

Evaluation of CashBack CashBack Schools of Football and Volunteer and Inspire Programmes 2021-22 (Year 2)

A Report for the Scottish Football Association

 *Social Research*

 *Service Design & Innovation*

 *Strategy & Collaboration*

 *Evaluation Support*

 *Social Impact Measurement*



June 2022



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1. Introduction

This report describes the impact the Scottish FA CashBack for Communities programme 2021/2022 across its two components: My School of Football, and my Volunteer and Inspire Programme. This section introduces the CashBack for Communities programme and provides an overview of the research.

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.

Social Value Lab

Social Value Lab is the national hub for social impact research, strategy, and evaluation. Our mission is to produce the evidence and ideas that support stronger, more effective projects, programmes and communities in Scotland.

CashBack for Communities

CashBack for Communities, established in 2008, is a Scottish Government initiative that takes money seized from criminals under the proceeds of crime legislation and invests them in programmes and services for young people.

The Scottish FA has been a CashBack for Communities delivery partner since its inception in 2008.

The programme is currently in Phase 5 and has committed £110 million to community initiatives since 2008. For Phase 5 £19 million has been distributed through 24 organisations to improve the quality of life of young people across Scotland.

In Phase 5 there are six mandatory outcomes that projects must support delivery of:

- Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour
- Outcome 2: Young people develop their physical and personal skills
- Outcome 3: Young people's health and wellbeing improves
- Outcome 4: Young people participate in activity which improves their learning, employability and employment options (Positive Destinations)
- Outcome 5: Young people contribute positively to society
- Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

Scottish FA CashBack for Communities Programme

The two components¹ of the Scottish FA CashBack programme are My School of Football and My Volunteer and Inspire Programme.

My School of Football is delivered in 14 schools in areas of multiple deprivation across Scotland to pupils in S1 and S2. Sessions form part of their curriculum learning, and pupils develop personal as well as physical skills.

¹ Due in part to Covid-19 restrictions in Year 1 of the programme, other components originally

planned have been scaled back or shelved – notably the 'Club Engagement' activities for schools.

The programme incorporates transferable skills such as teamwork, leadership, and responsibility alongside developing young people's technical skills in football. The programme aims to increase the attendance and attainment of participants, support their transition to secondary school, and provide the groundwork for success in their final years of school and beyond.

Some schools build themed workshops into the programme, covering topics such as mental and physical health, nutrition, and social issues such as tackling sectarianism in football. Some schools provide opportunities for participants on the programme to take part in volunteering in their community, though opportunities for this have been limited during the delivery of Phase 5, due to Covid-19 restrictions.

My School of Football programme fosters relationships between schools and local football clubs through the Scottish FA. In some schools, the sessions are delivered by coaches from the local club, and some sessions take place on club grounds (as opposed to school football pitches).

My Volunteer and Inspire Programme provides a tailored pathway of development for young people aged between 16-24 with an interest in pursuing a career in the game. Participants develop employability skills through volunteering events, and have the opportunity to gain formal qualifications in areas such as coaching, refereeing, event management and physiotherapy.

Participants gain experience assisting professional coaches in the delivery of football sessions, running summer camps for children and young people, and taking part in national football club match days. The delivery staff support young people with employability skills such as giving presentations, improving written and verbal communication, and building CVs and portfolios to help with job or university applications.

The Scottish FA also works towards CashBack outcomes through some of its **diversionary youth projects** (including Go Fitba and the Midnight Leagues project). Some additional data around Outcome 6 has been gathered from these projects as part of this evaluation.

Research methodology

The research for this evaluation was carried out by Social Value Lab between February and May 2022. We used a mixed methods research design.

My School of Football

-
- Self-evaluation survey: an online survey of all young people in the programme – 293 responses (38% response rate).
-
- Parent and carer survey: an online survey for the parents and carers of young

people on the programme – 146 parents and carers completed the survey.

-
- School stakeholder survey: an online survey for school staff and partners involved in the delivery of the programme – 40 people representing 10 schools responded.
-
- Interviews with young people: semi-structured interviews conducted face-to-face or via video conferencing with 13 young people representing 5 schools.
-
- Focus groups with young people: 15 focus groups with 77 participants, representing 7 schools.
-
- Interviews with senior school staff: 4 interviews with Heads of Departments and Deputy Head teachers representing 4 schools.
-
- Interviews with delivery staff: 5 interviews with 10 coaches, PE teachers and other programme delivery staff representing 4 schools.
-

My Volunteer and Inspire Programme

-
- Self-evaluation survey: online survey for all VIP participants – 73 responses (44% response rate).
-
- Interviews with participants: semi-structured interviews conducted face-to-face with 2 individual participants.
-
- Focus groups: 4 focus group discussions with 9 participants.
-

An additional online survey was also designed for delivery partners of The Scottish FA's youth projects, capturing data on CashBack Outcome 6 (5 responses).

Section 2 of the report summarises the programme's progress towards the CashBack logic model targets. The remainder of the report focuses on the programme's impact in Year 2.

2. Cashback Phase 5 Progress to Date

	Target (Phase 5 overall)		Year 1		Year 2		Total number of YP in Phase 5 to date	Number of additional YP required in Year 3 to meet Target
	%	YP	%	YP	%	YP		
Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour								
Young people report their confidence increasing	75%	2,475	92%	656	98%	750	1,406	1,069
Young people feel able to do new things	75%	2,700	99%	945	100%	934	1,888	812
Young people feel more resilient	75%	2,475	99%	707	100%	767	1,474	1,001
Other stakeholders report perceived increases of confidence and resilience	70%	N/a	†	-	92%	-	-	-
Young people report positive, supportive networks	75%	2,700	98%	945	99%	927	1,873	827
Young people report positive changes in their behaviour	75%	2,475	100%	710	100%	767	1477	998
Other stakeholders report perceived positive changes in the behaviour of young participants	70%	N/a	†	-	68%	-	-	-

Outcome 2: Young people develop their physical and personal skills								
Young people gain accreditation for learning and skills development	80%	288						
Young people report their skills are increasing	75%	2,700	99%	958	100%	934	1,892	808
Other stakeholders report skills are increasing	75%	-	†	-	64%	-	-	-

	Target (Phase 5 overall)		Year 1		Year 2		Total number of YP in Phase 5 to date	Number of additional YP required in Year 3 to meet Target
	%	YP	%	YP	%	YP		
Outcome 3: Young people's health and well-being improves								
Young people report increases in feelings against SHANARRI indicators	75%	2,700	100%	964	100%	934	1,898	802
Other stakeholders report perceived increases in SHANARRI indicators among young people	70%	-	†	-	89%	-	-	-

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)								
Young people achieve positive destination	70%	252	100%	252	100%	167	491	0
Young people improve attendance*	70%	910	96%	315	96%	532	847	63
Young people's attainment improves*	70%	910	96%	389	96%	562	952	0

Outcome 5: Young people contribute positively to their communities								
Number of participants going on to volunteer, coach, mentor, support or take a leadership role in community organisations	80%	288						288
Number of hours of volunteering contributed by participants	-	288						288
Number of community focused awards gained by participants	70%	252						252
Other stakeholders perceive that young people's contribution, links and social interaction are improving	70%	-	†	-	54%	-	-	-
Participants' perception of their neighbourhood improves	60%	2160	84%	807	83%	780	1,588	572

	Target (Phase 5 overall)		Year 1		Year 2		Total number of YP in Phase 5 to date	Number of additional YP required in Year 3 to meet Target
	%	YP	%	YP	%	YP		
Participants have a heightened sense of belonging to a community	60%	2,160	83%	786	87%	810	1,596	564
Participants have increased motivation to positively influence what happens in their community	70%	252	88%	222	86%	143	365	0
Young people feel their contribution, links with communities and social interaction are improving	70%	252	97%	245	97%	162	407	0

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

Young people feel less inclined to participate in anti-social and/or criminal behaviour*	70%	700	†	†	99%	605	605	95
Young people report that their own participation in antisocial and/or criminal behaviour has reduced	70%	700	†	†	98%	570	570	130
Stakeholders reporting that participation in antisocial and/or criminal behaviour has reduced	70%	-	†	-	70%	70%	-	-

† No data captured in Year 1

* Excluding those who said this was not an issue before

3. School of Football: Year 2 Impact

This section describes the impact of the School of Football programme on the young people who participated. Data in this section has been collected from interviews, focus groups and a survey completed by young people, a survey completed by parents and carers, and interviews and a survey of teachers and programme delivery staff.

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour

School of Football participants and stakeholders reported significant increases across all indicators of confidence and resilience.

Young People

Almost all (98%) young people who responded to the survey reported that their confidence had increased, as shown in Figure 3.1.1.

Fig 3.1.1: Young people report their confidence increasing

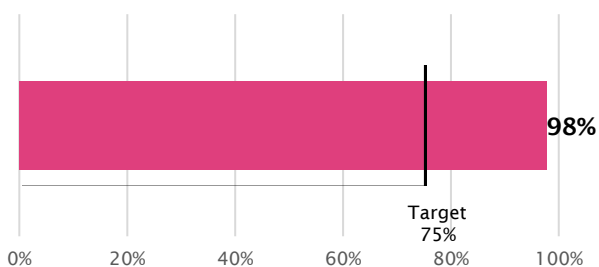


Figure 3.1.2 shows the areas in which young people reported that their confidence had increased.

Figure 3.1.2: Indicators of increased confidence, young people



The majority (71%) of young people reported that their confidence in their football had increased. Over a third (35%) reported feeling more confident talking to other people, and being more outgoing in general. For one in ten (11%) young people, their increased confidence had been noticed and commented upon by other people.

Interviews and focus groups with participants provided insights into how the School of Football sessions helped improve people’s confidence. Participants mentioned the encouraging and relaxed atmosphere of the sessions, in which they were able to develop their skills without feeling worried about making mistakes.

“Getting positive feedback from the coaches gives me lots of confidence.”

“We all give each other tips and encourage each other.”

Young people described how their confidence had grown on the pitch, which enabled them to be more involved in the sessions. For many, this led to feeling more confident in other areas of their life, too. People spoke about having the confidence to answer questions in class, speak to strangers, and interact with new people. Social confidence was frequently mentioned by young people.

“At the start of School of Football, I would shy away from the ball, but now I get up the pitch, I ask for the ball.”

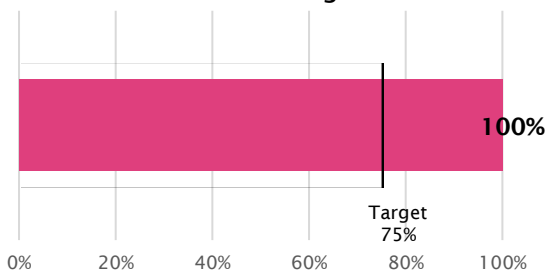
“I was so shy before School of Football, even with things like going into a shop or talking to waiters in a restaurant.”

“I was nervous to talk to some people, but through School of Football I’ve made a lot of friends.”

“I didn’t talk to the girls before, but now I talk to them.”

Figure 3.1.3 shows that all respondents felt more able to do new things as a result of the School of Football programme.

Fig 3.1.3: Young people feel able to do new things



Interviews with young people revealed that some participants had taken up other sports as a result of trying football and enjoying it. Others had joined a new club, or were more willing to try out new skills and techniques they'd learnt in football matches. Some reported that though they hadn't taken on new sports or hobbies, their experiences in School of Football made them feel more inclined to try new things in the future.

"I try things in School of Football that I wouldn't try in a game."

Figure 3.1.4. demonstrates that all young people felt more resilient as a result of School of Football.

Fig 3.1.4: Young people feel more resilient

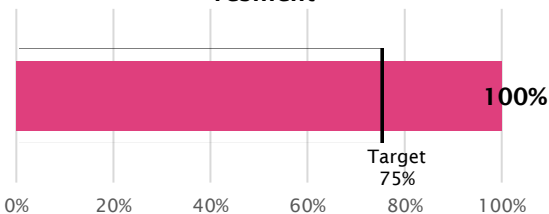


Figure 3.1.5 shows the areas in which young people reported their resilience had increased.

Figure 3.1.5: Indicators of increased resilience, young people



Almost all (99%) the respondents found that their ability to make positive choices and take initiative had increased. Similarly, a high proportion of respondents were more able to manage and solve problems (98%) and control their emotions (93%). For most respondents (97%), their increased resilience was also reflected in greater self-belief.

"Don't take anything personally, because otherwise it gets to you."

"I've always been resilient, but School of Football has meant I've put it into practice, in games for instance."

"We got beat, but we played well and we were proud of our performance."

In interviews, participants reflected on a variety of ways in which their resilience had improved. Some spoke about their emotional resilience, stating that School of Football coaches had helped them control their temper, or deal with anger better. Others described how the experience of playing matches, losing, or struggling with new drills and technique improved their ability to cope with challenges.

Many young people attributed their increased resilience to the encouragement they received from their peers and coaches. Similarly, some reflected that receiving feedback from other players helped them to build resilience, and also consider how they communicated with others who made a mistake or were struggling.

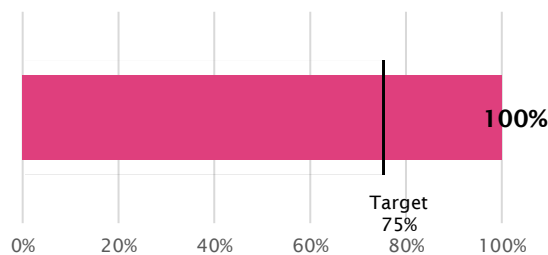
"If you're in a game and really tired, it makes you want to keep going."

"You have to keep going, even if you've missed a shot before."

"It makes you want to try harder, to do better next time."

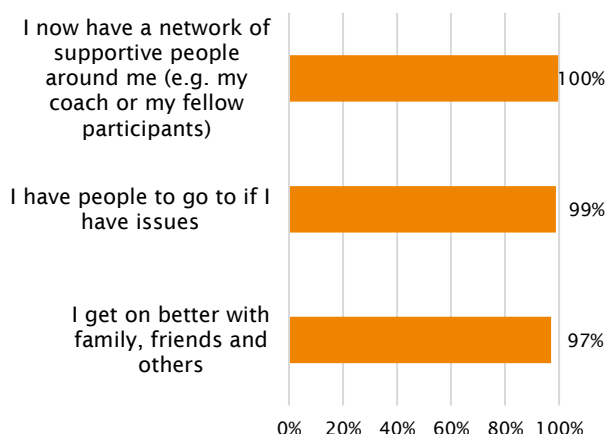
Figure 3.1.6 shows that all respondents increased their support networks through the programme.

Fig 3.1.6: Young people report positive, supportive networks



Peers and coaches from the programme were seen as a positive support network by all respondents (100%), and the majority reported having more people to go to and getting on better with their existing social network of friends and family as well (97%, see Figure 3.1.7).

Figure 3.1.7: Indicators of increased support network, young people



Discussions in focus groups revealed that young people benefitted from spending consistent time with their classmates in a setting where they could chat, have fun and share a common interest.

In some schools, football sessions happen as regularly as once a day; young people described how spending more time with the same individuals than they would through regular classes strengthened their friendships, and for the younger students in particular the sessions were a good opportunity to make friends at a new school.

“Coaches and players are really supportive and encouraging.”

Young people also stated that the School of Football coaches were supportive, approachable and friendly. Many young people expressed that they would be comfortable talking to coaches about things they wouldn't bring up with other teachers. The strength of these relationships was attributed to coaches having time to chat, ask questions, and show an interest. Participants also mentioned that coaches were often younger than other teachers, shared a common interest, and used their first names, all of which made them more relatable.

“They are younger and more approachable, and having a shared passion for sport helps you relate.”

“They've got more time to talk to you, because there's another coach that can help take [the session].”

“I've known [coach] for ages, I can talk to him about anything.”

“They take everything into consideration, ask questions and take an interest.”

Figure 3.1.8 shows that all young people saw an improvement in their behaviour.

Figure 3.1.8: Young people report positive changes in their behaviour

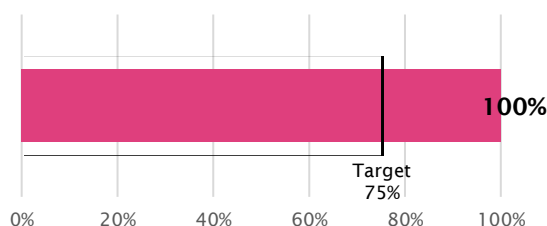
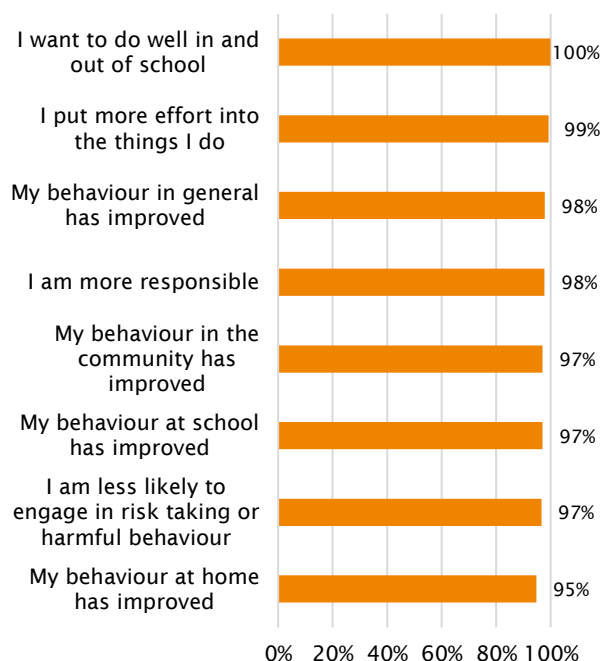


Figure 3.1.9 shows the areas in which young people saw an improvement in their own behaviour.

Figure 3.1.9: Indicators of improved behaviour, young people



All respondents expressed a desire to do well both in and out of school. This was corroborated by the high proportion of young people who reported that their behaviour in school, in the community, and at home had improved (97%, 97% and 95% respectively).

“I used to give my mum cheek, but I've toned that down a lot now.”

"I'm more patient with my little brother now."

Some schools implemented behavioural codes of conduct through School of Football that applied to students' behaviour throughout their school day. In interviews, young people described how this incentivised them to behave well in school, as they didn't want to risk missing a session or being removed from the programme. In some cases, consequences for bad behaviour applied to the whole team, which encouraged pupils to think about the impact of their behaviour on their teammates.

"It makes you think, I won't do that because it's not just me that gets punished."

"It's made me more organised – to get my kit ready and get up in time."

"We're a whole team, we have to respect each other."

"I wear my blazer more now."

A few students mentioned that their behaviour improved after a session because they were tired out and less likely to be disruptive in classes. Others mentioned that having football sessions first thing in the morning helped them to feel awake and engaged throughout the rest of the day.

"It wakes you up and sets you up for the rest of the day."

More broadly, young people described positive behaviours such as showing respect to their peers and coaches, commitment to the sessions, and responding to the limits and boundaries of the behaviour expected from them in sessions. Many students spoke about encouraging each other rather than getting annoyed when someone made a mistake, and a few talked about using their own experiences to think about how they treated others.

"I've learnt to show a lot more respect."

"If you don't like someone, you still need to communicate with them, for the team."

For many, these changes in their behaviour arose from observing and emulating their peers, and wanting to contribute positively to their football sessions, because it was something they enjoyed and valued.

Other Stakeholders:

Parents, teachers, and coaches who delivered the sessions noted a significant increase in the confidence of the young people on the programme.

Almost all (92%) stakeholders who responded to the survey reported a perceptible increase in young people's confidence and resilience as a result of the programme, as shown in Figure 3.1.10.

Figure 3.1.10: Increased confidence and resilience, stakeholders

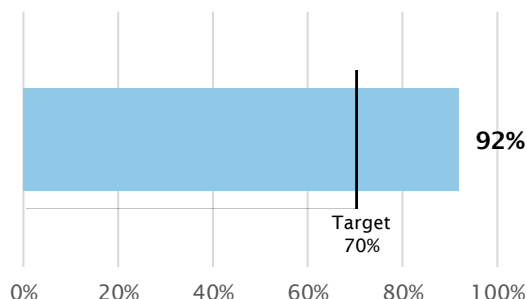
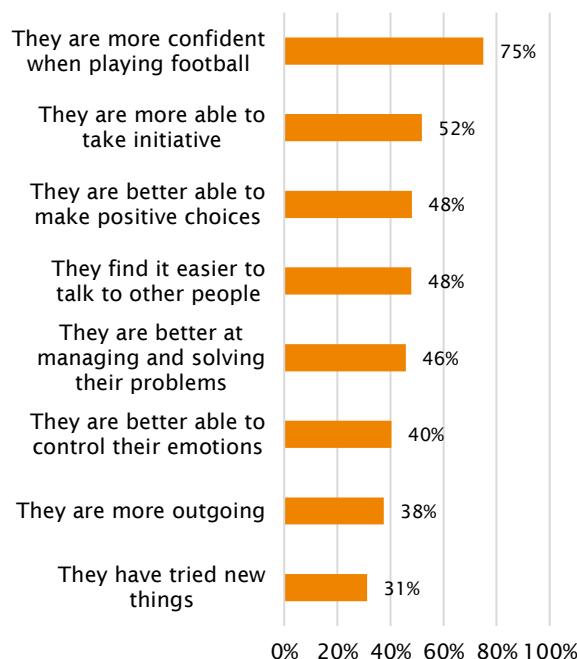


Figure 3.1.11 shows that three-quarters (75%) of stakeholders reported a noticeable increase in young people's confidence in their football, which closely coincides with reports from young people themselves (71%, see Figure 3.1.2).

Figure 3.1.11: Indicators of increased confidence and resilience, stakeholders



Roughly half of the respondents reported that young people were more able to take initiative, talk to other people, manage and solve problems, and control their emotions (52%, 48%, 48% and 46% respectively).

Comments from parents revealed that of those that reported no increase in their child's confidence or resilience, many felt that their child was already confident and this was not something that needed to or could be developed.

Others mentioned that School of Football had helped their child develop social confidence alongside building their confidence as football players.

"My son is a happy go lucky boy but this programme brings out the confidence in him and he's not as shy now with his team mates."

"He is still very shy but is starting to become more outwardly confident as well as helping develop his football skills."

"I feel that the football program has brought my child out her shell more due to not being so confident with having autism."

Parents

In interviews, school staff all reflected that School of Football had a positive impact on the confidence of the young people involved. For some, building confidence was a selection criterion for the programme.

"One pupil who was new to the school was put in SFA, and I've seen his confidence flourish."

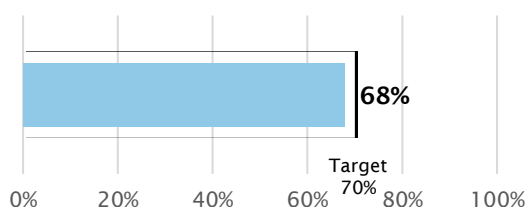
"Young people are more confident and are able to come out of their shell more. It also allows them to make new friends and be part of a team."

"I've seen their confidence increase massively."

School Staff

Figure 3.1.12 shows that just over two-thirds (68%) of parents and teachers noticed a positive change in young people's behaviour as a result of School of Football.

Figure 3.1.12: Other stakeholders report perceived positive changes in the behaviour of young participants



This number almost reaches the Cashback target of 70%. As with stakeholder reports on confidence, many parents noted that there was no need for improvement in their child's behaviour.

"He's always well behaved, but having knowledgeable and understanding helpful staff if an issue did arise makes them feel safe."

"He gets in less trouble at school."

Parents

Other parents noted that being part of School of Football was an effective incentive for their child to stay out of trouble and make responsible choices about their behaviour in and out of school. This was corroborated by comments from school staff in interviews.

"They have something that helps them to feel included in a positive way and staff that encourage them to be the best that they can be. This helps them to make the best choices for themselves."

"Pupils are motivated to stay part of SFA, therefore their behaviour improves."

"The S2s know the drill, they know the standard and what's expected of them, so they're fine. But the S1s, it's all new to them, so they realise they can't misbehave because it's going to end in them getting suspended from School of Football for a period of time."

"He's become more aware of rights and wrongs, and even – it might sound daft to say, but – manners as well, he'll say hi to you in the corridor which he maybe wouldn't have before."

School Staff

In particular, staff reported that School of Football gave young people an opportunity to take responsibility for their behaviour both on and off the pitch. Staff saw pupils develop in this respect over the course of the programme, resulting in School of Football pupils becoming role models in school and in the community.

"I find that when I go into a class, I can see them doing what they're supposed to be doing, and what they've learnt in School of Football, and you can see the rest of the class looking at them, so you've got that role model in other classes."

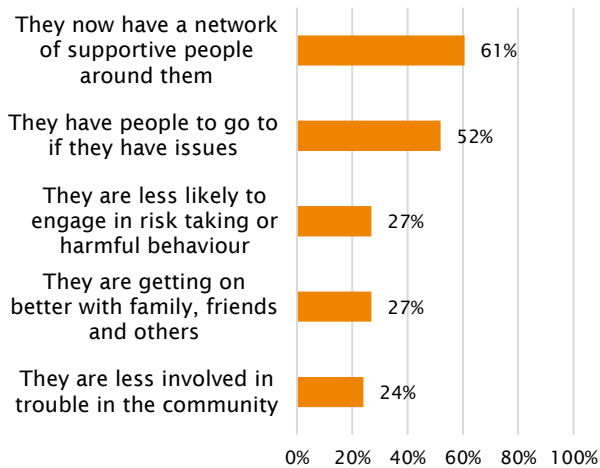
"In School of Football, you're using football to develop the young people into responsible individuals that are then going to succeed."

"If we're inspiring young people to be more responsible and behave, you hope they're taking that into their home life as well."

School Staff

Figure 3.1.13 displays the ways that young people's support networks have increased, as reported by the adults in their life.

Figure 3.1.13: Indicators of increased support networks, stakeholders



The majority (61%) of respondents noted that the programme has provided young people with a support network through their peers and other people that make up the School of Football. Others also noted an improvement in their relationships and their behaviour both in and out of school (see Figure 3.1.13).

"It's given her more of a supporting network, more social skills and keeping fit too."

Parent

"It was really good to see how the relationships built in School of Football developed outside of the programme too."

"Out on the pitch, you can see they really care for each other."

School staff

Staff mentioned how the coaches provide a role model for pupils who are interested in sport, and the setting of the football sessions allows them to get to know pupils on an individual level. In some cases, this has enabled the school to provide better support for pupils who might not otherwise open up to adults if they were struggling.

Outcome 2: Young people develop their physical and personal skills

School of Football has been a successful means of teaching young people new skills and developing existing ones. Young people and other stakeholders reported significant increases in their skills as a result of the programme.

Young People

Figure 3.2.1 shows that young people all reported that they had learnt or developed skills through the School of Football programme.

Figure 3.2.1: Young people report their skills are increasing

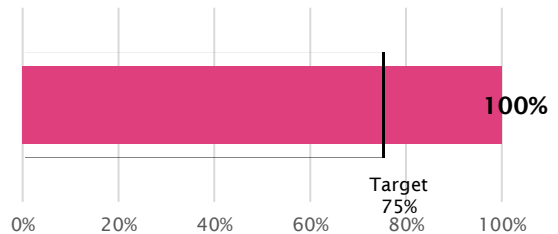
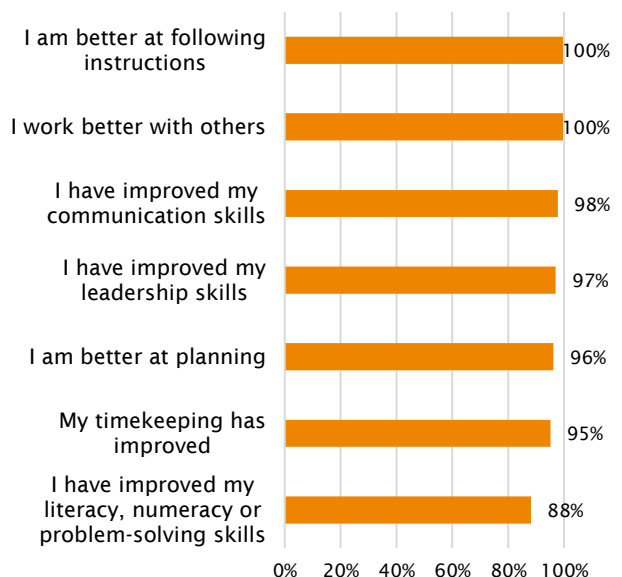


Figure 3.2.2 displays the personal skills that young people increased through their engagement in the programme.

Figure 3.2.2: Indicators of increased personal skills, young people

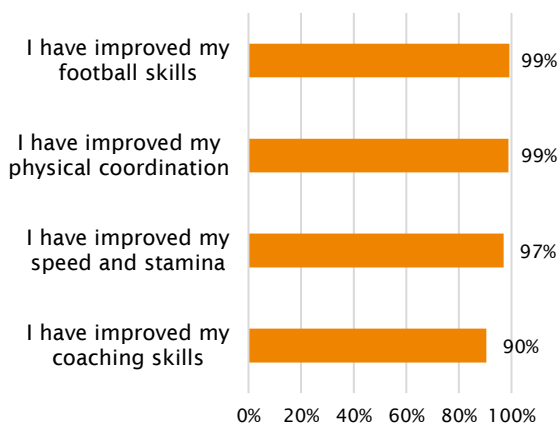


Working better with others and following instructions were the skills cited most frequently by young people (100%). A significant proportion (88%) also reflected that the School of Football programme had helped them to improve their literacy, numeracy and problem-solving skills.

Figure 3.2.3 shows the physical and sports-related skills that young people developed through the

programme.

Figure 3.2.3: Indicators of increased physical skills



Almost all (99%) young people reported an improvement in their football and coordination skills. 9 out of 10 participants also had the opportunity to improve their coaching skills.

"We can design our own games and drills, sometimes it's a bit confusing but we are getting on well and helping each other."

"You play with different players, so you've got to change up your game and play different positions."

"Now I turn up early."

Specific football skills such as dribbling, tackling, and communicating on the pitch were frequently mentioned in focus group discussions. Some schools created opportunities for pupils to develop leadership skills through electing a 'Captain of the month', or other captaining roles within the team. Pupils reflected that being captain required interpersonal skills such as strong communication and encouragement, as well as practical skills that enabled them to lead warm-ups and drills.

The majority of young people also reflected that their communication and teamwork skills had improved in general, and mentioned other personal skills such as organisation and perseverance, which they used off the pitch as well.

In interviews, young people described the encouragement they got from their teammates and coaches as an important factor in motivating them to improve, and helping them recognise when they had done something well.

"It's an achievement to represent the school."

"The coaches point you out if you're doing well. It makes me a feel bit shy but also happy."

"The coaches compliment you if you're doing well. It gives you a boost – that feels like a trophy!"

Other Stakeholders:

Almost all (94%) parents, carers and school staff reported that young people had learnt new skills through the School of Football programme (see Figure 3.2.4).

Figure 3.2.4: Other stakeholders report skills are increasing

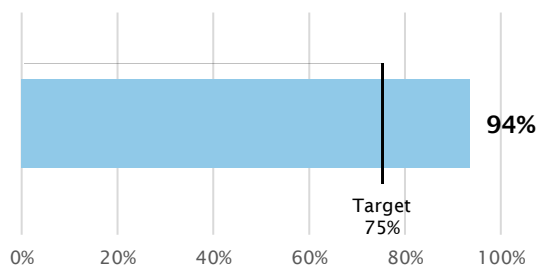
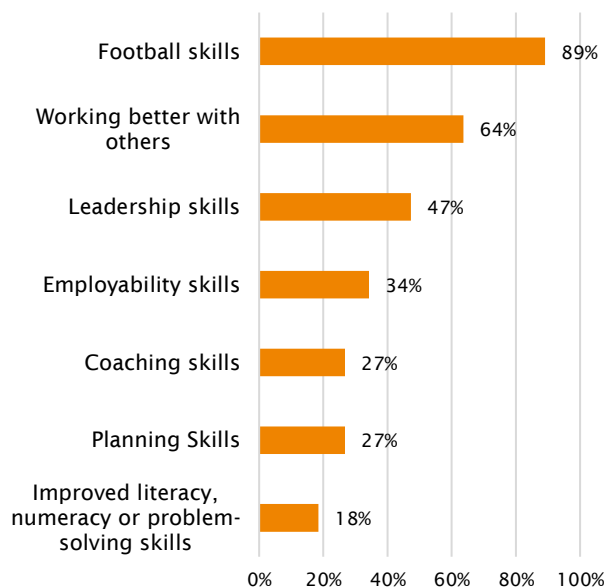


Figure 3.2.5 shows the areas in which young people noticeably improved their skills.

Figure 3.2.5: Areas in which young people have increased skills



Most respondents (89%) reflected that young people had improved their football skills, along with other life skills such as working with others (64%) and leadership (47%). Roughly one in five (18%) noted that being part of School of Football had helped pupils increase their literary, numeracy and problem-solving skills.

In discussions, staff emphasised that in School of Football sessions, developing personal skills was prioritised along with football skills and knowledge of the game. This was reflected in the selection process, which staff explained was not based on an individual's football ability but on the likelihood that they would benefit from the opportunity to develop a range of skills.

"He will have learned from it perhaps patience and maturity."

Parent

"I think it allows young people to improve upon not just football skills but skills they can take forward later in life, such as improving communication, working as part of a team, being more creativity and problem solving."

"The skills it teaches them are quite exceptional."

School staff

Outcome 3: Young people's health and well-being improves

The School of Football programme had a positive effect on young people's health and wellbeing, demonstrated across a range of factors. Responses from both young people and adult stakeholders far exceed the Cashback targets for this outcome.

Young People

Figure 3.3.1 shows that 100% of respondents agreed with statements that demonstrate an improvement across SHANARRI indicators.

Figure 3.3.1: Young people report increases in feelings against SHANARRI indicators

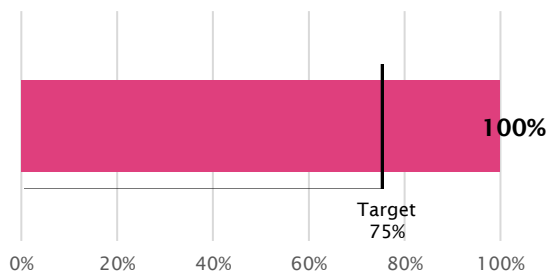
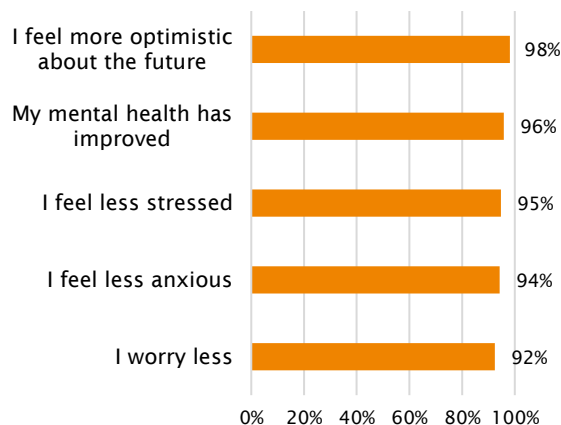


Figure 3.3.2 shows the ways in which young people reported that their mental health had improved as a result of the programme.

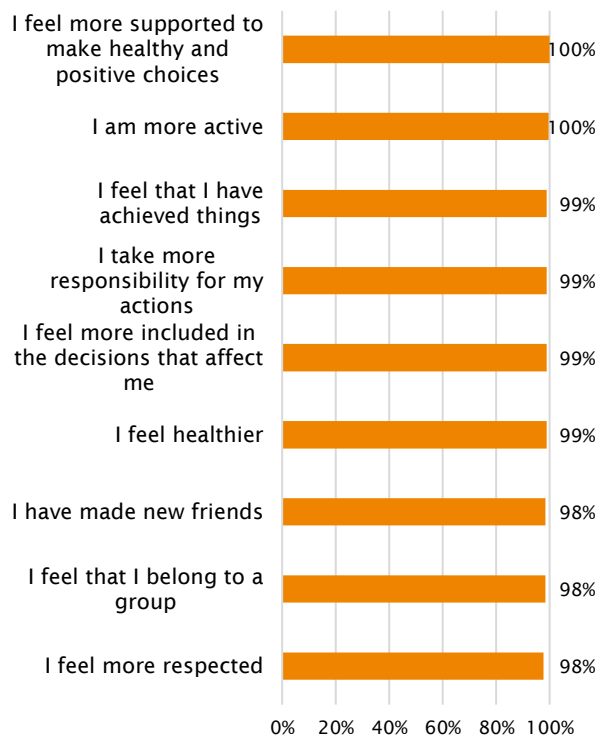
Figure 3.3.2: Indicators of improved mental health, young people



Almost all (98%) young people on the programme reported feeling more optimistic about their future. A similarly high proportion reported feeling less stressed (95%), anxious (94%) or worried (92%), and 96% of respondents noted a general improvement in their mental health.

Responses to statements about individual SHANARRI indicators are displayed in Figure 3.3.3.

Figure 3.3.3: Increases against SHANARRI indicators, young people



All young people felt more able to make positive choices in their life, and reported being more active thanks to School of Football. Almost all young people (>98%) responded positively to all other SHANARRI indicators as well (See Figure 3.3.3).

In interviews, young people spoke about getting fitter and increasing their strength and stamina through School of Football. While for some, football was just one of many sport activities they took part in, for others School of Football helped them to stay active when otherwise they would not have been motivated to do so.

"I've found myself getting fitter."

"I do a lot more running."

"They give us the blueprint for getting fitter."

"If I didn't have School of Football, I don't think I would have the energy to do anything after school, I would just be slumped on the couch and would feel lazy."

Pupils also discussed what they had learnt about taking care of their health in other ways, such as making sure they ate the right food at the right times before playing football, and staying hydrated during matches. Some pupils were encouraged to keep a food diary, and others noted that they considered what they ate more.

"I've learnt how to eat better."

Getting the right amount of sleep was important for participants. Some reflected that School of Football sessions helped them sleep better, and others mentioned that they would get an early night when they had football the next day.

"I go to sleep earlier when I know I have football the next day."

"I sleep better now."

Pupils frequently mentioned that having support from an adult in school who was not a teacher helped them feel respected and understood. Some pupils mentioned that the informal relationships they developed with coaches helped them to take responsibility and consider unspoken boundaries, which contributed to their sense of being respected. This was one of a number of ways that the older pupils in particular felt that School of Football was a setting in which they were treated like young adults.

"It feels like a safe place."

Many young people talked about the impact that a football session had on their mood and wellbeing. The sessions were seen as a good distraction from stressful events such as exams or problems at home. Focusing on football helped to take their mind off

other things, and for some the physical exercise was a good way to blow off steam.

"If you're doing a test and getting wound up, you know you have School of Football later to get your stress out."

"It's mindful in a way."

"I've had a lot of trauma and when I play football it just takes my mind off it."

"It helps [my mental health] outside of football too."

"Football is an escape from reality for a bit."

"It helps you find ways to deal with stuff."

"It's somewhere you can go when you're not feeling good."

"It makes you feel happy."

"I was very anxious, football's made my life so much better."

For pupils who struggled with academic subjects, School of Football was an opportunity to do something they were good at in a way that was acknowledged and encouraged by the school.

"You'd rather be playing football than sat in a classroom."

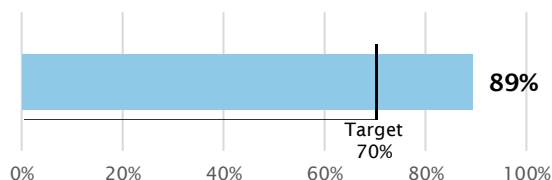
"It is a brilliant programme, it helps my mental health lots and it makes me feel more included. I am with loads of other new folk. It has also helped my health - my stamina and energy."

Almost everyone on the programme found the sessions fun, and reflected that the enjoyment lifted their mood and made them happy. In this way, they felt they had something to look forward to at school.

Other Stakeholders

The majority (89%) of parents, carers and school staff reflected that the School of Football programme had a positive impact on young people's health and wellbeing, as displayed in Figure 3.3.4.

Figure 3.3.4: Increases in SHANARRI indicators, other stakeholders



In interviews and comments, adults reiterated similar themes to those brought up by the young people. They mentioned that the football sessions were a good distraction from other stresses in life, and a good place to burn off energy or negative emotions.

“There are young people with difficult home lives, and this programme is really good for them.”

School Staff

Some teachers and coaches reflected that it gave athletic pupils a sense of purpose and achievement when they lacked motivation or struggled with their academic subjects.

In schools that had separate programme for boys and girls, teachers reflected that having a female role model in the PE department had a positive effect on girls feeling represented, supported and encouraged in their sport.

Many teachers mentioned the importance of School of Football prioritising participation and commitment above raw ability in football. They saw this as a way of ensuring that it was an inclusive and low-pressure activity, which was vital to ensuring the benefits to the pupils’ mental health.

“There’s no pressure, it’s not something they get assessed in.”

“It’s not elite, it’s inclusive.”

School Staff

Similarly, staff saw that the pupils enjoyed it, and noted the positive effect on their mood, engagement, and relationships as a result.

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

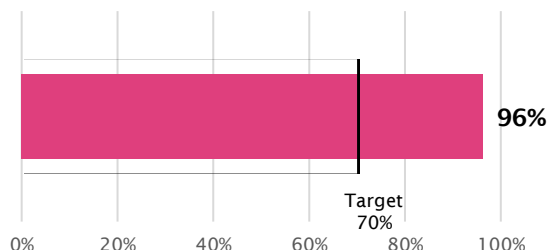
The School of Football sessions contributed positively to the school attendance and attainment of participants, and set some pupils on employment pathways. The responses for this outcome exceed the targets set by Cashback.

Young People

When asked about their attendance at school, 28% of young people reported that they had never had an issue with attendance. Of the rest, 96% reported that

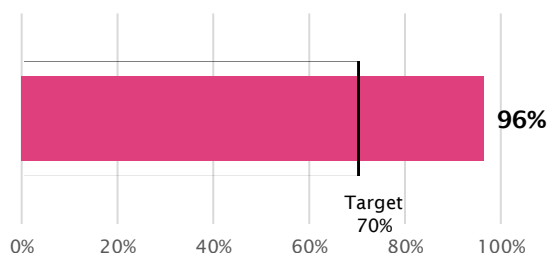
their attendance had improved since joining School of Football, as displayed in Figure 3.4.1.

Figure 3.4.1: Young people report improved attendance²



Similarly, 24% of young people reported that their attainment was not an issue, while 96% of the remaining group saw an improvement in their grades at school (see Figure 3.4.2).

Figure 3.4.2: Young people report improved attainment²



Most frequently, pupils described in interviews how they would be more excited to come to school on days they had football. For those with low attendance, School of Football was an incentive to come in.

“The only reason I want to go to school is for School of Football.”

“It is very fun helpful and gets me out of bed to go to school.”

In some schools, football sessions take place during other subject lessons, meaning pupils are required to catch up in their own time. The majority of the pupils we spoke to saw this as a manageable task, which in some cases made them more focused in classes to make sure they didn’t fall behind.

“School of Football makes me realise that I need to put more effort in.”

² Excluding those for whom this was not an issue before

Young people also reflected that the skills they learnt in School of Football helped them improve in their academic subjects, too. One pupil mentioned their increased motivation to do well in class work and tests, and others described how being more organised helped them to be prepared for lessons as well as football sessions.

"When I go to prepare my kit, it reminds me to charge my iPad because they're in the same bag."

"When I'm playing a game, I want to win, and when I've got a test I want to just keep going until I get it right."

The School of Football programme also influenced young people's perceptions and ambitions for their future. For pupils considering their subject choices for senior years, School of Football had encouraged them to think about taking subjects such as sport science, sport psychology, or PE. Others described how they wanted to pursue a career in football, and had gained skills in playing and coaching through School of Football that they would not otherwise have.

Other Stakeholders

In interviews, staff frequently mentioned that School of Football improved attendance for those involved. In some cases, pupils were turning up to school on time on days that they had football, because they didn't want to miss their session. Staff reflected that for pupils who had poor attendance, having a football session later in the day made it more likely that they would come to school and stay for the whole day.

"One pupil was having a difficult time outside of school, difficult homelife, poor attendance across the school. It started off with improved attendance at School of Football, and we're hoping that will have a positive impact on his attendance across the rest of the school – I don't think he's been in it long enough for us to see yet, but hopefully over the course of the 2 years we'll see that improvement."

School staff

In the majority of schools, selection for the School of Football programme is based on a combination of factors, which includes targeting pupils who are disengaged and would benefit from the enjoyment and opportunities for personal development that School of Football offers as a means of reengaging with school. Across the schools that we visited, staff gave examples of pupils who had been selected on this basis, for whom the programme had made a significant difference to their attendance.

"We have young people who are now employed within the community as a direct

result of their involvement in the programme."

School Staff

Comments from parents also indicate that School of Football improved attendance of the participants. For some parents, this was visible in their child's enthusiasm towards school.

"He loves it and it makes him want to go to school."

Parent

Some parents also commented on their child's improved focus and attainment in class. Having a subject in which they could excel and have fun was seen as having a positive impact on their engagement with other classes and subjects as well.

A number of older pupils have achieved employment positions and taken steps towards a career in football, thanks to the experiences they gained through School of Football.

"He is more engaged in other classes and has learned to fight against some challenging issues."

"School of football has given my son the confidence to become a young coach at East Fife CFC, working with the community club to coach the next generation of footballers as well as giving him an idea of what he wants to do when he is older."

Parents

Outcome 5: Young people contribute positively to their communities

The School of Football programme provides young people with opportunities to engage positively with their community, and influence how they are perceived and how they see their community.

Young People

For over four-fifths (84%) of the participants, the School of Football programme positively impacted their perception of their local community, as depicted in Figure 3.5.1.

Figure 3.5.1: Participants' perception of their neighbourhood improves

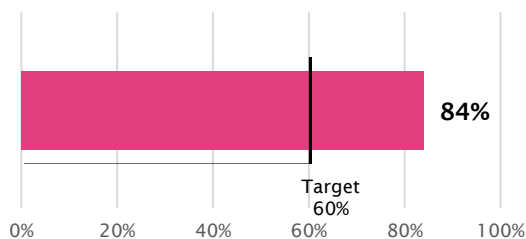
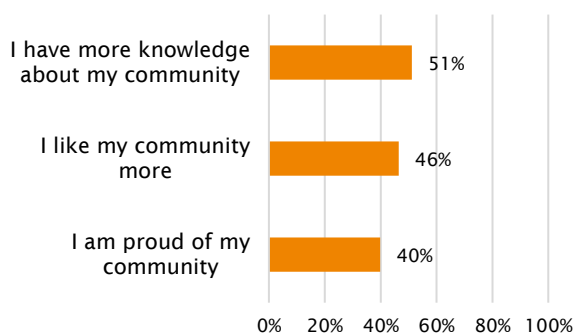


Figure 3.5.2 demonstrates the ways in which young people's perceptions of their community changed.

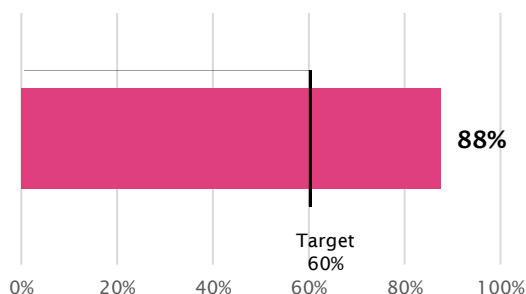
Figure 3.5.2: Indicators of improved perception of community, young people



Over half (51%) of participants gained knowledge about their communities, and a significant group reflected that they liked their community more (46%) and felt proud of it (40%).

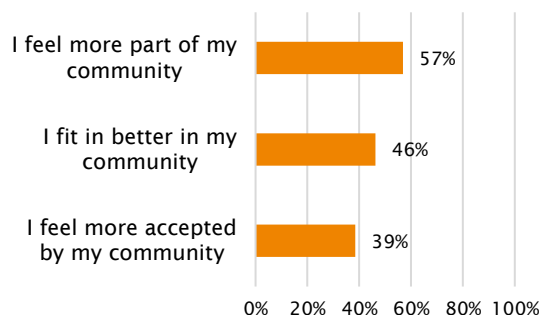
Figure 3.5.3 demonstrates that the majority (88%) of participants felt a greater sense of belonging as a result of being on the School of Football programme.

Figure 3.5.3: Participants have a heightened sense of belonging to a community



For most participants (57%), their sense of belonging came from feeling more part of their community, as demonstrated in Figure 3.5.4. Others reported that they fit in better and felt more accepted.

Figure 3.5.4: Indicators of heightened sense of belonging in community



When asked about their sense of community in interviews, young people reflected that the School of Football itself provided them with a strong sense of community. Wearing the kit and taking part in something that felt like a privilege within their school gave pupils a sense of pride.

"With School of Football, you're part of something, you're together."

"It made me feel part of something big."

In some schools, sessions were made up of pupils across year groups. Pupils in their first year described how this helped them to feel more a part of their school, as they were able to make friends with people who knew the school and were more comfortable there.

Similarly, older pupils reflected that their interactions with younger pupils through School of Football impacted how they perceived their own role within the school as people that younger pupils looked up to, and led to friendships being formed between year groups.

"It's got me to interact with people I wouldn't normally go over to."

Some pupils had played matches against local schools, and others mentioned that this was something they were looking forward to in the future. For those that had, the experience gave them a sense of belonging to a wider football community. Visiting other schools and playing against people they knew from primary school or local football clubs was described as fun, exciting, and a good way to maintain friendships with people outside of school.

"Football is a really good way to make friends."

"You have to be tolerant and patient, take time to help others, like the younger kids."

“It’s good to be part of the school’s football community, playing matches outside school.”

The vast majority of young people we spoke had not participated in volunteering or events in their local community during the delivery of this phase of the programme, due to Covid-19 restrictions. However, when discussing this in focus groups and interviews, pupils reflected that the confidence and experiences they had gained through School of Football made them more inclined to participate in volunteering through school and independently, when the opportunity arose.

Other Stakeholders

Parents, carers and teachers reported that over half (54%) of young people have increased their contribution and involvement in their local community, which is lower than the Cashback target of 70%. Though it is difficult to be exact about why this particular target has been missed, it is likely that restrictions on community-based activities due to Covid-19 were a factor in stakeholders’ assessment.

Fig 3.5.5: Other stakeholders perceive improvement in YP contribution, links and social interaction

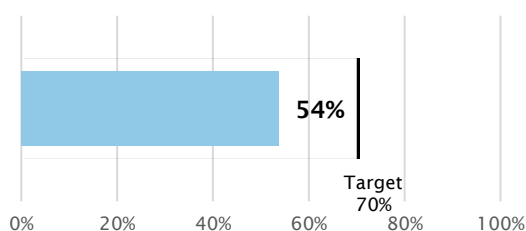
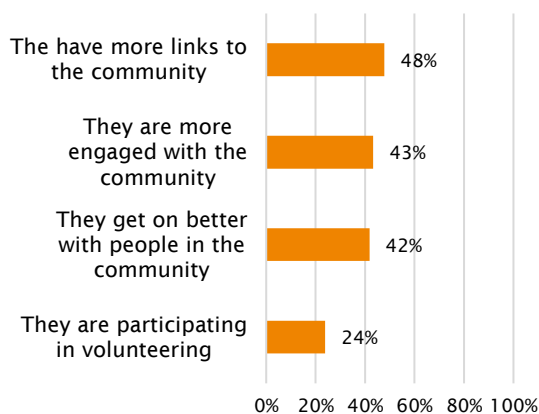


Figure 3.5.6 indicates the areas in which young people improved their interaction with the community.

Figure 3.5.6: Indicators of young people's improved community interaction



Increased links with the community was reported most frequently (48%), and a similar proportion of

respondents reported that young people were more engaged with their community (43%) and were getting on better with people in the community (42%).

Opportunities for young people to take part in events and activities in their local community were limited during the delivery of this phase of the programme, due to Covid-19 restrictions. Despite this, the structure of School of Football delivery engenders strong links between schools and their local area. One coach described the litter pick that School of Football participants do once a week, improving the scenery of their local area. This coach mentioned that pupils enjoyed it and understood the value of their contribution, and that it encouraged them to think more about the impact their behaviour can have on their community.

“They turn up on time, with their kit on, collect the litter picks from the department and go out and clear the pitch. We’re a community school and we have people walking through our grounds all the time, so that’s having a big positive impact on the community. Before, there was so much litter lying around, you couldn’t see half the pitch.”

School staff

Other football coaches noted that the School of Football was an essential feature of local football clubs. In some areas, sessions are delivered at the club (rather than on school pitches), which gives pupils a sense of involvement and ownership over the facilities. Coaches mentioned that this helps to build a culture of respect, especially in areas where young people might otherwise use the space inappropriately – resulting in vandalism, damage, and a breakdown of relationships.

“I think being part of the School of Football and coming along to [local club] every week gives the majority of young people a sense of pride in their community and allows them to feel part of something.”

School staff

Coaches mentioned that involving the young people in the football club is mutually beneficial, as it increases the number of people who support the club and fill the stands during matches, as well as creating pathways for young people pursuing careers in football. Through School of Football, young people are introduced to the coaches, the club, and some of the skills required to take the next step towards professional football or coaching.

School staff also reiterated themes brought up by young people. In particular, staff noticed the sense of pride and belonging that pupils felt in being part of the School of Football programme.

"We feel so privileged to have [School of Football]."

"It has given the kids involved a sense of belonging to a group."

"I think they feel like they belong when they're part of the School of Football, and like they can rely on the people that are in their group."

School staff

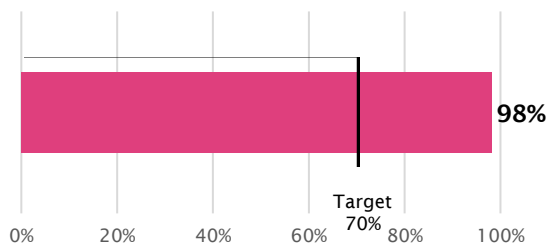
Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

Some participants were diverted from antisocial or criminal behaviour through the School of Football programme. The figures in this section represent the responses from participants for whom this was relevant.

Young People

Around a third (34%) of respondents reported that participating in antisocial and criminal behaviour was not an issue for them. Of the remaining group, 98% of young people reported that being part of School of Football had reduced their involvement in antisocial and criminal behaviour, as displayed in Figure 3.6.1.

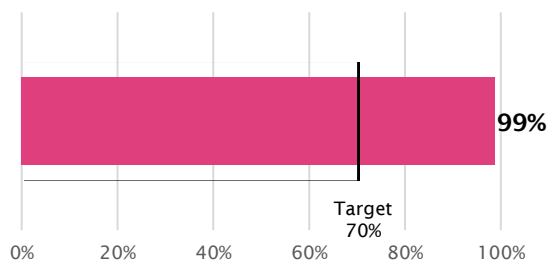
Figure 3.6.1: Young people report that their participation in antisocial and/or criminal behaviour has reduced³



A similar proportion of (31%) young people reported that they were not inclined towards antisocial or criminal behaviour. Figure 3.6.2 shows that 99% of respondents for whom this was relevant felt less inclined towards antisocial or criminal behaviour as a result of being on the School of Football programme.

³ Excluding those for whom this was not an issue before

Figure 3.6.2: Young people feel less inclined to participate in anti-social and/or criminal behaviour³



Examples that young people gave in interviews often pertained to antisocial behaviour within the context of football. Pupils mentioned that they had learnt to control their temper on the pitch and were less likely to use violence or aggression during a match or practice session.

Some pupils also reflected that while they hadn't previously been involved in antisocial or criminal behaviour, joining School of Football had changed the course of their behaviour for the better. Participants considered that without the friendships they had made in School of Football, it was likely they would be spending time with people who were a negative influence.

"It makes you think about who you are friends are, and who you want your friends to be."

"I used to be friends with some people at primary school who I wouldn't want to be friends with now - wouldn't want to become one of them. The people in School of Football are all really nice."

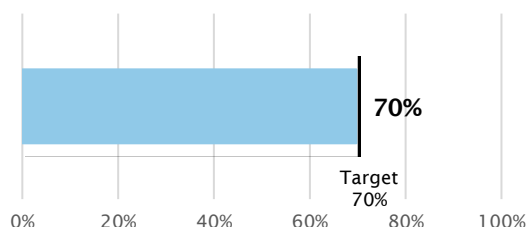
As with the influence on their behaviour at school, pupils reflected that the possibility of being suspended or removed from the programme was also a powerful incentive to avoid being involved in negative behaviours outside school.

Some schools had organised a 'Colours of Our Scarves' workshop for School of Football participants, teaching pupils about sectarianism and antisocial behaviour that is often seen as endemic to the world of football. A number of pupils mentioned how this had changed their perspective on what constitutes antisocial behaviour, and made them more aware of the impact of their own behaviour.

Other Stakeholders

School staff and parents reported that for 70% of participants, being part of School of Football reduced their participation in antisocial or criminal behaviour.

Figure 3.6.3: Other stakeholders report that participation in antisocial and/or criminal behaviour has reduced



Most often, stakeholders reflected that building links with the local football clubs was an effective way of diverting young people from antisocial or criminal behaviour. Football coaches reflected that young people felt a sense of ownership over the club facilities, which reduced the likelihood of vandalism or other negative behaviours.

“None of the facilities are getting damaged as they know they use it for School of Football.”

School staff

Similarly, building relationships with the coaches meant that young people had numerous positive role models in their community to look up to and emulate. Some staff also reflected that these relationships increased the number of adults to whom young people would be accountable if they engaged in negative behaviours in the community.

“Those who participate tend to stay away from trouble and understand the consequences of being involved in trouble in the community.”

School Staff

School staff also described the benefits of having after-school sessions, which gave young people something positive to put their energy into in the evenings. Staff reflected that the football sessions – whether delivered during school hours or in the evenings – helped combat boredom and frustration, and in this way disincentivised young people from engaging in negative behaviours.

“The type of community we’re involved in, we want our young people to be involved in after-school activities.”

“Not as many of the year group are in trouble with police.”

“Those who participate tend to stay away from trouble and understand the consequences of being involved in trouble in the community.”

School Staff

Scottish FA Support in Schools

Interviews with school stakeholders indicated that relationships between the Scottish FA and the schools were positive and conducive to effectively delivering the programme.

Relationship with Scottish FA

In interviews, school staff reflected that communication with the Scottish FA was effective and easy to maintain. Teachers commented that the respective point of contact for the school was always easy to get hold of if necessary. External coaches were seen to have positive relationships with the pupils and the school staff, and in most cases, the regional lead visited the school regularly and was a familiar face for staff and pupils alike. Consequently, communication between all adults involved in the delivery of the programme ran smoothly.

Most of the staff described the support from the club as going above and beyond what was required. In one school, PE teachers described how they had requested blue kit instead of the standard CashBack red, so that School of Football participants were wearing the same-coloured kit as their local team, which the Scottish FA provided. In another school, staff mentioned that they could rely on the SFA staff to help with reporting requirements and managing the workload in a convenient way. Communication between football coaches and the senior leadership team in the school was seen to provide an additional channel through which pupils’ progress, behaviour and engagement could be monitored and responded to within the school.

Staff reflected that having a consistent coach was an important aspect of effectively delivering the programme. Working with the same coach means that pupils are able to progress faster, as they can build on what they have learnt in previous sessions, and come to the next session knowing what to expect. Additionally, getting to know the coaches on a personal level provided the basis for pupils’ personal development in confidence and mental health, for example.

In schools where the School of Football programme is relatively new, the senior leadership team saw the consistent presence of a coach as a valuable way of encouraging support from teachers in other departments, particularly when the programme was structured in such a way that participants were taken out of other classes. When successful, this has led to a

collaborative approach to working on a pupil's attainment and behaviour across the whole school.

"Other teachers approach me with issues about discipline in other classes."

"Some kids don't care about being excluded from Maths or English, but they do care about missing School of Football."

Wider Benefits

School stakeholders also discussed the benefits of the programme for the school and for the wider community.

Most notably, staff saw pupils developing positive habits which they maintained in other classes and outside of school. Teachers mentioned that the values that pupils acquired through School of Football were aligned with school-wide values, and that they received positive feedback from parents who saw changes in their children's attitudes and behaviour at home.

"It provides a brilliant 'carrot' for pupils."

Many stakeholders stated that the programme strengthens connections between secondary and primary schools. In some cases, School of Football 'trials' took place while students were at primary school, the success of which was dependent on staff from each school collaboratively selecting pupils who would benefit from the programme. Some of the staff that were interviewed credited the School of Football programme with attracting pupils from beyond their normal catchment area who were keen to join the programme.

Similarly, Scottish FA coaches and school staff both commented on the positive impact the programme had on the local clubs. Some coaches mentioned that School of Football participants became more involved in their club, turning up to support matches and joining junior teams or summer camps. In many cases, this led to pupils taking on employment roles or training opportunities through the club alongside their Highers or after leaving school.

Some staff reflected that the football network had been a valuable resource during the Covid-19 pandemic, when in-person sessions weren't taking place. Coaches remained in close communication with the young people on the programme through online fitness sessions and theory-based workshops. They reflected that as well as getting to know people better and maintain the camaraderie of belonging to a team, they were also able to quickly identify where families were struggling, and reach out with additional support such as signposting to foodbanks, NHS helplines, or simply recommending other virtual activities to keep young people stimulated and engaged between football sessions.

In schools where the programme doesn't have a designated girls' team, this was the most significant development that coaches and PE teachers mentioned they would like to see in the future. The merits of mixed teams were discussed, but ultimately seen to be outweighed by the benefits girls and young women would gain from having their own team led by a positive female role model.

Coaches and school stakeholders also mentioned that playing matches against other schools was something that had not been possible during the Covid-19 pandemic, but could and should be incorporated now that restrictions have been lifted. In the past, young people have derived great enjoyment from these experience, along with gaining valuable experiences from playing competitively and interacting with new people in unfamiliar settings.

4. VIP: Year 2 Impact

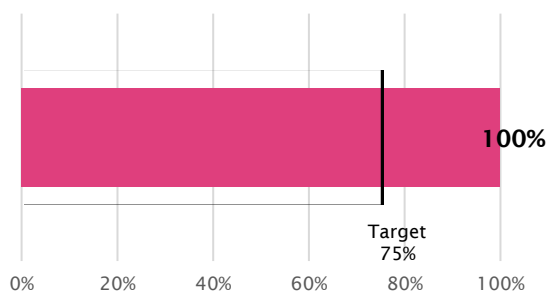
This section describes the impact of the Volunteer and Inspire Programme (VIP) on the young people participating. Data in this section is taken from surveys and interviews with the participants of the programme. Their responses show that they met and exceeded Cashback targets for every outcome.

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour

Participants on the VIP demonstrated increased confidence across a range of factors, exceeding the Cashback targets for this outcome.

Participants of the VIP all reported that they felt able to do new things as a result of the course, as shown in Figure 4.1.1.

Figure 4.1.1: VIP participants feel able to do new things



In discussions, young people spoke about a variety of new things they did through the course that they would not have had experience of otherwise. This ranged from teaching young children, to getting involved in club matches, to giving presentations to their peers.

"It kind of took me out of my comfort zone."

"Match day experience is brilliant, I would never get that otherwise."

"My communication on the pitch was already good, but this course made me more comfortable in formal situations."

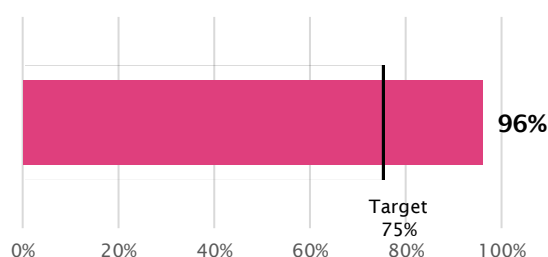
"It gives you a taster of everything."

"Oh, actually I do know what I'm talking about, I can do this."

"Now I'd actually feel comfortable taking a session, whereas before I wouldn't have thought I'd be able to do it."

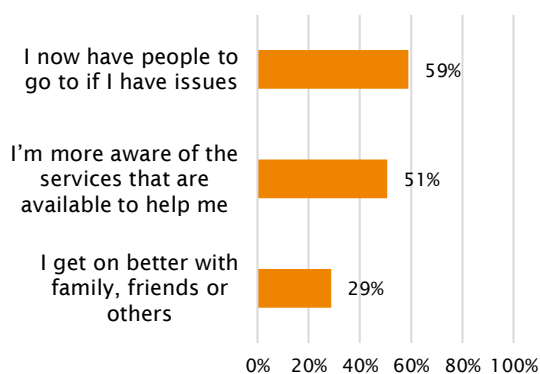
Figure 4.1.2 shows that almost all participants (96%) reported an increase in the positive support networks around them as a result of this programme.

Fig 4.1.2: VIP participants report positive, supportive networks



The ways in which young people perceived their support networks to have improved are displayed in Figure 4.1.3.

Figure 4.1.3: Indicators of improved support networks, VIP



The majority of participants (59%) reported that they had more people to go to with issues. Others reported a greater awareness of services that would support them (51%), and getting on better with friends and family (29%).

In interviews, young people positively described the relationships they'd built through the course, and expressed how the course had brought them closer with the other participants.

"It's brought us closer as a college class."

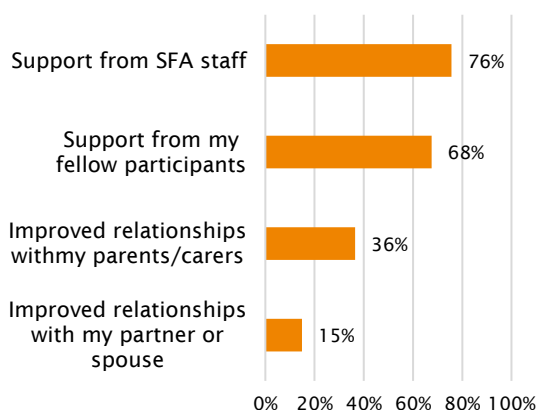
"It brings people together, it builds relationships."

"We're all really close now – before, we wouldn't talk to each other out of classes."

"I can go an engage with other people."

Figure 4.1.4 shows the sources of additional support that young people gained.

Figure 4.1.4: Additional support for VIP participants



Over three-quarters (76%) of participants felt more supported by Scottish FA staff, and a similarly high proportion (68%) felt supported by their peers on the course. A significant group reported that the course had helped them to improve their relationship with other people in their lives (see Figure 4.1.4).

The support from Scottish FA staff was frequently brought up in interviews. One participant reflected that he felt he could ask the coach for help with anything related or unrelated to the course, and others mentioned the good relationship they had with the coaches and staff.

Many young people interviewed described how their confidence had increased in additional ways to those recorded in the figures above. In particular, participants described building their social confidence within the group, and in the context of meeting new people.

Outcome 2: Young people develop their physical and personal skills

The VIP was a successful at teaching young people new skills and developing their existing ones. Participants reported an increase in personal and practical skills.

All young people stated that they had increased their skills as a result of the VIP (see Figure 4.2.1).

Figure 4.2.1: VIP participants report their skills are increasing

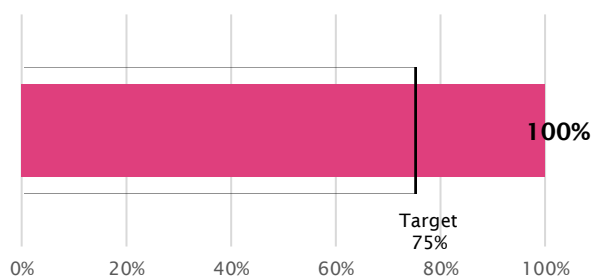
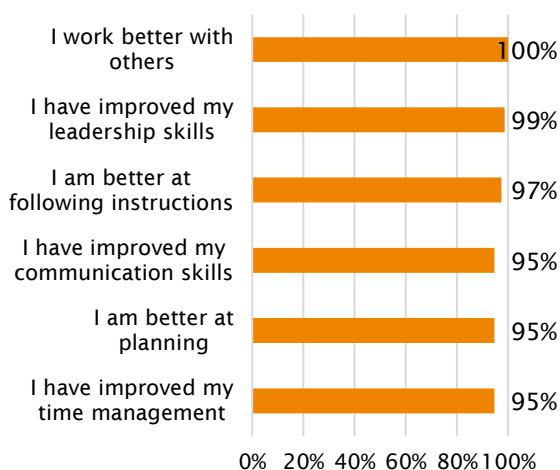


Figure 4.2.2 shows the areas in which participants saw their personal skills increase.

Figure 4.2.2: Indicators of increased personal skills, VIP



The majority of participants reported an increase across all personal skills listed. Most significantly, participants increased their ability to work with others (100%), and their leadership skills (99%).

Participants frequently mentioned in interviews that gaining experience interacting and working with a range of people whom they would not have come into contact with otherwise was an important skill they learnt through this course. Many of the people we interviewed reflected that they had learnt about how to engage and communicate with children of a young age, and tailor coaching sessions to the abilities and interests of different groups of people.

"How to keep sessions interesting and engaging, use a bit of creativity – that was really helpful."

"It helps you put yourself in the child's position, make it simple, think what would I want if I was doing this as a child?"

Participants also described a range of skills that they'd learnt which are applicable across a variety of

employment roles. Specifically, people mentioned session planning, demonstrating drills, communicating clearly, improving body language, goal-setting, time-management and self-discipline as important skills they had learnt or developed through VIP.

Discussions with participants revealed that they came to the course with different levels of experience and skill across the group. Learning from each other was seen as a highly valuable aspect of increasing skills, with almost all young people interviewed reflecting that they felt they had something to bring and something to learn from the group.

"You learn from each other."

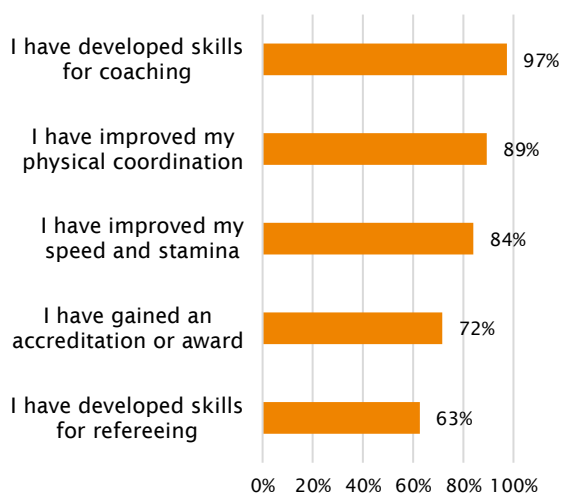
"Goal-setting was something I hadn't thought about before – the difference between long- and short-term goals."

"Talking to other people on the course and designing sessions together was great."

"I used to mumble quite a lot. This workshop was really good for showing us how to talk clearly and slowly."

Figure 4.2.3 shows the physical and sports-related skills that young people developed through the VIP.

Figure 4.2.3: Indicators of increased physical and sports skills, VIP



Almost all participants (97%) reported that their coaching skills had developed through the course. The vast majority also reported increasing their physical coordination (89%) and their speed and stamina (84%).

"It helped me develop my knowledge."

Young people we interviewed often expressed that a primary incentive to apply to the course was to gain their coaching badges, and this was something that

many of them had achieved. Participants reflected that the personal skills they had learnt were an additional benefit that went beyond their initial expectations of the course.

"I'm walking away with more than I started with."

Outcome 3: Young people's health and well-being improves

Figure 4.3.1 shows that all participants reported an increase in their physical and mental wellbeing.

Figure 4.3.1: VIP participants report increases in feelings against SHANARRI indicators

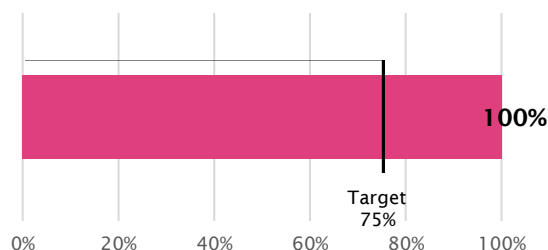
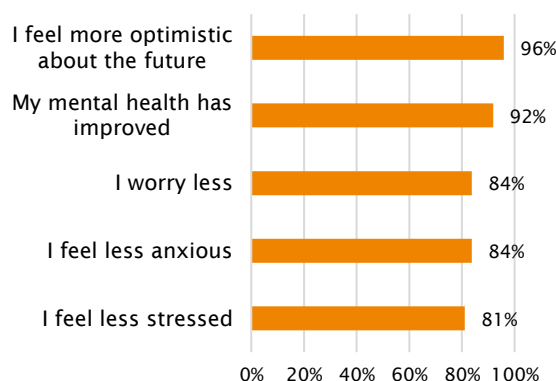


Figure 4.3.2 shows the ways in which participants' mental health improved as a result of VIP.

Figure 4.3.2: Indicators of improved mental health, VIP



Most significantly, participants reported feeling more positive about their future (96%) and seeing a general improvement in their mental health (92%). Over four-fifths of respondents also reported feeling less worried (84%), less anxious (84%) or less stressed (81%).

"It helps with anxiety, not worrying about how a session will go or how it went."

"It's helped me get past my fears."

“You look back and think, I’m proud of myself for having done that.”

“Coaching people who were older and fitter than me helped me get over some of my anxiety about it.”

In interviews, young people described how the challenges of the course helped to reduce their stress. They mentioned that gaining experience and practice planning sessions, giving presentations, and interacting with new people helped them to deal with nerves that arose before doing something new, and to worry less when looking back on what they’d done.

Participants also described how completing each element of the course gave them a sense of pride and achievement. For some, this resulted in a change of perspective on their abilities in general.

“Even taking it outside the course, taking it into your general life, it’s helped me be more mindful and that’s changed my perspective on things.”

“It’s made me realise maybe I am a good coach, even if I do things differently.”

Participants responded positively to statements about other SHANARRI indicators, as displayed in Figure 4.3.3.

Figure 4.3.3: Increased SHANARRI indicators, VIP



All participants reported increased responsibility, and greater ability to make positive choices. The overwhelmingly positive response (>92%) to survey questions was corroborated in interviews. Participants described numerous ways that the course had impacted their personal development, ranging from having something fun to look forward to during lockdowns, to influencing their self-belief and ambitions for themselves.

One participant described the cohesion of the group, which she saw as arising from the fact that everyone on the course wanted to be there. She felt that this contributed to the atmosphere of respect and inclusivity, as well as providing a common experience that helped them to bond.

Another participant reflected that despite the sessions being delivered online, they were able to make friends and share laughs. He saw this as uniquely valuable during lockdown, when opportunities to meet new people were scarce.

“I’ve changed as a person.”

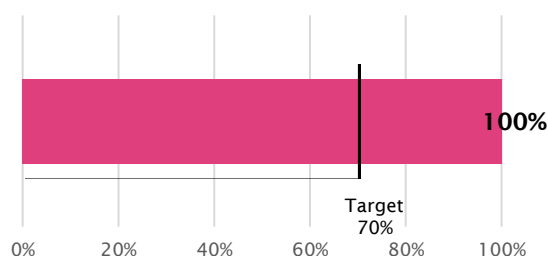
“I do like meeting new people, even though I’m shy.”

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

The VIP provided participants with a range of vocational and practical experience which improved their chances of employment and prepared them for further education or future jobs.

Figure 4.4.1 shows that all participants reported that they had participated in activities that increased their future employment or education ambitions.

Figure 4.4.1: VIP participants achieve a positive destination



“By showing commitment and putting myself out there, it’s opened doors for me.”

The indicators of how young people have improved their future options are displayed in Figure 4.4.2.

Figure 4.4.2: Indicators of positive destinations, VIP



The majority of participants stated that they are more aware of their options (69%), and that they intend to take their training further (64%). On the whole, participants reported that the activities and roles that they have taken on through VIP contributed to them feeling more prepared for the workplace. For a significant group, the VIP has led to them achieving a new job (16%).

“It’s showed me how to progress: where to start and where to take it.”

“Motivated me to keep going and get my badges.”

Young people that were interviewed reflected that the support and information they received from the Scottish FA coaches was a valuable aspect of progressing in their career and educational ambitions.

In particular, they felt that the coaches got to know them over the course of the VIP, and were able to recommend further opportunities specific to their interests and abilities, along with advice on how to apply for them.

Some participants joined the VIP through their college, and others were applying to college, university or jobs. Participants mentioned aspirations of becoming coaches, PE teachers, and primary school teachers. For each of these roles, the experience of working with young children was seen as particularly valuable, especially for those who completed more theoretical modules through college but lacked the practical experience.

Most of the participants interviewed mentioned that they had been working towards gaining their coaching badges. Joining a course that gave them this qualification for free had made this accessible to people who would have struggled to fund it independently.

Outcome 5: Young people contribute positively to their communities

In response to Covid-19 restrictions, much of the VIP course was conducted online, and participants had fewer opportunities than anticipated to take part in events and activities within their local community. Despite this, the figures in this section show that young people achieved and exceeded all the Cashback targets for community engagement.

Some of the events that participants were involved in during their time on the VIP include:

- Ushering and helping fans with tickets, refreshments, and merchandise at a club football match
- Assisting with football sessions for children
- Placements at Active Schools, and working with inclusive football groups
- Refereeing children’s tournaments

Over four fifths (81%) of participants reported that they had a more positive perception of their neighbourhood as a result of the VIP, as seen in Figure 4.5.1.

Figure 4.5.1: VIP participants' perception of their neighbourhood improves

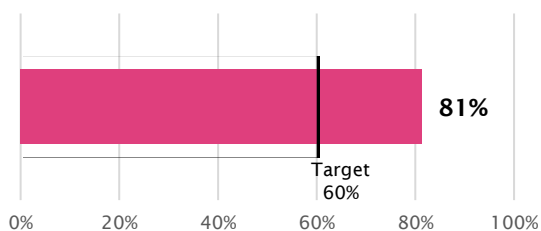
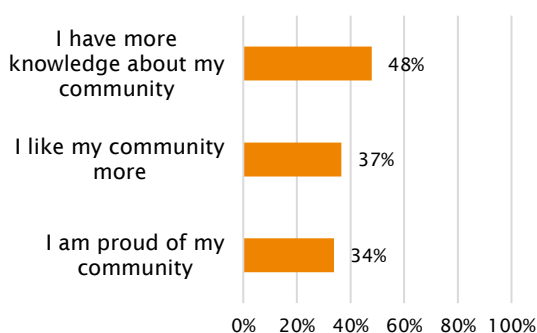


Figure 4.5.2 displays the ways in which VIP participants felt more positive about their community.

Figure 4.5.2: Indicators of improved perception of community, VIP



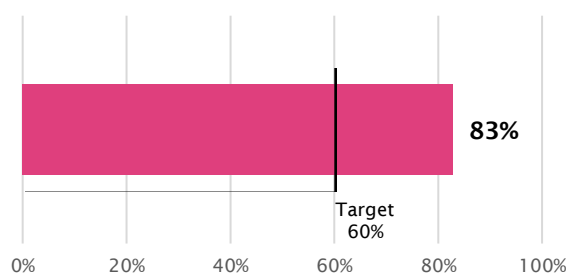
Most significantly, participants reported having more knowledge about their community (48%). Just over a third of respondents reported liking their community more (37%) and feeling proud of it (34%).

Interviews revealed that a significant aspect of the volunteering and training events for the participants was the chance to interact with people from a range of backgrounds, and with a range of needs and abilities, whom they would otherwise not have interacted with. Some reflected that the experience taught them more about their community and themselves, while others saw it as a rewarding opportunity to challenge themselves to expand and develop their social skills.

"It's their only chance to play football. It's so rewarding."

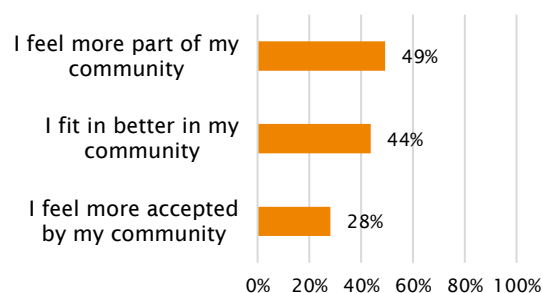
Figure 4.5.3 indicates that 83% of participants felt a greater sense of belonging within their community as a result of the VIP.

Figure 4.5.3: VIP participants have a heightened sense of belonging to a community



This greater sense of belonging came mostly from feeling more a part of the community (49%), as shown in Figure 4.5.4.

Figure 4.5.4: Indicators of heightened sense of belonging, VIP



In interviews, participants described how they were given opportunities to be role models within the community, which gave them a sense of purpose and strengthened their sense of belonging.

Almost all (86%) participants agreed that they were more motivated to positively influence their community, as Figure 4.5.5 demonstrates.

Figure 4.5.5: VIP participants have increased motivation to positively influence what happens in their community

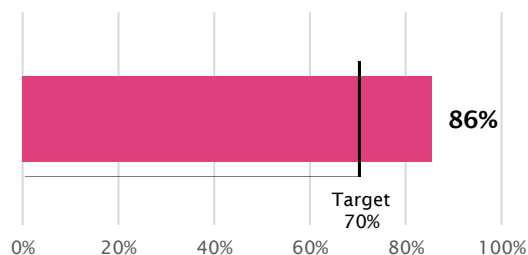
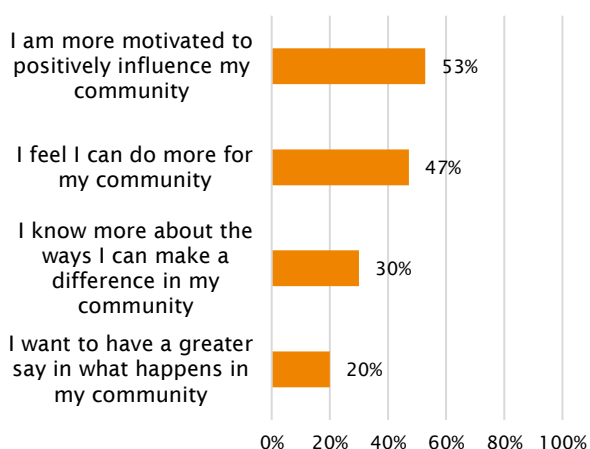


Figure 4.5.6 shows the ways in which participants reported feeling more motivated.

Figure 4.5.6: Indicators of increased motivation to positively influence community, VIP



Roughly half reported an increase in their motivation (53%) and ability (47%) to positively influence their community. A fifth of participants reported wanting to have more of a say in their community.

This was corroborated in interviews, in which all participants expressed a desire for more opportunities to volunteer and participate in community activities, both through the VIP and independently. Some had used their experiences and the contacts they made through VIP to arrange more opportunities for themselves, and some expressed ideas about how they would be involved in the future.

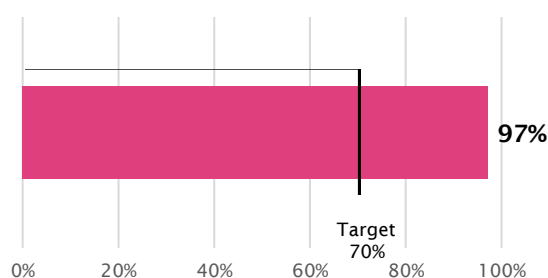
One of the most salient motivating factors that was apparent from interviews was the sense of pride and enjoyment participants derived from volunteering. One participant recalled the appreciation he felt from the teachers after assisting with children’s football sessions, and how much the children had enjoyed it. Another described the sense of satisfaction and pride he felt after taking part in a social community event, which led to him putting himself forward for more similar opportunities.

“You don’t know who you’re gonna meet; making connections was really helpful for me.”

“It does seem very inclusive.”

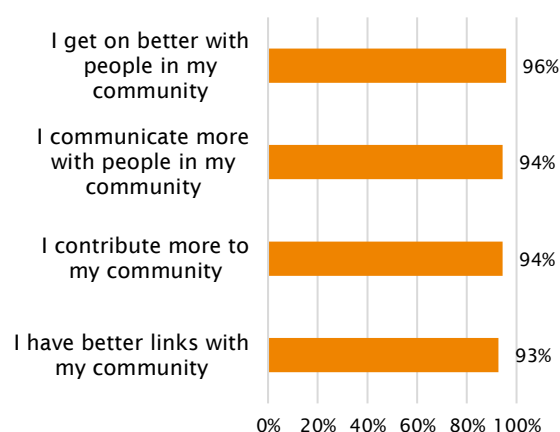
Figure 4.5.7 demonstrates that 97% of participants increased their interactions with their community.

Figure 4.5.7: Young people feel their contribution, links with communities and social interaction are improving



As shown in Figure 4.5.8, this was mostly evident in participants getting on better with people in their community (96%). A high proportion of respondents also stated that they communicate more (94%), contribute more (94%), and have better links with their community (93%).

Figure 4.5.8: Indicators of improved links with community, VIP



From the interviews, it was apparent that the volunteering and coaching experiences that participants had had led to them feeling more connected to their community in general. Some participants noted that by gaining experience talking and engaging with strangers, they felt more at ease talking to new people when they went home, too.

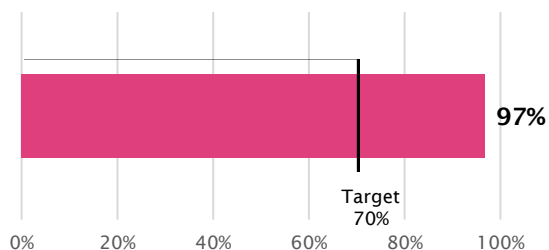
Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

For about half (45%-49%) of VIP participants who responded to the survey, involvement in criminal behaviour was not an issue. The figures below show the responses of those for whom involvement in criminal behaviour was relevant.

Figure 4.6.1 indicates that of the VIP participants who reported that involvement antisocial or criminal

behaviour was an issue in the past, almost all (97%) reduced their involvement as a result of the course.

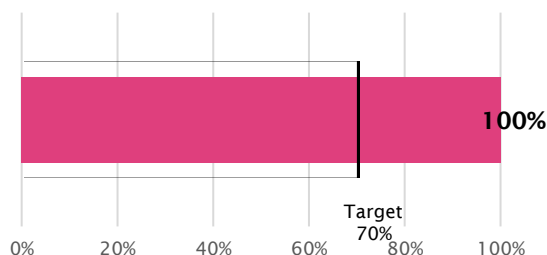
Fig 4.6.1: VIP participants report that their own participation in antisocial and/or criminal behaviour has reduced⁴



All participants reported that they felt less inclined to engage in anti-social or criminal behaviour, as shown

in Figure 4.6.2.

Figure 4.6.2: VIP participants feel less inclined to participate in anti-social and/or criminal behaviour⁴



When discussing antisocial behaviour in interviews, participants reflected that the programme provided them with structure, and gave them something positive to engage with. They felt that boredom and aimlessness were significant factors in their involvement in or inclination towards antisocial behaviour in the past, and having the VIP as a distraction was a good way of combating those feelings.

Furthermore, participants reflected that the qualifications and skills they acquired through the course enabled them to pursue careers that would subsequently provide the same structure and positive stimulation.

Some of the participants also expressed that they had gained a sense of purpose and self-belief through the VIP, which motivated them to avoid negative behaviour.

5. Case Studies

This section describes the experience of young people who have taken part in the School of Football programme and the difference it has made to them. Participants' names have been changed.

Casey's Story

Casey enjoys football and plays for local teams as well as being part of School of Football. When she joined in S1, Casey saw School of Football as an opportunity to spend more time playing the sport she loved. When we spoke to her, Casey was in S2; she relayed the many additional benefits that she had gained from almost two years in the programme.

Confidence and resilience

Casey noticed a significant increase in her confidence since she joined school of football. She described how she used to be one of the quietest people on her team, but now she has the confidence to communicate with

her teammates, asking for the ball and giving encouragement and instruction to others.

"I used to be the quietest, but now I'm the loudest."

Casey regards the social aspect of School of Football as an important means of raising her confidence. She spoke about the friends she had made, and how the sessions enabled them to socialise, have fun, and chat.

This felt like a contrast to her other football teams, which were largely made up of boys. Casey spoke about how playing with boys could be intimidating, and that they often overlooked the girls on the team,

⁴ Excluding those for whom this was not an issue before

assuming that they were not as skilled. However, on the girls' team at School of Football, she was more involved: people passed to her more often and she felt like part of the team.

"I don't feel like ghost."

Casey reflected that, along with her peers, the coaches helped to create an encouraging and supportive atmosphere during the School of Football sessions.

"The coaches and the players are really supportive and encouraging."

Consequently, Casey felt more able to try new things, whereas in the past she tended to avoid trying things that seemed difficult or unfamiliar. Casey described how the experience of trying new things in the environment of School of Football had led to her believing in herself more in general.

"School of Football made me believe I can do things – it made me believe I can be a coach."

Behaviour

One of the biggest changes that Casey saw in herself over the course of the programme was in her behaviour. Despite not having significantly bad behaviour in class or at home, she nonetheless felt that she had learnt a lot from the School of Football sessions.

Casey described how she had learnt the value of respecting her teammates as well as her coaches, and that she felt respected in return.

"Respect can go a long way."

Casey revealed that she used to get into a bad mood when she made mistakes, and this would lead to her shouting at others more when they made mistakes, and blaming other people when she did something wrong.

The School of Football code of conduct helped her to practice good habits such as not shouting at people, not talking back, and having a good attitude. She described how initially, the coaches would intervene when something made her angry, but eventually controlling her emotions and responding positively became natural. Casey credits her experience at School of Football with making her a better person all-round.

"It's making me a better person."

In particular, she has learnt how to encourage people when they make mistakes, and this has helped her to cope better when she makes mistakes herself. She also reflected that she is more respectful to other teachers and to her mum thanks to what she learnt in School of Football.

Health and Wellbeing

Casey has asthma, and has struggled with her fitness and ability in sport, which has impacted her self-esteem. She credits School of Football with having a positive impact on her mental and physical health.

Casey described how keeping her asthma under control led to numerous other improvements in her physical fitness and abilities. She noticed herself getting faster and having greater stamina during games and while training. Seeing these improvements encouraged her to stay fit in her own time, going for runs and to the gym more regularly.

"It made me proud of myself as a player."

Improving her physical abilities had a knock-on effect on Casey's mood and mental wellbeing. She describes how she felt better about herself as her skills increased, and that she looks forward to School of Football sessions.

"Stepping onto the pitch with my pals and the coaches makes me feel happy."

Though she didn't feel that she struggled with low mood or mental health challenges, Casey reflected that the confidence and self-belief she had gained from School of Football had made her feel more positive about what she could achieve now and in her future, which in turn made her feel good about herself in general.

Football was also a source of mental relief for Casey. She described how she would play football to take her mind of other things, and that she found the physical activity a good way to vent frustration.

"If I'm in a bad mood I can just go outside with a football."

Positive Destinations

Casey's experiences in School of Football have encouraged her to maintain her commitment to sport throughout school, and beyond. Previously, she was unsure what she wanted to do in the future, as she lacked confidence and enthusiasm in her academic subjects.

Since joining School of Football, Casey is considering taking PE as a Higher subject, and working towards a

career in coaching. She noted that the personal and practical skills that she learnt during football sessions were valuable experience, but that most importantly she now has the self-belief and determination to work hard towards her goals. This was evident in the fact that her attendance at school has risen from 84% to 98% since she joined School of Football.

Denis's Story

Denis joined School of Football in S1 when he started his new school. Since joining, he has seen a significant increase in his confidence, which has impacted his life in and out of school. When we spoke to Denis, he was in S2 and had been part of School of Football for almost two years.

Confidence

When asked what he had gained from School of Football, Denis responded that his confidence had benefitted hugely. He spoke about how he had always been shy, and was nervous about starting a new school. He didn't know many people, and he felt intimidated by the idea of having to make new friendships.

"I was very shy, I didn't play with anyone."

Denis saw School of Football as a good way of making friends, as it gave new students something they had in common, which they could talk about easily outside of sessions.

He also reflected that the activities and drills were a good ice-breaker, as they distracted him from the challenge of having to strike up a conversation while also giving the people in the group something to do together and bond over.

"I now know a lot more people."

Denis described how initially, he had kept to himself during sessions, but he quickly became more involved, and found it easier to talk to people. The friendships he made through School of Football were cemented when boys from the programme started playing football together after school.

"My confidence has gone through the roof."

Denis described the support from the School of Football coaches as an important aspect of building his confidence. He mentioned that the coaches were approachable and friendly, and he found it easier to talk to them than to other teachers. Denis also described how their friendly attitude helped him feel comfortable talking to them on a more serious level, which to him was indicative of genuine care and support.

"It's not just banter, they can be serious too."

Support from the coaches was one of a number of factors that helped Denis to build his resilience during School of Football sessions. He mentioned that coaches encouraged you to keep going when tired, and keep trying when finding something difficult, which was a useful lesson to apply to other areas of his life, too. Denis found that he was not put off by things like bad weather or not feeling 100%, and that he was contributing more in lessons and less afraid of getting answers wrong.

"It's made me a bit braver."

Positive Destinations

Denis reflected that his confidence has impacted all areas of his life, including his perspective of his future. He noted that his increased confidence has helped him create opportunities for himself, as he now puts himself forward for things he previously would have been too shy to volunteer for.

Most significantly, Denis finds it easier to take on leadership roles in group work in class, and enjoys the responsibility that comes with it. He mentioned that being voted 'Captain of the Week' in School of Football made him realise that others looked up to him. This encouraged him to live up to the challenge, and to take on similar challenges in other contexts.

"It's helped show me what I can do."

As a result, Denis has taken on leadership roles and developed a range of transferable skills. In particular, he now enjoys helping others and working as part of a team, whereas previously he would have struggled to build up the confidence to contribute. This has made his school work easier in general.

"I can help and encourage others."

Though he is unsure about what he wants to do in the future, Denis expressed that he felt he has more options thanks to School of Football. He mentioned roles that involve working with people, such as teaching (PE or other subjects) and coaching, are something that he would be interested in.

6. Conclusions

This section summarises the key findings from the evaluation and highlights the key lessons learned.

Conclusions

Year 2 Overall

1. With two exceptions, the programme has met or exceeded every target in the CashBack Logic Model in Year 2.
2. Despite some lingering Covid-19 restrictions at times throughout Year 2, the Scottish FA have been able to deliver a full programme of activities for young people across both School of Football and VIP.

Schools of Football

3. The programme has a positive impact on the confidence of almost all young people who take part. School of Football sessions create a safe and welcoming environment for young people to grow their confidence on the pitch and off it. For many, this leads to increased confidence in other settings as well.
4. Similarly, the programme encourages self-belief in participants and helps to instil a greater emotional resilience, perseverance or ability to handle difficult situations in many young people.
5. Participants benefit from enhanced support networks through taking part in School of Football. Young people develop strong relationships with their fellow participants and coaches, gaining additional sources of encouragement and day-to-day support.
6. School of Football encourages young people to reflect on their behaviour and make positive changes. In some cases, fear of missing out or punishments for negative behaviour has effectively incentivised young people, but the programme's impact is wider than that. Young people develop positive behavioural traits through the programme, such as taking responsibility, showing respect or encouraging others.
7. Stakeholders' views on the programme's impact on the behaviour of young people fell slightly short of target (68% against a target of 70%), though the reasons for this are not clear.

8. The programme has a significant impact on the skills of young people across a wide range of personal and physical skills. All young people who take part reported a development of their own skills.
9. The programme performs well on improvements to young people's wellbeing, with all young people reporting benefits and most reporting increases against multiple SHANARRI indicators. Young people's physical and mental health in particular is well served by participation in the programme.
10. For those who have previously had issues in these areas, school attendance and attainment are positively affected by participation in School of Football. Being part of the programme creates a more enjoyable school experience for many young people and provides them with skills and motivation to take into their other classes.
11. Participation in School of Football positively changes views on and sense of belonging to the community. In particular, young people's relationship with their school community appears to be enhanced through taking part in the programme.
12. However, opportunities for participants to engage in their communities beyond school have continued to be limited by Covid-19 restrictions in Year 2. This may offer some explanation for one of the targets missed this year – stakeholder views on the impact of the programme on improving young people's contribution to, links with and social interaction in the community (54% against a target of 70%).
13. Though not targeted at these young people specifically, most participants (roughly two-thirds) on the programme said they have previously had issues around participation in anti-social or criminal behaviour. For the majority of these young people the programme has played a part in helping to curb this kind of behaviour.
14. There are wider benefits to the programme that go beyond the impact on the young people

themselves. Particularly beneficial is the strengthening of links between schools and the relationships created between schools and local clubs. For some clubs the programme also creates a pathway for player recruitment.

15. In most schools, School of Football is now well-established and the consensus is that the programme on the whole runs very smoothly, with no significant issues.
16. There are strong partnerships between schools, clubs and the Scottish FA to deliver the programme. Schools and football clubs particularly value the support and flexibility provided by the Scottish FA on a regular basis.

VIP

17. The programme gave all young people a platform to try new things and experience different aspects of coaching or football in general. Often taking them out of their comfort zone, these experiences make participants feel better able to take on new activities in future.
18. All young people gain new skills through participation in VIP. As well as key coaching skills relevant to the specific courses and workshops they undertake, young people develop a range of transferable skills too.
19. All young people benefit from improvements to their wellbeing through taking part in the programme, with positive feedback from participants against all SHANARRI indicators.
20. All VIP participants make progress towards a positive destination through involvement in the programme. VIP provides a range of vocational and practical experiences that young people report will improve their preparation for future training or education and ultimately their prospects for employment.
21. Despite fewer opportunities for participants to get out into communities than in previous iterations of VIP (again due to Covid restrictions), the programme has enabled young people to volunteer and often interact with parts of the community they might not previously. These opportunities have resulted in a positive change in most young people's views of and relationship with the community and have fostered a greater motivation among the majority to do more for their communities in future.
22. For around half of VIP participants, involvement in the programme has been a positive influence in reducing the inclination towards and actual participation in anti-social or criminal behaviour. Feedback from young people suggests this is in part down to the structure and positive focus provided by the programme.

Progress in Phase 5 so far

23. The programme is on track to meet all CashBack targets by the end of Year 3, with certain targets having already been achieved in Year 2.
24. It is especially noteworthy that, despite not being able to deliver the 'Club Engagement' activity in schools as planned due to the Covid-19 pandemic, the programme has had success in achieving impacts under CashBack Outcome 6. Through both SoF and VIP, the programme has engaged with young people who have had issues with anti-social/criminal behaviour and been able to make positive changes as a result of the programme.
25. Feedback from stakeholders is slightly below overall programme targets for a couple of indicators (behaviour and contribution to the community). However, no significant issues were found in these areas, and it is likely that Covid has played a part in this. It would be reasonable to expect these indicators to bounce back in the final year of the programme.

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