

Evaluation of the sportscotland Women and Girls Fund Appendices

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Research Scotland

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Appendix 1: Project Summaries

Delivery lead	Partner	Description	Participants
Basketball Scotland	Local delivery clubs	Pick Up Hubs Weekly basketball sessions for adults and children, with half in areas of deprivation.	254
Boxing Scotland	Active Schools	Eight-week blocks of boxing-based activity for school pupils, with scope to include women already engaged in boxing.	515
City of Edinburgh Council	North Edinburgh Youth Work Consortium	After school outdoor activities for young people in areas of deprivation.	116
Clackmannanshire Council	Sauchie Community Group	Sauchie women and girls (SWAG) project Mixed sport and physical activity, as chosen by participants. Delivering to adults and children in the Sauchie locality.	129
Fife Council	Active Communities and Community Learning and Development	Platform project Cycling project targeting inactive primary pupils in an area of deprivation.	-
Highland Council (education)	Velocity	Cycle to Health project Cycling and bicycle maintenance project with a strong focus on both physical and mental wellbeing. Targeting inactive young women aged 14 to 20.	46
Judo Scotland	Local delivery clubs	Judo Girls Rock project Introducing school pupils to Judo through a mix of Judo-based games and training. Delivery also included training and leadership opportunities for older girls.	80
Renfrewshire Council	Renfrewshire Leisure, SFA, Scottish Gymnastics, Basketball Scotland, Dance Leaders	Six-week blocks of after-school mixed sport and physical activity (gymnastics, dance, basketball, football). Targeting inactive primary pupils.	1,814
Scottish Athletics	SAMH	Jogability project Jogging-based physical activity sessions in special schools for pupils with additional support needs.	45

Scottish Disability Sport	Muscular Dystrophy Scotland, Capability Scotland, Cerebral Palsy Scotland	Girls into Boccia project Boccia sessions for women and girls with severe physical impairments.	4
Scottish Fencing	Perth and Kinross Council	Training events and 'Hub Clubs' Six-week course of fencing based activity for survivors of sexual abuse.	This project did not deliver to participants during the funded period.
Scottish Golf	Stirling Golf Club	Golf Hubs project Six-week blocks of introductory golf sessions for adult women.	143
Scottish Squash	Scottish Women in Sport	HIIT Squash project Eight-week fitness programme incorporating squash and high intensity interval training (HIIT) for adult women.	64
Stirling Council	Active Stirling	Wallace Women project Mixed sport and physical activity for adult women engaged with employability support services in a disadvantaged area.	23
Triathlon Scotland	SHOUT (Royal Life Saving Society)	Pool to Pond project Introduction to open water swimming for adult women, delivering across three areas.	35

Appendix 2: Approach to monitoring and evaluation

This appendix provides detail on the approach to monitoring and evaluation. A simple monitoring form was developed for projects to share this information at the end of their delivery. Standardised surveys were also developed to help projects gather information relating to:

- physical activity levels at baseline and end point; and
- health and wellbeing at end point.

In relation to health and wellbeing, participants were asked a set of ten questions relating to health and wellbeing. The questions were broadly based on a simplified version of the Warwick-Edinburgh mental wellbeing scale (WEMWBS). This method allowed projects to gather information consistently and retrospectively across the programme.

Each project received one to one support to ensure that the monitoring requirements and methods were clear.

Evidence on physical activity levels

In total, projects gathered:

- baseline surveys from 406 women, across 12 projects;
- baseline surveys from 437 girls, across 13 projects;
- impact surveys from 279 women, across 9 projects; and
- impact surveys from 162 girls, across 10 projects.

Three projects which gathered baseline data for women were not able to gather impact data. This was because project activities were interrupted by public health measures relating to the coronavirus pandemic. When comparing baseline and impact activity levels, the data from these three projects is therefore excluded. However, we also conducted the analysis including these three projects. When they are included, there is very little change in baseline physical activity levels.

Three projects which gathered baseline data for girls were unable to gather impact data as project activities were interrupted by public health measures relating to the coronavirus pandemic. When comparing baseline and impact activity levels, the data from these projects is therefore excluded. This results in a total of 269 baseline surveys for the 10 projects which also hold impact survey data.

Analysis

Research Scotland undertook analysis of the monitoring forms, physical activity survey and health and wellbeing survey.

For the purposes of analysing physical activity levels, participants were classified on a scale of 'inactive' to 'active' based on their reported levels of physical activity before and after the project. The classification was based on recommendations from the Chief Medical Officer – which include inactive, some activity and active.

Adults 18 and over

- Inactive – less than 30 minutes **a week**
- Some activity – between 30 minutes and less than 150 minutes **a week**
- Active – at least 150 minutes **a week**

Children under 18

- Inactive - average less than 30 mins **per day**
- Some activity - average between 30 minutes and less than 60 mins **per day**
- Active – average at least 60 mins **per day**

We note that the recommendations for children usually refer to people aged under 16. For this programme, it was agreed with **sportscotland** that 'children' would be classified as anyone under 18.

Evaluation

The evaluation work focused on gathering information around:

- how to engage women and girls who are inactive to take part in sport and physical activity;
- how to engage with women and girls less likely to take part in sport and physical activity (including those with protected characteristics and from areas of deprivation);
- how organisations can work together to deliver projects; and
- how projects will remain sustainable beyond the funding period.

This information was gathered through individual interviews and discussion groups with 79 participants from 14 of the 15 projects.

One project did not deliver to participants during the funded period. We interviewed that project lead to share the project journey and lessons learned.

Our fieldwork with participants included:

- focus groups with participants from 11 projects; and
- telephone interviews with participants from three projects.

Interviews and focus groups with participants focused on the difference that the project had made to them, and the effect it had on their physical and mental health.

Where relevant, we developed participant stories, focusing on individuals for whom the project had a significant impact.

Learning Events

Research Scotland worked with **sportscotland** to deliver two learning events, which brought project partners together to share experiences. A key focus at both events was supporting projects to share challenges and learn from each other.

The first learning event, in June 2019, outlined the monitoring and evaluation requirements. Project leads were introduced to the evaluators and the value of evidencing impact in order to communicate success. Project leads were also encouraged to share details of their progress to date and any initial challenges, with small group discussions facilitated by Research Scotland and **sportscotland**.

The second learning event, in February 2020, provided an opportunity for projects to share their success stories and any persistent challenges. The event included small discussion groups with project partners, encouraging them to share their challenges and lesson learned in a safe, non-judgemental environment. Research Scotland also provided individual support sessions to ensure that monitoring and evaluation work was on track.

Appendix 3: Profile of participants

This appendix provides information on the number and profile of participants involved in the programme. It is based on information provided in 13 project monitoring forms¹.

Project participants

In total, the programme reached approximately **3,268** women and girls. This number is based on data from 13 of the 15 projects.

There was a wide variation in the size, type and duration of each project, with projects supporting four participants to over 1,800. Some projects ran a course of activity over a fixed period of time (4, 6 or 8 weeks) and others ran an ongoing programme to which participants could drop-in. Over half the participants (56%) were from one project which worked mostly with primary school pupils.

Each project set out participation targets during the application process. However, **sportscotland** was clear that the focus was on achieving strong, sustainable outcomes. Projects were encouraged to adapt their approach as necessary and use the targets as a guide not a requirement.

Project	Description	Target (unique) participants	Actual participants	Proportion of programme participants
Boxing Scotland project	Eight-week blocks of boxing-based activity for school pupils, with scope to include women already engaged in boxing.	Several hundred	515	16%
Cycle to Health	Cycling and bicycle maintenance project with a strong focus on both physical and mental wellbeing. Targeting inactive young women aged 14 to 20.	48-72	46	1%
Edinburgh outdoor education project	After school outdoor activities for young people in areas of deprivation.	160	116	4%
Girls into Boccia	Boccia sessions for women and girls with severe physical impairments.	10-15	4	<1%
HIIT Squash	Eight-week fitness programme incorporating squash and high intensity	765	64	2%

¹ One project did not deliver activity to participants during the funded period. One project was unable to provide this information due to the public health crisis relating to coronavirus, and one project did not have access to the information so provided an estimate of the total number of participants.

	interval training (HIIT) for adult women.			
Jogability	Jogging-based physical activity sessions in special schools for pupils with additional support needs.	60	45	1%
Judo Girls Rock	Introducing school pupils to Judo through a mix of Judo-based games and training. Delivery also included training and leadership opportunities for older girls.	160	80	2%
Pick Up Hubs	Weekly basketball sessions for adults and children, with half in areas of deprivation.	300	254	8%
Platform ²	Cycling project targeting inactive primary pupils in an area of deprivation.	50	-	-
Pool to Pond project ³	Introduction to open water swimming for adult women, delivering across three areas.	120	35	1%
Renfrewshire schools project	Six-week blocks of after-school mixed sport and physical activity (gymnastics, dance, basketball, football). Targeting inactive primary pupils.	1,500	1,814	56%
Sauchie women and girls (SWAG)	Mixed sport and physical activity, as chosen by participants. Delivering to adults and children in the Sauchie locality.	120	129	4%
Scottish Fencing Training events and 'Hub Clubs'	Six-week course of fencing based activity for survivors of sexual abuse.	100	Project did not deliver to participants during the funded period.	-
Wallace Women	Mixed sport and physical activity for adult women engaged with employability support services in a disadvantaged area.	15	23	1%
Women and girls Golf Hubs	Six-week blocks of introductory golf sessions for adult women.	400	143	4%

² Staff on this programme were redeployed to support local authority activities relating to the coronavirus pandemic, and were unable to submit a monitoring form.

³ This project was limited by beginning later than anticipated and having activity halted early (due to the coronavirus pandemic) – this significantly impacted on the amount of time available to swim in open water.

Most projects focused on direct engagement in physical activity, but a few projects also offered wider support, or approached the target group through another angle. For example one project supported girls to develop cycling and bicycle maintenance skills, however much of the initial activity focused on developing relationships, building trust and improving wellbeing.

Wallace Women

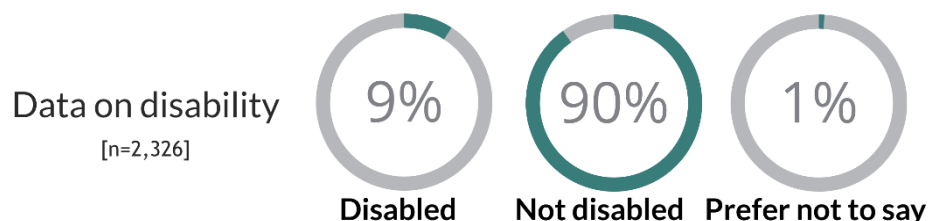
This project worked closely alongside employability services to reach participants. The activity delivery lead was based within the employability team offices and was able to build relationships with women prior to project activity.

We note that at the time of writing this report, May 2020, not all projects had completed the planned programme of activity. A few projects had planned final events to close their project, which they were unable to deliver due to the public health measures preventing group gatherings. A small number of projects planned to continue activity beyond 31 March 2020, as they had started later than anticipated.

Disability

Data relating to disability was available from 12 projects. Two projects worked exclusively with disabled women and girls. And a few projects offered activities that were designed to be suitable for people with and without physical impairments.

The data shows that of all participants, 9% identified as disabled. Around a quarter (24%) of these participants were from the two projects that targeted disabled women and girls, and the remaining three quarters were primarily from two other projects. Both of these projects worked closely with schools and one project had a focus on mental health.



Sauchie Women and Girls (SWAG) project

SWAG project supported an existing group of disabled people, adding a weekly movement session for women and girls and subsidising the cost of the session. The session was well attended by enthusiastic participants. One participant volunteered to take over the running of the programme and the project is now sustainable beyond the funded period. During the public health 'lockdown', the volunteer has continued to provide sessions via Zoom to provide continuity for the group.

Ethnic origin

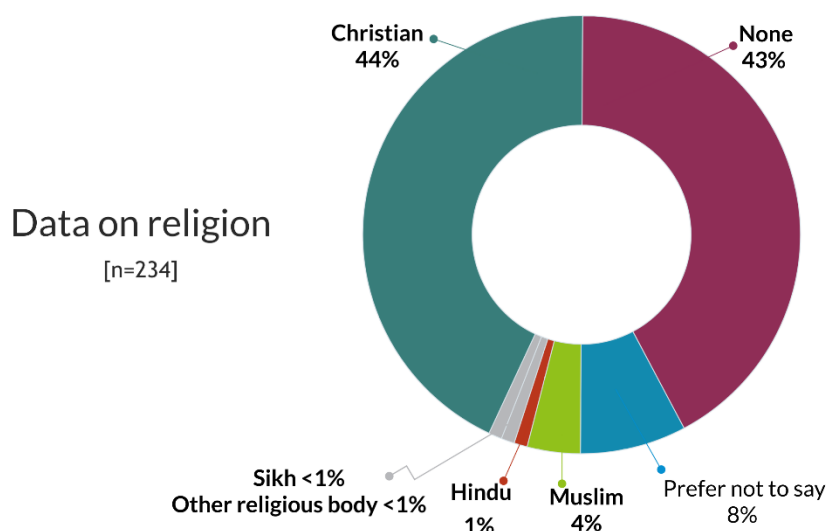
Data relating to ethnic origin was available from 12 projects. However most responses listed ethnic origin as 'Unknown', indicating that this information was not gathered.

Two projects ran targeted blocks of activity for minority ethnic women and women who spoke English as an additional language.

Religion

Data relating to religion was available from 9 projects. Most responses listed religion as 'unknown', indicating that this information was not gathered. Where participants chose not to provide the information, it was listed as 'prefer not to say'.

Where the information was available, most respondents identified as having no religion (43%), or as Christian (44%), with a small proportion (6%) identifying as Hindu, Muslim, Sikh or 'Other'.



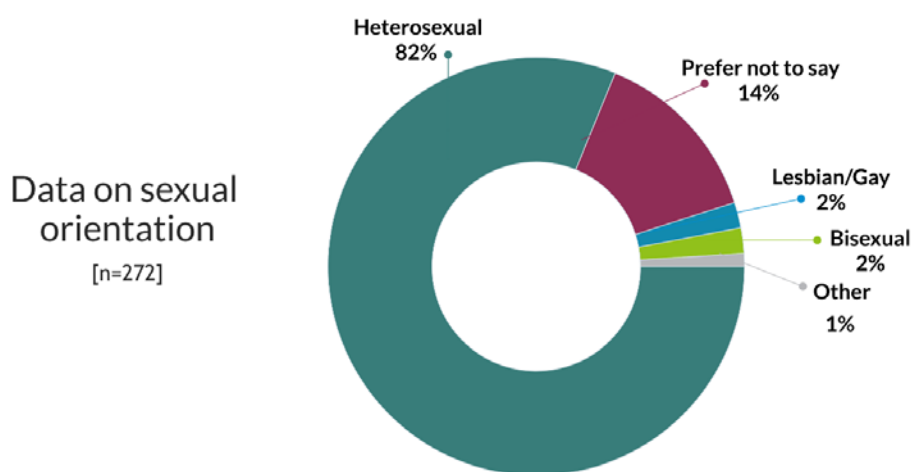
Pick up Hubs

This project led by Basketball Scotland engaged a particularly high proportion of minority ethnic and Muslim women in one locality. A key factor in the success of the women's sustained engagement was the activity lead, who was herself, female, visible Muslim (wearing a hijab) and minority ethnic. Participants reported that the activity lead was engaging and highly accessible with some describing her as "inspirational".

Sexual orientation

Data relating to sexual orientation was available from 10 projects. Most responses listed sexual orientation as 'unknown', indicating that this information was not gathered. Where participants chose not to provide the information, it was listed as 'prefer not to say'.

Where the information was available, most participants (82%) identified as heterosexual. A small proportion (2%) of women identified as lesbian/gay, bisexual or 'other' (1%), which is slightly higher than the national estimates⁴. However, given that the overall number of responses is low, this may not be an accurate representation of participants.



Disadvantage and deprivation

Half of the projects (8 of 15) delivered activity in areas of multiple deprivation, either focusing the whole project in a deprived locality, or delivering activity across different regions and localities, with some blocks of activity targeted to areas of deprivation.

A few projects targeted groups of people who might face additional barriers to accessing sport, due to wider disadvantages or social inequality. These included older women, young mothers and children who did not attend mainstream school. One project had planned to work with women who were survivors of sexual abuse, however delivery did not take place during the funded period.

Joy Riders

This project worked with girls who were disengaged from mainstream school. Many of the young women involved in this project had poor mental wellbeing, with anxiety being one of the key barriers.

⁴ Annual Population Survey, 2018

Appendix 4: Case study, Scottish Fencing

Introduction

Scottish Fencing was awarded funding through the Women and Girls fund. The project aimed to deliver a training programme for fencing coaches and a six-week fencing programme for women who were survivors of sexual violence. The training programme was delivered, however due to a series of challenges, the six-week fencing programme was not delivered during the funded period.

This case study outlines the key success and lessons learned during the funded period, from April 2019 to March 2020.

Background

The aim of the project was to engage with women who were survivors of sexual violence as part of their rehabilitation journey. Activity would be delivered in small groups of between 6-12 participants, over a six-week period.

The project would have three main elements:

- training for coaches;
- an information event for relevant partners; and
- physical activity sessions with participants.

Scottish Fencing planned to deliver the project in partnership local authority stakeholders and an international charity which aims to address and eradicate sexual violence. The charity was available to deliver training from November 2019, so the project delivery was planned to commence from January 2020.

Due to a significant and unalterable difference in ethos, two partners were unable to establish a relationship. Despite best efforts, the two partners were unable to reconcile their differences. As a result the charity is no longer involved in the project.

Project planning and delivery

Scottish Fencing adapted the training and information sharing events, making use of pre-existing relationships and the level of interest in the topic. Wider partners and experts in the field of physical activity relating to survivors of trauma delivered topic specific content.

Although it was not as well attended as hoped, the training was delivered, and a range of relevant partners and stakeholders were able to meet and learn about the project.

Following the training, local authority and third sector partners were approached to help recruit participants. The responsibility for this liaison was primarily with local volunteer-led clubs, with some support from the governing body.

The recruitment period took longer than expected. Although clubs in four areas were ready to deliver from March 2020, project activity was put on hold as a result of the restrictions in place due to the coronavirus pandemic.

Lessons learned

Lesson: Scottish Fencing reported that the challenges between the two key partners may have come to light sooner if they had discussed and planned the event earlier in the year. The majority of the time between receiving the funding in April and the training and information event in November was unused. It is likely that if discussions had started earlier, the issues would have arisen and there would have been more time to find a solution or to reorganise the event.

“In hindsight, if we could have done it all again, we would have started having those conversations between partners earlier...Next time we will do a lot more in terms of due diligence, relationship building and including everyone in the conversation together, not just acting as the go between.”

Pathways Manager

Lesson: Scottish Fencing recognises that the club coaches, who are all volunteers, will need additional time and support to communicate with partners and organise delivery. In this project, Scottish Fencing did not want to put pressure on the clubs. However going forward, they may set firm deadlines so that clubs are clear about the expected delivery timelines.

Lesson: In two larger urban areas, the project did not progress. Scottish Fencing felt that it was difficult to identify and access the key individuals who would be able to establish the projects in these areas. In the future, Scottish Fencing plans to engage with partners earlier in the process, allowing more time to plan and deliver activity.

“We didn’t immediately engage the local authority partners that we were intending to work with, and we could have arranged meetings earlier.” Pathways Manager

Key successes

Success: The training and information event was well received by those who attended. Scottish Fencing was able to share the message that fencing-based activity could be used with a range of target groups.

“It’s about taking the sport and teaching it through fun games and activities. It doesn’t always look like traditional fencing, but that’s kind of the point.” Pathways Manager

Success: The event also attracted individuals and organisations who were not directly involved in the project. One local authority representative attended and subsequently the local authority funded its own version of the project.

“There’s more to gain from these projects than increased membership – it’s about our reputation and building social capital in the community.” Pathways Manager

Success: Despite the challenges, project activity was arranged in four locations and valuable lessons were learned around timing, communication and partnership work.

“It’s been an amazing process to go through, although it’s frustrating because we haven’t delivered yet.” Pathways Manager

“This was a completely different world, outside the ‘sport bubble’ and the more we’ve spoken about it, the more passion we’ve developed for the project.” Pathways Manager

Next steps

Unfortunately, project activity was put on hold indefinitely due to the coronavirus pandemic. Scottish Fencing is still keen to deliver the activity and will resume discussions with clubs as soon as possible.

The project was strongly supported by the Chief Executive and Board of Scottish Fencing. Going forward the governing body will be developing its corporate strategy for 2021-2025. Based on the learning from this project, it hopes to include strategic objectives around using sport to change and improve lives.

Appendix 5: Participant stories

This appendix contains three participant stories, gathered through our fieldwork.

Participant story Anna, Judo Girls Rock

Anna is the team captain for her university Judo club team. She helped develop a women's programme for her club. Initially she was interested in the project as she was keen to attract new members, and particularly to recruit women who would not usually participate in mixed gender sports, such as Judo.

Planning and discussions about the project began during the summer break so that the project would be ready to begin at the start of the new term. The club posted flyers across campus and launched a marketing campaign through social media and through the university student website. Anna notes that word of mouth also helped raise awareness. The club began recruiting students during Freshers Week and the programme ran successfully from September 2019 until March 2020. To encourage women to join the project, the participation costs were subsidised.

In total, the project worked with nine women who were completely new to the sport, and some of whom were previously inactive. At first many of the participants were shy, both in terms of active participation and engaging with each other.

Over time the women developed their Judo skills and their confidence. Eventually, some participants felt confident enough to join the mixed sessions, with male players. And a few participants went on to enter competitions and win medals. One participant who also played cricket noted that participating in Judo had helped increase her levels of concentration, focus and aggression when playing other sports.

“It was great to see their progression...they didn't realise their fitness was going up.”

All of the participants increased their levels of activity through the project, either moving from inactive to active, or adding to their existing activities.

For Anna, the team captain, the project provided an opportunity for her to share her love of the sport and develop her club.

“It allowed me to encourage girls who wouldn't have come to Judo if it wasn't for this opportunity.”

Participant story

Susan, Pool to Pond

Susan joined the Pool to Pond project after a friend recommended that she try it. Susan was active a few times a week and had recently started taking beginner swimming lessons to improve her swimming skills.

Initially she was unsure about joining the activity as she did not think she was at the right fitness level to try any activity run through a Triathlon club. She noted that one of the key barriers for her was her perception of open water swimming and her association of triathlon with elite sport.

“I had seen other people do it but I never thought about doing it myself. It wasn't for me.”

“You assume that everybody is going to be very serious and fit, because the triathlon magazines give that impression. But everyone I've met has been normal, like me.”

However, as her confidence in swimming grew, she felt ready to take on a new challenge, and signed up for the class along with her friend.

“It came at the right time for me. I was looking at what I could do in the pool and there was only so much you can do.”

At first she was not sure what to expect, as she had never swum outside before. However, from the first session, she has enjoyed it. Along with the swimming skills, Susan appreciated the specialist skills she has learned in relation to controlling breath and overcoming panic. She has found herself using these techniques in her everyday life as well as in the water.

Taking part in the project helped her develop her confidence in swimming, and also in herself. She now feels very confident about swimming and in her own capacity to learn new skills.

“It gives you this confidence and self belief in your abilities, that yes, you can do this.”

Since completing the project Susan has joined the local outdoor swimming group and is looking to join the triathlon group. She has gone on to swim in lochs and now has the confidence to swim in the sea when previously she was afraid to do this.

“It's taken me way further than I thought it would. I didn't expect to love it as much as I do...I'm really proud of how far I've come.”

Participant story

Jodie, Scottish Golf

Jodie joined the women's golf programme while she was on long term leave from work due to stress. Although she recognised that she needed the time away from work, she was struggling to fill her days productively and didn't feel she had any of her own interests to pursue.

After joining the programme she began to feel much better. She felt that the fresh air and walking on the golf course improved her mental and physical health.

"Yesterday I did 15,000 steps, and 10,000 of them were on the golf course."

She has also enjoyed learning a new skill and having a positive activity to focus on. Since she started learning golf she has progressed from hitting the ball 50 yards to 100 yards on the driving range.

"I definitely think it's a confidence builder. I've got my own wee personal goals to set."

"It's the thrill you get when you go from not being able to hit a ball to seeing it flying across the green."

Since she started the course, which ran once a week for six-weeks, she has started coming to the course more often and sometimes brings her eight-year-old daughter along as well.

She feels the programme more than exceeded her expectations. What began as a taster course has now become an integral part of her life. She feels that the improvements to her mental health have been significant, she now feels more confident, more capable and less stressed.

"Now, I don't feel like I need somebody to hold my hand, but if you'd asked me six months ago, I wouldn't have believed it."
