young, 2022b). The issue is whether Glasgow was solely motivated by altruistic desires or purposefully portrayed themselves as good citizens with development premises obfuscating the true reasoning, embodying corporate ‘redwashing’ to fulfil long-term organisational-performance goals (Millington et al., 2019). Yet, corporate/competitive success depends on community buy-in levels. This showcases how business/performance results alongside community outcomes are interdependent. School initiatives like Jump2It amplify team awareness, leading to attraction and eventual attachment (Gregg and Sweeney, 2015). Such a connection catalyses increased game attendances, higher ticket sales and more funding/sponsorship opportunities, stemming from generating lasting club allegiances and childhood interest levels (Gregg and Sweeney, 2015). Rocks’ monetised desire from development programmes links to certain owners’ failure to prioritise community operations equally to others with certain personnel using it to invest and build a pro-social reputation despite limited involvement whilst maintaining the club’s societal presence and founder’s altruistic aspirations (The Edit, 2017).
Community aspects are upheld to maintain the club’s image and legacy alongside its financial benefits. Scottish authorities and institutions demand clubs undertake community development with operations being valuable bargaining tools, helping acquire facilities, sponsorship and more (GCC, 2022). Such actions are required today with professional basketball continually increasingly commodifying (Maguire, 1988). This culminates in consequences allied to transformational changes within diversification processes, pressurising franchises to adapt through heightened commercially driven actions or risk dissemination (Maguire, 1988). If Gladiators/Rocks folded, Scottish society would lose an entity providing a holistically niche sports development service alongside diverse participatory opportunities. Given recent finances (see appendix 26) and chapter eight’s evidence, Glasgow’s community value exceeds commercial revenue gained from community involvement. Rocks are not ‘redwashing’, but operated self-interestedly, recognising community operations monetary value, gaining financially from community work. In helping themselves, they help others (Sen, 1999). Providing they benefit from community initiatives, support will continue (Sen, 1999). While Jump2It ceased operations, Caledonia conducts school initiatives through the BBL Ambassador programme (Rocks, 2022a). Although smaller, similar intentions and undertakings remain. Having outlined how Rocks through Jump2It generated non-sporting outcomes via basketball, the final sub-section offers four case studies highlighting developmental success stories.

Case Studies

“Basketball is an amazing sport for developing people. I am indebted to basketball. It’s given me an education, it’s given me a chance to see the world, connect with new people. All those experiences have been through sport. We owe it to the next generation to give them those opportunities and using basketball as a tool that doesn’t mean that they are necessarily going to be a professional basketball player, they might be a coach, or they might be a fan. Something that brings people together.” - Kieron Achara (Woods, 2019)

This statement reflects Gladiator’s intent and belief in basketball’s developmental capabilities. The entire organisation and partners share this view (Young, 2023a; Young, 2023b). Previously, Caledonia’s community works impact and rational was proposed. Yet, the club’s developmental potential alongside how Gladiators build people and communities’
capabilities requires determining. These are best exemplified through benefactor case studies. The subsequent examples cover the franchises different community components where involvement had transformational outcomes whilst showcasing basketball’s developmental possibilities in Scotland from diverging angles. While the team helped people develop, results were influenced and heightened by multiple co-existing factors with basketball being one key alchemy within capability building processes. Seeking more holistic CA conceptualisations in Scottish basketball, succeeding case study vignettes embody Sen’s (1999) three focal points: direct relevance to people’s well-being and freedom; indirect role through influencing social chance; and indirect role through influencing economic production.

**Case Study One: Greg Francis (Dunfermline/Poland)**

“Even though Twilight taught me sport and how to play basketball, I kind of look at it as more of a life changing opportunity. I met new people, I got a new family and I’m still with Twilight and I’m volunteering, helping them out. They provided me with all the things I need to make me a happy guy again. Because of them, I’ve got something new to look forward to and a new happy life … I am now a part-time basketball referee. So, I go away at weekends and referee basketball games. If it wasn’t for basketball, my life would have been very different. I am very proud of how far I came.” - Greg Francis, former Twilight Basketball player and current Twilight Volunteer (SSF, 2016)

Upon losing his father aged 9, Francis reluctantly moved to Scotland from Poland in 2009 (BBC Scotland, 2017). Unable to speak English, he could not communicate with anyone and was friendless with other children seeing him as “different” (SSF, 2017b). Domestically, Francis’ mother neglected him and restricted his basic freedoms: locking him in/out of rooms; failing to provide clean and fitting clothes; failing to provide sufficient food, sparking dependencies on inconsistent school meals; and forcing him to sleep without adequate amenities or warmth (SSF, 2017b). These experiences catalysed feelings of anxiety, insecurity, loneliness, unwantedness and vulnerability with Francis stating this was his life’s lowest point (SSF, 2017a). Through classmates, Francis joined Twilight Basketball in 2013 aged 14 (SSF, 2017a). Basketball became his outlet (SSF, 2017b). Whilst attending, coaches noticed Francis’ negative demeanour before intervening. Following an outburst of negative emotions, staff discovered his hardships, reporting the incident to Child Protection and Social Services (BBC Scotland, 2017). Francis was later adopted by a fellow participant’s family who,
alongside Twilight and their partners, provided Francis with care and support to transform his situation (SSF, 2017a).

Basketball changed Francis’ life. He spoke to staff because basketball provided the necessary connections and relationships he was missing, creating a safe environment for open discussion, allowing him to be himself (SSF, 2017a). This ecosystem enabled him to develop social and soft skills like trust, instilling the belief that staff would intervene (SSF, 2017a). Nowadays, Francis operates as a programme ambassador, volunteering as a coach and referee to inspire Scottish basketball’s next generation whilst supporting people currently suffering similar issues (SSF, 2017b). Basketball gave Francis the confidence to get full-time employment with his new family relaying that he is “thriving” (SSF, 2016). Francis attests that basketball positively transformed his life, contributing to his personal development through building his capabilities, putting him on a pathway towards a better life (SSF, 2017a). His story prompted SSF’s Ambassador Programme’s establishment which trains youths in coaching and other practices to help work with youngsters (SSF, 2016).

**Case Study Two: Alexander Geddes (Glasgow)**

“I’ve known Alex for many years … he was always just a player asking questions. He just wanted to improve all the time … When you think about Alex, the word that comes to mind is hard work. He is just committed to being better and he’ll just give his absolute all. He just loves the game and not only that, but he also wants to give back. He’s always been the guy who’s constantly in the community doing … whatever it takes to improve the sport. I think Alex is a role model. He’s just an inspiration in the sense that he does everything the right way. He’s not scared to make mistakes. He’s willing to work hard. He’s willing to give back and make sure that other people are learning and having the same experiences that he’s learned … He’s just a great ambassador for the sport. For Alex, his future is very bright.” - Kieron Achara (SportScotland, 2020b)

Geddes began playing basketball in 2007 aged 8. Having attended his first ever Rocks basketball game, he became motivated to pursue a career in basketball (SportScotland, 2020b). Progressing through Jump2It and Rocks junior pathways, Geddes later represented the Scottish National Basketball Youth Team (basketballscotland, 2016a). Upon leaving Scotland in 2017, Geddes moved to England and Portugal to play professional basketball before returning to

Although Geddes no longer plays professional basketball, he continues to positively impact people’s lives via basketball, achieved through operating as the Director of Player Development at Glasgow City Basketball Club and EDU Sport Academy’s Head Basketball Coach (Wardrope, 2021). He also referees within Scottish basketball, educates society on basketball through his online blog whilst volunteering as a player mentor for the National Basketball Youth Mentorship Programme (SportScotland, 2020b). Geddes’ initial positive basketball experiences motivated him to deliver educational messages whilst providing opportunities for others (SportScotland, 2020b). He accredits his Rocks involvement as being great learning experiences, enhancing his personal development while identifying his desired lifestyle (The Scotsman, 2019). Owing to his commitment to help people through basketball, Geddes won SSF’s Inspiring Journey of the Year prize in 2020 (SportScotland, 2020b).

Case Study Three: Declan MacDougall (Irvine)

“Some big aspects of where and who I am now wouldn’t be the same without Twilight basketball, they just helped me with so much. Between the staff and other players, they made my life so much better. Before going to Twilight, I would still be very emotional and very angry, I would take things personally while playing basketball. My anxiety was really bad, I definitely wouldn’t be coaching. Basketball means everything to me. There was a point when my anxiety got so bad that I wasn’t going to school. I feel like becoming an ambassador is probably my proudest moment.” - Declan MacDougall, former Twilight Basketball and Rocks Academy player (Howard, 2019)

MacDougall began playing basketball at Twilight in 2016 aged 14. Upon joining, coaches described him as “a very shy” person who “came in with his headphones on and didn’t really talk to anybody” and “would only really get involved in the parts of the session that he felt that he wanted to” (SSF, 2019a). Since starting, MacDougall alongside his teammates and staff attest how basketball positively changed his life (SSF, 2019a). Before basketball, he struggled to control his behaviour, often angry and emotional whilst suffering anxiety which
inhibited his day-to-day life (Howard, 2019). MacDougall believed these issues prevented his ability to successfully perform in school examinations and this inability would determine his life’s future (SSF, 2019a). Basketball alongside the programmes practitioners helped him grow. MacDougall accredits basketball’s team environment for sparking these changes (Howard, 2019). Basketball provided the necessary beliefs, connections, ideas, relationships and support he required to flourish (SSF, 2019a). Having embraced basketball, MacDougall believes his communication, commitment, confidence, dedication, and productivity improved (SSF, 2019a).

Through basketball, MacDougall developed and enhanced many soft skills which he transfers to other life aspects. Although, MacDougall’s accrued benefits were unintended participatory byproducts from Rocks programmes, meaning basketball’s supportive ecosystem influenced such changes (Howard, 2019). With Twilight Basketball implemented to divert him from anti-social behaviour and Rocks Academy to provide pathways to potential careers in basketball, these environments generated opposing outcomes. Ones benefiting his current life. Given MacDougall’s diligence and perseverance to overcome personal barriers, he was named an SSF Ambassador, currently serving as a role model for youths suffering similar problems (Howard, 2019). Acknowledging basketball’s impact, MacDougall started coaching to share his experiences and help others (Howard, 2019). Recognising his community service through basketball, MacDougall was nominated for the Daily Record Scottish Sports Awards in 2019 (Borland, 2019).

**Case Study Four: Kieron Achara OLY MBE (Stirling)**

“I wholeheartedly believe in our basketball community. Basketball has essentially helped my life to a whole different level that I could have never envisaged. I believe there’s so many kids capable of achieving goals and being successful. I’m not just talking about basketball; basketball is definitely that tool, it’s that carrot to kind of help people get involved in certain things. I come from a place that a lot of people don’t even have belief in themselves that they can be anything. That apathy is real and there’s so many communities out there. Basketball is such a strong, powerful tool to help people believe that they can be something. I just feel that the more we kind of spread that love and spread the positive role models in society, more people will start to achieve different things.” - Kieron Achara (Marriot and Lasker, 2021)
Achara started playing basketball aged 12 in 1995 within Stirling High School’s PE curriculum. He later joined amateur basketball team, Falkirk Fury, in 1997 at 14 (Walker, 2021). Quickly progressing, Achara began attending Rocks first-team training sessions (Aitchison, 2021). Whilst improving his technical/tactical skills, this environment unintendedly developed Achara’s soft skills (commitment/determination/time management/work ethic) which he transferred to his education and post-athlete career (Highland, 2018). This ecosystem highlighted how basketball could better his current life with opportunities including university scholarships and employment (Gladiators, 2022d). These surroundings gave Achara a newfound direction and purpose, meaning everything previously perceived as sacrifices (social life) were now enhancements, providing drive and motivation (Irons and Patterson, 2020). With America his desired destination, Achara realised he must develop on and off-court, prompting him to focus on schoolwork (McCue, 2020). Education was his driver (Woods, 2016). Whereas Rocks worked on his performance weaknesses concerning strength and conditioning (Aitchison, 2021). These experiences helped Achara attain a scholarship to Duquesne University before playing professionally in Europe, representing Team GB at the 2012 Olympics and captaining Scotland at the 2018 Commonwealth Games (Iwelumo, 2020).

Basketball positively impacted Achara’s life. As a six-foot ten black youth in an all-white Scottish community, Achara wanted to fit in (Iwelumo, 2020). Through experiencing early success, basketball helped him find himself, his place in life, to accept himself and see that being unique is advantageous (Stevely and Tanner, 2019). Basketball became his outlet from life’s daily hardships, turning frustrations into personal growth (Gallagher and Sands, 2022). Achara hails from a disadvantaged community where many cannot escape the inevitable pitfalls, becoming trapped by social issues (Gallagher and Sands, 2022). Basketball helped reframe Achara’s mindset by eradicating all excuses, instilling the belief that he could be somebody (Gallagher and Sands, 2022). Achara went from being academically disengaged in Scotland to recognised student-athlete in America (Walker, 2021). Following multiple stints at Rocks, Achara ended his career there from 2015-2019. He currently strives to help people on their life’s journey (Bass, 2021). For his community services through basketball, Achara received an MBE (Member of the British Empire) in 2020 (Rocks, 2020a). Without basketball, Achara does not believe he would have ended up on this path (Gallagher and Sands, 2022). Having displayed how basketball through Gladiators/Rocks have built Scotland’s residents capabilities, the final segment delineates chapter eights key observations.
Key Observations

“We do a lot as well in terms of going out to the local communities. I don’t think anyone should underestimate the power they can have in the community in terms of being a role model and that’s players and coaches … If you can give one thing that helps impact somebody’s life, that’s more what coaching’s all about for me than necessarily the wins or losses at the end of the day … For me, some of the biggest highlights are players that have gone on to achieve what they wanted to achieve and that doesn’t necessarily always mean on the basketball front, whether they’ve got into university or whether they’ve got the job they really wanted.” - Darryl Wood, former Glasgow Rocks Head Coach/current Caledonia Gladiators Assistant Coach (McGinley, 2018)

Professional basketball teams have valuable roles in developing people, communities, and nations through utilising basketball as a tool. The key to making lasting, effective, sustainable impacts is by integrated, joined-up, collaborative working with organisations from both non-sporting and sporting industries through sharing expertise, local knowledge, and resources to optimise outcomes. Early preventative measures are effective in contributing to reductions in prevailing national social issues and are best coupled with sports like basketball that have mass appeal across all demographics (CPGHI, 2012). With Gladiators’ community work commencing under SFC’s umbrella, through CA it became SFD; albeit failing to understand theories value. Caledonia’s historic actions, current behaviours and future intentions solidify this proposition, seeking to develop individuals and groups nationwide via basketball. Recognising CA would unlock greater possibilities for Gladiators and enhance developmental potential. A crucial element surrounds Caledonia’s recognition that development is more than baseline foundations, but long-term sustainable commitments (GCC, 2007). Gladiators pinnacle feature remains its relationship with Scottish society which is the team’s backbone on and off-court. It is reflected through Caledonia’s connections with Scotland’s communities. Despite being constrained by limited budgets, Gladiators’ community operations showcase how people’s, communities’ and nations’ capabilities can be constructed in cost-effective, simplistic, and effective ways.

This chapter reflects limitations. The first: a white male dominated environment requiring greater levels of diversity. Although, with Rocks recent takeover and Caledonia’s merger, they are looking to expand operations by offering more female orientated and diverse
opportunities. However, the broader organisation lacks inclusivity. Caledonia’s community engagement must co-exist in equilibrium with commercial and performance goals without monetary motivations. Where Gladiators’ development system falters reside within Sen’s (1999: 27) “culmination outcomes” whereby only final outcomes are documented without measuring or monitoring the process alongside how freedoms are later exercised. Furthermore, less autonomy from participants was provided to determine their future through selecting topics valuable to them on their life journey with a one-size fits all applicability attributed to all involved (Sen, 1999). More individual agency is needed to enhance people’s democratic rights (Sen, 1999). Most information utilised was gleaned from partners, revealing a lack of knowledge surrounding research alongside evaluative processes in community operations. Caledonia does not understand the value of producing documents with no annual reports or organisational reviews existing. To argue a case for increased support, given they reach thousands of people annually on limited budgets, developmental data’s collation would help produce a tentative case demanding attention.

Caledonia’s agenda extends beyond on-court success or profits into off-court transformations. Chapter eight showcases professional basketball club’s developmental capabilities. They also display basketball’s possibilities as a developmental tool in Scotland and how it affects people differently. Unifying everyone’s transformation is how basketball made them more well-rounded people, becoming more developed individuals. The person’s growth spreads into the broader community and society, having a more substantial impact stemming from one person’s positive experience. Basketball has life-changing potential which can positively transform people and communities, especially when used directly and intentionally. Many former participants collectively stated that initiatives changed their lives, encouraging them to give back to communities by assisting others in similar positions through providing improved opportunities which help get people’s lives on positive tracks (SSF, 2019c). Whilst aiding the Scottish Government (2021a; 2021b) in achieving their national developmental plans through helping build the capabilities of people and communities’ which simultaneously assist with reducing societal inequalities, Gladiators’ community work also contributes to eight (1/3/4/5/9/10/11/16) SDG’s (see table 2.2). Having highlighted chapter eight’s key observations, the last section entails concluding remarks.
Concluding Remarks

“The Rocks have been a huge success story in the city and a great thing to celebrate … Credit goes to those Glasgow Rocks players who go into schools across the length and breadth of the country, are very accessible, and make promoting basketball to young people across the country part of their job … I beg the Minister to do something to make sure that the sport is secured for the future.” - Alison Thewliss, Glasgow Central Member of Parliament (UK Parliament, 2018)

Chapter eight’s argument: basketball is a supportive capability building tool in Scotland. Caledonia Gladiators are a professional basketball club using basketball to help positively change people and communities across Scotland’s lives. To achieve this goal, Gladiators offer participatory opportunities to enable outcomes. Jump2It was Rocks’ flagship school-based development programme that built youths’ capabilities through instilling valuable life lessons by utilising basketball and professional basketball players as alchemic mechanisms. The franchise engages individuals and communities through using the club’s position and resources to invest in and support people’s and groups development. Gladiators’ work typifies Sen’s (1999) premise of striving to enable individuals and groups to excel in life whilst living a life they value. Caledonia’s identity embodies community work and is reflected in club respective representations, providing opportunities that help resolve barriers in people’s lives. The aim: to improve individuals and groups current positionality by offering the best chance of becoming developed and attaining future freedom regardless of selected pathways. While known for basketball, Caledonia constructed a legacy in Scotland which transcends sports boundaries, revealing basketball’s developmental capabilities. However, concerns over the franchise’s developmental intent remain with unreliable empirical data and commercialisation intertwined with altruism existing. Having evaluated professional basketball team, Caledonia Gladiators, in chapter eight, chapter nine discusses the study’s findings.
Chapter Nine – A Future for Basketball in Scotland: An Analytical Problematic

“Basketball is exceptional, even in the UK … and there are projects and programmes operating across the country under its auspices which are efficiently and effectively contributing a great deal towards achieving vital sporting (elite and grass-roots), educational, health, social and inclusion objectives. More importantly, the potential for the sport to make a much bigger contribution is vast. It is therefore hoped that … these recommendations act as a catalyst to bringing basketball to more communities, so that it can change more lives.” – All-Party Parliamentary Group (2014a: 3).

Introduction

Chapters one-eight provided the thesis’ basis. Chapter five offered Scottish basketball’s history. Chapter six considered how basketballscotland renders non-sporting outcomes via the Jr.NBA basketballscotland League. Chapter seven examined how community team, Blaze Basketball Club, generate developmental outcomes through basketball. Chapter eight appraised how professional basketball franchise, Caledonia Gladiators, use basketball to produce social impact. Chapter nine discusses the study’s findings whilst answering the research questions: how should we explain the relationship between basketball, society, and development alongside what are the limits and possibilities of basketball in Scotland? It also evaluates the research’s main aim: to determine basketball’s potential as a tool for development in Scotland. Findings are echoed through nuances from figures leading Scottish basketball’s campaign for change and developments voices. The objective is to highlight key learning outcomes. CA is intertwined to help analyse, direct, and understand basketball in Scotland.

Through adding to knowledge of basketball in Scotland’s capabilities as a developmental tool, chapter nine answers the research questions. Part one delineates basketball, development, and society’s relationships main components, comprising eight themes: CA; communitarianism; connections; democracy; intentionality; joined-up working; passion; person-first/needs-centred approach(s); and relationships. Part two comprises two sections. Section one outlines Scottish basketball’s limits, considering eight themes: barriers; collaborations; culture; disjointedness funding; mindsets; opportunities; and systems. Section two details Scottish basketball’s possibilities, covering eight themes: agency; choice; conversion; educational institutions; individualism/collectivism; infrastructure; multi-
dimensionalism; and pathways. Chapter nine showcases how Scottish basketball embodies CA, explaining why employing Sen’s (1999) thinking to inform results benefits Scottish basketball. These themes form part of chapter nine’s much broader narrative which constitutes implications and outcomes regarding basketball as a contributory development tool for people, communities, and nations. The final section concludes.

The Relationship between Basketball, Development and Society

“The analysis that follows builds on these understandings, in an attempt to throw light on underdevelopment (seen broadly in the form of unfreedom) and development (seen as a process of removing unfreedoms and of extending the substantive freedoms of different types that people have reason to value).” - Amartya Sen (1999: 86)

The investigation revealed that Scottish basketball functions under capability premises. Aspiring to expand human development through capabilities, CA is concerned with increasing opportunities. In this thesis, individuals alongside groups are central to developmental accounts with CA preventing people, communities, and nations from being “imprisoned in that little box” by opening horizons beyond perceived and lived confinements (Sen, 1999: 289). It is about reversing circumstance’s adverse domination over individuals and communities, helping people dominate circumstances to enable people to flourish and live chosen lifestyles (Sen, 1999). People and groups must be seen more holistically with broadenings being additional and inclusive rather than alternative to present perspectives (Sen, 1999). Development’s case rests on its intrinsicality, consequential role in providing security incentives and constructiveness in priorities alongside values genesis (Sen, 1999). CA’s justification for basketball’s developmental role: “learning by doing is a great ally of the rationalistic reformer.” (Sen, 1999: 255). If Scotland alongside basketball desire social change, then expanding people’s and communities’ capabilities is pivotal. As McCrone (1992; 2002; 2017) and Riddoch’s (2014; 2017; 2019; 2023) observations revealed, a paradigm shift within Scottish basketball and society is needed now more than ever. Brunner and Watson (2015) highlight how capability thinking would optimise developmental outcomes for Scotland. It would also help Scottish basketball better understand theoretical application. Capability’s eight overarching principles: agency; breadth; conversion; collective capability and pragmatism; individualism; multi-dimensionalism and pathways; opportunity and choice; and rights (Sen,
Adopting CA requires understanding basketball, development, and society’s evolving relationship:

“Covid has provided Scotland with the one-off opportunity to redefine and restructure sport in Scotland, to change the way people think about sport, away from the disputes and professionalism towards sports as being anchor organisations in and for the communities.” - Simon Turner (Actify, 2020k)

Applying Sen’s (1999) normative approach to Scottish basketball means society’s success and failure is determined through individuals’ and groups’ substantive freedoms’ effective evaluation; hence manifesting this opportunity. Embracing other evaluative and traditional informationally driven normative approaches which solely define success as procedural liberty, real income or utility focuses on detrimental variables necessary to acquire freedom, is counterproductive (Sen, 1999). These are too individualised and narrow when they must be broad-ranging and collective (Sen, 1999). Greater freedoms provide opportunities for valuable outcomes, enabling people, communities, and nations overall freedom, helping ascertain whether society is developing or under developing through determining individual and group initiatives’ social effectiveness (Sen, 1999). Scottish basketball until the 2000s was under-developing, yet this new sentiment evokes development, unlocking accessibility to freedoms (civil rights/justice/political involvement) afforded freely to society’s members (Sen, 1999). Becoming developed enhances people and communities’ ability to help themselves whilst influencing broader society; albeit subject to individual or community agency regarding personal actions to generate change for themselves and others with developmental outcomes creating sustainable development (Sen, 1999). Recognising agency and learning its application expedites society’s operational capacity (Sen, 1999). This premise became apparent amidst Covid-19:

“I think during this pandemic were seeing sports undergoing ... some sort of existential dilemma of what our role in society is. If our role in society is to enable us to celebrate gold medals once every four years, that feels okay when everybody is healthy and prosperous ... but it certainly doesn’t feel okay when were under this kind of threat. So, how can we return to sport in a way that’s inclusive that actually breaks down social inequality rather than capitulating social inequality which is what does happen in some parts of sport … How do we create evidence and powerful arguments for the value of sport to society? At times when resources are becoming scarcer, the allocation of those
resources becomes more and more difficult for the policy makers. There’s never been a more important time for sport to justify and explain the contribution we make to society … If that explanation is well every four years you get a Chris Hoy, that doesn’t cut it anymore … It’s about the people … that aren’t engaging in sport … It’s the victims of social inequality that can’t access sport because it’s too expensive for example. Those are the people that we need to include in sport so we can build up this argument for why sport should be supported and why it has a valuable role in Scottish society.” - Simon Turner (Actify, 2020b)

Basketball’s societal role: a tool supporting development. Scottish basketball and society once embodied sport-for-sports-sake, viewing development via increased participation and performance results, but now focus on people and communities with “the productive quality of human beings” being integrally involved (Sen, 1999: 292). Basketball in Scotland is transitioning from SFC to SFD via CA. Covid-19 expedited this transformation. CA as a developmental theory merges theory with practice, providing appropriate theoretical underpinnings which reflect stakeholders’ work (Dao and Darnell, 2021). Scottish basketball now better understands individuals, groups and society’s needs, recognising impediments infringing human lives alongside communities’ capacities surrounding different demographics and target markets’ informational bases. Since freedoms are diverse, problems entail selecting needs to address hindrances by assessing different freedoms’ advantages for societal progress (Sen, 1999). It depends on basketball programmes’ nature and size with freedoms based on Scottish communities’ prominent social issues or individual’s respective needs. Such mindsets require integration into holistic depictions of people’s and communities’ successes, but also organisation’s and government’s failures to help alleviate barriers preventing participation and opportunity creation (Sen, 1999). This shift gives society more accurate representations of prevailing issues through internally proliferating well-documented and underrepresented deprivations in national and sporting statistics (Sen, 1999). In this thesis, inequalities (age/class/economics/ethnicity/gender) experienced by some of Scotland’s protected groups (BAME groups/elderly/females/handicapped people) including lacking opportunities, but also equal access to opportunities have been exposed. For example, Scottish basketball is geared towards males over females alongside youth over adults whilst with age, participatory opportunities decrease when they require increasing. Opportunities must remain consistent albeit changing delivery format:
“That is one mindset shift I think a lot of sporting organisations could make, is shifting away from the sport first mentality, not to say that sport is bad by any means but shifting away from that first sport mentality towards community first and then, how can sport serve our communities. A really important distinction in that mindset.” - Simon Turner (Actify, 2020i)

Previously, Scottish basketball was coached-centred. An environment based on survivor syndrome. Today, it is more athlete/person/needs-centred; prioritising people’s requirements through viewing them as humans rather than athletes. Scottish basketball is currently moving towards a person-first, sport-second mentality with non-sporting outcomes valued equally or above sport’s technical/tactical components. Person/needs-centred approaches establish operational and sustainable developmental frameworks because they are freedom orientated, allowing sessions to align with individual and group’s needs (Sen, 1999). Through tailored efforts, results can be attained with activities becoming more impactful by basing practices on people’s developmental needs over individuals’ and groups’ perceived needs (Sen, 1999). This reflects Scottish basketball’s historic one size fits all applicability which benefited few, “resisting in particular the idea that the use must take an all-or-none form” (Sen, 1999: 86). Current approaches focus on people and communities’ life quality, substantive freedoms, and future pathways rather than one-dimensional views of individuals and groups accumulated income and resources (Sen, 1999). While basketballscotland and Gladiator’s strategies deliver outcomes, Blaze’s honed approach embeds Sen’s (1999) personal heterogeneities, social climate variations and relational perspective differences concepts which heightens results. Scottish basketball could learn from Blaze.

Depending on personal circumstances such as age, disability, economics, gender and religion, people alongside communities have diverse needs to enable participation and spark development which require addressing via different methods. Otherwise, circumstances become barriers which create disadvantages, constraining welfare, and life quality (Sen, 1999). Freedom’s conversion into improved life quality is influenced by individual and groups’ social conditions whereby community relationships are valuable determinants of outcomes including social capital and mobility (Sen, 1999). Commodity requirements establish behavioural patterns which vary between communities, depending on customs and traditions (Sen, 1999). For instance, poorer people living in richer communities can be prevented from attaining elementary functioning’s despite circumstances being more comfortable than people in poor conditions.
communities who can develop more effectively because of elevated environmental positions (Sen, 1999). The person/needs-centred approaches success criteria necessitate merging realised functionings (what a person/people can do) with capability sets (people/group’s real opportunities) (Sen, 1999). This identifies people’s developmental stage alongside capability building needs to expand possibilities and options whilst helping achieve desired lifestyles, enabling non-sporting and sporting results to be accrued simultaneously (Sen, 1999). Whether people desire growth in life or sport, both require personal development before learning basketball skills. Being direct and intentional about generating development optimises outcomes:

“I think now more so than ever, they [basketball organisations] are being intentional about it [generating developmental outcomes] but previously in the past, they might not have been so intentional about it ... I think the leadership group know they’re doing it, but wider society doesn’t quite see it and it’s just getting it quite clear that these are intended outcomes, and these are intended activities.” - Adam Szymoszowski (Actify, 2020i)

People’s current negative positions are driving Scottish basketball’s motivations to change individuals and communities’ lives alongside the current system which unjustly impedes development. Sen (1999: 270) defines this intent as ‘commitment-based action’, advocating direct rather than derived developmental approaches through greater altruism and ethical considerations. Principle and intentionality are key to effective developmental practices (Nutt, 2011). Even if nobody has direct reason to use certain capabilities, these freedoms can help achieve economic or social success, meaning people can inadvertently survive better in society (Sen, 1999). Intentional endeavours equip individuals and groups with capability sets that help shape people’s destiny whilst aiding other community and societal members’ development (Sen, 1999). Benefactors of development programmes must be viewed as assertive actors, not passive recipients. However, committed behaviour may involve self-sacrifice, leading to developmental practitioners experiencing injustices or unfreedoms which prevent personal wellbeing declinations (Sen, 1999). While Scottish basketball commits to helping transform lives, capability building processes could be more direct and purposeful for generating outcomes.
To intentionally safeguard developmental declinations, Sen (1999) advances safety nets which provide “protective security”, preventing affected populations from being reduced to abject misery if everything fails (Sen, 1999: 40). Regardless of people’s circumstances, individuals are always close to vulnerabilities (cognitive/financial/physical/political/social) and can succumb to declinations due to situations’ adverse effects (Sen, 1999). This premise links to Scottish basketball’s high drop-out rates. Protective security equates in Scottish basketball to having provisions in place such as Blaze’s rainy-day fund and free access to non-sporting professional services. They also employ two different groups whose needs simultaneously fulfil each other’s, serving double benefit. Through providing opportunities, an argument exists for individual and community advantage which enhances capabilities people have or can achieve through recognising sustainable agency alongside constructive impatience’s free and positive role (Sen, 1999). Democracy is key:

“If I go back to the old way of coaching, it was very autocratic. This is what you do, and this is when you do it. I think the game is starting to evolve and there’s a lot more democracy within the game and people understand others and listen to others’ perspectives with the realisation that working together makes things better. It’s just finding a way to work together. I think the whole listening piece is vital. Listening and understanding are two key components to a better team.” - Kieron Achara (Circe, 2020)

Democracy puts individuals and groups in control of manifesting destinies rather than being docile recipients to assistance or followers of instructions (Sen, 1999). People alongside communities’ needs are identified and influenced by public dialogue and participation (Sen, 1999). Within freedom-orientated perspectives, top-down actors (experts/states) cannot determine bottom-up actor’s (beneficiaries/participants) circumstances (Sen, 1999). Scottish basketball was top-down led. Yet, governing personnel and organisations cannot interpret local culture and values whilst effective development approaches will not be produced if authoritative personnel dominate (Sen, 1999). Broader reach is necessary whereby development must not be dissociated from popular participation. Failure to consult society’s members is an injustice, blocking freedoms and human rights (Sen, 1999). Nowadays, Scottish basketball prioritises coach-player relationships with more bottom-up actors dictating basketball alongside their future. Influential figures respond accordingly based on prevailing trends. These trends culminate in increased participatory opportunities. Scottish basketball’s
modernity requires societally participatory resolutions which learn from history whilst embracing future discourses.

Public discussion correlates with democracy, providing extensive reach and implications whilst its cultivation improves democracy’s functionality (Sen, 1999). Participatory opportunities require societal openness because impeding participatory freedom to prioritise top-down decisions voids legitimacy (Sen, 1999). To spark unilateral shifts, all stakeholders must be included in decision-making processes to ascertain people and communities’ wants and needs whilst acquiring buy-in regarding what people must accept and can expect (Sen, 1999). Even if individuals are disinterested in exercising participatory freedoms, exclusion deprives freedom (Sen, 1999). People and communities should be actively involved or given involvement opportunities (Sen, 1999). Strengthening democratic systems augments development’s three virtues: intrinsic importance; instrumental contributions; and constructive role in creating norms and values (Sen, 1999). Participation in social choice alongside public decisions enhances and expedites opportunities alongside development’s progress (Sen, 1999). The key message:

“Sport has to adapt. There is a new reality facing all of us and if we stick to our old ideas of what sport is, it may be a long time before we’re able to get back to that. So, if there are some critical elements of your sport that can’t be done, then you’ve got two choices. One is to adapt and redesign your sport in a way that you can overcome some of those. The second is to focus on connections and relationships. If the only thing people are getting out of your sport is the technical involvement and the technical aspect of taking part, then I think you may struggle, but if they have a social element of taking part, not just hanging out with their mates, like if there’s a real human connection involved in being part of your club, then there’s a basis for loyalty moving forward.” - Simon Turner (Actify, 2020d)

Basketball, development, and society’s relationship is not a definitive framework with boundaries, but an evolving process requiring constant adaptation to people and communities’ prevailing needs. The best method for generating outcomes is through connections and relationships with decisions based on reason. These two principles must become basketball practice’s core rather than arbitrary results (Actify, 2020g). The difference between developmental programmes historically and currently is outcomes are generated intentionally
rather than unintentionally participatory byproducts. After time, trial and error, conversations alongside research, and structural changes, Scottish basketball organisations are developing clear social purposes depending on people and communities’ needs alongside social issues (Actify, 2020i). For paradigm shifts to work, non-sporting and sporting institutions must adopt, promote, and support Scottish basketball’s goals and valuational commitments, creating unilateral alignment of behavioural norms and reasons which enables basketball to achieve developmental outcomes (Sen, 1999).

Connections and relationships are required both internally (within basketball’s ecosystem) and externally (out with respective basketball environments). Successful developmental outcomes depend on joined-up, collaborative working across Scottish basketball, but also sporting and non-sporting organisations. Collaborative action and partnerships support development’s collective capability building with collective capabilities emerging from social interactions guided by shared responsibility representations (Pelenc et al., 2013). People and communities in Scottish basketball might be better served by acting collectively, developing strong and meaningful partnerships which pursue better resources for basketball. Pelen, Bazile and Ceruti (2015) support linking individual and collective agency with capabilities in action research contexts. Collective capabilities help move capability discussions beyond individuals, offering useful yet critical thinking about those in basketball working collectively within a system to produce better basketball outcomes for Scotland (Sen, 2017). All Scottish basketball (grassroots/community/professional) must unite to ascertain unilateral progress. Individualism is constraining basketball in Scotland’s individual and collective development. Basketball, development, and society’s relationship can be encapsulated in one statement:

“What strikes me … is just how passionate the people in the clubs are in Scotland. I think when you are in it you don’t appreciate the people as much. There are some really incredible people working in clubs in Scottish basketball that are volunteers ... I think when you are working on the side of it that I am now where there’s scholarships and salaries involved; I get frustrated sometimes because I think that some people forget why they’re doing it. Watching what’s happening in Scottish basketball, there’s people there that are doing it because they love the game. They are not doing it for money ... scholarships ... I think that’s why people are so enthused to get involved and are able to get young people involved in their clubs because they see the true passion … People
are giving up their time to help develop youngsters and give them a pathway into this sport. Why wouldn’t you want to go and play for a club who are just full of people who are so passionate about the game, and I see that across the country… Without them, none of us would have had the opportunities we’ve had.” - Donna Finnie, Houston Baptist University Women’s Basketball Team Head Coach and former basketballsotland Coach/Operative (Laing, 2020a)

Scottish basketball progressed because of passionate people and groups. Every voice which contributed to this thesis echoed the desire to help people and communities develop. Some balance altruism with commercial motivations. Basketball in Scotland has been led “by an invisible hand” to “advance the interest of the society” whereby in pursuing personal interests, people help others (Sen, 1999: 256). While this premise must nationally diffuse, comprising unilateral intentional endeavours, this ideology provides a sustainable basis. Providing everyone continues to attain desired outcomes, unless external factors impede proceedings, systems will maintain themselves (Sen, 1999). Through the shared passion of basketball, opportunities and support is provided (Laing, 2020a). Pursuits driven by developmental interest in intelligent and rational ways are great moral improvements compared to ones underlined by monetary and personal propensities (Sen, 1999). Scottish basketball must learn to pursue and ensure pursuits solely for altruistic reasons rather than commercial by prioritising people and communities’ growth over personal gain (Sen, 1999). In environments lacking finance, development through basketball boils down to having passionate personnel (Cleland, 2021). As the thesis has shown, people who are passionate about basketball and helping others can pay off tenfold. Having outlined basketball, development, and society’s relationship, basketball in Scotland’s limits and possibilities follow.

The Limits and Possibilities of Basketball in Scotland

The Limits of Basketball in Scotland

“I was quite surprised by how much basketball is played in Scotland … The measurement they use for a sport in Scotland is how many people are paying to play a sport on a monthly basis. There are round about 7,000 people that are paying to play basketball on a monthly basis … That’s more than those who are doing athletics, cycling or rowing. It’s quite high participation numbers … On a pro rata basis, there’s more people playing basketball in Scotland than there is in the rest of the UK … Yet
you don’t get a penny for kids that are playing basketball in the street … it’s all about medals and … winning but there has to be something in between that and with all due respect we’re never going to compete for a medal or a bronze medal at the Olympic Games … It doesn’t feel right to me … it’s a class thing … it’s messed up, the funding.”
- Duncan Smillie (Jenkins and Russell, 2018)

Basketball, since its inception, has been known as a non-populous, non-traditional, secondary sport, residing on Scottish sport’s periphery. Basketball obtains greater interest and participation than society realises. These misconceptions undermine and have underdeveloped basketball in Scotland, explaining basketball’s lagging publicity and proliferation. Other limitations entail Scottish basketball’s structure which historically prioritised competition due to funding allocations based upon medal winning potential and performance results. This created the wrong environment for basketball and its stakeholders to thrive (Sen, 1999). As Scottish basketball’s history showcased, basketball can be a significant sport in Scotland. Yet, Scotland is not an elite basketball nation. Trying to excel performance-wise is futile. With British-Scottish basketball unlikely to compete for Olympic medals, Scottish basketball would benefit from repositioning itself as a tool for development. Scottish basketball excels and adds value through building people’s, communities’ and society’s lives (Sen, 1999). Basketball has not produced consistent silverware for Scotland. It has consistently generated positive social impact for Scottish society. Basketball would better serve Scotland as a sport-for-all. This paradigm shift should represent Scottish basketball’s approach to and conceptualisation of development:

“I believe that sometimes we are very short sighted in the basketball community. We judge success through accolades within the sport. We’re not looking at the kid who didn’t aspire to be anything, now he’s got an education and going on to become a social worker or a mentor within society. All those little things for me are the real strength of the basketball community. I think that should be at the forefront of a lot more than just the player who’s made it to the highest level because in reality, no matter what, you are only going to have one percent. Even if the population improves in the sport, [there is] still only one percent, it just means that the level is now better. What about the other ninety nine percent? I think the message is clear that it’s a great tool to learn that if you work hard, you can achieve certain things, teamwork, all these kinds of soft skills you can learn from it, but the message has to be clear. I think more people should have belief.” - Kieron Achara (Marriot and Lasker, 2021)
Scottish basketball should switch its emphasis from competitive, elite-driven focuses towards development through recognising basketball’s ability to create mass social impact. A shift is needed from prioritising on-court performance and skill development to off-court human, community, and national development. Human rights’ approaches share commonalities with CA whilst Sen (1999) argued that rights are central to public policy and systems. The shared premise is everyone has core entitlements which are society’s duty to uphold (Sen, 1999). Significant and sustained work has advanced human rights in and through sport whilst emphasising the right to sport (Jarvie, Thornton and Mackie, 2018). Research progressed a world of sport that fully respects and promotes human rights by generating awareness whilst building capacity within and between nations, organisations, NGB’s and others involved in developing sporting landscapes (Jarvie, Thornton and Mackie, 2018). While society and states might not prioritise the right to basketball, it should help facilitate the right to basketball. This shift within Scottish basketball is currently commencing. Scottish basketball needs support, but investors seek short-term results over long-term transformations which is why development fails or underperforms (Collier, 2007; Nutt, 2011). The value of freedoms that increased support would unlock is important whilst funders must stop concentrating on economic effects and focus on social economy alongside economy of societal welfare outputs with improvements increasing national economics (Sen, 1999). Lacking support links to funding:

“I’ve managed to sit down in front of all of them [political leaders], right from the very top from the First Minister through to various different Ministers of Sport and bottom line … none of them are interested. They talk about being interested in a sport like basketball but all they’re interested in is football, rugby, and posh sports that you need fancy equipment. The amount of funding that goes to sports like rowing, yachting, and bobsledding, sports that nobody is playing. There’s not any that comes to basketball … The government couldn’t be less interested in it. So, my message would be for the government to step up and help us make basketball, which is a very cool sport for boys and girls in that demographic, make it viable for them, but they’re not interested, irrespective of what they say, they couldn’t care less.” - Duncan Smillie (Smith and McDonald, 2020)

Scottish basketball’s eminent limitation is funding. While developmental processes can survive without extensively utilising markets, that does not preclude public regulation, social
support, or statecraft’s role because these groups can enrich people, communities and society’s lives rather than generating unfreedoms (Sen, 1999). Social influences, mainly state actions, determining individual freedoms, nature and reach, require documentation because support unlocks social arrangements and possibilities which helps secure and expand individuals alongside groups’ capabilities (Sen, 1999). Funding also safeguards exchanges, liberties, tolerances, and transactions necessary to prevent underdevelopment through facility and resource provisions which form and employ capabilities (Sen, 1999). Without just attention and support, social arrangements’ impact can infringe upon the freedom to survive (Sen, 1999). Capabilities and freedoms are determined by hierarchies’ economical, institutional, political, and social arrangements which for Scottish basketball entails adequate facilities and resources to play basketball (Sen, 1999). Another social responsibility implies policies should be geared towards providing widespread participatory opportunities concerning people’s social viability dependencies (Sen, 1999). As this thesis discovered, basketball can assist in positively transforming lives.

While development relies on institutional forms, rules, and regulations, it also depends on effective practice (Sen, 1999). Both states and society have extensive supporting roles in safeguarding and strengthening individual alongside collective capabilities (Sen, 1999). Development can be enhanced through public policies alongside provisions which could heighten developmental outcomes, but it can also be influenced by society’s effective use of participatory capabilities (Sen, 1999). Scottish basketball must target the latter, influencing decision-makers’ choices through substantiating basketball’s developmental value to Scotland. This suffices funders’ qualms because unlocking freedoms has positive impacts for the nation’s social economies and societal welfare (Sen, 1999). By focusing on areas which illustrate a significance towards public policy creations such as women and girls, these systems’ responsibilities include implementing policies which emerge from social values and public priorities (Sen, 1999). Scottish basketball must highlight public policy’s basic or neglected issues like inequality or poverty through typifying basketball’s social performance via expanding people and communities’ freedoms (Sen, 1999). Improving freedoms can help improve national economics over time through having a more advanced society which expedites communities and countries’ growth; hence why basketball in Scotland is an advantageous investment (Sen, 1999). The key message is to control the controllables. As Blaze proves, progress without additional funding can be made through strategic partnerships
and proactive programming. Without funding, bettering basketball in Scotland begins with resolving the Scottish basketball community’s internal problems:

“For me it’s not a great system right now… but I think the more we kind of fumble around with our system, we’re not sure what we’re doing with it, the more it’s going to alienate players; it’s going to alienate parents … We just don’t have anything like it [the American system] in Scotland right now.” - Jonathon Bunyan (Woods, 2020b)

Scottish basketball’s system needs restructured. There is no clear, defined, or sustainable pathway. Historically, systems failed to see people as humans but commodities whereby holistic approaches which embed a greater developmental emphasis needs integrated more broadly (Circe, 2020). Within CA, every individual, community, capability, and factor impinging or influencing opportunities to act or perform in or through basketball matters (Sen, 1999). CA enables basketball to speak to all participants as people alongside the operational system. Emphasising individualism, collectivism and flexibility, CA offers wide ranging possibilities that can affect basketball’s functionality and purpose in Scotland (Sen, 1999; Sen, 2017). This process is just beginning. A lack of direction is evident. Amateur/community teams are currently leading Scottish basketball’s developmental agenda. The NGB and professional franchise follows suit. While funding remains problematic, financial conservatism’s threat surrounds utilising public resources for unclear social purposes when they could be more optimally invested to maximise outcomes (Sen, 1999). The resolution necessitates not lambasting financial conservatism but advocating greater social innovation and entrepreneurship through “more pragmatic and open-minded scrutiny of rival claims to social funds.” (Sen, 1999: 145). Sen (1999) proposes redirecting public investments. In Scotland’s case, this is from the cultural arts to sports like basketball which can generate mass development (Jarvie, 2006).

Scottish basketball’s system falters through its evaluative policies. While some capabilities are hard to measure, monitor and benchmark, to effectively and intentionally generate developmental outcomes, pragmatic approaches towards analysing and interpreting data for practical evaluation and policy analysis like Blaze’s are best (Sen, 1999). Reflecting Sen’s (1999: 81) “direct approach”, this involves examining and comparing respective capabilities and functioning’s advantages. This is the most effective and well-rounded way to incorporate CA considerations into systems’ developmental evaluations (Sen, 1999). Three
options exist: distinguished capability comparison (comparing some chosen vectors without fully completing evaluative rankings); partial ranking (ranking some vectors); and total comparison (ranking all vectors in terms of poverty and inequality) (Sen, 1999). Sen (1999) advises against total comparison because it is too ambitious, advocating blended approaches, merging distinguished capability comparisons with partial rankings, initially focusing on more overarching capability variables (employment/literacy/longevity/nutrition) before progressing to aggregated rankings surrounding capability sets. To bridge the two methods, employing capability weighing helps rank selected vectors based on people and communities’ needs (Sen, 1999). Despite incomplete coverage, this task helps direct developmental systems through prioritising focuses and outcomes (Sen, 1999). Improved systems also require national unification:

“In the sport right now, we’re so fixated on getting funding and growing the sport, but I always ask the question: what would we do with the funding? … All the stakeholders in basketball are so fragmented at this moment in time. There needs to be a common vision. Everyone working together collectively to create that pathway. Right now, everyone has got their own little piece of the pie and it’s not coming together. We talked about communication, teamwork and working together, but that’s not something that hasn’t happened with all the stakeholders involved in our sport. There needs to be a real focus on that too and I think with that focus, sharing resources, our capabilities improve drastically and then putting the players at the forefront and saying we’re putting you through this journey, not only to be better athletes but to be better people and they always say, better people make better athletes. I wholeheartedly agree with that.” - Kieron Achara (Circe, 2020)

Disjointedness constrains Scottish basketball. Social commitments to development need not function through states or private corporations, but via community-based arrangements, non-governmental agencies, the media, other sources of public communication and understanding alongside political and social organisations (Sen, 1999). State’s role alongside other agent’s functions and value must be recognised in developmental processes (Sen, 1999). While the state are key actors’, development is “a shared responsibility of the society” (Sen, 1999: 288). Despite partnerships existing, Scottish basketball remains fragmented. To generate developmental outcomes, freedoms depend on social associations, especially interactive formations of collaborative comprehensions and public perceptions surrounding issues and solutions (Sen, 1999). Freedom is a social product comprising a two-
way relationship between social arrangements to expand freedoms and freedoms’ usage to improve lives but also heighten social arrangements’ appropriateness and effectiveness (Sen, 1999). Clubs, franchises, and organisations’ strategies must be sensitive and knowledgeable about diverse connections and problems; hence local-national-international partnership’s value. To maximise operations, each entity contributes their best resources (expertise/funding/local knowledge/time) to optimise capability building processes (Sen, 1999). Social arrangements’ outcomes are heightened when partners employ two-way developmental exchanges with those involved mutually benefiting whilst offering safety nets to provide supportive measures which safeguard potential ramifications (Sen, 1999). Systems oscillate when individuals and groups operate independently, focusing on respective agendas or seeking personal gain. Scottish basketball must collectively progress basketball. The sport’s disconnectedness links to its reduced diversity:

“For me, when I’m looking at sport in Scotland, it comes from two strands. I’m looking at it from a deprivation standpoint. Coming from a council estate and so forth, they are not getting the same opportunities as the more affluent kids within sport, and I believe basketball was a great tool back in the day and were renowned for being working class sports. That’s not happening anymore, and I feel that when you start looking at the class divide, then you will start delving into the whole race divide and everything else that comes along with that as well too. I think a lot more needs to be done in that respect.”
- Kieron Achara (Circe, 2020)

Scottish basketball lacks diversity (class/ethnicity/race). It has historically been an unintentionally exclusive environment. While emphasis is currently placed on intentionally targeting BAME communities and protected characteristic groups with inclusivity driving organisational agendas, Scottish basketball remains white, middle-class dominated. Knowledge of excluded groups remains marginal, explaining basketball’s limited diversity (Reid, 2016). Statistics need tracked and information recorded. While authoritative people might argue that those excluded do not desire participation or value freedom, this is untrue, because many seek involvement but face impediments (Sen, 1999). Most inequalities link to unfreedom’s manifestations, leading to certain groups’ exclusion, losses in important functionings (self-confidence/self-reliance) alongside declinations in mental and physical health, forcing people to forgo involvement and risk underdevelopment (Sen, 1999). Even developed countries like Scotland have demographics comparable to the ‘third world’ with
developmental potential matching the world’s most deprived societies (McCrone, 2017; Sen, 1999). The issue is social capital and social mobility are retained by advantaged individuals and groups rather than being equally shared across society, meaning disadvantaged people remain trapped by prevailing circumstances (Sen, 1999). Excluded people’s development in Scotland is often overtaken by those in underdeveloped nations because such impediments mean residing in developed nations is developmentally detrimental (Brunner and Watson, 2015).

Developing people, communities and nations requires diverse and integrated societies. Learning from others is fundamental to holistic development (Sen, 1999). Until minority communities in Scotland are included, they move towards underdevelopment, less likely to become developed than global south residents because they lack connections and opportunities to facilitate freedom, restricting their life’s potential (Sen, 1999). Including people from diverse backgrounds expands available freedoms, skills, and values, meaning entire societies can benefit from each other’s actions with capabilities being “productively complimentary” (Sen, 1999: 255). Unlocking greater diversity and inclusivity improves basketball’s possibilities in Scotland for two reasons: it creates more opportunities for increased funding; and it expands basketball’s boundaries surrounding connections, knowledge bases and resources. Cross-cultural appreciations and discussions are key components to more holistic development through developing a greater understanding of life (Sen, 1999). Given basketball’s universal appeal, especially among minority Scottish communities, basketball can help societal diversification. The problem is society’s recognition of diversity is shrouded by “oversimple generalisations about “Western civilization”” (Sen, 1999: 247). Resolutions require improved communications and barrier recognition:

“It’s about understanding and removing the barriers people face, and it’s about understanding people’s specific needs and I guess the only way to do that is to be proactive about it … It’s about understanding your community and seeking out the groups in your communities that are not involved and finding out why and placing real value on what they tell you … I think we need to recognise that people might need to develop new skills to help them listen and engage effectively with different groups. We also might need help making the right contacts with certain individuals and organisations that can help us, but once we do that, I think it’s really critical to develop new partnerships and be willing to come up with new ideas and ultimately change the
way you do things … The range of partnerships … just shows the power of collaboration and what you can achieve when you work with different organisations that you usually would not work with … Barriers are not a static thing, they change over time due to the world around people and their own personal circumstances … [It is about] speaking to communities and people and finding out what their needs are and trying to tailor opportunities to meet those needs. It’s not a one-off exercise, it’s an ongoing effort.” - Michelle Borland, former SportScotland Planning and Improvement Manager (Actify, 2020f)

Viewing development as substantive freedoms people obtain such as opportunities to play basketball and acquire education, health benefits or non-sporting outcomes through basketball helps understand developments’ overall process through identifying Scottish basketball’s strengths and weaknesses alongside its limits and possibilities. Before completing evaluations, assessments regarding developmental requirements must be undertaken because enhancing people, communities, and nations’ capabilities requires removing societal unfreedoms (Sen, 1999). Scottish basketball does recognise and understand people, communities, and national needs before implementing sessions to help deliver related outcomes. However, barriers are more extensive than Scottish basketball realises and have more rudimentary underpinnings. Given freedoms/unfreedoms distinct heterogeneity, people’s diverse freedoms/unfreedoms must be denoted and considered over Scottish basketball’s long-standing generalised approach to resolutions (Sen, 1999). Communitarianism is important to human and national development because each community has members excluded from communal benefits whether economically, politically, or socially, forgoing lifestyles alongside values which have capabilities to catalyse development (Sen, 1999). This requires ongoing adaptability and innovation. Improved funding would help assuage Scottish basketball’s barriers whilst optimising developmental outcomes.

“I think the way the structure is, it just keeps people out of the sport and then the perception is: “Oh, they just don’t want to play the sport” … How do we create more equity within that and knock down those barriers or perceived barriers for people to try sport? I believe that if we had that [developmental] mindset, then we’d double or treble. I see so many primary schools especially and grassroots, people love sport, it’s just there’s this big disconnection when it comes to club level … There’s a real appetite but then we kind of get this elitist mindset when it comes to competition and that’s what club represents, when there’s more to it than that, there’s a whole recreational
component that’s missing out … Schools are to me, the backbone … cause that’s where the resource is, that’s where people learn from attainment. For people coming to school, it’s a lot easier to measure there. I definitely feel schools have a part to play in that gateway.” - Kieron Achara (Walker, 2021)

All findings link to Sen’s (1999) advocacy for more social opportunities. Social opportunities are societal arrangements like participatory basketball opportunities which influence individual or group’s substantive freedom to live improved lives (Sen, 1999). Societies which lack opportunities or choose to not create them contribute to people, communities and nations’ underdevelopment (Sen, 1999). “The denial of opportunities ... is a failure of social responsibility” (Sen, 1999: 288). One way to measure an environment’s success/failure is through the extent and range of alternatives, choices, and opportunities available to people (Sen, 1999). Participation’s issue centralises questions deeply rooted in developmental theory with lagging opportunities identifying developmental stagnation catalysts with people and communities becoming underdeveloped (Sen, 1999). Unfreedom arises through inadequate processes (poorly organised systems) or inadequate opportunities (participation possibilities) such as capabilities for socialisation or to escape preventable morbidity and premature mortality (Sen, 1999). While opportunities constitute different levels, they collectively concern attaining freedoms people need and desire (Sen, 1999). CA beneficially accommodates and amalgamates different theories such as development, freedom, and justice within one general approach whilst aligning them with efficiency and equity claims (Sen, 1999).

Developmental focuses must remain freedoms’ “opportunity aspect” and “process aspect” (Sen, 1999: 285). The issue is conflicts between having less inequality of freedoms and getting as much freedom as possible for all, irrespective of inequalities (Sen, 1999). Although, social arrangement’s main goal is freedom, meaning it efficiently recognises general welfare (Sen, 1999). Furthermore, social opportunities facilitate economic participation, economics helps generate personal abundance and public resources for social facilities with freedoms strengthening and supplementing one another (Sen, 1999). For example, increased opportunities in basketball can help reduce mortality rates which contribute to reducing birth rates before reinforcing basic education’s influence such as literacy and schooling on fertility (Sen, 1999). Opportunities are conducive to enabling people’s active contribution to society. With adequate social opportunities, “individuals can effectively shape their own destiny and
help each other.” (Sen, 1999: 11). Basketball sessions comprising intentional components directed at people’s development can have much larger and more significant broader effects on communities and society alongside political and national economies (Sen, 1999). Basketball’s societal value exceeds participatory opportunities to play basketball’s initial offering. Yet, Scottish basketball’s limits itself:

“I think we [in Scottish basketball] are managing it [basketball in Scotland] wrong because what I’m saying is, if that [prioritising elite level basketball] is the carrot and that’s what you are saying opposed to saying have you improved, are you loving the game … I think we [Scottish basketball] should redefine ourselves … Scottish basketball needs to stop setting its horizons and targets at a mediocre level. Rather than saying, making the national team is the ultimate level a Scottish basketballer can achieve, we need to start pushing for bigger and better goals. If we set these simple targets as our benchmarks, then people will either walk away from the sport early which is an all-too-common occurrence, or they will seek other avenues and go elsewhere out of the Scottish system… We have to be continually pushing the boundaries or else there will be no progress, only a plateau.” - Kieron Achara (Scottish Volleyball, 2020)

Scottish basketball suffers from its own shortcomings which stem from an elitist mindset (Aitchison, 2021). Basketball has accepted its circumstances that because it is a secondary and underfunded sport, it cannot thrive. Yet, basketball in Scotland has long operated above its capacity and capabilities despite limitations. Basketball succeeds at the ground and developmental level where it merges competitive, recreational, and social components. Scottish basketball must play to its strengths. From the case study vignettes, basketball pushes people and communities beyond their perceived and lived entrapments (Sen, 1999). However, Scottish basketball falls victim to mediocrity when it can achieve certain feats. Scottish basketball needs CA to help its constituents flourish, but also to realise and achieve its own potential. Having evaluated some key hindrances impeding basketball in Scotland, Scottish basketball’s possibilities succeed.

The Possibilities of Basketball in Scotland

“They say better people make better athletes. I wholeheartedly believe that. How do we make people better now? One of the ideas I had was transferrable skills where I get coaches to write down the skillsets they would look into for the ideal player. I guarantee
it would be good communication, resilient ... and then you look at a CV for a job outside of sport and it’ll be the exact same skillsets. So, are we taking them seriously enough or are we just focusing on the talent that we say people have ‘cause talent itself is not sustainable, it’ll only get you so far. That longevity, you need to have all those soft skills to go along with it. So, it’s working on those soft skills which will also help athletes after sport.” - Kieron Achara (Irons and Patterson, 2020)

Whether directly (instant positive changes) or indirectly (functionings may contribute to further functioning’s production), intentionally (outcomes purposefully generated) or unintentionally (outcomes attained as participatory byproducts), basketball helps instil behaviours from beliefs, characteristics, knowledge, lessons, morals and skills to traits and values. Capabilities emerge individually and collectively through four processes: “concordant behaviour”/following convention (thinking and acting according to how established mores advise); evolutionary selection (behavioural patterns survive and flourish based on consequential roles); public discussion-choice (communication informs decision-making); reflection and analysis (directly through people’s concerns and responsibilities or indirectly via good behaviour’s effects); (Sen, 1999: 273-274). Upon mastering capabilities, people achieve functioning vectors which contribute to an individual’s overall capability set (Sen, 1999).

Capability sets comprise multiple vectors people can choose from when needed. Reaching this stage represents the freedom to generate greater development (Sen, 1999). Capability building is expedited through basketball increasing freedoms connecting and complementing one another via integrated expansion processes which enhance overall freedom (Sen, 1999). For example, skills including communication, leadership and teamwork are interlinked outputs from basketball environments. Non-connecting outcomes such as a sense of individual responsibility are equally advantageous for development. To access and effectively exercise freedoms, individuals and groups must acquire basketball’s foundational knowledge bases and skills beforehand to help understand freedoms’ dynamics and layers (Sen, 1999). Through education, learning and skill formation, people, communities, and nations can become more productive, contributing to overall societal progression (Sen, 1999). Basketball’s outcomes assist people in leading fuller and safer lives:

“I have led in Scotland on gangs, guns and serious violence and the challenge within the inner cities is huge. Life expectancy is 55 years. People are actually dying young
through stress. Most people live and die within one square mile. Part of our problem is that we have 46% of single parent families and men are generally absent. We have to re-engineer men back into society as we have so many single mothers. We must also address a major problem of sectarianism. You can see that we have a very interesting and unusual challenge in Scotland. Basketball provides a route to engage with young people and make a difference.” - Karyn McCluskey (APPG, 2014a: 36)

Building people, communities and nation’s capabilities impacts individuals, groups and society’s lives more broadly. Freedom’s main role concerns expanding capabilities via entitlements, opportunities and rights which catalyse development (Sen, 1999). Freedom’s effectiveness concerns different freedoms interrelating with one another directly and indirectly creating further possibilities whilst advancing other capabilities (Sen, 1999). Like Sen (1999), this thesis’ developmental analysis regards basketball’s freedoms as life’s basic building blocks which enable people and communities to master certain capabilities before developing larger and more impactful opportunities. Instrumental freedoms are: economic facilities; political freedoms; protective securities; social opportunities; transparency guarantees (Sen, 1999). Mastering capabilities provides later basic education, initiative cultivation, financial opportunities, good health, political liberties, and social powers (Sen, 1999). For instance, functionings can impact childcare’s nature, family sizes, fertility patterns, gender equity, treatment of environments alongside other social features whilst preventing corruption and economic, political, and social mistrust (Sen, 1999). These reinforce one another whilst enhancing people and communities’ capabilities to live freely, representing overall development’s broader and necessary components which lead to societal progress (Sen, 1999).

Individualism and collectivism’s importance to Sen’s (1999; 2017) CA is its non-definitive list. Despite wide criticism, therein lies CA’s potential to help reflections about basketball, sporting systems and society in Scotland (Evans, 2002). CA’s breadth allows multiple factors to contemplate each unique context or environment rather than pre-determined or fixed indicators and requirements. Sen’s (1999) incompleteness makes his theory favourable for reflecting any approach or model to basketball in and for Scotland over Nussbaum (2011) who developed fixed capabilities. Basketball’s instilled capabilities extend beyond Nussbaum’s (2011) definitive list, reflecting development’s rudimentary composites, culminating in helping prevent people succumbing to the most elementary freedom: premature mortality. Basketball’s attributes enhance people’s chances with Scottish society facing
mortality alongside other social issues which basketball can help assuage (McCrone, 1992; 2002; 2017). Yet, a severe shortage of documents exists which denote developmental outputs from Scottish basketball, especially by Gladiators who claim an extensive social impact background but do not properly document or publicise organisational efforts. Data is needed to make a tentative argument for basketball in Scotland to acquire greater funding and support alongside societal elevation. Basketball’s developmental agendas require greater proliferation:

“It’s opening people’s minds to these opportunities … It’s having that holistic approach to being successful, but that measurement of success for a young kid, I still believe they have to be goal driven but the destination isn’t the end and that’s something that’s really important to measure. From an athlete perspective, what I think athletes are stereotypically very good at is finding motivation … and finding purpose in whatever we do … There always constantly changing the bar to keep themselves going … but those motivations, they don’t stop just when you reach a destination and I think a lot of people get to that destination thinking that’s it, it ends, but it’s a constant continuum … We’re constantly evolving. There’s constant transitions. All those soft skills become so much more important. Having your values, what you stand for, what are your qualities internally opposed to? I’m really good at bouncing a basketball or scoring a basket, but then actually, what will that do for me. Actually, my communication skills are pretty good. I’m quite passionate about this and that. I think that whole self-awareness piece for me has become the most crucial thing in sport and in life … Why can’t people do this and why can’t people do that?” - Kieron Achara (Aitchison, 2021)

Scottish basketball excels in its functioning selection whereby capabilities are offered based on people and communities’ needs. Viewing development as expanding freedoms directs attention to development’s key properties, rather than inter alia which have prominent procedural roles (Sen, 1999). When functionings are considered significant, focuses become specified, leading to partial orderings over external affairs whereby orderings become systematically extended as options narrow until select functions are chosen and processes completed (Sen, 1999). This is a social choice exercise, mediated by values, which necessitates democratic acceptance and understanding (Sen, 1999). A strong methodological case exists for assigning evaluative weights to life quality’s different components such as wellbeing before submitting for public discussion and societal interaction which are also influenced by participatory freedoms (Sen, 1999). Such an approach allows developmental actors to acknowledge prevailing mores and social values role alongside freedoms’ influence and
importance to individuals and groups (Sen, 1999). Alternatively, Scottish basketball could allow people and communities greater voices in determining functionings which they value most.

The latter proposition links to two key CA features: agency; alongside opportunity and choice (Sen, 1999). Both are implicit, making CA a desirable tool for assisting with reflections of grassroots, community and elite sporting systems. While opportunities to access basketball pathways and provisions are important, recognising choice of activity, correct competitive structure, gender grouping and much more is necessary if people, communities, nations alongside sporting systems are to achieve their potential. Constituent elements of a ‘good life’ which vary across individuals and cultures must also be acknowledged (Sen, 1999). This connects to CA’s integral agency focus which surrounds individual’s abilities to choose and act, be autonomous and make respective decisions concerning personal values towards purposeful, goal directed activities (Sen, 1999). Goal directed activities might entail playing basketball, accessing more professional systems, or having a more equal society alongside voicing change. Agency is also synonymous with valued freedoms: the freedom to be educated; to self-expression; to association alongside concepts such as participation, rights, the ability to act and giving a voice to basketball; adequate provision of facilities and funding; making things possible; and critical pragmatism regardless of one’s societal position (Sen, 1999). Scottish basketball stakeholders are not fully free in capability and terms of choice which is comparatively based upon limited opportunities. Successful outcomes require childhood capability building:

“My goal is to help people be more proactive and to instill coping strategies early on in their lives, but this all comes down to how they have been developed and nurtured. It links to the coaches’ approach taken as well as their experiences within these environments … The percentages of people who play basketball or just any sport in general at a professional level is very slim, but what’s to stop someone being successful in anything. When I talk to people, it’s all about developing; developing for success and that could be in any single situation … I think basketball’s such a powerful tool to get into that kind of good aspect, but the thing I’ve realised is you can’t leave it until later on. It has to be talked about and implemented at a young age and the realisation that I’ve got from that is for younger players, you can’t talk about life after sport, you have to talk about how you can better them now [whereby] the byproduct will be preparation for them in life after sport.” - Kieron Achara (Irons and Patterson, 2020)
Building capabilities early is key because basketball’s freedoms govern conversion of people’s later opportunities, objectives and primary goods which promote ends and developmental directions (Sen, 1999). Developing capabilities during youth increases people’s ability to access later developmental components (Sen, 1999). This stops people and communities being confined by prevailing unfreedoms whilst further expatiating social problems which prevent development altogether (Sen, 1999). For instance, having an education helps determine people’s ability to acquire an occupation alongside societal positions and roles in Scotland (Brunner and Watson, 2015). Given Scottish basketball’s developmental work prioritises youth, many “do not yet know who they are going to be” whereby acquiring capabilities through basketball can help establish pathways (Sen, 1999: 92). Means conversion variability into ends or freedoms to pursue ends is reflected through the extent to which people employ freedoms (Sen, 1999). This becomes an assessment and evaluation mechanism to determine individuals or groups’ successful development, begetting constant cycles of learning where processes can be continually re-evaluated and improved (Sen, 1999). To be effective, Scottish basketball must start recording capabilities conversions beyond sporting environments alongside long-term applications.

Conversion factors represent a core CA element. Factors exist that affect individual’s abilities to convert resources into functionings. Conversion factors are grouped into three categories: environmental (results physical or built environment which people live such as communications, infrastructure, and technology); personal (internal factors including metabolism, physical condition, and reading skills); social (social arrangements and institutional products ranging from programmes and public policies to social relations) (Robeyns, 2017). Such typologies are arbitrary, comprising flexible and interrelated categories, but as basic descriptors, they lack nuances that an in-depth CA provides. An in-depth CA is not the thesis’ aim, but rather considerations regarding how conversion factors help acknowledge that individualism alone cannot produce successful basketball systems in Scotland (Sen, 2017). However, the interrelated function of multiple factors working together will generate results (Sen, 2017). Conversion helps sensitise and reflect upon developmental basketball pathways and systems (Sen, 1999). Scottish basketball is progressing in the right direction:
“I think we’re in a very positive position … Basketball has grown so much since I started playing [mid-1990s]. We have so many clubs getting set up throughout all regions in Scotland. It’s becoming a very inclusive sport as well, which I think is making it push on. I think it’s going from strength to strength … I feel we have a lot of talent in Scotland, I just think the belief is not there that you can go somewhere with the sport. Creating that pathway, having it right here on our doorstep, is a great thing and I really think it’s going to help basketball … I’m just trying to embed the idea that you can achieve something with basketball.” - Kieron Achara (Forbes, 2022)

Capitalist economies and societies’ efficiency depend on people and systems’ beliefs, norms, and values (Sen, 1999). To live in Scotland or any capitalist system, society must develop basketball’s rudimentary composites (Brunner and Watson, 2015). While this thesis has not focused on capitalist components like economics, basketball’s foundational freedoms build towards instrumental freedoms which determine whether people live long and well or not (Sen, 1999). Basketball’s freedoms help determine people’s growth potential and the extent they can flourish in life by equipping individuals and groups with tools to thrive whilst helping direct life’s pathway (Sen, 1999). This increases people, communities, and society’s life chances alongside possibilities of becoming developed whilst attaining freedom to enable people to live desired lives (Sen, 1999). Developing basketball’s capabilities can enrich the lives people could lead and enhance communities’ current positions (Sen, 1999). Basketball’s instilled capabilities are social living’s basis, teaching people and communities how to live in the real world (Sen, 1999). Basketball’s possibilities’ starting point resides in educational institutions:

“Having the willingness to accept that you change … that you’re not perfect … to want to be a better person, that never changes, and I think that helps you in your evolution … I think belief is such a powerful tool that you can be something. I see it all the time in Scotland, specifically in schools, people just don’t have the belief that they can achieve anything.” - Kieron Achara (Connelly, 2020)

Most people in Scotland are introduced to basketball through educational institutions (primary schools/secondary schools/colleges/universities). These ecosystems help overcome limitations such as accessibility, opportunities, and support. What gives people improved chances to reach advanced developmental stages are basic social arrangements and community relations which begin in educational environments by keeping individuals on consistent
developmental pathways and providing complimentary growth opportunities (Sen, 1999). Education itself is a constituent developmental component which supplements other freedoms whilst building towards greater developmental levels, becoming the casual link which permeates economic progress, political involvement, and social participation before unlocking overall freedom (Sen, 1999). Using educational provisions to create social opportunities has historically enhanced economic growth (with cost being an identified barrier to basketball participation) because of human resource developments related to social opportunities’ generation (Sen, 1999).

Since participation requires education and knowledge, denying opportunities sparks unfreedoms and contradicts participatory freedom itself (Sen, 1999). These elementary requirements cannot be avoided in a freedom-oriented approach whereby appropriate foundations must be laid to enable more complex freedoms which follow (Sen, 1999). Through playing basketball via educational institutions, it can change people’s mindsets, instilling the belief that they could achieve personally desired outcomes (Connelly, 2020). Societies which have helped resolve social issues such as poverty links to how Scottish basketball overcame financial barriers through expanding and targeting education whilst capitalising on educational resources (Sen, 1999). Merging basketball with education creates double benefits whereby people develop physically and mentally, meaning double societal value (Actify, 2020k). While schools offer entry points and diverse capability building environments where sporting and non-sporting outcomes learned through basketball can be transferred to other tasks safely and securely, success requires Scottish basketball’s base to broaden. Scottish basketball requires appropriate infrastructure:

“I think it’s very important, especially at a young age to create an infrastructure for younger players to understand they are more than just that sport and if they don’t have that, I think it’ll be really hard to have multiple identities, understanding they are more than just an athlete. I think with that kind of mindset, it helps the player be a little bit more holistic in their thinking, which I believe helps them in their sport as they’re more confident in other facets of life as well. If you make it in sport or don’t make it in sport, those other assets are really essential … I think finding yourself from a younger age is key. One thing I pride myself on is learning how to learn. I think that is important because if I say my focus is on basketball but after, if I’ve mastered the technique of
learning how to learn, I can then apply that to something else.” - Kieron Achara (Circe, 2020)

Basketball’s developmental structure being multi-dimensional means more than one factor creates it. The main infrastructure required is pathways; pathways in and through basketball alongside various factors convey how basketball’s multi-dimensionalism involves several entry and exit points such as club, school, and friendship networks. Pathways into and out of basketball formulate continuums for more complex multi-dimensional approaches to developmental success (Sen, 1999). CA approaches acknowledge the multi-dimensional nature of overall research. To maximise CA potential to inform a comprehensive mode of inquiry, CA must consider multiple dimensions in an analysis (Sen, 1999). CA emerged to improve upon approaches where one resource (income) or one functioning (happiness) is considered key, dominant or the sole explanation (Sen, 1999). This thesis evokes multi-dimensionalism through analysing multiple factors thus conveying degrees of complexity but also multi-dimensionalism in and through basketball. Multi-dimensionalism necessitates that while money requires implementation at grassroots levels and built upwards, clear pathways through schools, colleges, universities alongside grassroots, community and professional teams must be established.

To successfully develop people, communities, and nations, major unfreedoms’ sources (repressive states intolerances) require removal (Sen, 1999). Like Blaze’s safe and nurturing environment, resolving unfreedoms creates more optimal development ecosystems (Sen, 1999). Most issues Scottish basketball are addressing were not catalysed by communities. While they may have contributed to them, they are not necessarily responsible (Sen, 1999). Despite contemporary opulence increases, the state is the main actor with many substantive unfreedoms sparked by lacking public facilities and social arrangements to enable development (Brunner and Watson, 2015). Scottish basketball addresses people and communities’ needs by helping individuals and groups overcome barriers to get a fair chance at attaining freedoms and development when government authorities should be intervening (Brunner and Watson, 2015). Alongside Scottish basketball, the state should be using basketball as a supporting tool for development alongside other mechanisms. While basketball’s potential is yet to be recognised, manifested, and monopolised in Scotland, possibilities are endless:
“There isn’t a ceiling. It can go as high as it can get, as good as … fill in the blank. It could be huge. It could be great. I think I’m really happy with the fact that it’s growing. We’re not going in the wrong direction. It’s going in the right direction … in terms of people who are interested in the sport … There’s some really good coaches there that are doing the right things and they are developing kids … It just needs to be multiplied. It needs to be more, and it needs to be just like everywhere else in the world. It depends on leadership. If the right leaders are in there and the right driving forces, then the sky’s the limit … I’m really optimistic for the future because more people are getting involved and more people are taking it seriously.” - Neil Harrow (Mason, 2020)

While Scottish basketball’s developmental work to date has had successes, this thesis realises these organisations and basketball are not mechanical devices for development. Scottish basketball’s role: how they make accessible and available opportunities of articulation and participation alongside how they condition priorities and values (Sen, 1999). Basketball in Scotland’s definition of success is not becoming a champion player but developing a champion mindset (Aitchison, 2021). This mindset can be applied to other aspects of life from education to employment (Sen, 1999). True wealth to Scottish basketball is not monetary, but its beneficiaries’ growth through helping build capabilities necessary to flourish in life. The extent that capabilities are built through basketball in Scotland depends on seven factors: the individual and community; participatory opportunities; the opportunities’ environment; environmental consistency; environments’ developmental intentionality; other stakeholders (coaches/fellow participants); and follow-up mechanisms. Inhibiting development is reduced accessibility, opportunities, pathways, resources, and support which sufficient state support can mitigate. Overall, “Development is indeed a momentous engagement with freedom’s possibilities.” whereby “Focusing on freedom does indeed make a difference.” (Sen, 1999: 292/298). To summate in David Low’s words: “I’ve discovered that there’s so much unfulfilled potential in basketball” (Woods, 2020a).

Concluding Remarks

“Sport changes lives ... From a basketball perspective, I’ve seen women’s clubs and there’s a lot of tall girls. Before, they were walking crooked and they didn’t want to stand out, but now they’re with all these other taller girls, they’ve all got the tracksuits on and they’re a part of something. They’re special, and that’s what people want to feel. I think sport has the power to make people feel special and it’s not just as an
athlete, it’s as a coach, volunteer, table official, even just being part of a team … When you’re in these environments and there’s positivity, role models and influencers within that, that’s how positivity spreads. That’s how society grows.” - Kieron Achara (Iwelumo, 2020)

Chapter nine answered the research questions. They are summarised as follows. Basketball, development, and society’s relationship’s definition: a collaborative, democratic, intentional, person-first, community-driven, needs-motivated, ground-level led system bound by connections alongside relationships and underpinned by passionate people. Basketball in Scotland’s main limitations: disjointed community; funding; lack of opportunities; participatory barriers; Scottish basketball’s nature, positionality, and system; alongside Scotland’s sporting culture. Whereas basketball in Scotland’s possibilities support human, community and societal development, especially when implemented in conjunction with non-sporting infrastructure. The specific developmental outcomes outlined in this chapter align with and contribute to Scotland’s local, national and international development objectives alongside the SDG’s. For Scottish basketball and Scotland, this contribution needs to be capitalised on, utilised and publicised. Such findings provide direction for how Scottish basketball should progress. Having critically analysed and discussed the study’s findings in this chapter, chapter ten concludes the overall thesis.
Chapter Ten - Conclusion

“We need to get this in Scotland’s First Minster’s white paper as I don’t think he has recognised the role of basketball.” - Russell Brown, former Member of Parliament (APPG, 2014a: 36)

Introduction

This thesis determined basketball’s capabilities as a tool for development. It produced an interpretive narrative around basketball, development, and society’s evolving relationship whilst establishing key limitations and possibilities of basketball in Scotland. Adding to debates about and knowledge of basketball’s developmental potential, the research highlights basketball’s value as a developmental tool in and for Scotland. It argues that basketball contributes to the Scottish Government’s (2021a; 2021b) much larger vision of a developed Scotland, helping achieve local, national and international objectives. Given basketball’s potential, this study views basketball as an alchemy, philosophy, and prism which assists in positively transforming individuals, communities, and society’s lives (Hollander, 2023). The research does not leverage basketball as a panacea for Scotland’s issues. Rather, it proposes it as a contributory tool which, when employed alongside non-sporting outcomes and partners, plays a valuable role in developmental processes. Whether people want to participate in basketball or not, they have a right to basketball whereby this thesis highlights the need for sufficient opportunities for involvement. Basketball opportunities in Scotland are currently lacking. More are required.

Throughout the thesis, Banda and Gultresa’s (2015) lessons in BFD from the global south were to be actioned in the global north. However, similar, underlying approaches, characteristics, and practices ranging from local knowledge to mainstream partner agencies already existed in Scottish basketball. Spaaij and Jeanes (2013) work on well-designed social interventions using sport underpins the critical pedagogy argued for in this study and is key to effective BFD/SFD programming. This research provides findings relevant for entities currently utilising basketball to generate positive life-changing outcomes in future practices. It offers guidance for those seeking to employ or improve upon operations by using basketball as a tool to help build the capabilities of people, groups, and nations. With information emerging from four empirical chapters, they speak only of these individual contexts and not Scottish
basketball overall. Lessons can be learned; knowledge is capably reapplied whilst data provides indicative insights into all basketball in Scotland. The succeeding sections detail key findings from the empirical chapters, how they collectively answer the research questions before discussing the thesis’ key messages and concluding remarks.

**Key Findings: Empirical Chapters**

The subsequent narrative denotes key conclusions drawn from each empirical chapter. Chapter five detailed the historical development of basketball in Scotland. Despite highlighting the fragility and marginalisation of Scottish basketball, the sport is underpinned and maintained by passionate people. The games growth has established an identifiable Scottish basketball coterie built upon the idea of community. Since basketball’s introduction, this community has sought utilisation of basketball for altruistic purposes. For a sport deemed secondary and lacking major commercial opportunities amidst an overcrowded sporting landscape, the emergence of non-sporting outcomes over sporting such as relationships and socialisation through basketball became evident. Rather than existing solely for commercial or elitist intent, through periods of decline and insecurity, basketball survived in Scotland because of its non-sporting value. Scottish basketball’s journey has gone full circle. Having originally existed through intrinsic values, despite becoming a commodified product and form of monetised entertainment, basketball is currently returning to its foundations which seek to use the sport for its non-sporting benefits and life changing capabilities.

Chapter six evaluated the Jr.NBA basketballscotland League. It pinpointed how the first step to accruing developmental outcomes is through engaging and getting people hooked on basketball at the earliest possible age. This produces sustained participation and opportunities to deliver non-sporting outcomes in the long-term. The most important point: ensuring attendees have fun and feel a sense of enjoyment. At its rudimentary level, the Jr.NBA introduces participants to basketball’s core values, allowing them to acquire multiple non-sporting outcomes from transferable life and soft skills to friendships. In places like Scotland where basketball is considered peripheral, introducing an effective national programme involves merging localised knowledge with international expertise through non-mainstream clubs and organisations partnering with mainstream entities. Despite the NBA’s non-developmental intentions, using the organisation’s global reputation raises basketball in Scotland’s profile whilst helping legitimise the sport. Moving forward, greater levels of
intentionality to deliver non-sporting outcomes and follow-up provisions for continued participation alongside development are required.

Chapter seven appraised community team, Blaze Basketball Club. It revealed how non-sporting and sporting outcomes align through intentional person/needs-centred, community-driven approaches. To create effective developmental environments, Blaze showcase the need to create autonomous, democratic, deliberative, diverse, inclusive, participative and proactive ecosystems based on honesty, reliability and trust through emphasising enhanced communication, connections and relationships. Above all else, teams must identify a specific social purpose to target efforts. This necessitates understanding and prioritising stakeholders’ needs beyond basketball before utilising organisational capacities and resources to assist development. These endeavours are driven by notions of communitarianism and legacy whereby operations are undertaken with intent to see people, groups and society flourish. For community clubs, outcomes are enabled by strategic partnerships with non-sporting and sporting organisations such as educational institutions through uniting local constituencies for the area and its inhabitants’ collective good. Scottish basketball’s future calls for a twin tracked delivery model which merges non-sporting and sporting outcomes.

Chapter eight investigated professional team, Caledonia Gladiators Basketball Club. The key to making lasting, beneficial, sustainable developmental impacts is through integrated, joined-up, collaborative working with organisations from both non-sporting and sporting industries by sharing expertise, knowledge, and resources to optimise outcomes. Franchises must engage individuals and communities through using the club’s position and assets to invest in and support people alongside groups’ development. Early preventative measures are most effective in contributing to reducing prevailing national social issues and are best coupled with sports like basketball which have mass appeal across all demographics. The main alchemic mechanism is professional athletes as role models. They catalyse developmental outcomes by engaging with people in ways few people and social constructs can. As Gladiators exemplify, development is more than baseline foundations, but long-term sustainable commitments. Developmental objectives must run parallel to business/sporting operations and not secondary. Nor should community operations be utilised to drive commercial operations. Having outlined key findings from the empirical chapters, this provided nuanced insights for the research questions and whole of Scottish basketball.
Key Findings: Research Questions

Based on the individual empirical chapter’s findings, this section combines each chapter, detailing the collective contributions to provide a holistic understanding of basketball in Scotland. Basketball, development, and society’s evolving relationship is defined as a collaborative, democratic, intentional, person-first, community-driven, needs-motivated, ground-level led system bound by connections alongside relationships, underpinned by passionate people. Scottish basketball is contemporarily transitioning from SFC to SFD via CA. Leading this transformation are community clubs, followed by the NGB and professional franchise. CA best represents Scottish basketball’s environment by helping frame and understand current practicalities whilst providing direction for future developmental discourses (Dao and Darnell, 2021). It encapsulates how Scottish basketball is moving towards utilising its knowledge, partnerships, position, and resources to develop people, communities, and society over seeking monetisation whilst producing elite athletes. Although, signs of these latter desires remain evident (Millington et al., 2019). However, for basketball to survive, some monetary and elite elements are necessary, helping underpin and enhance developmental practices (Brunner and Watson, 2015). This change stems from basketball activities shifting from public and state resources, incurring more independent, private and third sector involvement alongside entrepreneurialism and enterprise which provides increased autonomy. It is achieved through approaches viewing participants as humans before athletes and prioritising non-sporting outcomes over sporting, purposefully tailoring basketball models to people’s needs and desires (Robeyns, 2017). Outcomes are optimised through effective connections and relationships between different non-sporting and sporting stakeholders alongside actors and beneficiaries (Banda and Gultresa, 2015). Nowadays, the system has become more bottom-up led rather than top-down, embracing greater democratic inputs from people and communities by listening and responding to society’s voices. The overall desired outcome: to equip people and communities’ with capabilities which enable them to flourish within their desired lifestyle whilst providing individuals and groups with the best possible chance to excel in life (Sen, 1999).

Basketball in Scotland’s main limitations comprise: disjointed community; funding; lack of opportunities; participatory barriers; Scottish basketball’s nature, positionality, and system; alongside Scotland’s sporting culture. Overall, Scottish basketball lacks finance and support (APPG, 2014b). Among society, it is underappreciated, under-recognised and
underutilised (APPG, 2014a). Yet, it has potential as a developmental tool, not as an elite-competition level sport. Albeit improving, Scottish basketball’s current system remains disconnected with no clear progressive pathway between grassroots programmes, community clubs and the professional franchise. Each stakeholder seeks individual recognition and elevation rather than helping collectively expand Scottish basketball overall (Sen, 1999). The latter would prompt basketball’s growth at community, grassroots, and professional levels with each domain’s strategic priorities interlinked and impacting each other (Sen, 1999). Yet, Scottish basketball’s structure to date has arguably caused this individualism whereby if clubs and organisations want to grow, they must do so independently as the system offers limited support (Sen, 1999). Developmental outcomes could be heightened with greater levels of diversity and integration whereby Scottish basketball’s current white, middle-class dominated ecosystem constrains it. Hindering basketball in Scotland the most is lacking opportunities, forcing high drop-out rates with people moving to sports with clear and supported pathways such as football (West et al., 2002). Retaining more people overall leads to increased demographics (Sen, 2017). This allows basketball to progress internally through inclusive growth and more extensive opportunities rather than depending on external funding through improved connections, knowledge, and resources (Statham and Gunson, 2019). Ultimately, Scottish basketball is limited by its own mentality. It champions a growth mindset, yet accepts its secondary sporting status. Recognising, advancing and publicising its current impact on people, communities, and society would help overcome a major constraint: itself.

The possibilities surround how proactively funding basketball organisations and programmes in Scotland can transform individuals’ lives, communities’ capacities and society overall. At minimum, basketball equips people with valuable capabilities, freedoms and transferrable skills which enable individuals and groups to flourish within their life’s chosen pathway (Sen, 1999). What basketball develops is the process of learning how to learn. The earlier people are introduced to basketball and the longer they remain in basketball environments, the greater the potential for developmental outcomes (Dixon and Nussbaum, 2012). However, capability building depends on seven components: the individual and community; participatory opportunities; the opportunities environment; environmental consistency; environments developmental intentionality; other stakeholders (coaches/participants); and follow-up mechanisms. Not everyone has similar experiences or attains identical outcomes (Sen, 1999). Outcomes are best achieved through non-sporting and sporting entities collaborating whilst adopting a twin-tracked approach towards programme
outcomes that fosters both sporting and non-sporting outcomes (Collins et al., 2012). Basketball is most optimally implemented and delivered through educational institution’s networks. Educational facilities are the strongest basis and entry point given the pre-established infrastructure, resource, and support mechanisms which allow non-sporting and sporting outcomes to be learned and reapplied in safe and nurturing environments (Kirby, Levin and Inchley, 2012; Sen, 1999). Non-sporting and sporting results can be generated simultaneously whereby non-sporting results arguably hold more importance than sporting ones because everyone must acquire these baseline traits to excel in life and sport (Sen, 1999). Basketball is a proven contributory developmental tool which assists in positively changing people’s and communities’ lives whilst contributing to societal growth.

A rationale underpinning and arguing for greater usage and investment in basketball as a tool for development: basketball is a more populous sport in Scotland than society realises with more opportunities desired; basketball is an inclusive sport, capably indulged by everyone regardless of ability, age, gender or handicap status and champions an environment surrounding equality; basketball attracts people from all backgrounds, not just BAME communities; basketball engages at-risk, hard-to-reach and minority demographics where few constructs can; basketball’s non-tribal and family nature offers counter solutions to traditional Scottish sports like football which, although popular, catalyse societal divisions and problems including sectarianism and territorialism; basketball reduces crime alongside anti-social behaviours; basketball is an international language and pillar of connectivity which cuts across economic, ethnic, and political divides; basketball is a hook which entices people and provides developmental opportunities; basketball offers relatable and respectable role models, engaging people where few demographics can; basketball can instill diverse beliefs, lessons and morals; basketball helps develop countless non-sporting and sporting capabilities whereby these transferrable life skills build towards holistic development and freedom; basketball environments put people on positive, progressive pathways to more significant developmental outcomes; basketball assists in generating freedoms which provide possibilities to acquire greater freedoms; basketball builds social capital with successful social capital applications capably leading to social mobility; basketball can build people, communities and society’s capabilities, enabling individuals and groups to live freer, improved and more meaningful lives, if they so choose; and basketball can be redesigned and tailored to suit different people and group’s needs, achieving purposefully desired outcomes such as human and community development which contributes to reductions in societal issues and helps society develop
While arguments for basketball exist, this thesis does not whilst stakeholders should not place too much weight on basketball’s developmental capabilities. Basketball is not a nostrum for all Scotland’s social issues or a full-proof means of social mobility. Basketball as a tool for development in Scotland has flaws. Some observations: the sport’s code of conduct can incur ethical criticisms due to its semi-contact nature; it has and is being used by clubs and organisations domestically and internationally for commercial and monetary purposes; some entities operate under altruistic intentions to acquire funding for alternative motivations such as achieving organisational growth via increased participation; developmental outcomes monitoring and evaluative methods are generally non-existent or can be subject to scrutiny, prompting questions surrounding accuracy and reliability; with basketball functioning in an operationally insecure environment, evaluation amongst sporting evangelists often involves desires to prove developmental successes, creating uncertainty surrounding the beneficial extent of basketball initiatives for participants alongside their long-term benefits of basketball; basketball is not primary Scottish sporting culture; and basketball cannot successfully operate under developmental premises individually, necessitating conducive infrastructure (Amara et al., 2005; Banda, 2015; Coalter, 2013a; Coalter, 2015; Hartmann, 2016; Hollander, 2023; Millington, 2010; Sen, 1999). Basketball is a complimentary and supplementary tool requiring supporting non-sporting mechanisms to be active and run parallel to it, one’s offering avenues for long-term sustainability for basketball alongside individual’s and communities’ development. Basketball is not a solo remedy. Having delineated the thesis’ main findings, key messages follow.

**Key Messages**

From the research, some key messages arose. Scottish basketball requires a defined, structured, supported, and transparent development system which clubs and organisations can buy into, contribute to, and learn from; one which provides clarity, definitions, support, and education about how to achieve developmental outcomes for individuals, communities, and Scotland (Sen, 1999). Many voices advocate collective action, yet few outline its possibilities; hence, a strategic document co-created by stakeholder’s value to provide direction (Ferkins and
Shilbury, 2010). This strategic document must outline a defined, sustainable and transparent system by including components outlined in basketball, development, and society’s relationship whereby Scottish basketball responds proactively to prevailing circumstances rather than reactively (Jarvie, 2019a). Within this system, models and strategies should be detailed clearly whilst comprising opportunities for internal support (Jarvie, 2019a).

If basketball in Scotland is to grow, it must prove that it makes a difference en masse (APPG, 2014a). External support will follow when Scottish basketball starts consistently collating data which accurately depicts the entire landscape through building cases which showcase basketball’s value in and for Scotland (Jarvie, Thornton and Mackie, 2018). Scottish basketball clubs and organisations currently lack annual reviews and organisational reports which are arguments’ and documents baseline. Those which do exist are generally incoherent with Scottish basketball’s future aspirations, strategic directions and current realisations. Empirical data such as statistics and stories are essential, providing necessary facts and voices (Kay, 2009). For governments, organisations and society to embrace basketball as a development tool, but also implement vital supporting sport policy, how basketball can and does help people and communities requires highlighting (Hayhurst, 2009). This thesis exists as a model’s foundations which can be built upon. Beforehand, horizontal, and vertical measures must become compatible.

Scottish basketball must redefine itself and rethink its role in Scotland through how it can better serve Scotland’s people and communities. To progress, it must adapt to prevailing circumstances by repositioning itself through maximising its capability building ability (Brunner and Watson, 2015). This thesis advocates the importance of constructing intentional developmental basketball programming which merges conceptual theories with contemporary practices via joined-up working. Scottish basketball needs to communicate more effectively and learn from local people at ground-level who are directly impacted and require assistance (Spaaij, Magee and Jeanes, 2014). Amalgamating programming derived from bottom-up voices, ground-level work, local knowledge, and theoretical components about people alongside communities needs provides direction and understanding to learn about how to improve current systems and strategies (Brunner and Watson, 2015). Clear theories of change that outline outcomes basketball can and wants to achieve must be evident whilst stakeholders should contemplate the language used, social purpose and rationale underpinning selected approaches (Jarvie, 2019a). Basketball in Scotland must also combine national developmental
goals with ground-level needs whereby the two are symbiotic and align with the SDG’s (Lindsey, Chapman and Dudfield, 2020). While the latter is not reflected in Scottish basketball’s strategic documents, it connects to policy spillover from other sectors such as education and would make sense given that educational institutions are key to addressing the lack of opportunities (Spaaij and Jeanes, 2013). This research develops definitions alongside heightened knowledge about Scottish basketball’s landscape which Scottish sport alongside BFD/SFD is missing (Kidd, 2008; Darnell et al., 2019). It can be used to help inform developmental practices.

Within Scottish basketball, programming and strategic decisions must be evidence-based and have theoretical underpinnings (Brunner and Watson, 2015). Development approaches through basketball should be driven by data alongside research and tailored to what information necessitates. Likewise, robust impact measurement requires undertaking, measuring and finding commonalities about what is effective and ineffective whilst developmental outcomes need publicising (Coalter, 2009; Coalter, 2013b). Scotland’s sporting system alongside BFD/SFD nowadays revolves around impact whereby champions, strategies, and stakeholder’s voices require centralisation (Jarvie, Thornton and Mackie, 2018). Scottish basketball must work collaboratively, seeking local, national, and international partnerships from mainstream and non-mainstream organisations. Within Scottish basketball, collective power outweighs individual autonomy (Sen, 1999). Without unilateral alignment, Scottish basketball will remain peripheral. The best resources are those which already exist within the environment (Brunner and Watson, 2015). The greatest strength for marginalised sports like basketball is unity, through sharing assets and capital to maximise overall operations (Sen, 1999). A disjointed environment further marginalises Scottish basketball (Sen, 2017).

For basketball in Scotland to generate mass social impact, limitations constraining the sport’s growth and developmental potential need addressed. Although limits are broad and multilevel, subsequently affecting society similarly (Sen, 1999). For under supported sports, greater social entrepreneurship is key to overcoming limitations and requires encouraging with entrepreneurialism responsible for progressing Scottish basketball’s current developmental positionality (Andersson, Svensson and Faulk, 2022). Likewise, clubs and organisations must formally align with the SDG’s. This will help connect Scottish basketball’s local-national environment to a global network, creating opportunities for growth through increased knowledge exchanges, partnerships and sponsorships among other possibilities whilst
acquiring recognition for current practices (Lindsey and Darby, 2019). At the ground-level, coaches require further education to help navigate basketball’s current stressful, unfamiliar and constantly changing landscape, learning how to deliver and generate today’s desired developmental outcomes from sport (Ives et al., 2021).

Overall, the Scottish Government should consider utilising basketball more extensively within national agendas and international portfolios. Within, basketball’s usage and position in Scotland must be reconceptualised. The thesis necessitates an antithesis of thinking around basketball in Scotland locally, nationally, and internationally. Likewise, the current cashflow direction within Scottish sport must be more equally distributed, invested into basketball which can help deliver broad-ranging impact en masse (APPG, 2014a; Collier, 2007). Increased support, when invested correctly, increases outcomes (Sen, 1999). With funding often distributed based on entities ability and desire to deliver social outcomes and the common good, whether community, grassroots or professional, development is where Scottish basketball should focus its attention and situate itself (Jarvie and Ahrens, 2020). This is how basketball in Scotland progresses and evades marginalisation. Development is where Scottish basketball can excel and make its most valuable contribution to society. The idea of development in this thesis calls for placing freedom via capability building at basketball operation’s core in Scotland. The key point: to use CA to inform proceedings by embracing a ‘capability plus’ approach before moving beyond Sen’s (1999) thinking, considering alternative developmental notions to supplement practices. Capability thinking can help identify how to develop Scotland and Scottish basketball’s capabilities through basketball alongside how it is conceptualised, but it is the baseline (Jarvie and Ahrens, 2020). This premise revolves around building a legacy which raises voices and awareness of how basketball can be utilised to create sustainable development whilst changing the power balance and dynamic within the current system and between clubs alongside organisations. If properly structured and supported, basketball could lead a national step-change surrounding development through sport in Scotland. Having discussed the research’s key messages, concluding remarks succeed.

Concluding Remarks

As Scottish basketball’s first study, further empirical, methodological, and theoretical work is required. This thesis does not claim to provide a comprehensive account or complete analysis about Scottish basketball. Rather, it answers the research questions, outlines
basketball’s capabilities as a development tool in Scotland and supplies an original analytical synthesis of empirical research. Given the diverse possibilities of future investigations, potential discourses are broadly discussed. Future research must unravel basketball in Scotland through considering different clubs, organisations and programmes alongside basketball in diverging communities and among unrecorded demographics such as the elderly or females. While the development scope could be investigated further to provide greater insights and understanding, it should also evaluate basketball via different lenses than development, appraising alternative components including entrepreneurship or history more extensively. Scottish basketball requires holistic evaluations: quantitively rather than qualitatively; and ethnographies or longitudinal studies over case studies. With this thesis completed during Covid-19, investigations should capitalise upon research methods this study could not such as in-person observations. Future research must rationalise basketball in Scotland through a different theory to Sen’s (1999) CA such as Bourdieu’s (1977) habitus, contemplating notions of community which emerged from this thesis more thoroughly or Putnam’s (1994) sentiment around social capital and the influence of networks. The researcher advocates these opportunities due to the potential depth of information which would exist through developing further comprehensive knowledge.

In conclusion, this thesis is an inter-disciplinary study of basketball, development, and society in Scotland. It does not detail basketball in Scotland in its entirety, nor the individual cases, but it does provide empirical evidence alongside a voice to those involved in Scottish basketball; a community currently marginalised within Scotland and Scottish sport. If social research’s purpose is to provide voices for organisations and people, this study achieves this objective through offering an avenue for Scottish basketball’s developmental capabilities to be recognised. This thesis’ research topic is still in its infancy whilst this study has but introduced a new and untouched subject matter. Yet, the study’s objective has been fulfilled, opening a door for future investigations into basketball in Scotland to be undertaken. The research acknowledges the investigation’s limitations and has exercised reflexivity to overcome practical and theoretical challenges encountered in the research process. The thesis’ strengths reside in the collective synthesis of empirical evidence which provide an original and unique contribution about knowledge of basketball’s capabilities as a tool for development. This in conjunction with empirical data’s depth alongside the creativity and innovativeness of the information’s cultivation. Overall, the study successfully merged the inter-related nature of all the aforementioned points outlined throughout every chapter within one thesis.
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PhD/Master’s/Undergraduate Thesis’


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Appendices

Appendix 1 – Guiding Questions for Scottish Basketball’s History Interviews

1. What is your name and background in Scottish Basketball?
2. When did you become involved in Scottish basketball?
3. How did you become involved in Scottish basketball?
4. What was basketball in Scotland like during the 1950s?
5. What was basketball in Scotland like during the 1960s?
6. What was basketball in Scotland like during the 1970s?
7. What was basketball in Scotland like during the 1980s?
8. What was basketball in Scotland like during the 1990s?
9. What was basketball in Scotland like during the 2000s?
10. What was basketball in Scotland like during the 2010s?
11. What have been basketball in Scotland’s main limitations?
12. What is basketball in Scotland’s possibilities?
Appendix 2 - Guiding Questions for basketballscotland Interviews

1. What is your name, job title and association with the Jr.NBA?
2. How long have you been involved in Jr.NBA?
3. How did the Jr.NBA come about and why?
4. How would you describe and define the Jr.NBA?
5. How do you believe the participants view the Jr.NBA? Why is it important to them? What do they think about it?
6. What is the Jr.NBA’s overall aim?
7. What approach has basketballscotland taken towards the delivery of the Jr.NBA?
8. How does the Jr.NBA run?
9. What is basketballscotland’s role in the Jr.NBA?
10. What are the club’s roles in the Jr.NBA?
11. How many staff and clubs and schools does the Jr.NBA work with?
12. How many people are involved as staff and participants?
13. How has the Jr.NBA grown and evolved since it began?
14. What is it that the Jr.NBA provide for Scottish basketball that other programmes do not?
15. How do the sessions run?
16. Who and what are basketballscotland and its partners trying to target most through the Jr.NBA and why?
17. What do you believe the participants needs are and how does basketballscotland alongside the clubs involved involve try to deliver those needs?
18. What impact does the Jr.NBA have on participants?
19. How does being in the Jr.NBA benefit participants?
20. What non-sporting skills do participants develop as a result of being involved in the Jr.NBA?
21. How do you believe these skills transfer to the real world and life after the programme?
22. Do you think learning these traits at such a young age will benefit participants in later life? If so, why?
23. Who do you believe are the main actors or groups responsible for impacting participant’s lives?
24. Who do you believe are the main benefactors of the programme? Do you believe that boys benefit more than girls or is it equal?
25. What kind of backgrounds do participants come from?
26. Who social demographics are represented most and least within the Jr.NBA?
27. Are there any negative scenarios that have arisen during Jr.NBA sessions?
28. What are the plans for the future of the Jr.NBA in Scotland?
29. What do you believe are the limits of the Jr.NBA in Scotland?
30. What issues have you encountered along the way? Why did they arise? How were or are they being overcome?
31. What are the main limitations that are currently stopping the Jr.NBA from reaching higher heights?
32. What do you believe are the possibilities of the Jr.NBA in Scotland?
33. What can be done to help the Jr.NBA reach these possibilities?
34. How does the Jr.NBA benefit basketball in Scotland?
35. What do you believe are the key features of the Jr.NBA?
36. Do you believe that basketball is an ideal development tool in Scotland and is it the reason as to why the Jr.NBA has been successful so far or are there more important factors present such as the clubs or schools involved?
37. What does basketball possess that no other sport obtains that makes it a more beneficial tool?
38. What defines the relationship between basketball, development, and society?
39. What do you believe are the key factors that have enabled the Jr.NBA’s success?
40. What would you change about the Jr.NBA?
41. How could the Jr.NBA operate more efficiently?
42. What are the participants’ favourite aspects of the Jr.NBA and what would they like more of or done differently?
43. What is the next step in participants basketball pathway after they leave the Jr.NBA?
44. How do basketballscotland support participants once they leave the Jr.NBA?
45. How many people continue playing basketball after they leave the Jr.NBA?
46. Do you have anything else you wish to add or any case studies or stories that you could share about people involved or schools and how their lives have changed by being involved?
Appendix 3 – Guiding Questions for Blaze Basketball Club Interviews

1. What is your name, position, and association with Blaze Basketball Club?
2. How long have you been involved with Blaze Basketball Club?
3. How did you come to be involved with Blaze Basketball Club?
4. Have there been any significant changes that have taken place since you became involved? If so, why have these changes occurred?
5. How would you describe and define Blaze Basketball Club?
6. What is the overall aim(s) of Blaze Basketball Club?
7. How do you believe stakeholders view Blaze Basketball Club?
8. What kind of backgrounds do Blaze Basketball Club participants come from?
9. How does Blaze Basketball Club operate?
10. What approach(s) do Blaze Basketball Club take towards the delivery of basketball sessions?
11. What does Blaze Basketball Club hope to get out of the approach(s)?
12. Does everyone associated with Blaze Basketball Club support the approach(s)?
13. In your own opinion, should this approach to running a community basketball club be the way in which all community and basketball teams are run in general?
14. What does Blaze Basketball Club provide for their members and the local community that other community sports clubs do not?
15. Who are Blaze Basketball Club trying to target most?
16. What are Blaze Basketball Club’s methods for measuring, benchmarking, and monitoring?
17. What do you believe are the members’ favourite basketball-related aspects of Blaze Basketball Club?
18. What do you believe are members’ needs?
19. How does Blaze Basketball Club work towards delivering those needs?
20. What impact does Blaze Basketball Club have on participants?
21. How does being associated/involved in Blaze Basketball Club benefit people?
22. What non-sporting skills do people develop as a result of being involved in Blaze Basketball Club?
23. How do these skills transfer to the real world and life after Blaze Basketball Club?
24. Who do you believe are the main actors responsible for generating these outcomes?
25. Who do you believe are the main benefactors of Blaze Basketball Club?
26. Are there any negative scenarios that you have witnessed or heard about during any of Blaze Basketball Club’s sessions or games?
27. What are Blaze Basketball Club’s plans for the future?
28. What are the main limitations currently hindering Blaze Basketball Club?
29. What are the possibilities of Blaze Basketball Club?
30. How does Blaze Basketball Club benefit the local community and beyond?
31. What makes Blaze Basketball Club unique?
32. Is basketball the ideal tool for developing people and the local community?
33. Is basketball the reason why Blaze Basketball Club has been successful so far? Or are there more important factors present such as the influence of people or schools?
34. What do you believe are the key factors that have enabled the programmes success?
35. What would you like to change or see done differently at Blaze Basketball Club?
36. What is the next step in participants and members’ pathway after they leave the organisation?
37. How do Blaze Basketball Club prepare/support people beyond and/or after they leave?
38. Do you have anything else you wish to add or any case studies or stories you wish to share about people or groups involved and how their lives have changed by being involved?
Appendix 4 – Sample Interview Transcript

Interview with Hebatallah Shoukry - Blaze Basketball Club Coach
24th March 2022 – Microsoft Teams

0:0:0.0 WALKER Ross
Is it working for you on your end as well?

0:0:4.220 Shoukry, Hebatallah S
Yep.

0:0:5.50 WALKER Ross
Perfect. By all means, let’s start. So, what's your name, position, and association with Blaze Basketball Club?

0:0:12.530 Shoukry, Hebatallah S
My name is Hebatallah Shoukry and I started helping with the coaching as a volunteer around three or four years ago, and now I’m also a trustee member of “We Play Together”. So, it’s the change from the Crags to We Play Together. I'm now also a trustee on the board as well.

0:0:41.50 WALKER Ross
How did you come to be involved with the organisation?

0:0:45.180 Shoukry, Hebatallah S
So, when I moved here in 2014, I knew from some friends that there is a place that does basketball and because I used to play basketball, I wanted my daughter to also practice basketball as well. So, we went when she was like primary 3 and since then we never left.

0:1:11.760 WALKER Ross
Since you became involved, you mentioned there that there’s been a few changes you said, within We Play Together. What are some of the key changes that you’ve been through with the organisation and why have they occurred?

0:1:26.700 Shoukry, Hebatallah S
I honestly think it’s not changing that much. So, the title is changing but the values are the same. We’re always trying to get the community into the Crags and to help the community around us and to support them, even the schools that are around us. So, I think the change has not been so much in the values because it’s the same values that the organisation has, and they are continuing to keep it up. But it’s more trying to get the inclusion part, trying to have it open access to a wider people. So, I wouldn’t say that there is a lot of changes, especially in the values.

0:2:22.290 WALKER Ross

475
You mentioned the values, how did they link to what the organisations aims are? What are you trying
to do? You talk about the community there, but is there any specific set of goals that you are working
towards at the moment?

Shoukry, Hebatallah S

Yes. So, we're working these days on building our new strategy and it is mainly about inclusion. It’s
mainly about feeling that all the members of the basketball club or even if it’s not a basketball related,
they feel that it’s their place and they feel like they have the right to say anything that they think would
help. I always say that it’s always best when you get things done related to what the people actually
want. So, I always like to get feedback from them and hear from them and then we accommodate what
they’re asking for because that’s what makes the change really happen, and it will also be more seen, it
will be more felt, and it also helps with the sense of belonging. So, you feel that you’re belonging in
this place, it’s not just a place that you come one hour or two hours a week and that’s it, but you feel
more connected to it. You feel that you belong to it, and because you leave your kids there two or three
days a week for two hours, it’s like six hours a week. So, you need to be sure that they are in a place
where you’re not worried about them, and you know that there are values and that there is respect from
everyone for everyone’s rights and so on. So, I think that’s the biggest thing that we’re trying to include
now is to try to have the inclusivity part and the belonging part needs to be shining more.

Shoukry, Hebatallah S

You speak a lot there as if you have a lot of connections with people involved as you’re on the board
of trustees, but you obviously engage a lot with people on the other end of that: the participant. How do
they view everything that’s going on at the moment? You know, why does the organisation mean a lot
to them?

Shoukry, Hebatallah S

Yeah. So, as I said, I’m a member of the board of trustees and I’m also helping with the coaching
specially for the pick-up women sessions. So, this is a session which doesn’t have any matches or
anything. It’s more about women who have played basketball or not and they come, and they just enjoy
an hour of running around playing basketball, seeing what their kids normally experience when they
are in our training sessions. That’s why I feel that I am the connection between the board of trustees
and the members of the club because some of them are parents, some of them are just people who didn’t
know that this place existed, and they come once and then they bring their own friends and so on and
it’s always good to have that connection. So, when you are a member on the trustee board, but you also
know the people, they can just come and tell you something is bothering them. Something is happening.
Some suggestions that they might have. So, I always like this connection between the two parties.
WALKER Ross

You said you’re still finalising certain aspects of the organisation. Have you set up or are you talking about a specific approach to help you achieve those sorts of goals that you’re setting up at the moment?

Shoukry, Hebatallah S

Yes, of course. Yes. So, it depends actually on what you want to do. For example, if we’re talking about inclusivity, we’re trying to have more and more sessions for different people, different ages, different abilities as well. So, we’re talking about if we are doing like a wheelchair basketball session or we’re trying to include more places not only for basketball. We’re thinking about if we do coaching sessions or something like that when people are you know, if they are struggling, they want to talk to someone, then we are there to help. And the schools that are around us, they have said that they see a difference when they have a student who’s struggling and when they get them to play basketball, they see a difference in the way they act and in the way they communicate to each other. And that’s what’s really unique about sports in general is that it can flip your attitude and your way of acting with others by 180 degrees.

WALKER Ross

Out of curiosity, how does the organisation run because obviously you’ve just merged with the Crags, and it’s all come together under We Play Together. So, what’s the structure? How does it run?

Shoukry, Hebatallah S

If I understand correctly, we have the board of trustees and then we have three or four working groups and each one is related to one component. So, I’m also a member of the development part for the basketball like discussing how we can help as coaches and what’s the best approach to use and so on. I’m not entirely sure about the titles, but we have like working groups, so each working group has a certain area that they are looking at and then all of these working groups feed up to the board of trustees and so on. So, in these working groups, you can have volunteers as the parents from the basketball club, for example. They are also part of the development one because they can come up with ideas and help us how to move forward.

WALKER Ross

I never actually knew you had four working groups. That’s interesting.

Shoukry, Hebatallah S

So, I might be wrong, but I say I don’t know the exact number, but I remember that yeah, it’s definitely more than two. It might be three or four if I remember correctly.

WALKER Ross

So, out of curiosity and more specifically, do you have a certain approach to how the basketball sessions run. You were talking there about your own development section for the basketball aspect. How do the basketball sessions run? Is there a specific approach to development that you take?

Shoukry, Hebatallah S

Yeah, I believe there is a WhatsApp group for the coaches as well. I think they plan together. So, they have some sessions where they sit, and they plan together what the session should be about, and the impact of coaching is a big part of Crags and We Play Together. So, we were having that discussion.
The coaching is everything to We Play Together and it’s not only related to basketball, but also to real-life problems like when some players are struggling or something that they should feel confident to just come and speak to their coaches and tell them what’s happening. I’m sure any of the coaches will be able to help and something that we used to do during the pandemic because of course during the pandemic, everything was closed, including Crags as well. So, we used to do these meetings online where we discuss ideas and plans and what we think would work better. So, for example, for the female pathway, we want the connection between the under 10s, under 12, under 14, 16, 18 and now we also have the senior women team. So, it’s more about trying to build this family and try to build this connection between these teams and the girls already do it and they do it very naturally. So, if we’re having a match for the under 14, after the match for the under 12, they will just bring them a snack or something and leave it to them to eat it after the match and wish them good luck and so on. So, it’s this stuff that we’re focusing about. It’s not more about the winning or losing, but it’s the connections, it’s the friends that they make for life because they do stay for life. I have my friends who I used to play with basketball, and we are still communicating with each other, and we know each other very well. So, I think that’s one of the very important aspects that we’re trying to build there.

WALKER Ross

That’s really interesting. You mentioned there that you’re talking about connections and relationships. Is there a way in which you coach specifically to engage participants and to make these outcomes more than just a byproduct of playing basketball, but to specifically bring them about?

Shoukry, Hebatallah S

Yeah. So that’s something that we were discussing as well because one idea that we had in mind is to try to always make them work in pairs, and each time change the partners that they have, so that they don’t get used to like, “these are my friends, I only play with them”, but if the other players are there, “no, I don’t know them, and I don’t want to interact with them”. So, we were more thinking about the family part, so they need to feel like they are in the family. Any five players that play together, they should be able to play together, and it shouldn’t be, like you know, I only play with these people and if they are not on courts then I can’t perform. And so, we tried to do this through a lot of things, especially in the drills. First, we give them the option to choose their partners and whom they want to do the drill with, but once they play for a while, then we say you need to switch your partner and it has to be someone you haven’t played with before, just to get them into the habit of talking to each other and knowing each other. I have to say that from my experience at the Crags, the girls are very helpful. They are very nice, they’re very accommodating and whenever we have new players or something, they just sit and talk with them and introduce themselves and so on. So, it’s a very nice atmosphere to be in.

WALKER Ross

That’s really interesting. So, what is it from this new kind of approach that you are taking because when you probably played basketball yourself, that wasn’t the kind of approach that was taken in the past to basketball. So, what do you hope to get out of this new style of coaching so to speak?

Shoukry, Hebatallah S

Yeah, again, it’s just the idea that I think what this approach helps them with it. It helps them with their communication skills, so they are able to communicate with people. They are not shy. They are confident enough and you know it’s helping them to face real life because normally when they go to university or when they go to work or something, they will not get along well with everyone, but they just need to learn how to respect each other and respect differences from each other and just to try to co-operate and work alongside each other.
I spoke to some of the other people, and they said that obviously being in Dumbiedykes and the broader area that Blaze is in, there’s that sort of ground between two different demographics of the area which is between Marchmont and Dumbiedykes. So, is there a specific demographic in these areas that the organisation is trying to target in the sense that, are you trying to bring in maybe people from lower economic backgrounds to help them or is it just generally open to everyone?

No, I think it’s generally open to everyone. I know that there is a scholarship program or something like that. But then again, I don’t have the full information about it. But I know that I have seen a lot of people and I would put it in a way not like you say income wise, but it’s more about community wise. So, some people might not get it at first. It’s like they don’t feel they belong there, but then when they just come and they see how the others are treating them and interacting with them, then they feel that it’s their own place as well. So, Crags and We Play Together are really unique in doing this, things like that because they can help. I know that there was an incident when a player had some issues and then he had to volunteer and work as a helper. The support that each of the players and the coaches and the volunteers have for each other is more than I can describe.

From what you’re saying, it sounds like people’s wellbeing is quite important. You mentioned before as well that you wanted people to be able to come and be able to speak to you. Is there a process of how you go about measuring and monitoring wellbeing?

I think that’s in the plan and if I understand correctly, I myself once attended a session about mental health and wellbeing. It was a session that was brought up by Crags and it was open for all the coaches in Crags and also outside of the Crags to be able to deal with the players if they have any mental health issues or anything like that.

Have you ever had to deal with anything like that at all?

Nothing very serious I would say. For me, it was more from the parents, not from the players. So, I have parents who can come and talk to me and say my kid is struggling with this or that and I wouldn’t go and speak with the player until they come in and speak with me, but I need to keep this in mind so that if there is anything that’s happening, I would be aware of it. It’s more the parents. If they are struggling, if there’s something bothering them, they might come and speak with me as well just because some of them are also attending the women pick-up session and they can feel that they can come in the session at first very stressed and they look very upset. So, I just asked the question: “are you okay? Are you fine?”. Then they start talking. So yeah, but not from the players. I didn’t have any incidents from the players themselves.
do you think that the comparison between these groups is in terms of like what are their favourite aspects when they play basketball? Is it the friendship? Is it the competitive side? What does everyone enjoy?

Shoukry, Hebatallah S
It’s the fun part, to be honest, and that’s what I think again, most of the teams, that’s what they have in mind, especially for the young ones like the Under 10’s and under 12’s. We always say, just enjoy and have fun, don’t think about the score, don’t think about winning or losing, but the players always surprise us in that they want to win, and they want to compete. But that’s never what we tell them. We always tell them; we want you to enjoy yourself and have fun and give it your best and that’s it. But the winning or losing, that’s not something in in our control anyway.

WALKER Ross
When I was reading the annual report that the organisation put out recently, I noticed that it said that one of the aims is to get a broader diversity of people. So, what would you say is the diversity of the club in terms of people’s economic backgrounds or people’s ethnicity, how diverse is the club at the moment?

Shoukry, Hebatallah S
I think it’s pretty diverse. I think yeah, you see someone from everywhere there. So, I would say we are pretty diverse. I can’t put a scale to it, but I would say that it’s pretty diverse.

WALKER Ross
That’s absolutely fine. Not a lot of clubs in Scottish basketball talk about diversity. It’s nice to hear that’s something that's really important to the organisation.

Shoukry, Hebatallah S
Yeah. I think it’s their location, where they are, so the number of schools that are associated with it, having the women pick up session also helped because you know I passed the word over and then you would find some Arabs or Muslims coming and then we would find, Chinese or Indian or people from all over the world. So, it is pretty diverse, and you can see that we really treat each other without really looking at that part because it’s the human at the end that you’re dealing with.

WALKER Ross
Absolutely. It’s probably the fact that everyone plays basketball that then means that everything else is redundant, so to speak.

Shoukry, Hebatallah S
Exactly

WALKER Ross
So, circling back, we spoke there about how the club tailor’s basketball to people’s needs. As a coach, what are the players’ needs that you coach?

Shoukry, Hebatallah S
They need to be confident; they need to learn to trust themselves and to trust their choices. I think that’s
one thing and I’m answering this, based on my daughter and how she feels normally. I know that she wants to make them proud. She wants to win most of their matches and if they don’t win then she becomes very upset but it’s more about, showing that she’s there and to make the coaches proud and to just show people that they can do it.

WALKER Ross

You gave a story earlier about how teachers noticed changes in pupils. So, for your daughter, for example, how would you say that being involved with the club has impacted her or in any way or how has she developed from being at the club?

Shoukry, Hebatallah S

My daughter is a very shy person, she wouldn’t like to present something or do something like that. Surprisingly, I think 2 weeks ago, I was very late to my women’s pick-up session because I was coming by the bus and when I entered, I was told that Nura was now running the session. I was like what and I just went in, and I saw that it was the greatest number we had in that session to the date. There were 18 ladies there and she managed to run the session and coach it and they were actually happy with the session, and I was like, “Okay, that’s good. I’ll just go in and play then and she can keep going. It’s fine with me.”. She managed to make a plan, gather us at the white board and explained to us what she wants us to do and for me that was a big thing that I noticed there. It’s like she’s confident when she’s speaking about basketball, when she’s explaining what we should do, and I didn’t see her like that before. It was a big deal for me to see that she enjoyed that and that’s the best thing of it as well. After, she was like, “Next week, try not to be late or I’ll do it again.” and I was like, “Yeah, it’s fine. I'm happy if you want to do it as well.”. So yeah, it helps them as I said to grow, to be more confident. Sports in general, this is what it does to human beings. You can feel a difference between the person who never played sports before and the person who played sports, especially if it’s a team sport like basketball. You can easily work with others without any problems. It’s easy for you to divide the work because you know that you’re a team and you’re all working together. So personally, it also helped me, and in my career life as well, like having that experience of being a basketball player. It helped in a lot of ways as well.

WALKER Ross

I think that’s amazing. I hope you don’t mind me asking, but how old is your daughter?

Shoukry, Hebatallah S

13

WALKER Ross

She took the whole session at 13? That’s impressive!

Shoukry, Hebatallah S

As I said, we never had 18 ladies before. It was the first time that we had that number. She’s split them into three groups, and when I came in, they were playing matches and she split the court into three and she had of course the help from her friends as well, but she was bossing them around, telling them, “You do this, you do that.” and I was like, “wow that’s huge.”.

WALKER Ross

That must have been a proud moment as a parent.
Yeah. It was for me because my dad is also a coach. A football coach in Egypt. And my mom used to play basketball. So, it runs in the family. And when I see my daughter, I just look at the generations and this is something that she wants to do and for her future as well, this is what she wants to do. So, we’ll see how it goes.

Given that you’ve seen a lot of changes in people involved, who do you believe have been responsible for helping spark these changes? Was it yourself as a coach? Was it the group environment or was it a combination of maybe everyone being involved?

A lot of factors. So, the coaches of course that work with Nura, they have done a lot. I try my best to talk with her and explain things as well. The group environment, her friends there and so, it’s a lot of things. It’s not only one thing, but it’s the atmosphere in general that she’s confident enough to just say if something is not right or if she feels that there is an improvement that can be done here or there, she’s confident enough to just say that’s what I think.

We have spoken a lot about how younger generations benefit from being involved, but as you’ve mentioned, there’s this family atmosphere and lifetime involvement. So, I’m assuming that these benefits go beyond these age groups, and everyone benefits in their own way.

Exactly. We were just discussing that in our last meeting. Some of our board or trustee members, their kids are not playing at Crags or for We Play Together anymore, but they are still signing up to it and they’re still involved, and they are happy to give some of their time and to be involved with that and create this new strategy although it’s not going to benefit them from anything, because their kids are not involved with it anymore. So, that made me think for a while. It’s like, why would they give some of their time to just be involved with something? Of course, their kids used to be part of it, but they are not anymore, and they are still sticking around and trying to help as well. So, that’s the sense of community and belonging that we’re talking about. It’s not just we are related to this because our kids are in this club, so that’s why we’re here. But even if our kids went anywhere else, we are happy about what we’re doing, then we will continue doing what we do.

From the whole conversation we’ve had, it has been very positive. It sounds like everything going on, is going really well, but obviously not all the time can you have these happy environments. Have there been any negative scenarios that you’ve come across like during these periods?

It’s really hard for me to say that.

You can say that there hasn’t been any.
If I said there hasn’t been any, it would be a very cliche answer, but I’m sure that there are some negatives and there are some incidents that happened because we are human beings and we’re not in heaven. A lot of things can go wrong. I once had a discussion with a player who used to come to the women pick-up session and she was thinking about going into the senior women team because she used to play basketball before, but then she was a bit anxious about how they would treat her and how they would deal with her and so on. She managed to get through this, and she managed to be part of it. I didn’t really personally see any negatives so far but I’m sure that even if there are, then we would be looking at it and trying to resolve it as well.

That is absolutely fine. I was just curious. Being a basketball player, it’s hard to not have and encounter certain aspects which could be negative. When you tell a young child not to be competitive, but as you said it’s human nature to want to win games and to score points, it’s hard to not encounter certain things like that, but no, absolutely.

Yes. For example, when a parent comes and asks me, “Why did my kid not play?”, I wouldn’t put it as a negative. I would phrase it like there are a lot of things that you need to think of when you’re coaching, and you need to have that balance and you need to make sure that the players understand that everyone needs to take a shot. I know sometimes it’s frustrating for parents if we lose the match or something and for the players and so on, but again, you just need to remind them that we’re just playing to have fun initially and everyone needs to be involved and everyone needs to be playing regardless of what the score is.

You have spoken a lot about the parents and how it represents the traditional environment of a basketball team to play to win, but now the emphasis has changed at the Crags to we play to have fun. In that sense, have you had any difficulties with the parents in trying to convince them of this new agenda because obviously some people will be quite supportive of wanting their kids to play competitively and reach the next level.

Yeah. It depends on the age level. It’s not like we’re not telling them that you need to win, but we’re not putting pressure on them that they have to win. We tell them, give it your best, give it your all and don’t think about the score. Just enjoy it and have fun and don’t let the stress level prevent you from having fun because that’s the main thing that they should be thinking of. They do something that they like, and they come to play basketball because they like basketball. They like to compete, but it shouldn’t be something that” putting a lot of stress on themselves and that’s what I think. I didn’t have any incidents with the parents discussing that because I normally coached under 12 and they were fine. Even when we won, and we went to the nationals and then in the nationals we didn’t do great. For us, this step of them going to the nationals and playing against different teams, that was a win for us, and I think all the parents agreed with that.

That’s the kind of family environment that you really need at a club, those foundations and to go from
there. So, we were talking again a lot about how you’re restructuring the organisation at the moment. What are the organisations future plans?

0:35:0.780  -->  0:35:15.390
Shoukry, Hebatallah S
Yeah. We’re now in the final stages of having a final plan for our strategy and what do we want to achieve in the coming three years. It is mainly related to having this sense of belonging, having the inclusivity part in hand. Hopefully, we’ll be able to do that.

0:35:30.740  -->  0:35:34.130
WALKER Ross
Well, I wish you all the luck. Hopefully that will go ahead. So, you’re trying to achieve these aims in the next three years but are there any hindrances that currently exist that could be stopping you from reaching those new goals and aims? Is there anything in the way?

0:35:50.470  -->  0:36:20.250
Shoukry, Hebatallah S
It’s always the resources. So, for example, we want to increase the number of members, but we need to find the places where we can accommodate the high number of members that we would have. If we want the players to play more matches and to travel around, then we would need sponsorships to help us with the money because you don’t want to put a lot of burden on the parents because if you want to travel two times a year or something like that, then the money would be really hard. It’s just like in any other organisation, the resources are normally the biggest hurdle that you need to jump over. You need more resources, more human resources, more facilities if we want to grow as an academy. You want to find a way of having a sustainable business plan and so on. So, these are all part of the issues that we are trying to see how we can tackle them.

0:36:59.310  -->  0:36:59.550
WALKER Ross
On the flip side of that, we just spoke about the hindrances, but what do you believe then are the possibilities of the organisation? What kind of heights and standards can you achieve if you hypothetically overcame these issues?

0:37:13.340  -->  0:37:26.810
Shoukry, Hebatallah S
Our plan was to have more people involved, to have the sense of community and a sense of belonging. If we are talking about the female part, then I want woman’s basketball and females in basketball to be more recognised, especially in Scotland, and to have more girls playing basketball. I think the gender balance is somewhat close now, but again, we’re always looking to close it. So, for me, that’s that my main objective was when I when I joined the board of trustees. It was to have more female participation in basketball in general.

0:38:7.940  -->  0:38:22.170
WALKER Ross
It sounds like you’ve almost achieved your objective. You now have the full participation pathway; you’ve got from what I’ve been told is a significant number of young girls coming through from the Jr.NBA and schools amongst everything else going on.

0:38:22.670  -->  0:38:28.760
Shoukry, Hebatallah S
Yeah. I think we are improving. Of course, we are improving, but you just always want more and more, you can’t be satisfied with what you have, but you’re definitely right. Having the senior women pathway now in Craggs and We Play Together, it makes a huge difference because now the girls can see the all the stages that they can go through, and it doesn’t have to end at the under 18 level and then they need
to go and find somewhere else. They can still enjoy playing in the senior women and if it’s something that they want to continue doing, then they can also look for other places as well.

0:39:6.80  -->  0:39:22.390
WALKER Ross
Absolutely. If you were to reflect on your entire involvement with the organisation, what would you say makes Blaze unique compared to other community sports teams or other basketball teams? Why are you different?

0:39:23.840  -->  0:39:24.740
Shoukry, Hebatallah S
It’s the community feeling and the family feeling so it’s knowing the parents, knowing the players, being supportive to each other in the matches. It’s having these events. I think Friday nights are very nice for us because then we can go and watch the match and then it’s a treat for us. Even my son enjoys it. He likes to sit there and support Blaze and so on. So, it’s the community, it’s the belonging, it’s the inclusivity part and knowing that your kids are safe in a certain place that you don’t need to worry about.

0:40:17.480  -->  0:40:31.580
WALKER Ross
You have quite an extensive background in basketball, and you’ve got an extensive knowledge. As we said at the beginning, this kind of stuff that you are putting in place wasn’t the traditional approach to basketball really anywhere in the world, so do you think that the way that you are moving is the future of how community basketball teams or even in general community sports team should be run?

0:40:42.730  -->  0:41:6.250
Shoukry, Hebatallah S
Yes, of course. I would definitely agree that this is not the way we used to play basketball before. I know that it was stressful, but again, it was fun as well. No team wants to go and lose, but it’s more about the balance between the pressure level and the stress level and to try to make your players confident, to make your players trust their instincts and trust what they’re capable of. I think that’s always what makes the players give their best, because they know that they can do it and you just need to show them that they can do that.

0:41:31.90  -->  0:41:44.620
WALKER Ross
Absolutely. So, do you believe that the reason why all these positivity’s have happened is because of the basketball or is there something bigger going on here?

0:41:46.210  -->  0:41:46.890
Shoukry, Hebatallah S
I would say that basketball is an important part of it, but I think what we are discussing now is we’re trying to take this to the next level while trying to take this not only to basketball, but to all other levels. We’re trying to include these coaching sessions for non-basketball players so we’re trying to have some ideas where the sense of belonging and the community is not only for basketball related stuff, but it’s more for We Play Together in general.

0:42:27.520  -->  0:42:40.340
WALKER Ross
Absolutely. Do you believe that everything that you’ve been involved with has been a success and everything is quite positive?
WALKER Ross
What do you believe are the key factors in enabling, delivering, and generally just bringing about this success?

Shoukry, Hebatallah S
I think it’s first the coaches. The coaches there are very dedicated, they really like what they do, and they do it with all their heart and the players feel that and they are very organised. They know what they’re doing. Everyone knows their role and what they are responsible for. This makes a huge difference, because then you know that if you’re thinking about basketball, you know who would talk to you. Whereas if you’re thinking about something related to mindfulness, you would talk to Sam and so on. Everyone is good in their own speciality and then working together, they bring the best out of everyone else.

WALKER Ross
That makes a lot of sense. If you could make the program more efficient or generally make improvements to the organisation, what would you like to see done differently, better or something maybe implemented in the future? How would you go about changing certain things?

Shoukry, Hebatallah S
So, it would tie back to the part where to give the players the right to set up the rules and to make up the rules. I always say, because I’m an assistant professor and I teach, I always tell my students, if that’s how I believe, if the students understand why we do things, the way we do it, they will be more involved with it, and they would be more engaged with it, and they wouldn’t feel like they are just trying to make us do things because they want to do that. So, it’s all about explaining why you’re doing what you’re doing and then hearing their feedback about it and the reflection about it. Sometimes they will make suggestions that would make the thing go to another level. So, it’s the listening to each other. It’s the communicating to each other. As I said, it’s about making the players feel that they have a say in it, it’s not just the feeling, but to listen to them. If they say something that really makes sense, try to implement it, because this is when they will be more engaged with it. They will be more involved with it, and they will be fighting for it.

WALKER Ross
Absolutely. You’ve actually gone through all my questions, and you’ve answered pretty much the majority of them without me even asking them to you. So, the final question I really have is more an open ended one and it’s more just a case of if you have any stories or case studies that you would really like to talk about. Do you know anyone involved, anyone that has been positively impacted by the club or anything like that?

Shoukry, Hebatallah S
Yeah, I think my positive story is the story of Nura being able to coach the women pick-up session. That for me, that’s a big deal and that’s something that I was really surprised and proud of that she managed to do it. The other good story is, I think there are many to be honest, it’s again having these players and seeing how they are evolving, seeing how they are getting better and better. It just surprises
me when I see a player who I used to coach with the under 12 and I see them playing under 16 and it’s like wow, they have really improved and it’s not only the basketball part, but it’s the maturity part, it’s the respect part. It’s when they come and approach you and tell you, “Hi, how are you doing?” and they still remember you. They still remember that you worked together with them. So, I think I don’t have a particularly good story, but I think my experience at We Play Together and the Crags has been a good story by itself.

Absolutely. Well, thank you for your time. This has probably been the shortest and one of the most enjoyable interviews I have been able to do that throughout this whole process.

Thank you. I’m really sorry if I didn’t express myself well enough, but please if there is anything that’s not clear, just let me know and I can explain it better.

No, you’ve done a great job. I mean, the whole purpose of this interview was me trying to find out how you make a positive impact in people’s lives and how you go about it and you’ve answered it terrifically and with examples as well. It’s been a real pleasure.

Thank you. Thank you so much and best of luck with your research. I’m sure you will do great.

Thank you for taking your time. That’s almost 8:00 o’clock. So, I won’t keep you much longer, but no, thank you very much.

Thank you so much. Nice to see you.

Speak soon.
Appendix 5 – Semi-Structured Online Historical Interviews Participant Consent Form

Basketball, Culture and Society in a Devolved Context

Participant Consent Form – Online Historical Interviews
Moray House School of Education and Sport

The following questions aim to ensure that you are aware of my role as the interviewer and investigator. They also detail how the information you share with me during this interview will be used in the research project. Please tick the boxes beside the statements you agree with before printing your name, providing your signature, and dating the bottom of the page. Please retain a copy of this consent form and information for yourself.

1. I confirm that I have read and understood the information regarding my participation as outlined in the Participant Information Sheet.

2. I confirm that I have been given the opportunity to consider the information provided, ask questions, and have had these questions answered to my satisfaction.

3. I understand that my participation is voluntary, that I am free to withdraw at any time without giving any reason for withdrawing and that my privacy will be respected.

4. I understand that my data will be stored securely for as long as need be and may be used in future publications and ethically approved research.

5. I understand that relevant sections of my data may be looked at by individuals from the University of Edinburgh, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my data.

6. I understand that my information will be combined with other data

7. I agree to having the information that I provide disclosed to basketballscotland for future projects, research, or studies and anywhere it can be deemed helpful.

8. I agree to my interview being audio/video recorded and transcribed.

9. I agree to partake in this study and acknowledge that Covid-19 safety measures have been followed

In any presentation of research findings, would you like to remain anonymous? Yes ☐ No ☐

In the event of follow-up or future research on this topic, would you like to be informed? Yes ☐ No ☐

If yes, please provide your contact information: 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Appendix 6 - Semi-Structured Online Interviews Participant Consent Form

Basketball, Culture and Society in a Devolved Context Participant Consent Form – Online Interviews
Moray House School of Education and Sport

The following questions aim to ensure that you are aware of my role as the interviewer and investigator. They also detail how the information you share with me during this interview will be used in the research project. Please tick the boxes beside the statements you agree with before printing your name, providing your signature, and dating the bottom of the page. Please retain a copy of this consent form and information for yourself.

1. I confirm that I have read and understood the information regarding my participation as outlined in the Participant Information Sheet.

2. I confirm that I have been given the opportunity to consider the information provided, ask questions, and have had these questions answered to my satisfaction.

3. I understand that my participation is voluntary, that I am free to withdraw at any time without giving any reason for withdrawing and that my privacy will be respected.

4. I understand that my data will be stored securely for as long as need be and may be used in future publications and ethically approved research.

5. I understand that relevant sections of my data may be looked at by individuals from the University of Edinburgh, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my data.

6. I understand that my information will be combined with other data.

7. I agree to my interview being audio/video recorded and transcribed.

8. I agree to partake in this study and acknowledge that Covid-19 safety measures have been followed.

In any presentation of research findings, would you like to remain anonymous? Yes ☐ No ☐

In the event of follow-up or future research on this topic, would you like to be informed? Yes ☐ No ☐

If yes, please provide your contact information: ……………………………………………………………………

Name: …………………………… Signature: …………………………… Date: ……………………………

Contact Address: Ross Walker, Moray House School of Education and Sport, The University of Edinburgh, St Leonard’s Land, Holyrood Road, Edinburgh, EH8 8AQ.

If you have any concerns or queries, please get in touch with either Ross Walker ( ) or the research supervisors, Professor Dr Grant Jarvie ( ) and Dr Davies Banda ( ).
What is the purpose of this study?
This study’s core premise argues that basketball enhances human, community, and national development through a process of building capabilities. The fundamental aim is to explore and explain basketball’s relationship with Scottish culture and society so to tentatively outline the limits and possibilities of basketball in Scotland as a development tool. To achieve this objective, the researcher examines four key areas: Scottish basketball’s history; basketballscotland and the Jr.NBA programme; Blaze Basketball Club; and the Caledonia Gladiators Professional Basketball Club. The purpose is to connect the past, present, and future. The investigator wishes to hear from those who are linked to and have experienced these phenomena.

Why is this study important?
This study is important because to date there remains little to no publications or research which document basketball in Scotland. By undertaking this project, the researcher intends to develop a new impactful field of study within academia in Scottish basketball. The ultimate objective is to help grow the sport of basketball within Scotland. The investigator hopes that the outcomes will lead to greater support from various groups such as the Scottish Government and SportScotland so to assist in advancing domestic basketballs progression.

What will I be expected to do?
As a participant, you are asked to partake in a one-to-one online interview with the researcher which will continue until all questions are answered and both parties are satisfied. This will approximately last 30-90 minutes. The interview can be undertaken via Microsoft Teams, Skype or Zoom, depending on the interviewee’s/interviewer’s preference and schedule.

What will happen to the information collected?
The information gathered is stored securely on an encrypted computer system. Only the researcher and the research supervisors have access to the data collected unless you otherwise give permission to disclose this information to basketballscotland so to contribute to their 75th anniversary project which denotes Scottish basketball’s history from 1947-2022. In consenting to share your information with basketballscotland, they have agreed to uphold this studies ethics and will respect the conditions outlined in the participant consent form. The decision to do so is not mandatory and is entirely voluntary. Prior to the investigation, each participant is assigned a unique identification number to ensure that data is kept anonymous except under the circumstance that you wish to remain known. All responses are recorded on an audio-visual device, transcribed, analysed, written-up and then used for this PhD thesis. Data may also be submitted for conferences, newspaper articles, presentations, reports or publication in a book or journal.

Do I need to take part?
Your participation in this study is entirely voluntary. If you wish to withdraw, you can do so at any time without giving any reason. If you do withdraw, any information provided will be erased and removed from the project immediately.

Are there any potential risks?
There are no potential risks when taking part in this study as the interviews are conducted online and can be capably undertaken from your own home, residence, or indeed anywhere that is deemed safe. Thus, participants need not be concerned with Covid-19, social distancing, or the most recent government guidelines. Furthermore, this research study has been approved through the University of Edinburgh’s Moray House School of Education and Sport Ethics Committee and is supported by basketballscotland.

For further Information
If you have any questions, please get in touch with either Ross Walker ( ) or the research supervisors, Professor Dr Grant Jarvie ( ) and Dr Davies Banda ( )
Appendix 8 - Online Interviews Participant Information Sheet

Basketball, Culture and Society in a Devolved Context Participant Information Sheet – Online Interview
Moray House School of Education and Sport

What is the purpose of this study?
This study’s core premise argues that basketball enhances human, community, and national development through a process of building capabilities. The fundamental aim is to explore and explain basketball’s relationship with Scottish culture and society so to tentatively outline the limits and possibilities of basketball in Scotland as a development tool. To achieve this objective, the researcher examines four key areas: Scottish basketball’s history; basketballscotland and the Jr.NBA programme; Blaze Basketball Club; and the Caledonia Gladiators Professional Basketball Club. The purpose is to connect the past, present, and future through examining the sports three main domains in that of grassroots, community, and professional basketball and how they generate developmental outcomes. The investigator wishes to hear from those who are linked to and have experienced these phenomena.

Why is this study important?
This study is important because to date there remains little to no publications or research which documents basketball in Scotland. By undertaking this project, the researcher intends to develop a new impactful field of study within academia in Scottish basketball. At present, Scotland’s inequality gap is worsening. This thesis suggests that the time has come to consider basketball as an alchemy to help improve such issues. The ultimate objective is to grow the sport of basketball within Scotland to the point that it can have a lasting impact and play a more substantial role in the lives of the participants and communities involved. The investigator hopes that the outcomes will lead to greater support from various groups such as the Scottish Government and SportScotland so to assist in advancing domestic basketball’s progression. In conducting this study, the researcher wishes to give recognition and proliferate some of the great developmental work that is currently being undertaken across the country so to exemplify basketball’s value to Scotland.

What will I be expected to do?
As a participant, you are asked to partake in a one-to-one online interview with the researcher which will continue until all questions are answered and both parties are satisfied. This will approximately last 30-90 minutes. The interview will be undertaken via Microsoft Teams whereby the date and time will depend on the interviewee’s/interviewer’s preference and schedule.

What will happen to the information collected?
The information gathered is stored securely on an encrypted computer system. Only the researcher and the research supervisors have access to the data collected. Prior to the investigation, each participant is assigned a unique identification number to ensure that data is kept anonymous except under the circumstance that you wish to remain known. These agreements will be outlined in the participant consent form. All responses are recorded on an audio-visual device, transcribed, analysed, written-up and then used for this PhD thesis. Data may also be submitted for conferences, newspaper articles, presentations, reports or publication in a book or journal.

Do I need to take part?
Your participation in this study is entirely voluntary and deeply appreciated. If you wish to withdraw, you can do so at any time without giving any reason. If you do withdraw, any information provided will be erased and removed from the project immediately.

Are there any potential risks?
There are no potential risks when taking part in this study as the interviews are conducted online and can be capably undertaken from your own home, residence, or indeed anywhere that is deemed safe. Thus, participants need not be concerned with Covid-19, social distancing, or the most recent government guidelines. Furthermore, this research study has been approved through the University of Edinburgh’s Moray House School of Education and Sport Ethics Committee and is supported by basketballscotland.

For further information
If you have any questions, please get in touch with either Ross Walker ( ) or the research supervisors, Professor Dr Grant Jarvie ( ) and Dr Davies Banda ( ).
Appendix 9 - Scottish Representatives within Team GB 2017-2022 (GB Basketball, 2022)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Year</th>
<th>Gender</th>
<th>Number of Scottish Representatives (Out of 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB Under 16</td>
<td>2017</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2017</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2018</td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2018</td>
<td>Female</td>
<td>2</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2019</td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2019</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2020</td>
<td>Male</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2020</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2021</td>
<td>Male</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2021</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2022</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 16</td>
<td>2022</td>
<td>Female</td>
<td>2</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2017</td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2017</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2018</td>
<td>Male</td>
<td>2</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2018</td>
<td>Female</td>
<td>2</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2019</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2019</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2020</td>
<td>Male</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2020</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2021</td>
<td>Male</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2021</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2022</td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>GB Under 18</td>
<td>2022</td>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2017</td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2017</td>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2018</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2018</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2019</td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2019</td>
<td>Female</td>
<td>3</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2020</td>
<td>Male</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2020</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2021</td>
<td>Male</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2021</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2022</td>
<td>Male</td>
<td>n/a*</td>
</tr>
<tr>
<td>GB Under 20</td>
<td>2022</td>
<td>Female</td>
<td>n/a*</td>
</tr>
<tr>
<td>GB Men</td>
<td>2017</td>
<td>Male</td>
<td>2</td>
</tr>
<tr>
<td>GB Women</td>
<td>2017</td>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td>GB Men</td>
<td>2018</td>
<td>Male</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note: n/a indicates not applicable.
<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Gender</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB Women</td>
<td>2018</td>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td>GB Men</td>
<td>2019</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>GB Women</td>
<td>2019</td>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td>GB Men</td>
<td>2020</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>GB Women</td>
<td>2020</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>GB Men</td>
<td>2021</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>GB Women</td>
<td>2021</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>GB Men</td>
<td>2022</td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>GB Women</td>
<td>2022</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>2017-2022</td>
<td>Male/Female</td>
<td>0.88</td>
</tr>
</tbody>
</table>

n/a - years with no Great Britain team due to Covid-19
n/a* - team not formed due to lack of funding
Appendix 10 - basketballsco.tland Finances (Last 5 years) (Companies House, 2022a)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fixed Assets (£)</th>
<th>Current Assets (£)</th>
<th>Net Assets (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>19,013</td>
<td>277,520</td>
<td>7,128</td>
</tr>
<tr>
<td>2019</td>
<td>10,580</td>
<td>173,652</td>
<td>76,617</td>
</tr>
<tr>
<td>2020*</td>
<td>3,975</td>
<td>234,207</td>
<td>11,733</td>
</tr>
<tr>
<td>2021*</td>
<td>N/A</td>
<td>293,507</td>
<td>122,517</td>
</tr>
<tr>
<td>2022</td>
<td>N/A</td>
<td>523,280</td>
<td>207,833</td>
</tr>
</tbody>
</table>

*The years impacted by the Covid-19 pandemic
## Appendix 11 - basketballscotland Staff Members Jr.NBA Roles (basketballscotland, 2022n)

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Szymoszowskyj</td>
<td>Kickstart Applications</td>
</tr>
<tr>
<td>Amy Kirkhouse</td>
<td>Lead/Club-School Resources Link</td>
</tr>
<tr>
<td>Amy MacLeod</td>
<td>Administration and Data</td>
</tr>
<tr>
<td>Dave Evans</td>
<td>Club Engagement and Support</td>
</tr>
<tr>
<td>Emma Edwards</td>
<td>Curriculum Content Creation</td>
</tr>
<tr>
<td>Fraser Hamilton</td>
<td>Logistics</td>
</tr>
<tr>
<td>Glen Honeymoon</td>
<td>Club Engagement and Support</td>
</tr>
<tr>
<td>John Kerray</td>
<td>Curriculum Content Creation</td>
</tr>
<tr>
<td>Kieran Lynch</td>
<td>Club Engagement and Support</td>
</tr>
<tr>
<td>Tina Gordon</td>
<td>Wheelchair Consultation</td>
</tr>
</tbody>
</table>
Appendix 12 - Examples of Former NBA/WBNA Players Inspirational Messages
(Adapted from basketballscotland, 2020c)

<table>
<thead>
<tr>
<th>Player</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>José Calderón</td>
<td>“You need to find something to motivate you in life to keep you going”</td>
</tr>
<tr>
<td>Pau Gasol</td>
<td>“Search for your path in life and once you find it pour yourself into it”</td>
</tr>
<tr>
<td>Temi Fagbenle</td>
<td>“Don’t doubt yourself, put your mind to it and you can do it”</td>
</tr>
</tbody>
</table>
Appendix 13 - Stakeholders’ Opinions on the Jr.NBA (Adapted from basketballscotland, 2017a; basketballscotland, 2017b; basketballscotland, 2017c; basketballscotland, 2018a; basketballscotland, 2019l; basketballscotland, 2019t; basketballscotland, 2020e; basketballscotland, 2021c; The Inverness Courier, 2020; Woods, 2019a; Woods, 2021a; Woods, 2021b)

<table>
<thead>
<tr>
<th>Stakeholders’ Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “This is a really good opportunity for kids to all get involved, experience basketball from a person who has experienced the sport all through his life and especially in the NBA which is brilliant for them to see. It sparks a lot of energy towards the game for children.” - Kieran Lynch, former basketballscotland Social Impact Officer</td>
</tr>
<tr>
<td>• “Throughout the country they’ll be more people playing the sport that I love and it’s an opportunity to really promote our game” - Kieron Achara OLY MBE, former basketballscotland Club Services Manager</td>
</tr>
<tr>
<td>• Pollyanna Storie “It gets kids at a young age involved better in basketball” - Pollyanna Storie, former Caledonia Pride player</td>
</tr>
<tr>
<td>• “We are the first country in the world to introduce wheelchair basketball to the Jr.NBA. I think it will really benefit kids in Scotland. It will give them another pathway and something to help develop them.” - Josh Manson, basketballscotland Inclusion Manager and Scotland International Wheelchair Basketballer</td>
</tr>
<tr>
<td>• “It’s very important to incorporate everyone in basketball. Sport is one of those things that brings people from all areas and different walks of life together.” Bantu Burroughs, former Glasgow Rocks and Scotland International Basketball Player</td>
</tr>
<tr>
<td>• “Going back to when I was the same age that these kids are now, there definitely wasn’t the same level of exposure. I think it’s really important to get more young people involved and get the sport more widely known” - Nick Collins, former basketballpaisley and Scotland International Basketball Player</td>
</tr>
<tr>
<td>• “I think basketballs probably the emerging sport in kind of the whole county at the moment in terms of Angus as well. Through the Tayside Musketeers, its ever growing and there's so much popularity with the sport just now as well… its very popular, which is great. We see more and more kids wanting to get involved in the programme which is great to see” – Tayside Musketeer Basketball Club Coach</td>
</tr>
<tr>
<td>• “This is an exciting development for our young players, and I know they will be inspired to take their basketball onto great heights.” - Tina Gordon, basketballscotland Wheelchair Basketball Development Officer</td>
</tr>
<tr>
<td>• “It’s been really exciting to see the development of the Jr.NBA draft. I was here last year so it's really good to see the increased numbers of teams and schools taking part, especially with the development and inclusion of the wheelchair leagues now. Whenever you think of basketball, you think of the NBA, especially with teenagers. So, to be able to engage with younger kids, I think it will really encourage them to stay involved within the sport.” - Hannah Robb, former Caledonia Pride Basketball Club Player and Scotland International Basketballer</td>
</tr>
</tbody>
</table>
| • “It’s great for them. A sense of learning basketball and also learning about the different teams in the NBA, but most importantly, they get to play basketball, they get to play with their friends and have a good time. Just enjoy yourself. Basketball is a fun sport. It’s very...
entertaining, its fast paced but most importantly, you’re there, you want to play with your friends, and you want to have fun every time you play.” - Gareth Murray, Glasgow Rocks Professional Basketball Club Player-Head Coach

- “The whole aim of this project is about getting children interested in basketball. We want the sport to be a grassroots sport that will ultimately aid the health and wellbeing of all involved.” - Ryan Devlin, Highland Bears Community Basketball Club Chairman and Head Coach

- “The Jr.NBA is basically a programme for all the schools to come together and learn a wide range of skills. So, they could have played basketball before, or they could have never played it before. It gives them the chance to work with each other, compete against other schools which gives it that competition element to see if they like playing the sport. I think the jerseys add that extra element of, “I play for the Pacers or the Bulls or the Bucks” rather than “I just play for my school”. I think it’s good for kids who have never played before as it’s a really good opportunity because it's so big. Kids have never played and then they go into a tournament like this. It's like throwing them in the deep end but it’s a good thing as they could end up loving the sport and playing it long-term.” - Portlethen Panthers Community Basketball Club Youth Coach

- “It’s a really good programme. I think there’s a lot of positive materials that it carries that’s easily available for coaches and for youngsters to look at and take inspiration from. The NBA, the WNBA, that’s what it is, and I know there’s more push to get the WNBA side of it in as well … A lot of opportunities are arising from being in the Jr.NBA programme into European and world basketball. So, I think it’s a real positive. Amy Kirkhouse, she is one of basketballscotland’s fantastic individuals and she really is a great one for developing this programme. So, you know I can’t speak too highly of that programme.” - John Bunyan, Falkirk Fury Community Basketball Club Founder and Head Coach

- “I think all these are steps in the same direction, how we can make basketball the biggest sports community in the world, which is our mission and at the same time, how to unite the basketball community which is also part of our mission.” – Andreas Zagklis, FIBA Secretary General

- “It brings fitness, it can bring mental health, it can learn values, it can teach you how to work as a team. So, it does a lot of other things.” - Neal Meyer, NBA’s Associate Vice President of Basketball Operations for Europe, and Middle East

- “I think the Jr.NBA is going to have a huge impact because some of these kids are obviously not at the highest level as they’re still learning the basics but just the fact that they’ve had the opportunity to play and get to know the game of basketball a little bit is going to have a huge impact on the whole country and someday we’re hopefully going to have some really good players coming out of Scotland.” - Vladimir Radmanovic, former NBA player and NBA Europe Ambassador
### Appendix 14 - Blaze Basketball Club’s National Outcome Contributions (Edinburgh City Council, 2011)

<table>
<thead>
<tr>
<th>National Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Our young people are successful learners, confident individuals, effective contributors, and responsible citizens</td>
</tr>
<tr>
<td>5</td>
<td>Our children have the best start in life and are ready to succeed</td>
</tr>
<tr>
<td>6</td>
<td>We live longer, healthier lives</td>
</tr>
<tr>
<td>7</td>
<td>We have tackled the significant inequalities in Scottish society</td>
</tr>
<tr>
<td>8</td>
<td>We have improved the life chances for children, young people, and families at risk</td>
</tr>
<tr>
<td>10</td>
<td>We live in well-designed, sustainable places where we are able to access the amenities and services we need</td>
</tr>
<tr>
<td>15</td>
<td>Our public services are high quality, continually improving, efficient and responsive to local people's needs</td>
</tr>
</tbody>
</table>
### Appendix 15 - Blaze Basketball Club Catchment Areas (WTP, 2022)

<table>
<thead>
<tr>
<th>Areas of Edinburgh</th>
<th>Key Cluster Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gracemount</td>
<td>Boroughmuir</td>
</tr>
<tr>
<td>Marchmont</td>
<td>George Herriot’s</td>
</tr>
<tr>
<td>Morningside</td>
<td>Gracemount</td>
</tr>
<tr>
<td>Old Town</td>
<td>James Gillespie’s</td>
</tr>
<tr>
<td>South-side Newington</td>
<td>Liberton</td>
</tr>
<tr>
<td></td>
<td>St. Thomas</td>
</tr>
</tbody>
</table>
Appendix 16 - Blaze Basketball Club Coach-Player Ethnic Diversity (Blaze, 2021)
Appendix 17 - SportScotland Changing Lives Approach (SportScotland, 2017a)

- **SPORT FOR INCLUSION**: Where people experience:
  - no barriers to accessing sport or physical activity
  - more equality in society
  - improved relationships for people with different characteristics
  - opportunities for those who are inactive to become & stay active

- **SPORT FOR HEALTH AND WELLBEING**: Where people:
  - enjoy better physical & mental health
  - engage in positive & healthier behaviours & choices
  - recover from illness more effectively
  - are happier & more confident

- **SPORT FOR COMMUNITIES**: Where people in communities:
  - feel safer
  - are better connected & more socially cohesive
  - have improved family relationships
  - engage positively with their environment

- **SPORT FOR SKILLS**: Where people:
  - better develop their skills for life, learning & work
  - have an improved learning experience & attainment at school
  - are more able to progress into learning, training, volunteering or employment
  - can make positive choices in life
Appendix 18 - We Play Together Interdependent Ambitions (Blaze, 2021; WPT, 2022)

<table>
<thead>
<tr>
<th>Ambition</th>
<th>Details</th>
<th>Key Priorities to Achieve Ambitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball for life</td>
<td>Every person can take part in basketball at the level of their choosing</td>
<td>• Embed an innovative coaching system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engage a more diverse range of people (ethnic minorities, children, and youths from low SIMD area</td>
</tr>
<tr>
<td>Culture of Belonging</td>
<td>A diverse range of people feel they belong in our community and are</td>
<td>• Offer an inclusive basketball pathway</td>
</tr>
<tr>
<td></td>
<td>included in our decision making</td>
<td>• Increase our governance and operational capacity</td>
</tr>
<tr>
<td>Operational Excellence</td>
<td>Consistently positive experiences for participants and customers</td>
<td>• Create and enhance revenue streams</td>
</tr>
<tr>
<td></td>
<td>created by effective people, facilities, and systems</td>
<td>• Increase the diversity of coaching staff and leadership</td>
</tr>
<tr>
<td>Sustainable Model</td>
<td>Financial, social, and environmental sustainability are embedded</td>
<td>• Develop key social change-making behaviours of our coaches</td>
</tr>
<tr>
<td></td>
<td>into our organisation</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 19 - We Play Together Culture of Belonging (WPT, 2022)

<table>
<thead>
<tr>
<th>Exclusion</th>
<th>Separation</th>
<th>Integration</th>
<th>Inclusion</th>
<th>Belonging</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reality is that some people and groups feel excluded from our activities. We can't include everyone, but we can be intentional about who we support. We will do more to engage with a wider range of groups.</td>
<td>Many marginalised groups take part in sport separately from mainstream groups. The Edinburgh LGBT Basketball Group trained separately at a school before we invited them to play at The Crags.</td>
<td>ASN and Wheelchair basketball happens at The Crags but doesn't mix with other basketball. Even people who regularly come to The Crags may not feel included in the 'blaze family'.</td>
<td>Young People are included in our activities but not currently included in our decision making. A Senior Women's team is now included in Blaze but don't (yet) have a big say in our decision making.</td>
<td>To feel a sense of belonging people must feel they have an influence over our culture and a say in decisions. The women's recreational basketball group started as 'integrated' then became more included as participants gained more influence over decisions.</td>
</tr>
</tbody>
</table>
Appendix 20 - We Play Together Business Model (WPT, 2022)
Appendix 21 - We Play Together Impact (WPT, 2022)
Appendix 22 - Blaze Basketball Club’s Effect of Impactful Coaching on Participants and the Community (WPT, 2022)
Appendix 23 - Blaze Basketball Club’s Coaches Mindfulness of External/Internal Circumstances Impacting Wellbeing (Gromer, 2022a)

<table>
<thead>
<tr>
<th>Coach Alan Keane’s Discussion of Coaches Mindfulness of External/Internal Circumstances Impacting Wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What we’re saying is, be mindful of what your players will bring to your practices from their wider world, from their families, their … job somewhere else, or maybe kids … or their studying or their doing exams or they're in college. They’ve got different things going on in their lives and their different tabs open in their head. It’s not just a performance tab. So, regardless of what we would like to think as … coaches, there are other factors in their life that affects a player. So, their concentration may not be as sharp when they come to training and until we deal with that, we probably can’t maximise the performance of that athlete. In the short term maybe, we can force them to block it out for half a practice, one practice, but maybe there’s an ongoing issue going on in that person's wider world that they're going to bring back to the next practice session. What we’re saying about it is, is that results and social impact or the mental well-being of a person can co-exist, we’re not saying they can, we’re saying they should because an athlete is more than an athlete. An athlete is a person, and a person has different things going on in their life other than their sport and other than their perforce. So, we’re back to, let’s deal with it or let’s be mindful, let’s be aware and let’s try to support the growth of the person or the challenges the person has or just be aware of the challenges the person has and we will get more out of the athlete and that way, we impact results better. So, actually they don’t have to be exclusive from each other, they should actually work alongside each other.”</td>
</tr>
</tbody>
</table>
Coach Alan Keane’s Explanation of Blaze’s Training Plans

“On the first page of that practice plan, there's a section for connections and you basically write into that section. Now there’s a space for three players but obviously it could be more, and you write down the players name and what message you want to connect with that player that evening and every time I fill that out … I’d say eight times out of ten I’d say its non-basketball related and it’s forcing me to change my lens and be mindful on where they're at from a loading perspective in their life. We’ve got guys studying at university … families … part-time jobs. So, it’s me being mindful of where they're at when they walk in the gym and now, I might judge it about how their body language was in the previous session about what I write in that connection. For example: “Luke looked very lacking energy on Tuesday night”. So, my plan with Luke would be on Thursday night, just check in with Luke to see how things are every day, (how’s life going? how are things?) just have a general conversation, two minutes before practice, two minutes when they walk in the door: *Fist pump*, “hey Luke, how’s everything going?”. Make it very informal and just see what comes out just to check in and see if I can pick up on anything that might be going on in your life that I need to be mindful of during that session. The reason being for it is that I don’t want to be the reason that persons cup spills over because their cup could be quite full … you have to get on the phone, you have to connect, you have to be patient, but also plan for it, be intentional with your connections, be intentional with building that relationship, be intentional with being aware of what’s maybe going in their life outside of the sport that you’re coaching them in.”
Appendix 25 - The Warwick–Edinburgh Mental Wellbeing Scale (NHS Health Scotland, 2006)

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>None of the time</th>
<th>Rarely</th>
<th>Some of the time</th>
<th>Often</th>
<th>All of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've been feeling optimistic about the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling useful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling relaxed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling interested in other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've had energy to spare</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been dealing with problems well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been thinking clearly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling good about myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling close to other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling confident</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been able to make up my own mind about things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling loved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been interested in new things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling cheerful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Appendix 26 – Caledonia Gladiators’ Finances (Last 5 years) (Companies House, 2022b)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fixed Assets (£)</th>
<th>Current Assets (£)</th>
<th>Net Assets (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>250,168</td>
<td>85,312</td>
<td>273,097</td>
</tr>
<tr>
<td>2019</td>
<td>250,000</td>
<td>90,196</td>
<td>258,192</td>
</tr>
<tr>
<td>2020*</td>
<td>250,000</td>
<td>163,312</td>
<td>265,265</td>
</tr>
<tr>
<td>2021*</td>
<td>257,080</td>
<td>241,866</td>
<td>406,965</td>
</tr>
<tr>
<td>2022**</td>
<td>980,310</td>
<td>191,357</td>
<td>1,097,480</td>
</tr>
</tbody>
</table>

*The years impacted by the Covid-19 pandemic

**The year Glasgow Rocks rebranded to Caledonia Gladiators
Appendix 27 - Basketball Training Session Represented Nationalities (Amara et al., 2005)

<table>
<thead>
<tr>
<th>Number</th>
<th>Country</th>
<th>First-Choice Sport (Basketball)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afghanistan</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Albania</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Algeria</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Eritrea</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Estonia</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Iran</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Kosovo</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Lebanon</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>Pakistan</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>Russia</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>Scotland</td>
<td>No</td>
</tr>
<tr>
<td>12</td>
<td>Somalia</td>
<td>Yes</td>
</tr>
<tr>
<td>13</td>
<td>South Africa</td>
<td>Yes</td>
</tr>
<tr>
<td>14</td>
<td>Turkey</td>
<td>Yes</td>
</tr>
<tr>
<td>15</td>
<td>Yemen</td>
<td>No</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>Yes (12)/No (3)</td>
</tr>
</tbody>
</table>
Appendix 28 – Teachers’ Opinions on the Glasgow Rocks Involvement in the Jump2It Programme (Adapted from Active Schools Edinburgh, 2014; Androssan and Saltcoats Herald, 2014; APPG, 2014b; Beyond Sport, 2019; Daily Record, 2008; EU, 2012; Leadbetter, 2012; SSF, 2015a; SSF, 2020)

Teachers’ Opinions (Anonymous)

- “The Jump2it programme is a model of good practice on so many levels. The health-related messages delivered to the pupils coupled with the physical activity lessons is the perfect accompaniment to ensure maximum impact on pupils.”
- “Jump2it is a big influence on the children because they like being taught by the players”
- “The children gained additional knowledge and many of them still quote the information about cigarettes and the effects of alcohol”
- “Good role models for children to follow raises awareness of this need for a healthy lifestyle in sport”
- “The children will always take in more information if it is done in an exciting way such as Jump2it”
- “The role model package is brilliant...they definitely have taken on messages more because it’s not us delivering the same old same old.”
- “As the school is situated in an area of high deprivation, known nationally as the ‘heart attack capital of the world’, we were delighted to receive such a high standard of support from this project in our efforts to encourage the children to adopt a healthier lifestyle. As a result of this experience, we are now delighted to find our children requesting basketballs at playtime so that they can practice their skills … the children thoroughly enjoyed their experience, right from the initial workshops where the basketball players ... delivered a programme to the children aimed at promoting an active and healthy lifestyle, participation and citizenship skills whilst highlighting the dangers of poor diet, smoking and alcohol abuse. We believe that this has had much more influence over the children’s choices than all the health lessons which the teachers themselves deliver throughout the children’s school lives.”
- “When children see and hear from the Rocks players they listen and take on board messages more readily than if a teacher tells them.”
- “Overall, I would say the pupils in our school have benefitted greatly from the whole experience. Not only did the message of healthy lifestyles and making smart life choices come across loud and clear but so too did the need for determination and perseverance whatever path the pupils take in future whether it be in sport or academia.”
- “Without exception every person had a great time and thoroughly enjoyed your visit…thank you once again for organizing the event and if you’re ever looking for a school in Aberdeen to visit, please put us at the top of your list”
- “The boys and girls really enjoyed meeting the Scottish Rocks’ players, and having fun playing basketball, while also learning about the importance of looking after their bodies.”
- “The children really enjoyed the visit from the Glasgow Rocks. The afternoon ran smoothly and as the children were looking up to the players as role models, they really took on board their information about healthy eating, alcohol awareness and the dangers of smoking. The children got badges for answering questions and the Primary 6 pupils are really enjoying their coaching sessions.”
- “The boys and girls enjoyed meeting the Rocks players and having fun while learning about the importance of looking after their bodies.”
- “It was a fantastic programme, very well organised and (speaking about the final) an unbelievable experience for the pupils to get the opportunity to play at the Emirates Arena, an experience they will not forget! The only downside is we can’t have the programme every year!”
- “I just think this is a marvelous opportunity for the children.”
- “The kids really love to hear these messages from professional athletes because the children look up to them, physically and in other ways as well because they really admire the professionals and I think the message has much more of an impact.”
- “[The programme] encourages children to be ambitious and to think about the things that they can achieve if they work hard and don’t give up when things get challenging. It is very valuable to their learning both in the classroom and in a wider context”
Appendix 29 – Partners’ Opinions on the Glasgow Rocks Involvement in the Jump2It Programme (Adapted from Alloa Advertiser, 2014; Donnelly, 2015; East Dunbartonshire Council, 2014; Glasgow Evening Times, 2009; Glasgow Evening Times, 2010; Highland Council, 2009; Leadbetter, 2012; People’s Health Trust, 2019; SSF, 2009; Stark, 2015)

<table>
<thead>
<tr>
<th>Partners’ Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “I am delighted to be invited to join the team as a Brand Ambassador, and I am especially excited to be part of ... Jump2It ... For me, charity is about providing opportunities and support to those who need it most and they go beyond this by giving the young in deprived areas the tools they need to make positive life choices.” - Katherine Brown, Former Miss Scotland</td>
</tr>
<tr>
<td>• “The boys and girls really enjoyed meeting the Rocks’ players and having fun playing basketball while learning about the importance of keeping fit and looking after their bodies.” - Linda Logue, Glasgow Education Improvement Services</td>
</tr>
<tr>
<td>• “This is a very exciting initiative for our older primary pupils to get involved in. Working with our Active Schools Co-Ordinator’s, I am certain that the Scottish Rocks basketball team will have a lasting impact on how our pupils view their own healthy lifestyles.” - Bill Fernie, Councilor and Chairman of the Highland Council’s Education, Culture and Sport Committee</td>
</tr>
<tr>
<td>• “Our partnership with Scottish Sports Futures [and the Glasgow Rocks] has been hugely successful in attracting many more youngsters to play basketball. Such work is part of our efforts to improve the health and well-being of local people and to give them the best opportunities to make the most out of their lives.” - Niki Spence, Project Manager at Clyde Gateway Urban Regeneration Company</td>
</tr>
<tr>
<td>• “An amazing 900 children across 16 schools have taken part in the Jump2it programme across Clackmannanshire, part of the programme of activities that our sports development team delivers with our partners. They have taken part in fun activities and heard some important and practical messages about living a healthy life, and the pupils have also had the memorable added surprise of this exciting visit from the Glasgow Rocks players.” - Ellen Forson, Education, Sport, and Leisure Convener</td>
</tr>
<tr>
<td>• “Through working in partnership with Scottish Sports Futures and the Glasgow Rocks players we have been able to bring important health advice to hundreds of pupils in a way that captures their imagination. Seeing these super fit athletes perform and having the opportunity to get involved has been a great experience for the young people.” - Scott Hill, Chair of the East Dunbartonshire Leisure and Culture Trust</td>
</tr>
<tr>
<td>• “The players travel to schools and deliver workshops on four subjects. We know that early positive experience in physical activity can inspire young people to continue a life of physical activity, which can have a subsequent effect on their decision to eat healthily, not drink or take drugs.” - Peter Tasker, SSF Club Co-Ordinator</td>
</tr>
<tr>
<td>• “The programme offers schools a choice of modules which are delivered to pupils by inspirational role models (Glasgow Rocks Professional basketball players) ... Modules are interactive, capitalising on the stature and expertise of the professional basketball players and interactive with quizzes and challenges included within each. The combination of classroom learning, and active participation provides children aged 9 to 12 with information and motivation they require to make positive lifestyle decisions ...” - Peter Tasker, SSF Club Co-Ordinator</td>
</tr>
</tbody>
</table>
The Jump2It programme is proving to be effective elsewhere in reinforcing health education and increasing information retention and physical activity levels within the local community.” - Alistair Mutch, Cowdenbeath Community Learning and Development Team

• “We're determined to help the young people across our communities to live fitter, healthier and happier lives and so we are delighted to extend our support to this innovative and popular programme.” - Natalie Phillips, Clyde Gateway Assistant Project Manager for Community Benefits

• “To be invited along to support the Glasgow Rocks was an amazing opportunity for our members to spend quality time together, shoot some hoops and cheer on a great local team.” - Neil McGarrie, Promoting the Role of Father Figures (PROFF)
Appendix 30 – Glasgow Rocks Players and Coaches’ Opinions on the Club’s Involvement in the Jump2It Programme (Adapted from Daily Record, 2008; Daily Record 2009; Alloa Advertiser, 2014; East Dunbartonshire Council, 2014; Glasgow Evening Times, 2009)

<table>
<thead>
<tr>
<th>Glasgow Rocks Players and Coaches’ Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “It was an honour to take part in the programme … The kids are learning a lot from this programme.” - Mike Copeland, former Scottish Rocks player</td>
</tr>
<tr>
<td>• “Basketball is one of the best ways to stay fit and because you are doing stuff with a ball you don’t think about it. You get fit and you are having fun at the same time. There was a lot of craziness today but through the madness you do get some diamonds. There was definitely some mature talent on display.” - Mike McGregor, former Scottish Rocks player</td>
</tr>
<tr>
<td>• “We are delighted to be rolling out the Jump2It programme to kids … and giving them a chance to experience the amazing fun that can be had through basketball”/“We are all looking forward to meeting the pupils and encouraging hundreds of young people to lead a healthy, active lifestyle.” - Sterling Davis, former Scottish/Glasgow Rocks player-head coach</td>
</tr>
<tr>
<td>• “It is great to see the enthusiasm from the pupils … There was a great deal of talented kids involved and we hope they will continue to lead a healthy life through the information we have given them as part of the Jump2it programme.” - Patrick Manifold, former Glasgow Rocks player</td>
</tr>
<tr>
<td>• “It is great to see the enthusiasm from the pupils … There was a great deal of talented kids involved and we hope they will continue to lead a healthy life through the information we have given them as part of the Jump2it programme.” - Gareth Murray, Glasgow Rocks Head Coach</td>
</tr>
</tbody>
</table>