

# Evaluation of the Scottish FA CashBack Programme 2018-19 (Year 2)

A Report for Scottish Football Association (SFA)



Social Research



Service Design & Innovation



Strategy & Collaboration



Evaluation Support



Social Impact Measurement

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# 1: Introduction

This report describes the impact of the Scottish FA CashBack for Communities programme in 2018/19 and its three components: My School of Football, My Volunteer & Inspire and My Inclusive Community. This is the second year of a three-year programme.

## The Scottish Football Association (Scottish FA)

The Scottish Football Association (Scottish FA) is the governing body for football in Scotland. Established in 1873, it supports and promotes the development of all levels of the game in Scotland.

The Scottish FA's vision is '**to lead the national game with integrity and innovation to breed a culture of performance, unity and trust**', and this is underpinned by the following values.

- **We Lead With Purpose** - We are committed to the principles of development and fair play and expect everyone in the Game to do the same.
- **We focus on the goal** - We are ambitious and we do all that we can to fulfil ours and the game's potential.
- **We respect each other** - We respect each other and the football family overall. Diversity brings success.
- **We share and connect** - We promote and cultivate a positive and inclusive team ethic both internally and externally. Togetherness is our strength.

## CashBack for Communities

CashBack for Communities is a Scottish Government fund that invests the assets taken from criminals (as part of the Proceeds of Crime Act 2002) into initiatives designed to help young people in Scotland develop and achieve.

Since its inception in 2008, CashBack for Communities has invested £92 million into almost two million programmes to elevate the quality of life of Scotland's young people.

CashBack for Communities is now in the second year of its fourth phase of delivery (1 April 2017 to 31 March 2020). This phase has a stronger emphasis on reducing the inequalities for young people in Scotland. This involves raising the attainment, ambition and aspirations of young people who are:

- Living in areas of deprivation;
- Unemployed, not in education or training;
- Excluded, on the edge of exclusion from school; and/or
- Involved or at risk of being involved in antisocial behaviour or offenders who are at risk of reoffending.

The Scottish Football Association has been a CashBack for Communities delivery partner since the programme began in 2008.

## The CashBack Logic Model

The CashBack for Communities Logic Model defines what outcomes the Scottish Government expects funded projects to achieve. The Scottish Government has defined four mandatory CashBack for Communities outcomes that every funded project needs to contribute to and additionally, projects can select one or more of five optional outcomes.

Each outcome has associated measurements and indicators, to enable delivery partners to track progress and measure impact. Organisations select the most relevant outcomes for their programmes.

## The Scottish FA CashBack for Communities Programme

This programme consists of three components:

- My School of Football.
- My Volunteer & Inspire.
- My Inclusive Community.

**My School of Football** is delivered in 36 schools in multiple areas of deprivation during curricular time to support pupils between the ages of 12-14 to develop their confidence, physical and personal skills. It aims to help participants improve their attendance and attainment and transitions to secondary school.

Programme sessions are focused on improving the participants' technical skills while fostering transferrable skills such as teamwork and leadership. Some schools build themed workshops into the programme, covering topics including health and nutrition, developing a growth mind-set and tackling anti-sectarianism. Sometimes these workshops are delivered by external partners.

Participants are given the opportunity to achieve an SQA accredited Dynamic Youth Award.

**My Volunteer & Inspire** provides a tailored pathway of development for young people aged between 16 and 24 with an interest in pursuing a career in the game. Over the course of 12 months, it supports them to gain valuable training and work experience of their choice. Participants have access to courses and qualifications in a variety of areas including:

- Coaching;
- Refereeing;
- Administration;
- Event Management; and
- Physiotherapy.

**My Inclusive Community** is a community outreach programme that aims to engage young people aged between 10 and 24, living in areas of multiple deprivation in Glasgow and Edinburgh. Scottish FA have set up 20 participation centres to give young people participating in the programme access to practical football activities, coach education courses, mentoring programmes and equalities workshops.

Scottish FA selected eight CashBack for Communities outcomes from the Logic Model:

### Mandatory Outcomes

- Outcome 1: Young people build their capacity and confidence.
- Outcome 2: Young people develop their physical and personal skills.
- Outcome 3: Young people's behaviours and aspirations change positively.
- Outcome 4: Young people's wellbeing improves.

### Additional Outcomes

- Outcome 5: School attendance and attainment increases.
- Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations).
- Outcome 7: Young people participate in positive activity.
- Outcome 9: Young people contribute positively to their communities.

## Research Methodology

The research to inform this evaluation was carried out by Social Value Lab between October 2018 and April 2019. We used a mixed methods research design.

### My School of Football

- **Design of self-evaluation surveys:** to measure the progress of young people towards the CashBack outcomes.
- **Self-evaluation survey:** an online survey for all young people in the programme – 965 responses were received (a 77% response rate).
- **Parent and carer survey:** an online survey for the parents and carers of young people. 200 parents and carers completed the survey.
- **School stakeholder survey:** an online survey for all school staff and partners involved in the programme (e.g. teachers, coaches). 68 people representing 32 schools responded to the survey.
- **Interviews with young people:** face-to-face semi-structured interviews with 19 programme participants representing 8 schools.
- **Focus groups with young people:** 23 face-to-face semi-structured focus groups with 99 programme participants representing 8 schools.

- **Interviews with senior school staff:** semi-structured interviews, in person or by telephone, with 9 (Deputy) Head Teachers.
- **Interviews with My School of Football coaches and leads:** face-to-face semi-structured interviews with 12 coaches, leads and other delivery staff representing 8 schools.

### My Volunteer & Inspire (VIP)

- **Self-evaluation survey:** online survey for all VIP participants, with 80 responses from young people (response rate of 30%).
- **Interviews with VIP participants:** face-to-face semi-structured interviews with 14 young people who took part in the VIP programme.
- **Focus groups with VIP participant:** 5 focus groups with a total of 12 young people who took part in the VIP programme.

### My Inclusive Community (MIC)

- **Self-evaluation survey:** a paper survey for MIC participants, with 27 responses from young people<sup>1</sup>.
- **Focus group with MIC participants:** a focus group discussion with 3 young people who took part in the MIC programme.
- **Interviews with MIC partners:** 1 semi-structured interview with the Chief Executive of BEMIS<sup>2</sup> and a group discussion with 3 representatives of St. Peters Football and Netball Club<sup>3</sup>.

<sup>1</sup> Due to difficulties in consistently measuring attendances at MIC centres it is not possible to calculate a response rate for this.

<sup>2</sup> <https://bemis.org.uk/>

<sup>3</sup> <https://www.stpetersfootballclub.com/>

## 2: Strategic Context

This section describes how the Scottish FA CashBack for Communities programme relates to Scottish FA policy ambitions and how it contributes to the national policy and strategy.

### Scottish FA Policy

#### Scottish FA Strategic Plan

In 2009 the Scottish FA commissioned former First Minister Henry McLeish to undertake a critical review of Scottish football<sup>4</sup>. Based on the recommendations of this report, the Scottish FA developed its strategic direction, set out in Scotland United, Vision 2020. This plan has been updated in 2015<sup>5</sup> and sets out what the Scottish FA wants to achieve and how it is planning to do that in co-operation with all its stakeholders.

The plan encompasses four strategic objectives:

1. **Perform and Win:** Scottish FA aims to develop facilities, players and coaches to foster high level performance.
2. **Improving Football's Finances:** Scottish FA strives to increase revenue and investment; and incorporate innovation for sustainable growth.
3. **Leading the Game:** Scottish FA is dedicated to further developing leadership that is representative and prioritises integrity.

<sup>4</sup> Review of Scottish Football Part One, Henry McLeish, 2010

<sup>5</sup> Scotland United: A 2020 Vision, 2015-2020, Scottish FA, 2015

4. **Strong Quality Growth:** Scottish FA is committed to make the game accessible to all and grow the number of people playing football, including increasing the number of girls and women, people with disabilities and people from a minority ethnic background.

Under Strong Quality Growth the Scottish FA plans a number of activities that are relevant to the CashBack for Communities programme:

- Level One: Provide **opportunities and facilities to make football accessible to all**. The My School of Football and the MIC programmes are aimed at attracting young people from deprived and ethnic minority backgrounds to the game and provide them with opportunities to develop.
- Level Two: **Grow the number of players, coaches, referees and volunteers** in the recreational game. The VIP programme provides young people with the opportunity to volunteer and develop roles as coach or referee in the local clubs.
- Level Two: Encourage **more girls and women to play football**. The My School of Football programme aims to include more girls in the game, by establishing mixed teams and all-girls' teams at secondary schools.
- Level Two: Demonstrate **growth in diversity among ethnic and disability groups**. The MIC programme is specially focused on

attracting these groups and facilitate their transition into mainstream grassroots football.

- **Level Two: Assist in the drive for increased Physical Education in schools.** The My School of Football programme is delivered in schools and is an extension of the PE provision in the participating schools.

### One National Plan

In 2017 the Scottish FA launched its updated strategy for grassroots football, The One National Plan<sup>6</sup>. The strategy aims to grow the game across the country in both scale and diversity, develop talent and provide social benefits.

The strategy's overarching vision of 'Football for Life' is intended to **"Grow the value and benefit of football for individuals, communities and society across Scotland by providing high quality opportunities for everyone to participate and develop through our game"**.

The One National Plan has three key outcomes, all of which are closely aligned with activities undertaken through the Cashback for Communities programme.

- **Growing the Game** - Grow the scale and diversity of our football membership through improved opportunities for people of all ages, abilities and backgrounds.
- **Developing Talent** - Contribute to the improvement of better players, coaches and officials through high quality support.
- **Football for Social Change** - Improve the breadth of impact that football has in contributing to Scotland's social capital.

### Equality, Diversity and Inclusion

To ensure that the Scottish FA's commitment to equality, diversity and inclusion is translated into action, it has published an action plan in 2017<sup>7</sup>. The plan sets out the Scottish FA's plan on eight areas, including a number that are relevant for the CashBack for Communities programme:

- **Diverse and Inclusive football venues and participants** – The My School of Football programme is delivered in areas with high level of deprivation enabling young people that otherwise may not have been able to participate otherwise to take part in football. The MIC programme is aimed at young people from an ethnic minority background to introduce them to the sport and facilitate a smooth transition to local club football.
- **Diverse and inclusive volunteers and volunteering** - The MIC programme is aimed at engaging young people from a disadvantaged and diverse background to provide volunteering opportunities.

### National Context

The Scottish FA does not operate in a vacuum and the CashBack for Communities programme directly contributes to achieving the aims, objectives and outcomes set out in key national policies, in particular around physical activity, health and wellbeing and education. Figure 2.1 provides an overview.

<sup>6</sup> One National Plan for Non-Professional Football in Scotland 2017-2020, Scottish FA, 2017

<sup>7</sup> Equality, Diversity and Inclusion Plan, 2017-2020, Scottish FA, 2017.

<b>Scottish FA CashBack for Communities Programme:</b> <ul style="list-style-type: none"> <li>• My School of Football</li> <li>• My Volunteer &amp; Inspire Programme (VIP)</li> <li>• My inclusive Community (MIC)</li> </ul>		
Physical Activity	Health and Wellbeing	Education
Scottish Government National Performance Framework		
The Active Scotland Outcomes Framework	Getting It Right for Every Child (GIRFEC)	National Improvement Framework and Improvement Plan
A More Active Scotland	Scotland's Public Health Priorities	Curriculum for Excellence
Active Schools	A Fairer Healthier Scotland	
Active Girls		
Raising the Bar		

### National Performance Framework

The Scottish Government has established the National Performance Framework, a coherent vision of the purpose of government, including Strategic Priorities and National Outcomes<sup>8</sup>. All Scottish Government funded activity is expected to contribute towards achieving these National Outcomes.

The Scottish FA CashBack for Communities programme contributes to a range of National Outcomes, as shown in Table 2.1. This report provides evidence of how the Scottish FA CashBack for Communities programme contributes to achieving these outcomes.

**TABLE 2.1: NATIONAL PERFORMANCE FRAMEWORK**

National Outcome	Indicator	CashBack for Communities Outcome
<b>Education:</b> We are well educated, skilled and able to contribute to society	Confidence of children and young people	CashBack Outcome 1: Capacity and Confidence
	Resilience of children and young people	CashBack Outcome 2: Physical and Personal
	Resilience of children and young people	CashBack Outcome 3: Behaviour and
	Educational attainment	CashBack Outcome 5: Attendance and
	Young people's participation	CashBack Outcome 6: Positive Destinations
	Engagement in extra-curricular activities	CashBack Outcome 7: Positive Activity
<b>Children:</b> We grow up loved, safe and	Children have positive relationships	CashBack Outcome 4: Wellbeing
<b>Health:</b> We are healthy and active	Mental wellbeing	CashBack Outcome 4: Wellbeing
<b>Communities:</b> We live in communities that are inclusive, empowered, resilient and safe	Social Capital	CashBack Outcome 9: Contributing to Community

<sup>8</sup> <http://www.gov.scot/About/Performance/scotPerforms>



## Physical Activity

### The Active Scotland Outcomes Framework

The Scottish Government has developed a number of aligned frameworks to the National Performance Framework, including the Active Scotland Outcomes Framework<sup>9</sup>.

This framework has identified six main outcomes, of which the most relevant for the SFA CashBack for Communities programme are shown in Table 2.2.

**TABLE 2.2: ACTIVE SCOTLAND OUTCOMES FRAMEWORK**

Active Scotland Outcome	Indicator	CashBack for Communities
We improve opportunities to participate, progress and achieve in sport	Sports participation children	My School of Football My Inclusive Communities (MIC)
We support well-being and resilience in communities through physical activity and sport	Active volunteering workforce	My Volunteer & Inspire Programme (VIP)
We develop physical confidence and competence from the earliest age	Children's active play	My School of Football

<sup>9</sup> <http://www.gov.scot/About/Performance/scotPerforms/partnerstories/Outcomes-Framework>

### A More Active Scotland

In 2018 the Scottish Government published A More Active Scotland<sup>10</sup>, an action plan setting out how it wants to achieve the outcomes of the Active Scotland Framework.

There are a range of actions described in the plan to which the Scottish FA CashBack for Communities programme is complementary to:

- We will strengthen the provision of universally accessible active recreation and sports programmes and facilities for people of all ages and abilities.
- Providing more and higher quality opportunities to participate in sport in schools.
- Supporting and developing effective pathways between schools and clubs to improve the transition of pupils from school to club sport.
- Providing opportunities for more young people to compete in regular school sport competition across a range of sports at their chosen level.
- Supporting and celebrating the contribution of volunteers to sport in Scotland
- Working in partnership with local authorities to support the Physical Education, Physical Activity and Sport agenda as part of the Curriculum for Excellence
- Increasing female participation in physical activity
- support coaches, deliverers and volunteers working with young people to gain skills in developing physical literacy through multi-skills training

<sup>10</sup> A More Active Scotland: Scotland's Physical Activity Delivery Plan

## Active Schools

Active Schools is a programme delivered by sportscotland that aims to ‘provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.’

The My School of Football programme provides these opportunities for young people in schools. In many schools where the programme is delivered, programme staff work together with the Active Schools Co-ordinator.

## Active Girls

The Active Girls programme is a bespoke sportscotland programme to get more girls and women active. One of its aims is ‘increased opportunities for girls and young women to participate in sport and physical activity’.

My School of Football is designed to get girl more involved in playing football, with mixed teams at most schools and all-girls programmes in some.

## Raising the Bar

Raising the Bar is sportscotland’s strategic plan<sup>11</sup>. One of the main outcomes is ‘you will have the opportunity to get involved and participate in sport, and stay involved throughout your life’.

The plan mentions the growth of sports in schools and to increase the diversity of participants in sport. The Scottish FA CashBack for Communities programme increases participation in sport and is focused on increasing diversity and reducing inequality.

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<sup>11</sup> Raising the Bar, Corporate Plan 2015-2019, sportscotland, 2015

## Health and Wellbeing

### Getting It Right for Every Child (GIRFEC)

Getting It Right for Every Child (GIRFEC)<sup>12</sup> is the national strategy to improving the wellbeing of children and young people in Scotland.

The approach is based on offering the “right help at the right time from the right people” and aims to support children, young people and their parents to work in partnership with relevant support services.

The Under GIRFEC eight indicators to measure wellbeing in children and young people have been developed: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible and; Included. These indicators are commonly referred to as ‘SHANARRI’.

The Scottish FA CashBack for Communities programme is specifically designed to focus on wellbeing, and one of the outcomes of the programme is increased wellbeing of the participants, measured against the SHANARRI indicators.

### Scotland's Public Health Priorities

The Scottish Government and COSLA jointly published a strategy to tackle the county’s most urgent health priorities<sup>13</sup>. One of the six main priorities is ‘A Scotland where we eat well, have a healthy weight and are physically active’.

The Scottish FA CashBack for Communities programme is aimed at getting young people more active and addresses healthy eating.

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<sup>12</sup> <https://www.gov.scot/policies/girfec/>

<sup>13</sup> Public Health Priorities for Scotland, Scottish Government, June 2018

The strategy recognises the health inequalities between deprived areas and more affluent ones. The Scottish FA CashBack for Communities programme helps addressing this inequality by focusing on schools in deprived areas.

### **A Fairer Healthier Scotland**

NHS Health Scotland has published its strategic plan A Fairer and Healthier Scotland in 2017<sup>14</sup>. The plan identifies five strategic priorities, including 'The knowledge and evidence we provide will be applied by policy and decision makers to implement strategies that are fairer and focused on prevention of harm to health and wellbeing of children, young people and families'.

The Scottish FA CashBack for Communities programme helps participating young people increase their health and wellbeing.

## **Education**

### **Curriculum for Excellence**

In 2010 the Scottish Government introduced Curriculum for Excellence, its national education strategy. It aims to support children and young people to gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. It sets out the four key purposes of the educational system in Scotland: to support young [people to become successful learners, confident individuals, responsible citizens and effective contributors.

The Scottish FA CashBack for Communities programme supports schools in deprived areas to deliver the curriculum.

### **National Improvement Framework and Improvement Plan**

In 2019 the Scottish Government launched the National Improvement Framework and Action Plan<sup>15</sup>, its strategy to: improve attainment, close the attainment gap between the most and least disadvantaged young people, improve children and young people's health and wellbeing and improve employability skills and sustained, positive school-leaver destinations.

The Scottish FA CashBack for Communities programme contributes to all four of these main objectives.

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<sup>14</sup> A Fairer Healthier Scotland: 2017 – 2022, A Strategic Framework For Action, NHS Health Scotland,

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<sup>15</sup> 2019 National Improvement Framework And Improvement Plan Achieving Excellence And Equity, Scottish Government, 2019

## 3: My School of Football

This section describes the impact of the My School of Football programme on the participating young people. The data in this section are taken from the self-evaluation survey, interviews and focus groups with pupils, a survey and interviews with school staff and a parent and carers survey.

### Outcome 1: Increased Capacity and Confidence

Young people taking part in the Schools of Football programme reported an overwhelming increase in their confidence.

#### Self-Evaluation

Figure 3.1 shows the extent to which the My School of Football programme has achieved the target set in the Scottish FA CashBack Logic Model.

Almost all young people (98%) reported increased confidence because of taking part in the programme, exceeding the CashBack target for this outcome significantly.

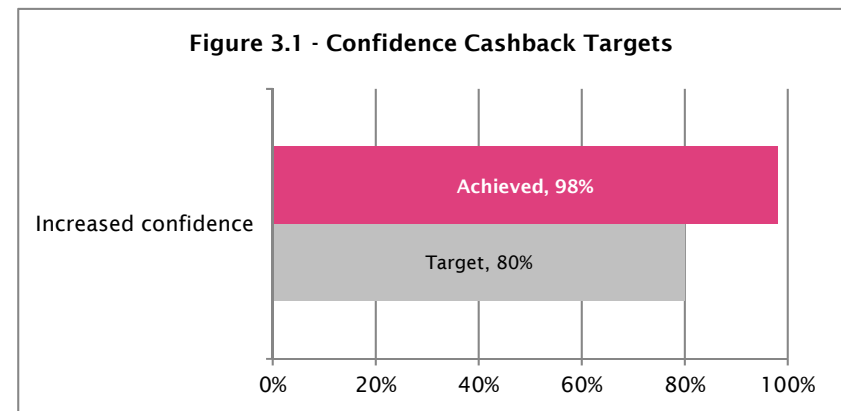
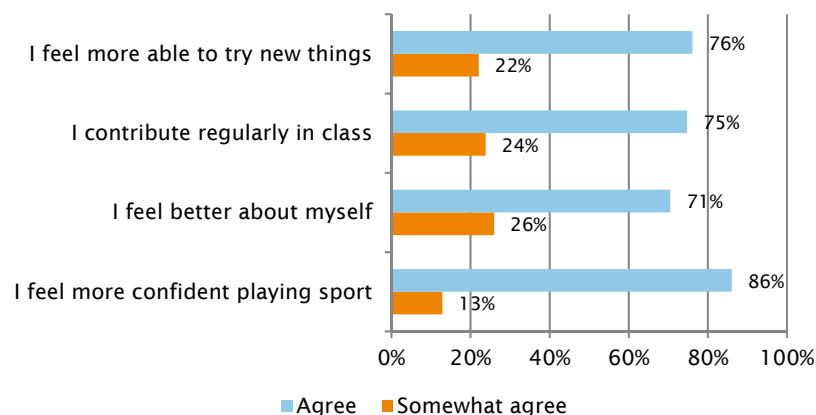


Figure 3.2 shows what changes their improved confidence made to the lives of young people.

**Figure 3.2 - Indicators of Confidence**



Young people reported that they were more confident playing sports, were able to try new things, contributed more in class and generally felt better about themselves as a result of taking part in the programme.

*"I have improved my confidence."*

*"Scottish FA has helped boost my confidence in trying new things."*

*"I think it has helped me be more confident in sport and taking part."*

## Young peoples' views

All young people said that they have become more confident 'on the pitch' by honing their football skills, gaining new ones and playing games.

*"I see people really improve because they are playing more. Those who take it more seriously tend to improve."*

An important aspect of improved confidence is that through the programme they learn that it is acceptable to make mistakes.

*"Everybody messes up; it's okay if you get it wrong."*

Young people said that improved confidence then translates to other areas as well. The programme encourages participants to help their fellow students. Older pupils are encouraged to help out at practice and games in other year groups and to volunteer. This gave them a confidence boost and they have tried other new things outside football.

Young people also commented on the confidence they gained from developing new social skills, talking to new people they did not know before and becoming more assertive. One pupil said that at first, he was shy, but now has the confidence to speak to more people. He has made more friends within and across year groups.

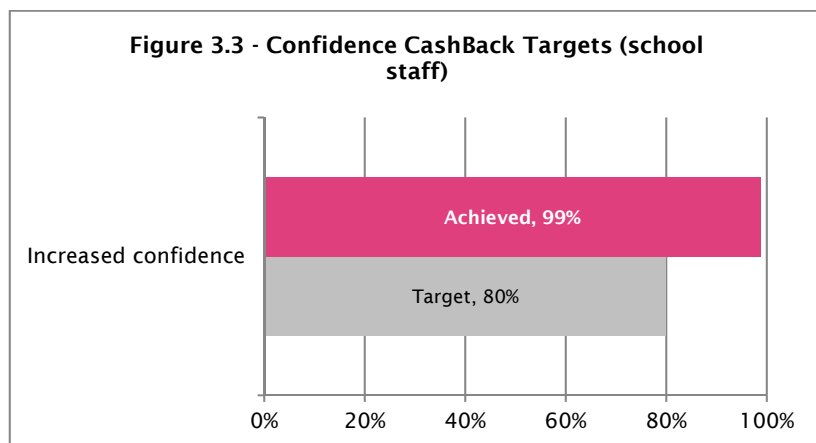
Many young people mentioned an increase confidence in class, resulting in asking more questions and providing more answers to teachers' questions.

However, some young people mentioned that sometimes they can lose a bit of confidence if players criticise each other's performance during a game.

Finally, playing in My School, of Football helps pupils develop more confidence in their club football, outside of school.

## Schools' views<sup>16</sup>

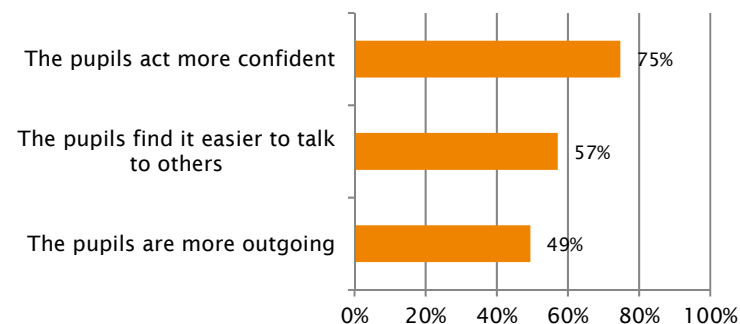
Almost all school stakeholders (99%) saw an increase in confidence of young people taking part in the programme, exceeding the CashBack Target.



*"The pupils are more willing to demonstrate in front of others - something that less and less pupils are willing to do nowadays."*

School staff were able to identify a number of indicators of increased confidence of young people.

**Figure 3.4 - Indicators of Confidence (school staff)**



Coaches and teachers all saw a marked increase in the confidence, self-esteem and resilience of young people taking part in the programme.

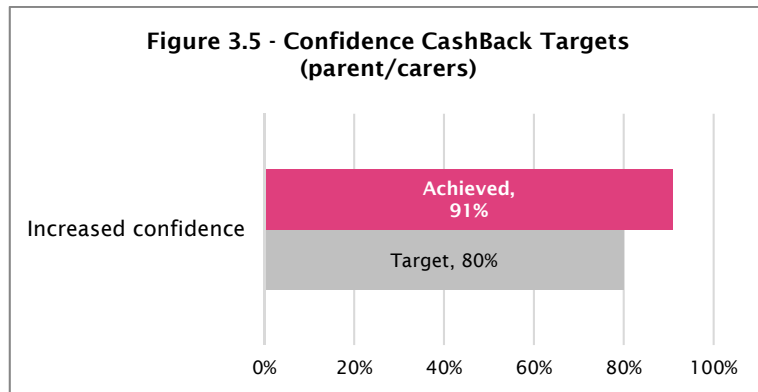
The programme helped young people to build relationships with their peers, which was a boost for their confidence.

*"I surveyed parents of participants, and they felt that their children had improved confidence and self-esteem through the programme."*

## Parent and carers' views

Most parents and carers (91%) also noticed an increase in the confidence of their children as a result of the programme, exceeding the target (Figure 3.5).

<sup>16</sup> The views under this heading represent the views of coaches and school staff involved in the delivery of the programme and school staff responsible for the management of the school (e.g. Head Teachers). It should be noted some Coaches are employed directly by the school, others are paid by local clubs or local authorities.



*"He's become better at football, increasing his confidence."*

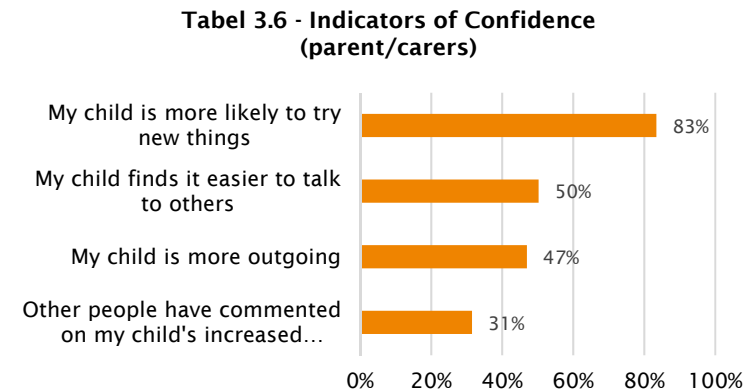
*"He believes in himself more."*

*"Always viewed this as a challenge and, rising to the challenge, has grown in confidence."*

*"Growing into a confident young man."*

*"My child was already confident, but I think that the programme has helped to reassure him further."*

Parents and carers identified a number of indicators of the increased confidence of their children, as shown in Figure 3.6.



*"My child has found it easier talking to new people."*

*"Working with people he may not have normally."*

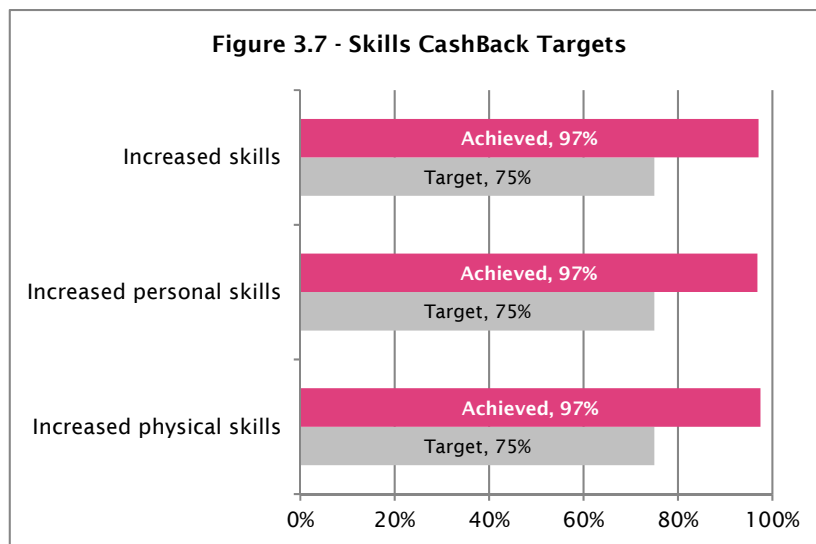
*"She has made new friends which has helped with her self-esteem. She is also benefiting from the team work aspect of the game."*

## Outcome 2: Increased Physical and Personal Skills

Almost all young gained new skills as a result of their participation in the My Schools of Football programme, including personal skills and physical skills..

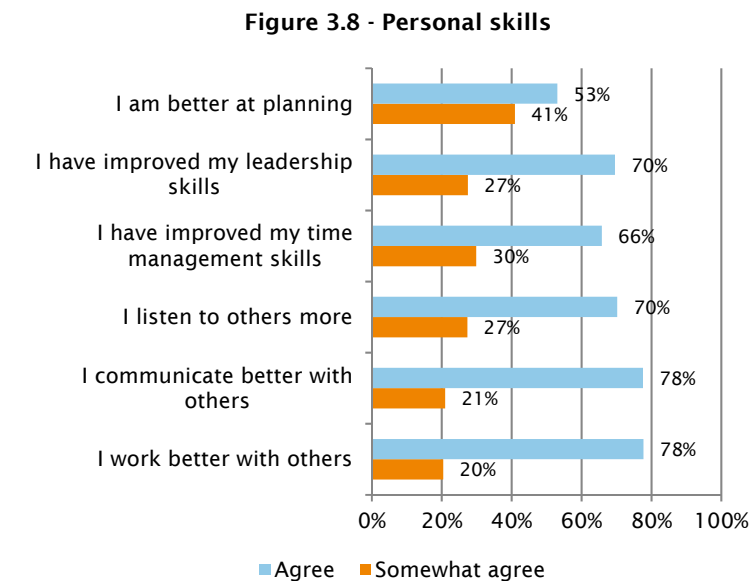
### Self-Evaluation

Figure 3.7 shows that the My School of Football programme has exceeded the targets set within the CashBack Logic Model.



Almost all young people taking part in My School of Football (97%) reported gaining new skills, including personal skills (97%) and physical skills (97%).

Figures 3.8 and 3.9 show the range of personal and physical skills developed by young people as a result of taking part in the programme.



*"How to work in a team better."*



*"I feel like I have improved making friends and my skills in football."*

*"My footwork has improved, and my attitude is getting better."*

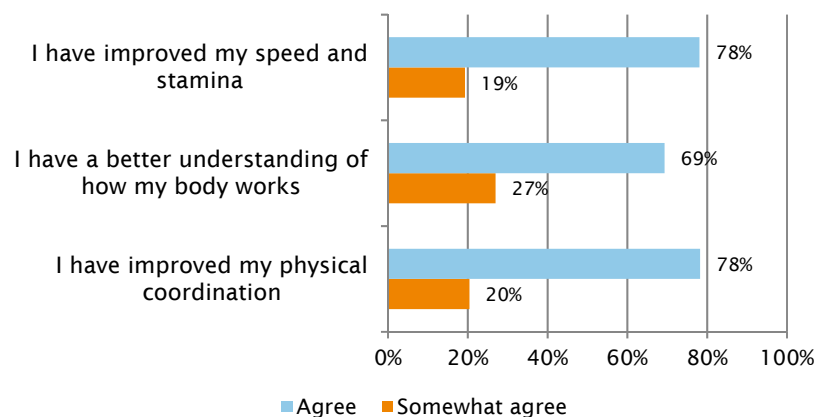
*"I have become a better person and also a better player."*

*"Making new friends and helping each other."*

*"I feel as if I have developed a need to be there early. Like whenever I go to training, I always want to be there early and not dragging everyone."*

Young people reported improvements in planning, leadership, time management, listening, communication and team-working skills.

**Figure 3.9 - Physical skills**



Physical skills included increased speed and stamina, improved physical co-ordination and a better understanding of how the body works.

*"I have developed my football skills."*

*"I have improved my coordination through the sport."*

*"I am more fit and lost weight."*

*"Definitely my fitness."*

*"My dribbling has improved."*

## Young peoples' views

Apart from football skills, young people mentioned several personal skills that they have improved through the programme. During practice sessions and the games, young people require communication skills, and they noticed that they were also better at communicating off the pitch.

*"Talking to people and voicing opinions, I'm more confident to get involved."*

Young people were encouraged to lead sessions for their peers and the captainship rotates with each game, which improved their leadership skills.

*"I now have the confidence to be in charge."*

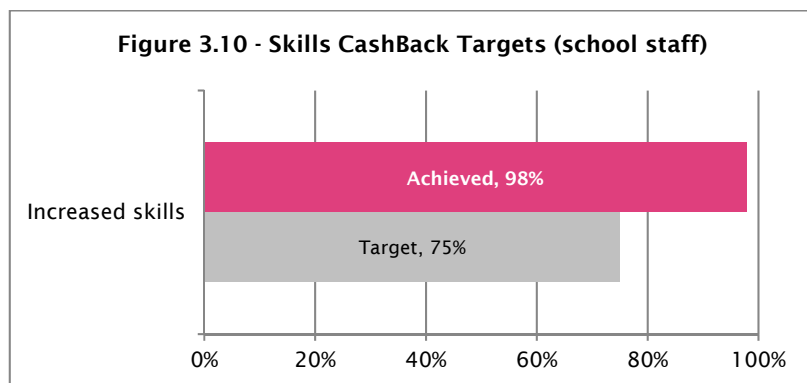
Organisation skills and time-keeping were also frequently mentioned. Young people noticed that these skills were very useful in preparing work for other subjects.

Finally, teamwork was highlighted as a skill that was very useful both within and outwith school.

*"You have to be able to work it out with other players."*

## Schools' views

Almost all school staff (98%) saw a definite impact on the physical and personal skills of young people taking part in the programme, exceeding the CashBack targets.

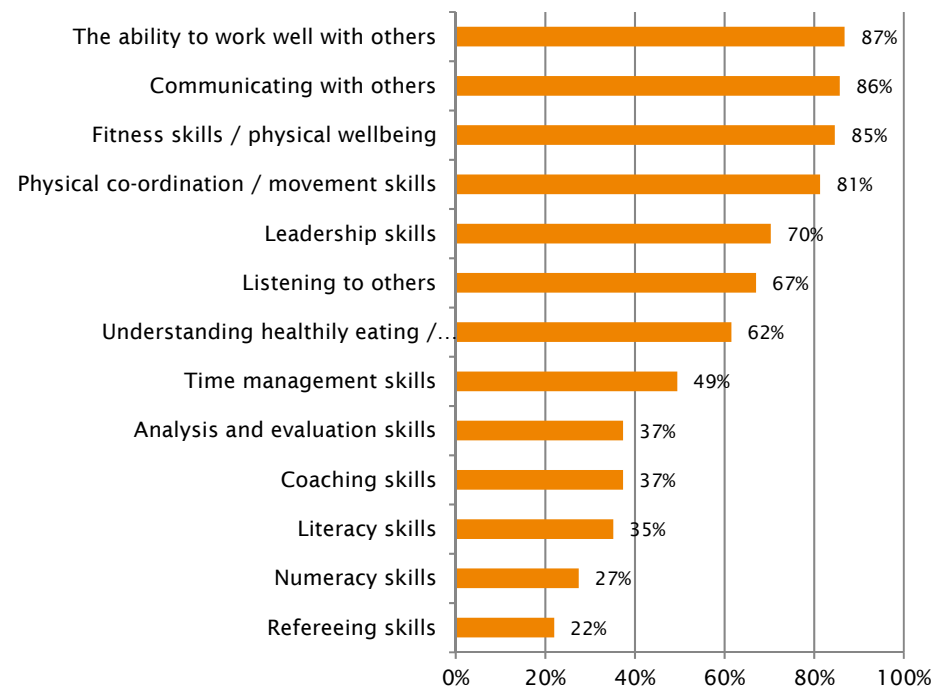


*"It's not about trying to turn young people into the best footballers."*

*"This works to challenge the kids that play for teams to help the less able players out. It challenges the better players to develop their leadership and communication."*

School staff identified a range of skills that the programme helps to develop, as displayed in Figure 3.11.

**Figure 3.11 - Increased skills (school staff)**



During the interviews coaches and other school staff mentioned a range of personal skills that young people develop through the programme. They see the development of social or 'soft' skills as an integral part of the programme.

They observed young people getting better at communicating with each other and working together. They gain football skills and their co-ordination, speed, agility and stamina improves significantly.

Participants are encouraged to take turns in leading sessions and develop leadership skills.

Planning, analysis and time-management were also mentioned as important skills that the programme encourages.

Finally, they gain physical and football skills, and the speed, agility and stamina of the participants improves greatly.

### Parent and carers' views

Almost all parents and carers (95%) observed that their children increased their skills, exceeding the CashBack targets.

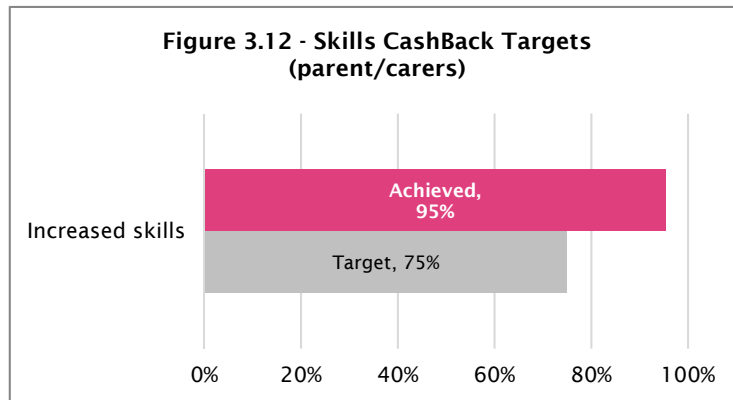


Figure 3.13 provides an overview of the skills that parents and carers noticed developing in their children.

**Figure 3.13 - Increased skills (parent/carers)**



*"It is not just about football or sport, it teaches them lots of skills like communication and being responsible for their actions."*

## Outcome 3: Improved Behaviour and Aspirations

Young people reported that their behaviour changed positively and demonstrated increased aspirations.

Figure 3.14 demonstrates that My School of Football exceeded the CashBack Logic Model targets established for behaviour and aspirations. Almost all young people confirmed improved behaviour (97%) and increased aspirations (99%).

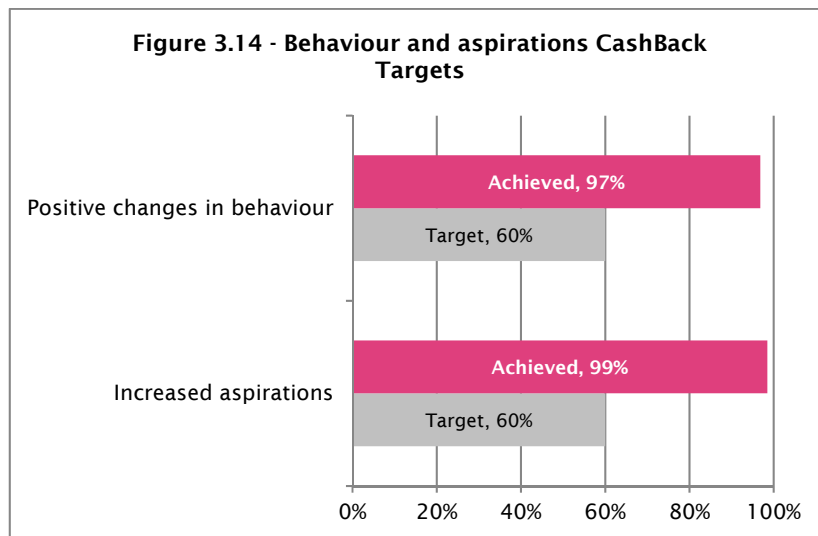
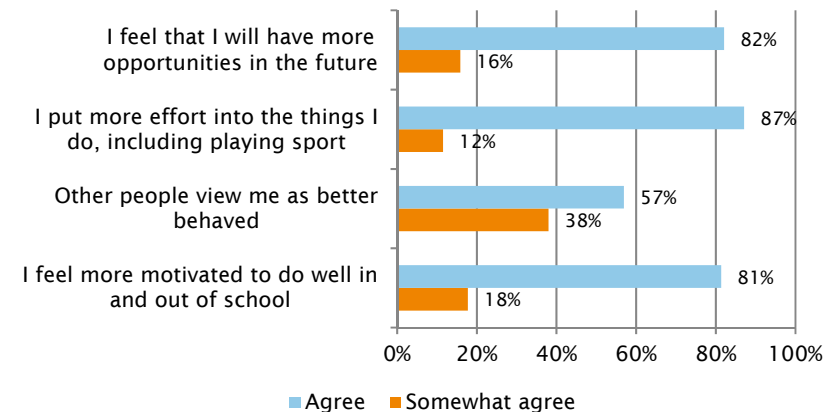


Figure 3.15 provides more detail about the changes in behaviour and aspirations experienced by participants.

**Figure 3.15 - Indicators of behaviour and aspirations**



Young people reported that they put more effort in the things they did and that other people saw them as better behaved since starting the programme.

*"I feel more active in and out of school."*

*"Yeah I hope I can stay in this program because it's helping me improve and stay more active."*

*"It improved my behaviour in school, makes me want to come to school."*

Young people stated that they were more motivated in and outside of school and believed they had more opportunities in the future because of the programme.

*"It can give me better chances in the future. I enjoy school since I do Scottish FA."*

*"I think it will help in the future."*

## Young peoples' views

### Behaviour

Young people talked about how taking part in the programme made them feel more responsible and become more organised because punctuality and organisation play a big role in allowing them to participate. Often, if participants do not bring their kit, they are not allowed to play and if they do not show up on time, they have less time to play.

*"I feel more responsibility to get to class on time and bring my kit."*

The pupils also spoke about how their behaviour in other areas of school can affect their participation in the programme. Some schools have a Code of Conduct that states suspension or expulsion from the programme when they misbehave. Some young people said that other teachers speak with the coach if they misbehave in other classes.

*"If you misbehave with another teacher, you might not be able to play."*

*"If your behaviour is bad you could lose your place."*

There is also a 'code of honour' in most schools and expectation to behave in school as part of the My School of Football programme.

*"School of Football people are friendlier than other pupils, because it is expected of them."*

*"You are representing the school."*

Some young people mentioned that through the programme and the coaches acting as 'role models' they developed a better attitude towards and relationship with adults, which positively affected their relationship with teachers.

### Aspirations

Many young people expressed the wish to play football professionally in the future. Although many also considered what they want to do if that ambition is not achievable. For some, their experience of leading sessions led them to think about pursuing careers in teaching, sports coaching/management, sports science or physiotherapy.

*"It has probably made me think that I can do stuff if I go for it."*

*"School of Football opened up my options."*

## Schools' views

Most school staff observed improved behaviour (88%) and increased aspirations (95%) of participating young people taking part in the programme, as shown in Figure 3.16, exceeding targets.

**Figure 3.16 - Behaviour and aspiration CashBack Targets (school staff)**

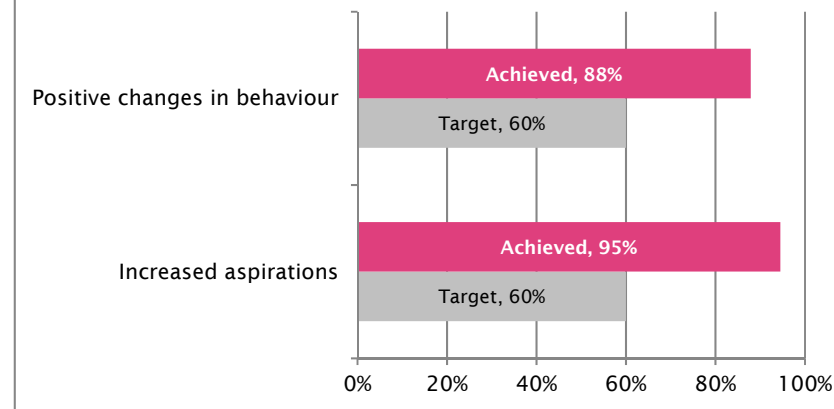
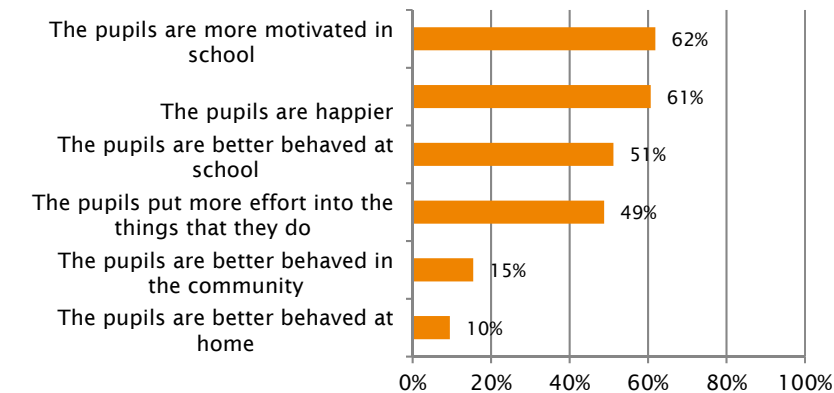


Figure 3.17 provides an overview of the indicators of improved behaviour identified by school staff.

**Figure 3.17 - Indicators improved behaviour (school staff)**



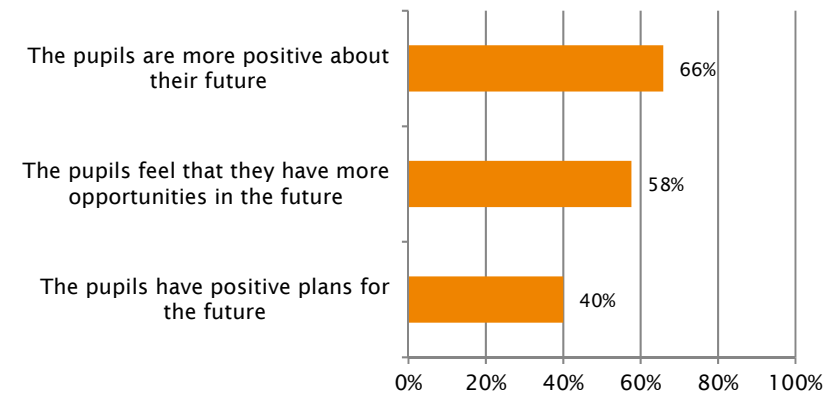
*"They are encouraged to act as professionally as possible in and outwith of school. If coaches find out of things going on that we can influence and discuss we use football as a tool to affect this positively."*

*"We are able to address specific behaviour concerns within a supportive and focused environment, sometimes linking experiences in sessions to identify other concerns."*

*"They know that if they don't apply themselves at school they could lose their place."*

Figure 3.18 offers an indication of indicators of increased aspirations in young people.

**Figure 3.18 - Indicators increased aspirations (school staff)**



*"The programme enables pupils to aim higher with their aspirations and identify ways in which they can build their path."*

---

*"Their outlook is changed by this and they are able to see what options are accessible to them, which maybe no one else in their family or community has shown before."*

---

All coaches and other school staff involved in the programme observed a positive impact on behaviour of participants. They believed that the attitude and behaviour of pupils has improved in other classes (especially of more challenging pupils).

---

*"I have seen massive changes in behaviour at school, in all areas."*

---

Some pupils are selected for the programme because of their behavioural issues. It is believed that the programme will help to keep them on track. Most young people know that there are consequences for misbehaving in school, such as missing sessions, games or trips. On the flipside, young people also feel proud to be part of the programme, which makes them want to behave well.

---

*"The programme can't be for all the well-behaved pupils otherwise there would be no room for improvement."*

---

*"It's good to have the programme as a kind of carrot for them."*

---

The programme helps to set expectations for young people. The Code of Conduct of some schools and the leadership demonstrated by coaches makes clear what behaviour is expected of pupils. My School of Football delivery staff regularly communicate with each other to monitor the behaviour of young people, and any issues that might be arising.

Coaches and other staff try to instil good habits in the routines of participants, such as shaking hands and asking each other how they are. They have noticed that these good habits can extend to other areas of their school life.

---

*"Young people know that there are expectations and that certain things aren't acceptable."*

---

There is regular communication with and feedback from other teachers about participants in the programme. Teachers flag up any declining grades or issues in class, which coaches then try to address through football. Sometimes coaches sit down with a pupil to discuss their problematic attitude and behaviour in other classes.

---

*"You see them open up, they come to speak to you."*

---

*"I always tell them how important their behaviour is."*

---

Coaches also believed there is a positive impact on the aspirations of young people taking part in the programme. Their improved confidence and personal skills gives them the tools to develop themselves.

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*"The coach really encourages them to progress."*

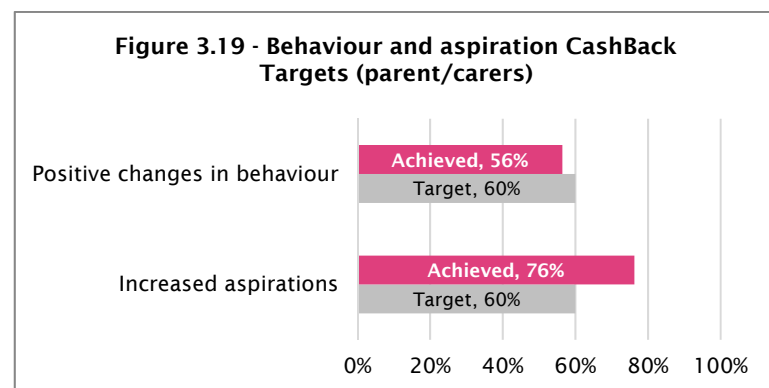
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*"They have high aspirations, and this gives them confidence that they can achieve things."*

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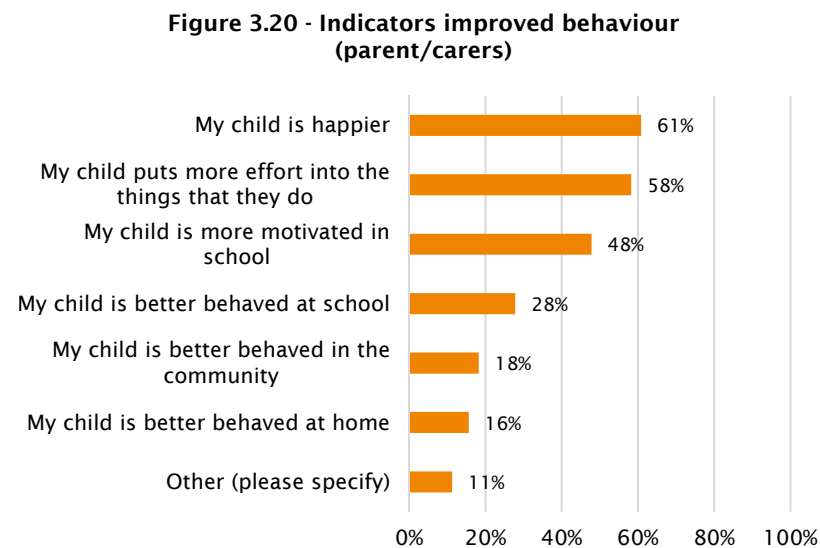
## Parent and carers' views

The majority of parents and carers reported improved behaviour (56%, slightly below target), and increased aspirations (76%) of young people taking part in the programme.



*"The school of football has made my child better behaved as in order to continue in the programme there has to be a good level of behaviour and academic standards to adhere to."*

Figure 3.20 shows the indicators identified by parents and carers of improved behaviour.



*"He doesn't dread going to school as much as he used to. Less complaining!"*

*"Making more of an effort with friends and not sticking to the same single friend."*

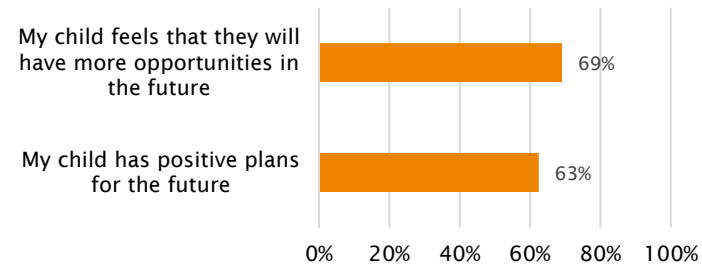
*"Thank you, my child puts more effort in her the things that she does."*

*"More balanced and thoughtful judgement,"*

Figure 3.21 highlights the indicators identified by parents and carers of increased aspirations.



**Figure 3.21 - Indicators increased aspirations  
(parent/carers)**



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*"He is more positive altogether with his approach to things."*

*"Thinks about the future."*

*"Feels this will be also good on CV for career/further education applications."*

*"Being part of a team comes easy, this will be important in the workplace."*

*"Opens up other jobs in sport."*

---

## Outcome 4: Increased Wellbeing

The My School of Football programme had a significant impact on the wellbeing of young people during year two.

### Self-evaluation

Figure 3.22 illustrates that participation in the My School of Football programme has an overwhelming impact on the wellbeing of the young people who take part, related to the SHANARRI indicators<sup>17</sup>.

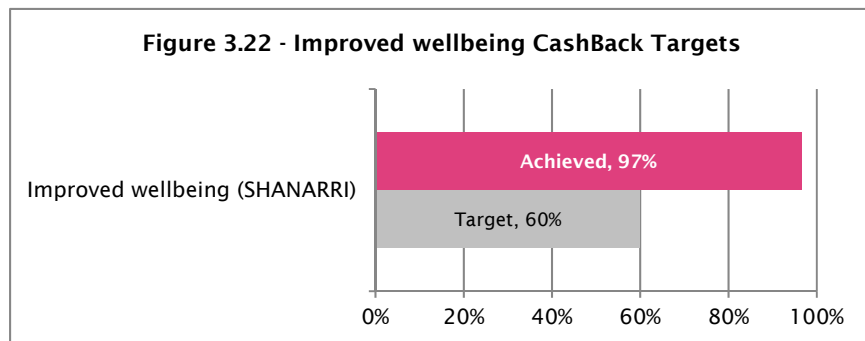
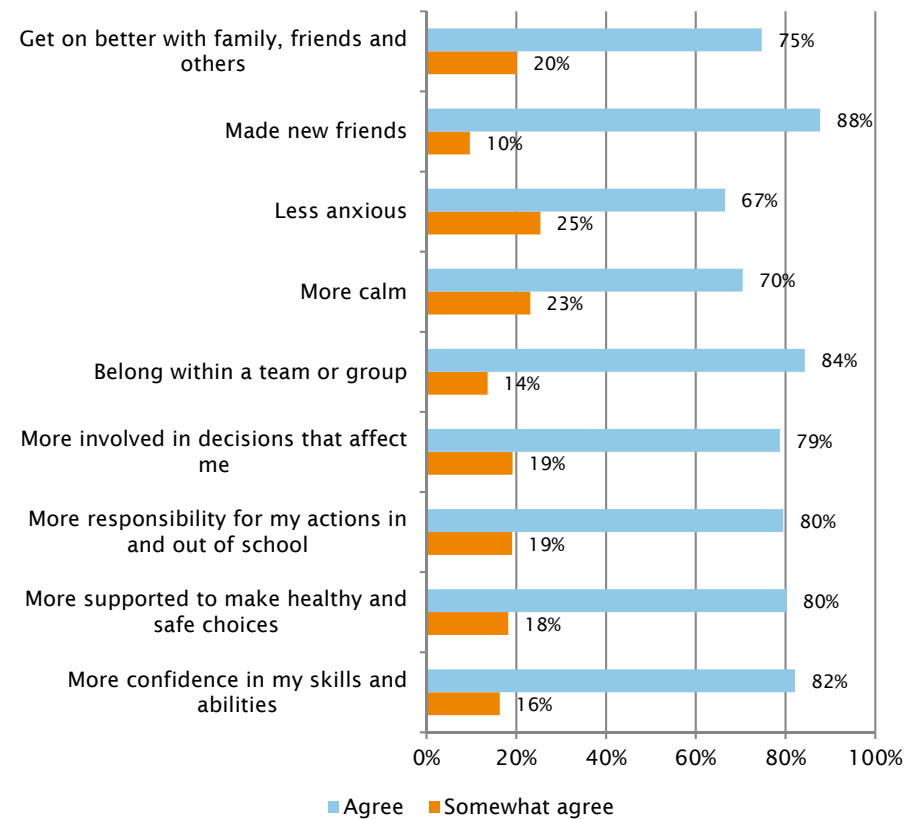


Figure 3.23 provides details of the aspects of wellbeing that young people reported on.

**Figure 3.23 - Indicators of wellbeing (SHANARRI)**



<sup>17</sup> SHANARRI is an acronym for the wellbeing indicators developed by the Scottish Government as part of the Getting It Right for Every Child (GIRFEC) approach, embedded in the Children and Young People (Scotland) Act 2014. SHANARRI stands for: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

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*"I feel fitter and healthier."*

*"Good, make friends and build confidence. Teaches you about yourself, your strengths etc."*

*"Good opportunity to better football skills and get more involved in the school community."*

*"Really fun and everyone is really motivated and help each other."*

---

## Young peoples' views

### Healthy and Active

Playing football on a regular basis makes young people more active, feel fitter and has a positive influence on their physical health.

---

*"I could only do nine laps under 12 minutes, now I can do 12."*

---

The pupils learn about healthy eating and good nutrition through the programme. They talk about this sometimes with their coach.

---

*"It makes you think about what you eat and drink. We try to be healthy."*

*"Playing football makes me want to eat healthy."*

*"A lot of people now chose their diet and buy a water bottle."*

*"I've asked my mum to make healthier food."*

*"There is a difference in my performance when I'm not eating pizza and burgers."*

---

Some young people said they took up running or going to the gym regularly since being part of My School of Football.

### Achieving

Young people participating in the programme felt they were achieving 'on the pitch', through improving their skills and playing games. They also said that it is a privilege to take part in the programme because not everyone gets selected. Young people felt a sense of achievement about gaining a place on the programme.

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*"Others didn't get the chance that we did."*

---

Young people in the programme set personal goals and targets and achieving these make them feel good about themselves.

Young people also reported getting a sense of achievement from meeting new people and making friends.

### Respected

The young people said that they are encouraged to respect each other on the field and there can be consequences for those who do not. Praise from the coach also made them feel respected.

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*"I used to be very aware of who was around me, but School of Football has helped me overcome this."*

---

Young people also said they felt more respected by teachers in general since taking part in the programme.

### Responsible

Young people talked about school values around respect and responsibility. They cannot use offensive language or act aggressively towards others at school or during football sessions or they risk being suspended from the programme.

Many mentioned the requirement to apologise after foul play, which in turn had an effect on how they behaved towards others in school and in the community.

*"We are representing our school."*

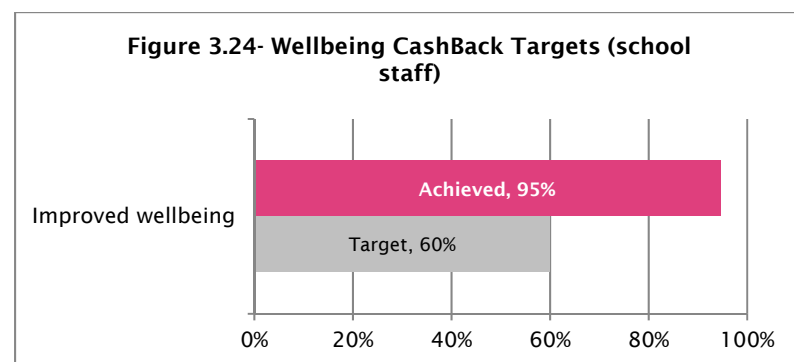
### Included

Young people said that being part of a team made them feel more included. They also felt that they were more included in the school community because of the programme. They met new people and made new friends.

Some mentioned that the non-judgemental way in which they are treated by coaches made them feel more included.

### Schools' views

The vast majority of school staff (95%) thought that the wellbeing of young people participating in the programme improved, greatly exceeding the target.

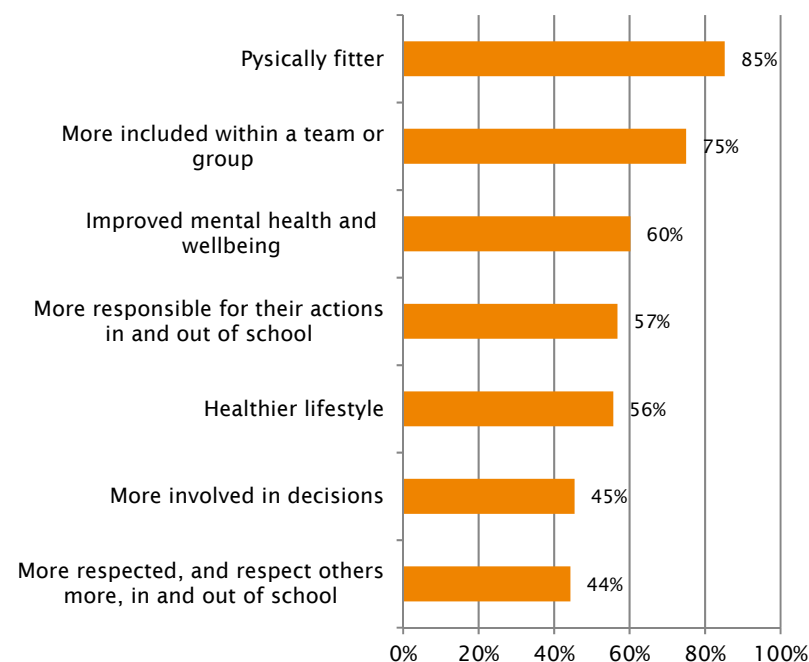


*"Physical well-being is enhanced, and they feel a sense of community and pride in their involvement."*

*"School has adapted a healthy lunch programme for School of Football children resulting in healthier meal choices and increased fitness."*

Figure 3.25 provides an overview of the indicators of wellbeing identified by the school staff.

**Figure 3.25 - Indicators of wellbeing (school staff)**



School staff and coaches we interviewed saw a clear impact of the programme on the health and fitness of participants, stemming from practice sessions four or five times a week. Some participants have their fitness levels tested three times a year and improvements in stamina and speed are evident. They also notice some changes in lifestyle for some young people. They are more active and eat healthier.

*"There are definite physical benefits. The pupils are active five periods a week on top of PE."*

*"The difference it makes in their lives is massive."*

School staff see some impact on mental health, but they think mental health support is not explicit enough and they would like to see more targeted support build into the programme, for example through bespoke mental health workshops. Coaches generally do not feel qualified enough at this subject and could be better delivered by an expert.

*"We want to see smiles on red faces."*

Being part of the programme makes young people feel included.

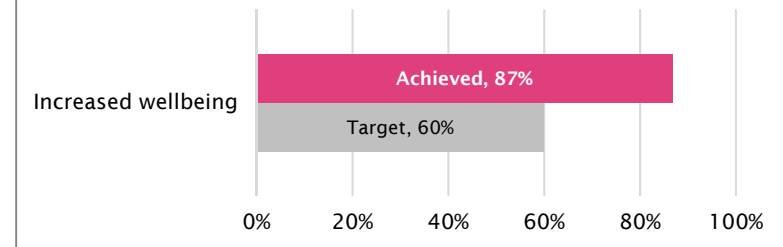
Coaches and teachers see that the programme develops respect, for each other, for teachers and for the school. They also noted that pupils taking part in My School of Football develop their sense of responsibility.

*"They respect the programme and generally respect each other."*

## Parent and carers' views

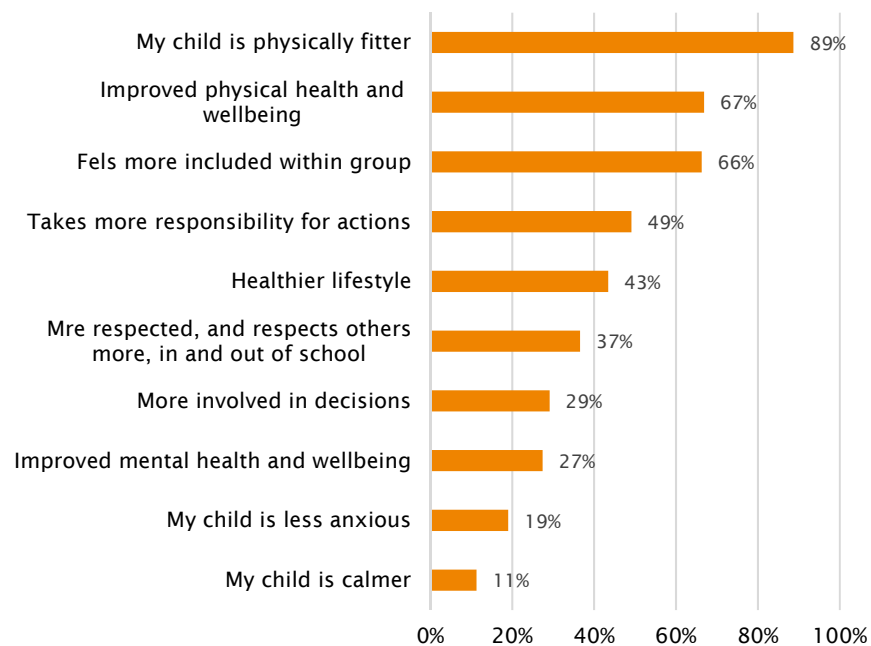
The majority of parents and carers (87%) acknowledged the impact of the programme on their child's wellbeing.

**Figure 3.26 - Wellbeing CashBack Targets (parent/carers)**



*"Wants to work harder to improve her wellbeing."*

Figure 3.27 provides an overview of the indicators of wellbeing noticed by parents and carers.

**Figure 3.27 - Indicators Wellbeing (Parent/carers)**

*"My child is more aware of what he eats."*

*"He really took on board the healthy eating sessions which saw him asking for different things at home and taking a packed lunch as oppose to the burger van! If I tried to suggest packing more fruit in his bag he would have none of it but because his coach says so then it's a must!"*

*He really enjoys working with the coaches. He feels respected by them (and is always respectful in return).*

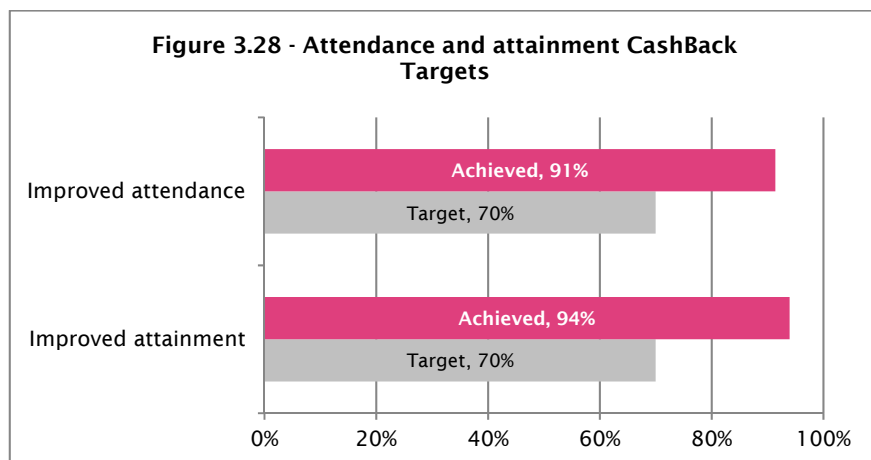
*"Overall it's a fantastic programme. His fitness levels have increased dramatically over the two years as has his eating habits. He's adapted to a much healthier diet and through his own choice."*

## Outcome 5: Increased School Attendance and Attainment

Young people reported that their attendance and attainment at school improved as a result of the My School of Football programme.

### Self-evaluation

Most young people reported that their school attendance and attainment increased, significantly exceeding the CashBack Logic Model targets.



Young people taking part in the My School of Football programme said that they attend school more regularly and that their school results have improved.

*"Well improved my maths."*

*"I like Scottish FA and it makes school good."*

*"This is making more pupils in the programme get better results."*

### Young peoples' views

#### Attendance

Young people think the programme motivates them to attend school regularly. Some pupils told us that 100% attendance is one of the goals they have set themselves as part of the programme.

*"It gives me an incentive to come to school."*

*"School of Football is a reason for me because it breaks up classes. It breaks up the day."*

Some pupils noticed that their fellow students were absent more on days that the programme is not on.

*"Some don't come in on a Friday because School of Football is not on."*

## Attainment

Some young people believed that being part of the programme increased their attainment in school. It is something to look forward to and it motivates them.

*"Yes, if I'm struggling with something [in other subjects], I know I have School of Football after."*

*"[Coach] tells us to behave and try hard in all classes, not just School of Football."*

Young people told us that their concentration in class improved, resulting in paying more attention. Also, the increased confidence and communication skills encourages them to ask more questions in class and makes presenting in front of others easier.

*"School of Football makes you try harder."*

*"School of Football makes you determined to work harder in other parts of your life."*

Pupils in some schools thought that incentives were offered to participants that perform well in other subject areas (e.g. player of the month, tickets for Scotland games)<sup>18</sup>.

Many young people linked the programme to good results in other subjects. They were under the impression that they could lose their place in the programme if they didn't get good grades or didn't try hard in other

<sup>18</sup> In reality, schools do not make a strong link between grades in other subjects and special rewards in School of Football.

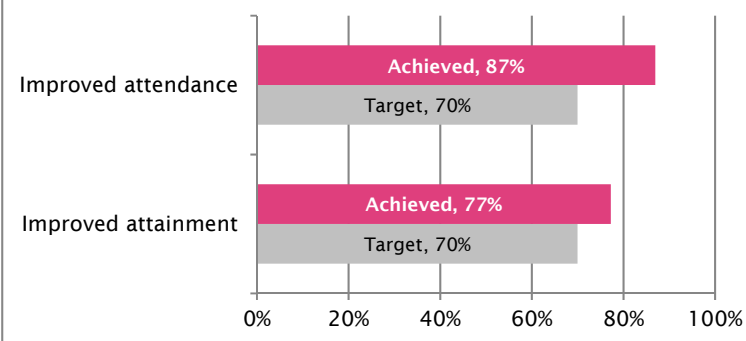
subjects<sup>19</sup>. Other young people said that there is no link between attainment and participation in the programme.

*"You need to be good at other subjects as well."*

## Schools' views

School staff observed an impact of the programme on attendance (87%) and attainment (77%) of the pupils involved in My School of Football, exceeding targets.

**Figure 3. 29 - Attendance and Attainment CashBack Targets (school staff)**



*"Better focus in most areas across the school."*

The attendance of pupils taking part in the School of Football programme has improved. Teachers notice that pupils take pride in the programme and they develop a sense of responsibility.

<sup>19</sup> This is a perception, in reality, schools do not make a strong link between grades in other subjects and continuation of the programme.



An example was given of a young person for whom an attendance record of more than 50% was unlikely, whose attendance reached 90% and over since in starting the programme. Other teachers were also able to give examples where the programme has helped attendance.

---

*"Attendance levels for some young people were a worry, but the draw of the programme is huge."*

*"We used the programme to get him onto the premises of the school at least."*

*"Students who had attendance of 60% at primary were gaining awards at our prize-giving in S1 and had attendance of 92% and more. This shows the kind of improvements for some young people and what a difference this kind of change has long term."*

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A head teacher says that attendance of pupils attending the programme exceeds the non-attenders. He also noticed that the quality of pupils in the programme has improved, which in turn had an effect on their attainment.

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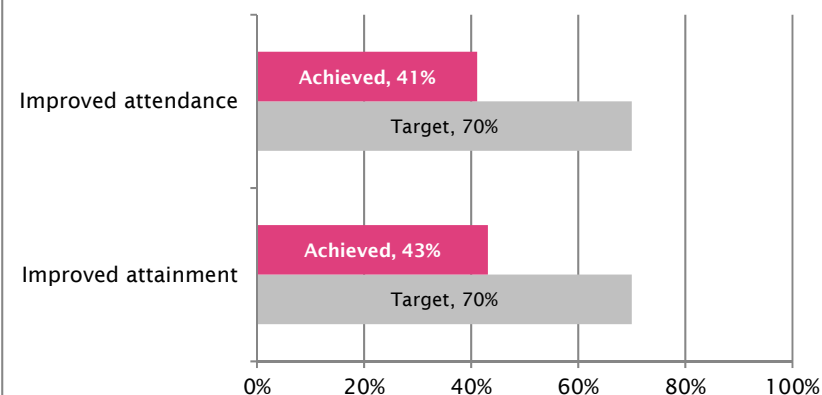
*"They are in the top 20-30% of their year group where there were issues before."*

---

## Parent and carers' views

Parents and carers did not report increases in attendance and attainment levels to the programme to the same extent as young people and school staff.

**Figure 3. 30 - Attendance and Attainment CashBack Targets (parent/carers)**




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*"My daughter loves the School of Football programme, it makes her want to go to school, because she loves football."*

---

## Outcome 6: Positive Destinations

My School of Football provides young people with training opportunities and helps them to make progression towards a positive destination.

### Self-evaluation

Table 3.31 demonstrates that all young people received training, which was identified as a target in the CashBack Logic Model. Although Scottish FA has not set a specific target for progression towards a positive destination in their CashBack Logic Model, most young people reported some progress.

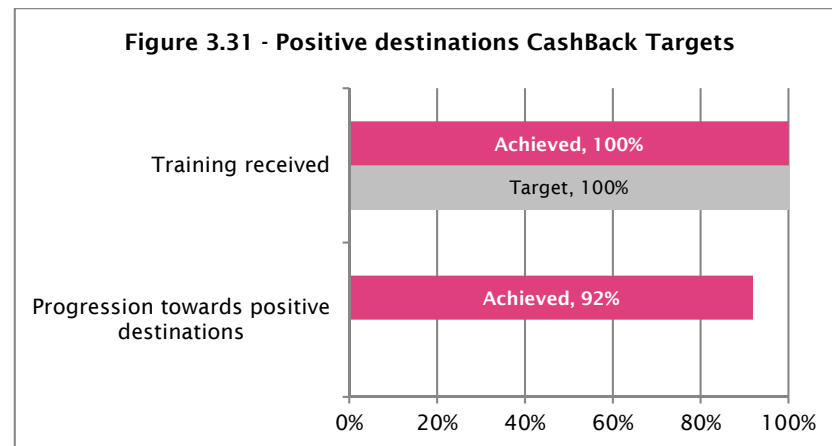
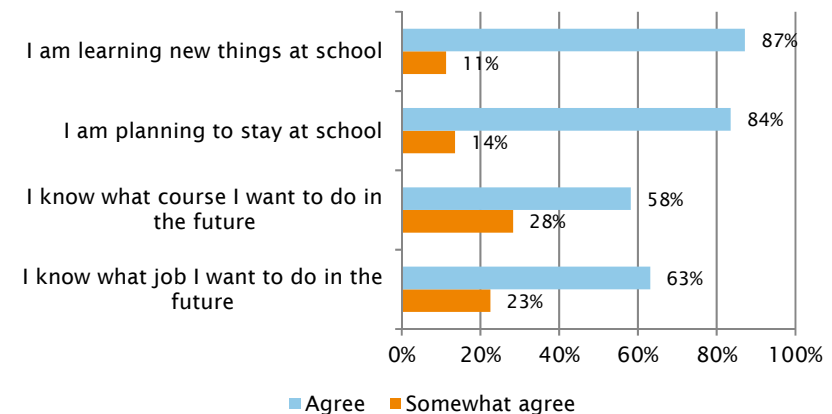


Figure 3.32 sets out the views of young people on their future destination.

**Figure 3.32 - Indicators positive destinations**



Young people said that because of taking part in the programme they learned new things at school, they were planning to stay in school and they had a better idea of what they would like to do in relation to their further education and employment.

*"I'm hoping to be a police officer or sports coach."*

*"I'm hoping to be coach or physio."*

*"I'm hoping to be involved with football or nursing career."*

## Young peoples' views

Some schools have included the Dynamic Youth Award as part of the programme. The Award involves classroom-based work, where pupils identify areas of strength and development, which helps them think about the direction of their future.

Young people spoke about how the programme had given them a better idea of what they wanted to do in future. Several said that they intended to pursue a career in football, coaching or PE teaching. A few young people indicated that the programme had given them the belief that their chosen destination was achievable.

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*"School of Football instilled that you can do what you want to do, regardless of your social status or anything else – you just need to work hard"*

---

A few of the older pupils interviewed had begun or were planning to take up volunteer coaching roles with local clubs.

## Schools' views

Coaches said that the programme provides structure and support for young people and this helps them to find out what it is they want to do in the future.

The programme helps young people develop as a person.

---

*"They all enjoy the programme and the specific expectations set out help some of the students achieve more focus on their responsibilities, roles and also the links of hard work on the pitch to that in a classroom."*

---

In addition to the Dynamic Youth Award, some coaches said they would like to explore with Scottish FA what other qualifications could be offered as

part of the programme and believed that gaining qualifications "could be celebrated more".

Coaches also suggested that it might be beneficial to include more theory-base sessions in the programme, but this should be carefully balanced against the risk of young people disengaging. Suitable subjects for theory-based sessions include nutrition, developing a growth mind-set, and academic exercises such as sports reporting (literacy) and player transfers (numeracy).

Head teachers see the programme as a hook for young people to become engaged in learning and school life.

---

*"Pupils are more on board with school and engaged with the school's values."*

---

*"We have had the programme here for over 6 years and I can honestly say that some of the students who were part of it in S1 and onward would not be in the positive destinations they are now if they had not been part of the programme."*

---

## Parent and carers' views

Parents and carers of programme participants commented on the impact of the programme on supporting their children to move to positive destinations.

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*"It has been a great thing for my son to help develop and grow as a person by being part of a team environment and have a focus. It has encouraged a more positive outlook for my son as his confidence has grown and he has matured as a person. He loves being part of it all."*

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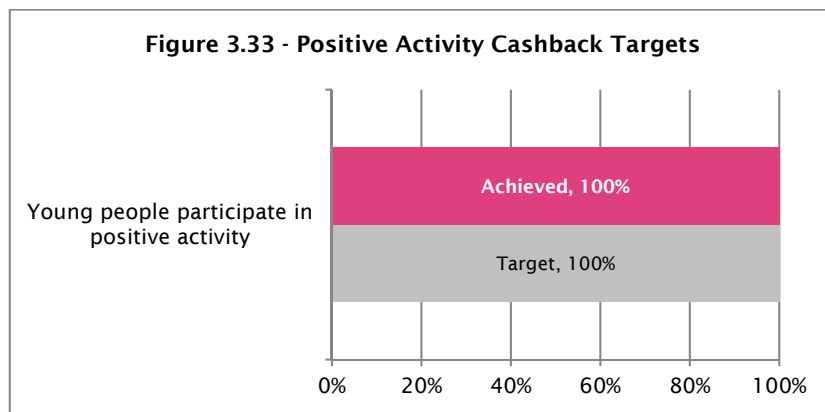
*"The time, patience and enthusiasm brought to the programme by the coaches is fabulous and they have instilled a tremendous work ethic and belief into my son."*

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## Outcome 7: Participating in Positive Activity

My School of Football provides young people with opportunities to take part in positive activities.

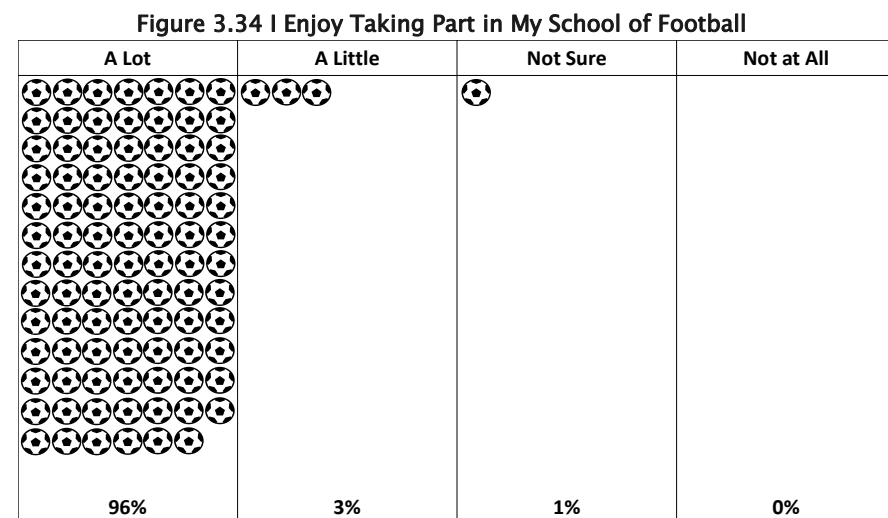
All young people (100%) that participated in the programme took part in positive activities.



### Young peoples' views

During interviews and focus groups, young people were asked to take part in a 'sticky dot' exercise where they responded to a series of statements

relating to My School of Football. Almost all young people (99%) said that they enjoy taking part in the programme (see Figure 3.34)



## 4: My Volunteer & Inspire Programme (VIP)

This section describes the impact of My Volunteer & Inspire Programme on participating young people.

### Self-evaluation

When asked, young people taking part in the VIP programme reported exceeding every outcome target of the CashBack Logic Model, as shown throughout this section. The young people who responded to the survey had been taking part for different durations, from one to 12 months, and some had completed.

Overall, participants said that they had a good experience of the VIP programme.

*"A very enjoyable experience with friendly staff."*

*"It's such a great experience."*

### Discussion with participants

We interviewed VIP participants in Glasgow (West region), Edinburgh (East, South East and Central regions) and Aberdeen (North region) individually and in focus groups. They talked to us about their experiences of the programme and the outcomes they achieved from taking part.

Participants found out about the programme in different ways, including through school, college and employability courses. Most were interested in gaining volunteering, coaching experience and qualifications, and developing professional networks.

*"It is one of the best choices I have made."*

*"You get to know a lot of people."*

### Outcome 1: Capacity and Confidence

#### Self-evaluation

Almost all VIP participants (98%) reported an increase in confidence.

Figure 4.1 - Confidence VIP CashBack Targets

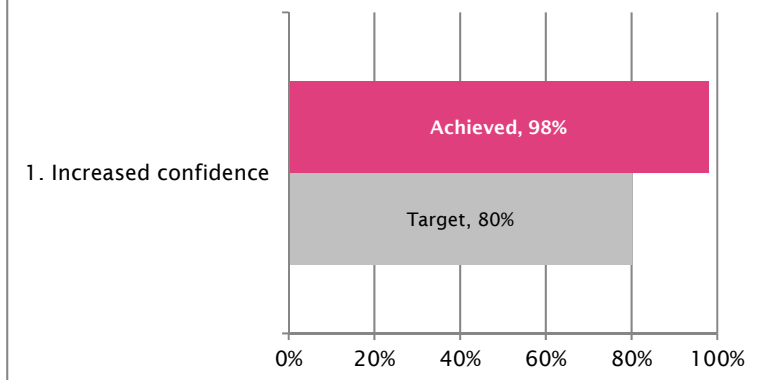
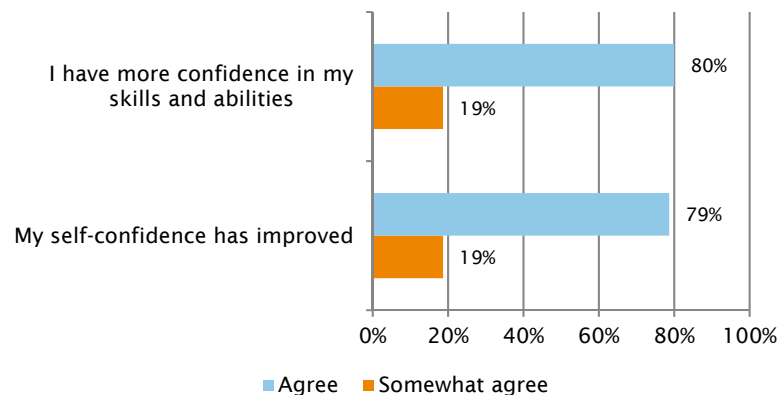


Figure 4.2 provides more detail about confidence.

**Figure 4.2 - Confidence**



VIP participants said that their self-confidence improved and that they developed more confidence in their skills and abilities.

*"I believe the course is a wonderful thing to be a part of and provides those who do it a greater insight into the world of football and help them to become much more confident and aware as an individual."*

*"Being able to talk in front of others."*

### Discussions with young people

Young people we spoke to in the programme also said that their confidence had improved as a result of taking part. This was due to trying new things, meeting new people and learning new skills such as coaching and leadership skills.

*"The experience I gain and networking I do improves my confidence."*

*"I am always learning. That build confidence."*

Some young people said that they were shy before joining the programme. Since taking part, they had developed their social skills, belief in themselves and become more independent.

*"I found it hard to approach people and kept myself to myself. Now I am much more open."*

## Outcome 2: Increased skills

The vast majority of young people attending the VIP programme (95%) reported increased skills.

**Figure 4.3 - Skills VIP CashBack Targets**

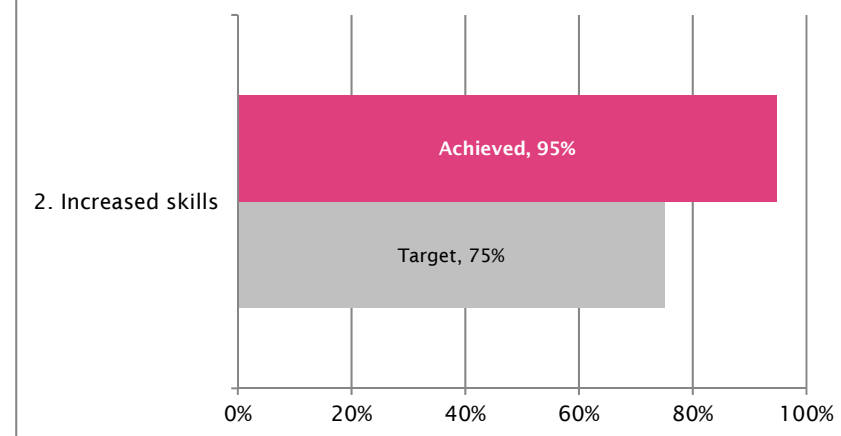
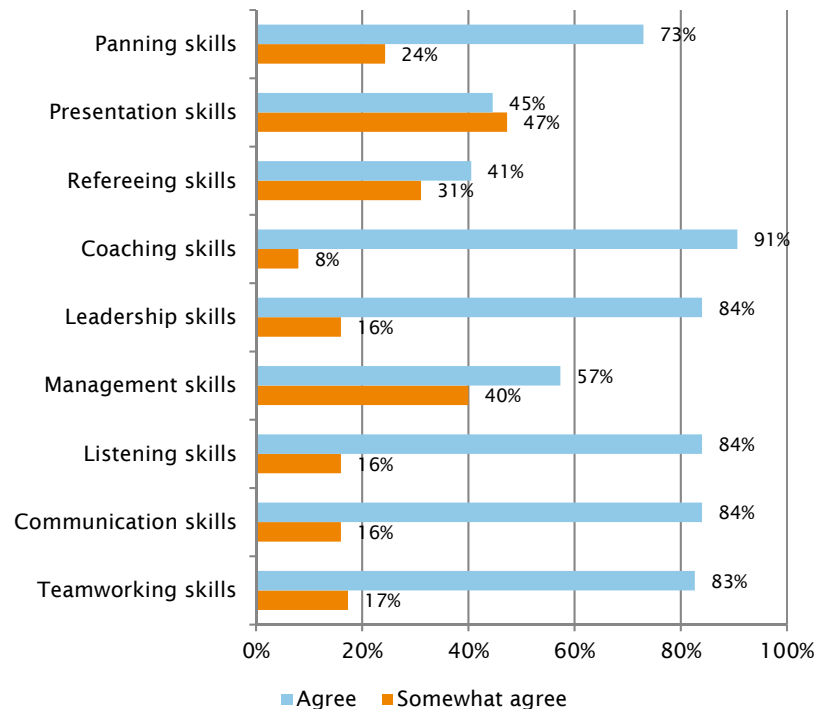


Figure 4.4 provides more detail on the range of skills improved.

Figure 4.4 - Skills



### Discussions with young people

Young people we spoke to in the programme agreed that their skills had developed as a result of taking part. Through training and volunteering opportunities, participants developed a range of personal and professional skills. All said that they felt supported on the programme to learn and develop new skills.

Specifically, young people said they developed skills such as physical literacy, first aid, understanding the needs of different people, mentoring, problem solving, organising and planning, timekeeping, cooperation, sign language, creativity, motivational skills and knowledge around lifestyle, health and nutrition.

*"Motivational skills and more confidence, Express my views into words better."*

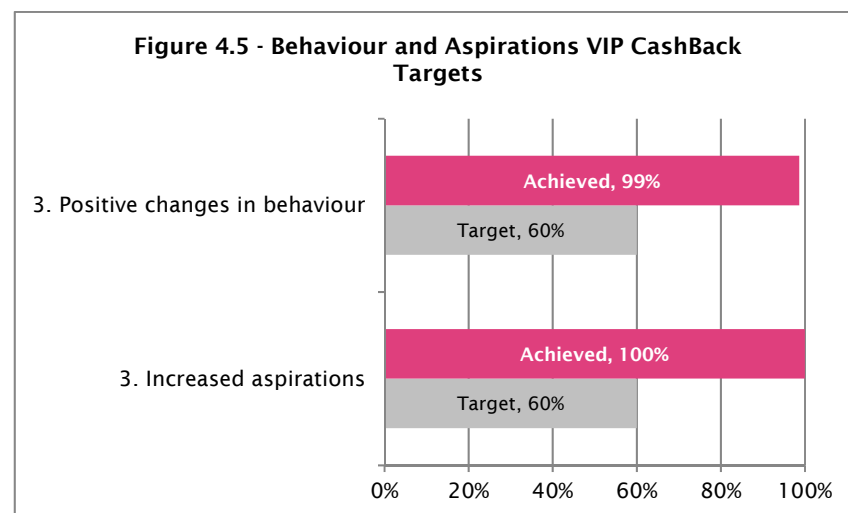
*"This is a fantastic course for anyone who is looking at even building up skills to use throughout their professional career in any sporting areas."*

*"I am very happy with the training opportunities. They have worked well."*

Participants discussed the format of workshops they attended as part of the VIP programme. The workshops are themed, for example around goal setting, positive coaching, leadership skills and refereeing awareness. Young people enjoyed the VIP workshops, and found them interesting and informative.

### Outcome 3- Improved behaviour and aspirations

Almost all (99%) of VIP respondents experienced positive changes in behaviour as a result of the programme. All VIP survey respondents (100%) told us that their aspirations for the future improved because of the programme.

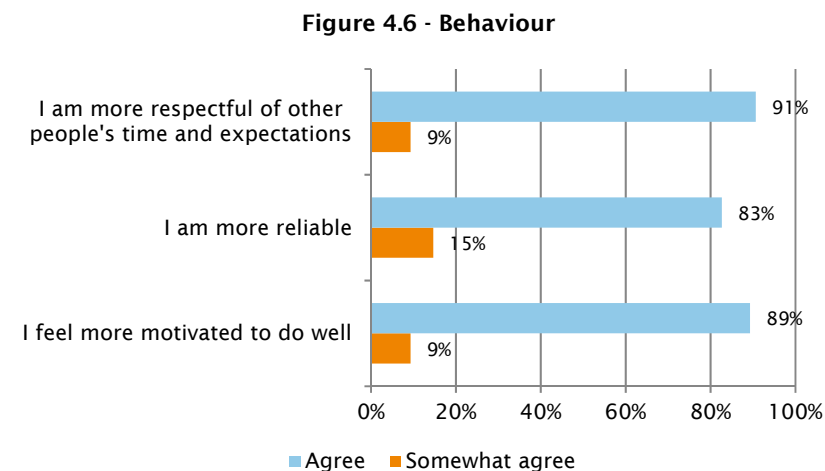



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*"I can also more patient now and be a lot more helpful."*

---

Figure 4.6 shows the indicators of improved behaviour identified by VIP participants.



### Discussions with young people

Young people we spoke to agreed that their behaviour improved positively because of taking part in the VIP programme. Specifically, most participants said that they were now more aware of helping others, because of the programme. Some said that gaining coaching experience had taught them that they had to use certain types of behaviours when working with different people.

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*"I am conscious of supporting people. I want to help."*

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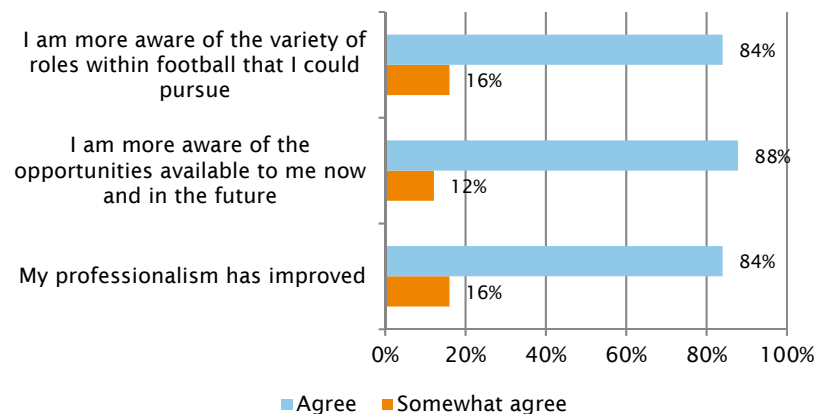
*"It's about knowing how to adapt your behaviour."*

---

Young people were very aware of the importance of attending training and volunteering sessions on time, and of not letting others down. They discussed the need to act professionally at all times.

Figure 4.7 provides more detailed information about why participants said their aspirations had increased.



**Figure 4.7 - Aspirations**

They felt more knowledgeable about the different career opportunities available to them, and believed that they had become more professional.

*"It's such a great experience. After volunteering at the deaf festival I realised how volunteering at events can make such a difference to others. Some people don't understand that without volunteers, events like this can't happen. I would happily volunteer at this event for the rest of my life."*

Participants we spoke to felt that VIP workshops were relevant to their future plans. Many were interested in coaching or development roles in the football industry in the future. Workshops and volunteering opportunities are beneficial to participants because they learned more about Scottish FA and potential careers in football that they previously might not have considered. This broadened the horizons and reinforced the aspirations of young people.

Participants who intended to pursue non-football related careers such as teaching also felt that the VIP opportunities were relevant to them. The programme taught them to adapt appropriately to different situations and

contexts and about leadership qualities that could be application to any career.

VIP participants said that networking and relationship building through the programme was important for enabling them to realise their aspirations for the future. They understood that making professional contacts was essential to their future careers. Participants felt more motivated to succeed and positive about their future because of the programme.

*"It is useful to talk to people in Scottish FA and see them lead by example. It makes me realise that my dream career is possible."*

*"This is a fantastic course for anyone who is looking to build up skills to use in any sporting career."*

## Outcome 4: Increased Wellbeing

Almost all (98%) VIP participants who responded to the survey suggested that their health and wellbeing improved because of the programme.

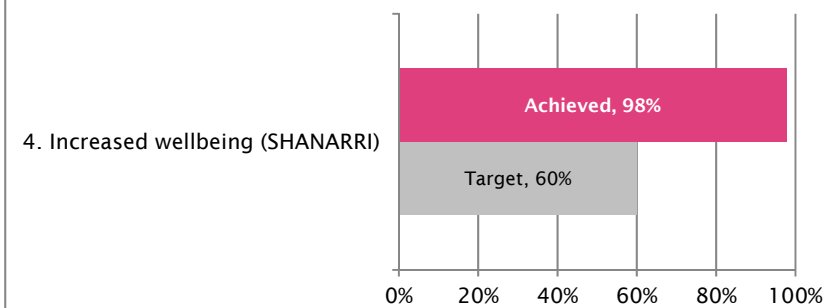
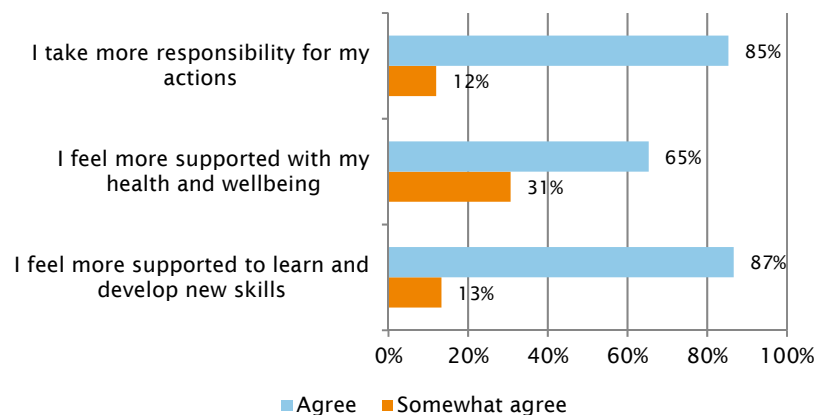
**Figure 4.8 - Wellbeing VIP CashBack Targets**

Figure 4.9 shows the indicators of wellbeing reported by the VIP participants.

**Figure 4.9 - Health and Wellbeing**

They felt more responsible for their actions, more supported with their health and wellbeing and supported to learn and develop new skills.

*"With this course I have manage to build myself up more as a person and be able to open my skills up and use them in more ways that I thought possible with this course."*

### Discussions with young people

Young people we spoke to in the programme felt support by programme staff and by their peers.

*"It is a very supportive environment."*

*"They treat you with respect."*

Participants felt that the mental health and wellbeing of young people taking part in the VIP programme is considered. The programme includes one-to-one support from mentors, should young people need additional support.

Having a supportive network of mentors and peers developed through the programme was reassuring for young people. One young person attended a mental health charity events through the programme, designed to raise awareness of mental health issues within football.

*"Everyone has their battles."*

*"You have a support network."*

Young people we spoke to agreed that the programme was inclusive and said that they felt part of something positive. Others explained the sense of achievement and pride they got from taking part in the programme, which contributed to their positive health and wellbeing.

Participants said that physical health was also a big focus of the programme. In workshops they discussed healthy lifestyles and nutrition, and healthy lunches are served. Some had delivered health and nutrition workshops for younger people.

### Outcome 6: Positive Destinations

Almost all VIP survey respondents (98%) felt more prepared and positive about the future because of the programme.

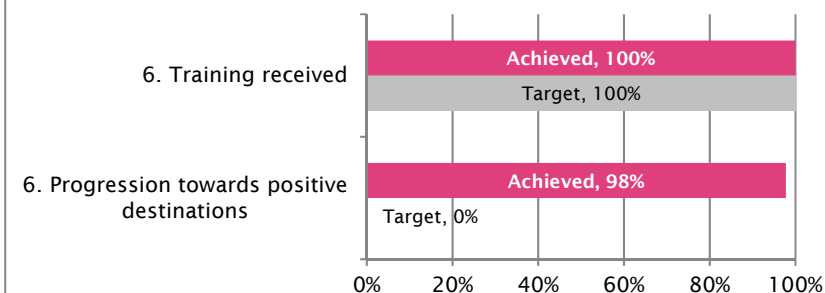
**Figure 4.10 - Positive Destinations VIP Targets**

Figure 4.11 provides an overview of the indicators for positive destinations reported.

**Figure 4.11 - Positive Destinations**



The majority of young people (89%) who responded to the survey took part in volunteering through the programme. Most (88%) said that they learned new things, which helped them to feel better prepared for volunteering, further learning and employment.

### Discussions with young people

VIP participants we spoke to discussed volunteering opportunities they got involved in, through the programme. Most said that they benefitted significantly as a result of volunteering. They were involved in a wide range of volunteering opportunities, including:

- Coaching at community football clubs and in schools.

- Fundraising activities for local clubs.
- Delivering projects for vulnerable and disadvantaged young people.
- Volunteering at football matches at Hampden Stadium.
- Volunteering for football festivals.

Most young people liked the range of volunteering opportunities available to them.

*"It has been challenging but worthwhile."*

While some participants were already volunteering when they joined the programme, most agreed that the volunteering opportunities available to them increased significantly since they took part.

*"Since being on the VIP programme the opportunities to volunteer have improved massively."*

*"I wouldn't be doing this otherwise."*

Most participants gained qualifications while taking part in the programme, including coaching badges and Saltire Awards. Many undertook specialist training courses such as Introduction to Futsal. A few who had been involved in coaching for longer were able to work towards achieving their Coaching C License.

Young people liked the training aspect of the programme as it demonstrated increased skills which they felt would help with future learning and employment. Qualifications are paid for by Scottish FA for VIP participants, which removed any cost barriers to progression.

*"It has allowed me to do so much more than I expected."*

*"It shows I have done a lot of work in sport."*

---

Many said that the programme helped them to gain a place in a further or higher education institution, or opened up career opportunities. Training and volunteering experience gained while attending the programme helped participants to progress well. Some explained that the programme had a role to play in helping them to progress career options.

Some participants felt that the programme gave them a good insight into potential career opportunities in the sport and physical activity industry. A significant number wanted to pursue coaching careers as a result.

---

*"Good programme and have enjoyed the workshops and coaching courses. They helped with my application for college course."*

*"I am enjoying the course and the training provided is also giving me the opportunity to move forward in the career path that I have chosen."*

*"I hope to progress further within coaching as a result of this positive programme."*

*"It helped me to get university interviews."*

---

Some young people taking part in the programme were optimistic that their experience would help their careers in the future.

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*"I am positive I will get a job."*

*"I didn't realise before the programme what other opportunities were open to me."*

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## 5: My Inclusive Community

This section describes the impact of the My Inclusive Community Programme on participating young people.

### Reach

My Inclusive Community aims to work with underrepresented groups across Scotland, facilitating improved links with their communities. It is delivered in some of the most deprived area of Scotland. It offers weekly inclusive football activities for young people aged between 10 and 24 from minority ethnic backgrounds.

Delivery staff work with young people to improve their confidence, social skills and aspirations, and to break down barriers to participating in mainstream football activities. Staff work with community football clubs to develop progression pathways for participants supporting them to integrate into the wider community, which is the overarching aim of the programme.

The programme also provides opportunities for young people to upskill and access accredited learning where appropriate. Participants aged over 16 have the opportunity to undertake Scottish FA Coach Education courses.

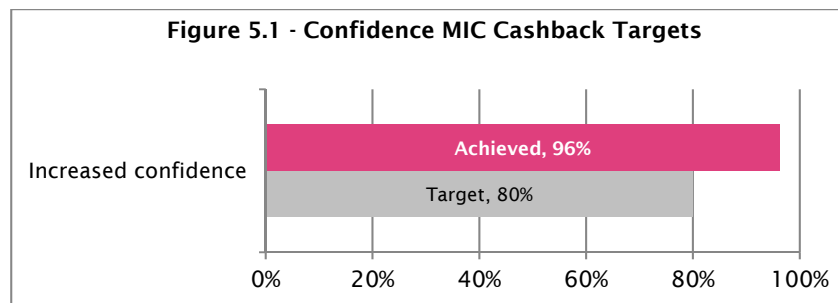
### Outcome 1: Capacity and Confidence

#### Self-evaluation<sup>20</sup>

Almost all survey respondents (96%) reported an increase in confidence.

<sup>20</sup> Self-evaluation results are taken from survey responses from 27 young people on the programme. Due to difficulties in consistently measuring attendances at MIC centres it is not possible to calculate a precise response rate. However, available data indicates that 27 responses is relatively low based on the number of programme participants overall and findings should be viewed with this in mind.

Figure 5.1 - Confidence MIC Cashback Targets



#### Discussions

Young people in the MIC programme talked about making new friends when they joined. Most participants did not know many other young people at the beginning, but they developed new relationships through MIC. They said that this helped to improve their confidence and self-esteem, and made them feel less shy when interacting with others.

Young people also developed confidence on the field, when challenging other players and trying out new skills. They felt that this was important for progressing in the sport.

Scottish FA staff and club representatives observed that MIC participants did improve their confidence from taking part in the programme. When many MIC participants relocate to the UK they experience language barriers and social isolation, which can result in a lack of self-worth and self-belief.

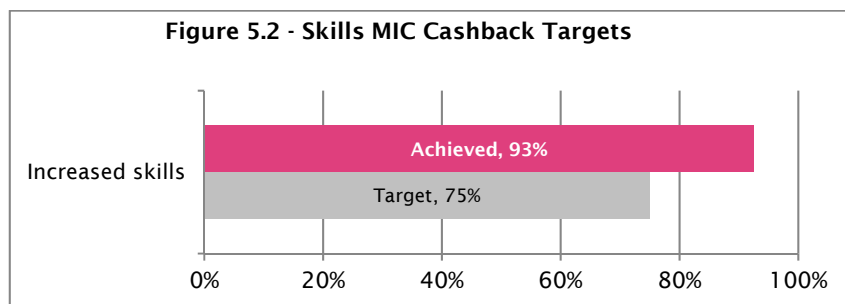
*"They feel overwhelmed and don't feel good enough."*

Scottish FA staff and club representatives believed that being part of a team supports young people in the MIC programme to develop their confidence and belief in their own abilities. They added that while many participants were capable of playing at a higher level, they tend to stay longer in the MIC programme to develop the confidence, commitment and discipline they need to progress.

## Outcome 2: Increased Skills

### Self-evaluation

Most survey respondents (93%) reported increased skills.



### Discussions

Young people in the MIC programme talked about the skills they developed from participating. Along with improving their physical fitness and footballing skills, they said that their communication and team working skills had increased. They enjoyed practical football activities as well as classroom-based sessions, such as game analysis and presentations by industry professionals including physiotherapists and referees.

*"I understand the rules better."*

*"I have learned new things."*

Some MIC participants told us that their English language skills improved as a result of the programme. This helped them to better integrate within their teams, schools and communities.

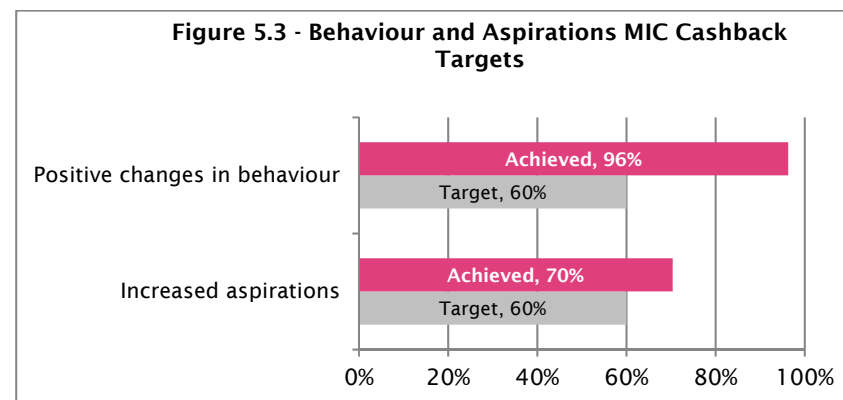
*"It is about developing life skills as well."*

*Club Representative*

## Outcome 3: Improved Behaviour and Aspirations

### Self-evaluation

Almost all (96%) respondents experienced positive changes in behaviour as a result of the programme. The majority of survey respondents (70%) told us that their aspirations for the future had improved because of the programme.



## Discussions

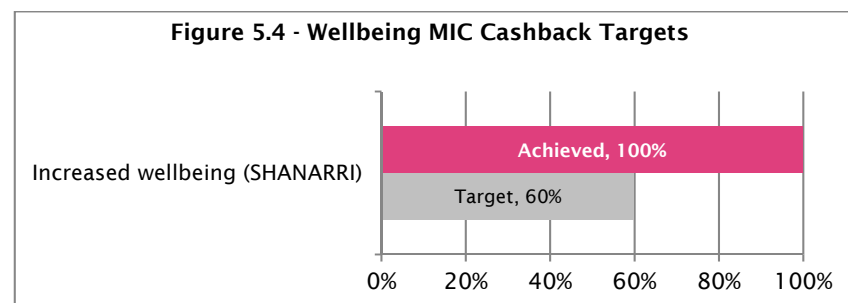
MIC volunteers who work with participants highlighted the improved attitude of young people who joined the programme. When they started, their tackling and behaviour on the pitch could sometimes be aggressive because they felt they needed to protect themselves. After time, this behaviour lessened.

Feedback from schools to Scottish FA staff and club representatives indicates that taking part in the MIC programme has had a positive impact on their engagement in school. They said that many participants struggled with school, manifesting in challenging behaviours, but that the programme had improved this for some.

## Outcome 4: Increased Wellbeing

### Self-evaluation

All MIC survey respondents reported increased wellbeing as a result of the programme.



## Discussions

Young people in the MIC programme talked about the benefits of playing in and being part of a team. They felt well treated, included and comfortable on the programme, which improved their health and wellbeing. Participants discussed their enjoyment of the programme, and sense of achievement it

gave them, which helped them to deal with more challenging aspects of their lives.

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*"It is all about inclusion."*

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*Club Representative*

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As well as feeling more physically fit since joining the programme, participants talked about other positive changes that they had made to their lifestyles. For example, they go to bed earlier before a practice or a game because they understand that it will help them to play better.

Scottish FA staff and club representatives talked about the health and wellbeing benefits for young people in the programme, of being part of a team. The young people are there for each other, providing each other with a peer network and support that they might not have had before. This impacts positively on their wellbeing, reducing feelings of isolation and disengagement.

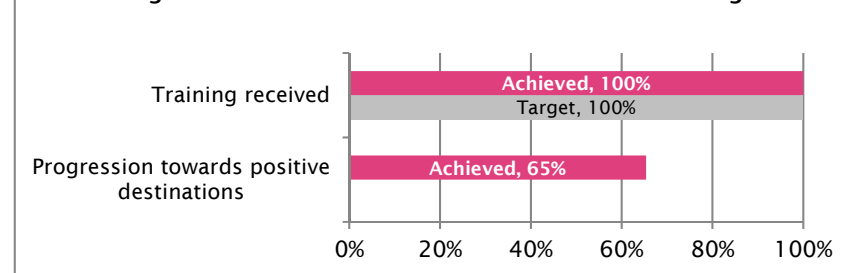
## Outcome 6: Positive Destinations

### Self-evaluation

The majority of survey respondents (65%) reported progress towards positive destinations.<sup>21</sup>

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<sup>21</sup> Defined in the survey as feeling more ready for study or employment as a result of the programme.

**Figure 5.5 - Positive Destinations MIC Cashback Targets**

### Discussions

MIC participants talked about what they wanted to do in the future. Many wanted to play football professionally, or work in another role in the sports industry. They attributed these career aspirations to their involvement in the MIC programme.

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*"I want to be a professional player."*

---

MIC participants have the opportunity to progress from participating in football activities through a participation centre, to playing for community football clubs. This enables them to access mainstream football activities and integrate within the wider community.

Club representatives we talked to said that young people moved to the club because they had progressed as much as they could within a participation centre. The club's Chairman had existing links with Scottish FA, therefore when a Scottish FA Development Manager approached the club about providing spaces for MIC players, it was agreed that they could attend.

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*"They grew out of it and needed to move onto a team."*

*It's the staff and volunteers that make it happen."*

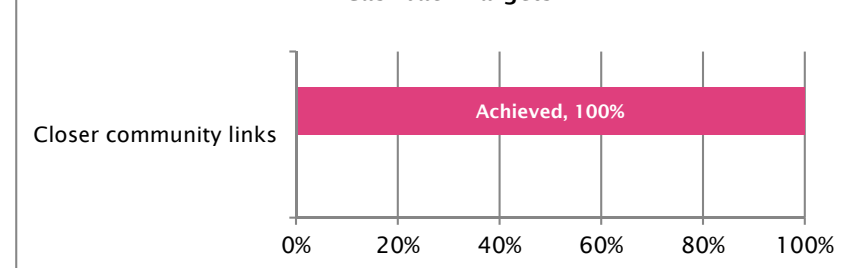
*Club Representatives*

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## Outcome 9: Contributing to the Community

### Self-evaluation

All survey respondents reported closer community links as a result of the programme.

**Figure 5.6 - Contributing to the Community MIC Cashback Targets**

### Discussions

Scottish FA staff and club representatives said that MIC participants had mostly integrated well within participation centres and mainstream clubs, where they had moved on.

After they move on from participation centres (which are free to attend) club fees are waived for some participants where they would find it challenging to pay these.

---

*"It's not just about them coming to a session, it is about seeing if they can integrate into a team."*

---



## 6: Perceptions of the Programme

This Section reports on comments made by Football Leads, coaches, senior school staff and young people about the running of the programme, the referral process, wider benefits of the programme on the schools and the community, and suggestions for improvement.

### Young people's views

Young people discussed what they liked most and least about the Scottish FA's CashBack for Communities programmes and gave some suggestions for improvement.

#### My School of Football

The things that young people liked most about School of Football included:

- Playing matches and tournaments
- Making friends through the programme
- Feeling fitter and healthier
- Learning new skills, on and off the pitch
- Time spent outside of the classroom
- Trips away (e.g. to visit Hampden or watch matches)

Things that young people liked least about School of Football included:

- Arguing with teammates on the pitch
- Having mixed groups with players of varying ability was frustrating for some young people.

- Negative attitudes towards girls playing football from some participants
- The lack of facilities for practical sessions during the winter (in some schools)
- Sessions being cut short due to a lack of time to get to/from other classes

#### My Volunteer & Inspire

Young people taking part in the VIP programme commented on what they liked about the programme, what could work better. Successes of the VIP programme included:

- Free training and volunteering opportunities supporting progression in coaching, work experience and career development.
- Opportunities to try different types of volunteering activities supporting a wide range of children and adults.
- Insight into the football industry and the variety of careers available.
- Personal development opportunities including supporting others to play football.
- Supporting and encouraging programme staff who communicate well with young people.

- 
- Developing a network of contacts including professionals and peers with an interest in the football industry.
- 

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*"It gave me the confidence to know I can get to where I want to go."*

*"I wouldn't have got my coaching qualifications otherwise."*

*"I was already volunteering but VIP pushed me to do more."*

#### VIP Participants

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VIP participants also talked about the parts of the programme that could have worked better for them. These included:

- 
- Too few VIP workshops – some young people wanted more regular workshops for participants to come together and learn more often.
- 
- More and varied presenters at VIP workshops such as former and current players, referees, scouts and other industry professionals.
- 
- More opportunities to gain insight into less visible careers in football such as scouting and refereeing would be welcome.
- 
- Training and qualifications related to other areas than coaching would be appreciated, such as Physical Preparation and working with people with disabilities.
- 
- More support for participants to travel to attend workshops and volunteering opportunities would be useful, especially for younger people still at school and those living away from the central belt.
- 
- More opportunities for young people not in school, further or higher education to take part through promoting the programme via wider channels.
- 

Interviews suggested that volunteering opportunities were not experienced uniformly by all participants. Several participants said that there were

occasionally barriers to accessing the volunteering opportunities available through the programme.

The biggest challenge for VIP participants was juggling studying and volunteering commitments. Young people often found it difficult to take part in as many volunteering opportunities as they would like, due to school, college and university commitments. Some would have liked more midweek volunteering opportunities and a wider range of dates to undertake coaching and other training courses.

Some suggested that the methods for letting people know about volunteering opportunities could be problematic for those with busy lives. Participants said that typically opportunities were shared by email on a first come, first served basis. A couple of participants said that they had missed out on the "better" volunteering opportunities or on opportunities entirely because they are not always able to respond to emails immediately.

Matchday volunteering opportunities at Hampden are regularly offered to VIP participants, though they do not form part of the programme. However, in interviews participants did not appear to distinguish between these and other volunteering opportunities. Based on this perception, some participants who lived outside Glasgow were disappointed that the timing and/or travel required for opportunities at Hampden made it difficult for them to attend.

#### My Inclusive Community

MIC participants were positive about their experience of the programme. None felt that the programme could be improved. They discussed the parts of the programme that work well for them, including:

- 
- The opportunity to play in a local team, in a welcoming, comfortable and safe environment.
- 
- The chance to meet other young people with similar interests and to integrate within a new community.
-

- The confidence to overcome barriers to exclusion, including language and cultural barriers, by playing football with a range of young people from different backgrounds.
- The chance to develop personal skills including communication and team working.

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*"It helped me to learn the language."*

*"I have developed my fitness and skills."*

*"My lifestyle is healthier."*

*MIC Participants*

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## The referral process

### My School of Football

Schools, SFA staff and club coaches work together to select My School of Football participants each year. While some interest and ability on the part of young people, the reasons for referral to the programme are much wider.

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*"Person first, football second."*

*Senior School Staff*

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Senior school staff talked about how the programme referral process works. Most pupils are referred to the programme in primary 7 where they are invited to attend trial days and discussions with SFA and school staff.

The referral of young people to the programme worked slightly differently across schools, depending on the needs of pupils. Some criteria taken into consideration when selecting participants for the programme included:

- Living in areas of multiple deprivation according to SIMD.
- Pupils with additional support needs, including social, emotional and behavioural.
- Levels of attendance and attainment including those pupils who need more encouragement to engage in school.

Schools and the SFA work hard to ensure a good mix of young people in the programme. They recognise that this diversity of ability and needs is essential for the programme to work.

---

*"It is about those who will benefit from the programme the most."*

*"It is not about elite footballers."*

*"There is a real mix of skills and abilities."*

*"The goal is to improve the engagement of young people with school and learning."*

*Senior School Staff*

---

### My Volunteer & Inspire

While there is no referral process as such for the VIP programme, young people are signposted to the programme largely through schools and colleges with which Scottish FA Development Managers have strong relationships.

On the whole this process works well for participants. However it was highlighted that to attract a greater diversity of young people to the programme, with a mix of backgrounds and needs, the VIP programme should be promoted more widely.

### Programme delivery

#### My School of Football

There was a widespread consensus that the programme is well run and managed. Senior school staff talked in detail about management and delivery of the programme. The things that worked well in these areas included:

- Good relationships developed between schools, the SFA, local clubs and coaches.
- Responsiveness to feedback and suggestions for programme improvement.

Schools are at different stages of progress with My School of Football. Some schools have well established programmes, while others are beginning their journeys. Those schools that have more recently become Schools of Football acknowledged that a lot of work was required to get the programme structure and delivery right. This was seen as essential to making the programme sustainable for the future.

---

*"We have looked at various models of delivery and are considering what will work for us."*

*Senior School Staff*

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Some schools and local authorities invested financially and in kind in the programme, to support how it is delivered. For example in some areas, local authorities contributed to the programme financially to ensure that there were equal opportunities for both girls and boys to participate.

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*"Delivery of the programme has been smooth."*

*"It is working really, really well."*

*Senior School Staff*

---

SFA CashBack funding enables the delivery of the programme to S1 and S2s. Beyond that, schools, local authorities and other partners must fund the programme if they want to involve older pupils. Many schools have extended the programme to S3 pupils and beyond, because they recognise its many benefits. This demonstrates that the programme has been successful in leveraging additional resources and funding, beyond CashBack investment.

---

*"The local authority manages programme finances and recruits and funds coaches, which frees up staff to deliver the programme."*

*"The Director of Education has been very supportive of the programme."*

*Senior School Staff*

---

## My Volunteer & Inspire

There was consensus among VIP participants that the programme is well run and managed. Young people taking part in the programme were happy with the training, volunteering and development opportunities available to them.

There were minor elements of the programme previously highlighted that could have worked better, including timing of volunteering opportunities, a wider range of opportunities and support with travel, but generally participants felt that the programme was delivered well.

## Partnership working

### My School of Football

Senior school staff were positive about partnership working around the programme, between schools, the SFA, clubs and local authorities. On the whole school staff talked highly of partnership within the programme. Partners have generally been encouraging and supportive.

Some schools have strong links with both SFA, community and professional clubs, which is an approach that has worked well. For example a school representative in Glasgow talked about the strong link between the school and Rangers, which has been very beneficial for the school and its young people.

---

*"The SFA is hugely supportive which makes a difference."*

*"We have had great support and encouragement. It has been invaluable."*

*"The school and the SFA have a very open relationship."*

*Senior School Staff*

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Some more recently established Schools of Football approached other schools for advice about delivering the programme. The programme also

helped some schools to strengthen their relationships with cluster primary schools, easing the transition of young people from primary to secondary education.

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*"We learned lessons and gained knowledge from that."*

*"It can help alleviate the anxiety of pupils who are starting high school."*

*Senior School Staff*

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### My Inclusive Community

The MIC programme works closely with delivery partners including charities that support young people from BAME (Black, Asian and Minority Ethnic) communities to enhance participation opportunities.

Programme staff and partners said that on the whole these relationships worked well. For example, in Renfrewshire, Barnardo's work with young Syrian refugees who take part in the MIC programme. They pay for travel expenses to and from sessions and provide support to help them sustain their engagement.

A programme partner discussed partnership working with the Scottish FA to enable it to deliver opportunities for marginalise young people and their communities. The partner commented that currently Scottish FA staff are very professional and understanding when working with organisations that directly support and advocate for BAME communities.

---

*"There is a lot of collaborative partnership working with SFA."*

*MIC Partners*

---

On the whole partnership working with the Scottish FA had improved, however more work with relevant partners is required to provide genuine and sustainable participation opportunities for young people.

## Benefits for schools

### My School of Football

Senior school staff and programme delivery staff discussed the importance of the SFA's CashBack for Communities programme for schools. These included:

- A sense of pride and achievement within the school community.
- The use of football as an effective tool for engagement.
- Increased profile of schools involved in the programme.
- Improved school attendance and attainment.
- Improved behaviour of school pupils.
- More active school pupils.
- Building the capacity of school staff through training.

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*"It is another tool to manage behaviour."*

*Senior School Staff*

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School staff and coaches said that the programme complements and enhances the curriculum. Without it there would be one less effective tool for engagement in learning and school life. They added that the programme supports school values, creates a school identity and provides staff with another opportunity to reinforce these.

Some school staff felt that My School of Football participants acted as role models for other school pupils. Some schools expected participants to act as ambassadors representing their schools. School staff described instances where School of Football participants were expected to run lunchtime and after school football sessions for pupils who were not selected for the

programme. This would extend the benefits of the programme to the wider school population.

School staff and coaches felt that having the My School of Football programme in their school made schools more visible and attractive to families who are faced with which school to choose for their children. This is particularly beneficial for schools that struggle with a decreasing school intake.

---

*"It is an important part of the school offering."*

*"It is valued across the school community."*

*"It is good for the reputation of the school."*

*"It is really good for boosting school intake."*

*Senior School Staff*

---

Senior school stakeholders commented that the programme helps to build staff capacity within schools. The SFA funds and provides training for staff giving the opportunity to continually learn and develop.

---

*"It is a good opportunity for staff, to develop their leadership and partnership working skills."*

*"It is empowering for the staff."*

*Senior School Staff*

---

Without the programme, most school staff felt that schools would face increasing issues around additional support needs and disengagement. Some school staff said that without the programme their school intake would go down and there would be fewer stories of positive impact.

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*"There would be a group of vulnerable and disadvantaged young people without that support."*

*"There would be fewer relationships and friendships formed."*

*"We would have more issues with behaviour, attendance and attainment."*

Senior School Staff

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## Benefits for the community

### My School of Football

School staff and coaches said that the programme was beneficial for community football clubs, because it creates a progression pathway for young people from school into community football activities and develops club players. Young people taking part in My School of Football and playing at community clubs are exposed to more training and games, which helps them improve as players. They felt that the programme improves club recruitment and creates positive role models for other young people in the community.

---

*"It keeps progression going and is the key to sustainable activity."*

*"The school's link to the club is really important. It helps promote the school in the community."*

Senior School Staff

---

School staff and coaches believed the programme has a positive impact on the wider community. In particular, the programme is beneficial for encouraging increased parental engagement in schools. Many parents respond positively to the programme, understanding the benefits for their children to be involved. This in turn has increased their engagement in how their children perform in other subject areas, and in school generally.

---

*"Parents are on board."*

*"Parental engagement is really strong. They really value the school of football."*

*"Parents play a big part in the selection process. It is their commitment as well."*

Senior School Staff

---

Some staff and coaches felt that the programme has the potential to positively impact the home lives of young people. Through informal feedback from parents and young people they understood that young people involved in the programme had more to talk to their parents about, and in turn, parents became more involved in the lives of their children.

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*"One parent said that it has helped with behaviour massively in the house."*

*"Families do see a positive outcome. It is uplifting for them."*

Delivery staff

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## Suggestions for improvement

### My School of Football

Senior school stakeholders and delivery staff discussed improvements that could be made to engage the My School of Football programme. These included:

- 
- More transparent selection process.
  - Extending the programme into S3 and senior school year.
-

- 
- More opportunities for young people to gain a wider range of qualifications through the programme, to tie the programme directly to attainment.
- 
- More mentoring for girls to encourage their sustained engagement in the programme.
- 
- Increased funding for schools no longer receiving CashBack funding to deliver the programme.
- 
- Developing partnerships with providers that can deliver specialist workshops to participants, such as health and safety, mental health and wellbeing and anti-sectarianism.<sup>22</sup>
- 
- More contact with and sharing of learning between Schools of Football.
- 
- Introduction of My School of Football reviews with young people to ensure that they are still benefitting from the programme.
- 
- Improving sporting facilities in schools.
- 

Some school staff and coaches commented that the programme selection process can be unclear. They felt that it is important that all delivery staff involved in the programme are clear that it is intended to include those young people facing disadvantage and with additional support needs who will most benefit from it. A few felt that the selection process focused too much on the ability of young people. It was agreed that a mix of abilities and needs among participants was essential for a successful programme.

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<sup>22</sup> These types of workshops have already been delivered in some schools. For example, during interviews one coach referenced a workshop on recognising signs of mental health issues, delivered by the Scottish Association for Mental Health, which had been particularly well received by pupils. Workshops aimed at tackling sectarianism and inequality in sport, (Colours of Our Scarves) and Positive Coaching Scotland workshops on developing a positive learning environment were also delivered to young people in Year 2 of the programme.

---

*"My concern is that it should not all be about ability – that is not the focus."*

*"The trial process isn't flawless but we need it to get a mix of young people."*

*"Young people have to learn from each other. We need some role models."*

*Delivery Staff*

---

Delivery staff commented that more access to training and qualifications through the programme would be beneficial for young people. This would link the programme more explicitly to attainment and broaden the focus of the programme beyond football and personal development. Partnering with external providers would allow the programme to offer specialist interventions that schools cannot offer.

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*"More focus on wellbeing would be good."*

*Delivery Staff*

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*"The most vulnerable learners are 3<sup>rd</sup> and 4<sup>th</sup> year pupils. School of Football would have more of an impact on these kids."*

*Senior School Staff*

---

Some school staff and coaches felt that schools would benefit further if learning from the programme was shared between Schools of Football. This would allow collective successes and challenges to inform programme development.

Several school stakeholders highlighted that their schools no longer receive CashBack funding. Where schools fund the programme themselves, some



school stakeholders felt this negatively impacted delivery. For example, delivery is retracted to fewer pupils and fewer opportunities are available. Some schools used PEF to fund My School of Football beyond CashBack, but senior staff said that this was not sustainable in the longer term.

---

*“There are too many conflicting priorities for PEF.”*

*“The programme is a two-year intervention. What happens to pupils after that? That’s the challenge.”*

*Senior School Staff*

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### My Volunteer & Inspire

While young people who took part in the VIP programme very hugely positive about their experience some practical suggestions were made that might improve the programme in the future. These included:

- 
- More regular VIP workshops.
- 
- VIP visits and trips – e.g. to matches and training sessions – for cohorts of young people.
- 
- More variety of training courses, e.g. Physical Preparation course, mental health awareness, training for becoming a football scout
- 
- More opportunities to observe professional coaching sessions.
- 
- More advanced volunteering opportunities such as shadowing SFA staff and coaching at professional clubs.
- 
- More advance notice of volunteering opportunities.
- 
- Support with transport, particularly for younger participants and those in more rural areas.
- 
- More links into the professional industry.
- 
- Better promotion of the VIP programme.
- 

A number of young people said that they would like more visibility of what VIP participants were doing in other regions. This would help grown their networks and share learning across the country.

Some young people we spoke to taking part in the VIP programme said that they may not have found out about the programme, except through school or college. The SFA has strong links with some schools and further education colleges. They said that to attract a greater mix of participants, the programme could be promoted through community partners, as well as through schools and colleges.

Participants felt that this might be a barrier for young people not in education, because they don’t find out about the programme. They felt that wider promotion of the VIP programme to attract a more diverse mix of participants would be beneficial.

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*“I didn’t know about it and no one I knew had heard about it either.”*

*“There should be more coverage.”*

*VIP Participants*

---

### My Inclusive Community

MIC programme staff and partners highlighted some suggestions that would improve the programme in the future, including:

- 
- Improved promotion of the programme to help attract greater numbers of participants.
- 
- Celebrating programme achievements more widely, through case studies and events.
- 
- Encouraging greater parental buy in to their children’s participation in the programme.
-

- Greater focus on equality within football rather than tokenistic participation opportunities.
- More buy in and commitment from senior Scottish FA staff to creating equal opportunities within grassroots football.
- Better infrastructure in place to support the delivery of the MIC programme in deprived areas.
- A wider range of MIC partners to help follow equality standards and deliver equality outcomes within Scottish FA's CashBack for Communities programmes.
- Further training for Scottish FA staff around equalities and a human rights-based approach.
- Ring fenced funding for CashBack for Communities equality work.

Scottish FA staff and club representatives highlighted some of the challenges of integrating MIC participants into mainstream football activities. These included promoting the programme, managing expectations, cultural and language barriers.

Club representatives discussed the importance of promoting the MIC programme more widely. They felt that the Scottish FA's CashBack offerings could sometimes be confusing for young people and clubs because there are so many programmes. Some felt that the achievements of the MIC programme could be celebrated more, through high profile case studies and events.

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*"It can be hard to know where to start."*

*"We don't hear enough of the good stories, of the impact it has on people's lives."*

*Club Representative*

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For example, when MIC participants joined a mainstream club, staff and volunteers offered to transport them to and from practice until they got used to the venue. However, participants came to expect it and unless their transport is arranged by staff and volunteers, they are unlikely to attend.

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*"If they weren't picked up the young people wouldn't come."*

---

It can be challenging to encourage some MIC participants to demonstrate the commitment required to participate in a team. While this has slowly improved, Scottish FA staff and club representatives said that it is hard to explain the concepts of commitment and not letting the team down.

Scottish FA staff and club representatives said that it is hard to engage the parents of MIC activities. For example they are unlikely to offer to transport young people to practice or games, and rarely come to spectate.

---

*"We are trying to get parents to step up and be responsible for transport but culturally the parents are quite happy to let the kids work it out for themselves."*

*"A lot of the challenges come with the parents and cultural differences. It is really hard to engage with parents."*

---

Some club representatives said that they would like to introduce a small fee for young people who have moved on from participation centres. Not only would this be beneficial for clubs, helping them to remain sustainable in the future, but it would encourage young people and their families to attach a value to the activities.

Encouraging girls to attend participation centres and associated clubs is more challenging in the MIC programme. Girls' participation in 'male activities' is often viewed as unacceptable by some culture.

MIC partners were keen that the Scottish FA's focus on equality through its CashBack for Communities programme is strengthened going forward. They

suggested that the organisation takes a human rights-based approach to equality, aligning funding and partners with that agenda.

An MIC partner suggested that formalising partnership working with equalities organisations in future CashBack work would be a positive step towards demonstrating the commitment of Scottish FA to providing opportunities for underrepresented groups and communities.

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*"Things are changing, and getting more positive. It has been acknowledged that things need to get better."*

*MIC Partner*

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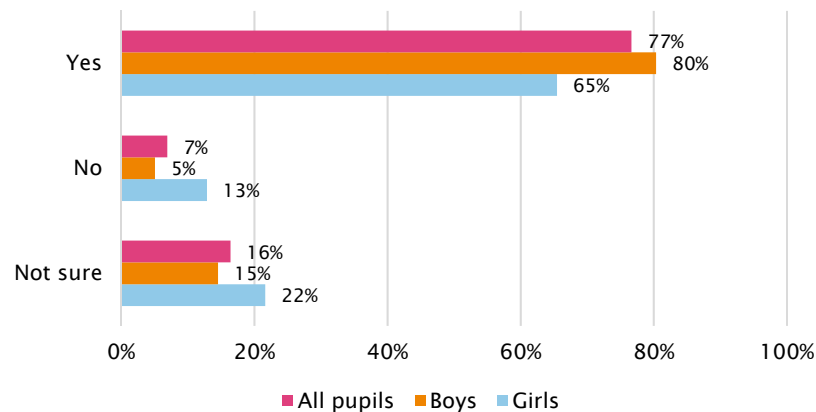
## 7: Including Girls

This section explores the impact of the My School of Football programme on female participants

### Self-evaluation

The My School of Football participants were asked about their perceptions of the opportunities available for both male and female participants.

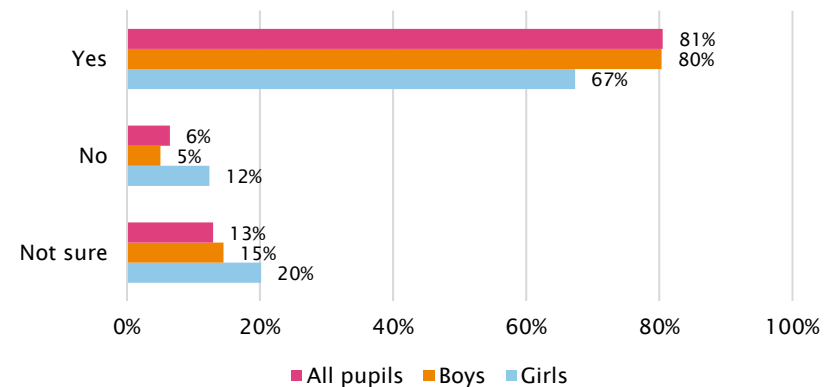
**Figure 7.1 - Are boys and girls given the same amount of encouragement to take part in School of Football?**



Just over three quarters of respondents (77%) thought that girls are as much encouraged to take part in the programme as boys. As expected, boys (80%) are slightly more positive than girls (65%), but these figures do not suggest that there is an issue around encouraging girls to take part.

Figure 7.2 shows that the more than four fifths of participants of My School of Football (81%) believed that the programme provides the same opportunities for girls as it does for boys.

**Figure 7.2 - Are boys and girls given the same opportunities on the programme?**



Again, girls (67%) are slightly less positive than boys (80%), but girls' responses are also very positive overall so it is unlikely there are structural issues within the programme.

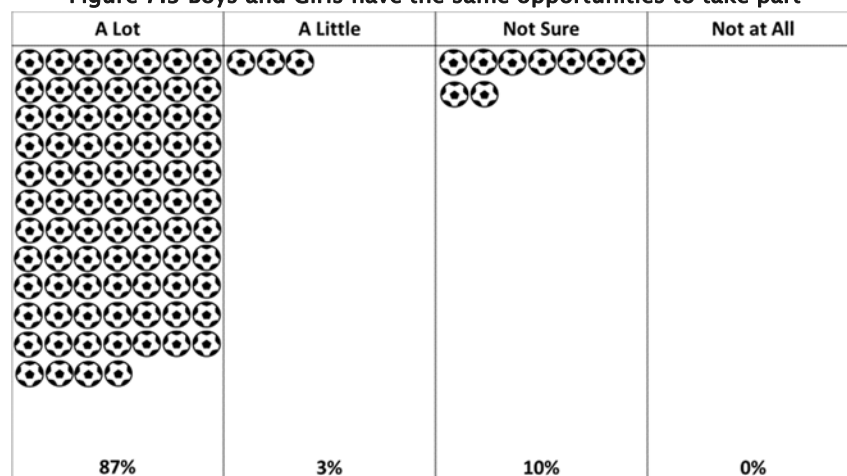
*"I think you'll find we're all treated the same."*

*"I think it is a fair programme and there is nothing wrong with boys or girls playing football."*

*"Our coaches are always encouraging the females to try new things."*

At the start of focus group discussions, we asked young people to place a 'sticky dot' on a sheet to express their initial feeling about the discussion topic. Figure 7.3 shows that most young people (87%) felt that boys and girls had the same opportunity to take part.

**Figure 7.3 Boys and Girls have the same opportunities to take part**



*"Sometimes the other boys play in an S1 S2 League but me and the other girl can't play not because we aren't good enough but because we are girls."*

*"People think that football is just for boys."*

*"The boys get to do full games most lessons, girls on the other hand have to do basic passing drills that are too easy or a 4-a-side game which we all don't like much."*

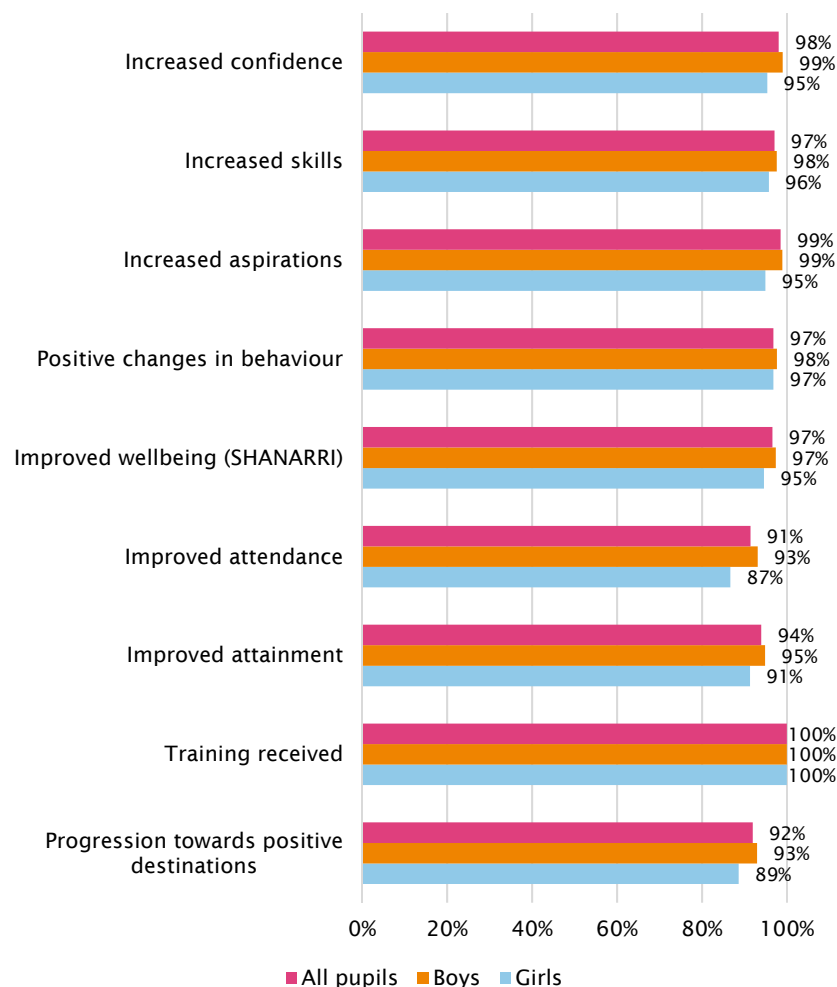
*"They get more games."*

*Female School of Football participants*

We compared the self-evaluation results for girls against the results for boys for each of the CashBack outcomes, as shown in Table 7.4. This demonstrated no significant differences, suggesting that the programme works as well for girls as it does for boys.

Some comments made by female pupils, however, suggest that sometimes they did not feel that they were treated equally to boys.

Figure 7.4 - Comparison Girls vs. Boys and All Pupils



## Girls' views

The girls taking part in the programme generally felt that they get the same opportunities to take part in the programme as boys. However, they felt that they do not get as much encouragement to take part in the programme initially, as boys do.

Although it seems that girls are treated equally once in the programme, many felt that they were restricted in the activities they were involved in. Some said that they were always picked last for teams, they are often placed in defence and the boys rarely pass the ball to them.

This was particularly the case in schools where there was no separate girls My School of Football programme. In generic programmes, usually only two or three girls take part in the programme compared to 20 or so boys.

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*"I feel quite restricted."*

*Female School of Football participant (mixed programme school)*

---

Some girls talked about feeling afraid to make contact with the ball for fear of being judged by the boys. They feel that if a boy makes a mistake, it is taken lightly or 'laughed off' but if a girl makes a mistake, she is criticised. Some felt insecure as a result and felt that the programme could be intimidating.

---

*"As soon as we get the ball, they are judging us."*

*"We don't feel as comfortable as when we're playing with girls."*

*"We either have to do it right or not at all."*

*Female School of Football participants (mixed programme school)*

---

Girls also mentioned the stereotypes some boys expressed about girls playing football. They felt that many of the boys do not see them equally as players.

---

*"We heard what they said when we're running up the hill [doing a drill]. 'Girls shouldn't be allowed to play football, it's not what they're meant for.'"*

*"Not really – the boys still see girls as not being very good at football."*

*Female School of Football participants (mixed programme school)*

---

Girls acknowledged the role that the coaches play in creating more equality between boys and girls within the programme. Generally, they believed that coaches are doing their best as much as they can in this area, but were not always successful in changing boys' attitudes and behaviours. Some girls mentioned the lack of female coaches and role models.

---

*"Coaches have spoken about it with the boys, but it's not stopped."*

*Female School of Football participant (mixed programme school)*

---

Some girls talked about developing friendships with some of the boys in the programme which they wouldn't have otherwise done if the programme was not available.

Some girls thought that the My School of Football programme has changed the attitude of some boys and that they have come to realise that girls and boys can do things equally well.

Some girls found that playing with boys in the programme gives them an advantage because they must learn to hold their own among physically stronger players, which improves their game skills. It has also given them an insight into the way that many boys play – they felt more able to predict what male players are going to do in different situations on the pitch.

## Boys' views

Boys generally thought that girls got the same opportunities to join the programme and were treated equally throughout the programme. Girls and boys have the same number of classes per week, are involved in games<sup>23</sup>, go on the same trips and generally do the same things.

---

*"We are all just players."*

*Male School of Football participant (mixed programme school)*

---

Some boys acknowledged that there were far fewer girls taking part in the programme than boys and felt that they might need more encouragement to join. They also noticed the relatively high number of girls dropping out of the programme, but they didn't think that was because of how they were treated.

---

*"Girls need more encouragement but get less."*

*Male School of Football participant (mixed programme school)*

---

Boys sometimes found it difficult to train and play with girls. Tackling a girl was seen as particularly problematic. Some boys also felt they could not criticise girls the way they would do with other boys.

---

*"Sometimes you feel bad when you tackle girls."*

*"I'm a lot less likely to shout at girls."*

*Male School of Football participants (mixed programme school)*

---

<sup>23</sup> In many schools girls play fewer games than boys, in some schools girls do not play games at all.

Some boys interviewed displayed stereotyped opinions; that football is not for girls.

---

*"Dancing is for girls, football is for boys."*

*Male School of Football participant (mixed programme school, though no girls in this young person's year group)*

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However, there were also a lot of boys who countered that and said that they saw girls as equals.

---

*"A girl is just another person."*

*"It's generally seen that it's not girly to play football, but I don't see why not."*

*Male School of Football participants (mixed programme school)*

---

Some boys expressed that how they perceive girls has changed as a result of the programme.

---

*"You can see that girls are just as good at football as boys."*

*"Boys sometimes assume 'girls will be rubbish' and get a surprise when some of them are better than them."*

*"We have more in common than we thought."*

*Male School of Football participants (mixed programme school)*

---

Some boys said that they have more contact with girls now because of the programme, and some developed friendships with girls, that they might not have done otherwise. Some found out to their surprise that they had common interests with girls and mutual respect increased.

---

*"I have become good friends with a girl on School of Football."*

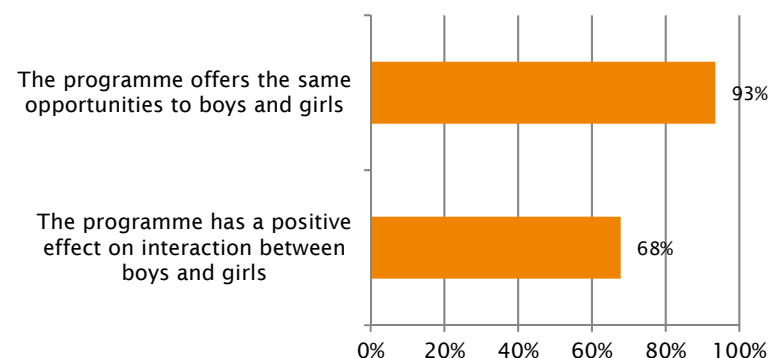
*Male School of Football participant (mixed programme school)*

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## Schools' views

The views on equality for girls within the programme are shown in Figure 7.5. It shows that school staff think the programme offers the same opportunities to both sexes, and it has a positive influence on how male and female pupils interact.

Figure 7.5 - Including girls (school staff)



Coaches and school staff provide the same opportunities, facilities and support available to boys and girls within the programme. However, they acknowledged that there are only a few girls that take up the opportunity.

Gender stereotyping was noticed by coaches, but it was seen as very difficult to address effectively. Although, many coaches felt that this is changing as soon as boys see that girls can hold their own on the pitch.



---

*"Each participant has the respect and awareness that both sexes can be of a similar ability within not only sport but every occupation in life."*

*"In some cases, particularly S1's I think pupils see the girls football programme running alongside the boys and it shows a positive example of equality."*

---

Some coaches also mentioned the perceived physicality of the game, just at a time when many girls are becoming more aware of their body image.

Schools with an girls-only programmes, expressed different messages. They attract large groups of girls that would not cope in a mixed team but thrive in a girls' team. Girls-only programmes deliver the same themes and content as generic programmes but adapt delivery to the group's needs and preferences. Coaches at schools with generic teams said that they would be happy to establish a girls-only team if the demand is high enough.

---

*"Less females are interested in the program because of large numbers of males trialling in comparison to females. Not big enough numbers of females to effectively run female only programme."*

*"As a direct result of the appointment of a new female staff member who is involved in football, coinciding with the addition of the girls specific programme, we now have a huge number of girls who attend an Extra Curricular football programme, and are consistent in their attendance."*

*"I think that challenging the stereotypes in football has a massive impact on attitudes of boys and girls towards each other, whether they are in the programme or not."*

*"Limited uptake from girls. Overwhelmingly male pupils involved which leads to less engagement from female pupils."*

*"It is important that they have a separate environment from the boys."*

---

Coaches and other school staff involved with the programme also observed positive results from the programme in terms of equality. Girls and boys get to know each other better and develop a mutual respect.

---

*"I believe the boys have more respect for the girls as they have similar interests and are part of the same programme."*

*"By giving them both equal opportunities this has caused respect and we have seen friendships formed in and out of school with the groups because they have a common interest."*

*"Females have indicated they are more respected by their male counterparts."*

*"They have more respect for each other. Also breaks down barriers between them."*

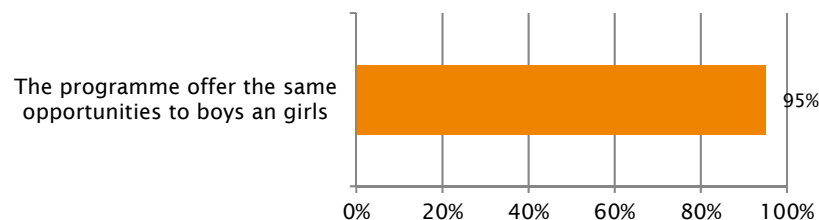
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Coaches stressed that, despite the challenges of attracting girls to the programme, the inclusion of girls is seen as very positive and crucial to the development of the game. We are only at the start of the journey towards equality in football and this needs time to develop. They saw that there is momentum building behind the girls' programme and would like this to continue.

## Parent and carers' views

The vast majority of parents and carers (95%) acknowledged that the programme provided the same opportunities for male and female pupils.

Figure 7.6 - Including girls (parent/carers)



*"I get the impression whether male or female all children treated well."*

*"I would like to see more females involved - there are only 2 in my daughter's class and doing some things in a very male dominated area is still intimidating. She is very self-conscious especially at this point in her development."*

*"It is starting to change but there is still a focus on male football."*

Participants suggested that having more Scottish FA interventions in primary school and involving more female role models might help to encourage more females to take part.

*"We need to get them started young."*

## Female participation in the VIP programme

Young people we spoke to in the programme talked about the opportunities for women and girls to take part. While there are significantly fewer females in the programme, they generally believed that the opportunities for both males and females to participate are equal.

*"Women's football is much more prominent now."*

However, participants did feel that there is an issue around encouraging more females to get involved in football. Some felt that girls can be put off getting involved in football coaching at a young age because it might be intimidating. Combined with cultural perceptions of football as a 'men's game', many females choose not to engage.

*"Because there are fewer girls, less want to become involved."*

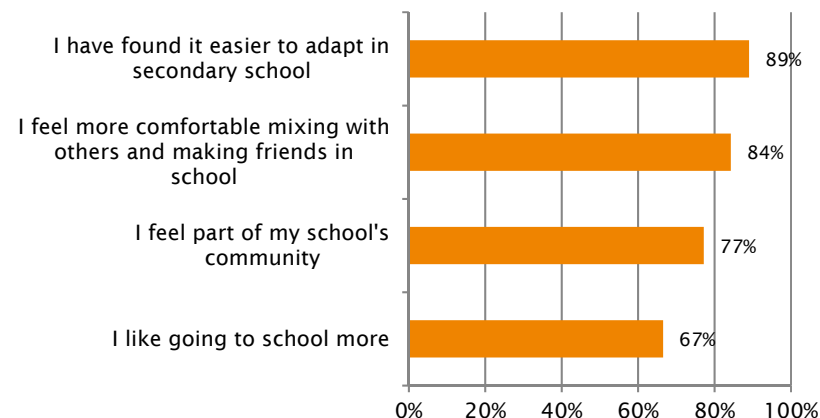
## 8: Facilitating Transition

This section of the report explores how the My School of Football programme has supported young people through their transition from primary school to secondary school.

Almost four out of five young people participating in My School of Football (79%) said that the programme helped them to more easily make the transition from primary school to high school.

Table 8.1 shows the reasons why young people thought that the programme helped them with moving into a new school.

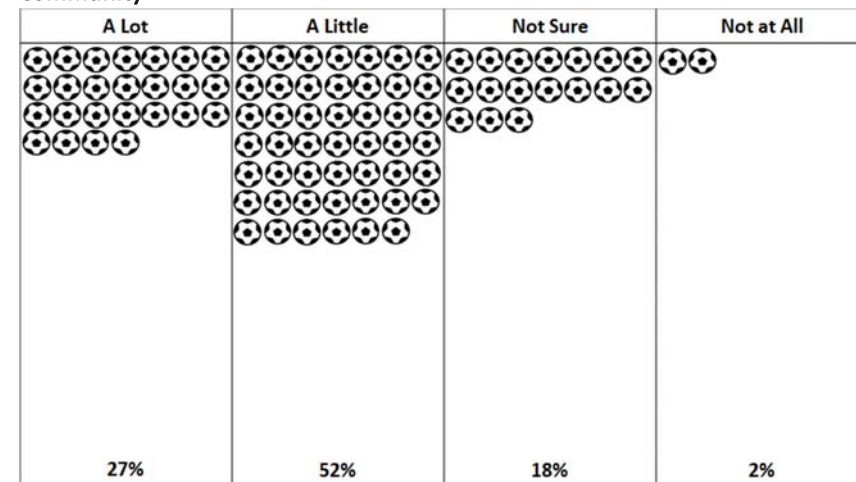
**Figure 8.1 - Transition to secondary school**



Young people stated that the programme made it easier to adapt to a new school, has helped them to make new friends, made them feel part of the school community and made school a more pleasant experience.

Before the start of focus group discussions, we asked young people to express their initial feeling about the discussion topic by placing a 'stick dot' on a sheet. Figure 8.2 shows that for most (79%) the programme has helped young people to feel more part of the school community.

**Figure 8.2 - the programme made me feel more included in school community**



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*"It has made want to come to school a lot."*

*"I made great friends at football".*

*"It can help me to look forward to school during the day."*

*"I feel wanted."*

---

## Young peoples' views

Moving from primary to high school can be a stressful experience for many young people. Most young people found that being involved in the My School of Football programme helped them to settle into their new environment and made the transition period easier.

---

*"It is scary starting high school not knowing a lot of people."*

*"It helped me relax and make more friends."*

*"It helped me calm my nerves."*

---

Young people said that through the programme they got to know people quickly and made new friends. In particular, some girls commented that it helped them to get to know the boys in their class better.

It also made it easier for S1 pupils to get to know pupils in the years above them.

---

*"We can talk to them without feeling like 'who are you?'"*

*"It helped me learn people's names and meet new people I didn't know."*

---

The programme made young people feeling more involved in their new school, because they felt that were representing the school through My School of Football.

---

*"They have expectations of us. They say we are examples for the school."*

*"It gave me something to be part of."*

---

Some young people said that knowing they had been selected for the programme was exiting and made them look forward to starting high school.

Young people also commented on the role of the coaches. They quickly built up a relationship with coaches and felt able to ask them questions about their new school or talk about personal issues.

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*"I felt I could go to [Coach] for other things."*

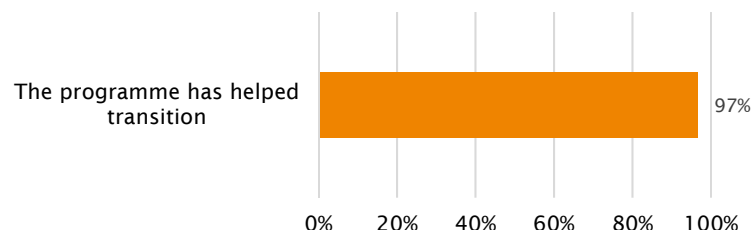
*"It feels like [Coach] understands more than other teachers."*

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## Schools' views

Almost all school staff (97%) felt that the programme supported the transition of participating pupils from primary to secondary school, as shown in Figure 8.3.

Figure 8.3 - Transition to high school (school staff)



*"The pupils have made friends with others in the group who may or may not be in the same class."*

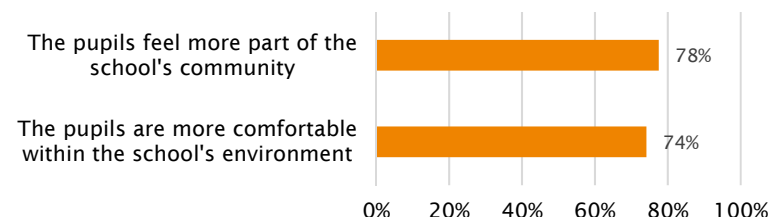
*"Pupils make new friends and have an incentive to take part and get involved in the school ethos."*

*"They are with other likeminded students with whom they feel confident and comfortable, and this helps them feel more settled and also look forward to something that they were maybe initially apprehensive about."*

*"The pupils have had the opportunity to make friends with pupils from other primary schools who have also transitioned into secondary school."*

Figure 8.4 gives an explanation about why the programme has helped transitions between primary and high school.

Figure 8.4 - Indicators Transition (school staff)



Coaches and other staff felt that the My School of Football programme helps young people to more easily make the transition from primary to secondary school. Young people seemed to settle into school quicker, and it helps them to meet new people and make friends. It eases the anxiety of young people and their parents at a challenging time.

*"The programme is another tool to use in the school's transitions programme."*

*"It helped her have a more positive transition to secondary school."*

The programme familiarises young people with their high school before they make the transition and ensures that they already know at least one of the teachers. P7 pupils who attended programme trials visited their new high school and got to see what the building looks like.

Once programme participants start high school, it makes them feel good to already be part of something like My School of Football. Coaches also noticed that it creates a team spirit and young people on the team look out for each other in school.

*"They feel proud wearing the kit around school."*

*"It can help young people lacking in English language skills and those who are shy to fit in."*

*"Football is a universal language."*

The programme also helps young people from different cluster primary schools to get to know each other.

Some coaches suggested extending the time pupils spend in P7 on My School of Football to increase the impact of the programme on the transition period. Others suggested delaying the start of the programme in S1, so that they can assess how young people are dealing with the transition and ensure that those pupils that need it most are included.

Head teachers stressed that their schools are in areas of deprivation and transition can be especially difficult for pupils from these areas. They confirmed the important role the programme plays in helping some pupils from deprived areas to make the transition to high school.

### Parent and carers' views

The vast majority of parents and carers (92%) thought that the programme has helped the transition of their child from primary to secondary school.

**Figure 8.5 - Transition to high school (parent/carers)**

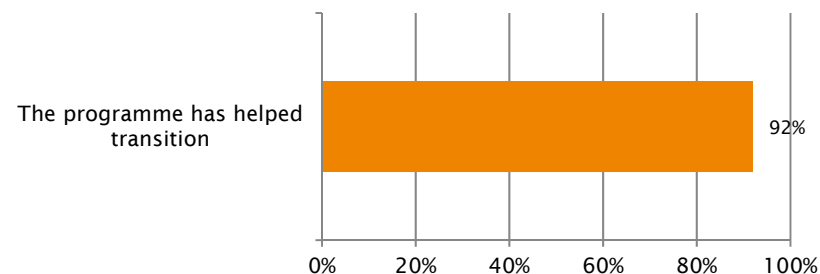
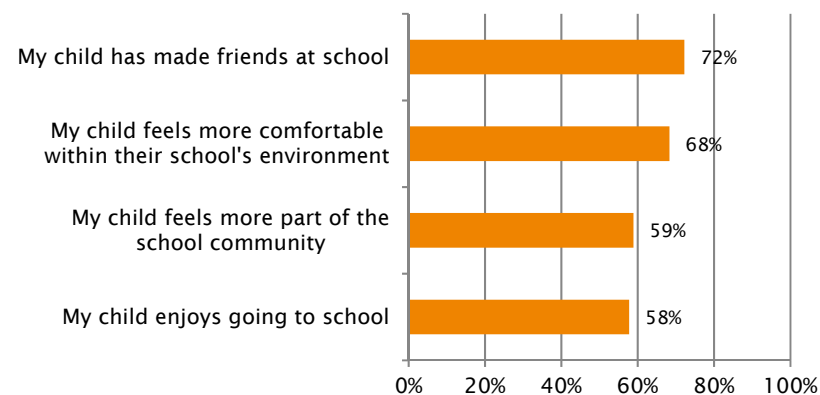


Figure 8.6 shows why parents and carers thought that the transition period was made easier by the programme.

**Figure 8.6 - Indicators of better transition (parent/carers)**



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*"My son was very apprehensive starting but I feel being part of School of Football quickly removed any apprehension about high school."*

*"It has made the transition from primary to secondary school more smooth and they have adapted great to it."*

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## 9: Focus on Attendance and Attainment

This section explores how the impact of the My School of Football programme can be measured in a more objective way using attendance and attainment data. This is a pilot exercise based on data gathered from one school involved in the programme.

### Introduction

Improving attainment in schools and in particular closing the poverty-related attainment gap between schools in areas of deprivation and more affluent areas is a major Scottish Government priority. The government introduced the Scottish Attainment Challenge in 2015, supported by £750m of additional funding. This year it published the National Improvement Framework and Action Plan to provide a strategic context to the Challenge.

The CashBack for Communities Logic Model includes Outcome 5: Increased attendance and attainment, which was selected by the Scottish FA as a target outcome for My School of Football.

Section 3 of this report assesses the achievement of this target through subjective data from the participant self-evaluation survey, parent and carer survey and interviews with young people, coaches and teachers.

Schools are also required to collect data on attendance and attainment on a regular basis and submit these to the Scottish Government.

We worked with Renfrew High School as a pilot study to identify more objective ways to assess changes in the attendance and attainment of pupils as a result of the My School of Football programme.

We would like to thank Mr. Burke and Ms. Ward of Renfrew High School for their time and for sharing the school's (anonymised) attendance and attainment data.

### Attendance

A comparison between attendance records of programme participants and non-participants (other pupils) is shown in Table 9.1. Although attendance is high on average for all pupils, those who are taking part in My School of Football have a slightly higher average attendance compared those who are not taking part, both in S1 and S2.

**TABLE 9.1: AVERAGE ATTENDANCE**

Year	Programme participants	Other pupils
S1	96%	94%
S2	94%	91%

Attendance alone does not tell the whole story. Renfrew High School also collects data that measures effort, behaviour and the frequency and quality of homework submission. Table 9.2 shows the comparative average scores between programme participants and non-participants<sup>24</sup>.

<sup>24</sup> Scores are given from 1-4 (1=excellent, 4 = very poor) across 11 subjects.



**TABLE 9.2: AVERAGE EFFORT, BEHAVIOUR AND HOMEWORK SCORES**

Year	Programme participants	Other pupils
S1 - Effort	1.6	1.5
S1 - Behaviour	1.5	1.4
S1 - Homework	1.3	1.3
S2 - Effort	1.8	1.4
S2 - Behaviour	1.6	1.3
S2 - Homework	1.4	1.2

Table 2.9 shows that pupils participating in the programme on average score slightly higher on effort, behaviour and homework than their non-participating peers. Given that My School of Football participants are typically less academic and present with more social, emotional and behavioural challenges than non-participating pupils, the difference in scores is less pronounced than expected.

## Attainment

When comparing the attainment data of My School of Football participants with non-participating pupils, a mixed picture emerges as shown in Table 9.3.

**TABLE 9.3: AVERAGE ATTAINMENT SCORE**

Year	Programme participants	Other pupils
S1	229.7	223.8
S2	222.6	253.7

In S1 programme participants score slightly higher in attainment than non-participants (3%), however in S2 non-participants score significantly higher (13%) than participants. This shows that it is difficult to compare the attainment scores of two more or less randomly selected groups of pupils of completely different size.

Longitudinal data were available for S2 pupils: S1 end of year, S2 first semester<sup>25</sup> and S2 second semester<sup>26</sup>. These are provided in Table 9.4.

**TABLE 9.4: AVERAGE ATTAINMENT PROGRESS**

Year	Programme participants	Other pupils
S1	205.0	245.8
S2 2 <sup>nd</sup> semester	222.6	253.7
Total increase	+9%	+3%

Table 9.4 evidences that the attainment of participants in My School of Football progress significantly faster than their peers who do not participate.

## Limitations to the research

This section is a first attempt to use data collected by schools to assess the impact of My School of Football on attendance and attainment. However, there are a number of limitations to this research that require the need for caution in drawing conclusions from it.

We have only reviewed data from one school and we only examined data from the current programme year. This means that the data are not necessarily representative for the whole My School of Football programme.

To determine trends and to rule out coincidental correlations, it would be necessary to look at data over a longer period (e.g. across 5 years) and from multiple schools.

The programme does not solely apply selection criteria based around attendance and attainment. Interest in playing football and permission from parents play a large role in who is selected for the programme. Schools and Scottish FA staff also further look at certain social circumstances, such as

<sup>25</sup> First semester runs from the start of the school year till Christmas break.

<sup>26</sup> Second semester runs from Christmas break till Easter break.

perceived issues with transitions from primary to secondary school, to determine who is selected for the programme.

## Recent research

The University of Edinburgh in co-operation with Canadian and Irish universities, recently published the first comprehensive research study into the impact of curricular factors on school engagement<sup>27</sup>.

There is ample research evidence of the importance of school engagement as a critical factor in achieving academic performance, school dropout, health and well-being and youth development. There is also some evidence of the academic and social impact of arts and physical education. This research study, however, is the first longitudinal study comparing the impact of a range of different curricular subjects, including language, maths, science, art and physical education on school engagement.

The study concluded that physical education was the strongest contributor to school engagement. The study stresses the importance of physical education and arts, subject typically considered less essential academically, for academic success.

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*"These findings suggest that greater investment in physical education and arts education has the potential to improve school engagement, academic attainment and health and wellbeing."*

*Dr. Shirley Gray,  
Edinburgh University, Moray House School of Education<sup>28</sup>*

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<sup>27</sup> Not academic enough? Enjoyment of physical education and the arts and school engagement in early and middle adolescence, Gray, S, Enrique Garcia Bengoechea, E. and Lorenzino, 2019, RETOS, Nuevas tendencias in Educacion Fisica Deportes y Recreacion, vol 35, pp 301-309

<sup>28</sup> Quote from Metro Friday 8 March, 2019

# 10: Conclusions

This Section sets out our conclusions about the second year of the Scottish FA's Cashback for Communities programme and explores the lessons learned, and how these can be used to shape the future direction of the project.

## Conclusions

1. Overall, the programme has **exceeded** every target selected from the CashBack Logic Model.
2. The programme has a strategic relevance, contributing to national policy agendas in the fields of physical activity, health and wellbeing and education.

### My School of Football

3. The programme improves the confidence of young people, making them more confident football players, increasing their contributions in class, encouraging them try new things and making it easier to interact with others.
4. The programme increased a range of physical and personal skills.
5. The programme has a positive effect on the behaviour of young people. The risk of being excluded from the programme because of unacceptable behaviour was seen as a deterrent. This was confirmed by school representatives and parents and carers, who also noticed positive changes in behaviour.
6. The programme raises and focuses young people's aspirations. A significant number of young people aspired to play football professionally, which may be unrealistic. However, many had considered

other careers in football or sports more widely if playing professionally was not possible, such as coaching, management, sports science, physiotherapy or P.E. teaching.

7. The programme contributes positively to the wellbeing of participating young people, in particular, to SHANARRI Wellbeing indicators: Healthy, Achieving, Active, Respected, Responsible and Included.
8. The programme supports improved attendance at school. The programme motivates young people to go to school more, especially on days when programme sessions are delivered.
9. Young people and school representatives reported a perceived positive effect of the programme on the attainment of pupils. Their increased personal skills (e.g. planning, concentration), their pride in being part of a prestigious programme, and support and encouragement from programme delivery staff made them perform better in other subjects.
10. Focusing in more depth on attendance and attainment data in one pilot school shows that schools do collect more objective data, but the limited amount of data from one school and one year makes challenging to draw meaningful conclusions.
11. Young people taking part in the programme felt that it contributed to achieving positive destinations. Participants received training, gained certificates and undertook volunteering, which prepared them better for

the future. However, as the programme is aimed at S1 and S2 pupils, positive destinations may not be very relevant as a major outcome.

12. The programme offers young people the opportunity to participate in positive activities.

### **My Volunteer & Inspire Programme (VIP)**

13. Taking part in the VIP programme significantly increases the confidence of young people.
14. The programme helps young people to develop a range of personal skills that will be transferable to further education or employment.
15. The programme achieves positive changes in participants' behaviour. It increased respect for others, reliability and motivation.
16. The programme increases the aspirations of participants, supporting them to develop professionally making them more aware of the career opportunities available to them in the future.
17. The programme improves the wellbeing of participants, in particular in relation to SHANARRI indicators: Healthy, Active, Respected, Responsible and Included.
18. The programme helps young people to achieve positive destinations. Relevant learning and training, volunteering and involvement in coaching and mentoring gave participants a better idea of what they want to do in the future and made them feel more job-ready.

### **My Inclusive Community (MIC)**

19. Young people's confidence improved through developing their football skills, being part of a team, making new friends and developing relationships with their peers.

20. Participants said that their physical and personal skills improved, including communication and team working. They enjoyed classroom-based skills development sessions.

21. Delivery staff noticed positive changes in the behaviour of participants. Their conduct on the pitch and in school improved as they continued to take part in the programme.

22. The programme contributes positively to the wellbeing of young people. Participants said that their feelings of belonging and inclusion increased, from playing as part of a team in a safe, comfortable environment. Combined with positive changes in lifestyles and a sense of achievement, the wellbeing of young people improved.

23. Young people talked about their plans for the future, attributing these to taking part in the MIC programme. Delivery staff highlighted the progression of participants from participation centres to mainstream football clubs.

24. The programme fostered improved links between young people and their local communities. Delivery staff commented on the integration of young people into mainstream football activities and their wider communities.

25. Tackling barriers to participation in the MIC programme remains a challenge for delivery staff. Language and cultural barriers can make it difficult for some young people to take part in the programme, particularly girls. Working with a wider range of grassroots equality organisations may help the Scottish FA to make greater inroads into gaining the trust of and connecting meaningfully with minority ethnic communities and other underrepresented groups.

### **Programme Delivery**

26. There is general consensus My School of Football delivery works well. Good relationships between schools, the Scottish FA and clubs, and effective communications on the part of Scottish FA contributes to this view.

27. VIP programme delivery is viewed positively. This is due to the range of training and volunteering opportunities available, along with good communication and support from programme staff.

### Partnership working

28. Partnership working is seen as a strength of My School of Football. Relationships between the Scottish FA, schools, coaches and clubs are viewed as essential to good programme delivery.

### Including girls

29. Findings on the inclusion of girls in the School of Football programme need to be considered within the wider context:

- a. The number of girls participating in the programme is significantly lower than the number of boys. Currently girls make up around a fifth of programme participants overall. There is agreement among young people, coaches and other school staff that more effort needs to be made in the future to encourage girls to participate.
- b. Twelve schools have separate girls-only programmes. However, most schools offer generic programmes where boys and girls participate together, and some schools have no female participants. In the generic programmes there are typically only a few girls (two or three) taking part compared to around 20 boys.
- c. This is only the second year in which girls-only Schools of Football have been offered through the programme. Coaches and other school staff stressed that the inclusion of girls as equal participants requires more time, and this was only the start of the journey towards equality of boys and girls within football.

- d. The programme does not operate in a vacuum – there are known barriers to achieving gender equality in football and wider societal attitudes at play. Substantial change in these areas will take time.

30. There is widespread acknowledgement that the programme offers the same opportunities to male and female participants. This was also confirmed when separating out the survey responses of girls.

31. However, equality of opportunity has not led to male and female participants experiencing the programme equally. When digging deeper, many girls felt that gender stereotyping by boys, the attitude of boys during games and training, and an increasing awareness of their body image made them feel uncomfortable playing football with boys. Coaches try to address these issues with limited success.

32. Discussions with young people also suggest a general discrepancy between male and female participants' views on girls' experience of the programme. Particularly with regard to girls' treatment on the pitch and negative perceptions of female players. For example, where girls reported unequal treatment on the pitch, it was common for boys at the same school to report no issues.

33. There are positives to adopting the generic approach to Schools of Football. The inclusion of girls in the programme has a positive effect on the relationships between boys and girls. There was some evidence of the changing attitude of boys towards girls playing football. Growing feelings of mutual respect and increased and better interaction between boys and girls were reported. Some developed good friendships.

34. However, girls-only programmes would appear to be more likely to encourage female players and to provide a positive experience for those that do take part. These programmes are able to attract girls who might not enjoy taking part in a generic programme and fewer issues in relation to gender equality were reported in schools with girls-only programmes.

## Transition

35. My School of Football plays an important role in facilitating an easier transition from primary to secondary school. It introduces young people to secondary schools in a different context and allows P7 pupils to familiarise themselves with their rules and values. It also helps pupils get to know their peers and make new friends quickly.

## Recommendations

Based on the research there are a number of recommendations for the development of the programme in year 3 and, more importantly, the development of the CashBack Phase 5 programme.

1. The programme could be more focused on the development of skills and knowledge through bespoke sessions. For example, specialist workshops covering topics including mental health, gender equality and anti-sectarianism could be delivered by external partners to broaden the learning of participants.
  2. If the programme aims to increase participant attainment, it should consider targeted participant selection based on clearly defined criteria. While the referral process does consider factors other than sporting ability, the small sample of attainment data available for this evaluation indicates that participating in the programme is not having a significant impact on attainment in school.
  3. Schools do collect attendance and attainment data. For year 3 data from more schools should be collected and analysed to provide a more reliable sample.
  4. Positive destinations is a less suitable outcome for the programme, as it is targeted at S1 and S2 pupils, who are in the early stages of their learning journeys. It is unlikely that these pupils have a clear or realistic idea about their future. What they go on to do after high school may be less relevant to them at this stage.
  5. Consideration could be given to how volunteering opportunities on offer through VIP could better accommodate those young people who are required to travel long distances or have other work or study commitments.
  6. Scottish FA should explore the possibility of expanding the range of volunteering roles available through the VIP programme to include more advanced opportunities. Programme participants gave an indication of other types of volunteering opportunities they would be interested in (see Section 6).
  7. If Scottish FA wants to increase the inclusion of female pupils in CashBack programmes, offering the same opportunities to both girls and boys may not be the right approach. Girls do not seem to flourish in a generic team mixed with boys. For CashBack Phase 5 it is recommended to ring-fence specific budget for girls-only programmes.
  8. Efforts to boost female participant numbers overall would be supported by additional activities aimed at changing attitudes towards girls playing football. The Scottish FA might also consider what activities could be undertaken across all Schools of Football (both generic and girls/boys-only programmes) to directly challenge negative viewpoints and portray female footballers in a positive light. This might include, for example, additional workshops for participants on gender equality, trips to watch women's football matches or visits from professional women's players.
- Based on discussions, an effort should also be made to attract more female coaches across all programmes.
9. For the MIC programme to have a greater impact on young people and appeal to more participants, it is recommended that Scottish FA works with a wider range of community-focused equality organisations. This will help to give the programme credibility, encourage young people and their families to value the offering and help to promote the programme more widely to reach those who will benefit most.

# Appendix A – Summary of CashBack Outcomes and Targets<sup>29</sup>

	My School of Football		My Volunteer and Inspire Programme		My Inclusive Community	
	Target	Actual	Target	Actual	Target	Actual
<b>Outcome 1: Young people build their capacity and confidence</b>						
Young people report their confidence increasing	749	1190	144	258	504	906
Other stakeholders <sup>30</sup> report an increase in young people's confidence	80%	95%				
<b>Outcome 2: Young people develop their physical and personal skills</b>						
Young people report an increase in skills	702	1178	135	250	473	878
Other stakeholders report an increase in young people's skills	75%	97%				
Young people improve their physical, literacy skills; agility, balance, coordination, speed and stamina	702	1178				
Young people complete 100 hrs volunteering			171	90		
Young people gain accreditation for learning and skills development			171	225		
<b>Outcome 3: Young people's behaviours and aspirations change positively</b>						
Young people report increased aspirations	562	1202	108	263	378	647
Other stakeholders report perceived increased aspirations in young people	60%	86%				
Young people report positive changes in their behaviour	562	1178	108	260	378	887
Other stakeholders report positive changes in the behaviour of young people	60%	72%				

<sup>29</sup> For self-reported outcomes, figures for the total number of young people have been extrapolated from self-evaluations and applied to the total number of young people taking part in each strand in Year 2

<sup>30</sup> Calculated as an average of results from school staff and parents/carers surveys.

	My School of Football		My Volunteer and Inspire Programme		My Inclusive Community	
	Target	Actual	Target	Actual	Target	Actual
<b>Outcome 4: Young people's wellbeing improves</b>						
Young people report increases in feelings against SHANARRI indicators	562	1178	108	263	378	924
Other stakeholders report increases in SHANARRI indicators among young people	60%	91%				
<b>Outcome 5: School attendance and attainment increases</b>						
Participants' attendance at school improves	655	1105				
Young people surveyed confirm attainment at school has improved	70%	94%				
Other stakeholders surveyed confirm attainment at school has improved	70%	65%				
Young People gain referee qualifications			50	50		
<b>Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations)</b>						
Young people participate in training	936	1214				
Young people take part in volunteering			171	229	599	459
Young people undertake coaching, mentoring or supporting roles			126	225	189	192
<b>Outcome 7: Young people participate in positive activity</b>						
Young people participate	936	1214				
Young people are new to that activity	500	711				
<b>Outcome 9: Young people contribute positively to their communities</b>						
Young people feel their contribution and links with communities are improving					189	924
Coach Education participants undertake coaching, mentoring or supporting roles					189	192