

**BACK
CASH**
FOR COMMUNITIES



Annual Report

< 2016-17



Contents

Annual Report Introduction	3
Scottish FA projects Overview	4
School of Football	9
Volunteer Development	15
Girl's and Women's Football Development	18
Football Equity	22
Disability Football	26
Midnight Leagues	28
Summary	30

Welcome...

to the final 'Phase 3' annual report of CashBack for Communities partnership with the Scottish FA. Awarded £2.25m of funding in 2013, Scotland's governing body for football have sought to establish and maintain several initiatives centred around developing opportunities for young people in the game.

Having just completed the final year of this recent 3 year contract, the CashBack Scottish FA programme utilises football related activities to develop young people from all backgrounds in a variety of positive ways. As a mission the Scottish FA via its Football Development Department endeavour to promote, develop and improve the game at grassroots and community level and funding from CashBack has strengthened opportunities and pathways to participation and personal growth . This document discusses the progression of the funded schemes and their impact on both individuals and the wider community.

In the final year of Phase 3 funding, the CashBack Scottish FA programme endeavoured to maintain the standard and quality of programmes delivered to ensure sustainability as well as expanding to reach a greater number of vulnerable groups. Complementing targets set in collaboration with the Scottish Government, the CashBack funded programmes focus on attracting vulnerable young between 10 and 25 years experiencing social or economic deprivation. The purpose of the programmes is to use football to teach transferable skills so that opportunities for minority groups are heightened.

The following report details both the development of the supported projects from April 2016 to March 2017 as well as drawing on the success of the initiatives over the course of CashBack funding. It demonstrates the progression of the supported initiatives, the impact of their establishment and maintenance on minority and vulnerable groups and the positive changes which have been brought about across Scotland.

Scottish FA projects overview

< 2016/17

School of Football see PAGE 9

The School of Football programme is delivered to pupils in S1 and S2 in place of another school subject during curriculum time. By using the engaging focus of football, Scottish FA licensed coaches deliver sessions meeting Curriculum for Excellence criteria to develop participants both academically and socially.

Year Highlights

- Number of students participating in the programme surpassed the Scottish FA target of 890, totalling 931 (438 new students in 16/17)
- Maintained 28 institutions participating in the School of Football scheme in line with previous years
- 491 Young People certified (or in the process of verification) as having achieved a Youth Scotland – Dynamic Youth Award.



Volunteer Development see PAGE 15

The volunteer development programme helps young people develop as coaches or referees so that they can use their knowledge to support grassroots football and the wider community. Delivered primarily to 16-25-year olds, the CashBack funded coach education courses are delivered for free with the expectation participants will be equipped to voluntarily deliver football sessions in their communities.

Year Highlights

- 387 Young People who were previously funded by CashBack returned for further education (also CB funded) in 2016/17
- 1043 people completed as coach education course in 16/17
- 100% of survey respondents said the course had improved their coaching skills
- 82% of participants were under 25 years old



Referee Development

Year Highlights

- 447 completed the SQA Referee Development course
- 6% moved on to next level on referee pathway
- 22 Schools involved in delivery over 14 Local Authorities

Equalities Programmes see PAGE 22

The equalities programmes strive to support groups from a variety of diverse social, cultural and gender based backgrounds in taking part in football activities. Split into three strands - Girls' and Women's club development, Football Equity and Disability Football – each programme has worked hard to meet the needs of the individuals they support. Over the three years of CashBack funding, there has been a dramatic increase in the number of participants involved in each strand. The success of each programme is also reflected in the barriers which have been overcome in additional aspects of their lives.

Year Highlights - Girls and Women's Football Development

- 221 females took part in CashBack funded coach education in 16/17
- 10776 female players taking part in registered (formal) and un-registered (informal) play between April '16 and Mar '17
- Exceptional growth has been seen at the U11 age group rising from 1463 (2016) to 2172 (2017)



Year Highlights – Football Equity

- 102 groups supported which is an increase of 16 from 2015/16
- 197 new individuals from ethnic minority backgrounds involved in CashBack funded activities
- 39 equality workshops delivered surpassing the target of 36
- 217 individuals taking part in 32 coach education courses funded by CashBack

Year Highlights – Disability Football

- 370 participants in the disability programme this year
- 36 teams and 400 players competed in the PAN Disability League
- 40 clubs and teams supported by CashBack funding
- Increase in number of volunteers from 2015/16

Midnight Leagues see PAGE 28

The Midnight League programme is focussed on providing free football for young people in socially deprived areas and acts as a diversion from anti-social behaviour as well as a link between recreational and club football. The initiative engages with boys and girls between 12 – 16 years of age and consists of 5 aside games, played at locations in the hearts of communities across Scotland.

Year Highlights

- Increase of 9 Midnight League Sessions from last year totalling 123
- All groups running a minimum of 10 weeks activity across all 32 local authorities of Scotland
- Estimated weekly attendance of 4,537 individuals
- 14th year of Bank of Scotland sponsorship due to such positive feedback and rise in participants



SCHOOL OF FOOTBALL

The School of Football is now in its 9th year and has been a regular part of all 3 funded contracts with the Scottish Governments CashBack for Communities initiative. The reason it has always been present is the success we have had in partnering with local clubs, communities and most of all the schools we work with. Daily football coaching has evolved from being a chance to kick a ball during school time, to being fully integrated into the curriculum with teachers from all subjects contributing with reports on pupil progress and offering support to give the young people the best chance of maintaining and developing themselves. The quantitative and qualitative feedback continues to be very positive.

Improvements in attendance, contribution to the school reputation within the community, further developing skill and physical abilities and great gains in confidence and self-efficacy of its participants have all been seen over the year at our partner schools.

St. Augustines and Forresters High Schools (City of Edinburgh) - All 31 pupils participating in the School of Football programme successfully completed their Dynamic Youth award. Each pupil worked hard over the course of the year to achieve the award, many of whom were previously known to be performing poor academically. This award has seen pupils set specific focus areas for the programme, with focus on technical, physical, tactical and mental improvements. This has resulted in pupils self-analysing their performances, as well as examining whether they are achieving their goals. The school have seen this as a real achievement for several pupils as it's the first time they have achieved an award for their efforts.

An example is Iain who wanted to achieve better results in his Maths class and used the Dynamic Youth award as his stepping stone. His challenge was to improve his Maths test results and has done so by using his time more efficiently and asking for more feedback and support from his peers and teacher. He has been more focussed and concentrated on improving this due to receiving credit through the Dynamic Youth.



Shortly after beginning high school Pupil X was on behaviour sheets and was a young person who was easily irritated and often reacted to fellow pupils confronting him. A pupil within the SoF programme, the coach arranged for an exploratory and informal discussion with his deputy head teacher and Pupil X himself. During the discussion the small group talked about finding coping strategies and removing himself from situations that may lead to him getting angry. As the young man was particularly self-conscious about his abilities and behaviour it led to mistakes in his technical abilities on the pitch. The coping strategies discussed at this meeting were put into practice during the SoF and this has led to a positive change. He has done very well in this regard and this has resulted in him being more positive in sessions, less self-critical, better relationships with his peers and an improvement in his technical and physical abilities.

In a school with former SoF pupils (and who have continued to run the SoF beyond S2), several of the senior pupils successfully completed their first coaching certificate (1.1 Development Activities) and have been delivering sessions within the SOF and with the School football teams. This has been excellent for their confidence and has allowed them to improve their leadership skills. All the pupils have indicated a desire to now attend the next coaching course on the Scottish FA Coach Education ladder.

At one school, 21 of the 26 pupils within the SoF are registered players with clubs in Dundee with a high percentage of them playing with Dundee United Sporting Club (DUSC). DUSC have recently opened a 3G facility at the school with the help with funding from CashBack for Communities. A strong link has formed between the school and club over the last few months resulting in 2 pupils, previously uninvolved in any club, attending training

SCHOOLS INVOLVED

School Name	Post code	Secondary	Secondary roll	Proportion of pupils from minority ethnic groups(3)	Proportion of pupils who live in 20% most deprived datazones in Scotland(4)	Participant Info								
						2015/16			2016/17			Total		
						T	M	F	T	M	F	T	M	F
Auchenharvie Academy	KA20 3JW	Secondary	625	0 <5%	60 <65%	14	12	2	11	10	1	25	22	3
Braidhurst High School	ML1 3XF	Secondary	624	5 <10%	45 <50%	20	20	0	20	20	0	40	40	0
Calderglen High School	G74 2LP	Secondary	1406	0 <5%	0 <5%	15	15	0	18	17	1	33	32	1
Carluke High School	ML8 4EA	Secondary	1054	0 <5%	10 <15%	20	20	0	18	18	0	38	38	0
Castlehead High School	PA1 2HL	Secondary	680	5 <10%	40 <45%	20	20	0	16	15	1	36	35	1
Charleston Academy	IV3 5PG	Secondary	735	5 <10%	05 <10%	14	13	1	14	14	0	28	27	1
Craigie High School	DD4 7QD	Secondary	625	5 <10%	60 <65%	11	8	3	17	14	3	28	22	6
Craigroyston Community High School	EH4 4QP	Secondary	473	10 <20%	70 <75%	15	15	0	16	11	5	31	26	5
Cumnock Academy	KA18 1EH	Secondary	762	0 <5%	35 <40%	17	16	1	19	17	2	36	33	3
Govan High School	G51 4NB	Secondary	376	5 <10%	85 <90%	14	14	0	14	13	1	28	27	1
Gracemount High School	EH16 6TZ	Secondary	615	>20%	45 <50%	21	20	1	18	17	1	39	37	2
Grange Academy	KA1 2EW	Secondary	1223	5 <10%	25 <30%	18	17	1	18	16	2	36	33	3
Inverlmond Community High School	EH54 6HW	Secondary	1080	5 <10%	20 <25%	12	12	0	15	15	0	27	27	0
Inverclyde Academy / St. Stephens	PA16 0FB	Secondary	987	0 <5%	55 <60%	18	17	1	18	15	3	36	32	4
Larbert High School	FK5 3BL	Secondary	1669	0 <5%	05 <10%	18	15	3	18	15	3	36	30	6
Levenmouth (Kirklands)	KY8 3LT	Secondary	421	0 <5%	40 <45%	19	18	1	19	16	3	38	34	4
Lornhill Academy	FK10 2ES	Secondary	1006	0 <5%	40 <45%	22	0	22	22	0	22	44	0	44
Newbattle High School	EH22 4EW	Secondary	865	0 <5%	15 <20%	19	17	2	16	16	0	35	33	2
Prestwick Academy	KA9 2LB	Secondary	1155	0 <5%	0 <5%	20	19	1	19	19	0	39	38	1
Renfrew High School	PA4 0AN	Secondary	800	5 <10%	20 <25%	19	17	2	20	18	2	39	35	4
St Augustine's High School / Forresters	EH12 9AD	Secondary	688	>20%	40 <45%	16	16	0	15	14	1	31	30	1
St Machar Academy	AB24 3YZ	Secondary	835	>20%	45 <50%	14	13	1	15	13	2	29	26	3
St Mungo's Academy	G40 2RA	Secondary	828	>20%	85 <90%	21	20	1	20	20	0	41	40	1
Vale Of Leven Academy	G83 0BH	Secondary	970	0 <5%	30 <35%	19	17	2	19	17	2	38	34	4
Wallace High School	FK9 5HW	Secondary	950	5 <10%	20 <25%	16	13	3	16	13	3	32	26	6
						432	384	48	431	373	58	863	757	106

SCHOOL OF FOOTBALL OUTCOMES & INDICATORS 2016/17

Outcome	Indicator	Evidence	Comment
8. Greater confidence and self-esteem among participants	Data and Case studies	Case Studies to follow	Over 50 individual case studies regarding this outcome gathered this year.
9. Participants demonstrate new skills and positive changes in behaviour	82% Behaviour improved	65% Participants showed an increase in physical skills.	Skills in particular analysed quantitatively this year
	94% HT say positive impact	BS conducted a wider ranging survey with HTs this year. Evidence of their views on the impact of SoF: 89% increase in schools offering further sporting opportunities 77% improvement in reputation of schools in community 67% increase in participation in other sports in school	
10. More participants have achieved accreditation for their learning	79% Young people achieving dynamic youth award	90% (491) of pupils in 17 schools who deliver the DYA took part in the award	Awaiting final figure from Youth Scotland
23. Sustained participation in community based activity	84% participants involved in at least 5hrs physical activity pw	Case Study interview: Participant said she is more active now and is "less likely to sit down and watch TV after school"	Statistic not collect in 16/17 due to participants involvement in club football (92%)
20. More participants progress into a positive destination: such as learning in a non-school setting, further and higher education, pre-employment training, volunteering, personal development opportunities and employment	Attendance stats vs rest of school	In S1 where biggest impact of attendance is seen, 22/27 schools reported a higher average attendance at SoF class than the rest of the school. BS Case study interview 'School of Football is the only reason I came to school, especially on a Friday'	
	Destination of current leavers / senior pupils	Of 134 pupils selected for analysis who would have been in S6 last year or left school, 75% (99) remain in school or in employment or FE with 25% were unknown/unemployed (35),	

Increase in attendance and other positive feedback

As the table shows there was a higher average attendance at the SoF class vs 'Rest of S1' in S1 in 22/25 programmes evaluated'. Whilst we take into account that there are many more pupils in the rest of S1 we would also argue that the impact of 1 absence on the SoF group is significantly greater given the fewer numbers. The data is showing that those pupils involved are attending school more often than others and the anecdotal data shows that School of Football is a contributing factor.

Ex-SoF pupil success stories

Former School of Football pupils Sally Patterson and Carly Hay have organised and delivered S1 after school football for girls within the school throughout the academic year. Both girls were very quiet during their time within the project so it was a big step for them to take this on. Several festivals have been held throughout the year which the girls have also supported. Carly is now volunteering as a coach with Monifieth girls and has completed a 1.1 Early Touches course.

Two

Joy Banda former school of football pupil was rewarded for his volunteering as part of equity school of football project. The project involved designing poster and then promoting a football after school club at St Machar one hour per week to invite all players from equity background to take part. Joy worked well as part of project and got invited on a youth exchange trip to Nijmegen in Holland through the AFCCT.

Three

A former S3 school of football pupil was part of the winning team in a charity project. Pupils work in small teams to research and discuss the social needs of their local community and identify a local charity that they believe is making a positive contribution. In groups, they visit and find out more about the work of their charity and build relationships. They work together to create a presentation about their charity, explaining why it would benefit from a YPI donation of £3000. The group judged to have presented the most knowledgeable, impassioned and discerning case is granted £3000 toward to their charity.

Here is an example of how the timetable may look:

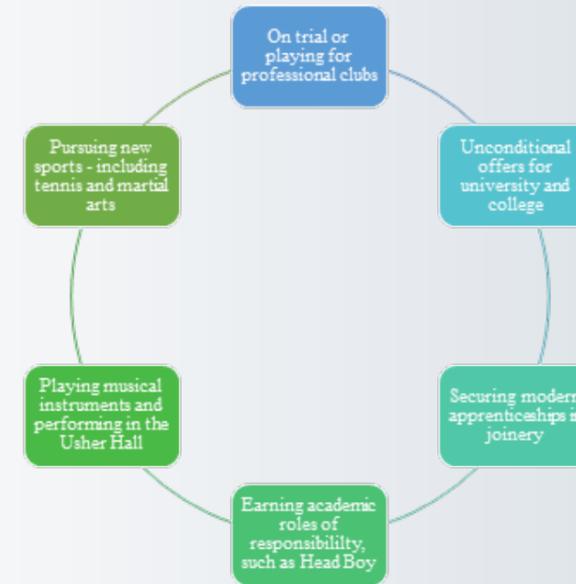
	8.55 – 9.50	9.50 – 10.40	10.40 – 10.55	10.55 – 11.50	11.50 – 12.40	12.40 – 13.40	13.40 – 14.35	14.35 – 15.30
Mon								SoF
Tues				SoF				
Wed								SoF
Thurs		SoF						
Fri	SoF							

This is only an example and the creation of an appropriate timetable is developed by the school.

Four

Former School of Football pupil Michael Craig completed his Level 1.3 Coaching in the game course in May. Since then Michael has aided with the delivery of School of Football project within the school on several occasions. He has also picked up 16 hours of work per week coaching with the SFA/ Dundee Leisure & Culture. He intends to sit his Children Award in 2017. Another school of football pupil Bradley Heggie completed his 1.2 Coaching Young course in April and is currently volunteering with a local grassroots club.

Positive destinations of School of Football participants



Increase in attendance and other positive feedback

There are clearly numerous positive destinations that have been achieved by the young people who have completed the programme. We sampled 134 ex-SoF pupils who would have either been in S6 or have left school this year. Out of that group 75% remain in school or in employment or in another part of that diagram below.

Overall, participants credit the SFA School of Football programme with developing their ability to communicate, effectively listen and work as a team which they all value as exceptionally important employability skills.

ATTENDANCE DATA

School Name	Attendance data			
	S1		S2	
	SoF	School	SoF	School
Auchenharvie Academy	94.1	92	93	91.5
Braidhurst High School	94.7	91.33	95	91.3
Calderglen High School	95	91	93	90
Carluke High School	97	93	93	92
Castlehead High School	95	94	92	92
Charleston Academy	92	92	93	90
Craigie High School	94.1	88.1	93.5	87.3
Craigroyston Community High School	90	92	94	91.3
Cumnock Academy	94	92	93	93
Govan High School	94	92	90	94
Gracemount High School	91.37	89.12	91.11	88.67
Grange Academy	96.1	94.4	95.8	92.3
Inveralmond Community High School	95.01	93.67	95.92	93.38
Inverclyde Academy / St.Stephens HS	95	92	91	92
Larbert High School	95.3	94.8	94.1	95.2
Levenmouth (Kirklands)	91	89	93	92
Lornhill Academy	93	93	92	93
Newbattle High School	94.7	91.02	90.37	90.92
Prestwick Academy	97	95	94	93
Renfrew High School	95	94	92	90
St Augustine's High School / Forresters HS	93	90	95	92
St Machar Academy	96	91	92	89
St Mungo's Academy	94	91	93	89
Vale Of Leven Academy	95.9	93.4	97.1	93.5
Wallace High School	96.9	93.9	95	92.4





Case studies

< School of Football

There is a definite optimum output from people who have attended these courses and it is when they are actually given the opportunity to go and deliver and make a difference in their communities. This is where we must continue to work to link the two areas closely together.

one

S1 pupil Cerys has shown a marked improvement in her confidence and self-esteem during her time in the School of Football. Cerys is a capable player and has played for several years, however she initially found it difficult to mix in the largely male dominated group. Over the year, she has grown in confidence and is now more vocal during sessions and subsequently performs with more expression during training sessions. Notably, as Cerys has become more outgoing, her enthusiasm has encouraged fellow pupil and teammate Rudi out of her shell. With Cerys as a role model, Rudi has worked hard to improve as a player and has subsequently become more confident in social situations.

two

Reagan joined the School of Football programme half way through his time in S1. Reagan was significantly overweight at the time and found it hard to last the duration of each session which in turn damaged his confidence. Since joining the programme, Reagan's fitness has improved and he is now able to compete during all sessions. His confidence has grown and is consequently more outgoing and communicative. Being able to see visual results from his efforts, Reagan has continued to develop both as an athlete and individual.

three

Harry is a pupil in S2 at Charleston who suffers from dyslexia and as a result began the School of Football programme with low confidence. At his most recent parent's evening, his mum said that SoF had had a remarkable effect on her son's confidence and ability to learn. Harry is now aspiring to be a PE teacher or to study sports coaching in the future. His mother commented that she never would have thought he had the confidence nor ambition to even consider this before his time in the School of Football.

four

Mitchell is an S2 pupil who suffers from ADHD and autism. As well as playing for the School of Football, he has a keen interest for hydrography and recently won first prize in a poster competition organised by the Hydrographic Society at Aberdeen University. This meant he was awarded £100 for the school science department.

five

Marc is now in his 5th year and took part in the School of Football programme group in 2011. Starting the programme, Marc was an average player with potential. He showed good technical ability and game awareness but lacked the determination, confidence and desire to truly challenge himself. At times, he could be overshadowed by more competitive players. The programme provided a platform for Marc to increase his self-confidence and an environment in which he could thrive. He seized the opportunity and excelled not only as a footballer but as a confident and competent individual. Marc has since become a fully qualified referee and referees Pro Youth games at a variety of age groups. In addition to his sporting achievements, Marc is a very talented singer and his peers believe he is destined to star on the X-Factor.

six

Alfie is in S1 and at the beginning of the term, Alfie struggled to cope with the demands of Sof programme. He regularly forgot his boots or socks etc and was penalised by being sent back to class. He also had great difficulties getting ready in time; both before and after the sessions. After speaking with Alfie, he worked hard at becoming more organised and has taken more responsibility for his actions. He has also taken it on himself to get a locker at the school to cope with the kit demands and has really improved in his timekeeping to the extent that he is used as a positive example to other pupils struggling with similar demands. As a result, he has become a popular figure amongst his peers and his confidence and self-esteem have improved dramatically. He continues to strive to improve on the pitch and academically and is clear that the SOF has had a massive role to play in this.

As the School of Football programme has been running for 9 years now, two generations of S1 pupils have now officially left school and information regarding their destinations has provided a valuable insight into the benefits of the SoF programme to recent graduates.

seven

Tefik Ekaterniov moved to Craigryston from Bulgaria and spoke virtually no English. Through his love for football however he came on trial with the SoF to try and integrate him into a popular social circle whilst also improving his English. His English has improved to a level where he can comfortably communicate with his classmates, demonstrate his personality and has made new friends. His confidence has increased so much that he approached the coach about possibly joining Spartans and now plays for the 2003s, making his own way by bus to training and matches. He has also joined the SoF programme full-time.

eight

Brandin Sharpe (now in S4 School of Football) showed fantastic leadership skills throughout S1 & S2 School of Football. He then progressed onto Sports Leader where his teacher spoke very highly of his leadership skills, teaching manner and reliability. As a result, he was approached to become a Community Coach Ambassador with Spartans Community Football Academy. He accepted and now helps deliver football sessions to his local community for 3 hours every Saturday morning. He also put his name forward for work experience with Spartans where he was selected and will support FDO Jack Beesley 9am - 3pm for a full week during the Summer.

VOLUNTEER DEVELOPMENT

This scheme seeks to provide free coach and referee education qualifications to 16-24yr olds in return for their volunteering time at various access points within the community. Whilst the clubs and groups will benefit from this time, it is the impact on the person volunteering that we have sought to develop. By supplying the expertise in how to create coaching sessions for others, give positive feedback and control the environment we enable those involved to gain a sense of accomplishment and usefulness that we believe in turn provides a strong self-development tool.

2016/17 Statistics

- 26% against a target of 20% returned to undertake further courses
- 387 people returned to do CashBack funded education opportunities from previous years
- 74% participants reported they would use what they learned on the course when delivering coaching to local teams and/or in schools

Coach education has been offered since 2008 so it is promising to see participants progress through the coaching qualifications, achieving levels 1.2 and 1.3. Now that the number of volunteers has grown, the SFA have decided to alter their approach to coach education and focus on a smaller number of individuals in future years – to provide more specialised training.

In response to surveys issued to groups in Aberdeen, Renfrewshire and Glasgow, participants detailed their reasons for taking part as:

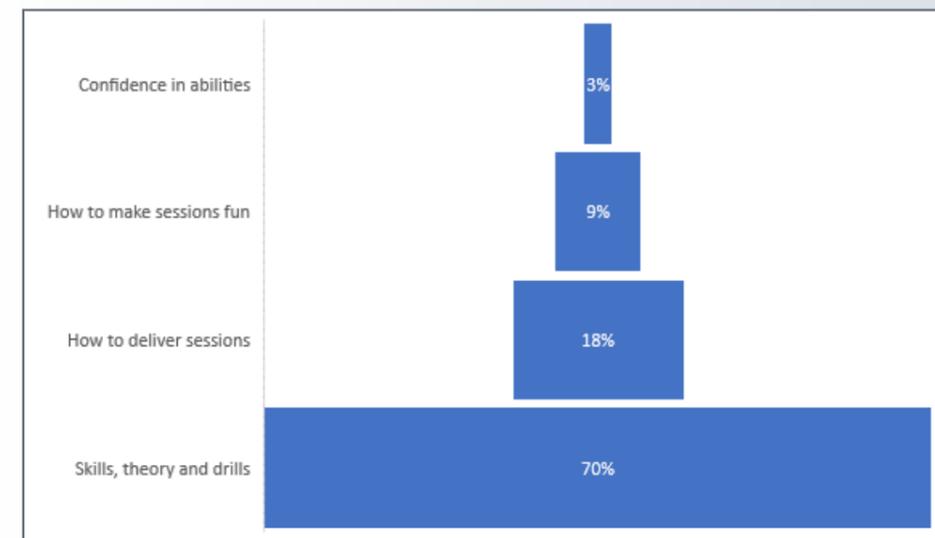
- 70% to gain a qualification
- 55% to improve confidence in delivering coaching sessions

The pre-and post effects of the course are shown in the diagram below:

Before – confidence to deliver coaching session 74%, after 100%

Before – have a good knowledge of football 89% to 95% after

The following diagram highlights main participants felt they had learnt from the coach education course.



The candidates were asked to rank what they felt they had achieved most from being on the course. The result shows that the practical skills were by far and away the number one output from their attendance with 70% ranking it as the most beneficial part, followed by structuring sessions, making them fun, and how to be confident in coaching.

OUTCOMES & INDICATORS 2016/17

Volunteer Development Outcomes and Indicators

Outcome	Indicator	Evidence	Comment
10. More participants have achieved accreditation for their learning	1700 coach education places per year	1,043 completed a course this year	As in previous years we have seen a significant reduction in the coach education figures. A saturation point seems to have been reached.
11. Participants develop confidence in their skills and develop aspirations for further learning and development	468 Individuals through courses beyond 1.1	241 through courses beyond 1.1 97% Confidence improvement 85% more interested in delivering coaching	As above, a reduction in total numbers over the years has affected this number.
15. Sustained participation in positive activities	20% CB Funded coaches return to do courses beyond 1.1	26% CB coaches returned to do a further course (273) 91% felt more able to start or continue coaching	
17. Sustained improvements in self-esteem and confidence	60% confidence improvement target	97% confidence improvement	

Referees

Outcome	Indicator	Evidence	Comment
1. Increased participation in a positive activity	600 Participants engaged in the course	447 Participants on the course	Reduced uptake for year 3. Reason unknown but being investigated.
9. Participants demonstrate new skills and positive changes in behaviour	Number of games refereed by course participant	Unavailable	Unfortunately this indicator was not available due to data gathering issues
10. More participants have achieved accreditation for their learning	68% Participants completing 1 until	69% (300) pupils completed at least 1 unit of the award	
11. Participants develop confidence in their skills and develop aspirations for further learning and development	Questionnaires	BS Interviews with candidates 'I feel more confident and decisive in my communication' and 'I am able to deal with situations under pressure'	
15. Sustained participation in positive activities	40 Referees moving to next stage of pathway	29 Referees moved onto the next level.	There has been an ongoing issue with administration of PVG certificates which has resulted in a delay for many young referees progressing
20. More participants progress into a positive destination: such as learning in a non-school setting, further and higher education, pre-employment training, volunteering, personal development opportunities and employment	Questionnaires	29 Referees moved onto the next level of refereeing.	BS interviews show that participants use the qual to referee local games and supplement their income while at school

Positive Impacts

The Scottish FA Player and Coach Development Manager (PCDM) said several of the principals behind the course were about *'learning life skills... projecting your voice, being organised'*.

One respondent highlighted that the course *"has swayed me to do more voluntary coaching"*.

Most respondents seemed to be focused on coaching football on a voluntary basis but one, who is studying a sports course at college, noted that they would be interested in pursuing football coaching as a career: *"it has shown me that the more coaching I get involved with, the more likely I am to become a coach full time"*. As a PCDM said, for those who are interested in pursuing a future in coaching, the programme *"creates opportunities... a pathway for people to have a career in football, in sport"*.

There is a definite optimum output from people who have attended these courses and it is when they are actually given the opportunity to go and deliver and make a difference in their communities. This is where we must continue to work to link the two areas closely together.

Referee development

With additional funding from Specsavers, school pupils can take part in a 13-week SQA accredited referee personal development award. Upon completion, participants are qualified to referee school games.

Interviews with teachers and the three survey responses indicate that, as in Year 2, the Referee Development Award has had a positive impact on participants':

- knowledge of the laws of the football;
- understanding of the role of the referee in football; and
- skills, confidence and interest in refereeing.

For some participants, refereeing is a way to supplement their income while studying at university or college: *"I may not need to get a part-time job at university"*.

"I feel that I am more confident and decisive"

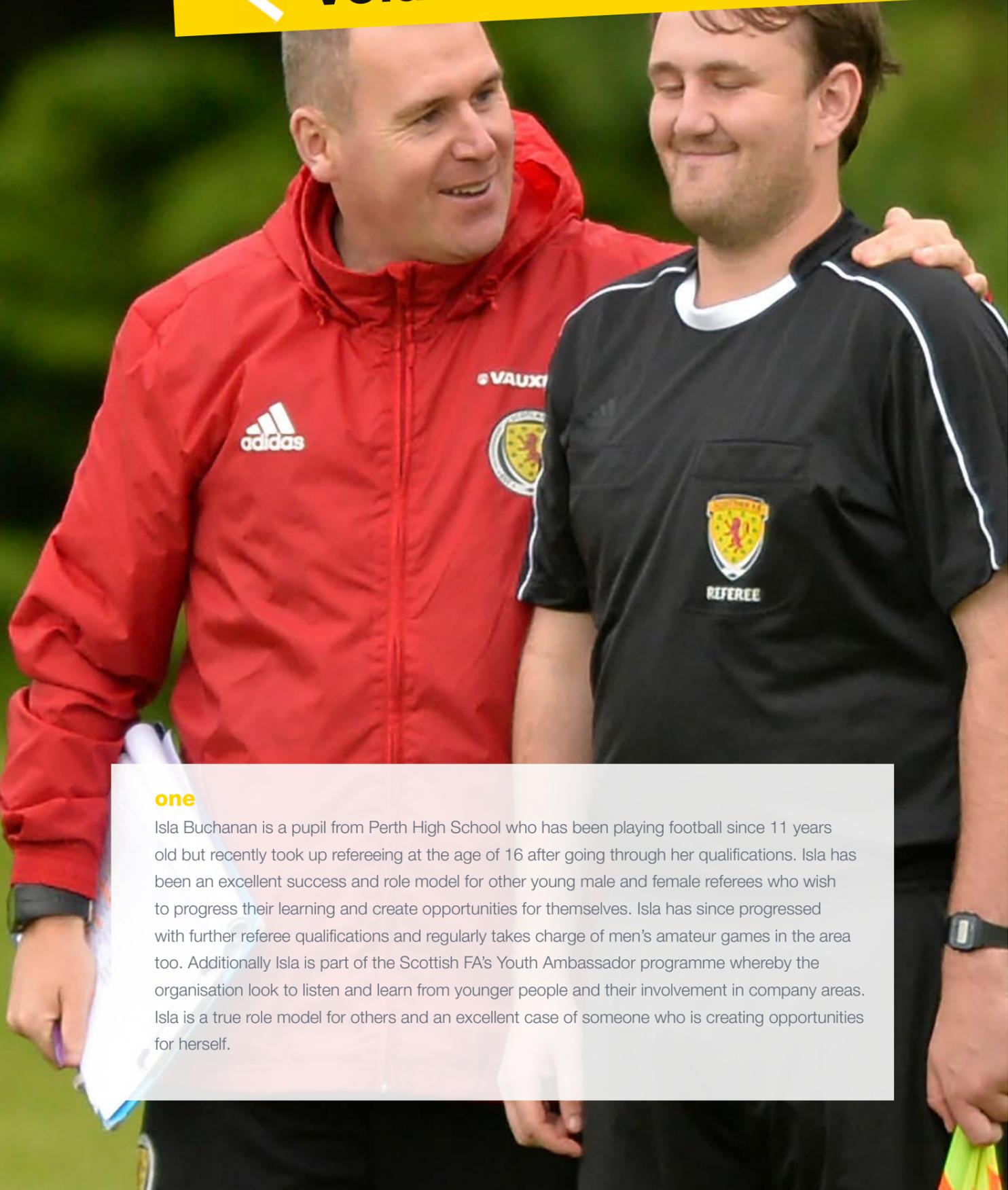
Teachers identified participants had an enhanced 'ability to deal with situations under pressure'.

Outcomes targeted and achieved in the year

The feedback on the opportunity has been positive although there are clear areas where we may need to adjust. Participants are getting the opportunity to further their refereeing qualifications and earn extra income from taking on games but this needs to be pushed more, with an increase in those moving on to actually officiate at games. Improved promotion and opportunities are a factor here. For those who have done this it seems to have been a positive thing with many commenting on the fact that they enjoy the experience and feel good about helping to provide a structured opportunity for others to play the game.

Case study

Volunteer Development



one

Isla Buchanan is a pupil from Perth High School who has been playing football since 11 years old but recently took up refereeing at the age of 16 after going through her qualifications. Isla has been an excellent success and role model for other young male and female referees who wish to progress their learning and create opportunities for themselves. Isla has since progressed with further referee qualifications and regularly takes charge of men's amateur games in the area too. Additionally Isla is part of the Scottish FA's Youth Ambassador programme whereby the organisation look to listen and learn from younger people and their involvement in company areas. Isla is a true role model for others and an excellent case of someone who is creating opportunities for herself.

GIRLS' AND WOMEN'S FOOTBALL DEVELOPMENT

In order to demonstrate the success achieved in the girls and women's game, statistics from 2015/16 were compared against those of 2016/17 and an increase can be seen in:

2016/17 Statistics

- Number of volunteers, increased from 231 in 2016 to 266 in 2017
- Female-only coach education courses, from 5 to 8
- Total number of registered players, from 10,666 to 10,776

The growth of the Girls' and Women's game continues to be solid. Although the numbers for the last 2 years have slowed, the actual amount of players moving into clubs has steadily increased and it is here where we feel we will capture a participant for a longer time. There are more teams offering opportunities and the continued increase of opportunities at u13 and below will continue to see a strong growth.

These figures surpass all targets set with regards to the core elements composing the girl's and women's football development programme.

Feedback on the impact of females' participation in football has been very positive with many great outcomes being witnessed and reported by the participants themselves:

- Increased confidence and self-esteem - seeing the progression of girls who have never kicked a ball to now feeling confident enough to play in games
- Increased physical fitness
- 'The game is giving girls a sense of belonging and a safe environment in which they can become fit and active'.

The response to coach education programmes and uptake on female-only coaching courses has been excellent and although still an area of development we are now seeing progression through qualifications: from those achieving basic levels to UEFA licences.

	Adv. Childrens Licence	A-Lic Assessment	A-Lic Intro.	B-Lic Assessment	B-Lic Intro	C-Licence	Childrens Award	total
2016	0	4	2	4	3	12	9	34
2017*	1	2	2	2	8	7	11	33

*as of Aug17

The success and growth in this area of the game can largely be attributed to the efforts of the of fully CashBack funded Girls' and Women's Club Development Officers (GWCDOs) who are primarily responsible for establishing new clubs and creating opportunities for new players. Additionally, they aid in the integration of girls and women's activities into previously boys only clubs and expand the opportunities available to those living in rural areas, so that travel is no longer a barrier to participation.

Positive quotes

"I have found the GWCDO to be of great help improving sustainability and bringing innovative ideas to girls' and women's football"

The work of the GWCDO has "really raised the profile of the girls' game";

"without this help I think a lot of girls would have stopped playing"; and,

"this role is absolutely essential to the development of the female game".

"there is now a complete pathway in place and opportunities to take part in school and club football from age 6".

Said there has been a huge increase in girls and women taking up the game in either a player or coaching capacity".

Achievements

As the female game continues to grow and develop, the standard of structured leagues and competitions continues to improve. The one negative to this development is that recreational players may struggle to find their level within the current league structures. The South East of Scotland GWCDO worked closely with two groups of women who sought a more recreational format of the game. "Amazing Gracies" offer "pay as you play" fun 5-a-side football to women in Edinburgh.

In addition, the GWCDO offered regular coaching sessions on a variety of themes, to help players develop their skills at their own level. In partnership with West Lothian Youth Foundation, a "Just Play" centre for women was also established where the participants contribute to both the structure and frequency of the activity to suit their own needs. Following engagement with the GWCDO both groups have also expressed interest in attending national festivals and events with similar minded groups to keep improve engagement.

OUTCOMES & INDICATORS 2016/17

Girls and Women's Football Outcomes and Indicators

Outcome	Indicator	Evidence	Comment
2. Increased participation by difficult to engage and equalities groups	9030 Players	10,776 Players	
3. Increased opportunities for new experiences or activities for participants	77 Clubs	115 New teams / clubs	
8. Greater confidence and self-esteem among participants	Survey 60% Case studies	BS Case study ' <i>seeing the progression of girls who have never kicked a ball to now feeling confident enough to play in games</i> '	Interviews preferred at this point
10. More participants have achieved accreditation for their learning	230 Volunteers	194 Females to part in CashBack funded coach education and 266 new volunteers	Additionally there were 8 'female only' courses run
22. Participants have influenced the opportunities available to them in their community	Case studies	New coaches and increase in teams have resulted in positive feedback... ' <i>our annual football festival is now made up (of) school children of all ages and girls participate way more than before</i> '	
23. Sustained participation in community based activity	80% Player retention in SWF	98% retention in figures (2016 (u13 to Senior) – 4370 2017 (u13 to Senior) – 4276)	



Case Studies

< Girls and Women's Football Development

In Glasgow, 5-a-side festivals have also proved a success. One participant, involved in the programme in Maryhill on a monthly basis, has reported the benefit of the sessions on her mental health. She was going through a particularly low point and started a course of medication, experiencing adverse side effects such as weight gain. Joining the recreational football programme led to increased activity levels and, importantly, meeting new people. As her confidence levels improved, she began attending weekly 5s when her work shifts permitted. This opportunity has been a great stepping stone to get her back into playing football and has given her a new focus going forward.

In 2014 2 school-club link projects were ran to increase participation in girls' football in the Northfield and St Machar areas of Aberdeen City. At this time, there were no real opportunities for girls to join a local club due to many issues that arise in these areas. Over 70 girls attended the initial participation centres based locally. Both participation centres have now been linked to 2 Quality Mark clubs (who are striving for the Community Award) and have formed U9 and U11 teams that now play in the Scottish FA North non-trophy activity. The project has had a positive outcome with Head Teachers of the schools praising the new-found love of exercise from the girls and improvements in behaviour. Not only has the project made an impact on the participants themselves but many coaches and volunteers from the local High Schools have stepped forward to coach the teams and have recently gone through their 1.1 Early Touches.

Currently the South of Edinburgh is served by two youth football clubs; Fernside FC & Edinburgh South FC. In 2016, with support from the Scottish FA South East club development team, the two clubs made an agreement to amalgamate in order to better serve their community as one club. This is particularly good news for the girls'/women's sections at the clubs, as the pooling of players, resources and expertise/volunteers puts the club in a fantastic position to grow a full and sustainable pathway for any female in the South of Edinburgh with an interest to play football. Joint training sessions between the u9 and u11 girls currently at both clubs have already taken place to give the players the chance to get know each other as team mates; these have been particularly successful due to the support of several Edinburgh South Ladies team players who also help coach the young players. The G/W CDO is now supporting the new Edinburgh South Community Football Club with funding applications to purchase the required kit and equipment to continue to grow a strong, sustainable pathway for girls at the club.

Girls in S1-4 attending Stromness Academy in Orkney wanted the opportunity to play regular football out with the 45-minute session they received on a Friday lunchtime. Together, along with a teacher from the school and support from parents they managed to form Strom-West Girls Football Club, fielding an U16s team. They have around 22 girls attending training each week, obtained sponsorship for kits and are planning to travel to the mainland to play games against teams that compete in the SWF North Regional League. Many of the girls, now 16, are also planning to attend the next coach education course which is to be held later this year so they can expand their pathway and get more local girls from the feeder Primary Schools playing football within their club.

As part of the FIFA Live Your Goals campaign, a girl's only football festival for P3/4 was held in Dumfries with all schools in the area invited to take part. 14 schools and around 120 girls participated on the day with local clubs invited along to speak to the girls about taking part in football. As a result of this the 6 teams in and around Dumfries have seen an increase at the U9 age group with two of the clubs hosting an additional come and play centre. Previously the girls who wanted to play football in Dumfries could only play in a mixed environment and the fact the sessions are now girls only is thought to be the main reason for the increased participation. Additionally, the schools enjoyed the festival so much that the Active Schools team are looking to hold similar festivals 3 times a year.

one

Caitlin, a 5th year pupil at Mintlaw Academy, coaches and plays for Buchan Ladies FC. She has been a member of the club since she was 8 years old and since rupturing her ACL last year, she has been coaching the U11 and U13 teams. Caitlin is a role model for the younger girls and wishes to inspire the next generation of girls to get involved with and enjoy football. She has now been selected to be a part of a female mentoring programme which is to be run in partnership with the Scottish FA and Aberdeen FC Community Trust. Being a part of 'Her Football Futures' initiative, Caitlin will be assigned a mentor for a year and will be developed and supported as a young upcoming female coach.

two

Girls football clubs typically originate from a parental interest in making football available to their daughter. However, Debbie established Bedlay Community FC in January 2015 because she simply wanted to provide girls with the opportunity to play football within her community. With support from CashBack, a school to club link was established which developed the first group of U9 girls at the club. After 18 months, Bedlay now boasts over 60 members and 4 teams as well as a mini-kickers class for boys and girls. Debbie is not only a coach, but does additional work applying for funding, delivering community programmes, organising festivals and social events for her club. Recently, Debbie organised and ran a FIFA Live Your Goals festival with some support from the Scottish FA and Active Schools, making use of her excellent relationship with local schools. The success rate of girls joining the club after attending the festival is the highest ever seen. Debbie is now part of the Female Coach Development Group to support her through further Coach Education. She has also begun mentoring young coaches and recently won North Lanarkshire Leisure's Volunteer of the Year Award as well as McDonald's Regional Grassroots Award for Volunteer of the Year in Girls and Women's Football.

three

Niamh is a college student with a passion for football. She began coaching at Milngavie FC when a club has developed the girl's sector to sustain 3 teams thriving at U9, U11 and U13 age groups. Recently, Niamh applied for the role of Youth Ambassador of Change at the Scottish FA and was awarded Girls/Women's Youth Ambassador. Since her appointment she has been involved at regional events, supporting other clubs in their development.

FOOTBALL EQUITY

Five Diversity and Inclusion Officers (DIOs) continue to deliver a programme of opportunities for individuals and groups from ethnic minority communities to engage with the game through coaching, playing, volunteering, refereeing or as club officials.

Much of this activity is delivered through participation centres, where Scottish FA staff work in partnership with local organisations to deliver opportunities for people from ethnic minority communities to take part in organised football activities and alleviate some of the reported barriers that groups feel exist.

2016/17 Statistics

- 11% said a fear of racism meant they did not play football at all or as much as they would like
- 9% cultural differences is a problem to regular participation
- 8% religious beliefs stops participation at times when football is going on

The UEFA Captains of Change project, which links community groups with professional clubs, was cited by several DIOs as a significant programme that had resulted in football clubs becoming more representative of local communities. Reported in the past, the CoC initiative sought to empower individuals, groups and clubs to develop their understanding of their diverse community and provide opportunities for integration. As one DIO noted, *“this has meant that the club’s make-up has become much more aligned with that of the area’s demographics.”*

Through a survey, DIOs reported greater confidence in engaging diverse community groups which, according to one, has resulted in “better pathways and sustained participation from individuals from an ethnic minority background”. In one example of this, a DIO described assisting two physically inactive parents—who were concerned that they were not good role models for their children—by encouraging them to become involved in local football. This led to an improvement in their own confidence of how physical activity can benefit themselves and their children.

In one example, a respondent described a participant who has progressed through the Scottish FA Coach Education Pathway, passed the Children’s Award and is currently taking part in an internship with the Scottish FA’s North region.

“the biggest impact the programme has made has been to provide a sense of belonging to those from diverse backgrounds in the region”. A staff member at a participation centre added that football is *“key to integrating socially*

OUTCOMES & INDICATORS 2016/17

Equity Project Outcomes and indicators

Outcome	Indicator	Evidence	Comment
2. Increased participation by difficult to engage and equalities groups	200 new participants	197 new participants	Additionally 1,127 total players were involved in programmes
8. Greater confidence and self-esteem among participants	Survey – 75% improved confidence	Case Study in report. 19 Young people have moved from participation centre to football club as a result of their involvement in the centre. This has had a significant impact on their confidence levels.	No survey delivered in 2016/17 after 2015/16 update.
9. Participants demonstrate new skills and positive changes in behaviour	120 People from EM background on 1.1	32 Candidates funded by CashBack, however 217 people from EM backgrounds accessed coach education.	Additionally 224 volunteers were engaged with
14. There is increased community based interaction	18 QM Clubs completing workshops	102 Groups supported this year	Relevance of QM status of clubs dropped after it was decided to deliver on a needs basis.
15. Sustained participation in positive activities	36 Clubs retained each year in delivery	102 Groups supported this year	Additionally 22 new clubs or teams were supported
19. Increased supportive social networks and feelings of belonging	Survey	Case studies and impact from UEFA Captains of change project.	‘Forums’ concept was replaced with UEFA Captains of Change scheme. Designed to supported groups create links to communities and improve their opportunities for involved in the game.
22. Participants have influenced the opportunities available to them in their community	Creation of forums		
27. Better community integration and cohesion	Survey		

Case Studies

< Football Equity Project

one

Having recently moved to East Lothian, Krishna Kumari-Bowles wanted to volunteer within football but did not know where to start. Following a meeting with the Diversity & Inclusion Officer, Krishna became connected with her local club at which she now volunteers. She is registered to attend Level 1.1-1.3 over the summer and is exploring opportunities to use her nutrition and conditioning experience within the South East Regional Squads.

two

In Aberdeen, the Scottish FA's Diversity and Inclusion Officer worked in partnership with the Jesus House Church in the Hilton area of the city, along with Active Schools, to establish a participation centre in the Hilton area of Aberdeen. Thirty children from various ethnic minorities, including European, African and Asian backgrounds, attend a weekly football session led by a coach from the Church. The DIO and representatives of the Church feel that the centre has had a positive impact on community integration. They reported that the centre involves children from different backgrounds "who normally wouldn't interact with each other". The Church Pastor said the centre "connects children and families together in a new platform... across the social divide".

It has also had a positive impact on participation in football. For many children, it is the first opportunity to play football and a few have now moved on to play for a club and/or school team.

The DIO described the participation centre as "a safe environment" for children from ethnic minority backgrounds to participate in football and overcome any potential barriers linked to culture or religion and any fears of racism.

Church representatives involved in delivering the centre reported that the children gain other benefits including making new friends and learning about the benefits of exercise and healthy living.

The DIO acknowledged that this centre could be improved through closer liaison with local clubs. Having a coach from a local club attend the sessions would help to create a link between the club and the centre, and make children more likely to join the club. This is an approach that works well at a participation centre in another area of Aberdeen.

three

Over the past few months, Aberdeen FC Community Trust have run many football activities to engage and welcome the Syrian refugees settling into the North East of Scotland, known as the Syrian Scots. Aberdeen Mosque and Islamic Centre were central to the success of the programme who provided interpreters to assist in the running of the events. Where possible, participants were encouraged to speak in English to enhance their learning, however due to the very limited proficiency in the language an interpreter proved very useful. As a progression to the initial work carried out, AFCCT are now working closely with Inverurie Academy. Football sessions are now included within the flexible timetables of those Syrian Scots attending the Academy, as well as their school buddies to further promote integration and socialising between pupils. More recently, Syrian Scots from both the City and Aberdeenshire were invited to attend the Aberdeen vs Hearts Scottish Premiership match held at Pittodrie where our new Dons supporters could take in the match atmosphere for the first time.

four

Vittoria Group FC are a new amateur team established to meet the needs of those within the hospitality trade. Having identified that many players were excluded due to teams training in evenings, the club was formed to remove this barrier. Training takes place on Wednesday mornings and games are played on Sunday mornings. Notably, 90% of players come from an ethnic minority background.

five

Multi-Cultural Family Base's 'Scoring a Goal for Inclusion' uses football as a tool to increase young people's self-esteem, confidence and social connections. Where appropriate, the project supports links to grassroots clubs with 19 young people now playing regular affiliated football. It has been identified that many of the young people involved have felt a stronger sense of belonging using football to connect to their peers. One participant highlighted that after seeing a classmate at football over the weekend he felt confident to speak to him at school on the Monday, saying they now had something in common. This has been highlighted through the partnerships taking place in Renfrewshire, to support the integration of the Syrian community into Paisley.

DISABILITY FOOTBALL

One of the key outcomes of the Disability Football programme launched in 2014, was the National PAN Disability League; providing opportunities for adults, females and youths to play in competitive seven-a-side matches. It now caters for 36 teams across Scotland classified into four divisions (Premiership, Championship, League 1 and League 2) according to participants' type and level of disability. The teams in each division come together and play in a central venue (either Toryglen in Glasgow or Sighthill in Edinburgh) six times over the course of the football season. These fixture days provide regular opportunities for players and coaches supporting their teams to develop their skills and engagement in the sport.

- 100% of survey respondents said the PAN Disability League had positive impact on young disabled people's opportunities to play competitive matches against other teams

League facilitates opportunities in two ways:

1. Organised fixtures mean regular match days are guaranteed, something that hadn't previously been possible. This also meant that a real 'buy-in' from participants couldn't really be achieved as they had no regular structure to be part of
2. The League has enabled coaches to build relationships with other clubs so that arrangement of matches/tournaments out with League fixtures is easier



Positive impacts of leagues

- More matches

"It gives players a platform to play competitively in a league setting at an appropriate level when, historically, they wouldn't have had the chance to".

- Easier connections

The other part of the league is that it has opened a lot of the club's eyes to organising their own tournament and that's a big step forward as well so much so that we cannot make all the different tournaments that are on".

- Increased participation

"The League has also helped attract more players to our team as they know they can play in competitive games once a month".

- Increased involvement in football

"Lots of the players are developed through the club through coaching and move on to either volunteer coach or use it as an aid when working in a support environment".

- Making new friends

"It's a fantastic platform for players with disabilities/ASN to feel a part of a community and mix with each other/make new friends".

- Enhanced confidence

"The opportunity for players to play meaningful matches is fantastic for them, the confidence is immeasurable, the 'playing for the badge' emotion/feeling is unbelievable, the difference we've seen in players over the past few years is tremendous".

- Impact on daily life

'you just have to talk to the players and see their confidence in travel, independence, communications, personal hygiene, budgeting and there is so much more. Sport plays a part in their daily life skills".

"Some of our players are now keen to take up a role in coaching due to increased confidence and motivation for the sport".

OUTCOMES & INDICATORS 2016/17

Outcome	Indicator	Evidence	Comment
2. Increased participation by difficult to engage and equalities groups	400 By year 3	370 individuals attending events	Additionally 3,360 was total attendance at years activities
12. Participants are more involved in community based activities	500 Individuals attending club activity	850 total participants attendance event over the year	
13. Participants develop positive peer networks and relationships	Questionnaire 75% confidence question		Additionally 51 volunteers involved this year
15. Sustained participation in positive activities	90% returning from previous year	92.5% retention rate	



Case Studies

< Disability football

one

St James have recently created a Ladies Section to their Disability arm of their mainstream club. This section will create opportunities for women with a disability to access football in Perth. This new development will create positive experiences for people within the club as well as create additional opportunities. The ladies team recently took part in the SDS / Scottish FA National 5aside Championships which took part in Glasgow.

two

Several players involved with the PAN Disability League have represented Scotland in the Under 19 Learning Disability Home Nations Championships which took place in Dublin in April 2017. The squad competed against participants from Wales, Northern Ireland and Republic of Ireland in 3 International matches. The Squads made up of players from across Scotland came out winners of the competitions after winning all 3 of their matches and winning the Home Nations title for the 4th time in 5 seasons. Players have used the opportunity to discuss the experience not only with other players from their teams but also with students from their schools.

three

Spartans Connections recently took part in a club wide fundraising event to support the infrastructure of the club. This event saw players for the PAN Disability section carry out a series of charity events and community based activities to help raise money for the club



MIDNIGHT LEAGUES

Midnight Leagues, sponsored by the Bank of Scotland, provides free football for young people aged between 12-16 years in socially deprived areas. Across the three years of CashBack funding, participation numbers have steadily increased and delivery has been achieved and maintained across all local authorities in Scotland. This review highlights some of the notable areas of personal and social development which the Midnight Leagues have further improved. To gain an insight with respect to this, several parents whose children participated in the programme were interviewed.

Key Areas of Personal Development

Participation in Football

One of the many attractions of the Midnight Leagues is the provision of structured social football as opposed to regulated, competitive football – typical of clubs. One parent commented that his child “enjoys playing with his chums rather than the more structured team - they can please themselves, choose who goes in goals and make substitutions. They’re having fun”.

Organisational Skills

The Midnight Leagues have also helped to encourage the individuals to take responsibility and be organised. One parent said “they get to organise it themselves and do it with their friends. He adored it, having a bit of responsibility and getting his pals together... I think he enjoyed that responsibility of not having his mum or dad doing it for him”.

Confidence and self-esteem

This programme also looks at encouraging participants to have confidence in themselves and make friends in a safe social setting. One parent remarked their child had ‘become more confident... more outgoing’. Another, whose son had become involved in coaching at the sessions said he is a ‘a quiet lad so it’s made him more confident and assertive’.

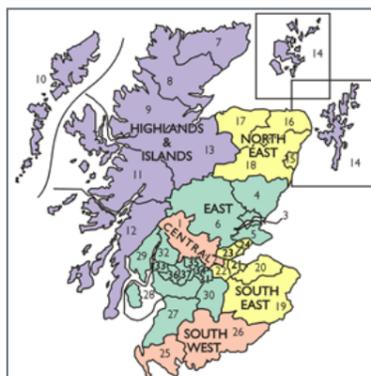
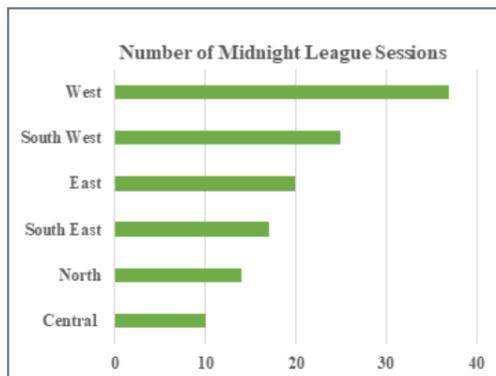
Positive pathways

By being working with positive role models leading the sessions, one parent thought the range of opportunities available to son in the future had been broadened. He said it had ‘shown him the career he can have with coaching ... he probably wouldn’t have got into coaching without the Midnight League’.

Behaviour in the community

One of the key aims of the Midnight League programme is to attract vulnerable young people into an environment promoting positive attitudes and lifestyles. With this in mind, a parent said the local children ‘want to hang about the streets and drink so it stops them doing that’. Another commented on the reassurance the activity can provide - ‘on a dark night we know where our kids are. We know he’s safe and enjoying himself’. Typically operating in Winter months, this remark emphasises the positive impact this programme has on both individuals and families.

In its gradual expansion over the recent years, the Midnight Leagues have endeavoured to encompass more areas experiencing social and economic deprivation. The following demonstrates the distribution of the local authorities across Scotland and the corresponding number of Midnight League Sessions now in operation.



Note: 'North' comprises the Highlands and Islands together with the North East



Case Studies

Midnight Leagues

Every year a participant from each Midnight League who have demonstrated exceptional contribution in their respective session are invited to take part in a National Festival.

one

Scott has shown outstanding commitment to the Midnight League in Kirkwall by attending every session. Throughout the sessions, Scott displayed a very positive attitude and embraced each activity with great enthusiasm. He also contributed to the running of the sessions by suggesting games and activities. Scott is a very thoughtful boy: he always tries to include everyone and make sure participants are treated equally and fairly. In addition, he is an excellent role model. The younger players find him approachable and have learnt a lot from both his football knowledge and his immaculate behaviour. Through the Bank of Scotland Midnight League, Scott realised he has real potential in helping young players develop their football skills. He is now looking to be involved in coaching in parallel with his club football.

two

Liam has been a regular attendee of the Midnight League programme in Dundee for over two years. When he first started he was a quiet boy, lacking in confidence and solely wanted to come along to have fun playing with his friends. Liam shows great sportsmanship with both his teammates and opponents by continually expressing a fantastic attitude. He recently attended the Midnight League National Festival as a reward for his regular attendance, positive attitude, enthusiasm for football and contribution to the Midnight League. Liam currently plays football for a local Sunday boys team - again demonstrating his love for the sport. The Midnight League programme has without doubt increased Liam's confidence and it is great to see the transformation as he has also matured into a great young man.

OUTCOMES & INDICATORS 2016/17

Outcome	Indicators	Evidence
1. Increased participation in positive activity	4800 Individuals in 16/17	4537
3. Increased opportunities for new experiences or activities for participants	100 Venues	117 Venues
5. Increased opportunities for continued participation by linking up and signposting to other provision	30 Young people through coach education	Indicator unavailable however 45 Young people who were former participants involved in coaching at the scheme
	75% Young people taking part in football outside ML	Case Study* (BS) 100%
8. Greater confidence and self-esteem among participants	79% improvement in confidence	Case Study* (BS) 'Much more confident'
15. Sustained participation in positive activities	60% retained	Case Study* (BS) 'Engaged in helping at the events now'
17. Sustained improvements in self-esteem and confidence	74% more responsible 89% made new friends 66% more physically active	Case Study* (BS) Collective responsibility shown around the facility 'the kids police it themselves, if it's wrecked then they can't use it'
20. More participants progress into a positive destination: such as learning in a non-school setting, further and higher education, pre-employment training, volunteering, personal development opportunities and employment	30 Young people through coach education 20 Young people coaching in the programme that were players	Case Study* (BS) 'Assisting at Football Development Office' 'Shown he can have a career in coaching' 'Wouldn't have gotten into coaching without ML' Currently 45 former participants working / volunteering as a coach in project

* Significant research by Blake Stevenson (BS) and Bank of Scotland appointed Stirling University was carried out in 2014 and 2015 and it was felt that due to the consistent feedback in these reports we would focus on evaluating with new groups. The 'Case Study' indicated was a report done by BS with interviewing 12 parents of participants in the project from across the country.

Summary...

It has always been difficult for us to fully express the impact of the CashBack for Communities project that we regularly see when we speak with its benefactors and witness new friendships and moments of self-development on a daily basis. There is an intangible factor within these instances that cannot be captured in an annual report but over time in the positive destinations and quality of life that these young people experience that can be viewed by those closest to them. With 9 years of a partnership complete and an ever evolving set of initiatives designed to support our communities young people the Scottish FA are incredibly thankful for the opportunity to make this difference.

2016/17 has seen a continued move towards achieving the outcomes that we know football can achieve in communities and indeed, we have also seen change internally that is evident from our involvement in CashBack. We now have a full time Diversity Manager working to make the association a more open and diverse working place as well as the projects we deliver. Hala Ousta was formerly a CashBack funded Diversity and Inclusion Officer and has been invaluable as the lessons learned from CashBack are also implemented internally. Additionally we have appointed a Community Development Manager whose sole responsibility is to work with clubs to develop their infrastructure to a level that allows them to physically own community assets such as buildings and pitches which can in turn create a safe and healthy hub for communities to access. This is direct result of the impact we see that our CashBack has had within communities.

As always there are plenty of lessons to learn and processes to evolve which we fully appreciate. Our application for Phase 4 has very gratefully been successful and we are looking forward to implementing our learning and making more positive strides towards serving the youth and socially disadvantaged communities. Examples will be...

- Greatly reduced volunteer development scheme whereby we will focus the investment on more meaningful impacts with individuals over a full year. We will work with approximately 180 young people to develop a range of their skill sets
- Schools of Football are re-profiled to serve communities with higher proportions of young people living in the top 2 deciles of Scotlands communities and an additional 11 Girls Only SoF (on top of an existing one) will begin in August 2017.
- Our external evaluator Blake Stevenson are developing a more comprehensive online measurement tool that will capture more evidence of the impact made

The infrastructure is in place currently and we are looking forward to reporting further strides made in serving the young people in Scotland with opportunities to be healthier, happier, more confident and positively impact the choices they have in creating a bright future for themselves. We again thank the Scottish Government and Inspiring Scotland for their ongoing support in our joint endeavour.



Appendix 1 – Financial Overview 16/17

2016/17	Total Spend (Annual)	Projected Spend (Annual)	Diff.
Midnight League	£131,132.88	£32,000.00	-£99,132.88
School of Football	£233,089.02	£111,461.17	-£121,627.85
CashBack 7s	£0	£12,000.00	£12,000.00
Volunteer Dev	£20,470.46	£39,839.00	£19,368.54
Girls and Womens Football	£189,250.56	£189,250.56	£0
Staffing	£203,139.04	£262,752.00	£59,612.96
Disability	£14,746.76	£25,349.89	£10,603.13
Diversity Officers	£138,851.84	£166,621.95	£27,770.11
Diversity Project	£13,874.89	£0	-£13,874.89
SQA Referee	£0	£0	£0
Management and Marketing	£63,953.30	£72,870.40	£8,917.10
Evaluation	£10,710.00	£15,000.00	£4,290.00
Totals	£1,019,218.75	£927,144.97	-92,073.78

*The Scottish FA are contributing to this programme and Volunteer Development and whilst all the expenditure will be detailed above, any over spend is guaranteed by the company.

- Denotes delivery costs at 93%
- Denotes evaluation costs, spend currently at 1%
- Denotes management and marketing costs at 6%

Appendix

< Financials

Appendix 2 – LA Spend 16/17

Scottish Football Association	
Aberdeen	£31042.16
Aberdeenshire	£23411.95
Angus	£24558.72
Argyll and Bute	£21965.58
Clackmannanshire	£23729.71
Dumfries and Galloway	£23965.39
Dundee	£27010.8
East Ayrshire	£34787.65
East Dunbarton- shire	£23986.66
East Lothian	£22087.51
East Renfrew- shire	£23946.68
Edinburgh	£37555.29
Falkirk	£31438.18
Fife	£36928.95
Glasgow	£35433.3
Highland	£29782.11
Inverclyde	£28365.61
Midlothian	£27218.33
Moray	£21400.73
Na h-Eileanan Siar	£20865.09
North Ayrshire	£29287.7
North Lanarkshire	£24695.46
Orkney	£20811.73
Perth and Kinross	£23436.13
Renfrewshire	£35483.52
Scottish Borders	£21032.45
Shetland	£20811.73
South Ayrshire	£27199.43
South Lanarkshire	£31207.12
Stirling	£29863.79
West Dunbarton - shire	£29600.75
West Lothian	£24349.82
TOTALS	£927,144



Annual Report

< 2016-17

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