CHANCE TO SHINE

SECONDARY SCHOOL PROGRAMME: GIRLS LEADERSHIP THROUGH CRICKET

INDEPENDENT EVALUATION EXECUTIVE SUMMARY

Research carried out by Centre for Sport, Physical Education and Activity Research at Canterbury Christ Church University

spear
centre for sport, physical education & activity research

SUPPORTED BY

NatWest

FOREWORD

In 2020, there are just six female CEOs of FTSE 100 companies. Meanwhile, according to Sport England data, girls are much less likely to take part in physical activity compared to boys – as girls get older, the number falls even further with particular drop off points as girls move to secondary school and hit the age of 14. On first glance you could be forgiven for failing to draw a connection between those two facts, but research conducted by the organisation Women in Sport indicated exactly that: women in senior positions of employment credit playing sport in their youth with developing skills to support a successful career.

At Chance to Shine, providing equal access to the game of cricket has been a fundamental part of the work we have done for the last 15 years and we're immensely proud of the fact that we support nearly as many girls as boys every year. In 2019, we were delighted that support from partners like the Sage Foundation, the Royal Mail and several generous individual donors enabled us to build a bespoke programme that aims to support teenage girls to play cricket and, specifically, to develop their leadership skills.

Support from NatWest allowed us to commission an independent assessment of the programme, the key findings you will see over the following pages. The research has been conducted by the Centre for Sport, Physical Education & Activity Research (*spear*) at Canterbury Christ Church University. The research has not only assessed the value of our programme but has also looked to provide learnings that will be valuable for Chance to Shine and for any other organisation that is looking to support girls to get active and use sport to help girls develop into women who just might take the helm of a FTSE 100 company one day!

Laura Cordingley
Chief Executive, Chance to Shine

FOREWORD

In March 2019, our Chief Executive Alison Rose co-authored the independent 'Rose Review' into female entrepreneurship with HM Treasury, which revealed that female-led businesses were underrepresented in high value sectors and that £250 billion could be added to the economy if the balance was reset. The evidence is there, now we must create the pathways to help more women reach the top.

NatWest has long been at the forefront of championing women's potential – from our established 'women in business' accreditation programme, to the recent launch of our Investing in Women Code and commitment to £1 billion in funding for female-led businesses. We have also engaged thousands of girls through our Dream Bigger schools programme - which we recently moved to an entirely digital format during lockdown - encouraging them to consider traditionally male-dominated STEM subjects and entrepreneurship as career options. As an organisation we understand the importance of having senior women within our own business and last year we became the first high street bank to be led by a female CEO, with the appointment of Alison Rose as Chief Executive.

We also recognise there is more to do, particularly in these difficult times and as the economy rebuilds. We seek to understand and help to address some of the barriers that still exist for women, and we know two of those key challenges are low self-confidence and a lack of relatable role models.

I'm so proud therefore to introduce this research into the impact of the Chance to Shine Secondary Schools programme. I'm really encouraged, as I'm sure are you, by how participation in the cricket programme has helped the girls to increase their self-confidence and develop leadership skills. On reading the findings I was particularly drawn to the increases in the girls' feelings of confidence, resilience, creativity and adaptability – all essential skills not only in sport, but for later in life and especially in business and enterprise. Certainly, on a personal level, the lifelong love of sport that I developed as a child has helped me with the confidence, ambition, leadership and teamwork skills required to succeed in my senior role at the bank. It's clear that if we can bring cricket to girls at this key moment in their life, we can help them to unlock their potential.

Julie Baker
Head of Enterprise and Community Finance, NatWest

1 WHAT THE PROGRAMME IS

The Chance to Shine Secondary School Girls Programme is a new initiative funding cricket coaching and leadership development for girls aged 11-16. The programme aims to help them build and sustain a positive relationship with sport and physical activity through cricket and to develop key employability and leadership skills.

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THE PROGRAMME EMPLOYED THREE STRANDS OF DELIVERY:

TASTER SESSIONS

Exciting and enjoyable sessions run by Chance to Shine coaches in PE lessons to give the target group the opportunity to experience what cricket can offer.

LEADERSHIP TRAINING

Sessions aimed at building the skills of the 'young leaders' to help them to run their own extra-curricular cricket club; this included cricket coaching skills, support to promote the club within the school and behaviour management skills.

The young leaders were also trained to support primary school coaching alongside their coaches. As part of the England & Wales Cricket Board's (ECB) support for our Primary School programme, cricket festivals were held at secondary schools and our young leaders were able to develop their skills with a younger age group.

EXTRA-CURRICULAR CLUBS

The young leaders were expected to lead extra-curricular cricket clubs for other girls, of all ages, supported by Chance to Shine coaches.

This was supported by existing Chance to Shine programmes and resources:

- Girls' 'Chance to Compete' (8-a-side competition linked regionally to Kia Super League teams)
- Schools' Portal (online resources supported by Sport England)
- Teacher Training (Continuous Professional Development courses)

WHY THE PROGRAMME WAS NEEDED

- ONLY one in 10 teenage girls get the daily recommended level of physical activity. This changes significantly when girls transition to secondary school
- Attitudes towards sport drive this – only 22% of teenage girls agree 'I feel confident when I play sports'
- Women in senior positions of employment credit playing sport in their youth with developing skills to support a successful career.

Schools took part in the programme for different reasons. Some did not offer any cricket before the programme and were attracted by the leadership element. Others did offer cricket but saw this as an opportunity to get a wider group of girls involved in extra-curricular activities, enter competitions, create links with local cricket clubs and develop themselves.

INDEPENDENT RESEARCH

spear
centre for sport, physical education & activity research

We commissioned the Centre for Sport, Physical Education and Activity Research (spear) at Canterbury Christ Church University to independently evaluate the impact of the programme. Academics surveyed 1,300 girls at the beginning and end of the programme and carried out five in-depth case studies of schools. They analysed the surveys to see whether there were any 'statistically significant' improvements for girls – meaning academics could say with confidence that there had been real improvements for girls through taking part in the programme.

2 WHAT WE DID

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IN NUMBERS

3,955 GIRLS TOOK PART IN THE PROGRAMME

1,703 girls took part in Leadership Training

2,252 girls attended extra-curricular clubs

91 SCHOOLS RECEIVED THE FULL PROGRAMME

A FURTHER

8,469 GIRLS ATTENDED TASTER SESSIONS

3,861 PRIMARY-AGED GIRLS WERE AT CRICKET FESTIVALS RUN BY YOUNG LEADERS

ETHNICITY OF GIRLS WHO TOOK PART IN THE EVALUATION

68% of girls responding to the survey considered themselves to be 'White British'

16% were 'Asian or Asian British'

12% were from 'Other' or 'Mixed' ethnic backgrounds

4% were 'Black or Black British'

3 IMPACT

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PHYSICAL WELLBEING

AT THE END OF THE PROGRAMME, MORE GIRLS SAID THEY WERE ACTIVE EVERY DAY.

There was a statistically significant increase in the number of girls attending the extra-curricular clubs who said they were active for 60 minutes or more 'every day'

34.1% ▶ 39.6%

MORE GIRLS SAID 'I THINK I'M GOOD AT PLAYING CRICKET'.

The percentage of girls who strongly agreed that they were good at cricket increased from

23% ▶ 27%

THE GIRLS' ATTITUDES TOWARDS THE SPORT HAD ALSO CHANGED

Just over three quarters (78%) saying that they now wanted 'to play more cricket than before'.

78%

WHAT THE GIRLS SAID:

"I HAVE LEARNED BETTER PRECISION AND IMPROVED MY HAND EYE COORDINATION."

"COMING HERE I ACKNOWLEDGE THAT I'M DOING SOMETHING ACTIVE, IF I WASN'T HERE I WOULDN'T BE DOING MUCH."

CASE STUDY

MAKING SNAP DECISIONS

Many see cricket as old-fashioned and lacking in appeal to a younger generation but at Somervale School in Somerset, pupils have been using social media app Snapchat to spread the word about the sport. 2019 saw cricket on the curriculum for girls for the first time at Somervale, a mixed comprehensive of around 500 boys and girls. Over 100 girls from Years 7-9 had a go in a Chance to Shine taster session and since then, the game has flourished.

From the initial taster sessions, an after-school club was set up and PE Teacher Jen Gilbert encouraged the girls to join. It was here that the girls' Snapchat skills came into use, as those who were keen on the sport promoted it to their peers via the app. Jen saw how powerful the message was coming from the girls themselves: "If you find the influential kids who can encourage participation from others, if some decide to come, it's like a domino effect."

Despite playing cricket for the first time, many of the girls rapidly picked the sport up. They began to develop and hone their skills and also enjoyed the social aspect of the game: Sian said "It's stopped me from just sitting at home after school. It's just enjoyable, it makes me happy." For classmate Dani, the fact that the club integrated girls from the different year groups was key: "The club is quite sociable too. You're with your friends and you're learning new things so you can get better. I've made new friends too."

CASE STUDY

MAKING SNAP DECISIONS

As well as supporting the younger pupils at the after-school club, the young leaders also helped to run a festival of cricket for local primary schools at a nearby cricket club. Giving the young leaders additional responsibility helped them to grow in confidence and put their new skills into practice.

The groundwork for the success at Somervale may have been built through the use of a mobile phone but the chance to play cricket has helped take the pupils out of the digital world and on to the cricket field. The school is planning to keep the momentum up and to help as many pupils to keep active and develop through playing cricket as they can.

Names of the girls mentioned in the case study have been changed.

PERSONAL DEVELOPMENT AND WELLBEING

A key part of the programme aims were to develop the girls' wider wellbeing and aid the development of skills that would support them throughout their future working and personal lives.

We were delighted to see changes in the girls who received the leadership course, but also in the girls attending the afterschool clubs too. We believe this is because of the value of the peer-to-peer approach and is a key learning from the programme. Characteristics like confidence, resilience and creativity, which are recognised as important leadership qualities, increased regardless of whether the participant took part in the bespoke leadership module.

The girls themselves also recognised that they had grown and developed through taking part in the programme. We believe that this is crucial in encouraging girls to keep playing sport as it shows they too understand the value it brings.

The programme saw statistically significant increases for both leaders and girls attending the after-school clubs in the following areas:

CONFIDENCE

'I feel confident'

39% ▶ 45%

RESILIENCE

'If I find something difficult, I keep trying until I can do it'

50% ▶ 57%

CREATIVITY

'I come up with new ideas'

31% ▶ 39%

1,703 girls took part in the leadership development aspect of the programme. Once again there were statistically significant increases in:

ADAPTABILITY

'I try to change activities so that everyone can take part'

44% ▶ 56%

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WHAT THE GIRLS SAID:

"I QUITE LIKE TAKING ON THE ROLE OF LEADER, I JUST THOUGHT THIS KIND OF SOUNDS LIKE ME. I LOVE CRICKET AND I LOVE HELPING OTHER PEOPLE TO BE BETTER AT THINGS."

"I LIKE ENCOURAGING OTHERS TO BE THE BEST THEY CAN BE"

CASE STUDY

LEADING LIGHTS IN THE SECOND CITY

At Bishop Challoner Catholic College in Birmingham, cricket was not even close to top of the preferred summer sports for the pupils and was not offered on the curriculum. However, when approached about the programme, the PE staff at the school saw the focus on leadership as a potential way to attract the interest of the girls to take part.

Warwickshire Cricket Board (WCB) brought all the schools in the area participating in the Secondary School Girls Programme to one site to launch the leadership training aspect of the programme. For the pupils from Bishop Challoner, being asked to represent the school immediately gave them a sense of pride. The pupils also had the chance to meet new people and interact with their peers in a different context. At the end of the day, the girls were given a pack of Chance to Shine resources to give them ideas to deliver sessions themselves.

At first, the leaders rigidly stuck to the sessions they had received at their training day. This gave them confidence to focus on how they were delivering the skills rather than the content. The girls would take it in turn to lead and to be led, then receiving feedback from their peers as well as WCB Coach Andy Turnbull. As their confidence in themselves grew, the young leaders were soon comfortable adapting the sessions plans and bringing their own ideas and creativity to what they were delivering.

Young leader Sasha said

"I LEARNED HOW TO PLAN A LESSON AND HOW TO MAKE IT EASY. NOW I KNOW HOW TO MAKE IT EASIER AND TO ORGANISE AND SIMPLIFY THE ACTIVITY."

Her friend Layla added "I've learned a lot of leadership. In year 7 and year 8 I wouldn't have been confident to lead but now I am."

Having taken to the sport, the school plans to include cricket on its summer curriculum for the first time. But the lasting impact of the sessions will not be on the summer timetable but on the young leaders themselves, their remarkable developments in confidence and in leadership will stand them in good stead as they progress through their lives.

Names of the girls mentioned in the case study have been changed.

4 LESSONS FOR SUPPORTING GIRLS TO PLAY SPORT

MAKE THE CASE FOR CRICKET

Throughout the research process, spear spoke to teachers and coaches to understand more about what cricket can do to support girls to join in. A key point that came out of these interviews was that cricket needed to promote what it can bring to the girls' physical, social and mental wellbeing as well as to the personal development the game supports.

The next step is to create an opportunity to play the sport and it is crucial to include cricket as part of the school's timetabled PE curriculum. From there, girls can experience the game and access the wider benefits the sport brings.

In October 2018, ECB launched a new strategy to transform women's and girls' cricket. We will be working closely with them to try and support as many girls in secondary schools to play cricket as possible.

In light of the impact that the COVID-19 has had on young people's levels of physical activity, it is more important than ever to support children to take part in sport.

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GROWING PARTICIPATION

1 POSITIVE PEER PRESSURE

- **ACTION:** Encourage the girls to spread the message amongst their friends, encourage them to take responsibility for marketing and advertising the club.
- **INSIGHT:** Encouragement from peers carries more weight than from a teacher.

2 GIVE GIRLS CONTROL

- **ACTION:** Encourage the girls to take ownership of the activities they do.
- **INSIGHT:** Girls value being given an option and are more likely to engage in a task or activity if it is something they have chosen to do.

3 KEEP IT COMPETITIVE

- **ACTION:** Turn practices and drills into games.
- **INSIGHT:** Girls said they want to play more games and enjoy activities most when they are competitive and fun.

BUILDING LEADERS

4 CONFIDENCE IS KEY

- **ACTION:** Be enthusiastic and focus feedback on what they did well.
- **INSIGHT:** It is important to build their confidence at leading.

5 THE CAUSE IS CRUCIAL

- **ACTION:** Highlight the positive impact their leadership can have on younger pupils and their peers.
- **INSIGHT:** Girls said they valued being able to help and support others to develop skills and enjoy themselves.

6 PUT IT INTO PRACTICE

- **ACTION:** Arrange events with local primary schools or younger year groups to use their new leadership skills.
- **INSIGHT:** Having a purpose for the training will support motivation.

CHANCE TO SHINE
Spreading the power of cricket

We need to raise £280,000 to run Chance to Shine's Secondary School Girls Programme each year. We know demand in schools is high. The more we raise, the more girls we can support to play and learn through cricket, developing key life skills that will help them on and off the field.

For more information about how you can help, please email Charlie.baxter@chancetoshine.org

DELIVERY PARTNERS:

PROGRAMME PARTNERS:

WITH THANKS TO THE SAGE FOUNDATION AND THE ROYAL MAIL FOR THEIR SUPPORT OF THE PROGRAMME IN 2019 AND TO NATWEST FOR THEIR SUPPORT OF THIS RESEARCH.

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