



Welcome to the Sport for Development Toolkit!

A message from Chris Grant, Sported CEO

Sported now has more than 3,000 members, 90 different sports and activities, and works with young people across the UK. Whenever I visit a club, the same qualities always leap out: a genuine interest in young people and the strength of your faith in them. There's no doubt that your participants thrive on this, and it is the foundation for your success in helping them overcome the challenges they face.

I also know that the interest you take in the young people you're working with can sometimes be a source of frustration – you see their potential but sometimes also witness them failing to fulfill this potential in their education, or their lives more generally.

Historically, sports clubs have not had the means to do much about this but, in 2013, with the generous support of Deutsche Bank, we launched *sporteducate* to help our members deliver activities and resources which could help young people do better in their education and employability.

Almost 2,000 young people, across 33 London-based clubs, have benefitted from *sporteducate*. Their experiences were tracked closely, and the impact on their educational performance and personal development was startling; agreement with the statement "I like going to school / college / training / work" improved from 44% to 75% over three years. Even those who were only involved for a shorter period made great progress: the numbers completing their homework on time went up from 69% to 79% in just one year.

This toolkit brings together the learning in a way which I hope will make it much easier for all Sported members to offer similar benefits to the young people you're working with.

We're very grateful to the hundreds of employees who volunteered their time to deliver sessions and mentor both club leaders and young people, and the 33 pioneering clubs and groups, who made a difference not only for their young people, but for potentially many thousands more.

Please make use of it, and let us know how you get on!

About this toolkit

This toolkit is for community sports clubs who are interested in running a Sport for Development programme. It will enable clubs to build on the successes of *sporteducate* and support young people across the country to achieve their potential through sport.

If you have any questions, please email info@sported.org.uk



Contents

01	What was sporteducate?	01
02	Introducing Sported	04
03	Being part of Sport for Development	12
04	Demonstrating your impact	14
05	Choosing your activities	18
06	What we learned from sporteducate	44
07	Working with volunteers	48
08	Frequently asked questions	51

01

WHAT WAS
SPORTEDUCATE?



What was sporteducate?

Launched in May 2013, *sporteducate* was a pioneering programme created in partnership by Sported and Deutsche Bank that built on a mutual commitment to help disadvantaged young people achieve their potential in education and employment. The programme was developed to provide 11-18 year olds who were at a high risk of exclusion or becoming NEET (Not in Education, Employment or Training) with the extra-curricular support, skills and focus to stay in school and go on to further education, training or employment. *Sporteducate* harnessed the inspirational power of sport with education as a way of reaching and engaging young people outside traditional education or employment routes.

Thanks to a significant financial contribution from Deutsche Bank, 33 Sported Member clubs in London benefitted from funding, training and management support over the three-year period to run education and employability activities alongside their core sports offering. The programme sat at the heart of *Born to Be*, the bank's youth engagement programme that focuses on education led initiatives to help young people realise their potential. Being part of the *sporteducate* programme also created hundreds of meaningful opportunities for Deutsche Bank employees to volunteer their time and skills.

Sport for Development toolkit

This Sport for Development toolkit brings together the learnings from the *sporteducate* programme into one document that we hope will enable

any Sported Member across the country to set up and run their own Sport for Development programme and make a positive impact on the young people they reach.





A message from
Nicole Lovett, Head
of Corporate Social
Responsibility UK,
Deutsche Bank

When sport and education are combined they become a compelling means of making a positive impact on the lives of young people. For this reason Deutsche Bank feel very proud to have played a part in the *sporteducate* programme as we are committed to helping to improve their life chances of young people so they have the tools they need to be successful. *Sporteducate* has been a flagship pillar in Deutsche Bank's *Born to Be* corporate social responsibility programme, which sees early education-led intervention

as the way to break the cycle of youth unemployment.

We are delighted that the experience and expertise developed through *sporteducate* has been brought together to develop this toolkit. Knowing that hundreds of other sports clubs across the UK can use this resource to build their own needs based life changing programmes creates a fantastic legacy.

We are very grateful to Sported, the member clubs, our Deutsche Bank volunteers and most importantly, the young people themselves, for making a difference in their own communities and creating the platform to impact on many more.

02

INTRODUCING
SPORTED



Introducing Sported

Sported hopes to unleash and prove the power of sport to transform the lives of young people facing disadvantage across the UK, so that they can fulfil their potential and contribute to the building of stronger communities.

We reach local communities through an incredible network of over 3,000 grassroots clubs across the UK. Sported's ambition is to not only inspire a generation to play sports, but to use sport as a way of inspiring disadvantaged young people to overcome their personal hurdles and fulfil their potential in life using Sport for Development.

We believe sport has a huge potential to provide solutions to some of the UK's biggest challenges, from obesity and unemployment, to crime and anti-social behaviour. It is a great 'hook' for young people; for some, nothing else would get their attention. Small-scale, hyper-local, grassroots sports groups are particularly effective at turning round the lives of disadvantaged young people, which is where you come in.

Club leaders like yourselves are embedded in the hearts of your communities and understand the challenges faced by young people, building trusting relationships for the long term. This puts you in a unique position to lead on and deliver Sport for Development projects, drawing out the potential in your participants and putting them on a path to a brighter future.



If you haven't had the best start in life, negative influences can make it difficult to change your outlook.

Latest figures reveal that one in seven 16–24 year olds in the UK is not in employment, education or training (NEET). In the fourth quarter of 2016, approximately 826,000 people aged 16–24 were NEET young people, representing 11.5% of the age group. This is a situation that will cost the UK economy £28bn over the next 10 years.

It is these NEET young people, and those most likely to become NEET young people, who we are targeting through Sport for Development programmes, such as our now completed *sporteducate* programme. Combining sport with education helps to provide 11–18 year olds the extracurricular support, skills and focus to stay in school and go on to further education, training and employment.

This toolkit will enable community sports clubs to set up and run effective Sport for Development programmes, bringing together the power of sport with the power of education. Although the funded programme has completed, Sported regularly supports members to find out about and access funding opportunities.

We hope that this toolkit encourages community sports clubs to enhance and develop their current sports offering by combining it with education or employability. If this is already taking place, we hope this toolkit will provide additional support to grow and improve sessions as well as monitoring and evaluation.

The characteristics of the young people we are targeting

Every young person is different and the factors that lead them to becoming categorised as NEET vary.

Research has shown the following distinct factors that lead young people to becoming NEET young people:

Typical personal characteristics:

- Truancy and/or school exclusion pre-16
- Living in or having lived in care
- Becoming pregnant/a parent in mid-teenage years
- Disability, SEN or learning disability
- Mental illness
- Being homeless
- Drug or alcohol abuse
- Being involved in crime



Typical family/home characteristics:

- Low income backgrounds
- Young person acts as carer
- Unemployment is the accepted norm
- Lack of trusted/supported adults

Typical attitudes:

- Dislike teachers
- Think school has too many rules
- Don't recognise importance of working hard at school to fulfil ambitions
- Don't think much about their future
- Don't discuss post-16 plans with anyone but parents



The aims of Sport for Development Programmes: 'the 5 As'

Sport for Development programmes aim to have a significant impact, addressing the areas that could help young people turn their lives around – no matter what their background. Identified through research, these are the outcomes that we have focused on; we call them 'the 5 As':

1. Attitude to learning
2. Attendance at school/college/training/work
3. Academic achievement
4. Aspirations for the future
5. Aptitude and employment

How can Sport for Development programmes achieve these outcomes?

You will know from experience that a young person who is not doing well in formal education may enjoy sport and attend a club in their spare time. Being good at sport and receiving positive reinforcement can increase their confidence, which could influence how they see themselves and how they think about their future.

In this way, sport can provide a way of reaching disengaged young people outside of traditional education routes. Taking part in sport can lead to small, positive effects – both on academic achievement and on ‘soft’ outcomes such as attitudes to learning, aspirations for the future, self-esteem and self-belief. Sports-based programmes can help with goal setting, leadership and communication.

So sport in itself can already help young people towards our ‘5 As’.

Sported aims to build on the positive environment created in clubs by introducing additional activities to help achieve the above outcomes. These activities fall into three main categories:

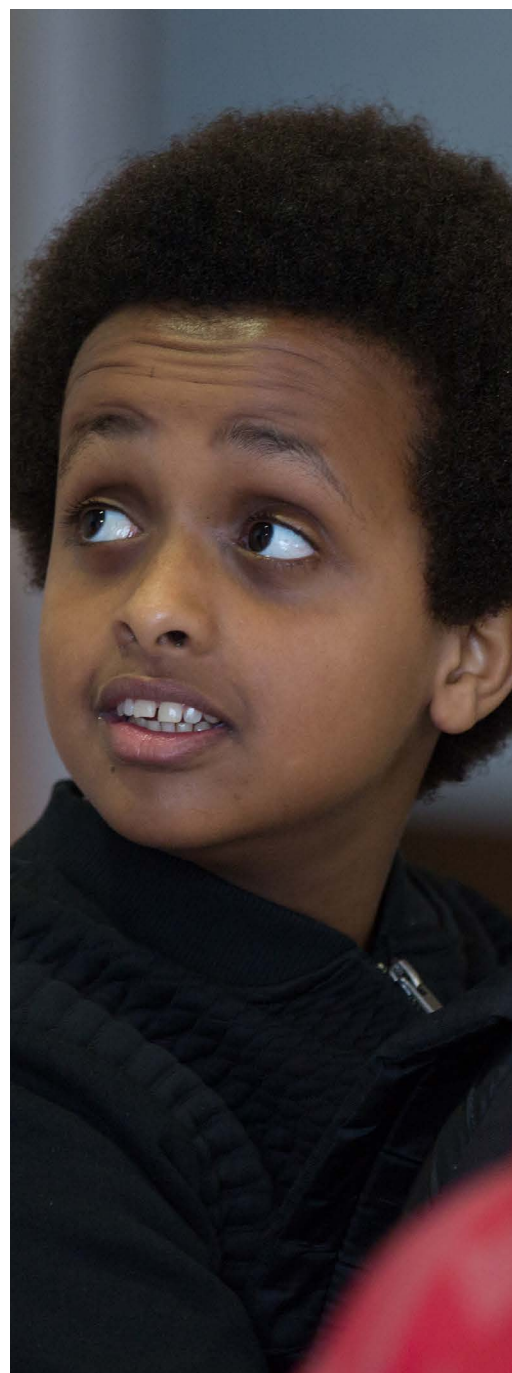
- Educational activities
- Employability activities
- Mentoring schemes

Direct outcomes of being part of a Sport for Development programme may include:

- Increased numeracy and literacy for those taking part in educational activities
- Increased understanding of how to conduct themselves when applying for jobs as a result of an employability skills workshop
- Increased understanding of the role education plays in their future success

Indirect outcomes may include:

- Increased confidence at school and in everyday life
- Increased enjoyment of school
- Increased motivation
- Improved self-management



Regular monitoring and evaluation by both the club and the young people themselves will enable you to see the progress they are making, and make sure we are achieving our general objective: to provide better opportunities for young people through sport, exercise, guidance, and communities.



The process we hope young people participating in the programme will go through is shown through this flow diagram:



1. The young person takes part in a sports activity at the club.
2. They become more engaged with their education and employability, and their self-esteem increases. These are key areas influencing the path they end up taking in life.
3. The changes in the young person manifest themselves through certain behaviours.
4. The behaviours are measured against the '5 As', using an Impact Measurement Tool.

What are we measuring?

The specific measurements clubs can monitor for each of the '5 As' are explained below. See [Section 4](#) for more information on demonstrating your impact.

1. Attitude to learning

You should aim to measure how the young person feels about education, their confidence and enjoyment of it, and their willingness to take an active role.

Measurable outcomes can include the following attitudes:

- Enjoyment of school/college/training/work
- Thirst for learning
- Drive
- Self-management of completing homework

This information can be collected through a [Young Person's Questionnaire](#) via statements using easy to understand scales.



2. Attendance at school/college/training/work

Attendance can be a key demonstration of an improved attitude to education. Clubs can look at attendance and punctuality by taking a regular register. Increased attendance could also demonstrate an improvement in the following areas:

- Self-management
- Commitment
- Dedication

3. Academic achievement

As full academic records may not be available for you to measure, clubs can focus on academic achievement through attitudes towards achievement. Grades can be collected where possible to evaluate results more accurately, as well as achievements in sports activities at the club.

Clubs are encouraged to look at:

- confidence in performance
- the impact of sports activities on performance
- feedback from schools/parents where possible
- feedback from those delivering educational groups at the club

This information can be collected through the [Young Person's Questionnaire](#).

4. Aspirations for the future

According to research by EdComs, specialist educational consultants, many disengaged young people:

- don't recognise the importance of working hard at school to fulfil ambitions
- don't think much about their future
- don't discuss post-16 plans with anyone but their parents/guardians

In order to monitor the level of their aspirations, clubs can track what level of forward thinking young people have in relation to their future plans. It is important to understand whether they have any longer-term plans, such as whether they are considering which job or career they would like when leaving school/college. If they have already left education, you can play a role in determining whether they have a clear direction in their next venture.

The extent to which they have aspirations is measured by:

- their ability to picture where they will be in one year or three years' time
- whether they know where they want to get in life
- their understanding of how to get there
- their recognition of education playing a role in this
- the value they place on having a career
- whether they have discussed future plans with anyone at the club

This information can be collected through the [Young Person's Questionnaire](#).

5. Aptitude and employability

The ultimate goal is for young people to be viewed as 'work-ready', which employers perceive as a wide range of skills, including the following:

- Teamwork
- Communication
- Listening skills
- Problem solving/seeking solutions
- Commitment
- Confidence
- Adaptability
- Self-esteem



Clubs can measure these outcomes using the [Young Person's Questionnaire](#) and focusing on attitudinal statements from the young person, for example, 'I always try to come up with solutions when I am faced with a challenge'.

03

BEING PART OF
SPORTED



Being part of Sported

Membership of Sported can help you set up and run your Sport for Development programme.

As a member of Sported you have access to:

Advice from our skilled volunteers

- 1:1 mentor support to develop longer term plans
- 'Light Touch' support – ask a volunteer about a specific issue and get support over phone, email, Skype or in person in a short period of time when you need it

Funding resources and support, including:

- Monthly regional funding bulletins
- Online bespoke funding service
- Support from Sported volunteers to complete funding applications and/or to create a fundraising strategy
- Opportunities to access external funding via Sported
- Fundraising workshops and online learning
- FREE membership of Localgiving, an online fundraising tool for charities and community clubs

Access to the online Member area including:

- An online forum to connect with members all over the UK and take part in Live Q&As with Sported volunteers
- A range of online resources around areas such as governance, business

planning, fundraising, marketing

- Bitesize videos with handy tips
- Ability to take advantage of deals with Sported partners such as Sainsbury's Active Kids, RunAClub and Aviva Community Fund
- Insurance and Legal Services (provided by external partners)

Impact measurement – prove sport works, including:

- Dedicated online Impact section with downloadable resources
- Monitoring and Evaluation support from Sported volunteers
- Workshops (in person and virtual)

Other

- Regular newsletter with news from Sported, the sports sector and from your local region
- Opportunities to take part in projects with Sported partners
- Regional networking events
- A member of staff at the end of the phone during office hours for support

Sported is continually increasing the variety of services available in response to member needs. This is an overview of existing services that clubs can access when they become a free member of Sported.

04

DEMONSTRATING
YOUR IMPACT



Demonstrating your impact

Spoted understands how important it is for all community sports clubs to be able to measure and evaluate the progress being made by young people who attend their programmes. Spoted's goal is to work towards a Sport for Development sector where high quality impact measurement is the norm.

Spoted has partnered with Inspiring Impact to develop 'Fit for Impact', a volunteer-supported programme and online e-learning resource.

It has been designed to take members through a journey to greater Impact Practice; from understanding the benefits of measuring impact, right through to sustaining good Impact Practice within community sports organisations.

Good Impact Practice can be invaluable to small organisations because it demonstrates the value of your work. It is a way of being accountable to beneficiaries, funders, volunteers, staff and other stakeholders. It also allows clubs to understand how well they are doing and where improvements can be made.

The Impact Practice Learner Journey

These are the key parts of the Impact Practice Journey that you can access online through our members' area, Your Spoted Network.

1. Discover

Discover what Impact Practice is all about and how it can help your group. Spoted members can access a Webinar to find out more.

2. Equip

Equip your group with key resources and tools to help you develop your Impact Practice.

This part of the journey includes the four main areas:

Plan – What is the long-term impact you want your work to have?

Do – Deliver the work, make the impact and collect any data.

Assess – Make sense of the data you have collected in relation to your desired impact.

Review – Learn from your findings and use them to improve your work.

Sported members can access the online self-assessment tool 'Measuring Up!' which allows community sports clubs to review and improve their Impact Practice. Additional resources can also be found in the Sported members' area.

As part of this process, the [Young Person's Questionnaire](#) may form part of the data collection process. There are two versions of the form – one to use at the start of a programme and one for the end.

3. Learn

After using the 'Measuring Up!' tool, a semi-populated action plan will be created, which will help clubs develop a comprehensive action plan to improve Impact Practice. Sported members can access support and resources that can help clubs with common areas of development, including a needs analysis, theory of change and measurement tools, amongst other things.

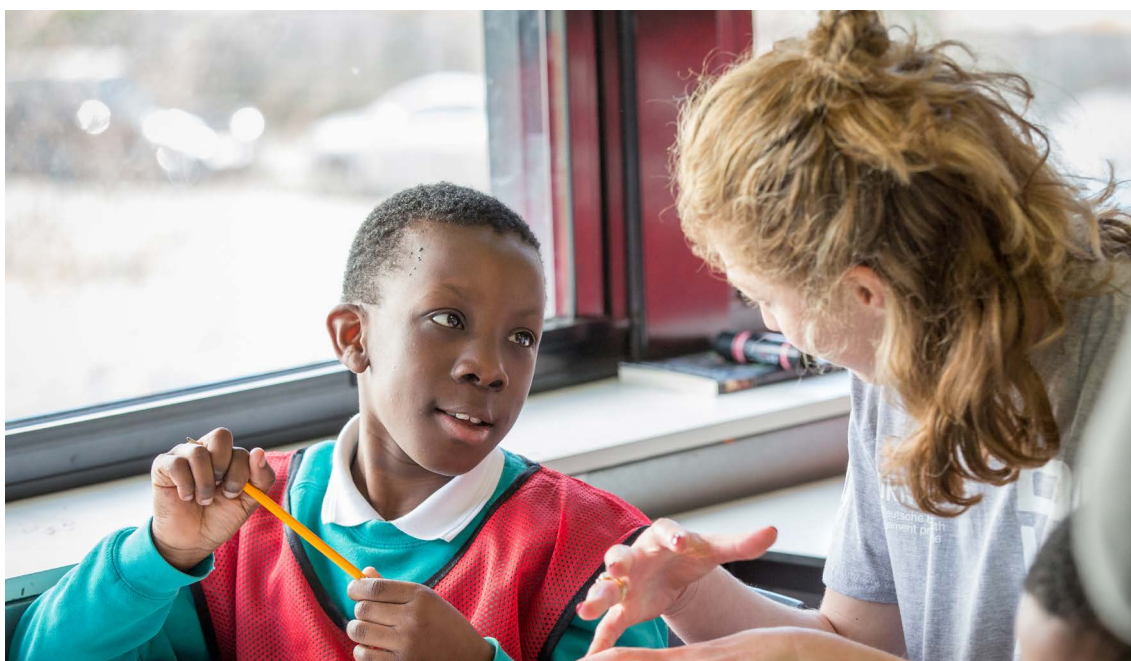
4. Impact in action

Review and share learning so that future programmes and activities are improved by the Impact Practice journey. Sported members can access a number of resources and tools to celebrate this achievement!

To access and utilise the Impact Practice Learner Journey, please log in to your member area on Your Sported Work (YSN) and look for 'Impact Practice'. If you are not a Sported member, please contact membership@sported.org.uk to find out about becoming a member.

The Young Person's Questionnaires

The [Young Person's Questionnaire](#) should be completed at the start and the end of the programme in an environment that makes the young person feel entirely comfortable. It should be somewhere they feel they can be honest without being influenced by friends or club leaders.



The questionnaire can be completed with support from a staff member if needed, for example, if there are language issues or learning difficulties.

It may also be useful to keep an attendance register of all participants that attend sessions. This will enable you to understand how frequently young people attend and how this influences the impact of your sessions.

Things to remember during your Impact Practice Journey

Feedback from schools and parents/guardians

You may wish to talk to parents/guardians and school teachers throughout the course of the programme. This is not compulsory but the extra information may help you to get a broader picture.

Consent forms

You will need to obtain written consent from all participants and from the parent/guardian of any participants under the age of 16 if you are collecting data.

You will need to keep the consent forms secure for the duration of your Sport for Development programme and for one year after it has been completed. This is required according to data protection laws and must be adhered to.



05

CHOOSING YOUR ACTIVITIES



Choosing your activities

Sport for Development activities fall into three main categories: Education, Employability and Mentoring.

The activity (or activities) you choose to set up will depend on the needs of your young people, as well as the resources you have available at your club. Your chosen project can be to develop new activities and/or strengthen and enhance your existing provision.

Through taking part in sport, young people will also learn 'soft skills', such as communication, adaptability and self-management (see page 41). We encourage you to actively teach these skills and get participants to reflect on what they are learning: this will complement the more structured activities you run.

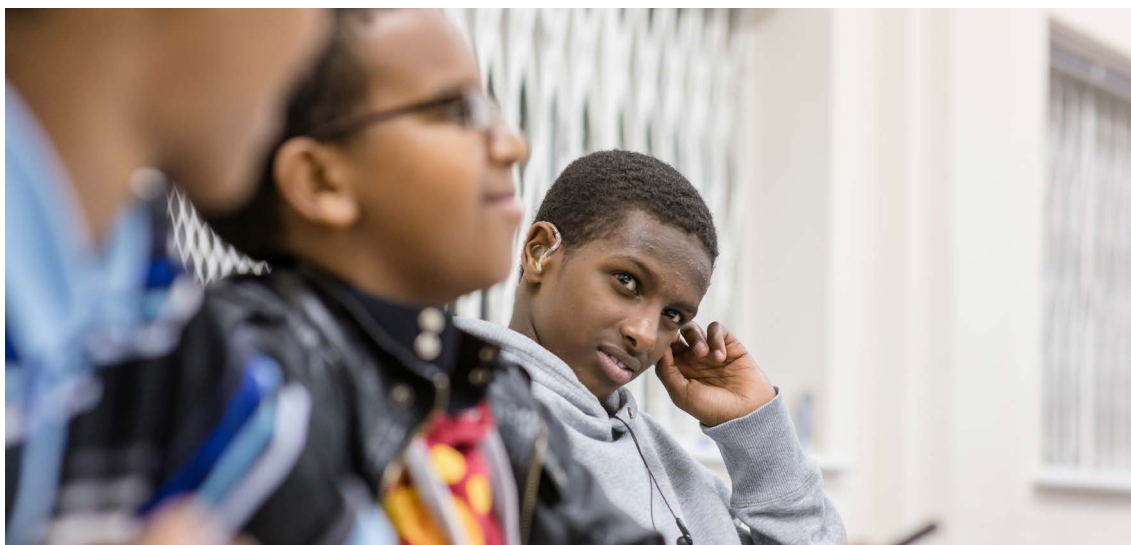
As we learned during *sporteducate*, focusing on Education, Employability and Mentoring activities results

in concrete, measurable progress amongst young people.

Planning and developing your Sport for Development activities

Below you will find suggestions of activities you could run based on the needs of your young people, along with case studies to give you an idea of the level of success that *sporteducate* achieved.

The [Project Planning Tool](#) will help you think through key considerations in detail, as well as offering hints and tips about setting up educational and employability activities.



A. Educational activities

Working towards the '5 As'

Young people who attend supplementary educational classes tend to show clear improvement in school attendance levels and academic achievement. This goes hand in hand with an improved attitude towards learning and education. Consequently, we can see a rise in self-confidence and a willingness to consider future plans, which can contribute to an increase in job prospects.

Below are suggestions of different educational activities you could run in your club. The activity you choose will depend on the needs of the young people and the resources you have available.

If you are introducing educational activities, you might like to consider obtaining the NRCSE Quality Framework for Supplementary Schools which has been shown to increase achievement levels of young people taking part in supplementary education programmes.

1. Homework club

What is it?

A designated time and space for young people to do their homework, whether tutored or untutored. May be run by peers, older club members or volunteers with relevant knowledge and understanding.

Who is it for?

Homework clubs will help young people who:

- Are falling behind in their school work and need help with subject

matter or study skills/
self-management

- Live in crowded, chaotic environments, who don't have the opportunity to do their homework

What can it achieve?

- Increased levels of academic achievement across various subjects

73% of young people believe it helps them perform better at school*

82% of young people believe it has helped build their confidence*

- Improved study skills
- Improved attitudes to learning through improved self-esteem, being able to keep up with others

* EdComs Research for Sported 2017



Case study: Samuel Lithgow Youth Centre**Where:** Camden**What:** Homework club

Samuel Lithgow Youth Club is now in their third year of a regular homework club, which takes place for two hours every week. It is too early to ascertain the long-term impact of this session on the young people who have been attending, but with a regular group of participants, it is clear that the session is an important part of the activities at Samuel Lithgow Youth Centre. All young people that attend the homework club do so for the primary purpose of completing their school work, with support if required. Participants all regard Samuel Lithgow Youth Centre as a 'second home' and staff noticed that the young people are getting into less trouble with police, are engaged with all activities at the club and respond positively to adults and workers.

Paolo, Club Leader

2. Core curriculum supplementary class

What is it?

A tutor-led class on a core curriculum subject – Maths, English, Science or ICT – covering the relevant key stages and national curriculum content. Includes regular assessment to monitor progress of young people.

Who is it for?

Core curriculum classes help young people who are:

- Falling behind in their schoolwork and need extra support to keep up
- Struggling around exam time

What can it achieve?

- Increased levels of academic achievement

45% of young people saw their grades in maths improve since attending the *sporteducate* programme

46% of young people saw their grades in maths improve since attending the *sporteducate* programme

53% of young people believe they get better grades at school in general since attending the *sporteducate* programme*

- Improved study skills
- Improved attitudes to learning through improved self-esteem, being able to keep up with others
- Increased school attendance as enjoyment of learning increases
- Higher aspirations for the future

* EdComs Research for Sported 2017



'Sometimes we learn something at school that I've already learnt here. That's really good, it helps me be clever.'

Case study: Track Academy**Where:** Willesden**What:** Core Curriculum Supplementary Classes

Kareem Aichoun has been engaged with Track Academy since the age of 13. He joined in 2011 after a hospital stay where he was diagnosed with Multiple Sclerosis. He developed a strong relationship with his coach, which according to his mother has been a huge help in developing a new can-do attitude since he 'is more likely to welcome the staff assistance which was always in place'.

Through this attitude shift, he has competed and trained consistently as a Track Academy Athlete as long as his health has permitted it. With encouragement from his coach he signed up to Parallel Success (British Athletics) who assessed his national classification. This led to the opportunity to be classified in Dubai on a trip fully funded by British Athletics. The aim is to get Kareem competing for Team GB in 2017.

His willingness to get involved in all aspects of Track Academy's programme has seen him develop into a great communicator. He has attended the supplementary school consistently for English support following his D in GCSE English at college (second retake). He felt quite down about having to retake for a 3rd time but with support from his English tutor and athletics coach, he continued to attend, completing regular past papers and passed on his third GCSE English attempt in January 2016. Track Academy supported his UCAS application with advice and personal statement support and he secured a place at Brunel to study Sports Science and is now in his first year.

His increased self-confidence has been important in his development of leadership skills as he moved into adulthood. He has represented Track Academy at college open days, helping as a coaching assistant with younger athletes and volunteering to support staff and athletes at competitions. We are able to rely on him as a team member since he is always open to giving a hand. This 360-degree support system has helped to take Kareem from being a teenage boy physically impaired by his illness to a young adult 'who has overcome fears related to his disability' and working to proudly represent Track Academy as a leader and future athletic hopeful.

He is now a member of our elite competitive training group preparing for a season of performing in his newly assessed T38/F38 Parathletics category starting with a 2016 IPC Classification funded by British Athletics in Dubai from 17th–24th March 2017, where he won silver in the 100m.

Connie, Director

Case study: Football Beyond Borders

Where: Croydon

What: Core Curriculum Supplementary Classes

Lewis goes to Archbishop Lanfranc School in Croydon. When we began the programme in February 2014, the school had recently been placed into Special Measures by Ofsted, was in the bottom quartile of the country for student attainment and had serious problems with attendance, behaviour and homework completion.

The school asked us to work with a group of 20 Year 7 boys who were passionate about football but had low school attendance rates, low attainment rates and displayed challenging behaviour.

When we began to work at the school, Lewis was missing one day of school per week on average and Social Services had been notified. He was disruptive in class, occasionally violent, and had been identified as being at high risk of exclusion by the school. Lewis says that at that time his family had started taking bets on how long it would be until he was excluded.

Lewis has now completed two years of our FBB Schools programme. He has met his footballing heroes, won a football tournament at Arsenal's stadium, and taken part in tours to Scotland and Barcelona. He has chaired a panel debate on football and racism in front of 300 people, presented his own show on our FBB TV YouTube channel and made a short film about fan diversity at professional clubs.

More importantly, this has had a transformational impact on his attitude, behaviour and performance at school. His attendance in the last school year was above 90% and has now been removed from the school list of pupils with poor attendance. He is expected to do well in his GCSEs and is excited about his future. He is no longer at risk of exclusion and last year he had the most achievement points in the whole school.

In our 2015 annual report, we asked Lewis to write down his thoughts on his time with FBB. This is what he said:

'For many of us we could have been excluded by now, or just not bothering to turn up to school. Instead Football Beyond Borders has motivated us all to be the best we can and reach our full potential in and out of school.'

FBB has shown us a different path in life and helped teenagers become men with a real sense of hope about our futures. They have helped us to realise that we all have different talents and opinions and that these should be respected. Most importantly I now feel confident enough to have a conversation with anyone with my head held high – it has given young people a platform to be heard when so often we are ignored.'

Jasper, Co-Director & Coach

Case study: Newark Youth London**Where:** Tower Hamlets**What:** Core Curriculum Supplementary Classes

Shazia was born in Italy and she moved to the UK in 2013. She is currently a ten-year-old Year 6 student in Bigland Green Primary School in Tower Hamlets. She is working as expected in English and making more than expected progress in Mathematics. Shazia identifies with the Bangladeshi ethnic category and speaks English and Bengali.

Shazia is taught within a usual classroom setting but previously received support for Literacy and Numeracy from a teaching assistant when she first moved to the UK. The teaching assistant worked with Shazia to develop her reading, writing and spelling skills in English, and supported with her understanding of Mathematics. Beyond this Shazia received no other form of support in school.

Shazia was referred to the *sporteducate* programme in order to further develop her literacy and numeracy along with her communication skills for the SATs. She has attended since March 2016 and has been a regular participant with very good punctuality. The curriculum supplementary classes have been useful in helping her develop her understanding of specific Mathematics and literacy topics, and she utilises the programme for a supportive working environment. She has been completing the work set during school hours and making good progress. She is now doing extension and higher level work in the supplementary classes.

Kamrul, Director



3. Non-curriculum supplementary class

What is it?

A tutor-led class/activity in non-curriculum subjects, for example languages (including mother tongue), or photography. The subject could be chosen either from the needs of the young people or the expertise available at the club.

Who is it for?

Non-curriculum classes are for young people who:

- Are disengaged with learning, who need support to gain confidence

in their ability to learn and need to increase their desire to learn

- Need to be able to connect what they are learning with day-to-day life and aspirations for the future

What can it achieve?

- Improved attitudes to learning, re-engagement with school and education
- Increased academic achievement
- Higher aspirations for the future
- Improved aptitude and employability
- Better relationship with parents (when learning mother tongue)

Case study: Mile End Community Project**Where:** Tower Hamlets**What:** Sports Media Project – Non-curriculum supplementary class

At Mile End Community Project we run a sports media project alongside a weekly football session, working with young people to develop their media skills. The *sporteducate* programme really gave us a unique opportunity to utilise sport in this way, by involving those who play and those who don't to work together and create a short film.

Young people were involved in every step of the project, from building the narrative, to learning about and using the camera, writing, creating storyboards, acting, editing and everything in between. The project really empowered participants to face challenges head-on and overcome them as a group, working closely with each other. They were taught new skills and given the freedom to try and fail and try again, giving each other feedback to make their project the best it could be.

One of the best outcomes from this project was that it enabled the young people to create something where they could watch themselves, listen to themselves and see versions of themselves reflected in this short film. It was a huge confidence boost for them. They also developed great teamwork and leadership skills, working as a collective for one aim. This translated onto the football pitch, which was fantastic to see.

Nurull, Club leader



4. Sport as a medium for learning

What is it?

Using the medium and environment of sport to support pupils' work in literacy, numeracy and ICT in a creative way. This could include practical tasks like measuring the pitch or counting seats, compiling player biographies, creating match reports, completing sport-related worksheets or using sport as a way of teaching.

Who is it for?

This is suitable for everyone, but might be of particular interest for young people who:

- Are disengaged with learning, who have a negative experience of school and all learning
- Need support to gain confidence

in their ability to learn and increase their desire to learn

- Need to be able to connect what they are learning with day-to-day life and aspirations for the future.

What can it achieve?

- Improved attitude to learning, re-engagement with school and education
- Increased academic achievement
- Higher aspirations for the future
- Improved aptitude and employability

Young people were asked about their attitudes towards learning, education and their aspirations before and after the programme. This is how their opinions changed:

	PRE	POST
I like learning new things.	61%	68%
Doing well at school is important to me.	69%	75%
Working hard at school now will help me get on later in life.	73%	77%

Case study: St Matthew's Project

Where: Brixton

What: Sport as medium for learning

K, 13, is originally from the Dominican Republic and has lived in London – Kennington – for the past year, having moved here from Madrid. She got involved in St Matthew's after asking people in her area if they knew about any football projects for girls. She's really liked playing football ever since she lived in Madrid. A friend found out about St Matthew's for her and she began attending sessions.

As soon as she came she was happy, even though she didn't know anyone. 'I was a bit nervous, but I really enjoy football and coming here is like a dream for me. The girls are friendly.'

K's English was very limited and she would often appear very upset at the end of the sessions when she first started. SMP brought in a young woman, Juana, who is 18, to act as her translator and mentor. After working with Juana and regularly playing with and communicating with the other girls on her team, K's English has really improved, as has her confidence. K has made a best friend in another Spanish-speaking girl who is the same age as her and who also comes from Spain. Juana and K have also become friends through their involvement with the Project.

'Coming to St Matthew's has really helped me as a person. In Madrid, I used to play football on the streets, so never really in a team. Here, I am playing with other girls, as a team. It's really nice. I enjoy it.'

'Being involved with St Matthew's has helped me at school as well. I'm a really shy person and moving to London from Madrid was really hard for me. Coming to St Matthew's has helped me to open up more with other people and to try and communicate with other people at school, so I've made more friends.' St. Matthew's is important because as women, we need to be valued the same as men. Men are really valued in football and they get higher pay, but women can play equally as well, so projects like this help girls.'

When asked to describe St Matthew's: 'It's a dream. It's fun. Thank you. 'Everyone here is really humble and really educated and kind. Everyone here is a good person.'

Juana said: 'It's really fun to get to see young girls growing up. This is a time when they go through so much change and for them to be doing this, to be putting their energy into this, instead of staying at home, actually going out to do something, that's really nice. There aren't enough opportunities for young girls.'

Lee, Founder and Manager

Case study: Track Academy

Where: Willesden, North West London

What: Sport as a medium for learning

Lucy has been attending sessions regularly at Track Academy since she was 13 years old. In February 2015 when she was 14, her school approached us about finding a way to help encourage the positive behaviour she displays regularly with us on the track in her daily school life. She had been having weekly internal exclusions in Year 9 for the four months leading up to the request and was very close to external exclusion or worse, expulsion.

Her regular training sessions and one-to-one mentoring contact with her coach allowed her an outlet for her frustrations since she could physically exert herself, and she also found a person she could trust via her coach. Through understanding that her school life was as important as her track life in our eyes she began to adjust her behaviour. We monitored this through a Daily Good Behaviour Report that she filled out and brought with her to training after school throughout the spring and summer term of Year 9 and again in her final term in Year 10. We also monitored her behaviour and attended termly core meetings at her school to advocate on her behalf and keep updated on the impact of the mentoring in her school conduct.

She'd had so many internal exclusions in Year 9 that she was not allowed to represent the school in a nationwide competition (English Schools) despite being more than capable. As a result of her multiple exclusions her classroom contact was low which was beginning to have a negative effect on her attainment. This completely turned around for the 2015–2016 period whilst she was in Year 10. Her attainment was higher than expected: she had only one internal exclusion. The school's teacher and pastoral department reported that her attitude to staff was a lot more respectful when her behaviour was challenged; and her Head of Year 10 celebrated her athletics achievements in a year group assembly which was attended by her athletics coach and mentor. The improvement had also allowed her to experience the honour of representing her school at English Schools in summer 2016.

Her improved classroom attendance and attitude to learning in Year 10, alongside a summer of attending Track Academy tuition before training, allowed her to be considered to take some GCSE exams a year early in 2016 where she achieved an A in R.E. and is now working towards the rest of her exams in Year 11 for Summer 2017. According to her mock results gathered in our GCSE attainment workshops she is now extremely focused on achieving the best GCSE results possible in Year 11.

There is still a lot of work to do, and we expect her to experience blips as she matures. However, all the core services involved in her case recognise that linking up her training and school life in Year 9 has had a major impact on improving her situation and her prospects of achieving to the best of her ability. Her coach, mentor and training have managed to impact her life in a way that school and social services could not attain since her passion for athletics at Track Academy ultimately overrode everything.

Connie, Director

B. Employability activities

With the aim of enabling young people to achieve their potential in their working life, employability activities should mainly be aimed at 14–18 year olds at your club. The activities should help them develop:

- The motivation to seek employment
- The confidence, skills and capabilities to gain employment
- Employability skills such as communication, teamwork, adaptability and resilience

Finding extra support:

You may need to provide or help find additional external support for young people, especially those whose personal circumstances impact on their employability – for example, if they are a main carer or have drug and alcohol issues. Try to find out what's available locally, so other professionals can come into the club, or you can refer young people to external agencies.

The following are examples of employability activities you could run at your club. As with educational activities, what you choose will depend on the needs of young people and resources available.

1. 'Ready for work' sessions – sport as a medium for employability skills

What is it?

Sport activities to help develop young people's key soft skills, which they will need in order to find employment and then cope with challenges they may face in the work place. For example, a series of coached boxing sessions

can be designed to develop teamwork, communication, commitment and adaptability. See p41 for more on teaching soft skills.

As a progression, once young people are 'ready for work', workshops can then focus on career direction, job searching, CV building and interviews skills. They should also include ICT sessions, teaching young people how to use the Internet, online tools, and job searching apps to research options and opportunities.

Who is it for?

This type of activity is for young people who are:

- Disengaged with education; left school with few, low or no qualifications and are unlikely to go back
- Disengaged with learning and need support to gain confidence in their ability to learn



What can it achieve?

- Increased aptitude and employability, moving closer to becoming 'work ready'

67% of young people believe it has helped give them confidence when they think about attending job interviews

Young people were asked about their aspirations before and after *sporteducate*, showing a significant increase in their ambitions:

- **Having good job security is important to me. Pre 65% - Post 76%**
- **Having a high income is important to me. Pre 71% - Post 76%**
- Improved attitude to learning – enjoyment of training and thirst for learning
- Increased aspirations for the future and understanding of what they need to do to achieve their aims
- Increased motivation to search for opportunities
- Increased understanding of how to conduct themselves when applying for jobs
- Improved self-management to commit to the lengthy application process

Top tips

- Use sports that already run at your club and that the young people enjoy
- Encourage young people to set goals for the specific employability skills they want to develop and focus on. Build action plans and records of achievements. This can be supported through a mentoring relationship (see page 37)
- Call the sessions something catchy, for example 'Job Gym' 'Talent Start' or 'Step on the ladder to

construction', giving a positive identity to what you want to achieve

- Work with others to increase what you can offer. For example, reach out to local businesses and networks to provide mock interview sessions and invite people from different sectors to come in and talk about opportunities. This may be something Sported's Volunteer Services can assist you with. For young people outside of London, we'd encourage you to check out your local youth organisation or the British Youth Council
- London Youth send out a weekly newsletter 'Opportunity Knocks' with job vacancies and training opportunities specifically for young people. Sign up [here](#)
- Young people could need extra support with managing their money if they get a job and earn a salary for the first time. There are some free resources [here](#) to help young people manage their money effectively



2. Continued education and training

What is it?

This can take a variety of forms, depending on needs of the young people:

- Tutored supplementary education that is relevant to the workplace and increases young people's employability chances – especially numeracy, literacy, ICT and English for Speakers of Other Languages (ESOL) (see Educational activities section, page 18)
- Vocational training within the club to provide a recognised qualification, for example [Sports Leaders Awards](#) or [Football Association coaching qualifications](#)
- Support to progress to further education and training outside the club. This may be a continued mentoring scheme to identify the training a young person needs, with ongoing support to help them complete it

Who is it for?

This type of activity would suit young people who are:

- Disengaged with education: they left school with few, low or no qualifications and are unlikely to go back
- Disengaged with learning, in need of support to increase both their desire to learn and confidence in their ability to learn
- In need of a way to build aspirations for the future

What does it achieve?

- Increased academic achievement directly relevant to the workplace
- Improved attitude to learning – enjoyment of training and thirst for learning
- Increased confidence
- Improved attendance at further training and workplace opportunities, as they can keep up better
- Raised aspirations for the future and recognition of education playing a role in this
- Young people were asked about the importance of enjoyment in their future position before and after the programme. This is how their perspective changed:

Having a job which interests me is important to me:
Pre 73% - Post 85%

Top tips

- The sessions can be even more effective if participants can progress to recognised qualifications based on the [Qualifications and Credit Framework \(QCF\)](#)
- Make content relevant to young people's future workplace aspirations
- Use sports that already engage the young people to deliver some of the learning
- Financial capability (for example, budgeting and money management) can provide a focus for numeracy sessions and be useful to support young people if they start receiving a salary

Case study: Eastside Rangers

Where: Waltham Forest

What: Continued education and training

Four years ago Andrew Finnegan was taking part in a half term football tournament representing Eastside Rangers FC whilst revising for his GCSEs at Buxton Secondary School. He was unsure of his next steps but knew football was a huge part of his life. Andrew did extremely well in his exams and achieved 5 A-C grades and an award from his school.

Working with Eastside Rangers, Andrew was supported to think about his future options and went on to enrol on a BTEC Extended Diploma in Sports with his local football club, Leyton Orient, attending full time and studying modules in sports leadership and ethics. It was this experience that opened up the idea of coaching to Andrew. Although he had been involved in playing football since a young age, he suffered with issues of low self-esteem and lack of motivation in facing challenges. To support his development and passion for football, Eastside Rangers FC offered Andrew a position as a volunteer coach.

Andrew attended in between his studies, assisting with sessions as a community coach. He went on to pass his FA Level 1 Coaching badge and in recognition of this, was given additional responsibility at Eastside Rangers with his own group at the weekly football camp. This role had a very positive impact on Andrew's confidence and happiness, encouraging him to dedicate more time to improving as a coach. In 2016, with the continued support of a mentor from Eastside Rangers, Andrew completed his final exam and achieved the qualification enabling him to go to university to study for a sports degree.

Andrew continues to volunteer with Eastside Rangers whilst he is studying at the University of East London, providing assistance at the weekly *sporteducate* Homework Club. Andrew brings a unique perspective to the session, as a former participant of Eastside Rangers and with first-hand experience of the value of goal setting and mentoring. Andrew is now looking ahead to pass his FA Level 2, and Eastside Rangers look forward to empowering him to fulfil a sports development position at the club.

John, Chief Executive

3. Work experiences and involvement

What is it?

A range of opportunities for young people to gain direct experience of the workplace and come into contact with those in employment. For example:

- Trips to work settings and businesses
- Visits to the club from inspiring professionals, especially if from similar backgrounds to the young people
- Volunteering opportunities at the club
- Links and partnerships to allow for young people to do job shadowing, work experience and apprenticeships
- Projects within the club that help young people to develop their entrepreneurial skills and understanding of business

Who is it for?

This type of activity would suit young people who:

- Are aged 14+ (although younger children will also benefit from seeing what a workplace is like and should not be excluded)
- Are disengaged with education; they have left school with few, low or no qualifications and are unlikely to go back
- Have very low or no aspirations for the future linked to employment

What does it achieve?

- Increased aspirations for the future: the ability to picture where they will be in one year or three years' time; to begin to know where they want to get in life; a chance to begin discussing plans for the future
- **61%** of young people believe *sporteducate* has helped them understand the skills they need to get the job they want*
- Improved attitude to learning, through developing the drive to get to where want to be and being inspired by employed role models

Top tips

- External volunteers (e.g. local businesses) can offer a range of options for visits to their own business, as well as those of partners and customers. They can also help find people to come and talk to young people in your club
- Visitors must be able to grab the interest of young people: they must be able to picture themselves doing something similar
- Placements or job shadowing must be meaningful experiences and allow realistic progression (especially for young people with a criminal record)
- Tie the experiences into each young person's longer-term employability plan

Remember to use the [Project Planning Tool](#), to work through your ideas for employability activities.

* EdComs Research for Sported 2017

Case study: Carney's Community**Where:** Lambeth**What:** Work experiences and involvement

I first met TC in 2001; he was in and out of jail for much of his youth. In 2008, it was clear he wanted to make a positive change. I put him in touch with a film producer, who made a film strongly based on TC's experiences. When TC was released from prison, he went to the film's premiere and was given voluntary work at the film studio, which ignited an interest in script writing and theatre. It also gave TC the confidence to apply for a gym instructor course.

In 2012, I took TC to help me deliver presentations to potential employers and people who could offer work experience to those who had criminal records. A high-class hotel in London was very impressed with him and offered him a temporary position as a front-of-house porter. He worked hard and was offered a permanent contract and pay rise.

The support we gave TC gave him the confidence to look forward and take the steps to change his life, breaking out of a cycle of crime and prison. It was essential that this support was consistent and on-going, as well as being available at the point when TC was most motivated to make positive changes in his life.

George, Manager

C. Mentoring

Educational and employability activities are even more likely to achieve your programme's aims if they are run alongside mentoring schemes.

Mentoring varies in terms of both focus and structure. What you offer will depend on the ages, stages, personal circumstances and needs of your young people, as well as the staff and volunteers you have available to act as mentors.

Mentoring tends to be most important for young people at key transition points, for example when moving from primary to secondary; from Year 9 to Year 10; and from Year 11 to further education or work.

What is the purpose of mentoring?

Mentoring falls into four categories:

- Specific/targeted – for example, to find education, employment, stop re-offending, integrate into the community or develop a career
- Change behaviour – to improve relationships or reduce unwanted behaviours
- Expand opportunities – to develop personal skills, build confidence or improve attainment
- Supportive – to build trust and resilience or reduce isolation

Mentors can help build aspirations, encouraging young people to take part in sporting, educational or employability activities. They can help young people talk through what they are getting out of the activities and apply the things they learn to day-to-day life.

Mentors will also be able to offer support and follow-up for things going on outside of the club – whether a work experience placement or a young person getting help for drug and alcohol abuse.

It is important to remember that a mentor does not and cannot take the place of a qualified support worker but can instead act as a friend.

Mentoring methods

Schemes can be structured in three different ways:

- One-to-one – One mentor dedicated to one young person
- Two-to-one – One primary mentor to provide consistency over time, plus a second mentor to add value in some sessions, for example a specific problem with Maths, careers advice or dealing with a housing issue
- Group – One mentor working with a small group. The sessions may form part of educational activities, for example helping resolve problems with homework, building aspirations for the future or overcoming barriers

Who can be a mentor?

Mentors could be:

- Existing staff and volunteers already involved at your club, who the young people have a positive relationship with
- Peers – other young people that have taken positive steps to change their own lives. Peers can provide excellent role models and, where adequately trained and supported, become great mentors
- Volunteers from the local community or from other

backgrounds with specific skills, time and motivation to support young people

Making a match

Successfully matching the young person to the right mentor is a key to success. Before choosing, decide which characteristics and qualities are most important for them to have.

A potential mentor can be invited along to the club to spend time with a young person. Once a relationship is built, the young person can then be given a choice if they would like the mentor to support them on a more structured basis. A useful way to think about whether you're making a good match is to consider whether the young person would be happy to be seen walking down the street with their mentor.

Induction, training and support are essential for all mentors, especially around safeguarding and disclosure issues.

Where?

Mentoring sessions should take place wherever the young people feel comfortable. This might be in a dedicated room at your club (following your safeguarding policy), during a sports activity (for example, playing table tennis), in a café or on a walk. Where there's a second mentor involved, it might be best to go to their venue.

When?

If the mentoring is linked to educational or employability, have sessions soon after the activities the young person attends. Otherwise, immediately before or after a sports session they attend.

What does it achieve?

- Improved communication skills as it challenges young people to speak with someone they don't know
- Experience of different perspectives by listening to and spending time with a mentor
- Builds a wider personal network and potentially opens up professional opportunities
- Develops knowledge and skills in a new environment
- Valuable insight and advice into education, employment and much more

Top tips

- Doing something active together before, during, or after can help energise a mentoring session and shift potential barriers
- Starting with a mentor at primary school age can help keep young people on the right path and encourage them to have higher aspirations
- Creating focused personal development plans with a mentor can help young people set goals and record achievements. This also provides useful information to help build CVs
- Mentors should always be aware of the personal circumstances of young people. A lot of the problems young people carry with them stem from family issues
- Through the sessions, mentors may identify that young people have further support needs. Try to research referral routes and other agencies that could help in these situations

Case study: Eastside Rangers

Where: Waltham Forest

What: Mentoring

Michael was referred to Eastside Rangers by his support worker towards the end of a 12-month probation order for drug-related offences. He was keen to get his life on track but he just didn't know how. Aged 17 and having left school without any GCSEs, it was becoming increasingly hard for Michael to find a job.

We agreed that a member of our team would be assigned to him and would work in an outreach capacity in order to support his needs. This involved arranging to regularly meet up in safe, local public spaces like in libraries and coffee shops near to Michael's home where we could conduct our interventions before heading to the Fitness First in Stockwell for a gym session. It was an innovative approach that proved to be a very effective method of engagement.

Michael and his mentor created a mentoring agreement and conducted some initial assessments that uncovered some needs and transferrable skills that Michael was not aware of. He described himself as a hardworking, practical person, and had previous experience of painting and decorating. Through questionnaires on the National Career Website they found that working in the construction industry would be ideal.

Michael was referred to a national charity called Construction Youth Trust (CYT) with a construction training centre based in Bermondsey. Michael was supported to attend the induction day for an upcoming programme which could provide him with the opportunity to enrol on a short course to gain a number of nationally recognised qualifications.

Michael and John, his mentor, engaged on pre-employment training to prepare him for this induction, focusing on developing his interpersonal and interview skills over a period of 6 weeks. With the ongoing support from John, Michael demonstrated improved time-keeping, increased confidence and organisational skills. Michael got onto the course and in December 2016, successfully completed it.

'I have been completely blown away by Michael's determination and continued hard work' said John. 'I am very proud of his achievements and he should be too. He has come a long way in a short time and it shows that with adequate support and plans in place mixed with some self-belief, you can overcome any barriers you are faced with.' Michael was signed off early by his probation worker due to his continued good progress and is now actively seeking an apprenticeship role in the industry as a scaffolder.

John, Chief Executive

Case study: Track Academy**Where:** Willesden, North West London**What:** Mentoring

We send all our mentors on an accredited training programme for a day, so that everyone working with us has some guidance, as well as a certificate. They then spend time shadowing another mentor until their competency is assured: it can take a few months or longer, depending on how much time they can commit to.

We tend to use members of the community who already have an understanding of the economic or social problems the young people have, so the bond happens more quickly. All the young people have a session explaining what a mentor is, too.

It takes months, even years to see changes in the young people. What we do works because we have what we call a 360-degree development programme around the young person: the sports coach, admin staff, school, parents and the mentor all working together in their best interests.

Connie, Director

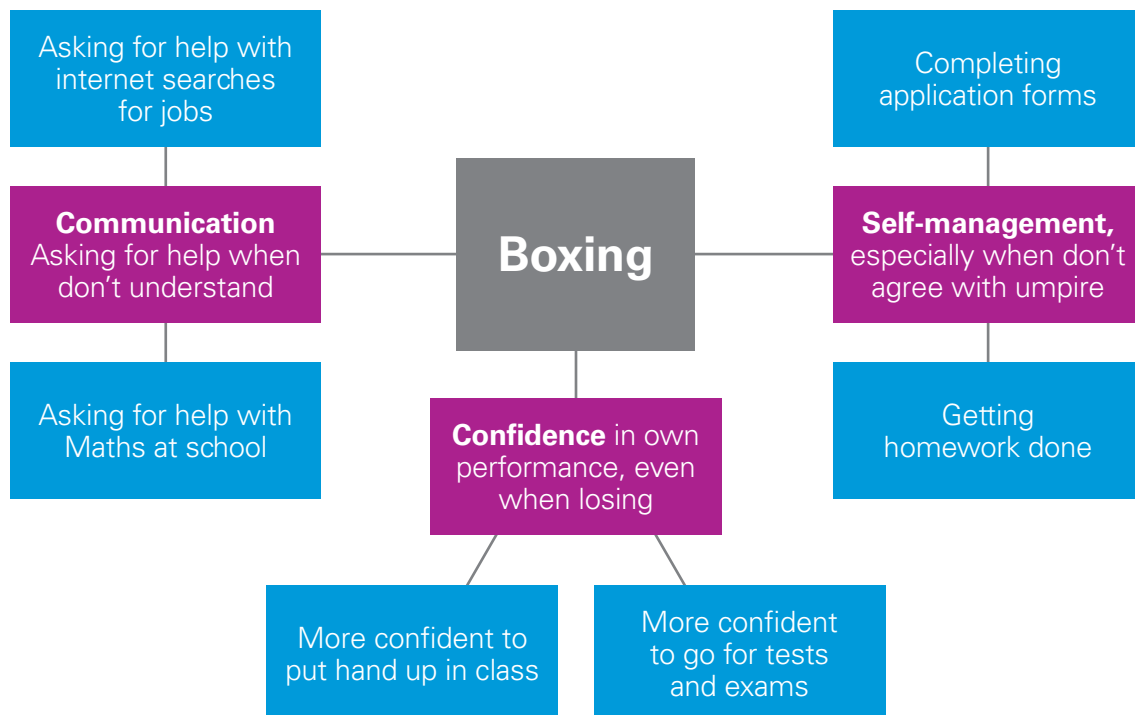
D. Teaching soft skills

In addition to structured educational and employability activities, research shows that using sport to teach 'soft skills' can also help young people achieve the Sport for Development outcomes we are aiming for. The following skills are integral to achieving these aims/outcomes:

- Self-esteem (confidence in own performance)
- Enjoyment of learning
- Self-management
- Determined purpose
- Commitment
- Communication
- Resilience
- Adaptability

To have the most impact, it is important that young people understand the soft skills they are developing through sport and how they can also be useful at school, college, further training and employment. Building reflection into a group activity or one-to-one mentoring will help them become more aware of these soft skills and where they can transfer them into other areas of their lives.

The diagram below illustrates how soft skills developed through sport (purple) can be transferred to other areas of life (blue):



Case study: Carney's Community

Where: Wandsworth

What: Teaching Soft Skills

Kelechi was born in Nigeria and came over to England when he was 10 years old. As a child he struggled with his confidence and self-esteem, which led to him getting in numerous fights as he was growing up.

By the age of 16 things had not improved and Kelechi felt he had no real direction in his life. It was at this age that he engaged in a boxing fitness session, run by Carney's Community, at his local youth club. It was clear he had a natural talent and the coach took him under his wing, bringing him to many other sessions, helping him improve his fitness and skill set. At the age of 17 his coach decided it was time for him to start competing and brought him down to Fitzroy Lodge ABC. It was here that Kelechi found himself. He quickly fitted in with the other boxers and enjoyed the camaraderie and family atmosphere in the gym. To date he has had 13 bouts with 10 wins and 3 losses. In these bouts Kelechi managed to win the much-coveted Haringey Box cup, as well as picking up the best boxer award in another inter-club open show.

This shows the perfect transition from someone who would not have considered boxing, to accessing it at the youth club, then receiving support to remain committed and finally moving into competing at a high level for Fitzroy lodge, which is now his amateur boxing club and his new 'family' that he feels a part of.

Kelechi says that, through boxing at the Lodge, he gained confidence, discipline, structure and direction. He is now doing a scaffolding apprenticeship and training in any spare time that he has. He also aims to start helping out at Carney's Community, so he can help others discover something they love doing and hopefully find themselves.

George, Manager



Case study: Oasis Girls' Night

Where: Southwark

What: Teaching Soft Skills

Grace is a young girl who was struggling to make friends and engage in school and was suffering with low confidence. She was referred to Oasis Girls' Night through the Inclusion Project at Oasis Venture. After some time attending the weekly sessions, she has made friends with the other participants and through the project has accessed various new experiences that have enriched her life. Through *sporteducate* and Deutsche Bank's Playing Shakespeare programme, the group at Oasis Girls' Night were able to visit The Globe to see *Taming of the Shrew*, travelling there on the Thames Clipper.

The girls were all very impressed by the show and since then have had visits from Oval House delivering drama workshops. Grace showed great interest in this and now attends drama classes after school at Oval house, featuring on stage in a number of shows. It is evident that her confidence has increased and Grace has been able to define some of her aspirations through acting.

Grace's overall attitude and happiness has improved tremendously through Oasis Girls' Night, which gives young girls access to opportunities they wouldn't otherwise experience.

Joanne, Director

06

WHAT WE
LEARNED FROM
SPORTEUCATE



What we learned from sporteducate

Throughout *sporteducate*, we learned a great deal from clubs, coaches, young people and volunteers. Here are some of the key lessons we thought might be helpful for you to think about when setting up a Sport for Development programme.

Engaging women and girls in sport

According to Sport England research, only 31.6% of women play sport at least once a week, which is compared to 41.7% of men. Nearly half of the 13 million women and girls who want to play sport are currently inactive. This suggests there is something holding women and girls back from participating. Using [this](#) practical guide, there are various ways club can engage more women and girls in the sports activities.

1. Before you start:

- a. Know who you are targeting – what are their motivations and what are the barriers they might face?
- b. Speak to your local County Sports Partnership (CSP) to get some information on which women and girls are active in your area
- c. Identify a specific group of women or girls that you want to engage
- d. Understand what is happening around you – who are your potential partners? How can you work together?

2. Getting the attention of your target audience:

Marketing!

- Use social media and the internet
- Update your website with your latest activities
- Produce flyers or posters to put up in local cafés, libraries, and community centres

What to say:

Be encouraging, welcoming and clear in your communication.

- Offer a free taster session or a small reward after attending a certain number of sessions
- Emphasise the social aspect – encourage attendees to bring friends
- Mention health benefits
- Be very clear about; where, what to bring, what time, how long, etc.

How to make it look genuine and welcoming:

- Use real photos
- Demonstrate an understanding of everyday issues – don't be afraid to show sweaty women!
- Images should be of normal, relaxed women potentially even in non-athletic wear
- Use role models or themes from This Girl Can

For more information on marketing, have a look at the FAQ on page 51.

3. Running the sessions

It's crucial that the experience of your participants meets their expectation, which is why it's important to be so clear in marketing.

Think about what time your session is being held and who it is targeting. For example, a short lunchtime session might be for someone who works. A daytime session could work for a new mum with a baby.

Travel cost is very important in determining whether someone will attend your session so if there is a long commute on top of a high cost, this might put people off. It is useful to advertise locally so participants don't have to travel.

4. After the session

It's important for women to be able to monitor their progress, so try and find a way to build in an informal review system into the sessions and encourage them to set achievable goals.

- Ask for and listen to feedback regularly
- Communicate between sessions – via email or social media to keep them engaged

Setting up and building a partnership with local schools

Some of the participating sports and community clubs that participated in *sporteducate* found that building links with a local school helped their sport and education programme develop and enabled them to better understand the progress of their participants.

If you are keen to set up a partnership with a local school, here are some things to think about:

Where do youth organisations fit?

- According to London Youth's learning report (2014–2015), youth organisations significantly improve the confidence, resilience and relationship skills of young people. These things all form part of what the government refers to as 'character education'.

What gaps can youth organisations fill for schools?

- According to *Youth Clubs and Schools: a partnership worth building (April 2016)*, there are three key areas that schools are struggling with where youth and community groups may play an important role:
 - Learning about sex and relationships

- Support with transition to work and careers
- Learning in a different setting – outside of the classroom

These are all areas that Sported clubs can assist with through their own Sport for Development programmes, particularly around reinforcing learning outside of the classroom and developing employability skills.

Barriers to this relationship:

- Perception: schools do not always understand what sports clubs and youth groups do
- Quality, culture and capacity: schools are not always clear on the quality of delivery at youth organisations and their resources

In order to overcome some of these barriers, you should:

- Communicate clearly and effectively, particularly around resources (financial and physical)
- Demonstrate your activities and value clearly – make it easy for them to learn about you and who they can contact
- Show schools how you can fit in and support the work they do
- Focus on how you develop skills such as creativity, resilience and character!

Partner up from the start if possible; develop a programme and apply for funding together. For more information on funding, please see page 52.

Use robust methods of monitoring and evaluation (for more information on this, please see page 14) and share this with schools where appropriate.



07

WORKING WITH
VOLUNTEERS



Working with volunteers

Sported member clubs have access to a wealth of resources via Volunteer Services. Enthusiastic and talented, volunteers can provide a wealth of experience for the club and young people, improving the structure and sustainability of the club and its activities.

Volunteers could help you and your club through offering:

- Support for your senior management team, for example with business and financial planning
- Taking on a Trusteeship roles, improving internal governance
- PR and marketing expertise
- IT support
- Fundraising and income generation assistance

In order to make the best use of the volunteers available, it is strongly advised that clubs have the following processes in place for each volunteer placement:

Role description

This should include details on the club, what the role will entail, what skills and experiences are best suited for the role, the suggested commitment and availability and whether a DBS check will need to be completed.

This should be shared with the volunteer ahead of their placement.

General volunteering policy

This is a framework that helps to define the role of volunteers within the organisation and helps to ensure paid staff, senior management and trustees understand why volunteers are involved and what their roles are.



When a volunteer begins they should be given information on the following:

- Claiming expenses
- Equal opportunities policy
- Health and safety policy
- Confidentiality and data protection policy
- Safeguarding/child protection policy
- Point of contact for any support
- Photo/video consent form signed if appropriate
- Emergency contact form for volunteer including next of kin information

It's important that volunteers do not sign a contract or participate in anything resembling a contractual agreement. Volunteers are not

employees and should not be under any obligation to work so please ensure wording in any role description documents reflects this – 'Volunteers can...' not 'volunteers must...'

Intellectual property:

If a volunteer is updating, editing or creating your website, it would be worth setting out in their role description that anything they create will be the intellectual property of the club.

Clubs should also ensure volunteer activity is covered under their public liability insurance.

Additional information can be found online at [KnowHow NonProfit](#).



08

FREQUENTLY ASKED QUESTIONS



Frequently asked questions

What is sporteducate?

Sporteducate was a programme that combined sport with education to provide 11–18 year olds the extra-curriculum support, skills and focus to stay in school and go on to further education, training and employment. The programme was originally born out of a partnership between Sported and Deutsche Bank that started in 2013, aimed at young people not in education, employment or training (NEET) and offering volunteer support and funding to clubs to run the sessions. Although this programme has now finished, the invaluable learning has been captured within this toolkit, providing practical ways for Sported members to engage young people through combining sport and education.

How can running Sport for Development sessions benefit your club?

- Engage new young people from NEET backgrounds
- Develop new partnerships with schools, colleges and other educational providers in your area
- Target specific areas of need in your community around young people and education
- Demonstrate your impact more clearly to your community, partners and potential funders
- Connect with other Sported members from all over the UK

Can I get funding?

We no longer have funding for *sporteducate*, however Sported offers a range of support and useful resources to help you to fundraise and/or apply for funding from other organisations. You can also sign up to receive our monthly regional funding bulletins with details of funds in your area. Contact your Regional Manager to enquire about our fundraising support and other funds you may be eligible to apply for.

I'm not very good at writing funding applications. Can Sported help me?

Yes, Sported can help. We have our online tools which lead you through how to complete funding applications, we have 'light touch' volunteer support where you are able to ask a volunteer for some help over the phone, email, Skype or in person in a short period of time when you need it, or perhaps 1:1 mentor support for larger applications with the need for longer term plans.

How many young people can be part of the sessions?

You should work with as many young people as you feel you can manage. Sported can help you to track the number of young people your sessions benefit using the [Young Person's Questionnaire](#) and an attendance register, so that you can demonstrate your impact to the community, partners and potential funders.

There are lots of different activities suggested. How do I choose which to run in my club?

The project planning tool guidance in Section 4 and the full [Project Planning Tool](#) have been devised to help you think about what will work best. They should enable you to select suitable activities based on the young people you work with, the outcomes you would like to achieve and the support and resource available to you locally. You should think about the partners you might be able to work with, the activities available locally and the sorts of things the young people like to do!

How can I get young people to come along and attend?

Working in partnership and creating links with your local schools, colleges and youth providers, is a great way to inform young people about your sessions and encourage them to attend. A good website and strong social media presence is hugely beneficial to advertise across your network and promote your sessions to the right people. Sported have online tools that can support with this and can offer volunteer support to help you work on this in more depth.

What partnerships and links should I create?

You should contact schools and colleges in your area that you would like to work with. Other partners might include local youth groups, youth support agencies, and other educational providers offering leadership or coaching qualifications such as National Governing Bodies of sport.

How can I demonstrate my impact?

Impact measurement is of huge importance to Sported, and we are leading the sector in proving the value of sport for social change. We have a dedicated online impact section with downloadable resources for you to use. We also run impact workshops and offer support from our Sported volunteers. You can access the Impact Practice Learner Journey to help you understand and develop the tools needed for effective Impact Practice. You should also record details of your sessions and the young people attending, in order to measure the impact you are making. The [Young Person's Questionnaire](#) can help you with your data collection.