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Executive Summary

Survey findings from School Leads and participant surveys show that football participation has increased amongst those engaged by the programme, including those new to regular football participation.

Activator skills have been increased by their programme participation, particularly in leadership, life skills and knowledge and understanding of girls’ football. Leads and Activators also report gains in Activators’ confidence levels.

Participant confidence, motivation, and life skills are shown to have been developed strongly by Game of Our Own participation.

Improved perceptions of football as a sport girls can participate in have also been noted, yet there remains a residual sense that girls can still be put off football because they feel less capable than boys. As a response girls’ only clubs were seen as an important opportunity to tackle this.

Perceptions of football in general were more positive for participants after the programme particularly because they saw the health and wellbeing benefits from it.

As a result of Game of Our Own, over 80% of participants have increased or maintained their enjoyment of football. This was mainly brought about by the peer support offered by the programme.

Barriers to football participation however remain, with ability and confidence being the biggest barriers even for Game of Our Own programme participants despite the support of peers. There also remain a significant minority of schools where facilities, availability, and staff resources prevent full girls’ provision being developed.

Youth Sport Trust’s own data shows that over 2,600 participants in the Girls’ Football Programme were not regular football participants prior to the programme.

Almost three quarters of School Leads had built new networks or relationships for the delivery of the programme. This provides a strong resource for future girls’ football delivery.

Girls’ football has been newly added to the curriculum in a number of Game of Our Own schools since the programme started. This has also led to an increase in extracurricular participation.

Perceptions of football in general were more positive for participants after the programme particularly because they saw the health and wellbeing benefits from it.

As a result of Game of Our Own, over 80% of participants have increased or maintained their enjoyment of football. This was mainly brought about by the peer support offered by the programme.

Activator skills have been increased by their programme participation, particularly in leadership, life skills and knowledge and understanding of girls’ football. Leads and Activators also report gains in Activators’ confidence levels.

Participant confidence, motivation, and life skills are shown to have been developed strongly by Game of Our Own participation.

Improved perceptions of football as a sport girls can participate in have also been noted, yet there remains a residual sense that girls can still be put off football because they feel less capable than boys. As a response girls’ only clubs were seen as an important opportunity to tackle this.

Barriers to football participation however remain, with ability and confidence being the biggest barriers even for Game of Our Own programme participants despite the support of peers. There also remain a significant minority of schools where facilities, availability, and staff resources prevent full girls’ provision being developed.
The Girls’ Football Programme has demonstrated the value of a targeted school approach that has facilitated the engagement of girls, and the establishment of a range of new networks and relationships to foster girls’ football in schools. Critical to this is the Activator model that must be retained in future programme delivery. In the future an emphasis should be on tackling remaining long running prejudices towards girls’ football amongst boys and some male members of staff.
INTRODUCTION

GIRLS’ FOOTBALL PROGRAMME (PROGRAMME AIMS AND OBJECTIVES)

Youth Sport Trust were commissioned by The Football Association (The FA) to run four projects as part of a Girls’ Football Programme. This report focuses upon two of the projects:

1 GAME OF OUR OWN

A programme that develops character skills through football activities. The programme is delivered through the PE curriculum by trained staff and through extracurricular clubs led by trained Activators.

2 GIRLS’ FOOTBALL YOUTH SPORT AWARD (GF-YSA)

Building upon Youth Sport Trust’s Youth Sport Award (YSA) girls have taken part in football related activities in order to complete and log a number of hours in activities relating to volunteering, wellbeing, leadership and participating in a sports related qualification.

The two programmes aim to contribute to The FA strategic priorities for the Women’s and Girls’ game:

- Developing participation opportunities and infrastructure.
- Increase the number and diversity of women coaching, refereeing and administering the sport at all levels.
- Changing perceptions and social barriers to participation and following.

PROGRAMME REACH/OUTPUTS

The Game of Our Own programme involved training of 94 School Leads from 81 schools, and the training of 500 Activators. In total it is estimated that 5,537 girls have taken part in Game of Our Own activities. The GF-YSA programme training was delivered to a smaller number of schools than was anticipated, with an estimated 243 girls working towards achieving the YSA.
INTRODUCTION

WHAT WE EVALUATED

Youth Sport Trust commissioned Research as Evidence in September 2017, to conduct an independent evaluation of Game of Our Own and GF-YSA. The evaluation work seeks to identify if the programmes above have contributed to the:

- Increased participation in football by removing social barriers and changing perceptions.
- Use role modelling (both by the teachers and the girls) to bring about year on year growth of girls’ football through cascade leadership.
- Increased knowledge, understanding and confidence of how to use football to explicitly target character traits and skills.

The evaluation work has involved interviews and surveys with teachers, Activators, and participants; secondary data analysis; and case study visits to participating schools (see Appendix A for summary, timeline and data response of evaluation activities). The response to data requests has been most successful from the Game of Our Programme. However, the GF-YSA has had a poor response due to low delivery levels and scant responses to Evaluator requests, in spite of numerous appeals. As a result, the data analysis in this report is largely focused upon the Game of Our Own programme.

The participant and Activator surveys included pre and post programme surveys because these were repeated with participating schools we were able to match responses by individuals across the pre and post surveys using names, school details and dates of birth to identify a cohort of respondents who completed both surveys. This ‘matched dataset’, as we have called it, gives us powerful insight into the pre and post programme survey responses of 363 girls who were participants in the programme and ten Activators. It shows changes across individuals following their programme participation.
ACTIVATORS

When choosing suitable Activators, the majority of School Leads selected girls based on their enjoyment and abilities in football or sports generally. Activators played a key role in the promotion and delivery of extracurricular football activities and it is logical that School Leads would most often choose girls who had a level of footballing skill and a commitment to playing or an engagement in leadership activities. With this in mind, it is not surprising that all 270 Activators surveyed stated that they either love or like football, with the overwhelming majority (82%) affirming that they love football. Activators started the programme with an enthusiasm for football and a perception that it is a sport for girls. This enthusiasm for football has been key in the successful recruitment of Activators as they are more likely to encourage friends and peers to participate. Activators acting as peer role models and demonstrating their passion for the game has been significant factor in changing participants’ perceptions of football (see the Forge Valley Case Study for thoughts on Activator selection).

PARTICIPANTS

Improving perceptions and removing social barriers to participating in football in relation to being a girl, football is not just for boys

Prior to the programme, girls strongly believed that football is not just for boys with 93% stating that they disagreed with the statement ‘Football is only for boys’. This is supported by participant interviews where the vast majority affirmed that they see football as a game for girls.

However, whilst the majority do not perceive football as only for boys, many were put off playing, with only half the surveyed girls agreeing with the statement, ‘Nothing puts me off playing football’ (see Table 1). The main reason for being put off related to boys’ perception, with girls frequently stating that boys put them off due to them not perceiving girls as being as capable as them at playing.

Other girls expressed similar feelings, sharing experiences of boys laughing at them. As a result, many of the girls expressed a desire for a girls’ only club. School Leads’ feedback supported this, with one School Lead stating that attitudes were largely shaped by the lack of female football coverage and female football role models.

KEY RECOMMENDATION 1

The Activators model has proved highly valuable to encouraging participation in girls’ football amongst programme participants. Its focus on a peer support model providing critical support to participants throughout engagement with the programme has proved to be especially successful. Activators must be a key future component of any further roll out or development of the Girls’ Football Programme by Youth Sport Trust.
TABLE 1: PARTICIPANTS’ PERCEPTIONS OF FOOTBALL – PRE-PROGRAMME

<table>
<thead>
<tr>
<th>Agree with statement</th>
<th>Nothing put me off playing football</th>
<th>Football is only for boys</th>
<th>I didn’t like football at primary school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51%</td>
<td>3%</td>
<td>33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19%</td>
<td>93%</td>
<td>49%</td>
</tr>
<tr>
<td>Neither</td>
<td>30%</td>
<td>5%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Source: Pre-programme survey 2018, Participant n=1159

In response to the question ‘what do you think stops girls from playing football?’ Boys, is an answer that was frequently cited, for reasons such as:

“They’d put us down and laugh at us.
Game of Our Own participant

Boys can be judgemental sometimes and make fun of how you play.
Game of Our Own participant

When asked the question ‘if you hadn’t joined the football team would you play elsewhere?’ One participant responded:

‘I would if it was a girls’ team. If no one was judging me then I’d play.
Game of Our Own participant
How other people perceive them, and the fear of being judged, is a significant barrier to girls’ participation in football. To combat this barrier, one School Lead interviewed described how they would move boys away from the pitch if asked to by the girls. Even if girls were willing to put themselves into a situation where they may be judged, the attitudes of boys still presented barriers, with boys not allowing girls to play with them.

The programme has highlighted the importance of providing a space for girls to play away from boys. After taking part in the programme a higher percentage of girls agreed with the statement ‘I don’t like playing football in front of boys’ which indicates that girls playing football in front of boys is still a key barrier to participation. Additionally, there was a 4% increase (64% in total) agreeing with the statement, ‘Having a girls’ only football is important’ (see Table 2).

The Game of Our Own programme provided important opportunities in schools for girls to play football away from boys and this helps improve the willingness of girls to play. It is also clear that work is needed to educate boys on the effect they are having on girls and teaching them that notions of girls’ inability to play football are outdated and wrong. It maybe that this ‘education’ work could be considered as a future additional component for the girls to take forwards in Game of Our Own delivery (see the Plympton Academy Case Study for more details on how this could be addressed).

KEY RECOMMENDATION 2

Consideration should be given to including further modules in Activator training on how to tackle boys’ intolerance of girls’ football, identifying practical ways of tackling this, and resources for Activators to use to help address these poor attitudes.
CHANGES TO PERCEPTIONS OF FOOTBALL

TABLE 2: GENDER SPECIFIC REQUIREMENT

<table>
<thead>
<tr>
<th></th>
<th>I do not like playing in front of boys</th>
<th>Having a girls’ only football club is important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Pre: 37%</td>
<td>Pre: 60%</td>
</tr>
<tr>
<td></td>
<td>Post: 39%</td>
<td>Post: 64%</td>
</tr>
<tr>
<td>Disagree</td>
<td>Pre: 37%</td>
<td>Pre: 8%</td>
</tr>
<tr>
<td></td>
<td>Post: 37%</td>
<td>Post: 8%</td>
</tr>
<tr>
<td>Neither</td>
<td>Pre: 27%</td>
<td>Pre: 32%</td>
</tr>
<tr>
<td></td>
<td>Post: 25%</td>
<td>Post: 28%</td>
</tr>
</tbody>
</table>

Source: Participant Survey, 2018 Participant n=1159
Participant Post Programme Survey, 2018 Participant n=682

The programme has given girls a greater understanding of the positive value of football

After participation in the programme, the majority of girls agreed with the statement that they understood how valuable football can be (44%) and 50% realised the physical benefits, whilst 40% realised the mental benefits (see Table 3). These are patterns that are replicated amongst the data where we have matched responses pre and post programme participation (comparisons of participant pre and post surveys – see Appendix A). The post programme data indicates that girls have a greater understanding of the positive value of football generally as well as understanding the positive impact the sport can have on physical and mental wellbeing.

TABLE 3: POST SURVEY – THE VALUE OF FOOTBALL

<table>
<thead>
<tr>
<th></th>
<th>Game of Our Own has helped me understand how valuable football can be</th>
<th>Taking part has improved my physical wellbeing</th>
<th>Taking part has improved my mental wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>44%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Neither</td>
<td>38%</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Source: Post Programme survey 2018, Participant n=672
Participants showed an increased enjoyment of football

The majority of participants already enjoyed football before the programme with **65% of participants agreed that playing football is enjoyable** and **70% of participants stating that they either like or love football**. Upon completion of the programme participants were asked whether they agreed with the statement, "I have enjoyed football more as a result of taking part in Game of Our Own", half the participants agreed (**see Table 4**). This is a clear indication that Girls’ Football Programme was useful in improving their enjoyment of football, this is also reflected through interview feedback.

"I've started to like it more and more so I decided to join the club."

Game of Our Own participant

**KEY RECOMMENDATION 3**

The positive benefits arising from the Girls’ Football Programme around raised understanding of the positive impacts of sport on physical and mental wellbeing should be included in future programme marketing literature to highlight these to schools potentially interested in programme participation.

**TABLE 4: POST PERCEPTIONS OF FOOTBALL AND SPORTS**

<table>
<thead>
<tr>
<th>Agree with statement</th>
<th>I have enjoyed football more as a result of taking part in Game of Our Own</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Taking part in Game of Our Own has made me enjoy sports more</td>
<td>%</td>
</tr>
<tr>
<td>Agree with statement</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>Disagree</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Neither</td>
<td>33%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Source: Participant Post Programme Survey, 2018 Participant n=682
Analysis from the matched data sets revealed that a quarter of the individuals who did not enjoy football before the programme, stated that they enjoyed playing football more as a result of taking part in the programme. In this area the programme has made some significant strides for these participants. One student reported a key factor that benefited their enjoyment of football to be the fact that the sessions were run by their peers, stating:

Thus, showing that the club was considered more enjoyable as the girls did not have to worry about the interventions, or opinions, of boys which would usually reduce the enjoyment aspect of a girls’ experience of playing football.

Removing barriers to participating – perceived ability and confidence

Prior to the programme participation, just under half of the girls did not believe they were good at football (45%), 35% stated that they lacked confidence, and 23% did not enjoy playing with girls who were much better than they were (see Table 5). Often girls, prior to participation, believed that they weren’t good at football and this was due to lack of practice and this impacted upon their confidence. However, there was a swing away from these negative positions post programme. Post participation, girls were less likely to agree with the statement that they aren’t good at playing football (a 5% decrease) illustrating that for at least some girls the programme helped them decide that they were better than they thought they were at football. This is a good sign for the Girls’ Football Programme as it is helping the girls realise their potential to play football and engage in an environment where they felt ‘safe’ to participate fully, a key aim of the programme.

Confidence to play also increased as a result of the programme, fewer girls agreed that they lacked confidence to play football post programme compared to pre (this showed a 4% decrease pre and post programme). Additionally, there was a 3% decrease in girls agreeing that they do not like playing with girls who are better than they are, thus another indicator that confidence to play has been increased by the programme.
In the matched dataset of participant surveys (363 individuals), further analysis showed the changes listed below occurred for the girls post programme.

These changes illustrate further the benefits of the improved confidence the girls experienced as a result of participation. Matched dataset responses show that these girls were more likely to:

**TABLE 5: PERCEPTIONS OF FOOTBALL ABILITY AND CONFIDENCE PRE AND POST PROGRAMME**

<table>
<thead>
<tr>
<th></th>
<th>I am not very good at football</th>
<th>I lack confidence to play football</th>
<th>I don’t like playing football with girls who are much better than I am</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre</strong></td>
<td>45%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Post</strong></td>
<td>40%</td>
<td>31%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
<td>21%</td>
<td>38%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Neither</strong></td>
<td>34%</td>
<td>27%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Source: Participant Survey, 2018 Participant n=1159
Participant Post Programme Survey, 2018 Participant n=682
Leadership opportunities help remove barriers to participation

Some girls stated that they really enjoyed the leadership element of the programme, often preferring teaching and helping peers to lots of football competition.

"It’s that we don’t just play games, we also give tips. I showed [another participant] how to kick a ball and immediately regretted it when I was in goal! Just like the fact that I’m not just doing it for myself, I’m also doing it for other people to help them to enjoy the sport, to learn to have fun with it, not to just take it all so seriously.

Game of Our Own participant"

Although competition does remain a dimension of a rounded experience of football that is enjoyed by many as shown below:

"We want to play more competitive matches against other schools. We really enjoy competitive football.

Game of Our Own participant"

Competition being enjoyed is also backed up by the data as both pre and post programme the majority of girls (41% pre-programme, 39% post-programme) disagreed with the statement, ‘Football is too competitive’ (see Table 6). There seems to be a delicate balance between friendly/social/competition in delivery of girls’ football. This approach supported the work of Women in Sport (2012) on Changing the Game for Girls and the Girls Active project developed by Youth Sport Trust. It makes sense that at the beginning of the programme they would like a more supportive environment whilst they get to grips with the game and the skills important to it. Once this is underway the participants identify a wish to eventually build up to something more competitive as their skills are developed thus enabling them to feel much more comfortable and confident about taking on a more ‘competitive’ challenge.

KEY RECOMMENDATION 4

Activators should continue to be encouraged to think about ways they will be able to bring elements of competition into the girls’ football programme activities that develop, particularly in the latter stages of programme delivery. They should be encouraged to work with participants to co-produce ways of implementing this so that participants shape such delivery in ways that matches their levels of confidence in taking their football participation to the next level.

1This links to the Changing Game for Girls work by Women in Sport where that emphasises that girls often want a more rounded experience in sport than just the competition see https://www.womeninsport.org/changing-the-game-for-girls-2/ for more details

2See https://www.youthsporttrust.org/system/files/resources/documents/Girls%20Active%20Research%202017.pdf for more details of the findings around this project.
**CHANGES TO PERCEPTIONS OF FOOTBALL**

**TABLE 6: GIRLS COMMENTS ON THEIR FOOTBALL ENVIRONMENT**

<table>
<thead>
<tr>
<th></th>
<th>Football is too competitive</th>
<th>My friends do not play football</th>
<th>I do not like playing football outside</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agree</strong></td>
<td>Pre 24%</td>
<td>Post 24%</td>
<td>Pre 36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post 40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre 22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post 18%</td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
<td>Pre 41%</td>
<td>Post 39%</td>
<td>Pre 36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post 33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre 23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post 58%</td>
</tr>
<tr>
<td><strong>Neither</strong></td>
<td>Pre 35%</td>
<td>Post 37%</td>
<td>Pre 28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post 27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre 54%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post 23%</td>
</tr>
</tbody>
</table>

*Source: Participant Survey, 2018 Participant n=1159 Participant Post Programme Survey, 2018 Participant n=682*

Other environmental barriers including having to play outdoors in bad weather, 5 of the students interviewed stated that they didn’t enjoy football due to cold and wet weather. Thus, suggesting playing indoors, or on a day with better weather, would be beneficial for a first try at the game.

**SCHOOLS/TEACHERS**

Teachers should role model positive attitudes towards girls playing football and challenge social barriers to football for girls

Post programme, **87%** of School Leads agreed with the statement that the programme has improved girls’ perception of football, and **82%** agree that it helped with a greater understanding of the positive value of football. Two out of the School Leads interviewed referred to following and encouraging enthusiasm for the Women’s World Cup as a means to raise the profile of women’s football. One interviewed Lead detailed how they took 6 participants to see the Lionesses play, initially 15 Participants wanting to go, but an increased demand meant that they **took 20 girls to see the Women’s FA Cup Final**.
Some barriers to playing remain, work still to do

11 School Leads identified that a lack in facilities and staffing challenges were ongoing barriers to delivering girls’ football in their schools. Staffing issues included lack of trained staff and general lack of staffing required to provide extracurricular opportunities for girls’ football. Some schools lacked indoor facilities and could not play in poor weather, some lacked enough pitches to accommodate footballing demands. This is also likely to reflect a wider problem of perception of sport within schools and not a problem with the programme itself, though it would be advisable to offer as much support as possible to those schools struggling for resources.

Similar to this, timing problems presented a barrier to the programme, with time issues ranging from not enough staff time being available to a lack of designated time slots when the sports hall is free where it is needed due to weather conditions. The time related issues made up 21 responses. This is a key issue as previously highlighted girls often require a space to play football away from boys thus making it critical that ‘safe’ boy free spaces are available, at least early on in engagement, for girls to develop their confidence, enjoyment and ability in playing football.

School leads should be encouraged to undertake an audit of facilities available for girls’ football at the outset of project planning to pre-empt any practical barriers that might exist, and then work with other members of the PE department and school staff to identify creative methods through which they might be overcome. This should include specific focus on timetabling specific times for girls only time in key indoor facilities, particularly in the earliest phases of programme delivery.

KEY RECOMMENDATION 5
Some School Leads struggled to get girls to actively participate and join the extracurricular club. Challenges included poor weather and lack of motivation, 12 School Leads noted this as a problem, additionally parental concerns of staying out late was cited by one Project Lead. Another common barrier mentioned was cultural barriers, with some schools stating that the majority of their students were not able to stay after school due to religious commitments or other demands on their time outside school. These barriers were addressed by delivering the programme within the school hours.

Lesson time was a valuable tool to educate the girls on the programme and its benefits, helping the girls see how useful a Girls’ Football Programme would be. They sometimes worked around the girls’ timetable, asking them when it is convenient for them to participate. Some School Leads even told us they had involved the students’ parents in hopes that they would see the benefits and encourage their child to join.

Despite these barriers, School Leads remained very positive about the Girls’ Football Programme with 77% of School Leads stating, post-programme participation, that it had helped in overcoming barriers that prevented girls from participating in football. School Leads identified some of the ways the programme had achieved this highlighting that it was because it had enabled girls to see football as a sport for girls; had provided greater accessibility to the sport and improved the general confidence of girls to participate in football.

**ACTIVATORS**

At the start of the programme we asked all Activators and participants to detail how often they played football to ascertain how frequently they voluntarily choose to play football, our focus was upon how often girls self-elected to engage in football, these options included:

- Playing football at school lunchtime or after school clubs
- Playing as part of the school football team
- Playing at a club or for a team outside of school
- Other (please specify)3

3The most comment response to ‘other’ was playing with family/friends either in their garden or at the park.
CHANGES TO PARTICIPATION IN FOOTBALL

We scored their responses according to the number of times they elected to participate in football activities, for example if they played at a school club and played for a club outside of school then they were categorised as, ‘elected to play at two footballing activities’. Girls who specified that they did not play or only experienced football through PE were categorised as ‘Did not elect to play football’.

The vast majority of Activators were already participating in football activities prior to starting the programme, only 10% did not elect to play football either at school, or outside of school, and the majority, 65% electing to play football at least twice a week or more (see Table 7). With football participation high, Activators were well placed to be ambassadors for the sport, and their peers participation.

**TABLE 7: PARTICIPATION IN FOOTBALL ACTIVITIES PRIOR TO THE STARTING THE PROGRAMME**

| Did not elect to play football | 10% |
| Elected to play at one football activity | 25% |
| Elected to play at two football activity | 34% |
| Elected to play at three football activity | 12% |
| Elected to play at four football activity | 19% |

Source: Activator pre-programme survey 2018, Activator n=271

**TOTAL PARTICIPANT NUMBERS**

Table 8 details the participants pre and post-programme responses to the question of how frequently they voluntarily choose to play football. Unlike the Activators, participants were much more likely to not elect to play football with 59% of participants pre-programme not playing.

**TABLE 8: PARTICIPATION IN FOOTBALL ACTIVITIES PRIOR TO THE STARTING THE PROGRAMME**

| Did not elect to play football | 59% | 65% |
| Elected to play at one football activity | 30% | 23% |
| Elected to play at two football activity | 8% | 8% |
| Elected to play at three football activity | 2% | 4% |
| Elected to play at four football activity | 0% | 1% |

Source: Activator Pre and Participant pre-programme survey 2018, Participant n= 1168 / Activator n=271 Participant post programme survey 2018, n=674
CHANGES TO PARTICIPATION IN FOOTBALL

At the outset of the Girls’ Football Programme Game of Our Own, aimed to **engage 100 schools and complete delivery to 12,500 girls** through the curriculum. GF-YSA aimed to **engage 130 schools and see the programme be delivered to 3,900 girls**. The final termly survey data at the end of the 2017/18 academic years shows a total of **86 individual schools** engaged in Game of Our Own supporting **5,537 girls** in Years 7, 8, and 9, **48%** of whom had never played football regularly before. **For YSA, 57 schools were engaged with 243 girls completing or working towards their YSA.** Whilst, the programme has not reached its numbered participation targets, there are some positive signs for participation in girls’ football amongst those where we know pre and post participation levels.

From all post survey responses the trend shows that after the programme girls’ participation in football decreases a little with **63% of all girls not electing to play football compared with 59% of participants pre-programme**. One key reason for this decrease is that many schools had removed football from their extracurricular club options in favour of rotating to ‘summer sports’ options such as cricket, athletics, rounders etc. Thus, opportunities to play football has significantly decreased for many participants. The School Leads surveys affirmed this with **only 12 out of the 22 schools surveyed offering girls’ football** as an extracurricular option in the summer term.

However, in the matched dataset responses (363 individuals who answered both sets of football frequency questions) the position is a more positive, with a small fall (5%) of those participants reporting they were not doing any football post Game of Our Own compared with those before Game of Our Own began. Thus, amongst this group, **30% of them said they were not electing to play football compared with 25% in the post survey** showing that for this group, where football opportunities are available, then they are more likely to participate following their Game of Our Own participation.

Additionally, **as a result of taking part in the football programme girls were more enthusiastic to attend football matches (see Table 9)** and therefore more likely to participate in the football community as a spectator.
CHANGES TO PARTICIPATION IN FOOTBALL

TABLE 9: DESIRE TO ATTEND FOOTBALL MATCHES

<table>
<thead>
<tr>
<th></th>
<th>Would you like to attend a men’s football match</th>
<th>Would you like to attend a women’s football match</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>Maybe</td>
<td>46%</td>
<td>43%</td>
</tr>
<tr>
<td>Definitely</td>
<td>19%</td>
<td>30%</td>
</tr>
<tr>
<td>No</td>
<td>35%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Pre and Participant pre-programme survey 2018, Participant n= 1168 / Participant post programme survey 2018, n=674

Both sets of data present an increase in a desire to attend both types of football match. This is particularly important when regarding the high percentage of girls interested in attending a women’s football match as before the event 43% had been to a men’s match and only 15% to a woman’s match. A pattern that is also illustrated by the findings from the matched sample data as well.

School Leads describe how the event raised the profile of women's football and led to a growing interest in the sport, as stated by one Project Lead.

The schools seem to have pushed for a greater interest in Women’s football with four out of the seven student groups interviewed mentioning that the school was providing a trip to see a women’s football match.

SCHOOLS/TEACHERS

Using our sample data from the School Leads’ pre and post-programme surveys we ascertained that an additional 639 girls experienced football as part of the PE curriculum as a direct result of the programme, this is based on a data set of 8 leads’ surveys. Out of the additional 639 girls participating in football, 340 of these girls were in schools where football had not previously been a part of the curriculum, 53% of the girls in those schools.

KEY RECOMMENDATION 6

Future programme delivery should continue to focus on providing opportunities to attend women’s football matches either through local club contacts, or specific school visits that could be rewards for good attendance in programme activities.
Termly Youth Sport Trust data shows a similar picture, across the 52 responding schools there were over 2,600 girls participating in the Game of Our Own programme who had not previously been regular football players before, 48% of those the programme worked with in the 2017/18 academic year. For the YSA the figure is lower with 37% of participants not having been a regular football player prior to programme participation. Thus, the Game of Our Own programme seems to have been particularly effective at attracting new football players with around half of all participants being new to regular football participation. Survey findings illustrate how this has been achieved initially by focussing on changing perceptions around girls’ football by placing the game more prominently in the curriculum offer of participating schools.

In addition to increasing girls’ experience of playing football many School Leads commented upon the benefits of having football as part of the curriculum, especially Leads for whom football was new to the curriculum. These included altering gender influenced perceptions of the sport, as one School Lead described how:

They don’t just see it as a boys’ sport and have the opportunity to play. The girls really appreciate that they’re being offered the same sports as the boys.

Game of Our Own School Lead

It was important for many School Leads that football was on the curriculum for girls to prove that girls can do what the boys can do. School Leads frequently comment that including girls’ football on the PE curriculum has increased participation in extracurricular football.

There have been a few that have really enjoyed it so they’ve come along to the club and they have stuck at it.

Game of Our Own School Lead

Having it on the curriculum has helped drive the number of girls attending the extracurricular club.

Game of Our Own School Lead
TABLE 10: ATTENDANCE AT EXTRACURRICULAR EVENTS

<table>
<thead>
<tr>
<th></th>
<th>There was an increased number of attendees at girls’ extracurricular football clubs %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>82%</td>
</tr>
<tr>
<td>Neither</td>
<td>14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5%</td>
</tr>
</tbody>
</table>

Post programme School Leads survey 2018, n = 22

82% of School Leads agreed that providing football during curriculum time increased attendees at girls’ extracurricular football clubs at your school. The only Lead to disagree did so because they had not taught the curriculum element having delayed delivery until Autumn 2018 (See Table 10). One of the leads who neither agreed or disagreed said they already have a high attendance to their extracurricular club.

85% of leads said will continue to provide girls’ football in the curriculum, which suggests that Game of Our Own was successfully delivered and received within the curriculum. Only three leads did not know whether they would continue.

This growth in participation is also supported by the matched data from the School Lead surveys, this sample asserts that an additional 145 girls attended extracurricular football activities across the 15 matched schools. When School Leads were asked whether they agreed with the statement that the programme had increased girls’ participation in football in their school the vast majority agreed (86%). One School Lead who selected that they neither agreed or disagreed said they already delivered lots of girls’ football therefore the impact of the programme to provide additional participation was not applicable as opportunities already existed and therefore had little impact for an increase in numbers.

KEY RECOMMENDATION 7

School leads should be encouraged to ensure they prioritise planning of Girl’s Football provision in curriculum time with specific links made to extra-curricular delivery to provide a progression route for programme participants. Curriculum provision plays a critical role in programme delivery.

The School Lead who disagreed did so because they had not delivered the curriculum element of the programme at the point of survey completion, stating:

Students across years 7 to 11 will be taught the ‘Game of Our Own mindset’ through curriculum time to promote the extracurricular club, this wasn’t possible last year as the training was after delivery.

Game of Our Own School Lead
The matched data for the School Lead surveys reports similar findings with 10 schools (67%) stating an increase in the numbers of girls participating in the extracurricular football clubs. Three School Leads stated that the number of attendees had stayed the same, and two leads reported that numbers had decreased. It is unclear why numbers had decreased for these two schools, it is possible that figures were misrepresented in the pre-survey.

The majority of Leads (16 out of 22) stated that they would be continuing with an Activator led extracurricular club, none of the leads stated that they would not be running an Activator club, however 5 stated that they did not know whether they would. The reasons for their uncertainty are not clear, however we know from School Lead interviews that some schools had not decided their curricular and extracurricular sports for the next academic year at the time of interview. However, the interview findings above suggest that there would be real value in schools pursuing this in the future and ensuring that the Activator roles are maintained.

Challenges and Lessons: Activator Led Clubs

One Lead reported specific challenges with Activators running the extracurricular club, whereby Activators were unwilling to give up their own time, this lead stated that if delivery continued then they would consider careful selection of Activators and parental involvement, to identify more specifically that potential Activators will be fully committed to the programme.

Some School Leads reflected that in the future they would use a more formal application process to make sure the girls chosen were proactive, engaged, and fully committed to the Activator role.

Our analysis of interview findings shows that there were views from leads in schools about key criteria for success in an Activator led club. These included views which highlighted the need to:

Select only girls who attend extracurricular activities

Choose some girls who are disengaged with PE to extend the peer-to-peer network and encourage other students to participate

Have a timetabled day/time of the club and ask Activators to commit to delivering an agreed amount of hours beforehand

Involve parents in selection so they are able to offer support from home to the Activator to complete their duties

Choose a few more girls with expertise in football to help support activity delivery

Have an application process to become an activator

Include KS4 in delivery and participation

Create more opportunities to play football against other schools or create links for pupils to deliver girls’ football in primary schools
ACTIVATORS

A key success of the programme is the increase in skills and development of the Activators. The programme’s benefits fall wider than just within the field of football, with many School Leads stating that it had increased the Activators confidence because of having to lead the sessions (see the Southfields Case Study for more detail on key work with Activators at this setting).

An overwhelming majority said it increased confidence, improved leadership skills, developed life skills and football knowledge. This is supported by what the girls told us in interviews, remarking often that being an activator has helped them build up resilience (see Tables 11 and 12).

**TABLE 11: WHAT HAS WORKED WELL FOR THE ACTIVATORS**

<table>
<thead>
<tr>
<th></th>
<th>% OF ALL ACTIVATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football Activators increased in their confidence</td>
<td>90%</td>
</tr>
<tr>
<td>Football Activators have increased their leadership experience and skills</td>
<td>95%</td>
</tr>
<tr>
<td>Football Activators have developed life skills</td>
<td>95%</td>
</tr>
<tr>
<td>Football Activators’ knowledge and understanding of girls’ football has increased</td>
<td>90%</td>
</tr>
<tr>
<td>Football Activators’ knowledge and understanding of life skills has increased</td>
<td>78%</td>
</tr>
</tbody>
</table>

*Post programme School Leads n = 21*
School Leads agreed that the Activator model of delivery worked well in creating role models with 95% of Leads agreeing with the statement that the programme had, ‘created opportunities for girls to act as football role models’ and 90% of Leads agreeing that Activators has acted as appropriate role models for girls’ football.

The majority of School Leads stated that having a club delivered by Activators was beneficial, the most frequent comments focused on:

- Leads often stated that the girls were very capable at delivering the club
- The planning was really well done and this translated into really well taught sessions
- The girls themselves mentioned how it was easier to target girls that are struggling when they teach as they can relate to the girl struggling more

This highlights the quality of the training the Activators received and the value of the role in reshaping girls’ football in schools supported in this way by the Activators. It clearly plays an important role in improving girls’ football provision in the schools that have these Activator roles. 18 out of 21 School Leads (86%) agreed that the Activators had been able to deliver the club with some support from school staff. This is correlated by feedback given in School Lead interviews, for example:

Yes, they’re brilliant. They’ve really enjoyed it.

**Game of Our Own School Lead**
Increased levels of volunteering at school
Increased student leadership at school
Enhanced student life skills

TABLE 13: STUDENT OUTCOMES

The data shows how the vast majority of School Leads believe that the Girls’ Football Programme has increased levels of volunteering at school, increased student leadership at school and enhanced students’ life skills. This data is supported by interviews from School Leads who frequently mention that the students have matured as a result of taking part in the programme (see Table 13).

CHANGES TO LIFE SKILLS THROUGH FOOTBALL ACTIVITIES

PARTICIPANTS

It’s something that has really benefited not just their football but also them as kids maturing.

Game of Our Own School Lead

There has been an increase in confidence. And their resilience and ability to work together as a team to improve, without me having to get involved. They just come down and take on these roles and just do it. Enthusiasm has gone up, their interest and their knowledge. They were able to deliver the whole KS1 festival and adapt to challenges on their own which they never would have been able to do before.

Game of Our Own School Lead

Our younger girls have become a lot more confident and that’s been noted around school. That they have more confidence. That they’ve been able to share their ideas not just in PE but in other subjects.

Game of Our Own School Lead
Participants also express how the programme develops their life skills, with an increase in confidence being repeated across multiple focus groups held during our case study visits to Game of Our Own schools.

Many School Leads regarded the Activators side of the programme to be the key to its success. The central role this plays is identified by one School Lead who explained in their interview about their plans to grow this aspect of the programme in their School:

“PLAYING FOOTBALL YOU HAVE TO BE HONEST WITH YOURSELF SO IT MAKES YOU HONEST WITH OTHER THINGS AS WELL. SO IF SOMEONE DOES SOMETHING THAT ISN’T NICE OR IS MEAN OR NOT RIGHT, YOU CAN GO AND TELL SOMEONE AND BE HONEST AND TELL THEM TO STOP.”

GAME OF OUR OWN PARTICIPANT

“YES, WE WILL CONTINUE THE LUNCHTIME GAME OF OUR OWN CLUB AS AN ALL YEAR-ROUND EXTRACURRICULAR ACTIVITY. WE WILL EXPAND THE NUMBER OF ACTIVATORS NEXT YEAR. THE CURRENT GIRLS WITH ADDITIONAL ONES.”

GAME OF OUR OWN SCHOOL LEAD

At the end of the programme almost a quarter of participants (23%) agreed with the statement, ‘I would like to become a Football Activator’ and 28% agreed that they, ‘have been inspired to volunteer in sport as a result of taking part’. Given that these roles (as the School Lead interviews above have shown) further develop these skill areas the desire by Game of Our Own participants to undertake an Activator role shows that further skill development will result from this engagement. Furthermore, it also illustrates the confidence and motivation improvements arising from programme participation that enables those participants to state a wish to be an Activator in the first place.

4 OUT OF 6

School Leads interviewed post programme commented that they will continue to run the Activators programme in the 2018/19 academic year.
SCHOOL LEADS / SCHOOLS

A large majority of School Leads (73%) believed that the Girls’ Football Programme increased footballing knowledge among staff within their school (see Table 14). On the whole the Girls’ Football Programme has been a really good opportunity for School Leads to help other School Leads learn how to teach football stating:

"WHEN WE DID THE TRAINING, WE REALLY VALUED THE FIRST TRAINING DAY MORE THAN THE SECOND TRAINING DAY. FOR US, WE REALLY ENJOYED SEEING THE FA COACHES DELIVER NEW SESSIONS... IT WOULD BE BETTER TO HAVE MORE OF THOSE THAT WE COULD SHARE WITH THE DEPARTMENT, SO WE COULD DISSEMINATE THAT INFORMATION. BECAUSE WHAT WE HAVE STARTED TO DO HERE AT THE SCHOOL IS BEST PRACTICE SESSIONS WHERE WE TAKE A SPORT AND SHARE THE ACTIVITIES AND GAMES AMONGST THE PE STAFF - THIS FED INTO THAT."

GAME OF OUR OWN SCHOOL LEAD

TABLE 14: WHAT HAS WORKED WELL FOR THE SCHOOL AND ITS STAFF

<table>
<thead>
<tr>
<th></th>
<th>Increased staff knowledge and understanding of girls’ football</th>
<th>Increased staff knowledge and understanding of life skills education through character trait education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>73%</td>
<td>77%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Neither</td>
<td>27%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Post School Lead survey 2018, Participant n = 22
CONCLUSIONS AND RECOMMENDATIONS

KEY CONCLUSIONS

Reviewing the evidence above it is possible to identify a range of key impacts of the programme:

PARTICIPATION IN FOOTBALL

- 86% of teachers agree that Game of Our Own has increased participation in girls’ football in their school.
- The findings also show that lots of girls who never participated before in girls’ football have started now with the Game of Our Own programme encouraging over 2,500 girls to participate regularly in football.
- Key to sustaining this participation is the fact that girls in these schools now have role models to look up to with the Activators offering ongoing peer led support.

CURRICULUM ACTIVITY

- 639 girls experienced football as part of the curriculum as a direct result of the programme, with 2,500 identified by the termly survey as participating in football as a result of the programme.
- Specific work is still needed to alter gendered perceptions regarding sport this is predominantly needed amongst boys and some male members of PE departments, but the programme has also demonstrated the need for delivery to continue to be focussed on building the confidence of girls around football. Many still believe they are not good enough to participate or are put off by the negative perceptions of boys. Through curriculum delivery teaching can focus on engagement activities but also tackling the negative perceptions of girl’s football utilising a range of resources including material from the This Girl Can project.

EXTRACURRICULAR

- Consistent reports were made of increased participation in extracurricular football with 82% of School Leads agreeing that attendance at extracurricular girls’ football clubs had increased as a result of taking part in the programme.
- 35% of School Leads stated they started a new girl’s football club as a result of Game of Our Own.

ENJOYMENT OF FOOTBALL

- Enjoyment of football has increased with 50% of participants saying they enjoy football more as a result of taking part in Game of Our Own.
CONCLUSIONS AND RECOMMENDATIONS

PERCEPTIONS OF FOOTBALL

- 87% of School Leads agree that the programme has improved girls perceptions of the sport.
- The ‘This Girl Can’ video really helped girls feel like football was a sport they could do and should be utilised as a consistent source in all future recruitment activity for the Girls’ Football Programme.

BARRIERS TO FOOTBALL

- Although barriers remain, 77% of teachers, after having completed Game of Our Own, said that it had helped in overcoming barriers that prevented girls from participating in football.
- However, facilities and resources still present challenges with girls’ football often coming second in allocation of indoor facilities use by girls in a range of settings. Currently in many settings, girl’s football is allocated facilities after allocations for boys football have been made. This means that the most appropriate facilities to support girls’ football are not always allocated to them.

NETWORK RELATIONSHIPS

- 73% of School Leads agree that Game of Our Own have built new networks as a result of taking part, indeed some girls were scouted due to the newly formed network with scouts and the clubs they represented.

DEVELOPED SKILLS AND KNOWLEDGE

- The programme has had a big impact on a range of skills developed by participants. They themselves stated that they had better resilience, confidence, leadership, teamwork, empathy, enthusiasm and motivation as a result of their Girls’ Football Programme participation.
- There have also been noted changes for Activators as reported by the school leads who have worked closest with them. A large majority of leads identify that Activators have increased skills in leadership experience, and improved football knowledge.
- School leads also report increased levels of volunteering at school, that participants have developed a range of life skills including greater confidence for participants.
- The programme has also increased knowledge of football among staff both in terms of delivering sessions only for girls and the ways this is best delivered, and how they encourage girls to continue to be engaged in the programme.
ROLE MODELS IN FOOTBALL

• The Activator model is one that is particularly effective at creating opportunities for girls to act as role models in a ‘safe’ environment in ways that then enhance their confidence and life skills. Activator roles seem to work for all kinds of girls and doesn’t just have to involve those students who are big football fans.

• The programme has also brought some other benefits around wider engagement with women’s football with some significant increases in the desire amongst programme participants (Activators and Participants) to follow women’s football.

KEY RECOMMENDATIONS

From our work we have been able to identify a number of recommendations to support the further planning of the girls’ football programme for The FA and Youth Sport Trust as well as local programme delivery. The approaches that warrant consideration include:

ENJOYMENT OF FOOTBALL

• Having a greater focus upon team building and socialising than competition leads to wider participation in the sport. However, opportunities to compete (internally and externally) are important for those who wish to play competitively as well offering opportunities to develop relationships and networks. Although competitive opportunities shouldn’t be scheduled too early in programme delivery until girls are showing improved levels of confidence.

• Early programme delivery should focus on opportunities for play indoors during bad weather as weather conditions are strongly factored into girls’ responses to whether they enjoyed football. Availability of indoor facilities should be a key planning focus to ensure that engagement in programme delivery in the early stages of delivery is enhanced as much as possible by the facilities available for girls.

BARRIERS TO FOOTBALL

• Providing opportunities to play away from boys, by not allowing them to watch or be nearby to pitches, is particularly important for some girls. In particular some girls reported that judgment from boys had discouraged them from taking part in the past and programme leads should identify how such arrangements can be made so a ‘safe’ space is created for girls to participate as actively as possible.

• Cultural barriers related to requirements to attend activities other than sport after schools can be challenged by delivering the sessions within school hours, and ensuring that girls are supported to attend and play whenever possible.

• Familial perceptions can be challenged by involving parents in early discussions about the set-up of a Girls’ Football Programme at as school. This should actively seek to inform parents and their children of the benefits of football in terms of life skills, leadership opportunities and the linked benefits for future employment.
CONCLUSIONS AND RECOMMENDATIONS

PERCEPTIONS OF FOOTBALL

• Engagement with, and marketing about the Girls’ Football Programme should focus on life skill developments for participants to help change perception of the value of football.

NETWORK RELATIONSHIPS

• Finding schools close by who are also running Game of Our Own will allow collaboration between schools and provides ready opportunities for competitions or other shared activities in the later stages of programme delivery.

• There should be a specific focus by programme staff on establishing working relationships with local primary schools with Activators delivering sessions to KS1 & KS2 girls has proven popular, and offers another approach to school transition.

EXTRACURRICULAR

• Ensure that where extra-curricular opportunities are available these include specific girls only, student run club arrangements.

• Parents should be actively involved in consultation around the establishment of extra-curricular arrangements to ensure they are able to offer further support from home for continued participation in extra-curricular provision to gain support at an early stage.

• Programme leads should actively consider opportunities to involve members of staff from other departments to help deliver the club, this also builds a wider pool of female role models and brings additional resource to programme delivery.

DEVELOPED SKILLS AND KNOWLEDGE

• For enhanced skill development School Leads should aim to implement life skills into lessons one skill at a time. By doing this the support will specifically focus on making the skills relevant through activities that ensure practical approaches to learning and developing the appropriate skills in relation to the needs of the groups of students being worked with. This could work directly with the groups of girls to identify their preferences and then shape delivery around the priority skills for this group of participants.

• It is worth considering by all levels of the organisational and management arrangements of the programme of the potential value of a ‘passport’ system making participants aware of the life skills they are gaining and allowing them to record this information in their own ‘passports’ they are issued as part of their enrolment on the programme.
ROLE MODELS IN FOOTBALL

- Recruitment of activators should be focused particularly on the sporty and enthusiastic girls so that girls can act as positive role models as well as being more prepared to give up their own time to support programme delivery.

Whilst all important for the delivery of the programme, our analysis shows that the following recommendations are a particular priority for this successful programme to move forwards. These main recommendations are as follows:

### KEY RECOMMENDATION 1

The Activators model has proved highly valuable to encouraging participation in girls’ football amongst programme participants. Its focus on a peer support model providing critical support to participants throughout engagement with the programme has proved to be especially successful. Activator must be a key future component of any further roll out or development of the Girls’ Football Programme by Youth Sport Trust.

### KEY RECOMMENDATION 2

Consideration should be given to including further modules in Activator training on how to tackle boys’ intolerance of girls’ football, identifying practical ways of tackling this, and resources for Activators to use to help address these poor attitudes.

### KEY RECOMMENDATION 3

The positive benefits arising from the Girls’ Football Programme around raised understanding of the positive impacts of sport on physical and mental wellbeing should be included in future programme marketing literature to highlight these to schools potentially interested in programme participation.

### KEY RECOMMENDATION 4

Activators should continue to be encouraged to think about ways they will be able to bring elements of competition into the girls’ football programme activities that develop, particularly in the latter stages of programme delivery. They should be encouraged to work with participants to co-produce ways of implementing this so that participants shape such delivery in ways that matches their levels of confidence in taking their football participation to the next level.

### KEY RECOMMENDATION 5

School leads should be encouraged to undertake an audit of facilities available for girls’ football at the outset of project planning to pre-empt any practical barriers that might exist, and then work with other members of the PE department and school staff to identify creative methods through which they might be overcome. This should include specific focus on timetabling specific times for girls only time in key indoor facilities, particularly in the earliest phases of programme delivery.
CONCLUSIONS AND RECOMMENDATIONS

KEY RECOMMENDATION 6
Future programme delivery should continue to focus on providing opportunities to attend women’s football matches either through local club contacts, or specific school visits that could be rewards for good attendance in programme activities.

KEY RECOMMENDATION 7
School leads should be encouraged to ensure they prioritise planning of Girl’s Football provision in curriculum time with specific links made to extra-curricular delivery to provide a progression route for programme participants. Curriculum provision plays a critical role in programme delivery.
APPENDIX A – EVALUATION ACTIVITIES

WHAT WE EVALUATED

TRAINING SESSIONS NOVEMBER 2017 – JANUARY 2018

Observation and attendance at:
• 1 visit (both evaluators attended same day) teacher training day for Game of Our Own
• 2 visits to Activator training days
• 1 visit to teacher training day for GF-YSA

Training feedback forms:
• 271 Activator surveys
• 16 GF-YSA teacher feedback surveys
• 82 Game of Our Own teacher feedback surveys

PRE-PROGRAMME SURVEYS FEBRUARY – JUNE 2018

The pre-programme survey work far exceeded the timeframe it was originally suggested, this was due to the extension of training period, but also because Project Leads did not all deliver in the Spring Term as expected.

• 1,298 Game of Our Own participant surveys (this figure includes partially completed surveys) – it is worth noting that some participants completed pre-programme surveys when they were part way through the programme. It has been challenging to ascertain which participants and schools completed surveys prior to start and which completed part way through due to difficulty of receiving this information from schools.
• 46 Game of Our Own Project Lead surveys
• 81 GF-YSA participant surveys
• 5 GF-YSA Project Lead surveys

PRE-PROGRAMME INTERVIEWS FEBRUARY – APRIL 2018

• 2 scoping interviews
• 1 interview of Project Lead delivering both programmes
• 17 interviews of Game of Our Own Project Leads
APPENDIX A – EVALUATION ACTIVITIES

WHAT WE EVALUATED

MID-PROGRAMME FEBRUARY - JUNE 2018

- 6 case study visits
- 32 Game of Our Own participant interviews
- 20 Activator interviews
- 14 GF-YSA participant interviews

POST-PROGRAMME SURVEYS MARCH - JUNE 2018

- 793 Game of Our Own participant surveys – from both the pre-surveys and the post surveys we were able to match 378 (363 from participants and 15 from Activators) of the responses and analyse the impact of the programme on these individuals.
- 22 Game of Our Own Project Lead surveys – from both the pre-surveys and the post surveys we were able to match 15 response and analyse the impact of the programme specifically to the Project Lead and school setting.
- 7 GF-YSA participant surveys

POST-PROGRAMME INTERVIEWS FEBRUARY - APRIL 2018

- 6 Game of Our Own Project Lead interviews
- 1 GF-YSA Project Lead interview