



Evaluation of Supplementary Investment for Scottish Governing Bodies of Sport

Final Report for **sportscotland**

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“Whichever way your sporting life unfolds, we want to ensure you have positive experiences throughout.”

sportscotland, Raising the Bar, Corporate Plan 2015/2019

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Executive summary

Introduction

1. This executive summary presents the findings of an evaluation of the Scottish Government's £2 million supplementary investment for Scottish Governing Bodies of Sport (SGBs). The research was commissioned by **sportscotland**.
2. A focus for much of the investment has been to support SGBs to expand their reach to the inactive and under-represented in sport. The one-off supplementary investment for the financial year 2017/18 has been used by SGBs to deliver on three outcomes:
 - expand their reach to the inactive and under-represented in sport, including women, girls, and older people;
 - tackle inequality and discrimination in participation in sport, in particular - lesbian, gay, bisexual, trans, and/or intersex (LGBTI) discrimination; and
 - further enhance child protection measures.

The investment has also been used to implement changes to help SGBs reach a higher level of the Equality Standard for Sport.

3. The overall aim of the research was to undertake an independent evaluation to demonstrate and provide evidence on the:
 - impact and outcomes achieved; and
 - project sustainability.
4. The study method included a desk based review. Among other things, this included a review of project background information and monitoring data. Face-to-face and telephone consultations were undertaken with 31 SGBs. In addition, eight consultations were undertaken with **sportscotland** staff and third sector organisations that support under-represented groups. An online survey and five focus groups aimed at project participants were also undertaken.

Main findings

Reaching target groups

5. Overall, a fair assessment is that projects and programmes were in the main successful in reaching their intended target group(s). The supplementary investment has supported in excess of 50 projects across SGBs and the projects have engaged a large number of individuals. The investment enabled activities to be accelerated quicker and/or to be implemented on a larger scale than in the absence of the investment.
6. Equalities and Inclusion investment:
 - overall, there was strong performance with many targets met in full or exceeded. Others were close to being met;
 - most activities were aimed at four target groups – women and girls, those living in a deprived area, young people, and disabled people. Fewer projects focussed on reaching older people and the LGBTI community. To a certain extent the same holds true for the inactive and ethnic minorities communities;
 - the projects reached about 11,500 people. Some projects are ongoing and will reach more people over the coming months; and
 - the highest absolute numbers reported for those reached are largely in line with the main target groups identified by SGBs – young people, women and girls, and those living in deprived areas. The exception is disabled people.
7. Transitional Support¹:
 - much of the project participation activity was aimed at young people and women and girls, followed by disabled people. There were fewer activities aimed at LGBTI, older people, or ethnic minorities; and
 - data shows that about 6,600 people took part.

¹ Note: Much of the investment was used to support enhancements in child protection and for work associated with the Equality Standard of Sport.

8. Some target groups will by their sheer size and visibility (e.g. women and girls, young people) be much easier to reach/engage than others. By targeting, for example women and girls, other target groups will likely have been reached indirectly. This includes older women, women from ethnic minorities communities, etc.
9. That being said, there has been less activity aimed specifically at reaching some target groups. In part this might simply reflect the nature of projects submitted by SGBs and approved by **sportscotland**. It might also reflect a less segmented approach adopted by some SGBs (i.e. approaches that target the general population may inevitably reach specific target groups, for example women, girls, etc).

Key factors for success

10. A wide range of success factors emerged from the research. Projects that were part of an existing prioritised action plan were often able to be mobilised quicker and more successfully than others.
11. A key ingredient to success was the extent of collaboration between SGBs and other agencies, groups, clubs and wider partners. Engagement with agencies and organisations with expertise, knowledge and understanding in engaging under-represented groups has helped SGBs to:
 - facilitate better/quicker access to potential participants;
 - ensure that the specific needs of under-represented groups were better understood;
 - leverage in additional resources for project activities (e.g. investment, people, equipment, facilities, venues);
 - achieve (in many cases) better levels of engagement from participants; and
 - save time and effort.
12. Linked to collaboration were success factors such as having “familiar faces and places”. By that we mean using coaches, volunteers, school staff, etc who know some participants already. Additionally, it means project activities being held in local community venues, centres and spaces that participants are familiar with (and can get to easily).

13. A wider range of success factors include:

- links to UK wide programmes often led to wider benefits;
- a mix of approaches to break down barriers;
- building the capacity of the coach and volunteer workforce;
- the existence of developed pathways to different forms of participation - cradle to grave; and
- some activities acted as the initial hook to get individuals interested. This then provided an opportunity to engage in other activities (e.g. vocational training).

Project sustainability

14. A fair assessment is that most SGBs have had one eye on the future in terms of ensuring the long-term continuity of provision. Many are continuing to undertake a wide range of actions to support this ambition.

15. The bulk of work undertaken by SGBs through the Transitional Support strand is core to the day-to-day operation of the SGBs (e.g. Child Protection). There is a legal duty and responsibility for this work to continue. Undoubtedly, the investment provided additional resources for SGBs to drive further action and progress. However, in the absence of ongoing additional investment, issues may arise around the extent to which activities can be adequately resourced going forward.

16. For those projects aimed at increasing reach and participation in sport and capacity building activities² sustainability was at the forefront of project design. This was with a view to laying the right foundations for projects to continue when SGBs take a step back. This included, among other things:

- the design, development and distribution of guides/resource packs to those who eventually lead sessions/activities;
- advice, training and/or mentoring support to individuals to develop the skills and confidence to deliver sessions/activities;
- charging a small fee to support delivery costs;
- increasing the number of coaches and volunteers engaged in delivery;

² Primarily Equalities and Inclusion but also Transition Support.

- use of discounted (or free) venues;
 - partnership arrangements to share costs or to ultimately transfer the burden of delivery; and
 - actively seeking alternative investment to help sustain and develop programmes in the future. Some SGBs have already secured investment.
17. Ensuring sustainability in the long term across all SGBs could be strengthened by a much more structured, systematic and collaborative approach. This includes how SGBs develop, manage, and deliver activities and programmes in relation to child protection and equalities issues. This would ensure best use of limited resources, avoid unnecessary duplication, and create economies of scale.

Changes seen in physical activity rates

18. Evidence for changes in physical activity levels largely comes from the participants survey and focus groups. It should be noted that responses to surveys was limited. It is not robust or representative, and the findings need to be reviewed in this context.
19. There are, however, some positive signs from the evaluation that projects have led to sustained or increased physical activity levels for participants. The main feedback was that participation had encouraged people to be more active more often, and the less active to be more physically active.
20. Increased physical activity is one of a number of benefits and impacts participants achieved. Evaluation evidence highlighted that participants place particular value on benefits over and above changes to their physical activity levels:
- a key point raised in the young people survey was that participation was fun. They enjoyed taking part with their friends and/or meeting new people;
 - all young people that responded to the survey reported that taking part in sport and physical activity makes them feel healthy, confident, and helped them to make new friends. Teenagers further reported that it made them feel included and interested to try other things;
 - the fun element of participation also came out strongly in the adults survey. As did increased fitness and weight loss (both 71%); and

- wider benefits reported by 78%+ of adults included that participation in sport and physical activity makes adults feel healthy, close to other people, optimistic about the future, and included.

Barriers encountered

21. Barriers encountered were examined from two perspectives, including those faced by:

- SGBs in the management and delivery of supported projects; and
- under-represented groups.

22. Firstly, the reality for SGBs was that in many cases the investment did not result in 12-months activity. The investment was awarded in summer 2017 (not April). This resulted in a condensed delivery period until the end of March 2018. Although a few projects are ongoing. Equalities and Inclusion investment awarded to SGBs was typically less than requested, leading to a period of project re-scoping.

23. Wider constraints that impacted on delivery included:

- short-term nature of the investment, and time taken to recruit staff and for them to take up post;
- developing partnerships takes time, in particular in new geographic areas. This includes identifying the “right” person to speak to; working through other agencies’ decision making process and timescales; varied levels of buy-in, support, and responsiveness;
- element of competition with other sports (and other service providers). For example where project activities focussed on the same geographic areas and/or same target groups;
- difficulties in data capture among SGBs. This included where delivery was through another organisation (e.g. clubs, schools, etc); and
- poor weather over the winter months effected outdoors sports and training.

24. Further, each SGB has largely co-ordinated its projects in isolation from other SGBs. This poses barriers and challenges in terms of co-ordinating programmes, activities, engagement with partners, processes, and achieving things at scale with any consistency. There is a potential risk of duplication of effort.

25. Secondly, there is clear evidence from the evaluation that the various projects supported have sought to break down barriers. This has been achieved through a mix of approaches, including but not limited to:

- increasing awareness of, and improving opportunities to, participate in sport;
- tailored activities in safe, welcoming, accessible, and inclusive venues;
- fun, social and positive recreational experiences of sport;
- changing attitudes and perceptions of individual sports;
- developing role models;
- training, mentoring, and support for coaches and volunteers; and
- signing up to the LGBT Charter.

Child protection and equality standard for sport

26. The provision of Transitional Support investment allowed SGBs to continue with much of their ongoing work to further enhance existing child protection measures. This included adapting existing arrangements in response to the new Standards.

27. The new Standards were only recently launched at the same time of the consultation process for the evaluation. Many SGBs were still at relatively early stages in what was expected to be a longer-term process.

28. The investment has also been used in other ways. This included capacity building activities designed to enhance the skills, knowledge and experience of coaches and volunteers. It also included the development and strengthening of administrative and governance tools that underpin child safety and wellbeing arrangements.

29. It is perhaps too early to assess the impact of these activities. However, good progress has, and will continue to be made. Among other things, key areas of activity included:

- SGB involvement in the initial pilot which resulted in the new Standards;
- employing a part-time Child Protection/Safeguarding Officer;
- bringing in specialist consultancy support to further enhance existing arrangements and ensure compliance with the new Standards; and
- training needs analysis, action plan development, and training.

30. A number of SGBs have used the Transitional Support investment to help retain or achieve a higher level of the Equality Standard of Sport. In the main this has been to achieve a higher level. The activities undertaken with the investment in pursuit of the Equality Standard for Sport is ongoing. While there has been considerable work progressed to increase knowledge and understanding and to raise awareness, it is perhaps too early to assess impact. SGBs reported that benefits have been achieved through this work. This spans, for example, higher profile, increased skills, knowledge and understanding among staff, and volunteers, improved documentation and literature, and more robust systems and processes.
31. Timescales for use of the supplementary investment perhaps did not lend itself to a more joined-up and co-ordinated approach across SGBs. This is something that could be considered in the long-term as there are likely to be economies of scale.

Impacts and outcomes

32. The need to be able to evidence impact is increasing. The evaluation found that some SGBs found this challenging. This relates to levels of appropriate skills, knowledge and capacity. Each SGB undertakes monitoring and evaluation in its own way. As such a consistent approach to methods and tools used, etc is lacking. This presents challenges when trying to assess impact at a programme level and across all SGBs.

Recommendations

33. The following section sets out recommendations for consideration by **sportscotland**. The recommendations relate to the national agency for sport, however, some are also relevant for SGBs and/or affiliated clubs. It sets out the recommendations which are most pertinent. There are wider recommendations identified within the main report.

Reaching target groups

34. **sportscotland** and SGBs should give consideration to how best to support more activities aimed at specific target groups. This includes LGBTI, ethnic minorities' communities, and older people (where appropriate).
35. SGBs cannot address issues of under-representation in sport equally, and this is related to many different factors. The scale of the "ask" by Scottish Government and **sportscotland** therefore needs to be appropriate and relative to the scale of the SGB.

Further, there needs to be recognition that some sports are culturally and/or physically more difficult to introduce and develop among certain target groups.

Changes in physical activity rates

36. In order to more clearly and robustly evidence the extent to which projects are leading to an increase in physical activity levels, a systematic and consistent approach should be developed. This would allow SGBs to capture baseline and ongoing data (at scale) among participants. This should not, however, be the only measure of success. Qualitative benefits and impacts should also be routinely captured.

Key factors for success

37. Building on existing good practice, **sportscotland** should consider taking a strategic lead at a national level in developing and sustaining a multi-agency approach with key agencies and organisations. This includes those organisations that have specialist expertise, knowledge and understanding of under-represented groups. This would avoid the situation where all SGBs are targeting the same partners and target groups, leading to dilution of resources and impact.
38. **sportscotland** should consider ways to share the learning from this evaluation on success factors. This includes with SGBs and wider stakeholders. This should, however, extend beyond success factors and cover barriers, monitoring and evaluation, child protection, etc.
39. Driving participants through a curriculum or rigid programme is often counterproductive when dealing with some under-represented groups. This should be reflected in coaching and volunteer development programmes to ensure that programme activities and delivery are more flexible. This would ensure that activities are centred on the needs of individuals and target groups.

Barriers encountered

40. Cultural differences can influence participation. This issue needs to be explored in more depth to better understand how this impacts upon participation in sport and physical activity. Importantly, this would help identify the most appropriate ways of addressing under-representation

Project sustainability

41. SGB activities to build the capacity of others, including the volunteer workforce to support delivery at a local level works well in practice. It suggests a greater role for SGBs as an enabler rather than deliverer of activity. This should include a more systematic and consistent approach to the development of resource guides/packs/CPD resources, etc. It should also include consideration to what more can be done to ease/incentivise a diverse range of volunteers to become involved.
42. A lack of long-term and sustained investment and resources can impact negatively on participation in sport and physical activity among the inactive and under-represented groups. Activities to engage these groups (and sustain involvement) can be both time consuming and resource intensive. The Scottish Government and **sportscotland** (and SGBs) should consider how more sustainable investment streams can be developed to build on the momentum achieved to date.
43. **sportscotland** and SGBs should jointly explore opportunities to further develop sponsorship and Corporate Social Responsibility investments to support the further development of equalities and inclusion activities.
44. **sportscotland** and SGBs should consider whether there is scope for increased engagement with its counterparts across the UK to work collaboratively to address issues of under-representation in sport.
45. Consideration should be given to identifying and achieving potential wider economies of scale in project delivery across SGBs (e.g. negotiating access to facilities via a framework agreement with operators).

Monitoring and evaluation

46. **sportscotland** should give consideration to establishing a systematic and consistent way of SGBs recording data to allow a more robust measurement of participation/reach among target groups. Any framework should extend beyond outputs to capture outcomes and impacts, and should be developed in partnership with SGBs.
47. Consideration should be given to the development of partnerships to help build the capacity of SGBs in the area of monitoring and evaluation (e.g. Evaluation Support Scotland).

1. Introduction

This report presents the findings of an [evaluation of the Scottish Government's supplementary investment for Scottish Governing Bodies of Sport \(SGBs\)](#). The research was commissioned by **sportscotland**. It was undertaken by EKOS Ltd and Integratis Consulting between November 2017 and July 2018.

1.1 Background

The Minister for Public Health and Sport announced a supplementary investment package of £2 million for SGBs in April 2017.

The Scottish Government's vision is for "*A More Active Scotland*", where more people are more active, more often"³. There is a renewed focus on:

- encouraging and enabling the inactive to be more active;
- encouraging and enabling the active to stay active throughout life;
- developing physical confidence and competence from the earliest age;
- improving Scotland's active infrastructure - people and places;
- supporting wellbeing and resilience in communities; and
- improving opportunities to participate, progress, and achieve in sport.

The Scottish Government plays a key role in promoting sport and physical activity in Scotland. This includes providing investment to the national agency for sport - **sportscotland**. With mechanisms already in place for providing investment in SGB strategies aligned to **sportscotland** outcomes, **sportscotland** implemented a process for allocating and monitoring the supplementary investment to SGBs.

Underpinning the Scottish Government's Active Scotland Outcomes Framework is an emphasis on addressing inequalities in sports participation and widening engagement with communities. This is also at the heart of **sportscotland**'s Corporate Plan⁴.

³ The Scottish Government, Active Scotland Outcomes Framework, 2014.

⁴ **sportscotland**, Raising the Bar: Corporate Plan 2015-19.

A focus for much of the supplementary investment has been to support SGBs to expand their reach to the inactive and under-represented in sport. The one-off investment for the financial year 2017/18 has been used by SGBs to deliver on three outcomes:

1. [Expand their reach to the inactive and under-represented in sport, including women, girls, and older people.](#)
2. [Tackle inequality and discrimination in participation in sport, in particular - lesbian, gay, bisexual, trans, and/or intersex \(LGBTI\) discrimination.](#)
3. [Further enhance child protection measures.](#)

The investment has also been used to implement changes to help SGBs reach a higher level of the [Equality Standard for Sport](#).

The announcement of the £2 million supplementary investment needs to be set within the wider context at that time.

In 2017/18 there was a reduction in **sportscotland**'s budget from the Scottish Government. This was in line with the more general trend of reduced public investment in Scotland. Among other things, this led to a reduction in investment from **sportscotland** to SGBs. **sportscotland** was also reviewing some SGB investment in line with its planned cycle, and reductions were applied on the basis of achievement of agreed outcomes and the new strategy submitted.

The reduction in investment was introduced part way through the financial and business planning cycle. This resulted in timing challenges for **sportscotland** and SGBs to plan, manage and minimise the impact on business as usual.

In response, the Scottish Government allocated supplementary investment of £2 million for 2017/18 to support and smooth the transition period.

There was a clear expectation that **sportscotland** would use its leadership, influence and resources to help address inequalities in sports participation. This was to include supporting activities to better reach the inactive and under-represented in sport.

1.2 Supplementary investment strands

The supplementary investment has two discrete strands - Transitional Support and Equalities and Inclusion, as briefly described below. Each strand is considered in more detail within **Chapter 3** and **Chapter 4**.

Table 1.1: supplementary investment – budgets and allocations

Investment strands	Budget	Allocated	% Allocated
Transitional Support: To progress activity identified in Equality Action Plans or enhance existing activity already being undertaken.	£1,250,000	£1,256,200	100%
Equalities and Inclusion: To support new project activity aimed at key equalities target groups.	£750,000	£665,099	89%
Total Investment	£2,000,000	£1,921,299	96%

Source: **sportscotland**. Note: Allocated does not represent monies spent.

Note: The Equalities and Inclusion investment allocated includes £105,000 awarded to Scottish Golf once it submitted a revised strategy and met some conditions applied to its investment.

In addition to the supplementary investment, the evaluation also reviewed a number of **existing equalities projects** delivered by SGBs. The findings are presented in a separate report.

1.3 Study aims and objectives

The overall aim of the research was to undertake an independent evaluation to demonstrate and provide evidence on the:

- impact and outcomes achieved; and
- project sustainability⁵.

1.4 Study method

The study was undertaken in seven main stages, as illustrated in **Figure 1.1**. More detail on the study method is provided in **Appendix A**.

⁵ In the absence of any additional investment post the end of March 2018.

Figure 1.1: study method



1.5 Report structure

The remainder of the report is structured as follows:

- **Chapter 2** sets the scene for the research. It also highlights key messages from the existing evidence base around equality in sport;
- **Chapter 3** provides more detail on the Equalities and Inclusion strand. This includes how the investment has been used;
- **Chapter 4** presents an overview of the Transitional Support strand;
- **Chapter 5** presents feedback from project participants; and
- **Chapter 6** presents our overall conclusions and recommendations for consideration by **sportscotland**.

Further detail is provided within the **Appendices**.

Project summaries are contained in a separate report.

2. Setting the scene

This Chapter briefly sets the scene for the evaluation. It draws on key messages from a review of the existing evidence base and wider documentation on inequality and under-representation in sport.

2.1 Summary

There has long been inequalities in sports participation in Scotland (and the UK) at all levels. A challenge, however, is that the evidence base is varied across different under-represented groups (e.g. it is better for some groups than it is for others). There are wider issues regarding self-reporting which often leads to under-reporting.

In response **sportscotland** has commissioned research to help better understand inequalities in sports participation in Scotland. The Scottish Government has also undertaken analysis of equality data to shed further light on the issue. The **sportscotland** research in particular identifies the main barriers to participation among target groups (e.g. women, disabled people, LGBTI, etc). Importantly, it identifies actions to help address the main barriers. Barriers span for example negative attitudes and stereotypes (disabled people), loss of confidence (older people), lack of positive role models (LGBTI), self-esteem and body-confidence (women and girls), and racism, time and family life (Race).

Over the years steps have, and continue to be taken, to remove barriers and promote inclusion in sport. **sportscotland** has a crucial role to play in influencing equality. It does this in many different ways, including leading by example, sharing evidence, training, developing and building capacity, and investment in sports activity. SGBs are a crucial part of the fabric of sport. The organisations also have a leadership role in promoting equality, tackling discrimination, and increasing diversity. SGBs are committed to ensuring that everyone has an equal opportunity to participate in sport (“sport for all”).

Despite increased policy focus and attention, there are still concerns regarding the extent to which there has been significant progress and action on equality. The question for some is whether the increased attention has actually led to change. In particular, many involved in sport are unsure how to integrate equality into their work.

2.2 An increasing focus on equality in sport

Context

It has long been recognised that there are significant inequalities in sports participation in Scotland (and the UK). This inequality spans involvement at all levels. This includes from participants to coaches, from officials to volunteers, and from employees to Board members.

Recent research published by **sportscotland** (2016)⁶ found that staff involved in the sporting system in Scotland were of the view that equality was increasing in both awareness and importance. This was considered to be reflective of a stronger emphasis and focus on equality at a national level. Further, there has been an increase in training and development opportunities around equality in sport.

However, despite this increased focus and attention, the report highlighted concerns regarding the extent to which there has been significant progress and action on equality. In particular, many involved in sport were unsure how to integrate equality into their work. This suggests a skills, knowledge and capacity gap across the sporting system.

A further issue raised in the research report was that there is a relatively uneven understanding of equalities in relation to the protected characteristics. Confidence is reported to be higher for sex, disability, age and socio-economic status. It is lower for other protected groups.

A variable evidence base

Monitoring of equalities information can be a sensitive issue, and there are often issues with the depth and quality of data. Much relies on self-reporting which often leads to under-reporting. This is further complicated by the fact that the protected characteristics are not stand-alone. A person may have two or more protected characteristics (e.g. a disabled woman from an ethnic minority community). Indeed, the recent **sportscotland** research report found there to be a better evidence base for some protected characteristics than for others.

⁶ Research Scotland Report to **sportscotland**, Equality and Sport Research, January 2016.

The Scottish Government has also undertaken analysis of equality data⁷. Of note for this evaluation are that:

- there is a lack of an evidence base on physical activity across certain protected characteristics, including sexual orientation;
- key at risk groups of being physically inactive include the elderly and teenage girls;
- retirement and primary to secondary transitions are important;
- inequality by deprivation in sports participation in children is widening;
- inequality by gender in physical activity has narrowed substantially between teenage boys and girls. This has largely been driven by girls becoming more active; and
- school activity becomes increasingly important as children get older.

“Work to address inequality is required on multiple fronts”.

2.3 Under-representation in sport

Recent research highlights particular inequalities in sports participation in Scotland⁸:

- men participate in sport more than women. Women are also less likely to be members of sports clubs and participate in different sports from men;
- lower participation in sport by women starts in the early teenage years;
- disabled people are less active. They are much less likely to participate in sport than non-disabled people;
- there is a clear drop-off in participation among those aged 45+plus; and
- quantitative data in relation to sexual orientation and sports participation is limited.

Sport on its own cannot address the issue of under-representation.

Over the years steps have, and continue to be taken, to remove barriers and promote inclusion in sport.

Existing research, and our own experience from other studies is that, the issue of under-representation must be considered within a much wider context.

⁷ Scottish Government, Active Scotland Outcomes: Indicator Equality Analysis, 2015.

⁸ Research Scotland Report to **sportscotland**, Equality and Sport Research, January 2016.

Many of the factors affecting under-representation of particular groups in society - be that participation in sport, in Further and Higher Education, and/or in the labour market - are in fact a reflection of much broader cultural, societal and historic differences. Many are often long-standing and deep-rooted. Recent research supports this view⁹. Research shows that there are a wide range of barriers (real or perceived) which make it difficult for under-represented groups to participate in physical activity and sport. Some groups may need more help¹⁰ or have different needs from the wider population.

Widening access to sport has long been a policy priority at all levels (as has encouraging more people to be active). This includes support for activities to reduce barriers to participation and positive action to encourage participation from all of Scottish society. The Scottish Government's supplementary investment for SGBs is a good example of this approach in action.

2.4 The role of **sportscotland**

sportscotland has a crucial role to play in influencing equality. It does this in many different ways, including leading by example, sharing evidence, training, and developing and building capacity among coaches, volunteers and professional staff. As the national agency for sport, **sportscotland** aims to ensure that **sport is accessible to all**, and that people have a **positive experience of sport**. This is in recognition of the inequality and discrimination that exist in sport in Scotland.

sportscotland equality outcomes includes a focus on ensuring that:

- Young people from our most deprived areas, girls and young women and disabled young people will have access to improved sport and physical activity opportunities, enabling them to participate and progress in school sport and club sport.
- **sportscotland** and Scottish sport are supported to embed equalities and inclusion in their work.
- Sports organisations and people working in sport will have an improved understanding and awareness of the needs of people with protected characteristics.

Source: **sportscotland**, Equality Outcomes for 2017/21.

⁹ Research Scotland Report to **sportscotland**, Equality and Sport Research, January 2016.

¹⁰ For example, as a result of experiencing disadvantage, having experienced discrimination, etc.

2.5 The role of SGBs

SGBs are a crucial part of the fabric of sport.

Among other things, they have an important role to play in:

- developing and promoting its sport;
- encouraging and growing participation;
- developing coaches, volunteers, athletes, officials and participants; and
- managing the rules and regulations of its sport (e.g. child protection, equality).

The ultimate goal is to develop a more equal and inclusive sporting system.

SGBs also have a leadership role in promoting equality, tackling discrimination, and increasing diversity. This involves adhering to the principles of the Equality Act 2010 and working towards the appropriate level of the Equality Standard for Sport. The focus is on ensuring that equality is embedded and evidenced by its clubs/members across all aspects of its operations (i.e. not simply an add-on or tick-box exercise).

2.6 Challenges faced by SGBs in addressing inequalities

sportscotland and SGBs already make a significant contribution to addressing inequalities in sports participation and widening engagement with communities.

This forms an important part of the work that SGBs do which is invested in through **sportscotland**. This includes investment in SGB strategies aligned to **sportscotland** outcomes, and more recently, the supplementary investment.

Prior to setting out how the supplementary investment has been used by SGBs, it is important to reflect on the range of challenges the organisations face. These challenges can influence how effective each SGB can be in addressing inequalities in sports participation. This includes, for example:

- the size and scale of SGBs varies considerably;
- SGBs, like many other organisations that receive public investment, are being asked to achieve more with fewer resources;
- the resources available to SGBs varies considerably (people and investment);
- levels of expertise, skills, knowledge and experience differs greatly;

- some sports are culturally and/or physically more difficult to introduce and develop among certain target populations;
- different sports are competing against each other for the same target audiences;
- key partners and stakeholders have a challenge to engage equally with all SGBs, as there are so many different organisations looking to establish partnerships; and
- having to evaluate and evidence the wider impact of the work that they do.

3. Equalities and inclusion strand

3.1 Summary

Demand for the Equalities and Inclusion investment of £750,000 was strong. A total investment of £1,654,079 was requested by 30 SGBs in their Business Cases to **sportscotland**. This was more than double the investment available.

A total of £665,099 was awarded to 17 SGBs. This represents 89% of the total budget, with around £85,000 remaining unallocated. Many SGBs awarded investment were successful in securing additional investment from a range of other sources to support project delivery. SGBs also invested a significant amount of staff time.

Awards made from the Equalities and Inclusion strand varied in size. This ranged from £2,420 (Waterski & Wakeboard Scotland) to a high of £70,000 (Table Tennis Scotland).

In many cases, the investment sought by SGBs was greater than the amount approved by **sportscotland**. As to be expected, this had implications for project delivery. For example, some projects were scaled back as a result (e.g. a subsequent focus on a reduced number of geographic areas or target groups).

Much of the Equalities and Inclusion investment supported activities to accelerate and expand reach with the inactive and under-represented groups. This included young people, women and girls, older people, disabled people, those living in deprived areas, ethnic minorities communities, and the LGBTI community. Some investment was used to tackle inequality and discrimination in participation in sport, particularly LGBTI discrimination.

A total of 23 projects were undertaken which centred on: breaking down barriers to participation; projects and programmes to increase participation in sport; and capability building activities.

Across the board projects and programmes were aimed at engagement with various equalities target groups and the inactive. Women and girls, followed by individuals living in deprived areas, young people, and disabled people were the most common target groups. Some target groups will by their sheer size and visibility be much easier to reach/engage than others.

While there have been some challenges (e.g. longer lead in times than expected, time taken to recruit staff and build relationships with partners, etc), progress against agreed targets with **sportscotland** has been strong overall. The projects reached around 11,500 individual participants.

3.2 Context and process for allocating investment

A total of £750,000 was available to SGBs from the Equalities and Inclusion strand. SGBs were invited to submit a Business Case(s) to **sportscotland** for investment. Criteria was provided to guide the development of project proposals (**Appendix B**).

3.3 Business cases received and approved

Demand for Equalities and Inclusion investment was strong. **sportscotland** received Business Cases from 30 SGBs by the deadline of mid-May 2017. The expectation was that the investment would support actions within Equality Action Plans (EAPs). This included the scale up of existing projects, and/or projects which could start immediately.

Table 3.1: business cases – equalities and inclusion support

Business cases	Investment requested	Investment approved
Number of SGBs	30	17
Number of projects	41	23
sportscotland investment	£1,654,079	£665,099

Source: **sportscotland** Business Cases Spreadsheet

Note: The Equalities and Inclusion investment allocated includes £105,000 awarded to Scottish Golf once it submitted a revised strategy and met some conditions applied to its investment.

Key points to note from **Table 3.1** include that:

- a total investment of £1,654,079 was requested by SGBs. This was more than double the investment available; and
- a total of £665,099 was awarded to 17 SGBs. This represents 89% of the total budget, with around £85,000 remaining unallocated.

Many SGBs awarded investment were successful in securing additional investment from a range of other sources to support project delivery. SGBs also invested a significant amount of their own staff time. **Appendix B** provides a summary of the Business Cases received and those awarded investment.

Similar to the Transitional Support strand, awards made from the Equalities and Inclusion strand varied in size. This ranged from £2,420 (Waterski & Wakeboard Scotland) to a high of £70,000 (Table Tennis Scotland). The average award size was £33,000.

In many cases, the investment sought by SGBs was greater than the amount approved by **sportscotland**. This had implications for project delivery. For example, some projects were scaled back (e.g. a subsequent focus on a reduced number of geographic areas or target groups). Any revisions to projects and associated targets were discussed and agreed with **sportscotland**.

A total of [23 Equalities and Inclusion projects](#) have been delivered across the SGBs. In a handful of cases multiple projects were delivered by SGBs with the Equalities and Inclusion investment (i.e. Basketball Scotland, Judo Scotland, Netball Scotland, Scottish Athletics, and Scottish Cycling).

While the investment was anticipated to be spent by the end of March 2018, some projects were at a very early stage at the time of the evaluation. Some projects are ongoing over the next few months.

The extended delivery period for some projects (e.g. Badminton Scotland, Netball Scotland, Scottish Athletics, Scottish Handball, and Scottish Rugby Union) is reflective of a number of factors:

- while the investment was made on the basis of it being one-year investment, the reality is that projects have had shorter delivery periods. The Equalities and Inclusion investment was not approved in April 2017, but in summer 2017;
- the investment approved by **sportscotland** was typically less than that requested by SGBs. This led to a period of project re-scoping;
- the time taken to recruit staff and for them to take up post. Where SGBs recruited staff to support project management and delivery these were typically advertised as initial one-year contracts;
- longer lead in times than anticipated. While projects were scoped out and ready to start, SGBs typically encountered wider delays including those outwith their control, for example:
 - lead times to develop resources e.g. marketing materials, resource packs, training/coaching plans, etc
 - lengthy engagement processes, most notably with Local Authorities, Leisure Trusts, and schools
 - access to, and costs of, accessing suitable venues; and

- the project delivery period included the winter months. Outdoor sports in particular and the delivery of training were hindered by poor weather.

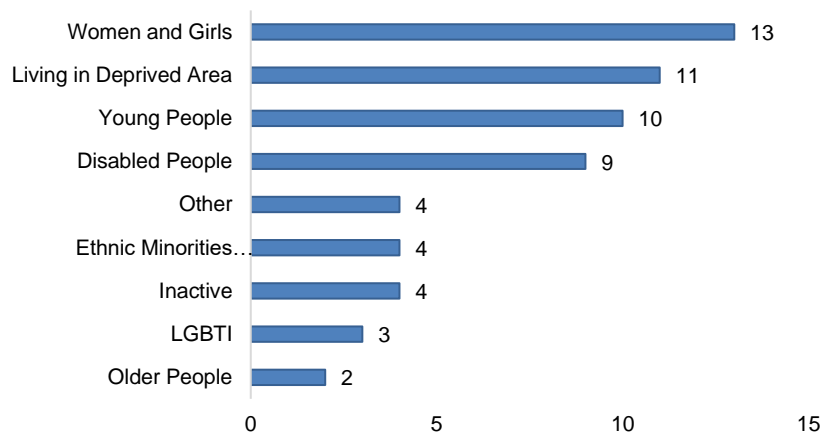
3.4 Target groups

The Equalities and Inclusion investment has primarily been used by SGBs to support a wide range of activities aimed to:

1. [Accelerate and expand reach with the inactive and under-represented groups in sport](#). This includes young people, women and girls, older people, disabled people, those living in deprived areas, ethnic minorities communities, and the LGBTI community.
2. [Tackle inequality and discrimination in participation in sport, particularly LGBTI discrimination](#).

Much of the activity falls into the first category. Across the board projects and programmes were aimed at engagement with various equalities target groups and the inactive. Women and girls, followed by individuals living in deprived areas, young people, and disabled people were the most common target groups, **Figure 3.1** (**Appendix B** for more detail at a project level).

Figure 3.1: target groups



N=23 projects Source: EKOS analysis of Monitoring Sheets and Follow-up Calls with SGBs

“Other” target groups include: gypsy/travellers (Urban Box)¹¹, non-contact females (Rugby’s Girl Guiding Project), and older people (50-65 years) (Active & Healthy Table Tennis).

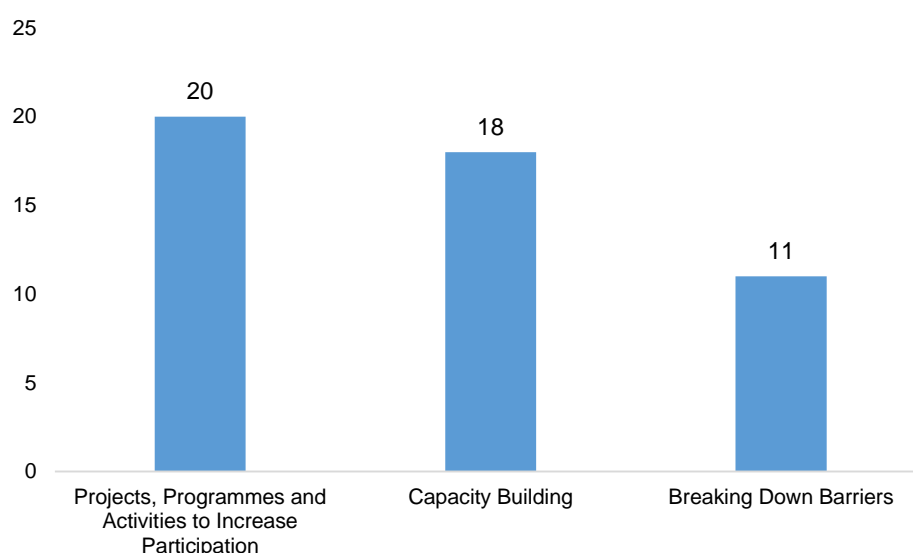
¹¹ Note: Boxing Scotland’s Urban Box Project has, however, not yet managed to engage with gypsy/travellers (see also **Project Summaries Report**).

3.5 Activities supported

Activities supported through the Equalities and Inclusion investment can be clustered across three main areas, as outlined in **Figure 3.2**.

In many cases the projects supported cut across more than one activity type, and in many ways are inter-related and connected. For example, activities to break down barriers were often aimed at increasing participation in sport. The activities go hand in hand.

Figure 3.2: equalities and inclusion investment - type of activities supported



N=23 Project. EKOS Analysis of Project Information.

Note: SGBs are often delivering across more than one investment area.

3.5.1 Breaking down barriers to participation

Our consultations with SGBs and wider stakeholders confirmed that there are a wide range of real (and perceived) physical and cultural barriers which can make it difficult for particular individuals to take part in sport and physical activity.

It is important, however, to recognise that the Equalities and Inclusion projects delivered to break down barriers to sports participation have not started from a blank sheet. Rather they have sought to enhance and build on a wide range of activities and projects driven by **sportscotland** and SGBs over the years.

Among other things, this has included bespoke projects and programmes to increase participation in sport, promotional campaigns, and case studies.

As highlighted in **Chapter 2**, there is a growing evidence base around under-representation in sport. This includes on the barriers that particular groups face in accessing, participating, and progressing in sport. SGBs reported that they have drawn on this and their own wider evidence base (e.g. equalities monitoring surveys, demographic audits and surveys) to:

- firm up what is often known anecdotally by SGBs about who is over and under-represented within its own sport; and
- inform the development and updating of EAPs which are used by SGBs to drive forward activity to address equalities issues. This includes the identification of priority target groups.

Eleven projects supported through the Equalities and Inclusion investment have been delivered which focused on breaking down barriers to participating in sport. The projects delivered include, for example:

- increasing awareness of, and improving opportunities to, participate in sport;
- creating specific and tailored projects and programmes for priority groups;
- ensuring that sports activities take place in safe, welcoming, accessible, and inclusive venues;
- fun, social and positive (first) recreational experiences of sport - gradual introductions to the basics;
- changing attitudes and perceptions of individual sports;
- promotional and marketing campaigns;
- developing role models;
- raising awareness, knowledge and understanding of equalities issues;
- training, mentoring, and support for coaches and volunteers; and
- signing up to the LGBT Charter.

A few examples of projects that help to provide a flavour of the activity undertaken to break down barriers are provided below. Detail on all projects is provided in the **Project summaries report**.

[Scottish Student Sport](#), in partnership with [Stonewall Scotland](#)¹², used the investment to accelerate the [Rainbow Laces Project](#) and to build awareness of homophobia and transphobia in sport. The project aimed to raise awareness of LGBTI within the Scottish university sector (i.e. student bodies, sports clubs, committee members). It was developed in recognition of the many different barriers at play when this equalities group is considered. This includes, for example the culture of sport can be quite macho, lack of emphatic coaching, and a fear of being abused.



A central element of the project was the design and delivery of training and workshops. The sessions focused on the main issues and barriers faced, and how to create more inclusive and welcoming sporting environments for the LGBTI community. It also encompassed the Rainbow Laces Campaign itself which aims to build awareness of homophobia, biphobia, and transphobia at all levels. This is with a view to building support for LGBTI fans and players on and off the pitch, and to challenge anti-LGBTI language.

All of the project's targets were met in full or exceeded:

- 7,719 laces delivered;
- 14 staff attended Train the Trainer course;
- awareness workshops delivered to 124 club committee representatives; and
- 10 elected students trained as "allies".



A key focus for [Scottish Squash's](#) investment has been the [Girls Do Squash](#) initiative. Squash was selected as one of nine sports in Scotland to take part in a multi-platform promotional and participation campaign – [Girls Do Sport](#).

¹² Among other things Stonewall Scotland campaigns for the equality of lesbian, gay, bisexual and trans people.

The campaign aimed to get girls involved in a more diverse range of sports. Girls Do Sport was a partnership between women's sport equality charity [Scottish Women in Sport](#) and the [University of West Scotland](#). Nine 15-minute videos focusing on women in sport were created.



Scottish Squash launched the Girls Do Squash campaign at Notre Dame High School in Glasgow with a screening of the Girls Do Squash promotional video - <https://www.youtube.com/watch?v=oR2iTv11XbA>. The school is the only remaining single sex comprehensive school in Scotland. It has a student body where around 40% of the girls come from an ethnic minority community. The aim of the squash initiative was to show that anyone can play the sport, no matter if they have never had any previous experience, and without fear of being judged.

The campaign also included positive stories to encourage more girls and women into sport, and to raise awareness of those regularly taking part in sport at all levels. It was supported by the provision of fun, introductory taster coaching sessions over a six-week period.

Project activity was broader than Girls Do Squash, and all targets were exceeded:

- 15 new community coaches trained and delivering sessions to target groups;
- 1,539 individuals from under-represented groups trying squash (mainly girls as well as disabled people and the LGBTI community); and
- 111 new female members recruited and retained.

Scottish Rowing's Adaptive Rowing Programme aims to break down barriers to participation among disabled people¹³. Based at the Scottish Rowing Centre at Strathclyde Park, and working with Help for Heroes, the



project provided opportunities for disabled people to take part in rowing activities. This included training on and off the water. It ultimately aims to build well-being, confidence and self-esteem through sport.

A total of 86 disabled people have taken part. It is now an integral part of the Rolling Recovery Programme delivered by the Personnel Recovery Centre. Scottish Rowing has also seen an increase in its engagement with veterans. Some individuals complete a three-hour round trip twice a week to take part.

3.5.2 Projects, programmes and activities

Much of the activity delivered focused on sports delivery in some shape or form. Almost all projects have sought to provide more and, importantly appropriately tailored and targeted opportunities for the inactive and under-represented groups to participate in sport and physical activity. A diverse range of projects and programmes have emerged as a result, including those that span:

1. Participation activities designed to be fun, sociable, and informal (yet structured) - essentially “come and try” and/or taster sessions.

This has been with a view to increasing social and recreational participation. Much of the project activity falls into this category (**Table 3.2**).

An example of how sports can be adapted is [Walking Netball](#). This allows people of all ages and abilities to participate in a social low impact physical activity session. The main demographic has been the 60+ population.

¹³ Transitional Support investment.

Walking Netball is endorsed by [Age Scotland](#). Essentially, it is a slower version of the game - netball but at a walking pace - with adapted rules and court size. The target of 450 new Walking Netball members has not been achieved. However, 22 Walking Netball Groups across the length and breadth of Scotland have been established. There are 284 members. Almost all are women and the average age is 64 years.

Table 3.2: some examples of targeted sports participation programmes

Projects	Target Groups
Smash in2 Badminton	Disabled people and those living in deprived areas
Walking Netball	Older people (50+)
InstaNet	Girls
Girls Do Squash	Girls
Judo Girls Rock	Girls
Curlability	Disabled people
Waterski & Wakeboard Fife Young Carer's Project	Young people
Jogscotland Groups	Inactive, women and girls, young people, LGBTI, those living in deprived areas
Active and Healthy Table Tennis	Older people (50+) and disabled people
Pick Up Basketball	Women and girls, disabled people, and those living in deprived areas
Women's Breeze Cycling Programme	Women

2. [Early years activity](#).

This is in recognition that physical activity is fundamental in a child's early years. It lays the foundations for healthy and active lifestyles. A few examples that have had an early years focus are described below.

[Fun5z Early Years](#) – is a brand new early intervention programme targeted at pre-school age children (ages 3-5 years). A Fun5z Early Years Resource Pack was developed by Netball Scotland for coaches, teachers, and volunteers. A promotional video and branding is in development. The project is being piloted and four sessions have been delivered (against a target of five). It is anticipated that ten will be delivered in nurseries by trained Early Years practitioners. Netball Scotland has been working with various partners, including Aberdeen Sports Village, South Ayrshire Council, and Perth College UHI.

So far 22 coaches, early years practitioners and teachers have been trained, and 21 children have taken part.

[Scottish Gymnastics Early Years Project](#) – this project included the design and delivery of a detailed resource pack for primary school teachers (and a CPD resource, including session plans). This is for use with children during PE to improve their levels of physical competencies and confidence. Progress towards targets has, however, been mixed:

- 420 primary schools received a free Scottish Gymnastics Skill Awards resource pack (target exceeded). This was aimed at teachers, and the resource pack provided details of various gymnastics skills levels to allow pupils to challenge themselves;
- 57 teachers trained; and
- 1,254 participants involved in gymnastics sessions.

3. [Development of entry points and pathways.](#)

[Judo Scotland's Visually Impaired Pathway programme](#) aimed to raise awareness of disability in sport and get more disabled people involved in Judo. Judo is currently the only martial art in the Paralympics. Activity to date has involved the design and delivery of a Visually Impaired guidance workshop for coaches (eight coaches took part). Activity sessions have been introduced at the Forrester/St Augustine's campus (Community Sport Hub) in Edinburgh. Both targets were exceeded:

- a visually impaired programme introduced in six schools; and
- 58 participants.



4. [Activities that combine sport with vocational training.](#)

An example is [Boxing Scotland's Urban Box Project](#) which is delivered by the [Rural & Urban Training Scheme](#) (RUTS). It uses boxing as a means to engage young people in sport, and at the same time supports young people to gain qualifications to develop skills and improve employability prospects. Progress against targets has been mixed¹⁴, and key achievements include:

- 102 participants have taken part in Urban Box to date. The majority are male (69 males and 33 females), and the average age is 15 years;
- wider activities (e.g. taster sessions) did engage additional young people. This includes 35 young people at Boxing Scotland's Novice Championship, and taster sessions with the Citadel (Edinburgh) and with the Hype programme (West Lothian) - 25 participants;
- RUTS is currently working towards being able to offer the Boxing Scotland Level 1 Coaching Qualification. A member of RUTS staff is shadowing a Boxing Scotland National Coach. This will allow RUTS to deliver the coaching qualification to selected participants in Urban Box who display the appropriate competence. A number of participants have already been identified. This aspect took longer than anticipated but is now moving in the right direction, and will be a key component as the project continues into its second year;
- RUTS is currently upskilling staff to deliver the SQA Professional Development: Practical Abilities (SCQF level 4) through the delivery of the Urban Box programme; and
- RUTS is having conversations with Leith Victoria Boxing Club with a view to establishing a base in Edinburgh for the delivery of Urban Box.

5. [Signposting and developing clear pathways to support individuals into local club infrastructure.](#)

Developing participation in sport at a grassroots level has been a central feature within projects to support growth in club membership and player retention. A few examples of where this is happening are outlined below.

¹⁴ RUTS provided additional data directly to EKOS.

[Scottish Athletics](#) has established 13 new [jogscotland groups](#) (target met) across the country that involve a wide range of target groups. In supporting participants to become more active, Scottish Athletics ensures that links are made (where appropriate) to other jogging groups and/or local athletic clubs. This ensures that there is a pathway in place for those who want to be physically active more often and/or to become involved in their local club.

Some wider figures and positive achievements are:

- 38 Jog Leaders have participated in a Jog Leader education course;
- of which 27 are running/will run the 13 new [jogscotland](#) groups. The other leaders are supporting one of the new groups in the early stages;
- 149 new members are participating in the 13 new groups. This includes those who are inactive, those who live in deprived areas, young people, women and girls, and the LGBTI community;
- the Hawkhill Community Centre project, which is for young people living in a deprived area (Alloa), has created links with a local supermarket who provide free weekly fruit. It has also trained two centre workers to deliver junior [jogscotland](#) to the group; and
- the Glasgow Frontrunners project has a focus on increasing participation among bisexual and lesbian people. It delivered a “female takeover” event on International Women’s Day and attracted new members. It has also sought to identify female Jog Leaders.

[Scottish Rugby Union](#) has established a partnership with Girl Guiding Scotland (GGS) who have 50,000 members. The goal is to increase the footprint and growth of the girls’ game through delivery of Tartan Touch.

A workbook has been designed containing plans/tasks for sessions. Each session focuses on developing a specific skill, linked with the outcomes of GGS and Scottish Rugby Union. The sessions are run by Guide Leaders and volunteers, who are trained by the Scottish Rugby’s Women and Girls Team.



The project, which is currently ongoing to December 2018, will support the transition of some girls into local teams. A total of 222 girls have taken part to date (target 500).

6. [Support and pathways for volunteers and coaches](#) – some projects involved training, mentoring and support to grow and build the capacity of the volunteer workforce. A good example is [Tennis Scotland's She Rallies Programme](#) (see **Section 3.5.3** below for more details).

3.5.3 Capacity building

The third strand of activity that has been a key feature across many Equalities and Inclusion projects has been capacity building and knowledge transfer. In order to enhance the sustainability of projects, many SGBs have sought to:

- design, develop and distribute guides/resource packs (e.g. core skills, session plans, roles and responsibilities of leaders, etc) to those who will eventually lead sessions/activities;
- increase the coach and volunteer workforce;
- provide advice, training and/or mentoring support to individuals (e.g. volunteers, teachers, Local Authority and Leisure Trust staff, etc) to have the skills and confidence to deliver sessions/activities once the SGB takes a step back;
- directly link activities to existing clubs, organisations, Active Schools, etc;
- develop partnerships with organisations that will take on programmes in the long-term;
- explore the option of introducing a small fee/charge;
- look for cost effective facilities; and
- seek alternative and additional sources of investment.

A few examples of the different ways SGBs have gone about the delivery of capacity building support in local communities across Scotland are outlined below.

[Tennis Scotland](#), through its [She Rallies Programme](#)¹⁵, aims to attract more girls and women to take part in tennis (Judy Murray OBE is the programme ambassador). In particular it has focused on providing a safe environment to encourage more women to become tennis “activators” and coaches. The programme runs throughout Scotland and seeks to accelerate the number of trained She Rallies ambassadors through a series of targeted regional training events.

There are 26 ambassadors delivering the programme in England, Wales and Scotland. Three are in Scotland. A Scottish launch event took place in May 2017 with 45 activators trained.



Some of the sessions delivered include: Lil Miss-Hits for girls aged 5-8 years, Teen Girls Starter Tennis, Girls Fun Days, and Recreational Competitions.

Progress against targets has been strong with a number exceeded, met or almost met:

- 305 activators trained;
- 103 activators have registered a delivery plan on SheRallies.com;
- five new ambassadors; and
- no data provided on the number of girls introduced to tennis (target 1,700). Data is not currently available, however, a survey of activators to capture this data is planned¹⁶.

[Scottish Cycling](#), through its [Women’s Breeze programme](#), has introduced a national programme of activity to develop and stimulate greater levels of cycling activity among women. It is part of a larger UK programme to get more women riding bikes. Led by women for women, Breeze relies on a group of volunteer ride leaders, known as Breeze Champions, to support other women on guided bike rides. Women’s Breeze aims to empower women to change the face of cycling for good and to create a lasting legacy in their local area.

¹⁵ She Rallies is an existing programme, launched in 2017 by British Tennis in partnership with Judy Murray and being delivered across England, Scotland and Wales.

¹⁶ This has been delayed as the LTA plan to undertake a similar survey.

Breeze Champions undertake a ride leader training course (free of charge), receive an exclusive Breeze Champion kit, British Cycling Ride membership, and on-going support from Scottish Cycling and British Cycling.

Progress towards targets has been mixed¹⁷, however, achievements include:

- 87 Breeze leaders in Scotland trained; and
- 1,523 participant sessions delivered.



Find out more about how to become a Breeze Champion: <https://www.britishcycling.org.uk/scotland/article/20170510-scottish-cycling-news-Become-a-volunteer-Ride-Leader-or-Breeze-Champion-in-Scotland-0>

Investment has been secured for eight years (HSBC) which means that the project will be sustained beyond **sportscotland's** one-year investment.

Scottish Disability Sport (SDS) is the governing and co-coordinating body of all sports for children, athletes and players of all ages and abilities with a physical, sensory or learning disability. Its Equalities and Inclusion investment was used to roll-out a **Disability Inclusion Training Programme**. The programme aimed to build capacity and increase confidence and competence within primary and secondary schools in Scotland (i.e. teachers, teaching assistants, pupils).



Targets for the Disability Inclusion Training Programme have been exceeded: 24 workshops delivered across the country and 344 people took part.

¹⁷ For example, time taken to recruit staff and champions, poor weather over winter months hindered delivery and training, etc.

Scottish Curling, through its [Curlability Project](#), has sought to introduce more disabled people to curling. While there are a number of successful disability curling groups, many report a shortage of players and coaches. The investment has been used to increase the number of disabled players and coaches involved in Wheelchair Curling.

The first phase involved identifying and training disabled ambassadors and volunteers to support (and eventually lead) delivery, and working with partners to firm up where the activity would take place. The project also involved building on existing links with special interest and disability groups to stimulate interest. A series of ‘taster sessions’ were then designed and delivered (e.g. from Aberdeen to Dundee, from Greenock to Stranraer, and from Hamilton to Kelso).



Strong progress against targets was achieved (most exceeded):

- six Disability Training Workshops were delivered to a total of 100 ambassadors and volunteers. This resulted in a better skilled and more confident workforce to support disabled people;
- 178 new inactive participants recruited; and
- 43 new Try Curling participants.

In addition, Scottish Curling has engaged an additional 2,231 participants in its Try Curling programme¹⁸.

3.6 Performance monitoring information

In order to monitor the progress and performance of the Equalities and Inclusion and Transitional Support projects, **sportscotland** developed a standardised monitoring framework through which information and data could be routinely collated.

¹⁸ Data was not gathered on participants' level of activity, etc. Feedback from partner ice rinks was that this might not be appropriate at initial taster sessions. Basic data was collated. Follow-up will be undertaken to request other monitoring information.

For the Equalities and Inclusion projects targets were also set and agreed with **sportscotland**.

SGBs were required to complete and submit a Microsoft Excel monitoring spreadsheet to **sportscotland** at the mid-point (end November 2017) and end-point (end March 2018). This captured information and data on:

- the baseline position – the starting point from which change could be measured;
- the equalities and inclusion groups targeted (e.g. women and girls, disabled people, LGBTI, etc);
- the number of participants – in total and to be broken down by target group and by junior/adult; and
- there was also space for SGBs to input a more qualitative narrative on activities progressed and intended impacts.

sportscotland provided EKOS with access to a shared file to review the data.

Prior to setting out our analysis of the performance monitoring data, it is useful to highlight some issues and challenges encountered:

- [some SGBs have not used the template](#)¹⁹ – rather some provided updates in email and/or Microsoft Word format. In some cases this did not capture the data specified by **sportscotland**;
- [late submissions of monitoring reports and/or data gaps](#) – this occurred at the mid-point and end-points;
- [for some SGBs project activity is still underway](#) – the number of people participating will likely increase over coming months, and will not be reflected in the latest forms;
- [the forms do not lend themselves for ease of completion for Transitional Support projects and/or for some Equalities and Inclusion projects that were not \(or not only\) about participation in sport](#) (e.g. training of volunteer workforce, etc). For example, in the main Transitional Support investment was used for child protection and Equality Standard for Sport related activities.

¹⁹ Note in some instances this was agreed with **sportscotland**.

Therefore data on participation is not an appropriate means to capture progress on activity or impact;

- [the form has been open to interpretation by SGBs](#) - this has resulted in SGBs filling in the forms in different ways and to varying degrees. There were data gaps and/or double counting (e.g. people tend to fall into more than one equalities group). More generally there have been challenges in providing the level of detail requested; and
- for Equalities and Inclusion projects it was [not always obvious what progress has been made against targets](#). Further, there does not appear to have been a common menu of indicators from which SGBs were required to select appropriate measures. This would have made assessment at a programme level easier.

At the time of reporting there are a few missing end of project returns despite follow-up from **sportscotland** and EKOS. In some cases, however, forms were not to be provided as the projects involved training and marketing campaigns (e.g. Scottish Disability Sport, Scottish Student Sport). In some cases projects are ongoing and end of project data will be submitted in due course (e.g. Scottish Athletics).

It has been an ongoing and iterative process to clarify any queries and plug data gaps.

[Around 11,500 individual participants have been reached by the Equalities and Inclusions projects, Table 3.3](#). It should be noted, however, that we have had to discount some figures as they do not compare like for like. Further, where there is no end-point data we have used the mid-term position where available.

[The total number reached is therefore likely to be higher than 11,500](#).

Key points to note include:

- the highest participation levels are largely in line with the main groups targeted – young people, women and girls, and those living in deprived areas (see **Figure 3.1** earlier);
- the exception is disabled people - despite five Equalities and Inclusion projects targeted at disabled people, 4% of all participants were disabled (493). In part this might reflect smaller size taster sessions to better accommodate disabled people and under-reporting of disability;

- despite few projects aimed at older people, the two projects have reached a relatively high number of older people; and
- there appears to have been very few participants from a LGBTI or ethnic minority background (and inactive). In part this might reflect challenges in engagement and data capture.

Overall, there have been some challenges for SGBs to provide a detailed breakdown of participation across the target groups. In part, this is further complicated by the fact that the protected characteristics are not stand-alone. A person may have two or more protected characteristics (e.g. a disabled woman who is 60+).

Table 3.3: equalities and inclusion projects – target groups reached to date

Sport	Inactive	Older people	Live in lowest 20% of SIMD index	Young people	Women and girls	Disabled people	BME	LGBTI	Other	TOTAL
Water skiing	30									30
Curling						178				178
Student Sport										No data required
Disability Sport										
Tennis					305					305
Handball			363	978						1341
Squash					111					111
Rugby ¹				2,373	4,741					7,114
Badminton			300			70				370
Boxing				69	33					102
Judo				113		58				171
Athletics	24		6	15	34			7		86 ⁴
Basketball	82				52	84			59 ⁵	277
Cycling			66	3,838	953					4,857
Gymnastics ²	420		182	1,254	57					1,311
Walking Netball		226								226
InstaNet ³	110		280	600	478	12	1			600
Fun5z Early Years				21						21
Table Tennis		1,299	110			103				1,512
TOTAL	136	1,525	845	6,888	1,545	493	0	7	59	11,498

Source: EKOS Analysis of SGB project monitoring forms submitted to **sportscotland** or information provided separately to EKOS

¹ These figures reflect existing member numbers - **not** project participants, so have not been included in total figures; ² The 'Inactive' and 'SIMD' data refers to schools - **not** individual participants, so have not been included in total figures; ³ The under-represented groups are all young people, so to avoid duplication only 600 'Young People' has been included in the total figures; ⁴149 is the latest data, however a detailed breakdown was not provided yet (project ongoing). As such the breakdown relates to previous data; ⁵ Refers to adult males.

Table 3.4 presents details of the targets agreed between **sportscotland** and SGBs for Equalities and Inclusion projects, and the extent to which these have been met.

Note: monitoring forms do not always provide this information. In addition, some projects are ongoing – and so a) data has not been provided yet, and/or b) further progress will be made over the coming months.

The following colour coding system has been used:

- **Green** - target has been met in full or exceeded;
- **Orange** - target is between 51% and 99% achieved; and
- **Red** – Target is 50% or less achieved.

Overall, a fair assessment is that there has been strong performance against targets, with many met in full or exceeded (and some other targets almost met). Some SGBs have had a more mixed performance, and in part this is reflective of the challenges described earlier. Some targets might not have been realistically set at the outset.

Table 3.4: equalities and inclusion projects – progress against targets

Sport	Targets agreed with sportscotland	Achieved	% Achieved
Curling	• 20 people participating in disability workforce training	100	500%
	• 4 Disability Training Workshops	6	150%
	• 120 new inactive participants	178	148%
	• Of which 60 recruited into Try Curling	43	72%
Student Sport	• 2,000 students reached through the Rainbow Laces campaign	7,719	386%
	• 100 Higher Education Sports Club Committee members participating in awareness raising training	124	124%
	• 14 staff members attend Train the Trainer course	14	100%
	• 10 elected students trained as Allies	10	100%
SDS	• 20 workshops delivered to the Education sector	24	120%
	• 280 participants involved in workshops	344	123%
Tennis	• 250 new activators trained	305	122%
	• Of which 110 active in the She Rallies Programme	103	94%
	• 5 Ambassadors identified and trained (workforce)	5	100%
	• 1,700 girls introduced to tennis	No data available yet. Survey of activators planned shortly to capture this data.	
Handball	• 26 schools engaged (21 Primary Schools and 5 Secondary Schools)	24	92%
	• 2,500 pupils engaged	1,341	54%
	• 1 new club to be established in targeted area	1	100%
Squash	• 14 new community coaches trained and delivering sessions	15	107%
	• 1,400 participants from BME/ LGBTI communities/ Women and Girls	1,539	110%
	• 85 new female members recruited and retrained	111	131%

Source: EKOS Analysis of End-Point Monitoring Forms

Table 3.4: equalities and inclusion projects – progress against targets (cont'd)

Sport	Targets agreed with sportscotland	Achieved	% Achieved
Water-skiing	<ul style="list-style-type: none"> 30 young carers participating 	30	100%
Rugby	<ul style="list-style-type: none"> 600 young girls reached through #BeTheBestYou Phase 2 	842	140%
	<ul style="list-style-type: none"> 500 girls involved via the Girl Guiding Scotland project 	222	44%
Badminton	<ul style="list-style-type: none"> Smash In2 Badminton in 4 new LA areas (SIMD areas/ people with a disability) 	7	175%
	<ul style="list-style-type: none"> 1,200 sessions delivered 	323	27%
	<ul style="list-style-type: none"> 480 distinct participants 	370	77%
	<ul style="list-style-type: none"> 19,200 cumulative participants (16 at each club session) 	6,508	34%
Boxing ²⁰	<ul style="list-style-type: none"> 15 new level 1 coaches 	0	0%
	<ul style="list-style-type: none"> Of which 3 new coaches are female 	0	0%
	<ul style="list-style-type: none"> 150 participants 	102	68%
	<ul style="list-style-type: none"> Of which 30 participants are female 	33	110%
Judo	<ul style="list-style-type: none"> Judo Girls Rock programme nationally extended to 5 new areas 	5	100%
	<ul style="list-style-type: none"> 70 new female participants engaged in Judo Girls Rock 	113	161%
	<ul style="list-style-type: none"> 85% of female participants going on to achieving their first grading 	78%	92%
	<ul style="list-style-type: none"> 2 schools visually impaired programme introduced 	6	300%
	<ul style="list-style-type: none"> Develop and implement a visually impaired guidance workshop for coaches 	1	100%
	<ul style="list-style-type: none"> 32 participants in visually impaired guidance workshop 	58	181%
Athletics ²¹	<ul style="list-style-type: none"> 13 new Jog Scotland groups established (in SIMD areas) 	13	100%
	<ul style="list-style-type: none"> 10 groups/clubs delivering sustainable projects that engage under-represented groups 	11	110%

Source: EKOS Analysis of End-Point Monitoring Forms and information provided separately by SGB to EKOS

²⁰ RUTS provided data on performance to date.

²¹ NB – this data is taken from Mid-Point Monitoring form. Project is ongoing and End of Project form to be submitted in due course.

Table 3.4: equalities and inclusion projects – progress against targets (cont'd)

Sport	Targets agreed with sportscotland	Achieved	% Achieved
Basketball	• 8 Pick Up Basketball hubs established	12	150%
	• 160 people actively participating in hubs	193	121%
	• 80 inactive to active participants	82	103%
	• 4 hubs linked to clubs	7	175%
	• 60 people with a disability participating	84	140%
Cycling	• Go Ride: Girls participation sessions delivered increase from 800 to 1,600	1,363	85%
	• Go Ride: 800 participant sessions (children and young people in SIMD areas)	410	51%
	• Breeze: 150 leaders/champions trained	87	58%
	• Breeze: Deliver 4,000 Women's participants	1,523	38%
Gymnastics	• 420 Primary Schools targeted (Challenge Authorities - CPD and resources/online resource programme/free membership of SG)	420	100%
	• 1,017 teachers trained	57	6%
	• 12,675 attendees (based on class size of 25 pupils)	1,254	10%
Netball	• 400 new InstaNet members	600	150%
	• InstaNet delivered across 7 SIMD areas	7	100%
	• 450 new Walking Netball members	284	63%
	• 5 new Fun5z Early Years Netball programmes established	4	80%

Source: EKOS Analysis of End-Point Monitoring Forms

Table 3.4: equalities and inclusion projects – progress against targets (cont'd)

Sport	Targets agreed with sportscotland	Achieved	% Achieved
Table Tennis	<ul style="list-style-type: none"> 50 Active & Healthy Table Tennis sessions delivered 	58	116%
	<ul style="list-style-type: none"> 4 target areas for Active & Health Table Tennis 	10	250%
	<ul style="list-style-type: none"> 1,000 new participants (based on 20 participants per session - older people, adults with a disability) 	1,299	130%

Source: EKOS Analysis of End-Point Monitoring Forms

3.7 Qualitative impact

The data presented above (and later in the report) highlight the many different ways that SGBs have provided increased opportunities for the inactive and under-represented groups to become more active.

Feedback from the consultation process, however, highlights a much wider range of benefits and impacts. These were articulated as follows:

- **benefits for participants in sporting activities** – for example: trying new and/or a greater diversity of sports, skills development, physical confidence and competence, increased confidence and self-esteem, meeting new people, and making new friends;
- **benefits for clubs and groups** - for example: new members, growth of, and diversity in, the volunteer workforce, increased knowledge, capacity and competence of staff/volunteer workforce; and
- **benefits for SGBs** – for example: development of resource packs and session plans, increased engagement between SGBs and other agencies and organisations, and increased awareness, knowledge, and understanding of equalities issues in sport (and how to break down barriers).

3.8 Challenges

The main challenges associated with the Equalities and Inclusion projects can be articulated as follows:

- **timing issues** - the one-year supplementary investment has in some cases not translated to a full 12-months of activity on the ground. Investment was allocated more than six months into 2017, and in most cases it took longer to get the projects fully up and running. While some projects are currently ongoing beyond the expected end date, the condensed timescales have proved challenging. In particular where project activities were to be aligned with the academic calendar, and wider factors were reported to be at play e.g. poor weather over winter months. Wider timing issues centred on the time taken to recruit staff, and knock-on effects on the ability to meet targets (even in some cases where these were reduced);
- **internal SGB factors** – this included factors such as competing priorities (e.g. performance, child protection, etc). The size and scale of SGBs varies considerably, and some face capacity constraints (e.g. small staff resource). Further, in some cases there is a lack of in-house skills, knowledge and experience to reach and engage equalities groups.

Wider factors include the different expertise and skillsets required for monitoring/evaluation, and GDPR implications; and

- **developing partnerships** – a number of factors were at play, including an element of competition with other sports (and other service providers). For example, where project activities are focussed on the same geographic areas, SGBs often liaise with the same Local Authorities, etc. Identifying the “right” person to speak to within agencies and organisations can take time, especially where this involves the development of new relationships and partnerships. This needs to be in place before delivery can take place and target groups engaged. While there is recognition that it is important to work with and through others to support project delivery, it can take time to get details approved and firmed up²². Wider issues reported were difficulties in data capture, in particular where delivery is through another organisation (e.g. clubs, schools, etc), and varied levels of buy-in, support, and responsiveness across delivery partners.

3.9 Lessons learned

Many of the wider lessons learned outlined in **Chapter 4 (transitional support)** apply here. However, some wider lessons are that:

- there is no quick fix – addressing the issue of under-representation in sport (at all levels) and getting the inactive active cannot be addressed over-night. Short-term projects and investment streams are unlikely to be successful. It requires a longer-term strategic approach and resources (people and finance) to make a difference and create change;
- linking with, and drawing on, the expertise and networks of specialist third sector organisations (e.g. Stonewall Scotland, Scottish Women in Sport, LEAP Scotland, etc) and/or local community groups, has been key for SGBs. This helped SGBs to develop a better understanding of the barriers different target groups face; and
- there are improvements that could be made in terms of SGBs being able to evidence and demonstrate the impact of their equalities projects.

²² Depending on the bureaucratic nature of partners, decision-making channels and processes.

4. Transitional support strand

4.1 Summary

In 2017/18 there was a reduction in **sportscotland's** budget from the Scottish Government. This was in line with the more general trend of reduced public investment in Scotland. Among other things, this led to a reduction in investment from sportscotland to SGBs. **sportscotland** was also reviewing some SGB investment in line with its planned cycle, and reductions were applied on the basis of achievement of agreed outcomes and the new strategy submitted. In response, the Scottish Government allocated supplementary investment of £2 million for 2017/18 to support and smooth the transition period.

The Transitional Support investment of £1.25 million was allocated in full by sportscotland through existing investment arrangements to 30 SGBs. The investment has been used to progress activities identified in SGB Equality Action Plans (EAPs) and/or to enhance existing activities. Awards have varied in size, ranging from £3,000 (for both Netball Scotland and Waterski & Wakeboard Scotland) to a high of £350,000 (Scottish Football Association).

The Transitional Support investment has supported four main areas of activity:

- enhancing child protection standards in sport;
- projects, programmes and activities - the activities reached around 6,600 participants;
- maintaining or reaching a higher level of the equality standard for sport; and
- tools, systems and data.

Some of the challenges reported in the Equalities and Inclusion Chapter chime for Transitional Support too. In many cases activity supported via the Transitional Support investment is ongoing (e.g. child protection, equality standard for sport). These aspects are core business for SGBs.

4.2 Budget and allocations to SGBs

The Transitional Support investment was distributed during a period of financial uncertainty as SGBs had only recently received notice of a significant reduction to their in principle investment. The timing of this was late on in the financial year, and left little time for SGBs to make appropriate plans to manage the reductions in a controlled manner.

Levels of investment were partially restored for a period of one-year through the Transitional Support investment. The conditions applied to the investment focused primarily on streams of work that SGBs were already progressing (e.g. child protection).

The investment was allocated by **sportscotland** through existing investment arrangements to SGBs. [The budget has been allocated in full to 30 SGBs](#), **Table 4.1**. **Appendix B** provides a summary of the awards made to SGBs.

Awards have varied in size. This ranged from £3,000 (for both Netball Scotland and Waterski & Wakeboard Scotland) to a high of £350,000 (Scottish Football Association). The average award size is £42,000, although this is skewed by a few significant awards.

Table 4.1: transitional support allocations

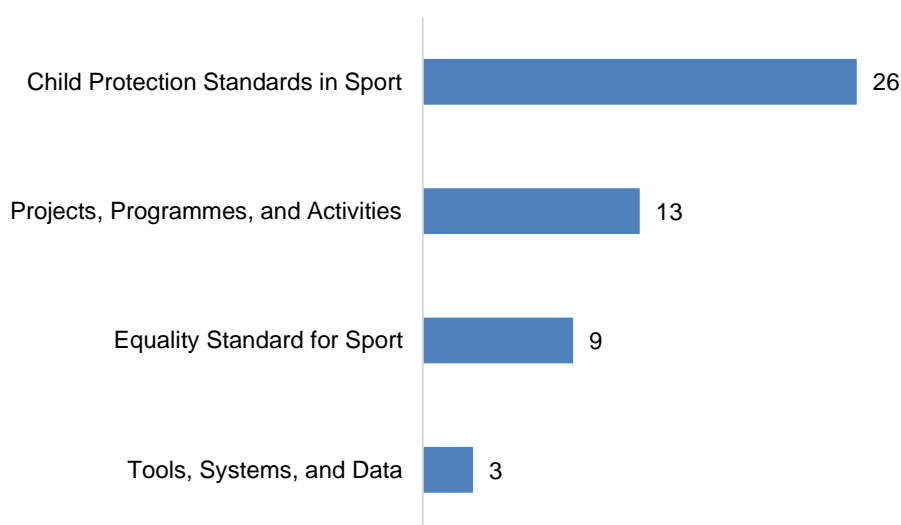
Number of SGBs allocated investment	30
Number of projects supported	46
Total sportscotland investment	£1,256,200

Source: **sportscotland**

4.3 Activities supported

The Transitional Support investment has supported four main areas of activity, **Figure 4.1**.

Figure 4.1: transitional support investment areas



N=30 SGBs. Note: SGBs are often delivering across more than one investment area.

4.3.1 Child protection standards in sport

All SGBs are required to implement the Minimum Operating Requirements (MORs) as a condition of **sportscotland** investment. This has been a condition of investment for several years. This has supported SGBs to put in place and implement child protection policies and procedures at all levels.

New Standards for Child Wellbeing and Protection in Sport and an accompanying self-evaluation tool were launched in December 2017²³. Almost all SGBs are using the investment to enhance child protection/safeguarding measures. Given that the new standards were only recently launched, activity continues to be at an early stage (in places). It forms part of a longer-term programme of work across SGBs.

Children 1st has supported many opportunities to share knowledge, expertise and best practice.

Some examples of activities taken forward include:

- involvement in the pilot undertaken with SGBs/clubs which resulted in the new Standards;
- employing a part-time Child Protection/Safeguarding Officer;
- bringing in specialist consultancy support;
- reviewing and mapping existing child protection policies, practices, procedures, and systems against the new Standards;
- completing the self-assessment tool;
- developing action plans to address and implement the new Standards;
- training needs analysis;
- workforce briefings, education and training programmes;
- developing online education training tools;
- PVG audits – and ongoing support and advice;
- providing advice and support to affiliated clubs, and ensuring that they meet minimum Standards; and
- ensuring that affiliated clubs have trained Welfare Officers (or similar).

4.3.2 Projects, programmes and activities

Almost half of SGBs used the Transitional Support investment to support project and programme activity with a focus on equalities and inclusion.

²³ Produced by **sportscotland** and Children 1st.

A few examples of projects that help to provide a flavour of the activity undertaken are provided below:

- [women and girls](#) – [Badminton Scotland](#) has refined its existing [Smash In2 Badminton](#) model to target this group. [Boxing Scotland](#) has programmes aimed at increasing female participation in the sport (e.g. participants, coaches). [Scottish Rugby Union](#) has various programmes including the [#BeTheBestYou](#) campaign which was initially focused on encouraging women aged 18+ to try rugby. Phase 2 will encourage girls aged 12-17 to try the sport;
- [disabled people](#) - [Cricket Scotland](#) has undertaken some interesting work to deliver taster sessions and set up hubs for disabled young people to try [Table Cricket](#). The project has been developed in partnership with The Lord's Taverners.

For many young people with a severe physical or learning disability²⁴, participating in cricket and other sports can be difficult.



Table Cricket provides the opportunity to play in a competitive game of cricket. Taster sessions and training workshops have been delivered and four disability hubs established. The Table Cricket school programme is now being rolled out. To date 58 disabled young people have been involved; and

- [children and young people](#) – [Judo Scotland](#) has used some investment for the [Skills sCool Programme](#). This provides a positive introduction to the world of judo beyond the club environment. The original Skill sCool Programme created opportunities to encourage young judo players to participate and develop their skills via a non-traditional pathway. The programme incorporates psychological and physiological development tasks. These encourage motor skill and sport-specific skill development within a closed, competitive opportunity. Events have taken place in Glasgow and Edinburgh. A total of 143 people (almost all young people) have taken part.



²⁴ Particularly wheelchair users.

4.3.3 Equality standard for sport

The Equality Standard for Sport is a framework for supporting sports organisations to widen access and reduce inequalities in sport and physical activity. It has a focus on two themes covering the development of the organisation and its services. There are four levels of achievement: Foundation, Preliminary, Intermediate, and Advanced. This work continues to be progressed in close partnership between SGBs and Plan4Sport. Plan4Sport has also supported many opportunities to share knowledge, expertise and best practice.

Most SGBs are using the investment to maintain or reach a higher level of the Equality Standard for Sport. In the main this is at Intermediate or Advanced level.

Some examples of the activities being taken forward include:

- developing or updating EAPs;
- identifying, and participating in, appropriate training and workshops;
- developing more robust approaches to monitoring and measuring impact;
- undertaking equalities surveys;
- updating of CRM systems, in particular around membership information;
- establishing Equality Working Groups;
- working in partnership with third sector equalities organisations; and
- developing equality videos and updating websites.

4.3.4 Tools, systems and data

SGBs use a wide variety of tools, systems and data in their day-to-day work. Some use sophisticated IT systems/tools that are effective and allow work to be completed and capture data efficiently. Others (mainly due to scale and resources) have very little in the way of tools/systems, and capture little data. In some cases, SGBs share systems/tools and jointly develop resources where there is a mutual interest and shared practices. However, this is not common practice.

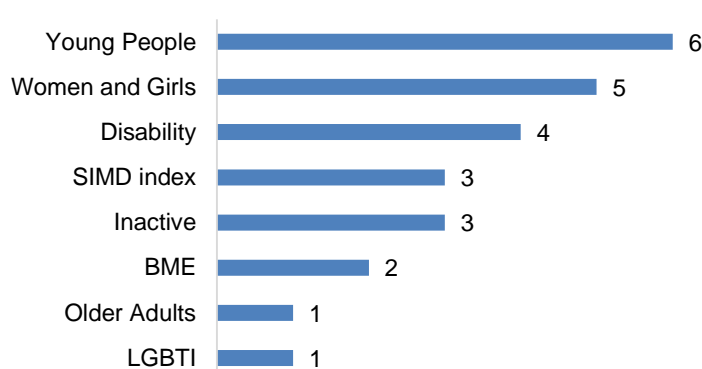
Many SGBs have used some of their Transitional Support investment to develop or further enhance tools systems and data collection. In this main, this was in support of child protection or equalities related work. A good example of this was reported by [Basketball Scotland](#), who are tailoring the development of an existing [club self-assessment tool](#). The tool is being designed to improve standards of governance within affiliated clubs. This, however, is not a new concept as [sportscotland](#) has had a club self-assessment tool “Clubs First” in place for a few years.

Some SGBs have taken this idea and built their own sport specific version: <http://club.sportscot.org.uk/guidance/introduction/>. The tool works on the basis of self-assessment. It allows clubs to log into their own personalised dashboard and create an action plan. It will also allow Basketball Scotland to undertake analysis of clubs. The planned launch for this tool is August 2018.

4.4 Target groups

Similar to the Equalities and Inclusion investment, much of the project participation activity has been aimed at young people and women and girls, **Figure 4.2**.

Figure 4.2: target group participants - transitional support



Source: EKOS Analysis of Project Monitoring Data and Consultations with SGBs. N=13, multiple responses.

4.5 Performance monitoring data²⁵

Table 4.2 shows the total number of individuals reached via the Transitional Support projects (where these aimed to increase reach/participation). **Over 6,600 people appear to have been engaged.**

Key points to note include:

- the highest participation levels are not fully in line with the two main groups targeted;
- only two projects were aimed at participants from an ethnic minority background. However, they reached a relatively high number of people; and
- there were relatively few participants from the LGBTI community and older people.

²⁵ Please refer also to **Section 3.6** for information about the performance monitoring process and issues encountered.

Table 4.2: transitional fund projects – target groups reached to date

Sport	Inactive	Older people	Live in lowest 20% of SIMD index	Young people	Women and girls	Disabled people	BME	LGBTI	TOTAL
Badminton ¹		20	300		4,948	70	88	4	5,430
Boxing			734	567	302	20	39	12	1,674
Cricket				1,374	350	340	1,689		3,753
Curling		21			32	2			55
Judo ²	143		85	141	143	35			143
Modern Pentathlon			29						29
Rowing - Indoor League				900					900
Rowing - Firhill Basin			20	40					60
Rowing - Disability Programme						13			13
TOTAL	143	21	783	2,881	684	375	1,728	12	6,627

Source: EKOS Analysis of SGB project monitoring forms submitted to **sportscotland**

¹ Figures are membership, not project activity. Not included in TOTAL columns.

² Total of 143 participants, only totalled in 'Inactive' column as element of double counting.

4.6 Qualitative impact

The most significant impacts have been qualitative in nature. Improvements to standards of child and vulnerable adult protection include:

- **higher profile** - there is a high level of awareness of the importance of having appropriate child protection processes and systems in place. As well as of the risks and benefits associated with this.

A good example is the **Scottish Football Association** (SFA) where it issued a Board Directive to its clubs and affiliates. The purpose of this was to ensure a standard and consistent approach to child wellbeing and protection;



- **increased knowledge and understanding of staff, volunteers, parents and children** – this underpins an effective approach to child protection. Transitional Support investment has been used to support the delivery of many different training programmes. These have been designed to build capacity among staff, volunteers, parents and children.

A good example is the **Scottish Rugby Union** which has delivered a number of participant wellbeing roadshows across the country. Almost 4,000 coaches have completed the **RugbyRight online training course** to improve standards of player welfare:

<http://www.scottishrugby.org/news/15/08/28/rugbyright-%E2%80%93-online-training-hub>

- **improved documentation and literature** - SGBs have used Transitional Support investment to improve physical resources, documentation and literature. This has been with a view to building awareness, knowledge and understanding, and more robust systems and processes.

A good example comes from [Scottish Golf](#) who launched a new [Safeguarding Resource for Clubs](#) document on its website. This provides clubs with essential templates and policies to implement best practice:



<https://www.scottishgolf.org/club-services/child-protection/>

Another example is the [Technical Awards Scheme](#) created by [Scottish Wrestling](#). This is to develop pathways to allow disabled participants to progress through the programme. The scheme allows any person to learn the basics of wrestling techniques regardless of gender, age, disability, level of inactivity etc. This makes participation and progression in wrestling more accessible. A key task for Scottish Wrestling was to create videos of all the techniques to be used by coaching staff. It also designed a logo, marketing materials, and a Wrestling Moves Coaching Sheet;

- [more robust systems and processes](#) - SGBs, clubs and affiliates have more robust and systematic approaches to improving standards of child protection;
- [better trained staff and volunteers](#) - most SGBs who benefited from Transitional Support investment are making efforts to improve standards of training for their staff and/or volunteers:
 - the [SFA](#) have scheduled 49 Managing Children's Wellbeing workshops between January and June 2018²⁶. Some 224 Football Club Child Wellbeing and Protection Officers have completed Managing Children's Wellbeing workshop. There are 104 Club Child Wellbeing and Protection Officers booked on upcoming workshops
 - [Scottish Swimming](#) has delivered courses including: 'Introduction to Pool Work'; 'Inclusive Swimming Teachers'; and 'Inclusive Coaching'
 - [RYA Scotland](#) has recruited a new member of staff to implement systematic approaches to understanding, encouraging and demonstrating equality. This has been with a view to energising the organisation. In particular around how it engages women and girls, young people, and the LGBTI community;

²⁶ all dates can be found at <https://www.scottishfa.co.uk/football-development/coaching/find-a-course/>

- [increasing participation](#) – sports participation programmes have increased levels of participation within under-represented groups;
- [breaking down barriers](#) - many of the programmes delivered by SGBs break down barriers either by design, or as an indirect outcome of participating in the activity.

An example is the [Recreational Rowing Project](#) at Firhill in North Glasgow.

The project aimed to empower inactive young people, including those who had never tried the sport before. Scottish Rowing



worked with disadvantaged, inactive young people from the North and North East of Glasgow to help them realise their full potential. Once a strong foundation of rowing activity is established, Scottish Rowing hope to expand transferable skills, working on, for example employability and sports leaders UK qualifications, etc;

- [increasing self-confidence](#) - [Disability Hubs by Cricket Scotland](#) is designed to enhance the prospects of disadvantaged and disabled young people. It does this through using cricket as a means of engagement. The aspiration is that regular participation will benefit their health and social and psychological wellbeing. Hubs have been/are being established in Perth, Edinburgh, Glasgow and Dundee. The hubs will deliver a schools/engagement programme to promote cricket opportunities to young disabled people. It will engage with local and national partners to promote, support and grow disability cricket. This will be with a view to encouraging the integration of disabled young people into local clubs; and
- [reducing social isolation](#) - social isolation is particularly acute among older people and disabled people. Badminton Scotland's Smash In2 Badminton for the over 65's could have a beneficial impact in this area, by bringing people together in a sporting and social context.

4.7 Challenges

A number of wider challenges were identified by SGBs:

- [process and timescales](#) - the process for receiving investment was introduced at a late stage and made it difficult for SGBs to plan appropriately. It led to some uncertainty for SGBs where there was a heavy reliance on investment from **sportscotland** to deliver programmes and activities;
- [skills and knowledge](#) - the skill and knowledge levels within SGBs varies considerably. This impacts upon the capacity and capability of SGBs to deliver change and improvements (e.g. in child protection, equalities and inclusion, etc);
- [structure and resources](#) - larger SGBs have more robust structures, processes and resources to help bring about changes and improvements. Most are not operating at a scale where there is a level of efficiency achieved when delivering activities and programmes; and
- [changing of standards](#) - the new standards for child wellbeing and protection in sport were only launched in December 2017. As such, activity was at a relatively early stage. Any real evidence of impact will emerge after the supplementary investment has come to an end.

4.8 Lessons learned

There are many examples of good practice within individual SGBs in relation to the work they do in terms of child protection and equalities. There are also areas in which practice could be improved.

The main lessons arising from the evaluation are:

- [a fragmented approach to implementation](#) – some of the work that goes on in SGBs to implement changes in this area is fragmented and disjointed. SGBs are facing the same challenges, issues and opportunities around child protection and equalities (and many others). However, they are implementing changes (largely) in isolation from each other. This means that opportunities to achieve economies of scale and consistency of approach are missed;

- **dilution and duplication of resources and effort** – the somewhat fragmented approach to implementation results in dilution and duplication of effort. Opportunities should be explored between **sportscotland** and SGBs on how programmes of work and activities in relation to child protection and equalities can be implemented by adopting a more simplified and streamlined approach;
- **sharing of information, resources and good practice** - while some SGBs are effective at sharing information, resources and good practice, some are not. This inevitably leads to inconsistent approaches to implementation, inefficiency and sometimes poor standards of practice;
- **partnerships and collaboration** - developing more effective partnerships and collaborative working lies at the heart of delivering more effective activities. This means partnerships and collaboration across SGBs, but also with other public, private and third sector organisations. While many SGBs are very effective in this area, particularly with external partners, more could be done to improve how SGBs engage with each other; and
- **data capture and systems, process and tools used by SGBs are fragmented** - more could be done to adopt a consistent, streamlined and efficient approach. Capturing SGB and affiliated clubs and organisations data is becoming increasingly important to how SGBs function day-to-day. It is also important to demonstrate compliance and evidence the longer term impact of their work.

4.9 Sustainability

The bulk of work undertaken by SGBs funded through Transitional Support is core to the day-to-day operation of SGBs. In many cases, SGBs have little or no choice whether to undertake this work or not. SGBs have their own resources and choices to make on how this is deployed. The funding of this work is not only about public investment. In some cases SGBs can generate increased resource by reviewing its membership costs and structure.

Ensuring sustainability in the long-term across all SGBs could be strengthened by a much more structured, systematic and collaborative approach. This includes how SGBs develop, manage, and deliver activities/projects in relation to child protection and equalities issues. This would ensure best use of limited resources, avoid unnecessary duplication, and create economies of scale.

5. What participants told us

This Chapter presents feedback from individuals involved in supported projects and programmes²⁷. A two-pronged approach was undertaken:

- [an online and self-completion survey aimed at individuals](#). An email introduction and link to the survey was issued to relevant SGBs with a request to issue the online survey to participants. Word versions were also provided for different age groups²⁸. The feedback from the survey work is presented in **Appendix C**; and
- [five focus groups were undertaken across a range of sports – tennis, handball, netball, squash, and athletics](#). This was to gather more qualitative feedback from participants²⁹. The findings have been written up in a case study format.

5.1 Summary

The participants feedback needs to be set within the context of limited responses to the survey (31 responses). It should be noted that findings are not representative of all participants. However, further insights were gained through five focus groups (athletics, handball, netball, squash, tennis) which involved around 50 young people and adults.

Overall the feedback from participants was positive.

Young people are typically involved in a range of sports, and in part this reflects opportunities to participate in various sporting opportunities during PE. The main barrier to participation for young people is a lack of time (e.g. fitting it in around school/homework). Taking part in sport and physical activity is largely centred on having fun and being with friends. When sport becomes too competitive, structured and serious it can, however, be off-putting for some young people.

Adults that responded to the survey tend to participate in sport and physical activity as part of a sports/leisure club or group. The fun and social elements also came through strongly as key motivating factors for sports participation. This was echoed in many of the focus groups.

²⁷ This primarily focused on Equalities and Inclusion projects, and where there was a focus on increasing people to be more active.

²⁸ Under 12s, 13-15 Years, and Adults.

²⁹ Target groups engaged included women, girls, ethnic minority communities, inactive, disabled people, older people, and people living in deprived areas.

There are some positive signs from the evaluation that projects have led to sustained or increased physical activity levels:

- all young people agreed that participating in sport and physical activity made them want to continue involvement as they got older; and
- before taking part in the sports project less than two-fifths of adults (37%) met the physical activity guidelines³⁰, and one-fifth (21%) were inactive. All adults now take part in some physical activity each week. The vast majority meet physical activity guidelines.

Wider benefits associated with sports participation were identified. This includes feeling healthy, feeling happy, increased fitness, meeting new people, and increased confidence. This suggests that benefits go beyond encouraging individuals to become active or become more active. It results in wider health and wellbeing and social benefits.

5.2 Case studies

All cases studies have been shared with SGBs and individuals where appropriate for inclusion in the report.

³⁰ Doing at least 150 minutes of activity across a week.

Glasgow disability tennis club

Ronan is 20 years old and is Autistic. In school, Ronan was bullied by other children as he was perceived to be a bit different. He also suffered from co-ordination issues. This was often a barrier to participating in sports and physical activities. His condition also made it more challenging for him to socialise and make friends.



Ronan's interest for tennis came about as a result of joining in with a friend who was playing on the local outdoor tennis courts in Torrance where he lived at the time. Since that day Ronan has developed a real passion for the sport, training several times a week. He has now become part of a tennis development squad. This came about as a result of his participation in the Glasgow Disability Tennis Club based at Scotstoun Tennis Centre. His favourite tennis role model is Roger Federer.

Ronan feels that participating in tennis has led to an increase in his confidence and his ability to communicate and make friends. This is not only when he is taking part in tennis activities but also extends to other parts of his life. He has enrolled at college and is hoping to do a sports coaching course.

"Tennis is my life".

Ronan and his mum have experienced many barriers to participating in sport. These have included the high cost of participating and travelling to and from activities. The perception and attitude of others, coaches, participants, and parents have also at times been negative and off-putting for Ronan. However, Ronan is very satisfied and happy with the facilities, coaches and all the friends that he has made since joining Glasgow Disability Tennis Club. He only wishes that there were more opportunities available.

Glasgow disability tennis club

Finn is 11 years old and has Cerebral Palsy.

Finn loves sport but has found it difficult to find a level where he feels that he can be successful, and not be limited by the perceptions of coaches and other children.



In school his opportunities to participate and play in sports matches were often limited by others. Some felt that it was too dangerous for him to participate due to his condition. When he was able to participate, Finn sometimes found it difficult to find a level of participation where he could make the most of his talents and ability.

Finn's interest in tennis came about as a result of visiting a local club in Glasgow. He enjoyed the experience but wanted to find a group that was more appropriate for his needs. After much searching Finn's parents came across Capability Scotland who put them in touch with Glasgow Disability Tennis Club. Finn really enjoys his weekly sessions at the Scotstoun club where he has made many new friends who he feels he can talk too. The coaches are great too.

He feels more confident. This confidence has enabled him to meet new challenges and succeed in other areas. This includes learning to ride a bike and standing up in front of his school to explain to his peers how it feels to have Cerebral Palsy.

Initially, Finn and his parents found it difficult to locate a suitable club that could meet their needs. They feel that there are still not enough opportunities for young people like Finn.

However, Finn and his mum are very satisfied and happy with the facilities, coaches and all the friends that he has made since joining Glasgow Disability Tennis Club. They only wish that there were more opportunities available.

Ayrshire handball

Lochside Primary School in Ayr has its own dedicated Active School Co-ordinator whose role is to promote participation in sport and physical activity. It was through the Active Schools programme that handball was initially introduced within the primary school.

In order to increase engagement with young people in the community, Chris Kerr (coach) made contact with the local youth club that was based in the Lochside Community Centre. The Community Centre is located close to the primary school.

As the coach was already known to the children through activities within the primary school, a relationship already existed. He was able to engage more effectively with children who were attending the youth club. This helped to reduce the level of uncertainty that some children experience when trying out an activity or joining a club for the first time.

The programme lasted for six weeks and involved up to 20 young girls participating at any one time. After the programme came to an end, 10 young girls made the progression to a local handball club. A club was set up within the local high school in order to provide a pathway for children to progress from school based participation. Children from P6 and P7 were targeted and in particular young girls who were not engaged in any other form of sport or physical activity.

Lochside is an area that sits on the east side of Ayr. The area is one of the most deprived in Ayr with higher than average Jobseekers Allowance claimants. The proportion of the working age population who are employment deprived and claiming key benefits is more than double the national average. Life expectancy is almost four years less than the national average, and crime rates are more than double the national average. The high levels of deprivation also lead to higher levels of inactivity and lower levels of participation in sport.

One of the ingredients to the success of the programme was that the children already knew each other from school and the youth club. This meant that there was a real social element to coming along to the handball sessions. This helped to reduce any anxiety or barriers that the children may have had.

Another ingredient to success was that the sessions were less rigid and structured than normal coaching sessions. The young people were just allowed to play.

A number of beneficial outcomes for young people who attended the programme were reported, including³¹:

- improved focus and willingness to learn;
- increased confidence and communication skills;
- improved ability to focus on learning, building relationships and developing team work;
- supporting the smooth transition from primary to secondary school; and
- increased engagement with parents in relation to volunteering and coaching opportunities.

“The kids opened up and let themselves be open to learning. They allowed themselves to become vulnerable and barriers to learning were dropped”.

³¹ The above outcomes were self-reported to the evaluation interviewer as part of the focus group conversations with young people, coaches, and youth workers.

Walking netball Stirling group

Introduction

The Walking Netball group in Stirling started in late 2017 and its launch attracted 40 participants which shows strong interest in taking part. It takes place every Wednesday between 11am and 12 noon (term-time) at The Peak at Stirling Sports Village. The Peak is an indoor sports complex that has 3G pitches (football, rugby and hockey), an ice rink (curling, skating), swimming pool, sports hall, and a wide range of classes.

A Community Impact Officer from Netball Scotland ran the sessions at The Peak in its first three weeks, with staff from Active Stirling involved and learning the ropes. It is now Active Stirling staff who facilitate the sessions (i.e. coach and umpire). The Peak provide access to the hall and charge participants £2 per week.

There has been some drop-out. However, there is a healthy average attendance of 20 participants (all women) who take part in the group every week.



About the group

All of the women who take part are 50+ years, and there is a real mix of participants. This includes women who have previously played netball (but not since school) and others trying netball for the first time. Some women have recently retired and are looking to find new interests, while others are new to the area and looking to meet new people. Some are looking to be more active or to have time for themselves.

Active Stirling (and Netball Scotland) ensured that the activity was well promoted in advance. This included posters at The Peak, at the back injury clinic that runs there, at Stirling Healthy Hearts Club, and adverts in the local press. Getting the word out there that the group was starting has been key to its success.

While some of the women played netball previously, many were initially apprehensive about taking part. This centred on feelings that it was not for them or that they had forgotten the rules. While others thought they might not be able to pick it up again quickly. Some talked about losing confidence, whether that be as a result of simply getting older or health issues. The Community Impact Officer said that getting women (and men) through the door and taking that first step is often difficult. Some come and watch the group and realise that it is fun and that they might like it – and come back the next week to take part. Then they are hooked.

The Walking Netball group in Stirling is now firmly established, although they are always on the lookout for new members. Walking Netball is open to anyone. However, there is a sense from the women that they like and feel comfortable that the group is all women.

“Even if I am not feeling great, I’ll come along. I don’t want to let the others down if there are not enough players.”

Benefits to participants

When asked about the sessions, the women fed back that they loved the weekly sessions and gain a lot from taking part. They are more active, and say it is a good workout. Finding a new interest and meeting new people are the aspects which have made the biggest difference. The group has got to know each other, and many go for coffee at The Peak afterwards to catch up properly. Increased confidence and learning (or improving) skills are also areas in which Walking Netball has made a difference.

“I miss it when I go on holiday.”

One woman now also plays Bounce Back to Netball locally, which is another Netball Scotland community programme.

The Community Impact Officer has noticed a real difference and improvement among the women – both in terms of confidence and skills levels. The next step might be to see if any of the women are interested in helping lead the sessions. This happens in some Walking Netball groups, but is not a requirement. If the women are not interested the sessions will continue to run as they do now.

Some of the women's husbands take part in Walking Football at The Peak at the same time, so the venue and timing of the Walking Netball session works well. The Community Impact Officer said that this has worked well for other Walking Netball groups which have thrived at places where there is an active Walking Football group.

Challenges

The challenges identified were:

- ongoing requirement to attract new members - to ensure weekly attendance remains high enough for playing. In particular when some women might not feel well enough to attend or are on holiday. Though this has not been a problem for the group so far; and
- interest in having a year round Walking Netball programme – the sessions run term-term, and during school holiday periods the hall is used for children's activity programmes. Walking Netball cannot therefore take place.

Future involvement and plans

Active Stirling is open to new ideas. It has organised taster sessions on Walking Basketball, and among other things made sure the Walking Football and Walking Netball members knew about it. It has asked members whether they would like to try other sports, and are at early stages of planning a multi-sports taster session. Some of the sports which interested members are table tennis, volleyball, and badminton. As such Walking Netball might lead to some women taking part in other sports that they might not have considered previously.

The women are keen to continue playing Walking Netball and maintain their involvement in the group (and want to play more often).

Girls do squash – Notre Dame High School

Introduction

The main area of under-representation in squash is women and girls. The Girls Do Squash project was one of nine sports that took part in a multi-platform promotional campaign - Girls Do Sport. This was a partnership involving Scottish Women in Sport and the University of West Scotland.



About the group

Notre Dame High School, based in the west end of Glasgow, is the only remaining single sex (female) comprehensive school in Scotland. Although it is a Catholic school, there are students from many faiths and ethnic minority communities.



All the girls that took part were in their 4th year at Notre Dame High School (aged 14 and 15 years). The Girls Do Squash project took place throughout November and December 2017.

Every week (during their normal two-hour PE lesson) around 20 girls would walk from school to the Scottish Squash Rackets Club in Maryhill. There were four squash courts available, and two (male) coaches were on-hand to explain the rules. Before taking part in the project, many were unfamiliar with the sport. Some assumed it was only played by much older or “posh” people.

Benefits to participants



All of the group enjoyed their experience of playing squash.

It was fun to play and easy to learn. Another positive factor was that none of the girls had played the sport before. They felt that they were all starting from the

same point, with no-one excelling or “showing off”.

Most girls agreed that anyone who had played any type of racket sport before would find squash relatively easy to pick up. The main benefits of taking part for the girls – apart from learning a brand new sport – were increased confidence and improved fitness levels.

Lisa Aitken (a professional squash player who represents Scotland) attended one of the Girls Do Squash sessions. The girls found this very inspiring. However, while most girls reported that they would be interested in continuing to play squash if the opportunity arose (perhaps in an after-school club, or another block during PE), the lack of female role models was off-putting.



An unexpected benefit of the Girls Do Squash campaign was the t-shirts provided. The girls said these were attractive and comfortable to wear. The girls wore them to PE and to other sports and activities. It attracted increased attention and questions from their friends and wider peer group.

Levels of physical activity before taking part in the project

The girls' activity levels were mixed before they took part in the project. Few played sport on a regular basis (this included netball, basketball, swimming, tennis and badminton). Most only took part in sport or physical activity during PE lessons.

Some girls were previously reluctant to take part in sport and physical activity. The main reasons were that they did not want to join a club, or take part in a sport alone. They also felt self-conscious about their appearance and perceived a lack of ability. Wider issues were a lack of access to sports clubs outside of school, and some were put-off by the competitive nature of some sports.

An issue faced in Notre Dame High School (and others where there are pupils from some faith communities) is the delivery of sports activities after the school day has finished. Some Muslim pupils are not encouraged by their families to stay behind after school and need to go straight home. This can restrict participation in sport. Projects like Girls Do Squash ideally should take place within school hours to encourage take up.

How to encourage more girls to play squash

The girls felt that introducing the sport to younger age groups might be better in terms of raising awareness of the sport to other girls. Interestingly, there was a perception among the girls that women in sport are not taken as seriously as men (e.g. football) and that there is not enough coverage of women's sport in the press or on TV.

"In the sports hall where we go to play squash, all the photos of players are men".

The group felt that wider participation among girls in squash could be encouraged by providing girls with more education and information relating to the health benefits of the game. One suggestion was to set aside 5-10 minutes at the end of each lesson where the coach can review the amount of calories burned in each squash session, and perhaps discuss related topics, such as healthy eating.

The Girls Do Squash video can be accessed here:

<https://www.youtube.com/watch?v=oR2iTv11XbA>

Perth Prison jogscotland group

Background

Perth Prison predominantly receives offenders from courts in Perth and Kinross, Dundee, Angus, and Fife.



It holds on average 600+ adult male prisoners per day. This spans offenders on remand, short term offenders (serving less than four years), long term offenders (serving four+ years), life sentence offenders, sexual offenders and extended sentence offenders (Order of Long Restrictions).



jogscotland is a long-established recreational running network which is part of Scottish Athletics. Groups are led by qualified Jog Leaders (mostly volunteers), whose role it is to guide and inspire their members.

About the Perth Prison group

One of the 13 **jogscotland** groups set up with the Equalities and Inclusion investment during 2017/18 is in Perth Prison. It is recognised that physical activity levels are constrained in prison, and that inmates tend to have poorer health than the general population. For some inmates it can be a relatively sedentary lifestyle, while others are perhaps more motivated to take part in the various physical activities offered in prison.

Two prison officers (who lead on all things physical education and wellbeing) plus eight inmates have successfully completed the Jog Leaders course. This is a one-day course that provides classroom and practical sessions to provide Jog Leaders with all they need to know to set up their own group or help at an existing group.

The session at Perth Prison takes place on a Wednesday morning at 9am, and runs to around 10.30am which includes a gentle warm-up and cool-down session that is led by one of the Jog Leaders. The men who take part are a mix of ages (20s to 50s) and there are also a mix of inmates (i.e. offenders on remand, short/long term offenders, life sentence offenders).

Identifying and training Jog Leaders, including those who are long-term offenders and life sentence offenders has been part of an approach to ensure that the jogging group continues to have trained Jog Leaders for the foreseeable future. For example, men on remand might go to another prison or not be convicted at court.

How the sessions work

The first few sessions took place indoors in the prison gym, however, it moved outdoors to the football pitch for a few weeks. More recently, permission has been given via the prison's security processes for the men to run a route outdoors but still within the prison grounds. There is recognition that taking part in physical activity in an outdoor setting is good for the men's overall health and wellbeing.

The group has been building up to doing a 10K run during an activities week which is planned for August 2018 – and many are already at that level. Some Scottish Athletics staff will also attend on the day and take part in the 10K run.

Many of the men (except those on remand) work within the prison, for example, within the kitchen, laundry, gym, bike shed (the prison works with The Bike Shed a charity that recycles old bikes and sells them with proceeds given back to those involved), and barbers. As such, some of the men involved in the jogging group miss a morning's work to participate in the group.

Each weekly session regularly attracts between 12 and 14 men, and since the sessions have taken place outdoors in the yard, more inmates have become aware of the group. It is anticipated that the next jogging group block of sessions delivered will involve more men as a result. If there are any behavioural issues (within the group and/or at any other time), then the men know that this will lead to them not being able to take part in the jogging group.

The men are of varying fitness levels, with some jogging and walking, others jogging or running the whole time. What is notable about the sessions is that the Jog Leaders (including some of fitter men in the group) take the time to jog slower or even walk alongside other men who are perhaps slower or less fit than themselves. It is a supportive environment for those taking part.

The prison staff also keep a log of how many laps each man completes, and they shout words of encouragement and support from the side. Often one of the prison staff runs with the men.

Wider physical activities within the prison

The jog**scotland** group is just one of a number of physical activities that men at the prison can participate in. There is a gym, circuit sessions, football pitch, and tennis, to name a few. In addition, a number of inmates, including some of the men involved in the jogging group: work in the gym - help with inductions, etc; have completed Sports Leaderships Awards - recognised qualifications to develop confident, healthy leaders through sport and physical activity while also helping themselves and others stay physically active; and have/are taking part in football related courses and qualifications that combines playing the game alongside workshops (e.g. equality and diversity).

The Scottish Athletics and prison staff involved emphasised how much the men enjoy the sessions – “*all want to be here*”.

Benefits to participants

Some of the main benefits of the group are outlined below:

- the sessions have attracted regular attendance from men who were inactive as well as encouraging the more active to undertake even more physical activity;
- the group contains men from different cell blocks in the prison, so they would not all normally have the opportunity to be in the same company – members of the group support each other as they take part, including giving encouragement, have fun (“*banter*”);
- fitness levels have increased – many of the men are running quicker lap times and/or jogging/running more than walking since the first session;
- one of the men has lost five stones in weight – while not attributable to the group alone, it has played a part in the inmate’s weight loss and his progress and fitness levels continues to improve;
- one of the men hopes to start a new group when he leaves prison, and in particular with gypsy/traveller young children (he has gypsy/traveller roots himself); and
- another inmate has completed his Personal Training qualification and being a Jog Leader is considered to be beneficial for when he gets out of prison.

Scottish Gymnastics case study

This case study was provided directly by Scottish Gymnastics, and was written by a gymnastics club supported via the investment from **sportscotland**. The name of the gymnastics club and the young person have been removed to protect their identity.



We were visited by a local primary school in 2015/16 with three children who were presenting challenging behaviour. The sessions were designed to allow them to explore sport while learning and understanding the discipline required within a sporting environment.

One of the children (Child A) showed an incredible natural talent (and was self-taught), so the club were keen to offer the child an opportunity to further his interests in gymnastics. Unfortunately the school would not allow us to engage with his family due to ongoing issues at home, and as a result we were forced to step back.

We have recently managed to communicate to the family that we have potential to offer an opportunity for Child A to become involved in gymnastics – fully funded. We spoke with the school PE Department who confirmed that Child A only attends school for a couple of sessions per week and at this stage does not engage in PE at any time, despite his love for sport – Child A has never attended school on Mondays. Child A and I have made a deal that “one day” when he feels comfortable he and I will attend school on a Monday to demonstrate the sport and his talents to the PE Department as part of a larger event.

We have worked hard to engage Child A in our club environment and he is now working alongside our National Level Tumblers. Child A has shown great progress so far and is socialising and involved in gymnastics up to three times per week. Although Child A’s gymnastics skills and knowledge are benefitting from the new training programme, more importantly we see a massive change in the holistic development of the child opposed to the gymnast.

Child A is now involved in team games within his sessions, partner work, working individually, being supported by coaches for new skills and has become a very chatty young lad with an infectious enthusiasm for learning. Socialising does not come natural to Child A but he is really progressing and I genuinely feel that he has made some new friends – some of those attending his school therefore may be in a position to say hello in the school environment also.

Prior to his involvement in gymnastics I am led to believe his engagement in school was very limited, he was very shy and chose not to socialise within the education environment and instead spent his school time with his hood up and looking at the floor. There are a variety of external agencies involved in Child A' family and their day to day life with the unfortunate past of self-harming too. One of the club's parents who also drops her own child at the same class as Child A works within his school and cannot believe how far he has come in such a short time.

Child A has been given his club kit (t-shirt and zipper) and is delighted, as he has never attended a club before, never mind owned a club uniform or kit. Child A was incredibly proud to put his kit on and advised me that he was delighted as being given this kit as this meant he now owned three t-shirts. Although Child A is not yet comfortable to train gymnastics in sports trousers (self-harm scarring on legs which results in a fear for change) we have explained we will allow him to continue to wear his jeans to all sessions. We have made a deal that "one day" when he feels comfortable – he will switch his jeans for sports joggers. Child A has been spotted wearing his club t-shirt and zipper by a member of the coaching team at the weekend (he does not come to gymnastics at the weekend). This gives you an insight into the difference the club and the sport can make to this one individual.

I have held discussions with the family of Child A - and of course Child A too – and have explained that his fully funded place is available for him at the club on the basis of good attendance, acceptable behaviour and respecting the coaching staff and other gymnasts. I am pleased to be in such a fortunate position to offer Child A the opportunity to enjoy the sport he loves (and be part of his journey).

The investment we were offered in December 2017 has funded Child A' class fees up until the end of July 2018; Club Training Kit; Club Competition Kit (which is on order); and two competition events later in the year.

6. Conclusions and recommendations

This Chapter sets out our overall conclusions based on the analysis of the secondary and primary research undertaken as part of the evaluation.

6.1 Key Points

The supplementary investment has supported in excess of 50 projects across SGBs and the projects have reached and engaged a large number of individuals. The investment has undoubtedly enabled activity to be accelerated quicker and/or to be implemented on a larger scale.

The projects have in the main been successful in reaching their intended target group(s) be that the inactive and/or under-represented groups. Indeed many targets were met in full or exceeded, with a number of other targets almost met³².

The main success factor relates to a collaborative approach. SGBs worked with and through other agencies and organisations, including those with specialist knowledge, expertise and contact with under-represented groups.

Wider success factors include having “familiar faces and places”. By that we mean using coaches, volunteers, and school staff who know some participants already. In addition it means project activities being held in local community venues, centres and spaces that participants are familiar with. Success factors go beyond this and include, for example:

- adopting approaches to break down barriers to participation;
- building the capacity of the coach and volunteer workforce; and
- developing clear pathways into and through sport.

In a number of cases SGBs are actively seeking alternative investment to help sustain and develop projects in the future. Some have already secured investment. It is evident that sustainability of activity will inherently rely on the availability of coaches and the volunteer workforce.

³² Note – targets were only set for Equalities and Inclusion supported projects.

Without ongoing investment, however, some projects will stop or reduce in scope and reach. Smaller resourced SGBs might find it more challenging to continue projects at the same level. Ensuring sustainability in the long term across all SGBs could be strengthened by a more structured, systematic and collaborative approach. This centres on how SGBs develop, manage, and deliver sports participation projects as well as child protection related activities.

6.2 Conclusions

The conclusions are presented in line with the evaluation objectives.

Reaching target groups

The evaluation sought to examine the extent to which projects and programmes reached their intended target group(s).

Overall, a fair assessment is that projects and programmes were in the main successful in reaching their intended target group(s). The investment enabled activities to be accelerated quicker and/or to be implemented on a larger scale than in the absence of the supplementary investment.

Equalities and Inclusion investment:

- overall, there was strong performance with many targets met in full or exceeded. Others were close to being met;
- most activities were aimed at four target groups – women and girls, those living in a deprived area, young people, and disabled people. Fewer projects focussed on reaching older people and the LGBTI community. To a certain extent the same holds true for the inactive and ethnic minorities communities;
- the projects reached about 11,500 people across the target groups. Some projects are ongoing and will reach more people over the coming months; and
- the highest absolute numbers reported for those reached are largely in line with the main target groups identified by SGBs – young people, women and girls, and those living in deprived areas. The exception is disabled people, despite five projects (22% of projects) 4% of participants were disabled.

Transitional Support:

- much of the project participation activity was aimed at young people and women and girls, followed by disabled people. There were fewer activities aimed at LGBTI, older people, or ethnic minorities; and
- data shows that around 6,600 people took part.

Some target groups will by their sheer size and visibility (e.g. women and girls, young people) be much easier to reach and engage than others.

By targeting, for example women and girls, other target groups will likely have been reached indirectly. This includes older women, women from ethnic minorities communities, etc. That being said, there has been less activity aimed specifically at reaching some target groups. In part this might simply reflect the nature of projects submitted by SGBs and approved by **sportscotland**. It might also reflect a less segmented approach adopted by some SGBs (i.e. approaches that target anyone to participate in sport may inevitably reach specific target groups. For example women, girls, etc).

Key factors for success

A wide range of success factors emerged from the research. Projects that were part of an existing prioritised action plan were often able to be mobilised quicker and more successfully than others.

A key ingredient to success was the extent of collaboration between SGBs and other agencies, groups, clubs and wider partners. Engagement with agencies and organisations with expertise, knowledge and understanding in engaging under-represented groups has helped SGBs to:

- facilitate better/quicker access to potential participants;
- ensure that the specific needs of under-represented groups were better understood;
- leverage in additional resources for project activities (e.g. investment, people, equipment, facilities, venues);
- achieve (in many cases) better levels of engagement from participants; and
- save time and effort .

Linked to collaboration were success factors such as having “familiar faces and places”. By that we mean using coaches, volunteers, school staff, etc who know some participants already. Additionally, it means project activities being held in local community venues, centres and spaces that participants are familiar with (and can get to easily).

A wider range of success factors include:

- links to UK wide programmes often led to wider benefits. This includes economies of scale, profile, marketing and promotional reach;
- a mix of approaches to break down barriers – for example, the need for a clear understanding of needs. This includes the development of partnerships with agencies and organisations that have expertise, knowledge and trusted relationships with under-represented groups. It also includes the use of positive role models (e.g. participants, coaches, volunteers, etc). A strong social and fun element encourages and helps sustain participation. Flexibility of approach needs to be built in from the outset. There was some evidence of peer support taking place. Where participants know each other this often reduced anxieties around trying out new things;
- building the capacity of the coach and volunteer workforce - engaged, motivated coaches and volunteers were essential ingredients that helped underpin success. This is key to ensuring sustained delivery in many cases. There was some evidence that mentoring support for individuals and volunteers can have a positive impact upon participation. Skills and knowledge development is often not enough to change behaviours. To create change, capacity building activities need to go beyond providing resource packs and training;
- the existence of developed pathways to different forms of participation - cradle to grave. Having clear pathways that are well structured, supported and signposted helps to sustain participation. It also makes it easier for people to engage for the first time or re-engage with a sport; and
- some activities acted as the initial hook to get individuals interested. This then provided an opportunity to engage in other activities (e.g. vocational training).

Table 7.1 provides presents some success factors by target group.

Table 7.1: success factors for target groups

Success factors	
Women and girls	<ul style="list-style-type: none"> • Emphasise the social aspect • Offer some single sex opportunities • Add fun, fitness and social opportunities • Use of role models
Young people	<ul style="list-style-type: none"> • Emphasise the social aspect • Add fun, fitness and social opportunities • Familiar faces and places • Less structured activities • Use of youth work expertise • Support and encouragement to lead
Inactive	<ul style="list-style-type: none"> • Emphasise the social aspect • Add fun, fitness and social opportunities • Less structured activities • Non-competitive element is important
Disabled people	<ul style="list-style-type: none"> • Train and educated those working in the sport • Showcase good work • Welcoming and inclusive settings • Peer support for parents/guardians and carers
Older people	<ul style="list-style-type: none"> • Emphasise the social aspect • Add fun, fitness and social opportunities
BME	<ul style="list-style-type: none"> • Work with trusted partner organisations • Use of role models • Think about the timing of sessions
LGBTI	<ul style="list-style-type: none"> • Showcase good work • Work with trusted partner organisations
Deprived areas	<ul style="list-style-type: none"> • Familiar faces and places • Less structured activities • Use of youth work expertise • Build relationships with larger companies as part of Corporate Social Responsibility agenda

Changes seen in physical activity rates

Evidence for changes in physical activity levels largely comes from the surveys and focus groups. However, it should be noted that responses to surveys was limited. It is not robust or representative, and the findings need to be reviewed in this context.

There are, however, some positive signs that projects have led to sustained or increased physical activity levels for participants. The main feedback was that participation had encouraged people to be more active more often, and the less active to be more physically active.

Increased physical activity is one of a number of benefits and impacts participants achieved from their engagement. Evaluation evidence highlighted that participants place particular value on benefits over and above changes to their physical activity levels:

- a key point raised in the young people survey was that participation was fun. They enjoyed taking part with their friends and/or meeting new people;
- all young people that responded to the survey reported that taking part in sport and physical activity makes them feel healthy, confident, and helped them to make new friends. Teenagers further reported that it made them feel included and interested to try other things;
- the fun element of participation also came out strongly in the adults survey. As did increased fitness and weight loss (both 71%); and
- wider benefits reported by 78%+ of adults included that participation in sport and physical activity makes adults feel healthy, close to other people, optimistic about the future, and included.

Barriers encountered

Barriers encountered were examined from two perspectives, including those faced by:

- SGBs in the management and delivery of supported projects; and
- under-represented groups.

Firstly, the reality for SGBs was that in many cases the investment did not result in 12-months activity. The investment was awarded in summer 2017 (not April). This resulted in a condensed delivery period until the end of March 2018. Although a few projects are ongoing. Equalities and Inclusion investment awarded to SGBs was typically less than requested, leading to a period of project re-scoping.

Wider constraints that impacted on delivery included:

- short-term nature of the investment, and time taken to recruit staff and for them to take up post;
- developing partnerships takes time, in particular in new geographic areas. This includes identifying the “right” person to speak to; working through other agencies’ decision making process and timescales; varied levels of buy-in, support, and responsiveness;
- element of competition with other sports (and other service providers). For example where project activities focussed on the same geographic areas and/or same target groups;
- difficulties in data capture among SGBs. This included where delivery was through other organisations (e.g. clubs, schools, etc); and
- poor weather over the winter months hindered outdoors sports and training.

The investment enabled SGBs to accelerate and expand activities to increase and widen engagement. However, there were wider challenges faced which influences how effective each SGB will be in addressing inequalities in sports participation.

This includes:

- the size and scale of SGBs varies considerably. This extends to people, investment, and levels of expertise, skills, knowledge and experience;
- SGBs, like many other organisations that receive public investment, are being asked to achieve more with fewer resources. Engaging with under-represented groups can be a lengthy process and resource intensive. There are also challenges around evidencing impact;
- the “ask” from SGBs is increasing and changing at a time when resources are reducing. The market place for sport and physical activity is changing rapidly; and
- key partners and stakeholders have a challenge to engage equally with all SGBs. All SGBs are looking to establish partnerships. There is an inherent risk of partner fatigue, especially where other organisations do not have significant staff resource. There is perhaps a stronger role for **sportscotland** to play in the development of broader partnerships across SGBs.

Further, each SGB has largely co-ordinated its projects in isolation from other SGBs. This poses barriers and challenges in terms of co-ordinating programmes, activities, engagement with partners, processes, and achieving things at scale with any consistency. There is a potential risk of duplication of effort.

Secondly, there is clear evidence from the evaluation that the various projects supported have sought to break down barriers. This has been achieved through a mix of approaches, including:

- increasing awareness of, and improving opportunities to, participate in sport;
- creating specific and tailored projects and programmes for priority groups;
- activities in safe, welcoming, accessible, and inclusive venues;
- fun, social and positive recreational experiences of sport;
- changing attitudes and perceptions of individual sports;
- promotional and marketing campaigns;
- developing role models;
- raising awareness, knowledge and understanding of equalities issues;
- training, mentoring, and support for coaches and volunteers; and
- signing up to the LGBT Charter.

Project sustainability

A fair assessment is that most SGBs have had one eye on the future in terms of ensuring the long-term continuity of provision. Many are continuing to undertake a wide range of actions to support this ambition.

The bulk of work undertaken by SGBs through the Transitional Support strand is core to the day-to-day operation of the SGBs (e.g. Child Protection). There is a legal duty and responsibility for this work to continue. Undoubtedly, the investment provided additional resources for SGBs to drive further action and progress. However, in the absence of ongoing additional investment, issues may arise around the extent to which activities can be adequately resourced going forward.

For those projects aimed at increasing reach and participation in sport and capacity building activities³³ sustainability was at the forefront of project design. This was with a view to laying the right foundations for projects to continue when SGBs take a step back. This included, among other things:

- the design, development and distribution of guides/resource packs to those who eventually lead sessions/activities;
- advice, training and/or mentoring support to individuals to develop the skills and confidence to deliver sessions/activities;
- charging a small fee to support delivery costs;
- increasing the number of coaches and volunteers engaged in delivery;
- use of discounted (or free) venues;
- partnership arrangements to share costs or to ultimately transfer the burden of delivery; and
- actively seeking alternative investment to help sustain and develop programmes in the future. Some SGBs have already secured investment.

It is evident that sustainability of activity will inherently rely on the availability of coaches and the volunteer workforce. Indeed, many projects were successful in increasing the number of coaches and volunteers. A number of activities were also linked to existing clubs to help ensure continuity of provision.

Ensuring sustainability in the long term across all SGBs could be strengthened by a much more structured, systematic and collaborative approach. This includes how SGBs develop, manage, and deliver activities and programmes in relation to child protection and equalities issues. This would ensure best use of limited resources, skills, knowledge, expertise and supporting systems and processes. It would also avoid unnecessary duplication, and create economies of scale.

Child protection and equality standard for sport

The provision of Transitional Support investment allowed SGBs to continue with much of their ongoing work to further enhance existing child protection measures. This included adapting existing arrangements in response to the new Standards.

³³ Primarily Equalities and Inclusion but also Transition Support.

The new Standards were only recently launched at the same time of the consultation process for the evaluation. Many SGBs were still at relatively early stages in what was expected to be a longer-term process.

The investment has also been used in other ways. This includes capacity building activities designed to enhance the skills, knowledge and experience of coaches and volunteers. It also includes the development and strengthening of administrative and governance tools that underpin child safety and wellbeing arrangements.

It is perhaps too early to assess the impact of these activities. However, good progress has, and will continue to be made. Among other things, key areas of activity included:

- SGB involvement in the initial pilot which resulted in the new Standards;
- employing a part-time Child Protection/Safeguarding Officer;
- bringing in specialist consultancy support; and
- training needs analysis, action plan development, and training.

A number of SGBs have used the Transitional Support investment to help retain or achieve a higher level of the Equality Standard of Sport. In the main this has been to achieve a higher level.

The activities undertaken with the investment in pursuit of the Equality Standard for Sport is ongoing. While there has been considerable work progressed to increase knowledge and understanding and to raise awareness, it is perhaps too early to assess impact.

SGBs reported that benefits have been achieved through this work. This spans, for example, higher profile, increased skills, knowledge and understanding among staff, and volunteers, improved documentation and literature, and more robust systems and processes.

Timescales for use of the supplementary investment perhaps did not lend itself to a more joined-up and co-ordinated approach across SGBs. This is something that could be considered in the long-term as there are likely to be economies of scale.

Impacts and outcomes

The need to be able to evidence impact is increasing. The evaluation found that some SGBs found this challenging. This relates to levels of appropriate skills, knowledge and capacity. Each SGB undertakes monitoring and evaluation in its own way. As such a consistent approach to methods and tools used, etc is lacking. This presents challenges when trying to assess impact at a programme level and across all SGBs. Some wider points include:

- good monitoring and availability of data is a pre-requisite for evaluation – the quality and quantity of data provided via the monitoring forms varied. In many cases, these were submitted late and/or incomplete. SGBs interpreted the forms in different ways and it was perhaps not clear enough how it should be completed;
- there is no standard and consistent approach to monitoring and evaluating outcomes within and across SGBs and affiliated clubs and organisations; and
- there is no standard and consistent use of tools to capture and analyse data within and across SGBs and affiliated clubs and organisations.

6.3 Recommendations

The following section sets out recommendations for consideration by **sportscotland**. The recommendations relate to the national agency for sport, however, some are also relevant for SGBs and/or affiliated clubs.

Reaching target groups

1. **sportscotland** and SGBs should give consideration to how best to support more activities aimed at specific target groups. This includes LGBTI, ethnic minorities' communities and older people (where appropriate).
2. SGBs cannot address issues of under-representation in sport equally, and this is related to many different factors. The scale of the "ask" by Scottish Government and **sportscotland** therefore needs to be appropriate and relative to the scale of the SGB. Further, there needs to be recognition that some sports are culturally and/or physically more difficult to introduce and develop among certain target groups.

Changes in physical activity rates

3. In order to more clearly and robustly evidence the extent to which projects are leading to an increase in physical activity levels, a systematic and consistent approach should be developed. This would allow SGBs to capture baseline and ongoing data (at scale) among participants. This should not, however, be the only measure of success. Qualitative benefits and impacts should also be routinely captured.

Key factors for success

4. Building on existing good practice, **sportscotland** should consider taking a strategic lead at a national level in developing and sustaining a multi-agency approach with key agencies and organisations. This relates to those organisations that have specialist expertise, knowledge and understanding of under-represented groups. This would avoid the situation where all SGBs are targeting the same partners and target groups, leading to dilution of resources and impact.
5. **sportscotland** should consider ways to share the learning from this evaluation on success factors. This includes with SGBs and wider stakeholders. This should, however, extend beyond success factors and cover barriers, monitoring and evaluation, child protection, etc.
6. **sportscotland** should facilitate a workshop (or similar) with key SGB personnel to provide an opportunity for SGBs to share experiences and insights of reaching and engaging with the inactive and under-represented groups. This should span what works well, what works less well, barriers, success factors, monitoring and evaluation, etc. This is with a view to informing SGB projects and for SGBs to share that learning more widely (e.g. with affiliated clubs, etc).
7. The sharing of learning should become a much more embedded practice. This would help avoid duplication of effort, ensure efficient use of resources, and facilitate closer levels of co-operation and collaborative working between SGBs and others (e.g. joint activities and programmes, sharing of resources, etc).

8. Driving participants through a curriculum or rigid programme is often counterproductive when dealing with some under-represented groups. This should be reflected in coaching and volunteer development programmes to ensure that project activities and delivery are more flexible. This would ensure that activities are centred on the needs of individuals and target groups.

Barriers encountered

9. Cultural differences can influence participation. This issue needs to be explored in more depth to better understand how this impacts upon participation in sport and physical activity. Importantly, this would help identify the most appropriate ways of addressing under-representation

Project sustainability

10. SGB activities to build the capacity of others, including the volunteer workforce to support delivery at a local level works well in practice. This suggests a greater role for SGBs as an enabler rather than deliverer of activity. This should include a more systematic and consistent approach to the development of resource guides/packs/CPD resources, etc. It should also include consideration to what more can be done to ease/incentivise a diverse range of volunteers to become involved.
11. A lack of long-term and sustained investment and resources can impact negatively on participation in sport and physical activity among the inactive and under-represented groups. Activities to engage these groups (and sustain involvement) can be both time consuming and resource intensive. The Scottish Government and **sportscotland** (and SGBs) should consider how more sustainable investment streams can be developed to build on the momentum achieved to date.
12. **sportscotland** and SGBs should jointly explore opportunities to further develop sponsorship and Corporate Social Responsibility investments to support the further development of equalities and inclusion activities.
13. **sportscotland** and SGBs should consider whether there is scope for increased engagement with its counterparts across the UK to work collaboratively to address issues of under-representation in sport.

14. Consideration should be given to identifying and achieving potential wider economies of scale in project delivery across SGBs (e.g. negotiating access to facilities via a framework agreement with operators).

Monitoring and evaluation

15. **sportscotland** should give consideration to establishing a systematic and consistent way of SGBs recording data to allow a more robust measurement of participation/reach among target groups. Any framework should extend beyond outputs to capture outcomes and impacts, and should be developed in partnership with SGBs.
16. Consideration should be given to the development of partnerships to help build the capacity of SGBs in the area of monitoring and evaluation (e.g. Evaluation Support Scotland).

Wider recommendations

17. SGBs are competing to establish partnerships with the same organisations (e.g. Councils, Leisure Trusts, third sector organisations). In some cases this is creating partner fatigue. **sportscotland** should consider how it could support and develop a more structured approach to developing partnerships without stifling local developments and approaches.
18. SGBs are competing for the same audiences for the programmes and activities (e.g. SIMD areas). **sportscotland** should explore how it can develop a more structured and collaborative approach between SGBs. This would ensure opportunities for increasing participation are maximised and duplication of effort and wasted resources are minimised.
19. The scale of SGBs is not necessarily relative to the number of clubs and participants that they have participating. Nor is it relative to their capacity to engage those that are under-represented in sport. Markets, trends, priorities and needs are also changing. There is perhaps a case/need for **sportscotland** to carry out a review of the future “ask” on SGBs. This should include how best to structure and resource the governing bodies in line with what they are being asked to do to meet future priorities.

20. **sportscotland** and SGBs, are an important but not the only part of the sports and physical activity landscape in Scotland. This also includes clubs, Councils, Sports and Leisure Trusts, etc. There is possibly a role for **sportscotland** to play in encouraging wider key players to adopt similar good practice standards (e.g. the Equality Standard for Sport) as a further enabler of increased participation among under-represented groups.

21. There are perhaps gaps in knowledge and understanding about how SGBs contribute to the wider Physical Activity Strategy. **sportscotland** should consider how it can help to develop a clearer understanding of how sport, SGBs, clubs and affiliated organisations engage and support this strategy. This includes where synergies and opportunities exist.

Appendix A: study method

Desk research

The desk research involved a review of a wide range of information and data spanning:

- Business Cases for Equalities and Inclusion supplementary investment;
- monitoring forms submitted to **sportscotland** by SGBs;
- SGBs Equality Action Plans (EAPs);
- wider information and data provided directly by **sportscotland** and/or SGBs; and
- published research and other reports on equalities and inclusion in sport.

Primary research

Stakeholders

A total of 31 SBGs were consulted. Consultations often involved more than one individual from the same governing body. Follow-up conversations were progressed across the study delivery period.

It should be noted that the only SGBs that received investment who we were unsuccessful in consulting with was Lacrosse Scotland and Scottish Karate. Various attempts were made to establish contact, including support provided by **sportscotland**.

Scottish Governing Bodies of Sport	
Badminton Scotland	Scottish Athletics
Basketball Scotland	Scottish Curling
Bowls Scotland	Scottish Cycling
Boxing Scotland	Scottish Disability Sport
Cricket Scotland	Scottish Football Association
Horse Scotland	Scottish Golf
Judo Scotland	Scottish Gymnastics
Netball Scotland	Scottish Handball
Royal Yachting Association Scotland	Scottish Hockey

Scottish Governing Bodies of Sport	
Scottish Pentathlon	Scottish Wrestling
Scottish Rowing	Snowsports Scotland
Scottish Rugby Union	Table Tennis Scotland
Scottish Squash and Racketball	Tennis Scotland
Scottish Student Sport	Triathlon Scotland
Scottish Swimming	Waterski & Wakeboard
Scottish Volleyball	

sportscotland

Director of Sports Development

Head of Pathways

Planning and Improvement Manager

Partnership Manager

Wider stakeholders and partners

LEAP Sports Scotland

Rural & Urban Training Scheme (RUTS)

Scottish Women in Sport

Stonewall

Participants

A two-pronged approach was undertaken to secure feedback from project participants.

Firstly, an online and self-completion survey aimed at individuals involved in sports participation projects and programmes. An email introduction and link to the survey was issued to relevant SGBs with a request to issue the online survey to participants. Word versions were also provided for different age groups.

This resulted in a total of 31 responses.

Secondly, five focus groups were undertaken with projects supported via the Equalities and Inclusion investment strand. A total of 46 people participated.

SGB	Project	When	Number attending
Tennis Scotland	Glasgow Disability Tennis Club	8 th March 2018	3 parents 3 children
Scottish Handball	Lochside Community Youth Club (Ayr)	19 th March 2018	6 young people
Netball Scotland	Walking Netball - Stirling	18 th April 2018	14 Women
Squash	Girls Do Squash – Notre Dame High School (Glasgow)	15 th May 2018	10 Girls
Scottish Athletics	Perth Prison jogscotland Group	13 th June 2018	10 men

Appendix B: supplementary investment projects

This Appendix provides information and data on the Transitional Support and Equalities and Inclusion projects which are referred to the main body of the report.

Criteria for Equalities and Inclusion investment Business Cases included a requirement to demonstrate:

- impact against one or both of the following equality and inclusion outcomes:
 - accelerating work already identified within the SGB EAP
 - supporting specific SGB projects focused on inclusion and getting the inactive active. This included projects which were identified in existing strategies or plans;
- sustainability once investment comes to an end through (e.g. mainstreaming);
- links between the SGB and its clubs and local communities;
- partner involvement (where appropriate) and how risk/relationships will be managed; and
- how impact will be measured and monitored.

Table B.1: equalities and inclusion investment – business cases

Business case – sport	sportscotland investment request	sportscotland investment approved	Status
Archery	£18,000	-	Declined
Athletics	£50,000	£40,000	Approved
Badminton	£50,865	£30,000	Approved
Basketball	£51,627	£48,900	Approved
	£48,900		Approved
Bowls	£55,000	-	Declined
Boxing	£30,100	£30,100	Approved
Cricket	£33,500	-	Declined
Curling	£11,930	£11,930	Approved
	£7,830	-	Declined
Cycling	£50,000	£50,000	Approved
	£50,000		Approved
Disability Sport	£50,000	-	Declined
	£60,000	£20,000	Approved
	£20,000	-	Declined
Fencing	£10,560	-	Declined
Golf		£105,000 (see note)	Approved
Gymnastics	£155,093	£50,000	Approved
Handball	£25,000	£25,000	Approved
Hockey	£33,750	-	Declined
Equestrian	£5,500	-	Declined
Judo	£34,149	£34,149	Approved
Mountaineering	£70,000	-	Declined
Netball	£115,795	£55,000	Approved
Rowing	£18,500	-	Declined
Rugby	£57,000	-	Declined
	£30,000	£30,000	Approved
Sailing	£30,000	-	Declined
Shinty	£28,860	-	Declined
Squash	£54,000	£27,000	Approved
Student Sport	£7,500	£15,000	Approved
Swimming	£100,000	-	Declined
Table Tennis	£150,000	£70,000	Approved

Table B.1: equalities and inclusion investment – business cases received

Business case - sport	sportscotland investment request	sportscotland investment approved	Status
Shooting	£15,000	-	Declined
Tennis	£77,500	-	Declined
	£20,600	£20,600	Approved
Triathlon	£22,600		Declined
Waterski	£4,920	£2,420	Approved
Total	£1,654,079	£665,099	

Source: **sportscotland** Business Cases Spreadsheet

Note: The Equalities and Inclusion investment allocated includes £105,000 awarded to Scottish Golf once it submitted a revised strategy and met some conditions applied to its investment.

Table B.2: equalities and inclusion investment: approved projects – target groups

SGBs	Project title	Target Groups									No. of Groups Targeted
		Inactive	Older adults	SIMD index	Young people	Women and Girls	Disability	BME	LGBTI	Other	
Athletics	1. Jog Scotland Enhancement Programme										5
	2. Athletic Club Supported Projects										6
Badminton	3. Smash In2 Badminton										2
Basketball	4. Inclusive Zone Basketball (IZB)										3
	5. Pick Up Basketball										3
Boxing	6. Urban Box										4
Curling	7. Curlability										2
Cycling	8. Go Ride										3
	9. Breeze										1
Gymnastics	10. School Support Programme										3
Handball	11. South Ayrshire Equalities and Inclusion Project										3
Judo	12. Judo Girls Rocks										2
	13. Visually Impaired Judi										1
Netball	14. InstaNet										2
	15. Walking Netball										1
	16. Fun5z Early Years Netball										1
Rugby Union	17. W&G Partnerships & Projects										3
Disability Sport	18. UK Disability Inclusion Training										1
Student Sport	19. Rainbow Laces										1
Squash	20. Increase Female/BME/LGBTI Memberships										3
Table Tennis	21. Active and Healthy Table Tennis										4
Tennis	22. She Rallies										3
Water-skiing	23. Young Carer's Programme										3
Total		4	2	11	10	13	9	4	3	4	

Source: EKOS Analysis of Project Monitoring Data and Consultations with SGBs

Table B.3: transitional investment support - investment level and areas

SGB	Investment award	Investment areas			
		Child protection standards in sport	Projects, programmes, and activities	Equality standard for sport	Tools, systems, and data
Scottish Athletics	85,000				
Badminton	38,000		2		
Basketball Scotland	15,000				
Boxing Scotland	40,000		1		
Cricket Scotland	75,000		4		
Scottish Curling	47,200		1		
Scottish Cycling	30,000				
Scottish Football Association	350,000				
Scottish Golf	105,000				
Scottish Gymnastics	10,000				
Scottish Handball	10,000				
Scottish Hockey	30,000				
Horse Scotland	10,000				
Judo Scotland	25,000		1		
Scottish Karate	5,000				
Lacrosse Scotland	5,000				
Bowls Scotland	30,000				
Modern Pentathlon	20,000		1		
Netball Scotland	3,000				
Scottish Rowing	20,000		3		
Scottish Rugby Union	99,500				
RYA Scotland	10,000				
Scottish Swimming	90,000				
Snowsports Scotland	7,000				
Scottish Squash & Racketball	10,000				
Tennis Scotland	60,000				
Triathlon	10,000				
Scottish Volleyball Association	7,500				
Waterski & Wakeboard Scotland	3,000				
Scottish Wrestling	6,000				

Source: EKOS Analysis of Project Monitoring Data and Consultations with SGBs

Table B.4: target group supported by transitional support investment

SGB	Project/ Activity	Target groups							No. of groups targeted
		Older adults	SIMD index	Young people	Women and girls	disability	BME	LGBTI	
Badminton	1. Smash in2 Badminton								2
	2. 4 Pillars Project								1
Boxing Scotland	3. Increase Female Opportunities								1
Cricket Scotland	4. All Stars								2
	5. Wicketz								2
	6. Disability Hubs								1
	7. CricHIIT								1
Scottish Curling	8. Curlability								2
Judo Scotland	9. Skill sCool Programme								1
Modern Pentathlon	10. Southern Hub SIMD Project								1
Scottish Rowing	11. Rowing Youth Collective								2
	12. Disability Rowing Programme								1
	13. Schools Indoor League								1
Total		1	3	4	5	3	1	1	

Source: EKOS Analysis of Project Monitoring Data and Consultations with SGBs

Appendix C: participants survey

Survey findings

A young people and adults survey was undertaken. Responses have been written up separately. It should be noted that absolute numbers are small, and so findings should be viewed with this in mind. Findings are not representative of all participants.

Young people

There was a very low response rate from young people (seven).

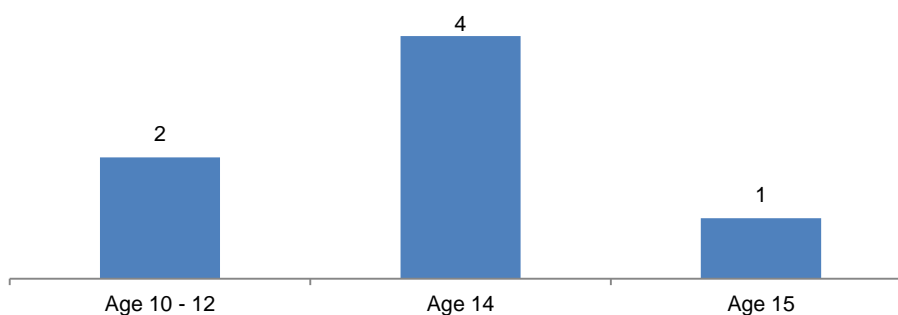
Table C.1: young people survey responses

Age Group	Nos. of Respondents
12 years or under	2 (online)
13 – 15 years	5 (self-completion)

Profile information

Most young people were over 12 years of age – **Figure C.1**. Both young people aged between 10 and 12 years of age were male, and the remainder were female.

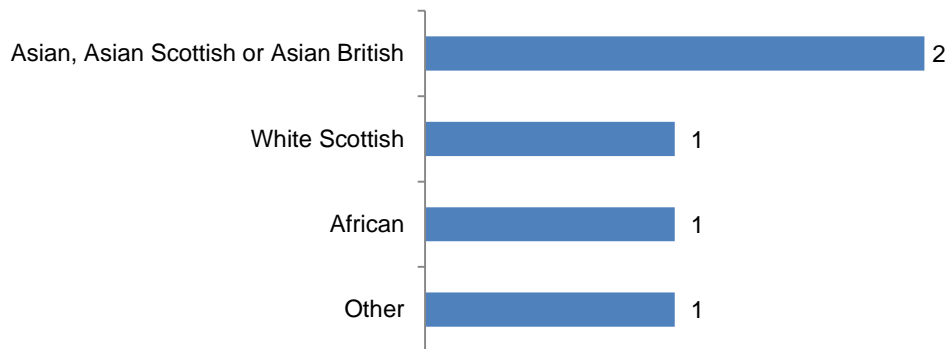
Figure C.1: age



N=7

One young person has a learning difficulty, and the ethnic minority background of the young people was mixed – **Figure C.2**.

Figure C.2: ethnic background of participants



N=5

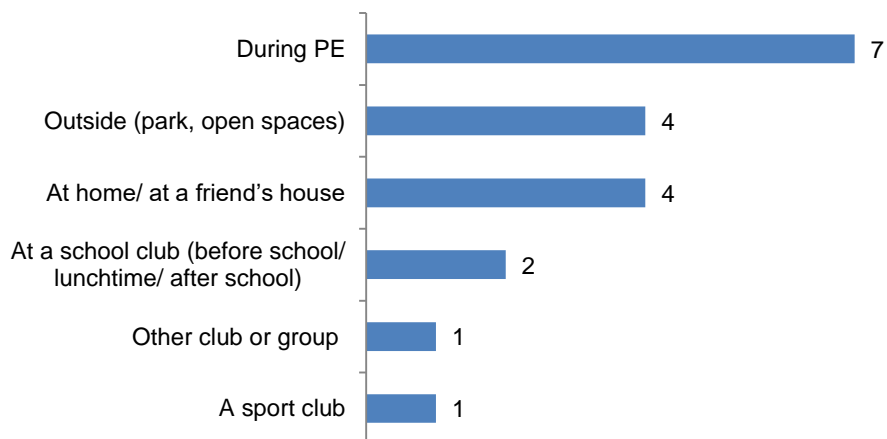
The 'other' ethnic minority group identified was Scottish/ Moroccan.

Levels of physical activity

During the course of a normal week, the young people reported they were active on an average of three days. This ranged from one day a week (one person), to seven days (one person).

All young people were active during PE at school. Most (four) also undertake physical activity in outside locations, at home, or at a friend's house – **Figure C.3**. This suggests that outside of school, most young people spend some time doing sport or physical activity with friends which is spontaneous, self-organised and fun.

Figure C.3: where physical activity takes place

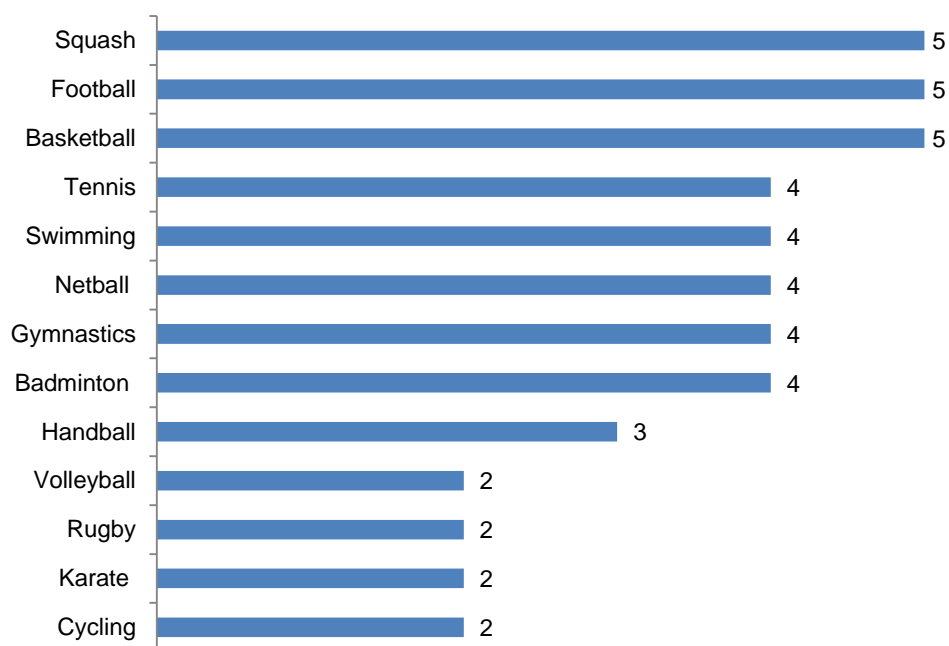


N=7, multiple responses allowed

Involvement in sport during past year

Over the last year, the young people had taken part in an average of eight different sports. This suggests that young people have had opportunities to take part in a diverse range of sporting activities. This ranged from four sports (three young people) to a high of 22 sports (one young person). Squash, football and basketball were the most popular.

Figure C.4: sports participated in over last year



N=7, multiple responses allowed

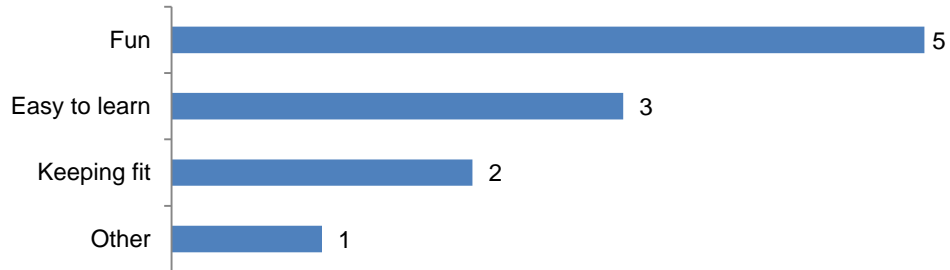
Five young people had taken part in squash for the first time last year (as part of Girls Do Squash), and one had tried wrestling for the first time.

There were several reasons why young people take part in sport and physical activity, **Figure C.5**. The main reason was to have fun, with young people reporting that they enjoyed spending time with, and making new, friends. Other reasons were that they:

- found the sport or physical activity easy to learn - with friendly staff being an additional benefit (three);
- enjoyed keeping fit and learning new skills (two); and

- enjoyed taking part in team sports (one).

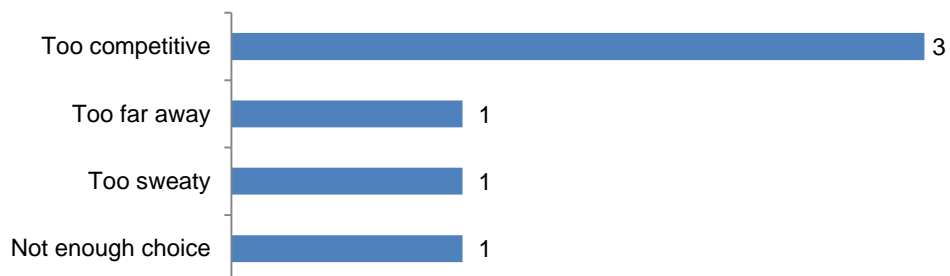
Figure C.5: like most about sport and physical activity



N=7, multiple responses allowed

There were several factors that young people did not like about taking part in sport, **Figure C.6**. The main reason was that they did not like taking part in sports when it becomes too competitive, structured and serious. One young person used the term ‘aggressive’. This reinforces the views expressed earlier, that most young people were attracted to the idea of having fun with their friends.

Figure C.6: like least about sport and physical activity



N=6, multiple responses allowed

Change in sport participation levels over past year

As discussed above, the young people reported they were active on an average of three days. This ranged from one day a week (one person) to seven days (one person) over the course of a typical week.

It is not possible to comment on the proportion of young people meeting physical activity guidelines (defined as doing at least 420 minutes of activity across a week). Young people were not asked to report the duration of activity on each day.

However, all young people reported either being:

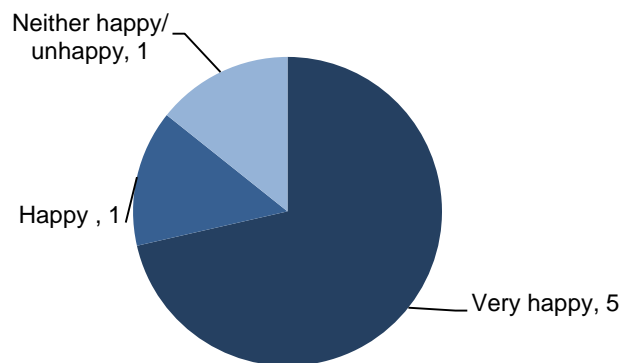
- as active as they were last year (two); or
- more active now (five).

All agreed that doing sport and physical activity made them want to continue this involvement when they were older.

Benefits and barriers to taking part in sport and physical activity

Almost all young people reported that taking part in sport and physical activity made them feel either happy or very happy (six) – **Figure C.7**.

Figure C.7: how taking part in sport makes you feel



N=7

All young people also agreed that taking part in sport and physical activity:

- made them feel healthy;
- made them feel confident; and
- helped them to make friends.

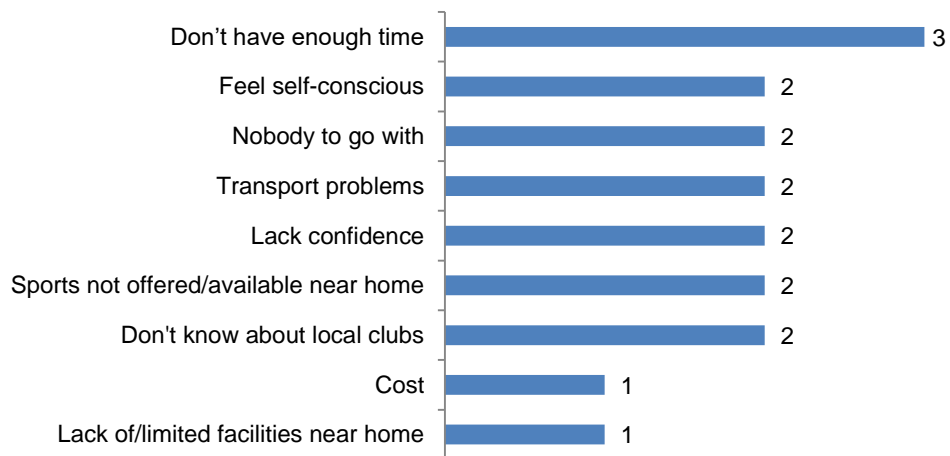
Five³⁴ also reported that these activities:

- made them feel included; and
- made them feel interested in new things.

³⁴ Two young people (aged 12 or under) were not asked these additional questions

A number of barriers to taking part in sport and physical activity were identified, **Figure C.8**. The main reason was a lack of time. However, it is clear that despite all the young people being positive about taking part in sport and physical activity, they need ways to access opportunities. Ideally close to home and in ways that involve their social group.

Figure C.8: barriers to participating in sport and physical activity

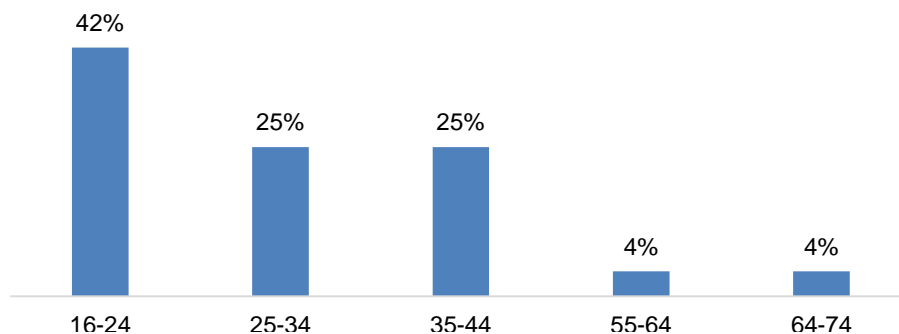


N=5, multiple responses allowed

Adults

Twenty-four adults responded to the online survey. Most were female (88%, 21). The largest age group was those aged 16-24 years, **Figure C.9**.

Figure C.9: age of participants



N=24

Equalities information

The main findings from the equalities questions include:

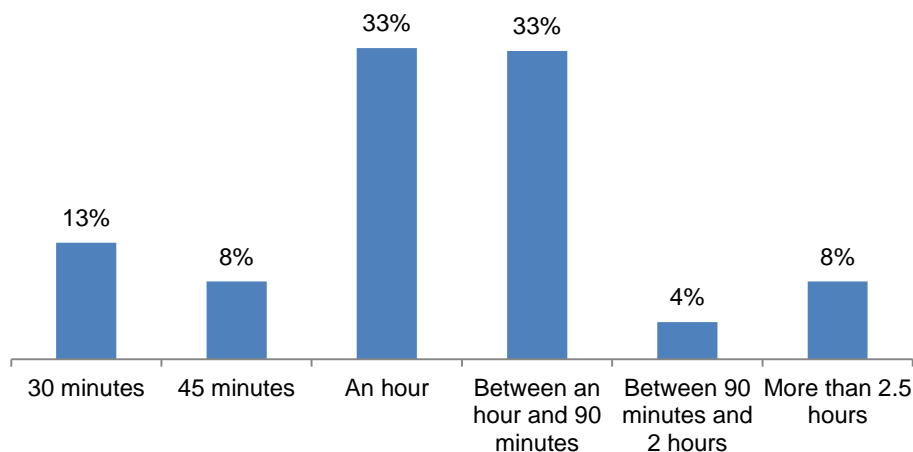
- three adults reported disabilities or impairments which affects their everyday life. This includes physical disabilities, a learning difficulty, a mental health condition and a long term illness;
- the main ethnic group was White Scottish (75%) and White Other British (21%), with one person identifying as White British African;
- 9% (two) identified as LGBTI; and
- less than half (43%, 10) belonged to a faith community.

Levels of physical activity

In a typical week over the last month, adults did sport and physical activity on an average of five days. This ranged from three days (three adults) to seven days (eight adults).

On those days when they were active, more than three-quarters of adults (79%) were active for more than an hour, **Figure C.10**.

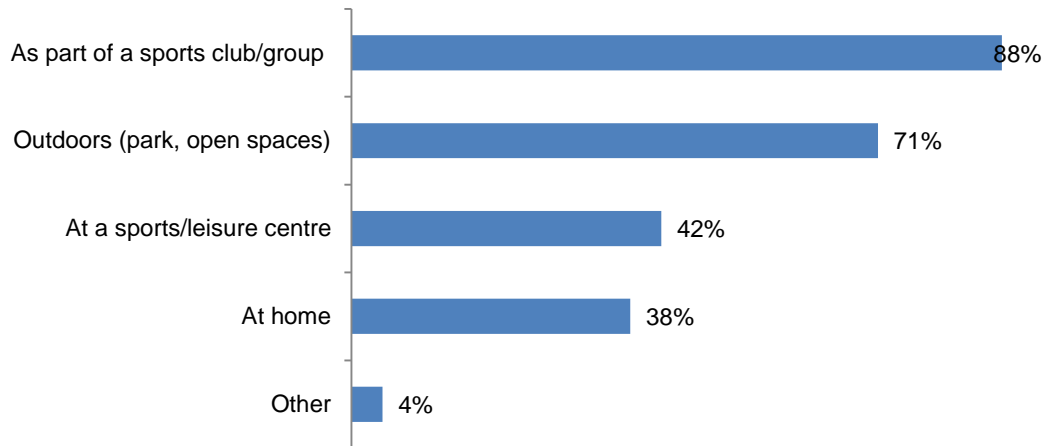
Figure C.10: average duration of sport and physical activity



N=24

Adults tend to participate most frequently as part of a sports club or group, for example running groups, tennis clubs, etc – **Figure C.11**.

Figure C.11: where activities take place



N=24, multiple responses possible

Participation in sports and physical activity projects

Most adults reported that they took part in rugby, with other sports projects being Curlability, Girls Do Squash and athletics projects – **Figure C.12**.

Figure C.12: participation in sports projects



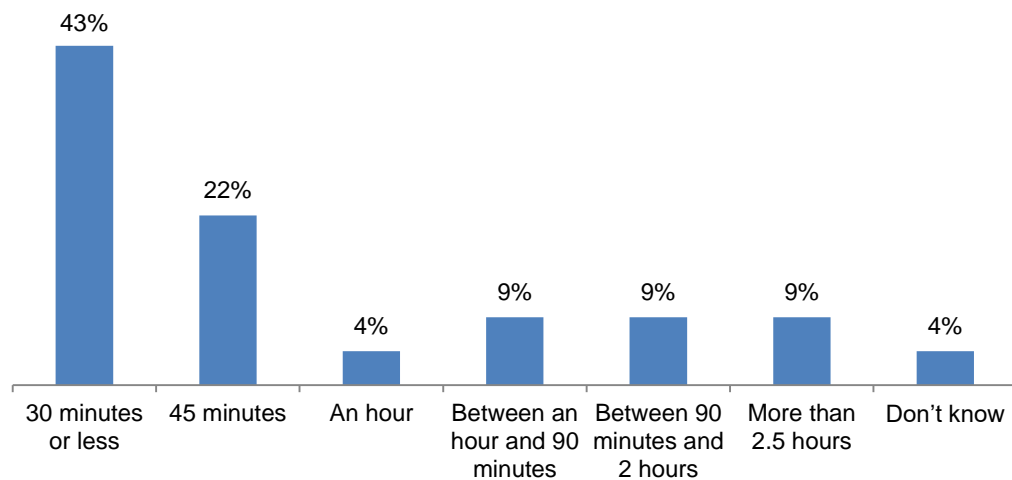
N=24, multiple responses possible

Three-quarters of adults (18) reported that this was not the first time that they had tried this particular sport.

Before taking part in these sporting activities, the average number of days in the week that adults took part in sport and physical activity was three days. This ranged from no activity at all (two), to seven days (two).

On days when they were active, less than a third of adults were active for more than an hour (30%) – **Figure C.13**.

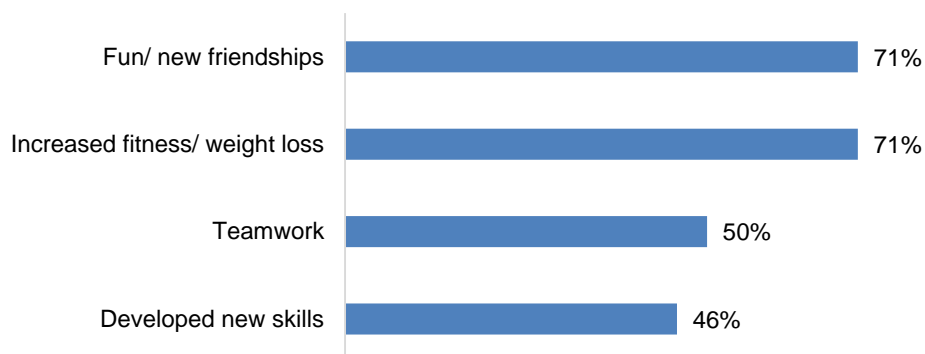
Figure C.13: average duration of sport/ physical activity



N=23

The majority of adults (71%, 17) reported that taking part in sports projects was a fun experience that allowed them to meet new people and make new friends, **Figure C.14**. The same number reported increased fitness levels. Some reported weight loss.

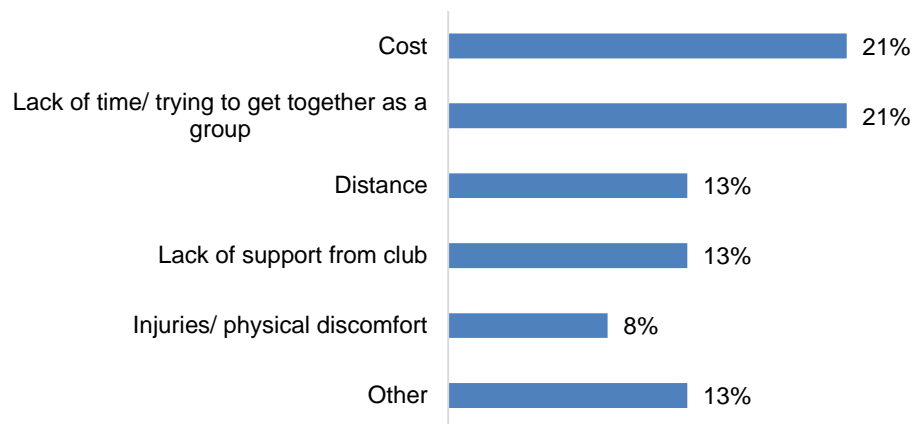
Figure C.14: like most about sports projects



N=24, multiple responses allowed

The cost of taking part in sport and physical activity (e.g. clothing/equipment required travel etc) was identified as an issue. Equally, finding the time to take part or to get together as a team was challenging.

Figure C.15: like least about sports projects



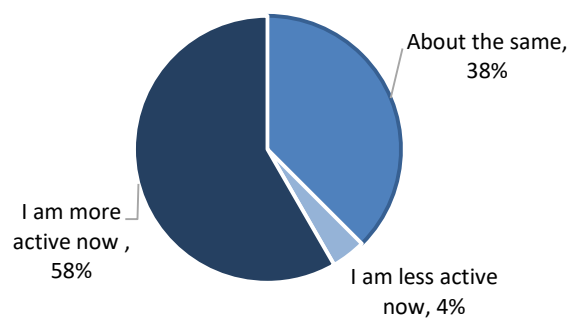
N=24, multiple responses allowed

Other ways in which people felt the projects could be improved were introducing more competitions at the beginner level (one), and improving facilities (one).

Change in sport participation levels over past year

All but one adult reported the same – or increased levels of activity levels over the past year, **Figure C.16**.

Figure C.16: change in activity levels over last year

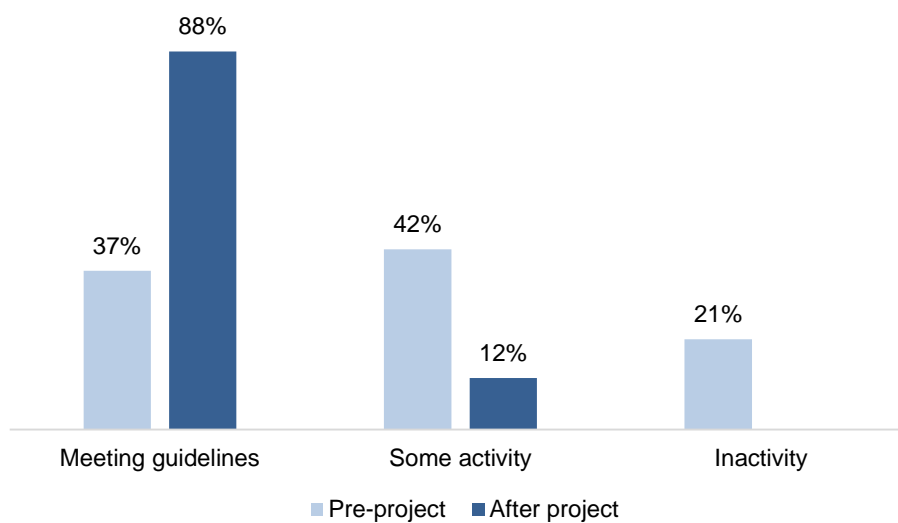


N=24

Before taking part in the sports project less than two-fifths of adults (37%) met the physical activity guidelines³⁵, and one-fifth (21%) were inactive³⁶.

Figure C.17 shows the impact of taking part in the sports project. All adults take part in some physical activity each week. The vast majority now meet physical activity guidelines.

Figure C.17: change in activity levels (adults)



N=24

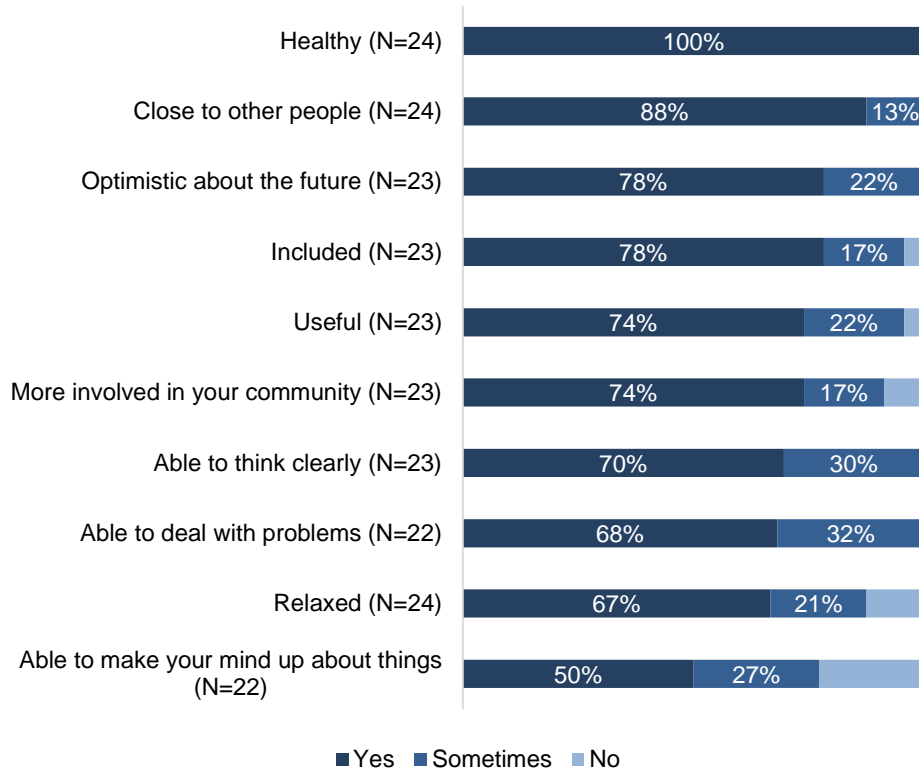
Benefits and barriers to taking part in sport and physical activity

Adults identified a range of benefits of taking part in sport and physical activity – **Figure C.18**. The main benefits were being healthy, enjoyment/fun, and being with other people/socialising.

³⁵ Defined as doing at least 150 minutes of activity across a week

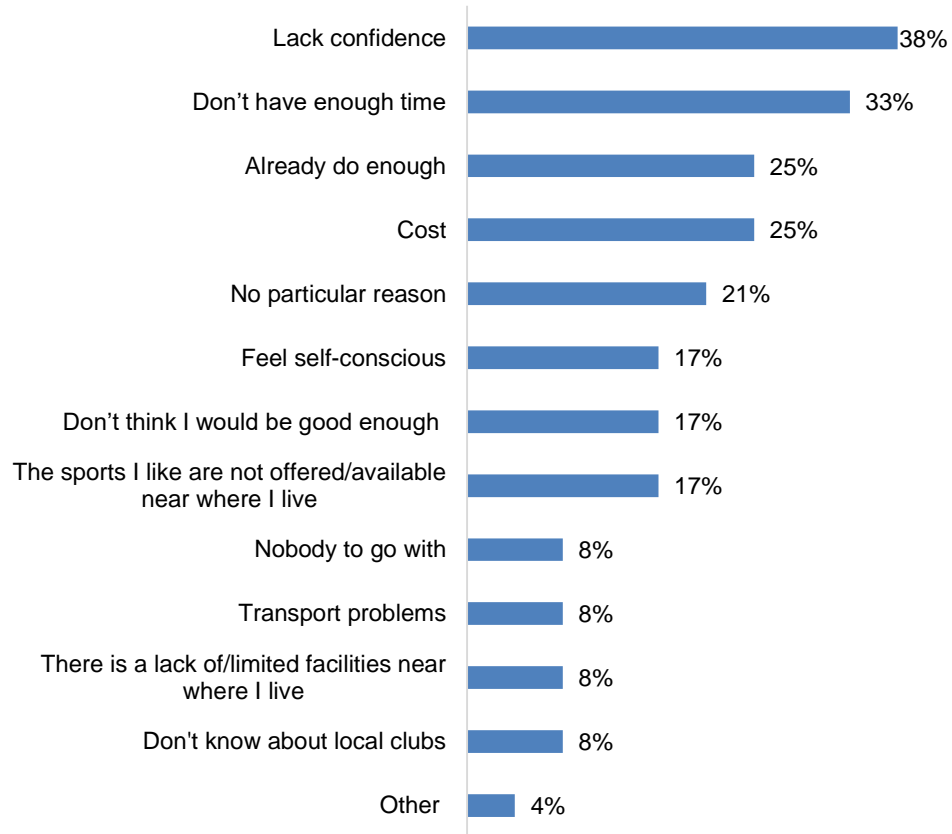
³⁶ Defined as doing less than 30 minutes of activity across a week

Figure C.18: benefits to taking part in sport



The main factor that makes it difficult for adults to take part in sport and physical activity were lack of confidence (38%, nine). This was followed by a lack of time (33%, eight), **Figure C.19**.

Figure C.19: factors making it difficult to participate in sport



N=24, multiple responses allowed