



**UNIVERSITY OF
STIRLING**

**Evaluation of the ‘Girls on the
Move’ Programme
Year 2**

SUMMARY REPORT

**A Report to the Robertson Trust and
Scottish Executive**

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1 INTRODUCTION

This section summarises the background and findings of the ‘Girls on the Move’ Programme up to the end of the second year of the Programme (March 2007). Further details of the data available are available in the full Year 2 report. It should be noted that at the time of writing, several of the Participation Programme projects from Year 2 are still running and that some recently completed projects have still to return toolkit materials – updated findings will be made available later in 2007.

The ‘Girls on the Move’ Programme

The Programme is designed to increase the physical activity levels of girls and young women by addressing the barriers that prevent girls and young women from participating in activity. It aims to give girls and young women opportunities and choices to achieve social, psychological and physical benefits possible through physical activity. A sum of £450,000 over three years has been made available by The Robertson Trust and the Scottish Executive Health Improvement Budget, and is actively supported by the Scottish Sports Association and Sports Leaders UK.

The objectives of the Programme are:

- To improve the physical activity levels of girls and young women participating in the programme
- To engage harder to reach groups including girls displaying “at risk” behaviour, girls with disabilities or mental health issues, young mothers and girls from ethnic minorities in positive physical activities
- To involve more young women as leaders in physical activities for girls

These objectives are to be achieved through two strands: the Participation Programme and the Leadership Programme.

2 EVALUATION APPROACH

A range of quantitative and qualitative research methods were used to evaluate the Participation and Leadership Programmes including monitoring tools (attendance sheets, project reports, assessment reports), surveys, face-to-face interviews, telephone interviews, group discussions and observation.

Participation Programme - Evaluation Approach

Three approaches were used to evaluate Year 2 of the Participation Programme:

- Monitoring and Reporting Toolkit (amended from Year 1) - Every successful applicant for a Participation Programme award was provided with a presentation ring binder containing a range of tools designed to gather data about the project, including questionnaires for participants (beginning and end of project), attendance sheet and organisers end of project assessment report.

- Case studies of projects - seven projects were visited in Year 2.
- Interviews with partners and stakeholders.

At the time of reporting, 29 projects had returned and completed some or all of their Monitoring and Reporting Toolkit materials.

Beginning and End of Project Surveys

For those projects that received an award in Year 1, 292 beginning of project survey questionnaires were returned, while 226 end of project survey questionnaires were returned.

At the time of writing this report, for Year 2 projects, 96 beginning of project survey questionnaires were returned, while 51 end of project survey questionnaires were returned.

It is important to recognise that not all of those surveyed at the beginning were surveyed at the end of the project. Many of those surveyed at the beginning dropped out and did not complete an end of project questionnaire. In addition, some of the girls surveyed at the end joined in the project mid-way through and may not have completed a beginning of project questionnaire.

Leadership Programme - Evaluation Approach

Three approaches were used to evaluate Year 2 of the Leadership Programme:

- Surveys of course participants at the beginning and the end of courses, with an additional survey of course participants at least four months after their involvement in the course.
- Visits to two leadership courses - at these courses, group discussions were held with the course participants, interviews were held with organisers and deliverers (e.g. instructors/coaches), and opportunities were also taken to observe the activity being delivered.
- Interviews were undertaken with the key partners and stakeholders, including interviews with course participants that were delivering activities at two Participation Programme projects.

3 EVALUATION OF THE PARTICIPATION PROGRAMME

Reaching Target Groups

It is clear from the data obtained from the evaluation that the Participation Programme is reaching those for whom the Programme was intended – inactive girls and those considered to be ‘at risk’. Although it should be noted that around one in five girls involved in the Programme claimed to be very active.

Inactive Girls

From the surveys of girls at the beginning of projects, a substantial proportion described themselves as inactive. One fifth (20%) of girls indicated that they had not been active in the

seven days prior to their involvement in the 'Girls on the Move' activity, while a further 38 per cent indicated that they had been active on only 1-2 occasions in the previous week.

Other Target Groups

The Programme has been successful in attracting girls from specific target groups:

- **Girls from deprived areas from Scotland** - almost one third (31%) of girls come from the 20 per cent of most deprived areas in Scotland (based on the Scottish Executive's Scottish Index of Multiple Deprivation).
- **Girls from ethnic minority communities** - due to limitations in reporting, it has not been possible to establish the overall proportion of girls from ethnic minority communities, however, around one-in-ten projects were targeted specifically at girls from ethnic minority communities.
- **Young mums** – at least four projects have targeted activities at groups of young mums.
- **Girls with disabilities** – just over one in ten (13%) girls indicated that they have a disability that affects their involvement in activities. However, only three per cent indicate that this disability affects them 'most' or 'all' of the time.
- **Girls with Mental Health Issues** - the evaluation has until now collected little information about the mental health and well-being of girls participating in the activities. However, a number of project organisers have commented that a small number of girls have displayed symptoms of mental illness or poor mental well-being. This has included girls that have experienced depression and have self-harmed in the past.

The primary target group of 'girls only' is welcomed by both girls and project organisers. Many have expressed how important it is that participants get the opportunity to take part in a female only environment – if it was not for this, some would not have joined in.

Attendance at Projects

Attendance varies substantially between projects. This includes differences in absolute numbers of participants and project throughput – throughput being the total number of visits made to a project by girls. In total, 545 girls attended the 29 projects that provided attendance figures – a mean average of 19 girls per project. It should be noted that this total includes girls that attended projects only once and includes those that may have dropped out. The number of girls attending projects ranged from as few as 5 up to 70.

The attendance rate at projects, based on the proposed throughput (as detailed in the applications), ranged from 20 per cent at the lowest attended project, through to 142 per cent. Projects were able to exceed their original proposed throughput by delivering more sessions than planned, or by allowing more girls to attend than originally planned.

Applied to the 65 projects thus far funded through the Programme (Year 1 and Year 2), it is estimated that c.1,250 girls will have taken part at some stage over the first two years of the 'Girls on the Move' Programme.

It is estimated that around one-half of girls maintained their involvement throughout the projects. As expected some projects were more successful than others at retaining girls, with three projects retaining all participants, and two appearing to have only one girl drop out.

It is unrealistic to expect projects to achieve a 100 per cent attendance rate – it is known that holidays and illness accounted for some the absences of some girls, although a lack of interest from the girls was a major factor affecting attendance.

Forty per cent of organisers described the attendance at their project as ‘excellent’, with a further 35 per cent having considered attendance to be ‘good’. However, one-quarter (25%) described attendance as ‘poor’ or ‘very poor’.

Drop Out

Many of the girls drop out after attending the first few sessions of a project. Most organisers (although not all) were aware of the reasons for drop out. The reasons identified included issues with the content of activity programmes (e.g. the activity was not liked; a lack of variance to weekly routines), but more often issues applied to do with group dynamics (e.g. cultural differences; problems with bullying) and individual issues affecting girls (e.g. lack of motivation and commitment; lack of self-confidence; overweight). Other examples for drop out included “the chaotic nature” of the lives of some of the girls “i.e. one girl had a baby, one girl experienced temporary homelessness...”.

Girls’ ‘lack of confidence’ was faced by many groups and requires deliverers to provide lots of encouragement to help maintain the girls’ involvement.

Project Cost Analysis

The total of the awards made to the 29 projects reviewed was £83,000. The awards ranged from £1,000 up to £4,900 – a mean average of £2,900 per project.

Based on the 547 girls that attended the projects, the subsidy per girl was £154, while the subsidy per girl for each session (throughput subsidy) was £16.77. This was considered to be high by many partners and stakeholders. However, it should be noted that the throughput subsidy at different projects ranged from £3.32 up to £54.79.

Higher costs are likely for projects with residential components (which may include accommodation, meals, equipment hire and instruction), projects needing specialist equipment and instructors (e.g. outdoor activities and some dance activities), or where crèche costs are included. The evidence available suggests that the inclusion of residential and outdoor activities is more expensive to deliver.

Impact of Projects

It would appear that the ‘Girls on the Move’ Participation Programme has had positive impacts on the participants and on the groups providing activities. However, it should be recognised that much of the evidence reporting positive impacts is based on self-reporting and anecdote.

Girls’ Enjoyment and Interest in Physical Activities

Evidence from the surveys of ‘Girls on the Move’ Programme suggests that girls’ levels of enjoyment and interest in activities had grown since they became involved. For those girls that maintained their involvement in their project, it would appear their enjoyment of taking part has increased. At the beginning of the projects, 57 per cent of girls indicated they enjoyed taking part in physical activities ‘a lot’. By the end of the programme, 87 per cent of same girls indicated that they enjoyed taking part in the physical activity ‘a lot’, indicating that their attitude to taking part in physical activity may have shifted.

Some organisers support the view that girls' attitudes to physical activity have changed since they became involved in the projects.

Many girls indicated that they would like to take part in a broad range of further activities. Almost three-quarters of girls that wanted to try other activities indicated that they would like to take part in gymnastics/trampoline (27%) (with written responses suggesting that trampolining was more desirable than gymnastics), with just over one-half wanting to take part in swimming (53%) and dance (51%). Other activities girls suggested they were interested in doing were cheerleading (42%), basketball/volleyball/netball (40%) and tennis/badminton/squash (40%).

In addition, girls were also asked to identify the single activity they would most like to take part in. Again, gymnastics/trampoline (27%) topped the list as the *main* activity of choice for girls, followed by dance (18%), cheerleading (12%) and swimming (10%).

The activities most desired by girls were generally individual lifestyle activities, rather than traditional team or partner sports. It is also important to note that of the main activities identified, the girls identified 16 different activities. This means that no one type of activity, or indeed any small number of activities, will likely satisfy the desires of all girls. This means that it is necessary for a broad range of activities to be available if higher proportions of girls in the Scottish population are to be encouraged into taking part in physical activities in their leisure time and on a regular basis.

Assessment of the Impact of Projects

Organisers of the completed projects were generally very satisfied with the success of activities they delivered. This included impacts on girls' attitudes/awareness of physical activities, health outcomes, social outcomes, and personal development outcomes. While these are positive responses, it must be remembered that these are self-reported outcomes and lack empirical evidence.

Impacts on Groups

Some groups indicated that they had benefited from an increase in the number of girls attending following the introduction of the 'Girls on the Move' activity. Over one-quarter (28%) of project organisers indicated that the membership of their group increased, although it should be noted that 14 per cent of groups recorded a decline in the number of girls attending. For most groups (59%) the number attending remained the same or was not relevant.

Organisation and Management of the 'Girls on the Move' Programme

Partners and stakeholders indicated a high degree of satisfaction with the progress made by the Participation Programme and the level of interest from charitable groups. In Year 2, the annual budget for the Participation Programme had been allocated by December a full three months before the end of the year. This was achieved without any additional advertising since the Programme was launched in 2005.

Although the 'Girls on the Move' Programme may not have been advertised extensively, it should be noted that details of the programme are still widely available. A Google search for "Girls on the Move" (UK sites only) generated 623 hits.

Evaluation of the Participation Programme based on Visits to Projects

The visits to the projects throughout Year 2 of the Programme have been crucial in assessing the strengths and weaknesses in the Programme and the potential impacts on girls. In most projects, the participants showed signs of the typical sports biography of young women who indeed were physically active in earlier childhood, but tend to drop off in their youth. However, the participants themselves emphasised the changes in their attitude towards physical activity while involved in the activity. The girls and young women spoke about an increase in their own self-esteem, self-confidence as well as team-building (this supports the observations of the project organisers). In addition, they often showed a greater sense of self-efficacy, self-motivation and achievement-orientation. It is evident that some projects have even transformed the girls and young women's lives and aspirations.

4 THE LEADERSHIP PROGRAMME

The findings of the evaluation suggest that there has been a notable improvement in the management and delivery of the Leadership Programme in Year 2, compared to Year 1. In Year 1 it was agreed by all stakeholders that the outcomes of the Leadership Programme were disappointing, largely because it under-delivered on agreed targets for the number of course participants. This was mostly due to a number of teething problems encountered by the Leadership Programme deliverers.

Annual Targets

In Year 1, 41 young women attended leadership courses (of which 40 graduated) – 41 per cent of the target number of course participants. In Year 2, 109 young women attended seven courses organised in Year 2 thus exceeding the target number of 100 course participants, although, due to participants dropping out or not reaching the required standard, 86 graduated from the courses.

All of the stakeholders expressed some degree of satisfaction with the number of young women attending courses. Several factors were identified as important to the improvement in Year 2. This was achieved:

- Through improved partnership working, thus increasing access to groups of young women.
- Through allowing more time to plan courses. This allowed Youth Scotland to use their quarterly postal mail outs to more effect.
- By asking participants to pay the £20 fee in advance – this is believed to have been important in securing young women's commitment to the courses.
- By providing more locally based courses, which appears to have had a positive impact on attendance, although a course at the National Sports Centre in Largs in Year 2 was oversubscribed, affirming the worth of national courses.

Although issues in Year 1 were addressed, there were still problems in terms of providing pre-course support.

Course Venues, Content and Delivery

Venues

A range of venues have now been used for the leadership courses and overall, the participants have rated the venues highly. Sixty-one per cent of Year 1 and 2 course participants rated the venue as 'excellent', with 34 per cent rating them as 'good' and five per cent as 'fair' (none rated the venue as 'poor' or 'very poor'). The rating is lower than Year 1 course participants only, of whom 85 per cent rated the venue as 'excellent'. However, it should be recognised that most of the participants in Year 1 attended the National Centre in Largs, a venue that has been awarded a three star visitor attraction from the Scottish Tourist Board and is able to provide single bedroom accommodation (some en-suite).

Course Content and Delivery

The courses were regarded as professionally delivered and were stimulating and inspirational to the participants, although three-quarters (73%) of participants regarded the content of the courses as 'challenging', both physically and mentally. One of the older participants on a course commented:

"Looking at the time element, this course was one of the hardest things that I have done in my life. It was physically demanding. Furthermore, the written work was very demanding. But I liked that pace. Sometimes, I just wondered how the younger ones handled these demands"

One of the younger participants said of the course she attended:

"After being physically active the whole day, on Tuesday night, I just felt exhausted and did not really fancy participating in the quiz night, but finally, it was great fun then."

The Evaluation Team observer described the Year 2 courses visited as being very energetic, where positive, dynamic, friendly atmospheres appear to have been created.

Despite general satisfaction with the Leadership Programme, one course experienced high drop out rate – only 4 graduated from 17 original participants. The main reasons identified for the drop out were:

- Lack of appreciation of the purpose and demands of the course.
- Many course participants considered not to be ready for taking on leadership roles.
- Personal differences between course members.
- Duration of the course (one weekly session over 6-months).
- The need for crèche support (all the participants were young mums).

A number of learning outcomes have been identified. It is clear that greater care is needed in the selection of young women for courses. It is important for the potential participants to be sufficiently skilled in the activity to be a leader, and it is necessary for the young women to have the maturity to deal with leadership responsibilities. Despite these challenges faced at this course, the positive outcomes should not be overlooked - four young mums graduate with a leadership certificate. Considering the difficult circumstances in which some of these young women live, the fact that they graduated should be considered a serious achievement. Furthermore, through the support from their host organisation, all of these young mums are involved in leading activities for young children in their communities.

Impact of the Leadership Courses on Participants and the Delivery of Activity at a Local Level

Course participants have been generally very positive about their experiences of taking part in the courses and indicated that the course had developed their knowledge and skill levels. Almost all of the participants (97%) indicated that the course had met their expectations and that the course had fulfilled what they hoped to gain from the course, which included increased confidence (40%), improve general skills (30%) and leadership skills, knowledge (29%) and gaining a qualification/award (23%).

Courses Graduates and their Contribution to Leading Physical Activities

Based on the results of a follow-up survey of course graduates (ranging from 4-22 months after they attended the course), 67 per cent indicated that they have been active as leaders since finishing the course, with over three-quarters (77%) of these having been active as leaders in the four week prior to the survey. Some of the respondents have been leaders for approaching two years.

Of those that have been active, three-quarters (77%) claim to lead activities at least once per week or more. The time contribution of some of these individuals is substantial. On average, active leaders deliver 3.9 hours of activity per week, although it should be noted that the number of hours per week ranges from 1 hour up to 15 hours. One in five (21%) indicated that they deliver over five hours of activity per week, although the largest proportion (52%) deliver up to two hours of activity per week.

Economic Contribution of Leadership Course Graduates

Based on an hourly rate of £10-15 (based on staff rates claimed in Participation Programme applications), the economic contribution from these leaders can be estimated around £880-£1,320 per week although not all of this is direct payment to the leaders. Eighty-four per cent of the graduates are involved in voluntary work, with 36 per cent receiving payment (this means that 20% are paid to lead activities but also undertake unpaid voluntary work).

It should be recognised that the figure of 88 hours over week includes only those that claim to deliver activities once per week or more, and that it does not account for non respondents to the survey (some of whom may be active leaders). Therefore, the economic impact of the leadership course graduates could be greater. Over a period of one year (assuming graduates maintain their involvement in leading activities) this could potentially represent a substantial economic contribution to their local communities. Further analysis is needed to provide more accurate estimates of the economic impact of the leadership strand of the 'Girls on the Move' Programme.

Groups with whom Course Graduates Work

The follow-up revealed that the leaders not only work with girls, but their activity also extends to boys, women and men. Most of the active leaders (88%) lead physical activities for girls, but 44 per cent lead activities for boys, 20 per cent for women and four per cent (one leader) for men.

Data about the number of people with whom the leaders work was gathered although it is difficult to be clear about the size of the groups. However, the mean average size of group ranges between 13 and 17 – very similar to the size of groups funded through the 'Girls on the Move' Participation Programme.

It would appear that many of the graduates are keen to continue their involvement in leading activities. Over one-quarter (28%) have obtained other certificates/qualifications and three-quarters (76%) want to obtain further certificates/qualifications.

Linking the Participation and Leadership Programmes

Visits were made to two Participation Programme award courses where graduates from leadership courses were involved in delivering activities in their own group settings. The observation undertaken at these two projects showed that the graduates from the leadership courses are capable of delivering enjoyable and well organised sessions of activities to groups of young girls involved in the 'Girls on the Move' Participation Programme. These projects can be viewed as examples of good practice where the Participation and Leadership Programmes have been linked.

In order to maximise the potential impacts of the 'Girls on the Move' Programme, groups should be encouraged to identify young women that might be interested in taking on a leadership role and support them to attend a leadership course. It is the opinion of the Evaluation Team that the new management arrangements (where Youth Scotland will take over the running of both strands of the 'Girls on the Move' Programme), is an excellent opportunity to create stronger links between the two strands. However, based on the experience of one course, it will be important to ensure that those identified for the courses are ready to attend.

5 CONCLUSIONS AND RECOMMENDATIONS

This section will draw conclusions from the data presented in earlier sections of this report and will offer some recommendations for further enhancing the impact of the Programme.

Fulfilling the Aims and Objectives of the 'Girls on the Move' Programme

Based on the data collected thus far, the Evaluation Team concludes that the 'Girls on the Move' Programme is fulfilling its broad aim to give girls and young women opportunities and choices to achieve social, psychological and physical benefits possible through physical activity.

At its most basic level, the Programme is providing opportunities for girls to take part in activities that would otherwise not be available to them. For some groups, this is the first time they have provided physical activities to girls.

In addition, the three main objectives are being fulfilled:

1. To improve the physical activity levels of girls and young women participating in the programme.

The Programme is increasing the physical activity levels of some girls. One fifth (20%) of the girls had not taken part in any activities in their free time in the seven days before they started the programme, with 38 per cent indicating that they had only taken part on 1-2 occasions. This indicates that the Programme is reaching inactive girls or those with low levels of activity.

In addition, girls that maintained their involvement throughout their project showed increased levels of enjoyment in participating in the activities and clearly expressed a desire to take part in more activities.

2. To engage harder to reach groups including girls displaying “at risk” behaviour, girls with disabilities or mental health issues, young mothers and girls from ethnic minorities in positive physical activities.

The projects are reaching target groups whose participation in activities is known to be lower than the national average. For example, a proportionally higher proportion of girls were from areas of deprivation – 31 per cent of girls were from the 20 per cent of most deprived areas in Scotland according to the Scottish Index of Multiple Deprivation (SIMD). In addition, around one-in-ten projects are targeted at girls from ethnic minority communities, while several projects have been targeted at young mums.

3. To involve more young women as leaders in physical activities for girls.

The Leadership Programme is preparing young women to take on leadership roles within their own communities. Since the Programme commenced in 2005, 127 young women have graduated from the leadership course, 67 per cent of whom have since been active as leaders, in paid and voluntary capacities.

Factors contributing to the Participation Programme’s Success

A number of factors have been identified as important to the success of the Participation Programme.

- The simplicity of the application process has been appreciated by many organisers.
- The fact that the project activities are open only to girls is a factor that attracts many of the participants. Girls and organisers have commented on the importance of the girls being able to take part in activities without the involvement or distraction of boys.
- The broad range of activities being delivered at projects appears to be important in attracting and maintaining girls’ interest.
- Girls’ involvement in planning the project activities is an important aspect of good practice. This ensures that the activities are those that the girls are most likely to take part in, although it does not guarantee they will maintain their involvement throughout the project.

Factors contributing to the Leadership Programme’s Success

A number of factors have been identified as important to the success of the Leadership Programme.

- Lessons have been learned from Year 1, where problems were encountered with recruiting young women to the courses.
- It is clear that improvements in working relationships and more time to plan courses have been major factors in this.
- The courses continue to be well received by participants and are regarded by participants as appropriately challenging (both physically and mentally).

- The 4/5 day residential courses or 2/3 day block residential courses (usually over two weekends) have been identified as the best models for delivery of leadership courses, rather than one session per week over several months (non-residential).

Strengthening the ‘Girls on the Move’ Programme

The key partners have all expressed satisfaction with the progress made in Year 2. However, there is consensus that there is scope for further improvements in the delivery of the Programme which will ensure that the impact of the investment is maximised.

Of prime concern to partners is knowing what the longer-term impacts of the investment are and ensuring the sustainability of activities.

Securing the Sustainability of Activity

While much more investigation needs to be undertaken to ascertain the longer-term impact of the ‘Girls on the Move’ Programme, a number of actions can be taken to help secure the sustainability of activities. This includes:

- Ensuring an appropriate balance of activities in Participation Programme projects.
- Ensuring stronger links between the Participation and Leadership Programmes.

The evaluation has revealed that outdoor and residential activities are more expensive to deliver and have limited potential for girls to continue participating in these activities within their local community.

The Evaluation Team recommends that projects with too heavy an emphasis on more ‘spectacular’ activities should be asked to balance the project with more locally available activities that require less specialised input.

Linking the Participation and Leadership Programme

A key to providing greater opportunities for projects to sustain activity beyond funding periods is to build the capacity of groups to enable them to deliver activity for themselves. This can be achieved by creating stronger links between the Participation and Leadership Programmes. It was evident from the visit to the two projects where four leadership course graduates were delivering activities, that the potential for more sustained activity is possible.

To build the links between the two Programmes:

- Projects should be encouraged to promote the leadership courses to the older girls.
- All enquires for the Participation Programme awards should receive information about the Leadership Programme.
- In particular, groups applying for second and third Participation Programme awards should be encourage to recruit girls to leadership courses.

Other Issues

The Evaluation Team also identified a few other issues that Programme managers should consider.

Leadership Programme

Despite the improvements in the Leadership Programme, there are still problems in providing pre- and post-course support to course participants. Leadership Programme managers must provide sufficient information about courses to prospective participants and the organisers/deliverers of the host group, including details of the physical and mental demands of the course.

To ensure that graduates from courses have the opportunity to take on leadership roles, steps must be taken to introduce them to appropriate groups in their local communities where their new skills can be applied. This is more likely to happen where the young women have come from Participation Programme projects.

Programme Management

With regard to the Jog Scotland project, the organiser is developing an information pack that could be used by others to start new groups across Scotland. To ensure that this information pack can be used in the near future, the Jog Scotland organiser should be encouraged to identify a date on which a draft version of the pack will be available. The pack would represent a tangible outcome from the Jog Scotland investment and should be piloted as soon as possible.

- The development of this information pack should be given a priority and should be piloted in Year 3 of the Programme.

New Management Structure

The Evaluation Team is of the opinion that the appointment of Youth Scotland to deliver the 'Girls on the Move' Programme has the potential to have a positive impact on longer-term impacts and the sustainability of activities. This approach has the potential to create better links between the Participation and Leadership Programmes.

6 EVALUATION OF YEAR 3

There remain a number of outstanding issues to explore through the evaluation. The interviews with Programme partners show that there remains a genuine concern about the longer term impacts of the Programme on girls and the groups in receipt of funding. The evaluation report presented in September 2006 made the following recommendations for the focus of the evaluation over the next 18 months:

- Identify ways for projects to increase retention of girls.
- Establish to what extent organisations have been able to sustain the delivery of physical activity opportunities to girls after the life of the project.
- Establish whether girls have been able to sustain their involvement in physical activity after the life of the project.
- Attempt to measure the impact of projects on girls' confidence and self-esteem.

The Evaluation Team needs to increase its efforts to explore these issues, and proposes to do so throughout Year 3.