**Annex 1. Description of additional evaluation data**

Following the development of the programme model, the key themes were explored using the methods described in this annex. In summary, they are:

* Player questionnaire
* Coach ratings of football sessions
* Checklist of player behaviour
* Physical health interviews

**Player Questionnaire**

Twenty-seven players completed a questionnaire after one of the football sessions, although there was considerable variation in their understanding of the task and their ability to complete the sections appropriately.

The aim of the questionnaire was to obtain more systematic information about players’ feelings about the football group. The questions focused on issues highlighted in the programme model, particularly related to friendships/ sense of family, and belonging/ feeling special. The questions are summarised below.

**Perceptions of organisations involved in the football group**

* What are the three things you like best about Freedom from Torture?
* What are the three things you like best about Arsenal in the Community?
* What are the three things you like best about being part of the FFT/ Arsenal in the Community football group?

**Perception of football sessions**

Circle the answer which best describes how you feel:

* How much do you enjoy the football sessions? *Not at all/ A little/ Quite a lot/ Very much*
* How good are your football skills? *Not good/ OK/ Quite good/ Very good*
* How physically fit do you think you are at the moment? *Not fit at all/ A little fit/ Quite fit/ Very fit*

**Perception of coaches**

* How would you describe the coaches?

**Relationships and Social Networks**

Players were asked who they would go to in the following situations:

1. You are feeling sad. *This situation was included to assess who players would go to for emotional support.*
2. You are a parent and have to go away for a day and leave your children at home. *This situation was included to assess who players would go to for practical support.*
3. You are having problems with your housing situation. *This situation was included to assess who players would go to for legal or bureaucratic support.*
4. You are inviting people to a celebration. *This situation was included to assess who players would share their happy experiences with.*

They could choose as many as they liked for each situation from the following options:

* Friends in the FFT/ Arsenal football group
* Friends at FFT who are not in football group
* Friends you know through Arsenal who are not FFT clients
* Friends who are not connected to either FFT or Arsenal
* Family members in UK
* Family members outside UK
* FFT staff
* Arsenal in the Community staff

Only 18 players completed this section of the questionnaire, and the responses of some indicated they had not understood it fully. The responses which were given are summarised below.

Table 2. Assessment of players’ social networks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Feeling sad.** | **Help with childcare.** | **Problems with housing.** | **Inviting people to a celebration.** |
| Friends in the FFT/ Arsenal football group | 9 | 6 | 5 | 10 |
| Friends at FFT who are not in football group | 3 | 2 | 3 | 4 |
| Friends you know through Arsenal who are not FFT clients | 3 | 2 | 3 | 6 |
| Friends who are not connected to either FFT or Arsenal | 4 | 0 | 2 | 3 |
| Family members in UK | 1 | 4 | 1 | 2 |
| Family members outside UK | 4 | 0 | 2 | 2 |
| FFT staff | 10 | 4 | 11 | 6 |
| Arsenal in the Community staff | 9 | 4 | 9 | 7 |

**Coach ratings after football sessions**

One of the Arsenal in the Community coaches who runs the FFT football sessions completed a checklist after five sessions in August and September 2017, to describe what occurred during the session. The questions included in the checklist were based on the issues highlighted in the programme model (e.g., social interactions, anger management), and aimed to obtain more systematic information about the nature of the football sessions and what happens typically within a session. The checklist is shown below:

|  |  |
| --- | --- |
| **QUESTION** | **RESPONSE – tick or circle the response which applies, or write in the space indicated** |
| 1. How many players participated in today’s session? |  |
| 1. Did any of the players behave aggressively today? *[This refers to inappropriate aggression – failure to manage emotions in the way expected]* | No/ Yes  If yes – how many? ………………………….. |
| 1. In today’s session, did you address an emotional problem that a player was having? *[This could be an emotional problem triggered during the session or due to things outside the session. The purpose of this question is to assess how often coaches respond to emotional issues during sessions – the cause of emotion is not relevant here.]* | No/ Yes  If yes, did you:[[1]](#footnote-1)  Stop the game to speak to the player?  Speak to the group about the issue at the end of the session?  Speak to the individual player after the session or during a break? |
| 1. In today’s session, did you address any interpersonal problems between players? (e.g., arguments) | No/ Yes  If yes, did you:[[2]](#footnote-2)  Stop the game to speak to the players involved?  Speak to the group about the issue at the end of the session?  Speak to the individual players after the session or during a break? |

|  |  |
| --- | --- |
| 1. In today’s session, did you see a player help a fellow-player who was having trouble managing their emotions? | No/ Yes  If yes – what type of emotion was the player experiencing? Sadness/ Anger/ Other …………………………..  What did the other player do to help? ……………………………………………………………………………………… |
| 1. In today’s session, did any of the players argue with the referee or refuse to follow instructions? *[This refers to inappropriately challenging behaviour – not joking or light-hearted behaviour]* | No/ Yes  If yes, on approximately how many occasions did this occur? |
| 1. In today’s session, were there any players who were physically challenged or noticeably poorer at football than the rest of the group? | No/ Yes  If yes – to what extent to you feel that other players tried to include them? *(circle the response which best applies)*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Not at all – no efforts made to include them | A little – a few players made some effort | Sometimes tried to include them | Most of the time they were included | Great efforts were made to include them |   Any comments on this? |
| 1. Did you raise any issues in the post-training chat, other than practical issues or giving information? (e.g., issues relating to player behaviour or the ethos of the group) | No/ Yes  If yes – please briefly describe the issues raised: |

**Checklist of player behaviour**

The Freedom from Torture clinician attached to the football group completed a checklist to describe the behaviour of each of the players currently involved in the football group. The aim of this was to get a more detailed picture of the behaviour of players. It was intended as complementary information to interviews, where staff describe the players who stand out for some reason. Although this type of information is useful in highlighting particularly important issues, it is difficult to get an overall picture of player behaviour from interview information. Again, the questions focused on the aspects of behaviour included in the programme model. The Freedom from Torture clinician attached to the football group was in a good position to provide this information, since he attends each session and observes the players. The checklist is shown below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **QUESTION** | **RESPONSE (circle the one which applies)** | | | | |
| 1. How much does he interact with other players during sessions? | Not at all | A little | Moderately | Quite a lot | Very much |
| 1. How often does he lose his temper during sessions? | Not at all | Rarely | Sometimes | Often | Very often |
| 1. How supportive is he of other players who are struggling in some way (either emotionally or physically)? | Not at all | A little | Moderately | Quite a lot | Very much |
| 1. How respectful is he of opponents and officials? | Not at all | A little | Moderately | Quite a lot | Very much |
| 1. Is he a good team player? (i.e., prioritises the success of the team over his own personal success) | Not at all | A little | Moderately | Quite a lot | Very much |
| 1. How much does he usually participate in the sessions he attends? | Not at all | A little | Moderately | Quite a lot | Very much |
| 1. How good are his football skills? | Not at all | Slightly | Moderately | Good | Very good |

**Physical health interviews**

The same physiotherapy student then conducted individual interviews with five players to explore the impact of the football group on their physical wellbeing. The details of the five players can be seen in Table 5 below.

Table 5. Players interviewed about physical health issues

|  |  |  |
| --- | --- | --- |
| **Age** | **Nationality** | **Length of time with group[[3]](#footnote-3)** |
| 34 | DRC | Referred 28/6/2013 |
| 52 | DRC | Referred 6/5/2016 |
| 40 | DRC | Referred 13/6/2014 |
| 22 | DRC | Referred 27/10/2015 |
| 29 | DRC | Referred 15/3/2016 |

The issues explored during the interview included:

* How the players felt when they were referred to the football group – particularly how they felt about taking part in an activity which is physically active but can also be quite physically tough (i.e., involving tackling, pushing, etc.).
* Changes the players noticed once they started participating in the group in terms of their physical health (e.g., improved stamina, strength, flexibility, balance, appetite, sleep and temperament).
* How the players felt when the games became more physical (e.g., hard tackling).
* How the players felt about their bodies when they were playing (e.g., any feelings of frustration that their bodies did not perform the way they wanted them to or the way the way they might have done before their experience of torture, or feelings of pride/ happiness that their bodies were capable and functioning).
* How their feelings about their bodies have changed over the time they have been involved with the football group.
* How they would describe their physical wellbeing now.

The interviewer took notes during the interviews, and subsequently conducted a thematic analysis of the information obtained.

1. If this applies to more than one player, you can write the number of occasions you took each course of action during today’s session. [↑](#footnote-ref-1)
2. If this occurred on more than one occasion today, you can write the number of occasions you took each course of action during today’s session. [↑](#footnote-ref-2)
3. Interviews were conducted in December 2017 [↑](#footnote-ref-3)